

# Every Child Ready Standards & Indiana Early Learning Standards Alignment



# **Every Child Ready Standards & Indiana Early Learning Standards Alignment**



## DOMAIN: ENGLISH/LANGUAGE ARTS

### ENGLISH/LANGUAGE ARTS EARLY LEARNING STANDARD 1: COMMUNICATION PROCESS

Learning Outcome	Standard	Younger Preschool Indicators	Older Preschool Indicators	Every Child Ready Standard(s)
<p>Early learners develop skills to communicate effectively for a variety of purposes, laying the foundation for future learning in all developmental areas.</p>	<p><b>ELA 1.1</b> Demonstrate Receptive Communication</p>	<p>Demonstrate continual growth in understanding increasingly complex and varied vocabulary</p>		<p><b>LL-LC.1.B</b> Responds to multipart sentences, such as acting out multiple events, following two-step directions, or finding objects based on a description.  <b>LL-LC.1.C</b> Responds to more complex sentences that include descriptive words for unrelated requests they may not have heard before.  <b>LL-LC.1.D</b> Shows understanding of more complex sentences or questions through actions, such as following three-step directions.</p>
<p>Early learners develop skills to communicate effectively for a variety of purposes, laying the foundation for future learning in all developmental areas.</p>	<p><b>ELA 1.1</b> Demonstrate Receptive Communication</p>	<p>Respond to complex gestures and/or actions to communicate (such as comforting others who are crying)</p>		<p><b>LL-LC.1.E</b> Confirms understanding of spoken language, requests, and complex sentences through verbal or nonverbal requests for clarification.  <b>IS.4.D</b> With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others.  <b>IS.4.E</b> With minimal teacher prompts, demonstrates empathy by providing support for others through assistance or advocacy.</p>
<p>Early learners develop skills to communicate effectively for a variety of purposes, laying the foundation for future learning in all developmental areas.</p>	<p><b>ELA 1.1</b> Demonstrate Receptive Communication</p>	<p>Listen to and follow multi-step directions with adult support</p>	<p>Listen to and follow multi-step directions</p>	<p><b>ATL.7.B</b> Independently follows two- to three-step verbal adult directions.  <b>LL-LC.1.B</b> Responds to multipart sentences, such as acting out multiple events, following two-step directions, or finding objects based on a description.  <b>LL-LC.1.D</b> Shows understanding of more complex sentences or questions through actions, such as following three-step directions.  <b>LL-LC.1.E</b> Confirms understanding of spoken language, requests, and complex sentences through verbal or nonverbal requests for clarification.</p>

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Early learners develop skills to communicate effectively for a variety of purposes, laying the foundation for future learning in all developmental areas.	<b>ELA 1.1</b> Demonstrate Receptive Communication	N/A	With adult support, discover the meaning of new words and relate them to prior knowledge	<p><b>LL-LC.3.A</b> Shows interest in new words or asks questions to acquire new vocabulary.</p> <p><b>LL-LC.1.E</b> Confirms understanding of spoken language, requests, and complex sentences through verbal or nonverbal requests for clarification.</p> <p><b>LL-NC.5.C</b> Makes connections between own experiences, background knowledge, and information presented in an informational text.</p> <p><b>LL-LC.3.E</b> Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on classroom reading and content.</p>
Early learners develop skills to communicate effectively for a variety of purposes, laying the foundation for future learning in all developmental areas.	<b>ELA 1.2</b> Demonstrate Expressive Communication	Demonstrate continual growth in increasingly varied and complex vocabulary		<p><b>LL-LC.3.C</b> Attempts to integrate new vocabulary into oral communication with peers and adults.</p> <p><b>LL-LC.3.D</b> Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").</p> <p><b>LL-LC.3.E</b> Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on classroom reading and content.</p> <p><b>LL-LC.2.D</b> Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic.</p>
Early learners develop skills to communicate effectively for a variety of purposes, laying the foundation for future learning in all developmental areas.	<b>ELA 1.2</b> Demonstrate Expressive Communication	Use complex gestures and actions to communicate		<p><b>LL-NC.3.A</b> Describes one event from a familiar narrative using visuals or gestures.</p> <p><b>ATL.4.A</b> Uses two to three words or nonverbal actions (gestures, body language, facial expressions) to explain activities they are engaging in.</p> <p><b>LL-LC.4.B</b> Initiates or joins conversations and engages in conversational turn-taking with at least one feedback loop using both verbal and nonverbal communication.</p>

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Early learners develop skills to communicate effectively for a variety of purposes, laying the foundation for future learning in all developmental areas.	<b>ELA 1.2</b> Demonstrate Expressive Communication	Describe activities and experiences with detail	Describe activities, experiences, and stories with expanded details	<b>LL-LC.2.A</b> Uses two to three words to make a request, provide a description, or say a phrase/sentence. <b>LL-LC.5.E</b> Use clauses and conjunctions as part of a complex sentence with correct word order and syntax (i.e., "Armel threw the blue ball, and it got stuck on the roof").
Early learners develop skills to communicate effectively for a variety of purposes, laying the foundation for future learning in all developmental areas.	<b>ELA 1.2</b> Demonstrate Expressive Communication	Use expanded sentences	Use complex sentences	<b>LL-LC.5.D</b> Uses complex sentences with correct word order and syntax. Begins to use prepositions (i.e., "Armel throws the round blue ball on the roof"). <b>LL-LC.5.E</b> Use clauses and conjunctions as part of a complex sentence with correct word order and syntax (i.e., "Armel threw the blue ball, and it got stuck on the roof"). <b>LL-LC.2.D</b> Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic. <b>LL-LC.3.C</b> Attempts to integrate new vocabulary into oral communication with peers and adults.
Early learners develop skills to communicate effectively for a variety of purposes, laying the foundation for future learning in all developmental areas.	<b>ELA 1.2</b> Demonstrate Expressive Communication	N/A	Change word tense to indicate time	<b>LL-LC.5.E</b> Use clauses and conjunctions as part of a complex sentence with correct word order and syntax (i.e., "Armel threw the blue ball, and it got stuck on the roof"). <b>LL-LC.5.B</b> Continues to develop more complex sentences using syntax with a noun and verb and object (i.e., "Armel throws the ball"). <b>LL-LC.5.D</b> Uses complex sentences with correct word order and syntax. Begins to use prepositions (i.e., "Armel throws the round blue ball on the roof").

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Early learners develop skills to communicate effectively for a variety of purposes, laying the foundation for future learning in all developmental areas.	<b>ELA 1.2</b> Demonstrate Expressive Communication	N/A	Use communication for a variety of purposes	<p><b>LL-LC.2.A</b> Uses two to three words to make a request, provide a description, or say a phrase/sentence.</p> <p><b>LL-LC.2.B</b> Demonstrates understanding by answering simple “what” and “who” questions using two to three words when prompted by the teacher or peers.</p> <p><b>LL-LC.2.C</b> Demonstrates understanding by answering simple “why” and “how” questions using two to three words when prompted by the teacher or peers.</p> <p><b>LL-LC.2.D</b> Answers questions from adults and peers using multiword responses and uses question words (“who,” “what,” “where,” “why,” and “how”) to ask simple questions related to a topic.</p> <p><b>LL-LC.3.D</b> Explains meaning or attempts to use descriptive words and abstract nouns (“friendship”) and verbs (“love”).</p>
Early learners develop skills to communicate effectively for a variety of purposes, laying the foundation for future learning in all developmental areas.	<b>ELA 1.3</b> Demonstrate ability to engage in conversations	Answer questions posed by adults or peers	Answer open-ended questions posed by adults or peers	<p><b>LL-LC.2.B</b> Demonstrates understanding by answering simple “what” and “who” questions using two to three words when prompted by the teacher or peers.</p> <p><b>LL-LC.2.C</b> Demonstrates understanding by answering simple “why” and “how” questions using two to three words when prompted by the teacher or peers.</p> <p><b>LL-LC.2.D</b> Answers questions from adults and peers using multiword responses and uses question words (“who,” “what,” “where,” “why,” and “how”) to ask simple questions related to a topic.</p>
Early learners develop skills to communicate effectively for a variety of purposes, laying the foundation for future learning in all developmental areas.	<b>ELA 1.3</b> Demonstrate ability to engage in conversations	Ask questions for understanding and clarity		<p><b>LL-LC.2.E</b> Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.</p> <p><b>LL-LC.2.D</b> Answers questions from adults and peers using multiword responses and uses question words (“who,” “what,” “where,” “why,” and “how”) to ask simple questions related to a topic.</p>

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<p>Early learners develop skills to communicate effectively for a variety of purposes, laying the foundation for future learning in all developmental areas.</p>	<p><b>ELA 1.3</b> Demonstrate ability to engage in conversations</p>	<p>Make on-topic comments</p>		<p><b>LL-LC.4.C</b> Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic.  <b>LL-LC.4.D</b> Adds information or appropriately remains on or changes topic during a conversation with multiple feedback loops alternating between speaker and listener.</p>
<p>Early learners develop skills to communicate effectively for a variety of purposes, laying the foundation for future learning in all developmental areas.</p>	<p><b>ELA 1.3</b> Demonstrate ability to engage in conversations</p>	<p>Stay on topic in two-way conversation with others</p>	<p>Stay on topic in two-way conversation that involves multiple turns</p>	<p><b>LL-LC.4.C</b> Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic.  <b>LL-LC.4.D</b> Adds information or appropriately remains on or changes topic during a conversation with multiple feedback loops alternating between speaker and listener.</p>
<p>Early learners develop skills to communicate effectively for a variety of purposes, laying the foundation for future learning in all developmental areas.</p>	<p><b>ELA 1.3</b> Demonstrate ability to engage in conversations</p>	<p>N/A</p>	<p>Communicate actively in group activities</p>	<p><b>LL-LC.4.B</b> Initiates or joins conversations and engages in conversational turn-taking with at least one feedback loop using both verbal and nonverbal communication.  <b>LL-LC.4.C</b> Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic.  <b>LL-LC.4.D</b> Adds information or appropriately remains on or changes topic during a conversation with multiple feedback loops alternating between speaker and listener.  <b>LL-LC.4.E</b> Modifies conversations based on the context or listener.</p>

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Early learners develop skills to communicate effectively for a variety of purposes, laying the foundation for future learning in all developmental areas.	<b>ELA 1.3</b> Demonstrate ability to engage in conversations	N/A	Vary tone and volume of expression to match the situation	<p><b>LL-LC.4.E</b> Modifies conversations based on the context or listener.</p> <p><b>IS.4.D</b> With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others.</p> <p><b>IS.5.D</b> Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.</p>

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### ENGLISH/LANGUAGE ARTS EARLY LEARNING STANDARD 2: EARLY READING

Learning Outcome	Standard	Younger Preschool Indicators	Older Preschool Indicators	Every Child Ready Standard(s)
Early learners develop foundational skills in understanding alphabetic awareness, phonological awareness, concepts of print, and comprehension.	<b>ELA 2.1</b> Demonstrate awareness of the alphabet	Recognize and identify some uppercase and a few lowercase letters in a meaningful context (e.g., the first letter in their name)	Recognize and identify most uppercase and some lowercase letters	<p><b>LL-AK.1.A</b> Identifies up to five uppercase or lowercase letters. Some letters may be in own name.</p> <p><b>LL-AK.1.D</b> Identifies up to 30 uppercase or lowercase letters.</p> <p><b>LL-AK.1.E</b> Identifies all 26 uppercase and lowercase letters in random order.</p>
Early learners develop foundational skills in understanding alphabetic awareness, phonological awareness, concepts of print, and comprehension.	<b>ELA 2.1</b> Demonstrate awareness of the alphabet	N/A	Recognize own name in print	<p><b>LL-AK.1.AA</b> Identifies the first letter in their name.</p> <p><b>LL-WR.3.D</b> Writes all letters using uppercase or lowercase letters in his or her name in correct order. Letters may be backward, reversed, or poorly formed and recognized only in context.</p> <p><b>LL-WR.3.E</b> Writes all letters in their name in correct order. All letters are correct and could be recognized out of context.</p> <p><b>LL-AK.1.A</b> Identifies up to five uppercase or lowercase letters. Some letters may be in own name.</p> <p><b>LL-AK.2.AA</b> Produces the first letter sound in their name with teacher support.</p>

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<p>Early learners develop foundational skills in understanding alphabetic awareness, phonological awareness, concepts of print, and comprehension.</p>	<p><b>ELA 2.2:</b> Demonstrate phonological awareness</p>	<p>Demonstrate basic knowledge of letter-sound correspondence</p>		<p><b>LL-AK.2.A</b> Produces up to two letter sounds when shown uppercase or lowercase letters.  <b>LL-AK.2.B</b> Produces up to five letter sounds when shown uppercase or lowercase letters.  <b>LL-AK.2.C</b> Produces up to ten letter sounds when shown uppercase or lowercase letters.  <b>LL-AK.2.D</b> Produces up to 15 letter sounds when shown uppercase or lowercase letters.  <b>LL-AK.2.E</b> Produces up to 26 uppercase and lowercase letter sounds when shown letters in random order.</p>
<p>Early learners develop foundational skills in understanding alphabetic awareness, phonological awareness, concepts of print, and comprehension.</p>	<p><b>ELA 2.2:</b> Demonstrate phonological awareness</p>	<p>Engage in rhyming games and songs; can recognize a familiar rhyme</p>		<p><b>LL-PA.3.B</b> Listens to and fills in the missing rhyming word from a familiar song, poem, rhyme, fingerplay, or story. For example, "Twinkle, twinkle little star. How I wonder what you ____."  <b>LL-PA.3.C</b> Identifies if two words rhyme when given in a pair. For example, "My words are 'cat' and 'hat.' Do these two words rhyme? My words are 'cat' and 'pan.' Do these two words rhyme?"  <b>LL-PA.3.D</b> Produces at least one real or nonsense rhyming word when given a pair of CVC words, like "cat" and "hat."  <b>LL-PA.3.E</b> Identifies rhyming words from groups of two to three words when given one rhyming word.  <b>LL-PA.3.B</b> Listens to and fills in the missing rhyming word from a familiar song, poem, rhyme, fingerplay, or story. For example, "Twinkle, twinkle little star. How I wonder what you ____."  <b>LL-PA.3.C</b> Identifies if two words rhyme when given in a pair. For example, "My words are 'cat' and 'hat.' Do these two words rhyme? My words are 'cat' and 'pan.' Do these two words rhyme?"</p>

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<p>Early learners develop foundational skills in understanding alphabetic awareness, phonological awareness, concepts of print, and comprehension.</p>	<p><b>ELA 2.2:</b> Demonstrate phonological awareness</p>	<p>Identify rhyming words in spoken language</p>	<p>Make rhymes to simple words</p>	<p><b>LL-PA.3.C</b> Identifies if two words rhyme when given in a pair. For example, "My words are 'cat' and 'hat.' Do these two words rhyme? My words are 'cat' and 'pan.' Do these two words rhyme?"  <b>LL-PA.3.D</b> Produces at least one real or nonsense rhyming word when given a pair of CVC words, like "cat" and "hat."  <b>LL-PA.3.E</b> Identifies rhyming words from groups of two to three words when given one rhyming word.</p>
<p>Early learners develop foundational skills in understanding alphabetic awareness, phonological awareness, concepts of print, and comprehension.</p>	<p><b>ELA 2.2:</b> Demonstrate phonological awareness</p>	<p>Orally blend and segment familiar compound words, with modeling and support</p>	<p>Blend and segment syllables in spoken words with modeling and support</p>	<p><b>LL-PA.2.C</b> Segments the syllables in three- and four-syllable words verbally or nonverbally.  <b>LL-PA.2.D</b> Blends the syllables in two- to three-syllable words.  <b>LL-PA.1.B</b> Blends two words to make a compound word.  <b>LL-PA.1.C</b> Segments compound words to identify the two words within the compound word.</p>
<p>Early learners develop foundational skills in understanding alphabetic awareness, phonological awareness, concepts of print, and comprehension.</p>	<p><b>ELA 2.2:</b> Demonstrate phonological awareness</p>	<p>Demonstrate awareness of sounds as separate units</p>	<p>Isolate the initial sound in some words</p>	<p><b>LL-PA.4.AA</b> Listens to and repeats the correct beginning sounds.  <b>LL-PA.4.A</b> Identifies the initial consonant sounds in familiar words (no blends and digraphs).  <b>LL-PA.5.B</b> Isolates the onset of CVC words.  <b>LL-PA.2.C</b> Segments the syllables in three- and four-syllable words verbally or nonverbally.  <b>LL-PA.4.B</b> Identifies if a pair of given words have the same initial consonant sound with picture support (no blends or digraphs).  <b>LL-PA.4.E</b> Adds a new beginning sound to create a new word. For example, adding /c/ to "an" to create the word "can."  <b>LL-PA.5.C</b> Isolates the rime of CVC words.  <b>LL-PA.6.A</b> Repeats an individual sound.</p>

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Early learners develop foundational skills in understanding alphabetic awareness, phonological awareness, concepts of print, and comprehension.	<b>ELA 2.3:</b> Demonstrate awareness and understanding of concepts of print	Begin to understand that books are comprised of written words	Understand that print carries meaning	<b>LL-BK.3.B</b> Distinguishes between print and images in books and in the environment. <b>LL-BK.3.A</b> Demonstrates understanding that print has meaning.
Early learners develop foundational skills in understanding alphabetic awareness, phonological awareness, concepts of print, and comprehension.	<b>ELA 2.3:</b> Demonstrate awareness and understanding of concepts of print	Respond to and interact with read-alouds of literary and informational text	Track words in a book from left to right, top to bottom, and page to page with adult support	<b>LL-NC.5.A</b> Listens and responds to a wide variety of informational texts read aloud. <b>LL-BK.2.D</b> Tracks print from left to right and top to bottom while imitating reading a familiar text.
Early learners develop foundational skills in understanding alphabetic awareness, phonological awareness, concepts of print, and comprehension.	<b>ELA 2.3:</b> Demonstrate awareness and understanding of concepts of print	Hold books right side up and turn pages left to right	N/A	<b>LL-BK.2.A</b> Demonstrates understanding of proper book orientation by holding books right side up and turning one page at a time, starting from the first page.
Early learners develop foundational skills in understanding alphabetic awareness, phonological awareness, concepts of print, and comprehension.	<b>ELA 2.4:</b> Demonstrate comprehension	Respond and interact with literature, including both fiction and building background knowledge with nonfiction text		<b>LL-NC.5.A</b> Listens and responds to a wide variety of informational texts read aloud. <b>LL-NC.5.C</b> Makes connections between own experiences, background knowledge, and information presented in an informational text. <b>LL-NC.3.A</b> Describes one event from a familiar narrative using visuals or gestures. <b>LL-NC.3.AA</b> Joins in acting out a book as it's read aloud.
Early learners develop foundational skills in understanding alphabetic awareness, phonological awareness, concepts of print, and comprehension.	<b>ELA 2.4:</b> Demonstrate comprehension	Answer questions about a story		<b>LL-NC.1.C</b> Identifies and answers questions about events in a story. <b>LL-NC.2.B</b> Answers factual questions using a variety of text types (predictable, informational, poetry, etc.).

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Early learners develop foundational skills in understanding alphabetic awareness, phonological awareness, concepts of print, and comprehension.	<b>ELA 2.4:</b> Demonstrate comprehension	With adult support, begin to retell familiar stories	Retell familiar stories	<p><b>LL-NC.3.A</b> Describes one event from a familiar narrative using visuals or gestures.</p> <p><b>LL-NC.3.B</b> Retells two events from a familiar narrative using visuals or gestures.</p> <p><b>LL-NC.3.C</b> Retells three or more events from a familiar story in any order using visuals or gestures.</p> <p><b>LL-NC.3.D</b> Retells three or more events from a familiar narrative in sequence using visuals or gestures.</p> <p><b>LL-NC.3.E</b> With prompting and support, retells familiar stories, including key details.</p>

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### ENGLISH/LANGUAGE ARTS EARLY LEARNING STANDARD 3: EARLY WRITING

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Early learners develop foundational skills in mechanics of writing, ability to tell a story, recognize that oral communication can be represented by written language, and begin to write for a variety of purposes.	<b>ELA 3.1:</b> Demonstrate mechanics of writing	Recognize that drawings, paintings, and writings are meaningful representations	Create letter-like shapes, symbols, letters, and words with modeling and support	<p><b>LL-BK.3.A</b> Demonstrates understanding that print has meaning.</p> <p><b>LL-WR.2.B</b> Draws and/or writes to represent and describe an object, event, or observation.</p> <p><b>PD.3.B</b> With teacher modeling, draws circles, squares, and crosses.</p> <p><b>PD.3.C</b> Copies simple designs such as a picture of a person that includes a head, body, arms, and legs.</p> <p><b>LL-WR.4.A</b> Scribbles and makes marks on page. These may be continuous lines or separate shapes. The shapes may include dots, circles, or lines.</p> <p><b>LL-WR.4.B</b> Writes letter-like forms and makes marks on page that look like conventional shapes or mock letters.</p> <p><b>LL-WR.4.C</b> Writes letter-like symbols in strings. May leave spaces between symbols to indicate words.</p> <p><b>LL-WR.2.AA</b> Draws to represent something or to communicate a thought.</p>

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Early learners develop foundational skills in mechanics of writing, ability to tell a story, recognize that oral communication can be represented by written language, and begin to write for a variety of purposes.	<b>ELA 3.1:</b> Demonstrate mechanics of writing	Copy simple lines and shapes during play	Use writing tools	<b>PD.3.C</b> Copies simple designs such as a picture of a person that includes a head, body, arms, and legs. <b>PD.3.D</b> Begins to use a tripod grasp when writing and copies complex designs. <b>LL-WR.4.B</b> Writes letter-like forms and makes marks on page that look like conventional shapes or mock letters.
Early learners develop foundational skills in mechanics of writing, ability to tell a story, recognize that oral communication can be represented by written language, and begin to write for a variety of purposes.	<b>ELA 3.1:</b> Demonstrate mechanics of writing	Use writing tools with adult support during play	Copy more complex lines, shapes, and some letters, particularly the letters in their name	<b>PD.3.D</b> Begins to use a tripod grasp when writing and copies complex designs. <b>LL-WR.4.A</b> Scribbles and makes marks on page. These may be continuous lines or separate shapes. The shapes may include dots, circles, or lines. <b>LL-WR.4.B</b> Writes letter-like forms and makes marks on page that look like conventional shapes or mock letters. <b>LL-WR.4.C</b> Writes letter-like symbols in strings. May leave spaces between symbols to indicate words. <b>LL-WR.3.C</b> Writes uppercase or lowercase letters that correspond to at least half of the letters in their name. Letters may be backward, reversed, or poorly formed and recognized only in context.
Early learners develop foundational skills in mechanics of writing, ability to tell a story, recognize that oral communication can be represented by written language, and begin to write for a variety of purposes.	<b>ELA 3.1:</b> Demonstrate mechanics of writing	Create a simple picture	N/A	<b>C-ARTS.3.B</b> Creates drawings, paintings, and models with an increasing level of detail. <b>LL-WR.2.AA</b> Draws to represent something or to communicate a thought.
Early learners develop foundational skills in mechanics of writing, ability to tell a story, recognize that oral communication can be represented by written language, and begin to write for a variety of purposes.	<b>ELA 3.2:</b> Demonstrate ability to communicate a story	Create writing with the intent of communicating		<b>LL-WR.1.C</b> Contributes ideas and opinions to a shared writing experience by drawing or writing with teacher support. <b>LL-WR.2.A</b> Draws and/or writes to represent, express, or communicate interests. <b>LL-WR.2.B</b> Draws and/or writes to represent and describe an object, event, or observation.

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### ENGLISH/LANGUAGE ARTS EARLY LEARNING STANDARD 3: EARLY WRITING

Learning Outcome	Standard	Younger Preschool Indicators	Older Preschool Indicators	Every Child Ready Standard(s)
Early learners develop foundational skills in mechanics of writing, ability to tell a story, recognize that oral communication can be represented by written language, and begin to write for a variety of purposes.	<b>ELA 3.2:</b> Demonstrate ability to communicate a story	Dictate a story for an adult to write	Dictate a story that demonstrates simple details and narrative structure	<p><b>LL-NC.4.B</b> Tells a two-event personal narrative using simple phrases.</p> <p><b>LL-NC.4.E</b> Constructs a personal narrative with three or more events in coherent sequence, adding simple details.</p> <p><b>LL-WR.1.B</b> Contributes ideas and opinions to a shared writing experience with teacher support and dictation.</p> <p><b>LL-WR.1.C</b> Contributes ideas and opinions to a shared writing experience by drawing or writing with teacher support.</p> <p><b>LL-NC.3.E</b> With prompting and support, retells familiar stories, including key details.</p>
Early learners develop foundational skills in mechanics of writing, ability to tell a story, recognize that oral communication can be represented by written language, and begin to write for a variety of purposes.	<b>ELA 3.2:</b> Demonstrate ability to communicate a story	Use pictures, letters, and symbols to communicate a story	Use letters, symbols, and words to share an idea with someone	<p><b>LL-WR.2.AA</b> Draws to represent something or to communicate a thought.</p> <p><b>LL-WR.2.A</b> Draws and/or writes to represent, express, or communicate interests.</p> <p><b>LL-WR.2.B</b> Draws and/or writes to represent and describe an object, event, or observation.</p>
Early learners develop foundational skills in mechanics of writing, ability to tell a story, recognize that oral communication can be represented by written language, and begin to write for a variety of purposes.	<b>ELA 3.2:</b> Demonstrate ability to communicate a story	N/A	Use writing to label drawings	<p><b>LL-WR.2.A</b> Draws and/or writes to represent, express, or communicate interests.</p> <p><b>LL-WR.2.B</b> Draws and/or writes to represent and describe an object, event, or observation.</p>

## DOMAIN: MATHEMATICS

### MATHEMATICS EARLY LEARNING STANDARD 1: NUMERACY

Learning Outcome	Standard	Younger Preschool Indicators	Older Preschool Indicators	Every Child Ready Standard(s)
Early learners develop foundational skills in learning and understanding counting, cardinality, written numerals, quantity, and comparison.	<b>M1.1:</b> Demonstrate strong sense of counting	Count the number sequence 1-10	Count the number sequence 1-20	<b>M-NC.1.D</b> Says number words in order from 1–10 from memory. <b>M-NC.1.E</b> Says number words in order from 1–20 from memory.
Early learners develop foundational skills in learning and understanding counting, cardinality, written numerals, quantity, and comparison.	<b>M1.1:</b> Demonstrate strong sense of counting	Recognize that the count remains the same regardless of the order or arrangement of the objects	Recognize the last number name said tells the number of objects counted	<b>M-NC.3.B</b> Creates sets of 0–5 and begins to use cardinality to identify the last number counted. <b>M-NC.3.D</b> Creates sets of 0–10 and begins to use cardinality to identify the last number counted.
Early learners develop foundational skills in learning and understanding counting, cardinality, written numerals, quantity, and comparison.	<b>M1.1:</b> Demonstrate strong sense of counting	Apply one-to-one correspondence with small number of objects and/or people (2-3 objects)	Apply one-to-one correspondence with increasing number of objects and/or people (5-10 objects)	<b>M-NC.2.C</b> Says numbers in order, matching each number word to each object when counting from 1–7. <b>M-NC.2.D</b> Says numbers in order, matching each number word to each object when counting from 1–10. <b>M-NC.3.B</b> Creates sets of 0–5 and begins to use cardinality to identify the last number counted.
Early learners develop foundational skills in learning and understanding counting, cardinality, written numerals, quantity, and comparison.	<b>M1.1:</b> Demonstrate strong sense of counting	Draw pictures, symbols, or use manipulatives to represent a spoken number 0-5	Draw pictures, symbols, or use manipulatives to represent spoken number 0-10	<b>M-NC.3.D</b> Creates sets of 0–10 and begins to use cardinality to identify the last number counted. <b>LL-WR.2.B</b> Draws and/or writes to represent and describe an object, event, or observation. <b>M-NC.2.B</b> Says numbers in order, matching each number word to each object when counting from 1–5. <b>M-NC.6.B</b> Matches a set of objects with the number symbol to represent the set for quantities 0–5. <b>M-NC.2.D</b> Says numbers in order, matching each number word to each object when counting from 1–10. <b>M-NC.6.D</b> Matches a set of objects with the number symbol to represent the set for quantities 0–10.

## DOMAIN: MATHEMATICS

### MATHEMATICS EARLY LEARNING STANDARD 1: NUMERACY

Learning Outcome	Standard	Younger Preschool Indicators	Older Preschool Indicators	Every Child Ready Standard(s)
Early learners develop foundational skills in learning and understanding counting, cardinality, written numerals, quantity, and comparison.	<b>M1.1:</b> Demonstrate strong sense of counting	Identify, without counting, small quantities of items (1-3) presented in an irregular or unfamiliar pattern (subitize)	Identify, without counting, small quantities of items (1-4) presented in an irregular or unfamiliar pattern (subitize)	<b>M-NC.3.AA</b> Subitizes by instantly saying how many are in a set without counting for quantities 1–2. <b>M-NC.3.A</b> Subitizes by instantly saying how many are in a set without counting for quantities 1–3.
Early learners develop foundational skills in learning and understanding counting, cardinality, written numerals, quantity, and comparison.	<b>M1.2:</b> Demonstrate understanding of written numerals	Begin to recognize that number symbols indicate quantity and that different number symbols indicate different quantities	Match number symbols with amounts 1-10	<b>M-NC.6.A</b> Matches a set of objects with the number symbol to represent the set for quantities 0–3. <b>M-NC.6.D</b> Matches a set of objects with the number symbol to represent the set for quantities 0–10.
Early learners develop foundational skills in learning and understanding counting, cardinality, written numerals, quantity, and comparison.	<b>M1.2:</b> Demonstrate understanding of written numerals	Identify numerals in general as different from letters or other symbols	Name written numerals from 0-10	<b>M-NC.5.B</b> Says the names of numerals 0–5 shown in random order. <b>M-NC.5.D</b> Says the names of numerals 0–10 shown in random order.
Early learners develop foundational skills in learning and understanding counting, cardinality, written numerals, quantity, and comparison.	<b>M1.2:</b> Demonstrate understanding of written numerals	Begin to match number symbols with amounts 1-3	Begin to write numerals 1-10	<b>M-NC.6.A</b> Matches a set of objects with the number symbol to represent the set for quantities 0–3. <b>M-NC.2.A</b> Says numbers in order while matching each number word to each object when counting from 1–3. <b>LL-WR.2.B</b> Draws and/or writes to represent and describe an object, event, or observation.
Early learners develop foundational skills in learning and understanding counting, cardinality, written numerals, quantity, and comparison.	<b>M1.3:</b> Recognition of number relations	Readily identify first and last	Identify when 2 sets are equal using matching and counting strategies	<b>M-NC.4.B</b> Matches 0–5 objects from two sets using one-to-one correspondence to understand the concept of the same.



## DOMAIN: MATHEMATICS

### MATHEMATICS EARLY LEARNING STANDARD 1: NUMERACY

Learning Outcome	Standard	Younger Preschool Indicators	Older Preschool Indicators	Every Child Ready Standard(s)
Early learners develop foundational skills in learning and understanding counting, cardinality, written numerals, quantity, and comparison.	<b>M1.3:</b> Recognition of number relations	Correctly use the words for comparing quantities	Correctly use the words for position	<b>M-NC.4.C</b> Matches 0–7 objects from two sets using one-to-one correspondence to identify which set has more, less, or if they are the same. <b>M-PFA.2.D</b> Uses ordinal numbers to order and describe relative position for up to three objects.
Early learners develop foundational skills in learning and understanding counting, cardinality, written numerals, quantity, and comparison.	<b>M1.3:</b> Recognition of number relations	Separate sets of 6 or fewer objects into equal groups	Compare the values of two numbers from 1 to 10 presented as written numerals	<b>M-NC.4.B</b> Matches 0–5 objects from two sets using one-to-one correspondence to understand the concept of the same. <b>M-NC.3.C</b> Creates sets of 0–7 and begins to use cardinality to identify the last number counted. <b>M-NC.8.AA</b> Demonstrates an understanding that separating one set of objects into two sets decreases the total quantity in the original set. <b>M-NC.6.E</b> Matches a set of objects with the number symbol and compares written numerals between 0–10, identifying which numeral is higher, lower, or if they are the same. <b>M-NC.4.E</b> Rational counts and compares the objects in two sets to identify which has more, less, or if they are the same for quantities 0–10. <b>M-NC.4.C</b> Matches 0–7 objects from two sets using one-to-one correspondence to identify which set has more, less, or if they are the same.
Early learners develop foundational skills in learning and understanding counting, cardinality, written numerals, quantity, and comparison.	<b>M1.3:</b> Recognition of number relations	Demonstrate the understanding of the concept of after	Demonstrate the understanding of the concept of before	<b>M-PFA.2.C</b> Order up to five objects by one attribute, such as size, shades of color, texture, or sound, using comparative language. <b>M-PFA.2.D</b> Uses ordinal numbers to order and describe relative position for up to three objects.

## DOMAIN: MATHEMATICS

### MATHEMATICS EARLY LEARNING STANDARD 2: COMPUTATION AND ALGEBRAIC THINKING

Learning Outcome	Standard	Younger Preschool Indicators	Older Preschool Indicators	Every Child Ready Standard(s)
Early learners develop foundational skills in learning to understand mathematical structure and patterning.	<b>M2.1:</b> Exhibit understanding of mathematical structure	Begin to understand that numbers can be composed and decomposed to create new numbers	Use understanding that numbers can be composed and decomposed to create new numbers in solving problems with quantities under five	<p><b>M-NC.7.AA</b> Demonstrates an understanding that combining two sets increases the total quantity.</p> <p><b>M-NC.8.AA</b> Demonstrates an understanding that separating one set of objects into two sets decreases the total quantity in the original set.</p> <p><b>M-NC.7.A</b> Demonstrates an understanding that adding one more increases the amount of a set.</p> <p><b>M-NC.8.A</b> Demonstrates an understanding that removing one object decreases the amount in a set.</p> <p><b>M-NC.7.B</b> Counts two sets separately, then combines sets and counts the sets together to get the whole. Counts up to a total quantity of 5.</p> <p><b>M-NC.8.B</b> Counts a set of 1–5 objects. Takes objects away and counts how many are left.</p>
Early learners develop foundational skills in learning to understand mathematical structure and patterning.	<b>M2.2:</b> Demonstrate awareness of patterning	Physically extend simple ABAB patterns of concrete objects to other concrete objects	Begin to create and extend a new simple pattern	<p><b>M-PFA.3.A</b> Uses objects, rhythm, or movement to copy simple AB patterns.</p> <p><b>M-PFA.3.B</b> Uses objects, rhythm, or movement to copy and extend simple AB patterns.</p> <p><b>M-PFA.3.C</b> Uses rhythm and movement to copy simple and advanced patterns (e.g., AB, ABC, ABB, AAB).</p> <p><b>M-PFA.3.D</b> Uses objects, rhythm, or movement to copy and extend simple and advanced patterns (e.g., AB, ABC, ABB, AAB).</p>
Early learners develop foundational skills in learning to understand mathematical structure and patterning.	<b>M2.2:</b> Demonstrate awareness of patterning	Understand sequence of events when clearly explained		<p><b>M-M.2.A</b> Sequences up to two to four steps in a familiar daily routine.</p> <p><b>SOC.5.B</b> Begins to sequence past and present experiences using visual supports.</p>

## DOMAIN: MATHEMATICS

### MATHEMATICS EARLY LEARNING STANDARD 3: DATA ANALYSIS

Learning Outcome	Standard	Younger Preschool Indicators	Older Preschool Indicators	Every Child Ready Standard(s)
Early learners develop foundational skills in learning to understand concepts of classification, data collection, organization, and description.	<b>M3.1:</b> Demonstrate understanding of classifying	Sort, classify, and compare objects by one attribute	Explain simple sorting or classifying strategies	<p><b>M-PFA.1.A</b> Sorts and groups objects based on one attribute such as visual features like color, size, or shape.</p> <p><b>M-PFA.1.B</b> Sorts and groups pictures of objects based on one attribute such as visual features like color, size, or shape.</p> <p><b>M-PFA.1.C</b> Sorts and groups objects based on more complex attributes such as function or category.</p> <p><b>M-DAP.2.A</b> Collects and organizes data by sorting and classifying groups of objects into clusters (e.g., sorts buttons by color).</p>
Early learners develop foundational skills in learning to understand concepts of classification, data collection, organization, and description.	<b>M3.1:</b> Demonstrate understanding of classifying	N/A	Sort a group of objects in multiple ways	<p><b>M-PFA.1.D</b> Sorts and groups objects or pictures that belong together by one attribute, then regroups according to a different attribute.</p> <p><b>M-PFA.1.E</b> Sorts and groups objects into multiple categories such as size and color, or function and category at the same time.</p>

## DOMAIN: MATHEMATICS

### MATHEMATICS EARLY LEARNING STANDARD 4: GEOMETRY

Learning Outcome	Standard	Younger Preschool Indicators	Older Preschool Indicators	Every Child Ready Standard(s)
Early learners develop foundational skills in learning to understand spatial relationships and shape analysis.	<b>M4.1</b> Understanding of spatial relationships	Complete lined tangram or pattern block puzzles using basic shapes to construct other shapes		<b>M-GS.2.D</b> Independently constructs two-dimensional shapes and then puts them together to create objects in the environment. Puts together a square and triangle to create a house.

## DOMAIN: MATHEMATICS

### MATHEMATICS EARLY LEARNING STANDARD 4: GEOMETRY

Learning Outcome	Standard	Younger Preschool Indicators	Older Preschool Indicators	Every Child Ready Standard(s)
<p>Early learners develop foundational skills in learning to understand spatial relationships and shape analysis.</p>	<p><b>M4.1</b> Understanding of spatial relationships</p>	<p>Use position terms such as in, on, and under</p>	<p>Use position terms such as above, below, beside, and between</p>	<p><b>M-GS.3.A</b> Demonstrates understanding of location terms (e.g., "in," "on," "under," "over") by using gestures or objects.  <b>M-GS.3.B</b> Demonstrates understanding of proximity terms (e.g., "beside," "between," "above," "below") by using gestures or objects.  <b>M-GS.3.C</b> Demonstrates understanding of frame of reference terms (e.g., "in back of," "in front of," "behind") by using gestures or objects.  <b>M-GS.3.D</b> Demonstrates understanding of direction terms (e.g., "forward," "backward," "around," "through," "to," "from," "towards") by using gestures or objects.</p>
<p>Early learners develop foundational skills in learning to understand spatial relationships and shape analysis.</p>	<p><b>M4.2:</b> Exhibit ability to identify, describe, analyze, compare, and create shapes</p>	<p>Match similar shapes when given a variety of three-dimensional shapes</p>	<p>Use the attributes of shapes, such as number or length of sides, to distinguish between shapes</p>	<p><b>M-GS.1.A</b> Verbally or nonverbally identifies at least three common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle).  <b>M-GS.1.B</b> Verbally or nonverbally identifies at least five common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle).  <b>M-GS.1.C</b> Identifies and describes the properties of common two-dimensional shapes using words like "sides," "corners," "curve."  <b>M-GS.1.E</b> Verbally or nonverbally identifies three-dimensional shapes (sphere, cone, cylinder, cube).  <b>M-PFA.1.B</b> Sorts and groups pictures of objects based on one attribute such as visual features like color, size, or shape.  <b>M-PFA.2.C</b> Order up to five objects by one attribute, such as size, shades of color, texture, or sound, using comparative language.</p>

## DOMAIN: MATHEMATICS

### MATHEMATICS EARLY LEARNING STANDARD 4: GEOMETRY

Learning Outcome	Standard	Younger Preschool Indicators	Older Preschool Indicators	Every Child Ready Standard(s)
Early learners develop foundational skills in learning to understand spatial relationships and shape analysis.	<b>M4.2:</b> Exhibit ability to identify, describe, analyze, compare, and create shapes	Start to identify the attributes of shapes	Differentiate two- and three-dimensional shapes (e.g., squares from cubes)	<p><b>M-GS.1.C</b> Identifies and describes the properties of common two-dimensional shapes using words like "sides," "corners," "curve."</p> <p><b>M-GS.1.D</b> Verbally or nonverbally identifies two-dimensional shapes in the environment or in books.</p> <p><b>M-GS.1.E</b> Verbally or nonverbally identifies three-dimensional shapes (sphere, cone, cylinder, cube).</p> <p><b>M-GS.1.B</b> Verbally or nonverbally identifies at least five common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle).</p>
Early learners develop foundational skills in learning to understand spatial relationships and shape analysis.	<b>M4.2:</b> Exhibit ability to identify, describe, analyze, compare, and create shapes	Use names of two-dimensional shapes (e.g., square; triangle; circle) when identifying objects	N/A	<p><b>M-GS.1.D</b> Verbally or nonverbally identifies two-dimensional shapes in the environment or in books.</p> <p><b>M-GS.1.A</b> Verbally or nonverbally identifies at least three common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle).</p> <p><b>M-GS.1.B</b> Verbally or nonverbally identifies at least five common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle).</p>
Early learners develop foundational skills in learning to understand spatial relationships and shape analysis.	<b>M4.2:</b> Exhibit ability to identify, describe, analyze, compare, and create shapes	Use informal language to describe three-dimensional shapes (e.g., "box" for cube; "ball" for sphere; "can" for cylinder)	N/A	<p><b>M-GS.1.E</b> Verbally or nonverbally identifies three-dimensional shapes (sphere, cone, cylinder, cube).</p> <p><b>LL-LC.2.A</b> Uses two to three words to make a request, provide a description, or say a phrase/sentence.</p> <p><b>LL-LC.3.B</b> Attempts to use words to label familiar objects, people, places, emotions, and actions.</p>

## DOMAIN: MATHEMATICS

### MATHEMATICS EARLY LEARNING STANDARD 5: MEASUREMENT

Learning Outcome	Standard	Younger Preschool Indicators	Older Preschool Indicators	Every Child Ready Standard(s)
Early learners develop foundational skills in learning to understand concepts of time and measurement comparisons.	<b>M5.1:</b> Understand the concept of time	Understand time limit cue	Know daily concepts of earlier and later, morning and afternoon	<b>M-M.2.AA</b> Demonstrates understanding of familiar daily routines. <b>M-M.2.C</b> Demonstrates understanding of passage of time within one day, such as understanding morning, afternoon, earlier, later.
Early learners develop foundational skills in learning to understand concepts of time and measurement comparisons.	<b>M5.1:</b> Understand the concept of time	Understand transition from one activity to the next	N/A	<b>ATL.9.B</b> Identifies and anticipates materials and expectations needed for everyday and routine activities. <b>ATL.5.A</b> Transitions between activities that are part of the routine school day with adult reminders.
Early learners develop foundational skills in learning to understand concepts of time and measurement comparisons.	<b>M5.1:</b> Understand the concept of time	Tell what activity comes before and after	N/A	<b>M-M.2.A</b> Sequences up to two to four steps in a familiar daily routine. <b>M-M.2.B</b> Demonstrates the understanding of daily routines (order and general length of components). <b>M-M.2.D</b> Demonstrates the understanding of weekly routines (e.g., specials, home days, school days). <b>M-M.2.AA</b> Demonstrates understanding of familiar daily routines.
Early learners develop foundational skills in learning to understand concepts of time and measurement comparisons.	<b>M5.2</b> Understand measurement through description and comparison	Directly compare and describe two objects with a measurable attribute	Directly compare and describe two or more objects with a measurable attribute	<b>M-M.1.B</b> Demonstrates understanding of length terms (i.e., "longer," "shorter"), height terms (i.e., "taller," "shorter"), volume terms (i.e., "more," "less"), and weight terms (i.e., "heavier," "lighter") using gestures or objects. <b>M-M.1.D</b> Uses nonstandard units to measure and then comparative language to describe the measurements of two objects, like when answering "Which container holds more beans?" <b>M-M.1.E</b> Uses standard units (e.g., ruler, scale, balance) to measure and then use comparative language to describe the measurements of two objects.

## DOMAIN: MATHEMATICS

### MATHEMATICS EARLY LEARNING STANDARD 5: MEASUREMENT

Learning Outcome	Standard	Younger Preschool Indicators	Older Preschool Indicators	Every Child Ready Standard(s)
Early learners develop foundational skills in learning to understand concepts of time and measurement comparisons.	<b>M5.2</b> Understand measurement through description and comparison	Begin to measure length and volume (capacity) using non-standard tools	Engage in measuring type play/behaviors using standard tools like rulers or measuring tapes, liquid measuring cups, or cylinders	<p><b>M-M.1.C</b> Uses nonstandard units to measure objects by filling, covering, or matching, like when answering "How many scoops of sand fill a container?"</p> <p><b>M-M.1.D</b> Uses nonstandard units to measure and then comparative language to describe the measurements of two objects, like when answering "Which container holds more beans?"</p> <p><b>M-M.1.E</b> Uses standard units (e.g., ruler, scale, balance) to measure and then use comparative language to describe the measurements of two objects.</p>

## DOMAIN: SCIENCE

### SCIENCE EARLY LEARNING STANDARD 1: PHYSICAL SCIENCE

Learning Outcome	Standard	Younger Preschool Indicators	Older Preschool Indicators	Every Child Ready Standard(s)
Early learners develop foundational skills in learning and understanding the properties of objects and changes in the physical world.	<b>SC1.1:</b> Demonstrate ability to explore objects in the physical world	Use senses to learn about concepts of weight, motion, and force	Use senses to observe and describe concepts of weight, motion, and force	<p><b>SC-P.1.B</b> Use senses to observe and describe some physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.</p> <p><b>SC-SP.2.AA</b> Uses senses and tools to explore and manipulate objects and materials in the environment.</p> <p><b>SC-P.4.A</b> With teacher guidance, recognizes that different factors, such as force, impact how fast and far an object moves when it's pushed or pulled.</p>
Early learners develop foundational skills in learning and understanding the properties of objects and changes in the physical world.	<b>SC1.1:</b> Demonstrate ability to explore objects in the physical world	Handle and explore objects in different ways depending on perceptual information such as fragile, messy, or sticky	Ask questions and draw conclusions about physical properties and the physical world	<p><b>SC-P.1.C</b> Participates in activities related to changing physical properties of objects, such as crumpling a piece of paper to change the texture from smooth to bumpy.</p> <p><b>SC-P.1.D</b> Describes and discusses various ways that the physical properties or characteristics of objects can change, such the playdough was soft, but became hard when exposed to air for a long time period.</p> <p><b>SC-SP.2.AA</b> Uses senses and tools to explore and manipulate objects and materials in the environment.</p>

## DOMAIN: SCIENCE

### SCIENCE EARLY LEARNING STANDARD 1: PHYSICAL SCIENCE

Learning Outcome	Standard	Younger Preschool Indicators	Older Preschool Indicators	Every Child Ready Standard(s)
Early learners develop foundational skills in learning and understanding the properties of objects and changes in the physical world.	<b>SC1.1:</b> Demonstrate ability to explore objects in the physical world	Ask questions about physical properties and changes in the physical world	Use a greater number of scientific vocabulary words related to classroom investigations	<b>SC-P.1.D</b> Describes and discusses various ways that the physical properties or characteristics of objects can change, such the playdough was soft, but became hard when exposed to air for a long time period. <b>SC-P.4.D</b> Describes and discusses the motion of objects and that motion can change based on different factors.
Early learners develop foundational skills in learning and understanding the properties of objects and changes in the physical world.	<b>SC1.1:</b> Demonstrate ability to explore objects in the physical world	Begin to use scientific vocabulary words (e.g., observe, predict, hypothesis, experiment)	N/A	<b>SC-SP.2.B</b> Participates in teacher-led explorations and experiments and uses prior knowledge to make predictions. <b>SC-P.4.D</b> Describes and discusses the motion of objects and that motion can change based on different factors. <b>LL-LC.3.C</b> Attempts to integrate new vocabulary into oral communication with peers and adults. <b>LL-LC.4.E</b> Modifies conversations based on the context or listener. <b>SC-SP.1.C</b> With teacher guidance, begins to formulate own questions based on observations. <b>SC-SP.2.C</b> With teacher guidance, begins to hypothesize before teacher-led experiments.
Early learners develop foundational skills in learning and understanding the properties of objects and changes in the physical world.	<b>SC1.2:</b> Demonstrate awareness of the physical properties of objects	Identify materials that make up objects		<b>SC-P.1.B</b> Use senses to observe and describe some physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on. <b>SC-P.1.A</b> Uses senses to identify physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on. <b>SC-P.1.E</b> Evaluates how well materials suit their intended purposes based on their physical characteristics, such as explores using tissue paper to construct a tower and considers how the paper's properties impact the building process.

## DOMAIN: SCIENCE

### SCIENCE EARLY LEARNING STANDARD 1: PHYSICAL SCIENCE

Learning Outcome	Standard	Younger Preschool Indicators	Older Preschool Indicators	Every Child Ready Standard(s)
<p>Early learners develop foundational skills in learning and understanding the properties of objects and changes in the physical world.</p>	<p><b>SC1.2:</b> Demonstrate awareness of the physical properties of objects</p>	<p>Investigate and describe observable properties of objects</p>	<p>Use evidence from investigations to describe observable properties of objects</p>	<p><b>SC-P.1.B</b> Use senses to observe and describe some physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.  <b>SC-P.1.D</b> Describes and discusses various ways that the physical properties or characteristics of objects can change, such the playdough was soft, but became hard when exposed to air for a long time period.  <b>SC-P.1.C</b> Participates in activities related to changing physical properties of objects, such as crumpling a piece of paper to change the texture from smooth to bumpy.  <b>SC-SP.2.AA</b> Uses senses and tools to explore and manipulate objects and materials in the environment.</p>
<p>Early learners develop foundational skills in learning and understanding the properties of objects and changes in the physical world.</p>	<p><b>SC1.2:</b> Demonstrate awareness of the physical properties of objects</p>	<p>Match objects by physical attributes</p>	<p>Sort objects into categories based on physical attributes and explain reasoning</p>	<p><b>M-PFA.1.AA</b> Matches one item that is similar to a given group with a provided example.  <b>M-PFA.1.C</b> Sorts and groups objects based on more complex attributes such as function or category.  <b>M-DAP.2.A</b> Collects and organizes data by sorting and classifying groups of objects into clusters (e.g., sorts buttons by color).  <b>SC-P.1.B</b> Use senses to observe and describe some physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.  <b>M-PFA.1.A</b> Sorts and groups objects based on one attribute such as visual features like color, size, or shape.</p>

## DOMAIN: SCIENCE

### SCIENCE EARLY LEARNING STANDARD 2: EARTH AND SPACE SCIENCE

Learning Outcome	Standard	Younger Preschool Indicators	Older Preschool Indicators	Every Child Ready Standard(s)
Early learners develop foundational skills in learning to understand the natural world through exploration of Earth, sky, weather, and seasons.	<b>SC2.1:</b> Recognize seasonal and weather related changes	Communicate awareness of seasonal changes		<p><b>SC-LES.2.B</b> Identifies seasons and observes and describes patterns and changes in the weather.</p> <p><b>SC-LES.2.C</b> Compares and contrasts the different seasons.</p> <p><b>SC-LES.2.D</b> Discusses the effects of changes in weather, such as growing different crops or wearing different clothing.</p>
Early learners develop foundational skills in learning to understand the natural world through exploration of Earth, sky, weather, and seasons.	<b>SC2.1:</b> Recognize seasonal and weather related changes	Describe weather conditions using correct terminology	Describe how weather changes	<p><b>SC-LES.2.A</b> Identifies different types of weather, such as sunny, rainy, cloudy, or snowy.</p> <p><b>SC-LES.2.D</b> Discusses the effects of changes in weather, such as growing different crops or wearing different clothing.</p> <p><b>SC-LES.2.C</b> Compares and contrasts the different seasons.</p>

## DOMAIN: SCIENCE

### SCIENCE EARLY LEARNING STANDARD 3: LIFE SCIENCE

Learning Outcome	Standard	Younger Preschool Indicators	Older Preschool Indicators	Every Child Ready Standard(s)
Early learners develop foundational skills in learning and understanding the presence and characteristics of living creatures and plants	<b>SC3.1:</b> Demonstrate awareness of life	Identify the correct names for adult and baby animals	Differentiate animals from plants	<p><b>SC-LES.4.A</b> Identifies various animals.</p> <p><b>SC-LES.5.B</b> Identifies that plants are living and identifies characteristics and features of plants.</p> <p><b>SC-LES.4.B</b> Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features.</p> <p><b>SC-LES.5.B</b> Identifies that plants are living and identifies characteristics and features of plants.</p> <p><b>SC-LES.5.C</b> Identifies that plants are living and describes the needs of plants.</p>

## DOMAIN: SCIENCE

### SCIENCE EARLY LEARNING STANDARD 3: LIFE SCIENCE

Learning Outcome	Standard	Younger Preschool Indicators	Older Preschool Indicators	Every Child Ready Standard(s)
Early learners develop foundational skills in learning and understanding the presence and characteristics of living creatures and plants	<b>SC3.1:</b> Demonstrate awareness of life	Compare attributes of living organisms	Discriminate between living organisms and non-living objects	<p><b>SC-LES.4.B</b> Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features.</p> <p><b>SC-LES.4.C</b> Describes the needs of humans and animals and how their characteristics and behaviors support their needs, such as birds have beaks so they can dig for worms.</p> <p><b>SC-LES.1.B</b> Demonstrates understanding of the difference between living and nonliving things.</p>
Early learners develop foundational skills in learning and understanding the presence and characteristics of living creatures and plants	<b>SC3.1:</b> Demonstrate awareness of life	Identify and describe the function of body parts		<p><b>SC-LES.4.C</b> Describes the needs of humans and animals and how their characteristics and behaviors support their needs, such as birds have beaks so they can dig for worms.</p> <p><b>LL-LC.1.AA</b> Points to familiar objects, people, body parts, or emotions.</p> <p><b>LL-LC.2.AA</b> Verbally labels familiar objects, body parts, people, or emotions using one-word responses.</p>
Early learners develop foundational skills in learning and understanding the presence and characteristics of living creatures and plants	<b>SC3.1:</b> Demonstrate awareness of life	N/A	Ask questions and conduct investigations to understand life science	<p><b>SC-SP.1.A</b> With teacher guidance, participates in activities to formulate simple science-oriented questions based on observations.</p> <p><b>SC-SP.1.C</b> With teacher guidance, begins to formulate own questions based on observations.</p> <p><b>SC-SP.1.E</b> With teacher guidance, uses one's formulated science-oriented questions to plan simple explorations or experiments.</p> <p><b>SC-SP.2.A</b> Participates in simple explorations and experiments based on a teacher-led inquiry and prior knowledge.</p> <p><b>LL-LC.2.E</b> Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.</p> <p><b>SC-SP.2.D</b> Makes hypotheses, and tests their hypotheses through experimentation.</p>

## DOMAIN: SCIENCE

### SCIENCE EARLY LEARNING STANDARD 3: LIFE SCIENCE

Learning Outcome	Standard	Younger Preschool Indicators	Older Preschool Indicators	Every Child Ready Standard(s)
Early learners develop foundational skills in learning and understanding the presence and characteristics of living creatures and plants	<b>SC3.2:</b> Demonstrate awareness of the preservation, protection, and care of living creatures and plants	Begin to recognize that plants and animals need food, water, air, and sun to survive	Participate in discussions about simple ways to take care of the environment (e.g., throwing away trash in containers, turning off lights and water faucets, and putting out bird feeders)	<p><b>SC-LES.5.C</b> Identifies that plants are living and describes the needs of plants.</p> <p><b>SC-LES.5.E</b> Describes and discusses ways that plants impact living things and the environment and how humans can impact plants.</p> <p><b>SC-LES.1.D</b> Describes how humans affect their environment in positive and negative ways, such as recycling, planting trees, litter, and pollution.</p>
Early learners develop foundational skills in learning and understanding the presence and characteristics of living creatures and plants	<b>SC3.2:</b> Demonstrate awareness of the preservation, protection, and care of living creatures and plants	Begin to explore concepts and information related to ways to take care of our environment and begin to recognize that everyday decisions have an impact on the environment	Participate in reusing and recycling materials	<p><b>SC-LES.1.D</b> Describes how humans affect their environment in positive and negative ways, such as recycling, planting trees, litter, and pollution.</p> <p><b>SOC.2.E</b> Shares how their thoughts, opinions, choices, and actions can impact their community.</p> <p><b>SOC.2.B</b> Recognizes their role within the classroom, neighborhood, and community, such as voting in the classroom or being a member of the soccer team.</p>
Early learners develop foundational skills in learning and understanding the presence and characteristics of living creatures and plants	<b>SC3.2:</b> Demonstrate awareness of the preservation, protection, and care of living creatures and plants	Recognize things that do not belong in the environment (e.g., litter)	Describe basic things plants and animals need to live and grow (sunlight, water, food)	<p><b>SC-LES.1.D</b> Describes how humans affect their environment in positive and negative ways, such as recycling, planting trees, litter, and pollution.</p> <p><b>SC-LES.1.B</b> Demonstrates understanding of the difference between living and nonliving things.</p> <p><b>SC-LES.1.C</b> Compares and contrasts the natural world and the human-made world, such as the wind provides a breeze outside and so does a fan.</p> <p><b>SC-LES.5.C</b> Identifies that plants are living and describes the needs of plants.</p> <p><b>SC-LES.4.C</b> Describes the needs of humans and animals and how their characteristics and behaviors support their needs, such as birds having beaks so they can dig for worms.</p>

## DOMAIN: SCIENCE

### SCIENCE EARLY LEARNING STANDARD 3: LIFE SCIENCE

Learning Outcome	Standard	Younger Preschool Indicators	Older Preschool Indicators	Every Child Ready Standard(s)
Early learners develop foundational skills in learning and understanding the presence and characteristics of living creatures and plants	<b>SC3.2:</b> Demonstrate awareness of the preservation, protection, and care of living creatures and plants	Begin to care for living things (feeding fish, watering plants, helping weed garden)	Take responsibility for the care of living things (feeding fish, watering plants, helping weed garden)	<p><b>SC-LES.1.AA</b> Notices and looks at the natural world around them.</p> <p><b>SC-LES.5.C</b> Identifies that plants are living and describes the needs of plants.</p> <p><b>SC-LES.4.C</b> Describes the needs of humans and animals and how their characteristics and behaviors support their needs, such as birds having beaks so they can dig for worms.</p> <p><b>SC-LES.1.D</b> Describes how humans affect their environment in positive and negative ways, such as recycling, planting trees, litter, and pollution.</p>

## DOMAIN: SCIENCE

### SCIENCE EARLY LEARNING STANDARD 4: ENGINEERING

Learning Outcome	Standard	Younger Preschool Indicators	Older Preschool Indicators	Every Child Ready Standard(s)
Early learners develop foundational skills in learning and understanding how to solve problems using the engineering design process.	<b>SC4.1:</b> Demonstrate engineering design skills	Identify a problem or need and create a plan to solve	Select materials and implement a designated plan	<p><b>ATL.8.C</b> With adult support, creates a goal for an activity and follows a simple plan.</p> <p><b>ATL.8.D</b> Creates and follows through with simple plans independently.</p> <p><b>C-ARTS.3.B</b> Creates drawings, paintings, and models with an increasing level of detail.</p>

## DOMAIN: SCIENCE

### SCIENCE EARLY LEARNING STANDARD 4: ENGINEERING

Learning Outcome	Standard	Younger Preschool Indicators	Older Preschool Indicators	Every Child Ready Standard(s)
<p>Early learners develop foundational skills in learning and understanding how to solve problems using the engineering design process.</p>	<p><b>SC4.1:</b> Demonstrate engineering design skills</p>	<p>Use nearby objects that function as simple machines to enhance play</p>	<p>Evaluate and communicate solution outcomes</p>	<p><b>SC-SP.2.AA</b> Uses senses and tools to explore and manipulate objects and materials in the environment.  <b>ATL.3.A</b> Explores a variety of available objects and materials to discover what they do and how they work.  <b>SC-P.1.E</b> Evaluates how well materials suit their intended purposes based on their physical characteristics, such as explores using tissue paper to construct a tower and considers how the paper's properties impact the building process.  <b>SC-P.4.AA</b> Explores the motion of objects by pushing and pulling objects and identifies whether an object is stationary or moving.  <b>SC-P.4.A</b> With teacher guidance, recognizes that different factors, such as force, impact how fast and far an object moves when it's pushed or pulled.  <b>ATL.4.D</b> Assesses or reflects upon activity or task outcome or product.  <b>SC-SP.3.D</b> Discusses conclusions and reflects on the scientific-oriented question and hypothesis based on prior knowledge and recorded information.</p>
<p>Early learners develop foundational skills in learning and understanding how to solve problems using the engineering design process.</p>	<p><b>SC4.1:</b> Demonstrate engineering design skills</p>	<p>N/A</p>	<p>Use nearby objects to create simple machines to enhance play</p>	<p><b>ATL.3.A</b> Explores a variety of available objects and materials to discover what they do and how they work.  <b>SC-P.4.D</b> Describes and discusses the motion of objects and that motion can change based on different factors.</p>

## DOMAIN: SCIENCE

### SCIENCE EARLY LEARNING STANDARD 5: SCIENTIFIC INQUIRY AND METHOD

Learning Outcome	Standard	Younger Preschool Indicators	Older Preschool Indicators	Every Child Ready Standard(s)
Early learners develop foundational skills in learning and understanding about the world around them through exploration and investigation.	<b>SC5.1:</b> Demonstrate scientific curiosity	Observe with focus on details	Discuss ways that people can affect the environment in positive and negative ways	<b>SC-SP.2.AA</b> Uses senses and tools to explore and manipulate objects and materials in the environment. <b>SC-LES.1.D</b> Describes how humans affect their environment in positive and negative ways, such as recycling, planting trees, litter, and pollution. <b>SC-P.1.C</b> Participates in activities related to changing physical properties of objects, such as crumpling a piece of paper to change the texture from smooth to bumpy. <b>SC-SP.1.B</b> Observes and describes cause and effect.
Early learners develop foundational skills in learning and understanding about the world around them through exploration and investigation.	<b>SC5.1:</b> Demonstrate scientific curiosity	Use simple tools to extend investigations	Independently use simple tools to conduct an investigation to increase understanding	<b>SC-SP.2.AA</b> Uses senses and tools to explore and manipulate objects and materials in the environment. <b>SC-SP.1.C</b> With teacher guidance, begins to formulate own questions based on observations. <b>SC-SP.1.B</b> Observes and describes cause and effect.
Early learners develop foundational skills in learning and understanding about the world around them through exploration and investigation.	<b>SC5.1:</b> Demonstrate scientific curiosity	Identify themselves or their actions as scientific	Engage in a scientific experiment with peers	<b>SC-SP.1.C</b> With teacher guidance, begins to formulate own questions based on observations. <b>SC-SP.2.C</b> With teacher guidance, begins to hypothesize before teacher-led experiments. <b>SC-SP.2.D</b> Makes hypotheses, and tests their hypotheses through experimentation.
Early learners develop foundational skills in learning and understanding about the world around them through exploration and investigation.	<b>SC5.1:</b> Demonstrate scientific curiosity	N/A	Communicate results of an investigation	<b>SC-SP.2.E</b> Explains rationale for predictions and hypotheses, and compares findings with predictions and hypotheses. <b>SC-SP.3.D</b> Discusses conclusions and reflects on the scientific-oriented question and hypothesis based on prior knowledge and recorded information. <b>SC-SP.3.E</b> Makes recommendations based on observations and conclusions.

## DOMAIN: SCIENCE

### SCIENCE EARLY LEARNING STANDARD 6: COMPUTATIONAL THINKING

Learning Outcome	Standard	Younger Preschool Indicators	Older Preschool Indicators	Every Child Ready Standard(s)
<p>Early learners develop foundational skills in learning and understanding how to identify problems and use logic and reasoning to develop step-by-step strategies to solve them.</p>	<p><b>SC6.1</b> Demonstrate decomposition of larger tasks into smaller steps</p>	<p>Identify 2-3 steps in common routines with adult support</p>	<p>Identify 3-5 steps in common routines</p>	<p><b>ATL.8.A</b> With one to one adult support, completes steps of a simple task or project (two to three steps).  <b>ATL.8.B</b> Uses adult-created organization tools to complete steps of a simple task or project.  <b>ATL.9.B</b> Identifies and anticipates materials and expectations needed for everyday and routine activities.  <b>ATL.7.B</b> Independently follows two- to three-step verbal adult directions.  <b>ATL.7.C</b> Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn).  <b>IS.6.C</b> Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers.  <b>IS.6.D</b> Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.</p>
<p>Early learners develop foundational skills in learning and understanding how to identify problems and use logic and reasoning to develop step-by-step strategies to solve them.</p>	<p><b>SC6.2:</b> Demonstrate algorithmic thinking and debugging</p>	<p>Demonstrate knowledge of when a set of steps is ordered or unordered</p>	<p>Demonstrate an understanding of when a task requires a set of ordered steps</p>	<p><b>ATL.4.B</b> Verbally or nonverbally demonstrates an understanding of accomplishing a task. May verbally explain work product.  <b>ATL.4.C</b> Monitors the completion of a task and identifies preferred elements of a work product or task.  <b>ATL.8.E</b> Plans simple steps for future activity goal.  <b>ATL.8.D</b> Creates and follows through with simple plans independently.  <b>M-M.2.B</b> Demonstrates the understanding of daily routines (order and general length of components).  <b>ATL.7.B</b> Independently follows two- to three-step verbal adult directions.</p>

## DOMAIN: SCIENCE

### SCIENCE EARLY LEARNING STANDARD 6: COMPUTATIONAL THINKING

Learning Outcome	Standard	Younger Preschool Indicators	Older Preschool Indicators	Every Child Ready Standard(s)
Early learners develop foundational skills in learning and understanding how to identify problems and use logic and reasoning to develop step-by-step strategies to solve them.	<b>SC6.2:</b> Demonstrate algorithmic thinking and debugging	N/A	With adult support, create an algorithm (set of ordered steps) to accomplish a two-step task	<b>ATL.8.A</b> With one to one adult support, completes steps of a simple task or project (two to three steps). <b>ATL.8.B</b> Uses adult-created organization tools to complete steps of a simple task or project. <b>ATL.8.C</b> With adult support, creates a goal for an activity and follows a simple plan.
Early learners develop foundational skills in learning and understanding how to identify problems and use logic and reasoning to develop step-by-step strategies to solve them.	<b>SC6.2:</b> Demonstrate algorithmic thinking and debugging	N/A	With adult support, demonstrate the process of troubleshooting why a solution or step didn't work, and revising their solution	<b>ATL.5.D</b> With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error). <b>ATL.4.C</b> Monitors the completion of a task and identifies preferred elements of a work product or task. <b>ATL.4.D</b> Assesses or reflects upon activity or task outcome or product.

## DOMAIN: SOCIAL STUDIES

### SOCIAL STUDIES EARLY LEARNING STANDARD 1: SELF

Learning Outcome	Standard	Younger Preschool Indicators	Older Preschool Indicators	Every Child Ready Standard(s)
Early learners develop foundational skills in learning and understanding the concept of self within the context of their family and community.	<b>SS1.1:</b> Demonstrate development of self	Participate in and describe own family, community, and other celebrations when observed	Participate in and describe local, state, and national events and celebrations if observed	<b>IS.3.C</b> Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence. <b>IS.3.D</b> Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others. <b>IS.3.E</b> Demonstrates strong self-confidence through words or actions including sharing pride and celebrating others in relation to self, family, community, or culture. <b>SOC.1.B</b> Discusses the activities or celebrations that their family does together.

## DOMAIN: SOCIAL STUDIES

### SOCIAL STUDIES EARLY LEARNING STANDARD 1: SELF

Learning Outcome	Standard	Younger Preschool Indicators	Older Preschool Indicators	Every Child Ready Standard(s)
Early learners develop foundational skills in learning and understanding the concept of self within the context of their family and community.	<b>SS1.1:</b> Demonstrate development of self	Begin to assimilate family, community, and cultural events in cooperative play	Identify key people in history	<p><b>SOC.1.B</b> Discusses the activities or celebrations that their family does together.</p> <p><b>ATL.1.D</b> Carries out familiar roles during individual or collaborative role-play.</p> <p><b>ATL.2.B</b> Plays, works on tasks, or participates in activities with peers with adult prompting (associative play).</p> <p><b>SOC.5.A</b> Begins to demonstrate an understanding of past and present experiences through concrete materials and visual supports.</p> <p><b>SOC.5.B</b> Begins to sequence past and present experiences using visual supports.</p> <p><b>SOC.5.E</b> Begins to connect past and present experiences and describes events that have happened or will happen in the future.</p>
Early learners develop foundational skills in learning and understanding the concept of self within the context of their family and community.	<b>SS1.1:</b> Demonstrate development of self	Use simple phrases to demonstrate an awareness of differences and/or similarities between self and others	Assimilate family, community, and culture in cooperative play	<p><b>SOC.1.D</b> Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations.</p> <p><b>SOC.1.E</b> Explains why it's important to recognize and celebrate differences in families, such as their languages, music, food, or celebrations.</p> <p><b>SOC.2.C</b> Recognizes and describes that different people have different roles and responsibilities in the community.</p>
Early learners develop foundational skills in learning and understanding the concept of self within the context of their family and community.	<b>SS1.1:</b> Demonstrate development of self	N/A	Build awareness, respect, and acceptance for differences in people and acknowledge connections	<p><b>SOC.1.E</b> Explains why it's important to recognize and celebrate differences in families, such as their languages, music, food, or celebrations.</p> <p><b>SOC.2.C</b> Recognizes and describes that different people have different roles and responsibilities in the community.</p>

## DOMAIN: SOCIAL STUDIES

### SOCIAL STUDIES EARLY LEARNING STANDARD 2: HISTORY AND EVENTS

Learning Outcome	Standard	Younger Preschool Indicators	Older Preschool Indicators	Every Child Ready Standard(s)
Early learners develop foundational skills in learning and understanding the passage of time and the foundations of government or authority.	<b>SS2.1:</b> Demonstrate awareness of chronological thinking	Recognize the sequence of events as part of a daily routine and as it relates to the passage of time	Demonstrate an understanding of time in the context of daily experiences and understand that the passage of time can be measured	<b>M-M.2.B</b> Demonstrates the understanding of daily routines (order and general length of components). <b>M-M.2.C</b> Demonstrates understanding of passage of time within one day, such as understanding morning, afternoon, earlier, later. <b>M-M.2.D</b> Demonstrates the understanding of weekly routines (e.g., specials, home days, school days).
Early learners develop foundational skills in learning and understanding the passage of time and the foundations of government or authority.	<b>SS2.1:</b> Demonstrate awareness of chronological thinking	N/A	Begin to understand how time is measured	<b>M-M.2.E</b> Begins to demonstrate basic knowledge that clocks and calendars are related to the passage of time. <b>M-M.2.C</b> Demonstrates understanding of passage of time within one day, such as understanding morning, afternoon, earlier, later.
Early learners develop foundational skills in learning and understanding the passage of time and the foundations of government or authority.	<b>SS2.2</b> Demonstrate awareness of personal historical knowledge	Begin to communicate concepts of time, such as before and after.	Demonstrate understanding of concepts of time including before, after, morning, day, night, now, and later	<b>M-M.2.A</b> Sequences up to two to four steps in a familiar daily routine. <b>M-M.2.C</b> Demonstrates understanding of passage of time within one day, such as understanding morning, afternoon, earlier, later. <b>SOC.5.A</b> Begins to demonstrate an understanding of past and present experiences through concrete materials and visual supports. <b>SOC.5.B</b> Begins to sequence past and present experiences using visual supports. <b>SOC.5.C</b> Begins to use knowledge of past and present experiences to make predictions about the future. <b>SOC.5.D</b> Describes how people and things change over time and will continue to change into the future.
Early learners develop foundational skills in learning and understanding the passage of time and the foundations of government or authority.	<b>SS2.3</b> Demonstrate awareness of the foundations of government or authority	Identify leaders and helpers in the home or early learning environment	Identify leaders and community helpers at home, school, and in environments	<b>SOC.2.C</b> Recognizes and describes that different people have different roles and responsibilities in the community. <b>SOC.2.B</b> Verbally or nonverbally identifies a variety of community members within their community, such as in their neighborhood and school.

## DOMAIN: SOCIAL STUDIES

### SOCIAL STUDIES EARLY LEARNING STANDARD 2: HISTORY AND EVENTS

Learning Outcome	Standard	Younger Preschool Indicators	Older Preschool Indicators	Every Child Ready Standard(s)
Early learners develop foundational skills in learning and understanding the passage of time and the foundations of government or authority.	<b>SS2.3</b> Demonstrate awareness of the foundations of government or authority	Recognize familiar community symbols	Recognize community symbols and begin to recognize national symbols (e.g., the flag)	<p><b>LL-BK.3.AA</b> Identifies familiar images or logos in environmental print.</p> <p><b>LL-BK.3.C</b> Demonstrates understanding that print has meaning and begins to connect environmental print with objects or locations in the classroom.</p> <p><b>SOC.4.A</b> Verbally or nonverbally identifies common locations in their neighborhood and community and their features (library, store, park, etc.).</p> <p><b>SOC.2.A</b> Verbally or nonverbally identifies a variety of community members within their community, such as in their neighborhood and school.</p>

## DOMAIN: SOCIAL STUDIES

### SOCIAL STUDIES EARLY LEARNING STANDARD 3: GEOGRAPHY

Learning Outcome	Standard	Younger Preschool Indicators	Older Preschool Indicators	Every Child Ready Standard(s)
Early learners develop foundational skills in learning and understanding their surroundings in spatial terms and the relationship between people and their world.	<b>SS3.1:</b> Demonstrate awareness of the world in spatial terms	Identify location, directionality, and spatial relationships	Develop concepts and describe location, directionality, and spatial relationships	<p><b>SOC.4.A</b> Verbally or nonverbally identifies common locations in their neighborhood and community and their features (library, store, park, etc.).</p> <p><b>SOC.4.C</b> Uses geographic tools, such as maps and globes, with support and guidance to find common geographical features.</p> <p><b>M-GS.3.E</b> Demonstrates understanding of direction terms (e.g., "near," "far") using gestures or objects.</p>
Early learners develop foundational skills in learning and understanding their surroundings in spatial terms and the relationship between people and their world.	<b>SS3.1:</b> Demonstrate awareness of the world in spatial terms	Begin to create simple representations of a familiar physical place	Engage in play where one item represents another	<p><b>SOC.4.D</b> Creates representations or maps of familiar places, such as classroom, community, or region.</p> <p><b>ATL.1.B</b> Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play).</p> <p><b>M-GS.3.E</b> Demonstrates understanding of direction terms (e.g., "near," "far") using gestures or objects.</p>

## DOMAIN: SOCIAL STUDIES

### SOCIAL STUDIES EARLY LEARNING STANDARD 3: GEOGRAPHY

Learning Outcome	Standard	Younger Preschool Indicators	Older Preschool Indicators	Every Child Ready Standard(s)
<p>Early learners develop foundational skills in learning and understanding their surroundings in spatial terms and the relationship between people and their world.</p>	<p><b>SS3.2:</b> Demonstrate awareness of places and regions</p>	<p>Identify and describe prominent features of the early learning environment, neighborhood, and community</p>	<p>Use words to describe natural and people-made features of locations</p>	<p><b>SOC.4.AA</b> Verbally or nonverbally identifies familiar places and the features, such as home, classroom, and school building.  <b>SOC.4.A</b> Verbally or nonverbally identifies common locations in their neighborhood and community and their features (library, store, park, etc.).  <b>SC-LES.1.C</b> Compares and contrasts the natural world and the human-made world, such as the wind provides a breeze outside and so does a fan.  <b>SOC.4.B</b> Recognizes and describes common geographical features within their region.</p>
<p>Early learners develop foundational skills in learning and understanding their surroundings in spatial terms and the relationship between people and their world.</p>	<p><b>SS3.2:</b> Demonstrate awareness of places and regions</p>	<p>Begin to learn knowledge of personal and geographic information</p>	<p>Become familiar with information about where they live and understand what an address is</p>	<p><b>SOC.4.B</b> Recognizes and describes common geographical features within their region.  <b>SOC.4.E</b> Recognizes and describes different geographical features in other regions and discusses how they are the same and different.  <b>SOC.4.AA</b> Verbally or nonverbally identifies familiar places and the features, such as home, classroom, and school building.  <b>SOC.4.A</b> Verbally or nonverbally identifies common locations in their neighborhood and community and their features (library, store, park, etc.).</p>

## DOMAIN: SOCIAL STUDIES

### SOCIAL STUDIES EARLY LEARNING STANDARD 4: ECONOMICS

Learning Outcome	Standard	Younger Preschool Indicators	Older Preschool Indicators	Every Child Ready Standard(s)
Early learners develop foundational skills in learning and understanding the functions of an economy, the way people spend money and the way people make money.	<b>SS4.1:</b> Demonstrate awareness of economics, spending, and making money	Begin to understand the purpose of money and concepts of buying and selling through play		<p><b>SOC.3.B</b> Shows an understanding of and identifies goods, such as items purchased from a store, and services, such as a haircut from a stylist.</p> <p><b>SOC.3.C</b> Shows an understanding of the concepts of trading and bartering, such as trading corn for broccoli at a market in Dramatic Play.</p> <p><b>SOC.3.D</b> Shows an understanding of buying and selling, including that money is needed to buy goods and services, such as using money in a restaurant in Dramatic Play.</p> <p><b>C-ARTS.2.B</b> Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.</p>
Early learners develop foundational skills in learning and understanding the functions of an economy, the way people spend money and the way people make money.	<b>SS4.1:</b> Demonstrate awareness of economics, spending, and making money	Begin to develop an awareness that people work for money in order to provide for basic needs	Develop an awareness that people work for money in order to provide for basic needs	<p><b>SOC.3.D</b> Shows an understanding of buying and selling, including that money is needed to buy goods and services, such as using money in a restaurant in Dramatic Play.</p> <p><b>SOC.3.AA</b> Verbally or nonverbally expresses wants and needs with simple phrases or gestures.</p> <p><b>SOC.3.B</b> Shows an understanding of and identifies goods, such as items purchased from a store, and services, such as a haircut from a stylist.</p>
Early learners develop foundational skills in learning and understanding the functions of an economy, the way people spend money and the way people make money.	<b>SS4.1:</b> Demonstrate awareness of economics, spending, and making money	Develop an awareness of the roles of familiar community helpers/workers	Describe community helpers or workers in terms of tools or equipment they use and services or products they provide	<p><b>SOC.2.A</b> Verbally or nonverbally identifies a variety of community members within their community, such as in their neighborhood and school.</p> <p><b>SOC.2.C</b> Recognizes and describes that different people have different roles and responsibilities in the community.</p>

## DOMAIN: SOCIAL STUDIES

### SOCIAL STUDIES EARLY LEARNING STANDARD 4: ECONOMICS

Learning Outcome	Standard	Younger Preschool Indicators	Older Preschool Indicators	Every Child Ready Standard(s)
Early learners develop foundational skills in learning and understanding the functions of an economy, the way people spend money and the way people make money.	<b>SS4.1:</b> Demonstrate awareness of economics, spending, and making money	Act out adult social roles and occupations		<p><b>C-ARTS.2.B</b> Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.</p> <p><b>SOC.2.C</b> Recognizes and describes that different people have different roles and responsibilities in the community.</p> <p><b>ATL.1.D</b> Carries out familiar roles during individual or collaborative role-play.</p>

## DOMAIN: SOCIAL STUDIES

### SOCIAL STUDIES EARLY LEARNING STANDARD 5: CITIZENSHIP

Learning Outcome	Standard	Younger Preschool Indicators	Older Preschool Indicators	Every Child Ready Standard(s)
Early learners develop foundational skills in understanding cooperative behavior and the function of rules and responsibilities as a member of a learning community and a larger society.	<b>SS5.1:</b> Demonstrate awareness of citizenship	Assist adults with daily routines and responsibilities	Demonstrate willingness to work together to accomplish tasks	<p><b>SOC.2.B</b> Recognizes their role within the classroom, neighborhood, and community, such as voting in the classroom or being a member of the soccer team.</p> <p><b>ATL.2.D</b> Makes cooperative decisions with peers during play or structured activities (cooperative play).</p>
Early learners develop foundational skills in understanding cooperative behavior and the function of rules and responsibilities as a member of a learning community and a larger society.	<b>SS5.1:</b> Demonstrate awareness of citizenship	Choose simple daily tasks from a list of jobs in the learning environment	Identify simple tasks within the home, learning environment, or community	<p><b>ATL.9.B</b> Identifies and anticipates materials and expectations needed for everyday and routine activities.</p> <p><b>SOC.2.C</b> Recognizes and describes that different people have different roles and responsibilities in the community.</p> <p><b>SOC.1.C</b> Discusses the importance of their own family and the roles and responsibilities of various individuals in the family.</p> <p><b>SOC.2.B</b> Recognizes their role within the classroom, neighborhood, and community, such as voting in the classroom or being a member of the soccer team.</p>

## DOMAIN: SOCIAL STUDIES

### SOCIAL STUDIES EARLY LEARNING STANDARD 5: CITIZENSHIP

Learning Outcome	Standard	Younger Preschool Indicators	Older Preschool Indicators	Every Child Ready Standard(s)
Early learners develop foundational skills in understanding cooperative behavior and the function of rules and responsibilities as a member of a learning community and a larger society.	<b>SS5.1:</b> Demonstrate awareness of citizenship	Begin to initiate helping tasks	Provide leadership in completing daily tasks	<p><b>ATL.9.B</b> Identifies and anticipates materials and expectations needed for everyday and routine activities.</p> <p><b>IS.6.C</b> Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers.</p> <p><b>IS.6.D</b> Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.</p>
Early learners develop foundational skills in understanding cooperative behavior and the function of rules and responsibilities as a member of a learning community and a larger society.	<b>SS5.1:</b> Demonstrate awareness of citizenship	Begin to demonstrate an understanding of rules in the home and early learning environment, and the purposes they serve	Demonstrate an understanding of rules in the home and early learning environment, and the purposes they serve	<p><b>ATL.2.E</b> Establishes rules with peers during play or structured activities (cooperative play).</p> <p><b>ATL.7.C</b> Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn).</p> <p><b>PD.6.A</b> With teacher guidance, follows safety procedures.</p> <p><b>IS.7.D</b> With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise).</p>
Early learners develop foundational skills in understanding cooperative behavior and the function of rules and responsibilities as a member of a learning community and a larger society.	<b>SS5.1:</b> Demonstrate awareness of citizenship	Begin to understand the relationship between people and their community	Recognize and have language to describe when something is unfair	<p><b>SOC.2.C</b> Recognizes and describes that different people have different roles and responsibilities in the community.</p> <p><b>SOC.2.B</b> Recognizes their role within the classroom, neighborhood, and community, such as voting in the classroom or being a member of the soccer team.</p> <p><b>IS.7.D</b> With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise).</p> <p><b>SOC.2.E</b> Shares how their thoughts, opinions, choices, and actions can impact their community.</p> <p><b>LL-LC.3.D</b> Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").</p>

## DOMAIN: SOCIAL STUDIES

### SOCIAL STUDIES EARLY LEARNING STANDARD 5: CITIZENSHIP

Learning Outcome	Standard	Younger Preschool Indicators	Older Preschool Indicators	Every Child Ready Standard(s)
Early learners develop foundational skills in understanding cooperative behavior and the function of rules and responsibilities as a member of a learning community and a larger society.	<b>SS5.1:</b> Demonstrate awareness of citizenship	N/A	Begin to describe the reciprocal relationship between people and their community and the responsibility as citizens to care for it	<b>SOC.2.E</b> Shares how their thoughts, opinions, choices, and actions can impact their community. <b>SC-LES.1.D</b> Describes how humans affect their environment in positive and negative ways, such as recycling, planting trees, litter, and pollution.

## DOMAIN: STUDENT WELLBEING

### STUDENT WELLBEING EARLY LEARNING STANDARD 1: SENSE OF SELF

Learning Outcome	Standard	Younger Preschool Indicators	Older Preschool Indicators	Every Child Ready Standard(s)
Early learners develop foundational skills that support self-awareness, confidence, and the identification and expression of emotions.	<b>SW1.1:</b> Demonstrate self awareness and confidence	Recognize self as a unique individual	Identify self as a unique member of a group that fits into a larger world picture	<b>IS.3.A</b> With adult support, verbally or nonverbally identifies something about themselves. <b>IS.3.B</b> With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities. <b>SOC.2.B</b> Recognizes their role within the classroom, neighborhood, and community, such as voting in the classroom or being a member of the soccer team. <b>IS.3.E</b> Demonstrates strong self-confidence through words or actions including sharing pride and celebrating others in relation to self, family, community, or culture. <b>SOC.1.A</b> Understands family relationships in relation to self.

## DOMAIN: STUDENT WELLBEING

### STUDENT WELLBEING EARLY LEARNING STANDARD 1: SENSE OF SELF

Learning Outcome	Standard	Younger Preschool Indicators	Older Preschool Indicators	Every Child Ready Standard(s)
Early learners develop foundational skills that support self-awareness, confidence, and the identification and expression of emotions.	<b>SW1.1:</b> Demonstrate self awareness and confidence	Describe personal characteristics	Show confidence in a range of abilities and recognizing own strengths, as well as the capacity to take on and accomplish new tasks	<p><b>IS.3.B</b> With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.</p> <p><b>IS.3.C</b> Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence.</p>
Early learners develop foundational skills that support self-awareness, confidence, and the identification and expression of emotions.	<b>SW1.1:</b> Demonstrate self awareness and confidence	Show sense of self satisfaction with own abilities, preferences, and accomplishments	Show independence in own choices	<p><b>IS.3.E</b> Demonstrates strong self-confidence through words or actions including sharing pride and celebrating others in relation to self, family, community, or culture.</p> <p><b>ATL.3.B</b> Demonstrates an interest in learning new information or starting a new activity on their own.</p> <p><b>IS.3.D</b> Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.</p>
Early learners develop foundational skills that support self-awareness, confidence, and the identification and expression of emotions.	<b>SW1.2:</b> Demonstrate identification and expression of emotions	Recognize own emotions and the emotions of others	Identify own emotions and the emotions of others	<p><b>IS.1.B</b> With adult modeling and visual supports, verbally or nonverbally identifies and labels emotions such as happiness, surprise, anger, fear, and sadness in self.</p> <p><b>IS.1.C</b> With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations.</p> <p><b>IS.1.D</b> Independently verbally or nonverbally names and describes their own emotions.</p> <p><b>IS.4.A</b> With adult modeling and one-on-one support, verbally or nonverbally names observable emotions and experiences of others.</p>

## DOMAIN: STUDENT WELLBEING

### STUDENT WELLBEING EARLY LEARNING STANDARD 1: SENSE OF SELF

Learning Outcome	Standard	Younger Preschool Indicators	Older Preschool Indicators	Every Child Ready Standard(s)
Early learners develop foundational skills that support self-awareness, confidence, and the identification and expression of emotions.	<b>SW1.2:</b> Demonstrate identification and expression of emotions	Seek adults for emotional support and guidance	Express and accurately respond to emotions of self and others	<p><b>IS.2.C</b> Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult.</p> <p><b>IS.2.D</b> Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance.</p> <p><b>IS.4.A</b> With adult modeling and one-on-one support, verbally or nonverbally names observable emotions and experiences of others.</p>
Early learners develop foundational skills that support self-awareness, confidence, and the identification and expression of emotions.	<b>SW1.2:</b> Demonstrate identification and expression of emotions	Use combination of words, phrases, and actions to express feelings	Predict reactions from others	<p><b>IS.1.D</b> Independently verbally or nonverbally names and describes their own emotions.</p> <p><b>IS.4.C</b> With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations.</p> <p><b>IS.4.D</b> With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others.</p>
Early learners develop foundational skills that support self-awareness, confidence, and the identification and expression of emotions.	<b>SW1.2:</b> Demonstrate identification and expression of emotions	N/A	Effectively use sentences and actions to express feelings	<p><b>IS.1.D</b> Independently verbally or nonverbally names and describes their own emotions.</p> <p><b>IS.3.C</b> Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence.</p> <p><b>IS.1.B</b> With adult modeling and visual supports, verbally or nonverbally identifies and labels emotions such as happiness, surprise, anger, fear, and sadness in self.</p> <p><b>IS.1.C</b> With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations</p>

## DOMAIN: STUDENT WELLBEING

### STUDENT WELLBEING EARLY LEARNING STANDARD 2: SELF-REGULATION

Learning Outcome	Standard	Younger Preschool Indicators	Older Preschool Indicators	Every Child Ready Standard(s)
Early learners develop foundational skills that support executive functions including impulse control, planning skills, and emotional regulation.	<b>SW2.1:</b> Demonstrate self control	Manage transitions and adapt to changes in schedules, routines, and situations with adult support	Manage transitions and adapt to changes in schedules, routines, and situations independently	<b>ATL.5.A</b> Transitions between activities that are part of the routine school day with adult reminders. <b>ATL.5.B</b> Shifts between tasks or activities, including ending preferred activities, with adult support. <b>ATL.5.C</b> Adjusts to changes in the environment or schedule with adult guidance and advance warning.
Early learners develop foundational skills that support executive functions including impulse control, planning skills, and emotional regulation.	<b>SW2.1:</b> Demonstrate self control	Recognize, navigate, and respond to own emotions and interactions with others with adult support when needed		<b>IS.2.C</b> Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult. <b>IS.2.D</b> Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance.
Early learners develop foundational skills that support executive functions including impulse control, planning skills, and emotional regulation.	<b>SW2.1:</b> Demonstrate self control	Manage a range of impulses with adult support	Manage a range of impulses	<b>IS.2.C</b> Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult. <b>IS.2.D</b> Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance. <b>ATL.7.E</b> Regulates impulses to complete tasks and engages in goal-directed behavior. <b>IS.7.C</b> When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise).

## DOMAIN: STUDENT WELLBEING

### STUDENT WELLBEING EARLY LEARNING STANDARD 2: SELF-REGULATION

Learning Outcome	Standard	Younger Preschool Indicators	Older Preschool Indicators	Every Child Ready Standard(s)
Early learners develop foundational skills that support executive functions including impulse control, planning skills, and emotional regulation.	<b>SW2.1:</b> Demonstrate self control	N/A	Begin to manage behavior based on location and corresponding expectations (e. g., playground vs. classroom)	<p><b>ATL.7.E</b> Regulates impulses to complete tasks and engages in goal-directed behavior.</p> <p><b>IS.7.C</b> When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise).</p> <p><b>ATL.5.C</b> Adjusts to changes in the environment or schedule with adult guidance and advance warning.</p> <p><b>ATL.7.C</b> Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn).</p> <p><b>PD.6.A</b> With teacher guidance, follows safety procedures.</p>

## DOMAIN: STUDENT WELLBEING

### STUDENT WELLBEING EARLY LEARNING STANDARD 3: CONFLICT RESOLUTION

Learning Outcome	Standard	Younger Preschool Indicators	Older Preschool Indicators	Every Child Ready Standard(s)
Early learners develop foundational skills that support conflict resolution and conflict management.	<b>SW3.1:</b> Demonstrate conflict resolution	Negotiate to resolve social conflicts with peers with modeling and support	Independently initiate conflict resolution strategies with peers and seek adult support when necessary	<p><b>IS.7.C</b> When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise).</p> <p><b>IS.7.D</b> With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise).</p> <p><b>IS.7.E</b> Independently suggests and chooses an adult-provided solution to a personal challenge or challenge with others (e.g. ask for help, compromise). Supports peers by suggesting solutions.</p>

## DOMAIN: STUDENT WELLBEING

### STUDENT WELLBEING EARLY LEARNING STANDARD 3: CONFLICT RESOLUTION

Learning Outcome	Standard	Younger Preschool Indicators	Older Preschool Indicators	Every Child Ready Standard(s)
<p>Early learners develop foundational skills that support conflict resolution and conflict management.</p>	<p><b>SW3.1:</b> Demonstrate conflict resolution</p>	<p>Use words during a conflict instead of physical force</p>	<p>Begin to use "I feel" statements with adult support when managing conflict with others</p>	<p><b>IS.7.C</b> When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise).  <b>IS.7.B</b> When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.  <b>IS.7.E</b> Independently suggests and chooses an adult-provided solution to a personal challenge or challenge with others (e.g. ask for help, compromise). Supports peers by suggesting solutions.  <b>ATL.2.D</b> Makes cooperative decisions with peers during play or structured activities (cooperative play).  <b>ATL.2.E</b> Establishes rules with peers during play or structured activities (cooperative play).  <b>IS.5.B</b> With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).  <b>IS.1.C</b> With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations.  <b>IS.2.C</b> Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult.</p>

## DOMAIN: STUDENT WELLBEING

### STUDENT WELLBEING EARLY LEARNING STANDARD 4: BUILDING RELATIONSHIPS

Learning Outcome	Standard	Younger Preschool Indicators	Older Preschool Indicators	Every Child Ready Standard(s)
<p>Early learners develop foundational skills that support social development and engagement with others.</p>	<p><b>SW4.1:</b> Demonstrate relationship skills</p>	<p>Accept compromises when suggested by a peer or adult</p>		<p><b>IS.7.C</b> When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise).  <b>IS.7.D</b> With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise).  <b>IS.7.E</b> Independently suggests and chooses an adult-provided solution to a personal challenge or challenge with others (e.g. ask for help, compromise). Supports peers by suggesting solutions.</p>
<p>Early learners develop foundational skills that support social development and engagement with others.</p>	<p><b>SW4.1:</b> Demonstrate relationship skills</p>	<p>Gauge response based on the facial expressions of others</p>		<p><b>IS.4.A</b> With adult modeling and one-on-one support, verbally or nonverbally names observable emotions and experiences of others.  <b>IS.4.D</b> With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others.  <b>IS.4.C</b> With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations.</p>

## DOMAIN: STUDENT WELLBEING

### STUDENT WELLBEING EARLY LEARNING STANDARD 4: BUILDING RELATIONSHIPS

Learning Outcome	Standard	Younger Preschool Indicators	Older Preschool Indicators	Every Child Ready Standard(s)
<p>Early learners develop foundational skills that support social development and engagement with others.</p>	<p><b>SW4.1:</b> Demonstrate relationship skills</p>	<p>Request and accept guidance from familiar adults</p>	<p>Show care and concern for familiar adults and peers using more complex words and actions</p>	<p><b>IS.7.B</b> When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.  <b>IS.7.C</b> When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise).  <b>IS.2.C</b> Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult.  <b>IS.6.B</b> Requests or accepts (verbally or nonverbally) adult support with many tasks.  <b>IS.5.E</b> Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.  <b>IS.4.D</b> With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others.  <b>LL-LC.4.D</b> Adds information or appropriately remains on, or changes, topic during a conversation with multiple feedback loops alternating between speaker and listener.</p>
<p>Early learners develop foundational skills that support social development and engagement with others.</p>	<p><b>SW4.1:</b> Demonstrate relationship skills</p>	<p>Exhibit age-appropriate friendship skills to engage in effective play and learning experiences</p>	<p>Maintain consistent friendships</p>	<p><b>IS.5.D</b> Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.  <b>IS.5.E</b> Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.  <b>IS.4.D</b> With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others.</p>

## DOMAIN: STUDENT WELLBEING

### STUDENT WELLBEING EARLY LEARNING STANDARD 4: BUILDING RELATIONSHIPS

Learning Outcome	Standard	Younger Preschool Indicators	Older Preschool Indicators	Every Child Ready Standard(s)
<p>Early learners develop foundational skills that support social development and engagement with others.</p>	<p><b>SW4.1:</b> Demonstrate relationship skills</p>	<p>Engage in associative play</p>	<p>Engage in cooperative play experiences for sustained periods of time</p>	<p><b>ATL.2.B</b> Plays, works on tasks, or participates in activities with peers with adult prompting (associative play).  <b>ATL.2.C</b> Makes cooperative decisions with peers based on adult provided choices (associative play).  <b>IS.5.D</b> Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.</p>
<p>Early learners develop foundational skills that support social development and engagement with others.</p>	<p><b>SW4.1:</b> Demonstrate relationship skills</p>	<p>Participate in cooperative play experiences with some adult guidance</p>	<p>Form connections across diverse backgrounds</p>	<p><b>ATL.2.D</b> Makes cooperative decisions with peers during play or structured activities (cooperative play).  <b>ATL.2.B</b> Plays, works on tasks, or participates in activities with peers with adult prompting (associative play).  <b>ATL.2.C</b> Makes cooperative decisions with peers based on adult provided choices (associative play).  <b>IS.5.C</b> With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).  <b>SOC.1.D</b> Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations.  <b>IS.4.B</b> With adult prompts, compares their own characteristics and emotions to those of others.  <b>IS.3.D</b> Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.</p>

## DOMAIN: APPROACHES TO PLAY AND LEARNING

### APPROACHES TO PLAY AND LEARNING STANDARD 1: INITIATIVE AND EXPLORATION

Learning Outcome	Standard	Younger Preschool Indicators	Older Preschool Indicators	Every Child Ready Standard(s)
Early learners develop foundational skills that support initiative, self-direction, interest, and curiosity as a learner.	<b>APL1.1:</b> Demonstrate initiative and self-direction	Initiate new tasks by self	Take initiative to learn new concepts and try new experiences	<b>ATL.8.D</b> Creates and follows through with simple plans independently. <b>ATL.3.B</b> Demonstrates an interest in learning new information or starting a new activity on their own. <b>ATL.3.E</b> Attempts new challenging tasks and modifies approach to a challenge with teacher assistance.
Early learners develop foundational skills that support initiative, self-direction, interest, and curiosity as a learner.	<b>APL1.1:</b> Demonstrate initiative and self-direction	With support, use a variety of resources to explore materials and ideas	Seek and gather new information to plan for projects and activities	<b>ATL.3.AA</b> Exhibits curiosity and interest in activities and materials. Repeats preferred activities. <b>ATL.3.A</b> Explores a variety of available objects and materials to discover what they do and how they work. <b>ATL.1.AA</b> Engages in exploratory or sensory play. <b>ATL.3.E</b> Attempts new challenging tasks and modifies approach to a challenge with teacher assistance.
Early learners develop foundational skills that support initiative, self-direction, interest, and curiosity as a learner.	<b>APL1.1:</b> Demonstrate initiative and self-direction	Explore and manipulate familiar objects in new and imaginative ways	N/A	<b>ATL.3.A</b> Explores a variety of available objects and materials to discover what they do and how they work. <b>SC-SP.2.AA</b> Uses senses and tools to explore and manipulate objects and materials in the environment. <b>ATL.3.E</b> Attempts new challenging tasks and modifies approach to a challenge with teacher assistance. <b>SC-SP.2.AA</b> Uses senses and tools to explore and manipulate objects and materials in the environment. <b>ATL.1.B</b> Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play).
Early learners develop foundational skills that support initiative, self-direction, interest, and curiosity as a learner.	<b>APL1.2:</b> Demonstrate interest and curiosity as a learner	Demonstrate eagerness to learn about and discuss new topics, ideas, and tasks		<b>ATL.3.AA</b> Exhibits curiosity and interest in activities and materials. Repeats preferred activities. <b>ATL.3.A</b> Explores a variety of available objects and materials to discover what they do and how they work. <b>ATL.3.B</b> Demonstrates an interest in learning new information or starting a new activity on their own. <b>ATL.1.AA</b> Engages in exploratory or sensory play.

## DOMAIN: APPROACHES TO PLAY AND LEARNING

### APPROACHES TO PLAY AND LEARNING STANDARD 1: INITIATIVE AND EXPLORATION

Learning Outcome	Standard	Younger Preschool Indicators	Older Preschool Indicators	Every Child Ready Standard(s)
Early learners develop foundational skills that support initiative, self-direction, interest, and curiosity as a learner.	<b>APL1.2:</b> Demonstrate interest and curiosity as a learner	Communicate a desire to learn new concepts or ideas		<b>ATL.3.B</b> Demonstrates an interest in learning new information or starting a new activity on their own. <b>ATL.3.AA</b> Exhibits curiosity and interest in activities and materials. Repeats preferred activities.
Early learners develop foundational skills that support initiative, self-direction, interest, and curiosity as a learner.	<b>APL1.2:</b> Demonstrate interest and curiosity as a learner	Exhibit willingness to try new experiences		<b>ATL.3.E</b> Attempts new challenging tasks and modifies approach to a challenge with teacher assistance. <b>SC-SP.2.A</b> Participates in simple explorations and experiments based on a teacher-led inquiry and prior knowledge. <b>ATL.3.C</b> Asks questions and seeks clarity after attempting a challenging task.
Early learners develop foundational skills that support initiative, self-direction, interest, and curiosity as a learner.	<b>APL1.2:</b> Demonstrate interest and curiosity as a learner	Use a variety of learning approaches, such as observing, imitating, asking questions, hands-on investigation, and active exploration		<b>SC-SP.1.C</b> With teacher guidance, begins to formulate own questions based on observations. <b>SC-SP.2.AA</b> Uses senses and tools to explore and manipulate objects and materials in the environment. <b>ATL.1.AA</b> Engages in exploratory or sensory play. <b>SC-SP.2.A</b> Participates in simple explorations and experiments based on a teacher-led inquiry and prior knowledge.

## DOMAIN: APPROACHES TO PLAY AND LEARNING

### APPROACHES TO PLAY AND LEARNING STANDARD 2: FLEXIBLE THINKING

Learning Outcome	Standard	Younger Preschool Indicators	Older Preschool Indicators	Every Child Ready Standard(s)
Early learners develop foundational skills that support flexible thinking (the ability to find new solutions and see situations in more than one way) and social interactions during play.	<b>APL2.1:</b> Demonstrate development of flexible thinking skills during play	Find a creative or innovative way of doing a familiar task or solving a problem with adult guidance	Demonstrate analysis, innovation, imagination, and creativity to solve a problem	<b>IS.7.D</b> With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise). <b>ATL.4.D</b> Assesses or reflects upon activity or task outcome or product. <b>ATL.3.D</b> Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed.

## DOMAIN: APPROACHES TO PLAY AND LEARNING

### APPROACHES TO PLAY AND LEARNING STANDARD 2: FLEXIBLE THINKING

Learning Outcome	Standard	Younger Preschool Indicators	Older Preschool Indicators	Every Child Ready Standard(s)
Early learners develop foundational skills that support flexible thinking (the ability to find new solutions and see situations in more than one way) and social interactions during play.	<b>APL2.1:</b> Demonstrate development of flexible thinking skills during play	Begin to demonstrate flexibility in approach to play and learning	Develop recovery skills from setbacks and differences in opinion in a group setting	<b>ATL.3.E</b> Attempts new challenging tasks and modifies approach to a challenge with teacher assistance. <b>ATL.5.D</b> With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error). <b>ATL.4.E</b> Assesses tasks and makes adjustments to strategies for updates or revisions. <b>ATL.3.D</b> Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed. <b>ATL.2.D</b> Makes cooperative decisions with peers during play or structured activities (cooperative play). <b>IS.7.D</b> With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise).
Early learners develop foundational skills that support flexible thinking (the ability to find new solutions and see situations in more than one way) and social interactions during play.	<b>APL2.1:</b> Demonstrate development of flexible thinking skills during play	Adjust approach to task to resolve difficulties with adult support	N/A	<b>ATL.5.D</b> With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error). <b>ATL.3.E</b> Attempts new challenging tasks and modifies approach to a challenge with teacher assistance. <b>ATL.4.D</b> Assesses or reflects upon activity or task outcome or product. <b>ATL.4.E</b> Assesses tasks and makes adjustments to strategies for updates or revisions.

## DOMAIN: APPROACHES TO PLAY AND LEARNING

### APPROACHES TO PLAY AND LEARNING STANDARD 3: ATTENTIVENESS AND PERSISTENCE

Learning Outcome	Standard	Younger Preschool Indicators	Older Preschool Indicators	Every Child Ready Standard(s)
Early learners develop foundational skills that support focus and attention to a specific activity and persistence to complete a task.	<b>APL3.1:</b> Demonstrate development of sustained attention and persistence	Independently attend to a book from beginning to end		<b>LL-BK.1.C</b> Listens to a wide variety of age appropriate literature read aloud. <b>LL-NC.5.AA</b> Listens to a wide variety of informational texts read aloud. <b>LL-NC.2.C</b> Uses events from the book to make a prediction about what might happen next.

## DOMAIN: APPROACHES TO PLAY AND LEARNING

### APPROACHES TO PLAY AND LEARNING STANDARD 3: ATTENTIVENESS AND PERSISTENCE

Learning Outcome	Standard	Younger Preschool Indicators	Older Preschool Indicators	Every Child Ready Standard(s)
Early learners develop foundational skills that support focus and attention to a specific activity and persistence to complete a task.	<b>APL3.1:</b> Demonstrate development of sustained attention and persistence	Demonstrate ability to delay gratification for short periods of time	Focus on activity with deliberate concentration despite distractions and/or temptations	<b>ATL.6.B</b> Sustains attention in an assigned task for a brief amount of time (5–10 minutes). <b>ATL.6.D</b> Refocuses attention to independent or group activity after minor distraction.
Early learners develop foundational skills that support focus and attention to a specific activity and persistence to complete a task.	<b>APL3.1:</b> Demonstrate development of sustained attention and persistence	Follow through on an activity to completion	Carry out tasks, activities, projects, or transitions, even when frustrated or challenged, with minimal distress	<b>ATL.6.C</b> Attends to entirety of a short engaging lesson or teacher-led activity (10–15 minutes). <b>ATL.3.D</b> Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed. <b>ATL.5.D</b> With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error). <b>ATL.7.D</b> Independently completes simple assignment or task despite normal classroom environment distractions. <b>ATL.4.C</b> Monitors the completion of a task and identifies preferred elements of a work product or task. <b>IS.6.D</b> Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges. <b>IS.2.D</b> Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance. <b>ATL.7.E</b> Regulates impulses to complete tasks and engages in goal-directed behavior.
Early learners develop foundational skills that support focus and attention to a specific activity and persistence to complete a task.	<b>APL3.1:</b> Demonstrate development of sustained attention and persistence	N/A	Persist in trying to complete a task after previous attempts have failed	<b>ATL.5.D</b> With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error). <b>ATL.4.E</b> Assesses tasks and makes adjustments to strategies for updates or revisions. <b>ATL.7.D</b> Independently completes simple assignment or task despite normal classroom environment distractions. <b>ATL.7.E</b> Regulates impulses to complete tasks and engages in goal-directed behavior.

## DOMAIN: APPROACHES TO PLAY AND LEARNING

### APPROACHES TO PLAY AND LEARNING STANDARD 4: SOCIAL INTERACTIONS

Learning Outcome	Standard	Younger Preschool Indicators	Older Preschool Indicators	Every Child Ready Standard(s)
Early learners develop foundational skills that support the engagement in imaginative and cooperative play with others.	<b>APL4.1:</b> Demonstrate development of social interactions during play	Engage in associative play	Interact with peers in complex pretend play, including planning, coordination of roles, and cooperation	<p><b>ATL.1.E</b> Coordinates roles and carries out more complex stories during role-play.</p> <p><b>ATL.2.B</b> Plays, works on tasks, or participates in activities with peers with adult prompts (associative play).</p> <p><b>ATL.2.C</b> Makes cooperative decisions with peers based on adult provided choices (associative play).</p> <p><b>ATL.2.D</b> Makes cooperative decisions with peers during play or structured activities (cooperative play).</p>
Early learners develop foundational skills that support the engagement in imaginative and cooperative play with others.	<b>APL4.1:</b> Demonstrate development of social interactions during play	Participate in cooperative play activities with some adult guidance	Demonstrate cooperative behavior, such as turn-taking, in interactions with others	<p><b>ATL.2.D</b> Makes cooperative decisions with peers during play or structured activities (cooperative play).</p> <p><b>ATL.1.E</b> Coordinates roles and carries out more complex stories during role-play.</p> <p><b>ATL.2.E</b> Establishes rules with peers during play or structured activities (cooperative play).</p> <p><b>IS.7.D</b> With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise).</p>
Early learners develop foundational skills that support the engagement in imaginative and cooperative play with others.	<b>APL4.1:</b> Demonstrate development of social interactions during play	Participate in play activities with a small group of children	Begin to accept and share leadership	<p><b>IS.5.D</b> Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.</p> <p><b>IS.5.E</b> Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.</p>

## DOMAIN: CREATIVE ARTS

### CREATIVE ARTS EARLY LEARNING STANDARD 1: MUSIC

Learning Outcome	Standard	Younger Preschool Indicators	Older Preschool Indicators	Every Child Ready Standard(s)
Early learners develop foundational skills that support creative expression through voice, instruments, sounds, and objects.	<b>CA1.1:</b> Demonstrate creative music expression	Sing songs that use the voice in a variety of ways		<p><b>C-ARTS.4.B</b> Sings a variety of songs within children's vocal range, independently and with others.</p> <p><b>C-ARTS.4.D</b> Uses their voice or an instrument to express themselves and copy simple tempos.</p> <p><b>C-ARTS.4.E</b> Creates and performs original music or songs for others.</p>
Early learners develop foundational skills that support creative expression through voice, instruments, sounds, and objects.	<b>CA1.1:</b> Demonstrate creative music expression	Produce rhythmic patterns in music		<p><b>C-ARTS.4.A</b> Participates in a variety of music activities with different tempos, genres, and rhythms.</p> <p><b>C-ARTS.4.D</b> Uses their voice or an instrument to express themselves and copy simple tempos.</p> <p><b>M-PFA.3.C</b> Uses rhythm and movement to copy simple and advanced patterns (e.g., AB, ABC, ABB, AAB).</p>
Early learners develop foundational skills that support creative expression through voice, instruments, sounds, and objects.	<b>CA1.1:</b> Demonstrate creative music expression	Describe feelings and reactions in response to diverse musical genres and styles		<p><b>C-ARTS.5.A</b> Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques.</p> <p><b>C-ARTS.5.D</b> Expresses opinions about the artistic creations and techniques of others.</p> <p><b>C-ARTS.4.C</b> Recognizes differences between a variety of music activities with different tempos, genres, and rhythms.</p> <p><b>C-ARTS.5.AA</b> Shows enthusiasm and curiosity about different types of creative arts.</p>
Early learners develop foundational skills that support creative expression through voice, instruments, sounds, and objects.	<b>CA1.1:</b> Demonstrate creative music expression	Listen and respond to music	Respond to changes heard in music	<p><b>C-ARTS.4.A</b> Participates in a variety of music activities with different tempos, genres, and rhythms.</p> <p><b>C-ARTS.4.C</b> Recognizes differences between a variety of music activities with different tempos, genres, and rhythms.</p> <p><b>LL-PA.3.B</b> Listens to and fills in the missing rhyming word from a familiar song, poem, rhyme, fingerplay, or story. For example, "Twinkle, twinkle little star. How I wonder what you ____."</p>

## DOMAIN: CREATIVE ARTS

### CREATIVE ARTS EARLY LEARNING STANDARD 1: MUSIC

Learning Outcome	Standard	Younger Preschool Indicators	Older Preschool Indicators	Every Child Ready Standard(s)
Early learners develop foundational skills that support creative expression through voice, instruments, sounds, and objects.	<b>CA1.1:</b> Demonstrate creative music expression	Participate in experiences with musical instruments and singing to express creativity	Use familiar rhymes, songs, chants, and musical instruments to express creativity	<p><b>C-ARTS.4.A</b> Participates in a variety of music activities with different tempos, genres, and rhythms.</p> <p><b>C-ARTS.4.B</b> Sings a variety of songs within children's vocal range, independently and with others.</p> <p><b>C-ARTS.4.D</b> Uses their voice or an instrument to express themselves and copy simple tempos.</p> <p><b>C-ARTS.4.E</b> Creates and performs original music or songs for others.</p>

## DOMAIN: CREATIVE ARTS

### CREATIVE ARTS EARLY LEARNING STANDARD 2: DANCE

Learning Outcome	Standard	Younger Preschool Indicators	Older Preschool Indicators	Every Child Ready Standard(s)
Early learners develop foundational skills that support creative expression through movement.	<b>CA2.1:</b> Demonstrate creative movement expression	Convey ideas and emotions through creative movement expression (with or without music)		<p><b>C-ARTS.1.C</b> Creates short dances or movement sequences.</p> <p><b>C-ARTS.1.A</b> Participates in guided movement activities by copying dances and movements introduced by others.</p> <p><b>C-ARTS.1.D</b> Leads dances or movement sequences and demonstrates them to others.</p> <p><b>IS.1.C</b> With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations.</p>
Early learners develop foundational skills that support creative expression through movement.	<b>CA2.1:</b> Demonstrate creative movement expression	N/A	Purposefully select movements that communicate ideas, thoughts, and feelings	<p><b>C-ARTS.1.C</b> Creates short dances or movement sequences.</p> <p><b>C-ARTS.1.D</b> Leads dances or movement sequences and demonstrates them to others.</p> <p><b>C-ARTS.1.E</b> Creates and leads dances or movement sequences and begins to synchronize music with movement.</p> <p><b>C-ARTS.1.B</b> Recalls short, simple dances and movement sequences previously introduced by others.</p>

## DOMAIN: CREATIVE ARTS

### CREATIVE ARTS EARLY LEARNING STANDARD 3: VISUAL ARTS

Learning Outcome	Standard	Younger Preschool Indicators	Older Preschool Indicators	Every Child Ready Standard(s)
Early learners develop foundational skills that support creative expression through the process, production, and appreciation of visual art forms.	<b>CA3.1:</b> Demonstrate creative expression through the visual art process or experience	Use colors, lines, and shapes to communicate meaning	Identify and use colors, lines, and shapes found in the environment and in works of art	<p><b>C-ARTS.3.AA</b> Freely explores a variety of art materials and tools for sensory exploration.</p> <p><b>C-ARTS.3.A</b> Expresses self using a variety of art materials and tools.</p> <p><b>C-ARTS.3.C</b> Explores and creates art using different techniques, such as dot art, mixed media collages, and clay.</p> <p><b>C-ARTS.3.E</b> Reviews their original art and makes changes to the final product.</p> <p><b>C-ARTS.3.B</b> Creates drawings, paintings, and models with an increasing level of detail.</p>
Early learners develop foundational skills that support creative expression through the process, production, and appreciation of visual art forms.	<b>CA3.1:</b> Demonstrate creative expression through the visual art process or experience	Explore various art-making processes and multiple media types with adult support	Engage in self-directed exploration of various art-making processes and multiple media types including digital	<p><b>C-ARTS.3.AA</b> Freely explores a variety of art materials and tools for sensory exploration.</p> <p><b>C-ARTS.3.B</b> Creates drawings, paintings, and models with an increasing level of detail.</p> <p><b>C-ARTS.3.C</b> Explores and creates art using different techniques, such as dot art, mixed media collages, and clay.</p> <p><b>C-ARTS.3.D</b> Plans for and creates art using preferred art materials, tools, and techniques.</p> <p><b>Tech.1.E</b> Independently uses technology devices and learning applications to play games, access or share information, or express themselves creatively.</p>
Early learners develop foundational skills that support creative expression through the process, production, and appreciation of visual art forms.	<b>CA3.1:</b> Demonstrate creative expression through the visual art process or experience	N/A	Share details about why they are using specific colors or materials	<p><b>C-ARTS.5.B</b> Discusses their own artistic creations and chooses artwork for display or performance.</p> <p><b>ATL.4.A</b> Uses two to three words or nonverbal actions (gestures, body language, facial expressions) to explain activities they are engaging in.</p>

## DOMAIN: CREATIVE ARTS

### CREATIVE ARTS EARLY LEARNING STANDARD 3: VISUAL ARTS

Learning Outcome	Standard	Younger Preschool Indicators	Older Preschool Indicators	Every Child Ready Standard(s)
Early learners develop foundational skills that support creative expression through the process, production, and appreciation of visual art forms.	<b>CA3.2:</b> Demonstrate creative expression through visual art production and presentation	Progress in ability to create drawings, models, and other art using a variety of materials		<p><b>C-ARTS.3.B</b> Creates drawings, paintings, and models with an increasing level of detail.</p> <p><b>C-ARTS.3.C</b> Explores and creates art using different techniques, such as dot art, mixed media collages, and clay.</p>
Early learners develop foundational skills that support creative expression through the process, production, and appreciation of visual art forms.	<b>CA3.2:</b> Demonstrate creative expression through visual art production and presentation	Develop growing ability to plan, work independently, and demonstrate care in a variety of art	Develop growing ability to plan, work independently and cooperatively, and demonstrate care and persistence in a variety of art	<p><b>C-ARTS.3.D</b> Plans for and creates art using preferred art materials, tools, and techniques.</p> <p><b>C-ARTS.3.B</b> Creates drawings, paintings, and models with an increasing level of detail.</p> <p><b>C-ARTS.3.E</b> Reviews their original art and makes changes to the final product.</p> <p><b>ATL.8.D</b> Creates and follows through with simple plans independently.</p>
Early learners develop foundational skills that support creative expression through the process, production, and appreciation of visual art forms.	<b>CA3.2:</b> Demonstrate creative expression through visual art production and presentation	Show interest in creating and displaying individualized artwork	Create, save, and display individualized artwork	<p><b>C-ARTS.5.B</b> Discusses their own artistic creations and chooses artwork for display or performance.</p> <p><b>C-ARTS.3.A</b> Expresses self using a variety of art materials and tools.</p> <p><b>C-ARTS.3.D</b> Plans for and creates art using preferred art materials, tools, and techniques.</p>
Early learners develop foundational skills that support creative expression through the process, production, and appreciation of visual art forms.	<b>CA3.3:</b> Demonstrate creative expression through art appreciation	Observe and discuss art forms		<p><b>C-ARTS.5.AA</b> Shows enthusiasm and curiosity about different types of creative arts.</p> <p><b>C-ARTS.5.A</b> Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques.</p> <p><b>C-ARTS.5.C</b> Recognizes and discusses differences in artistic creations.</p> <p><b>C-ARTS.5.D</b> Expresses opinions about the artistic creations and techniques of others.</p> <p><b>C-ARTS.5.E</b> Interprets the art of others by describing what they see and identifying a theme.</p>

## DOMAIN: CREATIVE ARTS

### CREATIVE ARTS EARLY LEARNING STANDARD 3: VISUAL ARTS

Learning Outcome	Standard	Younger Preschool Indicators	Older Preschool Indicators	Every Child Ready Standard(s)
Early learners develop foundational skills that support creative expression through the process, production, and appreciation of visual art forms.	<b>CA3.3:</b> Demonstrate creative expression through art appreciation	Reflect on differences and preferences as encounters artwork		<p><b>C-ARTS.5.A</b> Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques.</p> <p><b>C-ARTS.5.C</b> Recognizes and discusses differences in artistic creations.</p> <p><b>C-ARTS.5.D</b> Expresses opinions about the artistic creations and techniques of others.</p>
Early learners develop foundational skills that support creative expression through the process, production, and appreciation of visual art forms.	<b>CA3.3:</b> Demonstrate creative expression through art appreciation	Share ideas about personal creative work		<p><b>C-ARTS.5.B</b> Discusses their own artistic creations and chooses artwork for display or performance.</p> <p><b>C-ARTS.5.E</b> Interprets the art of others by describing what they see and identifying a theme.</p>
Early learners develop foundational skills that support creative expression through the process, production, and appreciation of visual art forms.	<b>CA3.3:</b> Demonstrate creative expression through art appreciation	Identify where art is displayed in the learning environment and begin to identify places it may be displayed outside of it		<p><b>C-ARTS.5.B</b> Discusses their own artistic creations and chooses artwork for display or performance.</p> <p><b>SOC.4.AA</b> Verbally or nonverbally identifies familiar places and the features, such as home, classroom, and school building.</p> <p><b>SOC.4.A</b> Verbally or nonverbally identifies common locations in their neighborhood and community and their features (library, store, park, etc.).</p>

## DOMAIN: CREATIVE ARTS

### CREATIVE ARTS EARLY LEARNING STANDARD 4: DRAMATIC PLAY

Learning Outcome	Standard	Younger Preschool Indicators	Older Preschool Indicators	Every Child Ready Standard(s)
Early learners develop foundational skills that support creative expression and interaction through dramatic play.	<b>CA4.1:</b> Demonstrate creative expression through dramatic play	Engage in associative and cooperative play		<p><b>ATL.1.B</b> Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play).</p> <p><b>ATL.2.C</b> Makes cooperative decisions with peers based on adult provided choices (associative play).</p> <p><b>ATL.2.D</b> Makes cooperative decisions with peers during play or structured activities (cooperative play).</p> <p><b>C-ARTS.2.C</b> Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.</p>
Early learners develop foundational skills that support creative expression and interaction through dramatic play.	<b>CA4.1:</b> Demonstrate creative expression through dramatic play	Participate freely in dramatic play experiences that become of increased duration and complexity		<p><b>C-ARTS.2.A</b> Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.</p> <p><b>ATL.1.B</b> Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play).</p> <p><b>C-ARTS.2.B</b> Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.</p> <p><b>C-ARTS.2.C</b> Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.</p> <p><b>C-ARTS.2.D</b> Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.</p>
Early learners develop foundational skills that support creative expression and interaction through dramatic play.	<b>CA4.1:</b> Demonstrate creative expression through dramatic play	Use a variety of props to demonstrate themes about life experiences, ideas, and feelings	Role play imaginary events and characters	<p><b>C-ARTS.2.B</b> Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.</p> <p><b>C-ARTS.2.A</b> Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.</p> <p><b>C-ARTS.2.C</b> Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.</p> <p><b>C-ARTS.2.D</b> Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.</p> <p><b>ATL.1.C</b> Engages in individual verbal or nonverbal imaginative play or role-play.</p>

## PHYSICAL HEALTH AND GROWTH

### PHYSICAL HEALTH AND GROWTH EARLY LEARNING STANDARD 1: HEALTH AND SAFETY

Learning Outcome	Standard	Younger Preschool Indicators	Older Preschool Indicators	Every Child Ready Standard(s)
Early learners develop foundational skills that support healthy, safe, and nutritious practices.	<b>PHG1.1:</b> Demonstrate development of healthy practices	Demonstrate health and hygiene-related behaviors with reminders	Demonstrate health and hygiene-related behaviors with minimal prompting	<p><b>PD.4.B</b> Demonstrates understanding of self-care and hygiene routines and begins to initiate.</p> <p><b>PD.4.C</b> Completes self-care and hygiene routines with minimal assistance.</p> <p><b>PD.4.D</b> Independently completes self-care and hygiene routines.</p>
Early learners develop foundational skills that support healthy, safe, and nutritious practices.	<b>PHG1.1:</b> Demonstrate development of healthy practices	Identify the difference between sick and well	Communicate practices that promote healthy living and prevent illness for self and family members	<p><b>SC-LES.4.C</b> Describes the needs of humans and animals and how their characteristics and behaviors support their needs, such as birds have beaks so they can dig for worms.</p> <p><b>PD.5.E</b> Understands and describes different foods and how they give our bodies nutrients and energy.</p> <p><b>PD.6.D</b> Understands and describes the importance of safety procedures.</p> <p><b>LL-LC.5.C</b> Continues to develop more complex sentences by using adjectives (i.e., "Armel throws the blue ball").</p> <p><b>LL-LC.3.D</b> Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").</p> <p><b>PD.4.E</b> Understands and describes the importance of self-care and hygiene routines.</p>
Early learners develop foundational skills that support healthy, safe, and nutritious practices.	<b>PHG1.1:</b> Demonstrate development of healthy practices	Engage in sociodramatic play to demonstrate the roles of medical professionals		<p><b>ATL.1.D</b> Carries out familiar roles during individual or collaborative role-play.</p> <p><b>SOC.2.C</b> Recognizes and describes that different people have different roles and responsibilities in the community.</p> <p><b>C-ARTS.2.B</b> Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.</p>

# PHYSICAL HEALTH AND GROWTH

## PHYSICAL HEALTH AND GROWTH EARLY LEARNING STANDARD 1: HEALTH AND SAFETY

Learning Outcome	Standard	Younger Preschool Indicators	Older Preschool Indicators	Every Child Ready Standard(s)
Early learners develop foundational skills that support healthy, safe, and nutritious practices.	<b>PHG1.2:</b> Demonstrate development of safety practices	Identify ways to play safely	Demonstrate basic safety knowledge	<p><b>PD.6.A</b> With teacher guidance, follows safety procedures.</p> <p><b>PD.6.B</b> Demonstrates understanding of safety procedures and begins to initiate.</p> <p><b>PD.6.D</b> Understands and describes the importance of safety procedures.</p> <p><b>PD.6.E</b> Understands and describes how to get help when there are unsafe objects, substances, or behaviors.</p>
Early learners develop foundational skills that support healthy, safe, and nutritious practices.	<b>PHG1.2:</b> Demonstrate development of safety practices	Follow simple safety rules while participating in activities	Alert others to possible danger	<p><b>PD.6.A</b> With teacher guidance, follows safety procedures.</p> <p><b>PD.6.C</b> Independently follows safety procedures.</p> <p><b>PD.6.D</b> Understands and describes the importance of safety procedures.</p> <p><b>PD.6.E</b> Understands and describes how to get help when there are unsafe objects, substances, or behaviors.</p> <p><b>IS.6.D</b> Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.</p>
Early learners develop foundational skills that support healthy, safe, and nutritious practices.	<b>PHG1.2:</b> Demonstrate development of safety practices	N/A	Participate, with adult support, to develop safety rules for an activity	<p><b>PD.6.AA</b> Begins to recognize and accept help when following safety procedures.</p> <p><b>PD.6.D</b> Understands and describes the importance of safety procedures.</p> <p><b>PD.6.A</b> With teacher guidance, follows safety procedures.</p> <p><b>ATL.2.E</b> Establishes rules with peers during play or structured activities (cooperative play).</p>
Early learners develop foundational skills that support healthy, safe, and nutritious practices.	<b>PHG1.3:</b> Demonstrate development of nutrition awareness	Respond to physical cues when hungry, full, or thirsty		<p><b>PD.5.C</b> Begins to understand how eating a variety of foods and proper hydration helps the body grow and be healthy.</p> <p><b>IS.2.C</b> Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult.</p>

## PHYSICAL HEALTH AND GROWTH

### PHYSICAL HEALTH AND GROWTH EARLY LEARNING STANDARD 1: HEALTH AND SAFETY

Learning Outcome	Standard	Younger Preschool Indicators	Older Preschool Indicators	Every Child Ready Standard(s)
Early learners develop foundational skills that support healthy, safe, and nutritious practices.	<b>PHG1.3:</b> Demonstrate development of nutrition awareness	Demonstrate basic understanding that eating a variety of foods helps the body grow and be healthy	Communicate about variety and amount of food needed to be healthy	<p><b>PD.5.B</b> Demonstrates understanding of types of foods and preferences.</p> <p><b>PD.5.A</b> Recognizes and identifies a variety of different foods.</p> <p><b>PD.5.C</b> Begins to understand how eating a variety of foods and proper hydration helps the body grow and be healthy.</p> <p><b>SC-LES.4.C</b> Describes the needs of humans and animals and how their characteristics and behaviors support their needs, such as birds have beaks so they can dig for worms.</p> <p><b>PD.5.E</b> Understands and describes different foods and how they give our bodies nutrients and energy.</p> <p><b>PD.5.D</b> Demonstrates understanding and categorizes different food types such as vegetables, fruit, grains, protein, and dairy.</p> <p><b>LL-LC.4.D</b> Adds information or appropriately remains on or changes topic during a conversation with multiple feedback loops alternating between speaker and listener.</p>
Early learners develop foundational skills that support healthy, safe, and nutritious practices.	<b>PHG1.3:</b> Demonstrate development of nutrition awareness	Participate in preparation of a simple, healthy snack		<p><b>PD.5.C</b> Begins to understand how eating a variety of foods and proper hydration helps the body grow and be healthy.</p> <p><b>PD.4.B</b> Demonstrates understanding of self-care and hygiene routines and begins to initiate.</p> <p><b>PD.2.B</b> Uses hands, wrists, and fingers to complete a variety of tasks such as pouring, scooping, opening lids to easy-to-open jars, and simple puzzles.</p>
Early learners develop foundational skills that support healthy, safe, and nutritious practices.	<b>PHG1.3:</b> Demonstrate development of nutrition awareness	Express preferences about food	Name food and beverages that help to build healthy bodies	<p><b>PD.5.B</b> Demonstrates understanding of types of foods and preferences.</p> <p><b>PD.5.C</b> Begins to understand how eating a variety of foods and proper hydration helps the body grow and be healthy.</p> <p><b>PD.5.D</b> Demonstrates understanding and categorizes different food types such as vegetables, fruit, grains, protein, and dairy.</p>

## PHYSICAL HEALTH AND GROWTH

### PHYSICAL HEALTH AND GROWTH EARLY LEARNING STANDARD 1: HEALTH AND SAFETY

Learning Outcome	Standard	Younger Preschool Indicators	Older Preschool Indicators	Every Child Ready Standard(s)
Early learners develop foundational skills that support healthy, safe, and nutritious practices.	<b>PHG1.3:</b> Demonstrate development of nutrition awareness	N/A	Describe physical features of fruits and vegetables	<b>PD.5.A</b> Recognizes and identifies a variety of different foods. <b>PD.5.D</b> Demonstrates understanding and categorizes different food types such as vegetables, fruit, grains, protein, and dairy.
Early learners develop foundational skills that support healthy, safe, and nutritious practices.	<b>PHG1.3:</b> Demonstrate development of nutrition awareness	N/A	Begin to describe where fruits and vegetables come from	<b>SC-LES.5.B</b> Identifies that plants are living and identifies characteristics and features of plants. <b>SC-LES.5.A</b> Identifies various plants such as trees, flowers, bushes, and so on.

## PHYSICAL HEALTH AND GROWTH

### PHYSICAL HEALTH AND GROWTH EARLY LEARNING STANDARD 2: SENSES

Learning Outcome	Standard	Younger Preschool Indicators	Older Preschool Indicators	Every Child Ready Standard(s)
Early learners use the five senses to develop foundational skills that support processing information and understanding one's own body in relation to space and objects in space.	<b>PHG2.1:</b> Demonstrate how the five senses support processing information	Take things apart and attempt to put them back together	Take things apart and invent new structures using the parts	<b>SC-SP.2.AA</b> Uses senses and tools to explore and manipulate objects and materials in the environment. <b>ATL.3.A</b> Explores a variety of available objects and materials to discover what they do and how they work. <b>PD.2.C</b> Begins to use refined hand movements such as using blunt scissors, buttoning large buttons, and connecting small toys, such as linking cubes or blocks. <b>M-GS.2.A</b> Constructs any recognizable or unrecognizable shape with materials. <b>ATL.5.D</b> With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error).
Early learners use the five senses to develop foundational skills that support processing information and understanding one's own body in relation to space and objects in space.	<b>PHG2.1:</b> Demonstrate how the five senses support processing information	Use tactile, visual, auditory, olfactory, and gustatory information to accomplish tasks		<b>SC-SP.2.AA</b> Uses senses and tools to explore and manipulate objects and materials in the environment. <b>SC-P.1.B</b> Use senses to observe and describe some physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.

## PHYSICAL HEALTH AND GROWTH

### PHYSICAL HEALTH AND GROWTH EARLY LEARNING STANDARD 2: SENSES

Learning Outcome	Standard	Younger Preschool Indicators	Older Preschool Indicators	Every Child Ready Standard(s)
Early learners use the five senses to develop foundational skills that support processing information and understanding one's own body in relation to space and objects in space.	<b>PHG2.2:</b> Demonstrate development of body awareness and physical activity	Identify and describe function of body parts		<b>SC-LES.4.B</b> Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features. <b>SC-LES.4.C</b> Describes the needs of humans and animals and how their characteristics and behaviors support their needs, such as birds have beaks so they can dig for worms.
Early learners use the five senses to develop foundational skills that support processing information and understanding one's own body in relation to space and objects in space.	<b>PHG2.2:</b> Demonstrate development of body awareness and physical activity	Demonstrate awareness of own body in relation to other people and objects through play activities		<b>PD.1.D</b> Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements. <b>PD.1.AA</b> Sits down and stands up with control. Moves body in a variety of ways such as walking, running, and galloping. Walks up and down the stairs with assistance. Throws balls and attempts to kick balls.
Early learners use the five senses to develop foundational skills that support processing information and understanding one's own body in relation to space and objects in space.	<b>PHG2.2:</b> Demonstrate development of body awareness and physical activity	Participate in structured and unstructured active physical play, exhibiting increasing strength and stamina for sustained periods of time		<b>PD.1.D</b> Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements. <b>PD.1.E</b> Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target. <b>ATL.6.E</b> Attends to activities or peer engagement for extended periods of time (30+ minutes).
Early learners use the five senses to develop foundational skills that support processing information and understanding one's own body in relation to space and objects in space.	<b>PHG2.2:</b> Demonstrate development of body awareness and physical activity	Demonstrate basic understanding that physical activity helps the body grow and be healthy		<b>PD.4.B</b> Demonstrates understanding of self-care and hygiene routines and begins to initiate. <b>SC-LES.4.C</b> Describes the needs of humans and animals and how their characteristics and behaviors support their needs, such as birds have beaks so they can dig for worms. <b>SC-SP.1.B</b> Observes and describes cause and effect.

## PHYSICAL HEALTH AND GROWTH

### PHYSICAL HEALTH AND GROWTH EARLY LEARNING STANDARD 2: SENSES

Learning Outcome	Standard	Younger Preschool Indicators	Older Preschool Indicators	Every Child Ready Standard(s)
Early learners use the five senses to develop foundational skills that support processing information and understanding one's own body in relation to space and objects in space.	<b>PHG2.2:</b> Demonstrate development of body awareness and physical activity	Begin to recognize the relationship between moving your body fast and how your body responds to this movement		<b>SC-SP.1.B</b> Observes and describes cause and effect. <b>PD.1.E</b> Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target.

## PHYSICAL HEALTH AND GROWTH

### PHYSICAL HEALTH AND GROWTH EARLY LEARNING STANDARD 3: MOTOR SKILLS

Learning Outcome	Standard	Younger Preschool Indicators	Older Preschool Indicators	Every Child Ready Standard(s)
Early learners develop foundational skills that support the development of fine and gross motor coordination.	<b>PHG3.1:</b> Demonstrate development of fine and gross motor coordination	Refine grasp to manipulate tools and objects	Perform fine-motor tasks that require small-muscle strength and control	<b>PD.2.D</b> Demonstrates controlled fine motor movements in a variety of ways such as cutting along lines with accuracy. <b>PD.2.C</b> Begins to use refined hand movements such as using blunt scissors, buttoning large buttons, and connecting small toys, such as linking cubes or blocks. <b>PD.2.E</b> Uses precise hand movements to complete a variety of activities such as building using small blocks, completing lacing cards, and cutting out simple shapes with accuracy. <b>PD.3.D</b> Begins to use a tripod grasp when writing and copies complex designs.
Early learners develop foundational skills that support the development of fine and gross motor coordination.	<b>PHG3.1:</b> Demonstrate development of fine and gross motor coordination	Demonstrate coordination and balance	Demonstrate coordination and balance in a variety of activities	<b>PD.1.E</b> Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target. <b>PD.1.D</b> Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements.

## PHYSICAL HEALTH AND GROWTH

### PHYSICAL HEALTH AND GROWTH EARLY LEARNING STANDARD 3: MOTOR SKILLS

Learning Outcome	Standard	Younger Preschool Indicators	Older Preschool Indicators	Every Child Ready Standard(s)
<p>Early learners develop foundational skills that support the development of fine and gross motor coordination.</p>	<p><b>PHG3.1:</b> Demonstrate development of fine and gross motor coordination</p>	<p>Coordinate movements to perform a task</p>	<p>Coordinate movements to perform a complex task</p>	<p><b>PD.2.E</b> Uses precise hand movements to complete a variety of activities such as building using small blocks, completing lacing cards, and cutting out simple shapes with accuracy.  <b>PD.2.C</b> Begins to use refined hand movements such as using blunt scissors, buttoning large buttons, and connecting small toys, such as linking cubes or blocks.  <b>PD.1.E</b> Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target.  <b>PD.1.D</b> Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements.  <b>PD.2.B</b> Uses hands, wrists, and fingers to complete a variety of tasks such as pouring, scooping, opening lids to easy-to-open jars, and simple puzzles.</p>
<p>Early learners develop foundational skills that support the development of fine and gross motor coordination.</p>	<p><b>PHG3.2:</b> Demonstrate development of oral motor skills</p>	<p>Demonstrate continual progression in oral muscle tone, strength, and range of motion, leading to more complex oral movement and control</p>	<p>N/A</p>	<p><b>PD.5.AA</b> Uses senses to experience a variety of food during mealtimes.</p>

## PHYSICAL HEALTH AND GROWTH

### PHYSICAL HEALTH AND GROWTH EARLY LEARNING STANDARD 4: PERSONAL CARE

Learning Outcome	Standard	Younger Preschool Indicators	Older Preschool Indicators	Every Child Ready Standard(s)
Early learners develop foundational skills that support the independent care of one's self.	<b>PHG4.1:</b> Demonstrate increased independence in personal care routines*	Attend to personal body care practices with reminders	Attend to personal body care practices with minimal adult support	<p><b>PD.4.A</b> With teacher guidance, follows self-care and hygiene routines.</p> <p><b>PD.4.B</b> Demonstrates understanding of self-care and hygiene routines and begins to initiate.</p> <p><b>PD.4.C</b> Completes self-care and hygiene routines with minimal assistance.</p>
Early learners develop foundational skills that support the independent care of one's self.	<b>PHG4.1:</b> Demonstrate increased independence in personal care routines*	Independently feed self	Independently feed self using utensils	<p><b>PD.4.D</b> Independently completes self-care and hygiene routines.</p> <p><b>IS.6.E</b> Seeks out opportunities to complete age-appropriate tasks independently.</p> <p><b>PD.5.AA</b> Uses senses to experience a variety of food during mealtimes.</p> <p><b>PD.2.D</b> Demonstrates controlled fine motor movements in a variety of ways such as cutting along lines with accuracy.</p>
Early learners develop foundational skills that support the independent care of one's self.	<b>PHG4.1:</b> Demonstrate increased independence in personal care routines*	Independently dress and undress self		<p><b>PD.4.D</b> Independently completes self-care and hygiene routines.</p> <p><b>IS.6.E</b> Seeks out opportunities to complete age-appropriate tasks independently.</p>
Early learners develop foundational skills that support the independent care of one's self.	<b>PHG4.1:</b> Demonstrate increased independence in personal care routines*	Independently attend to toileting needs		<p><b>PD.4.D</b> Independently completes self-care and hygiene routines.</p> <p><b>IS.6.E</b> Seeks out opportunities to complete age-appropriate tasks independently.</p> <p><b>PD.4.E</b> Understands and describes the importance of self-care and hygiene routines.</p>



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