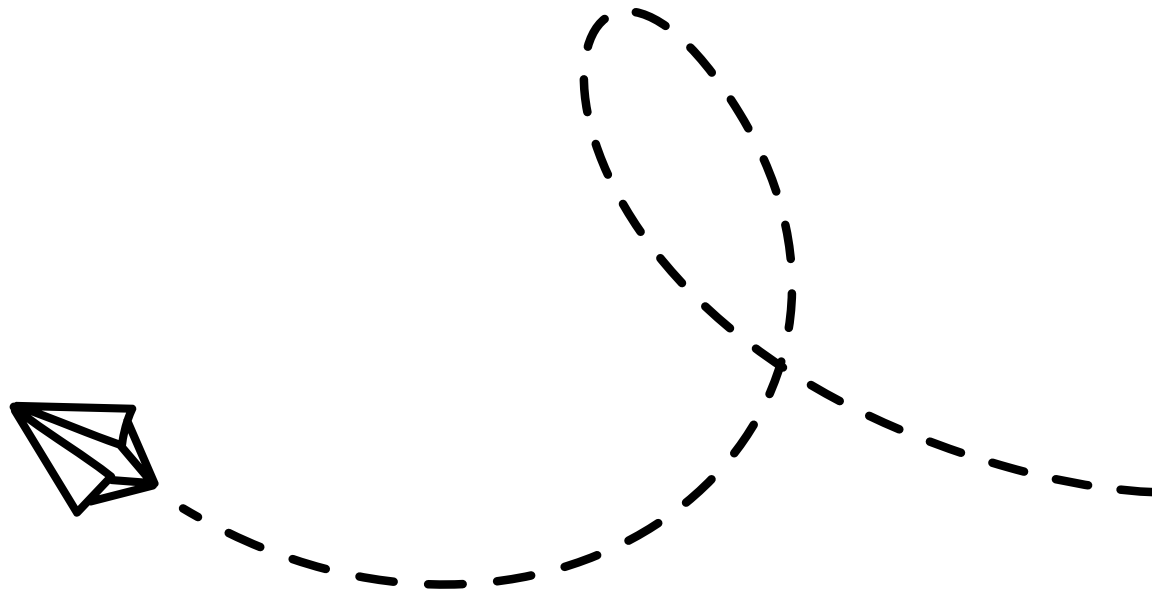


Every Child Ready Standards & Iowa Early Learning Standards Alignment



Every Child Ready Standards & Iowa Early Learning Standards Alignment



AREA: 1. SOCIAL EMOTIONAL DEVELOPMENT

SUB-AREA: 1.1 SELF

Standard	Benchmark	Every Child Ready Standard(s)
1.1.PS Children express a positive awareness of self in terms of specific abilities, characteristics, and preferences.	1.1.PS.1 expresses a positive sense of self in terms of specific abilities.	<p>SE.3.AA Responds to own name.</p> <p>SE.3.A With adult support, verbally or nonverbally identifies something about themselves.</p> <p>SE.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.</p> <p>SE.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence.</p> <p>SE.3.D Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.</p> <p>SE.3.E Demonstrates strong self-confidence through words or actions including sharing pride and celebrating others in relation to self, family, community, or culture.</p>
1.1.PS Children express a positive awareness of self in terms of specific abilities, characteristics, and preferences.	1.1.PS.2 expresses needs, wants, opinions, and feelings in socially appropriate ways.	<p>SE.1.AA Verbally or nonverbally expresses basic emotions, such as happy, angry, and sad, while an adult adds emotion labels to that expression.</p> <p>SE.1.A Verbally or nonverbally expresses basic emotions, such as happy, excited, angry, scared, frustrated, and sad, while an adult adds emotion labels to that expression.</p> <p>SE.1.B With adult modeling and visual supports, verbally or nonverbally identifies and labels emotions such as happiness, excitement, anger, fear, and sadness in self.</p> <p>SE.1.C With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations.</p> <p>SE.1.D Independently verbally or nonverbally names and describes their own emotions.</p> <p>SE.1.E Identifies that they can have different emotions about the same situation.</p> <p>SOC.3.AA Verbally or nonverbally expresses wants and needs with simple phrases or gestures.</p> <p>SOC.2.E Shares how their thoughts, opinions, choices, and actions can impact their community.</p> <p>C-ARTS.5.D Expresses opinions about the artistic creations and techniques of others.</p> <p>LL-WR.1.B Contributes ideas and opinions to a shared writing experience with teacher support and dictation.</p> <p>LL-WR.1.C Contributes ideas and opinions to a shared writing experience by drawing or writing with teacher support.</p>
1.1.PS Children express a positive awareness of self in terms of specific abilities, characteristics, and preferences.	<p>1.1.PS.3 demonstrates increasing confidence and independence in a variety of tasks and routines, and expresses pride in accomplishments.¹</p> <p>¹Part 1 of 2. Continues on page 3.</p>	<p>SE.6.B Requests or accepts (verbally or nonverbally) adult support with many tasks.</p> <p>SE.6.C Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers.</p> <p>SE.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.</p>

AREA: 1. SOCIAL EMOTIONAL DEVELOPMENT

SUB-AREA: 1.1 SELF

Standard	Benchmark	Every Child Ready Standard(s)
<p>1.1.PS Children express a positive awareness of self in terms of specific abilities, characteristics, and preferences.</p>	<p>1.1.PS.3 demonstrates increasing confidence and independence in a variety of tasks and routines, and expresses pride in accomplishments.²</p> <p>²Part 2 of 2. Continued from page 2.</p>	<p>SE.6.E Seeks out opportunities to complete age-appropriate tasks independently.</p> <p>ATL.3.D Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed.</p> <p>ATL.3.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance.</p> <p>ATL.4.B Verbally or nonverbally demonstrates an understanding of accomplishing a task. May verbally explain work product.</p> <p>ATL.4.C Monitors the completion of a task and identifies preferred elements of a work product or task.</p> <p>ATL.4.D Assesses or reflects upon activity or task outcome or product.</p> <p>ATL.4.E Assesses tasks and makes adjustments to strategies for updates or revisions.</p> <p>ATL.7.D Independently completes simple assignment or task despite normal classroom environment distractions.</p> <p>ATL.9.B Identifies and anticipates materials and expectations needed for everyday and routine activities.</p> <p>C-ARTS.5.B Discusses their own artistic creations and chooses artwork for display or performance.</p> <p>PD.4.C Completes self-care and hygiene routines with minimal assistance.</p> <p>PD.4.D Independently completes self-care and hygiene routines.</p> <p>PD.6.C Independently follows safety procedures.</p>
<p>1.1.PS Children express a positive awareness of self in terms of specific abilities, characteristics, and preferences.</p>	<p>1.1.PS.4 recognizes own power to make choices.</p>	<p>ATL.2.C Makes cooperative decisions with peers based on adult provided choices (associative play).</p> <p>ATL.8.AA Self-selects toy, activity, or Center to engage in when provided with choices.</p> <p>PD.5.B Demonstrates understanding of types of food and preferences.</p> <p>Tech.2.D Demonstrates safe behaviors, such as accessing only approved applications or websites and disconnects from the screen after a set amount of time.</p> <p>SOC.3.C Shows an understanding of the concepts of trading and bartering, such as trading corn for broccoli at a market in Dramatic Play.</p> <p>SOC.3.D Shows an understanding of buying and selling, including that money is needed to buy goods and services, such as using money in a restaurant in Dramatic Play.</p> <p>SOC.3.E Discusses the purpose of saving money for a future purchase.</p> <p>C-ARTS.3.D Plans for and creates art using preferred art materials, tools, and techniques.</p> <p>C-ARTS.1.C Creates short dances or movement sequences.</p> <p>ATL.4.E Assesses tasks and makes adjustments to strategies for updates or revisions.</p>

AREA: 1. SOCIAL EMOTIONAL DEVELOPMENT

SUB-AREA: 1.2 SELF-REGULATION

Standard	Benchmark	Every Child Ready Standard(s)
1.2.PS Children show increasing ability to regulate behavior and express emotions in appropriate ways.	1.2.PS.1 demonstrates the ability to monitor his or her own behavior and its effects on others, following and contributing to adult expectations.	<p>SE.2.AA Coregulates emotion with one-on-one adult support and may take an extended period of time (10–15 minutes) to respond.</p> <p>SE.2.A Coregulates emotion with one-on-one adult support.</p> <p>SE.2.B Accepts offers of adult assistance to engage in coregulation.</p> <p>SE.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult.</p> <p>SE.2.D Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance.</p> <p>SE.2.E Supports peers in regulating their emotions through coregulation. Seeks and accepts coregulation assistance when needed.</p>
1.2.PS Children show increasing ability to regulate behavior and express emotions in appropriate ways.	1.2.PS.2 persists with difficult tasks without becoming overly frustrated.	<p>ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own.</p> <p>ATL.3.C Asks questions and seeks clarity after attempting a challenging task.</p> <p>ATL.3.D Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed.</p> <p>ATL.3.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance.</p> <p>SE.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.</p> <p>SE.7.C When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise).</p> <p>SE.7.D With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise).</p>
1.2.PS Children show increasing ability to regulate behavior and express emotions in appropriate ways.	1.2.PS.3 begins to accept consequences of his or her own actions.	<p>SE.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.</p> <p>SE.7.C When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise).</p> <p>SE.6.C Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers.</p>
1.2.PS Children show increasing ability to regulate behavior and express emotions in appropriate ways.	1.2.PS.4 manages transitions and changes to routines.	<p>ATL.5.A Transitions between activities that are part of the routine school day with adult reminders.</p> <p>ATL.5.B Shifts between tasks or activities, including ending preferred activities, with adult support.</p> <p>ATL.5.C Adjusts to changes in the environment or schedule with adult guidance and advance warning.</p>

AREA: 1. SOCIAL EMOTIONAL DEVELOPMENT

SUB-AREA: 1.2 SELF-REGULATION

Standard	Benchmark	Every Child Ready Standard(s)
1.2.PS Children show increasing ability to regulate behavior and express emotions in appropriate ways.	1.2.PS.5 states feelings, needs, and opinions in difficult situations without harming self, others, or property.	SE.1.AA Verbally or nonverbally expresses basic emotions, such as happy, angry, and sad, while an adult adds emotion labels to that expression. SE.1.A Verbally or nonverbally expresses basic emotions, such as happy, excited, angry, scared, frustrated, and sad, while an adult adds emotion labels to that expression. SE.1.B With adult modeling and visual supports, verbally or nonverbally identifies and labels emotions such as happiness, excitement, anger, fear, and sadness in self. SE.1.C With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations.
1.2.PS Children show increasing ability to regulate behavior and express emotions in appropriate ways.	1.2.PS.6 expresses an increasing range and variety of emotions, and the transitions between feeling states become smoother.	SE.1.D Independently verbally or nonverbally names and describes their own emotions. SE.1.E Identifies that they can have different emotions about the same situation. SE.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult. SE.2.D Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance. SE.2.E Supports peers in regulating their emotions through coregulation. Seeks and accepts coregulation assistance when needed.

AREA: 1. SOCIAL EMOTIONAL DEVELOPMENT

SUB-AREA: 1.3 RELATIONSHIPS WITH ADULTS

Standard	Benchmark	Every Child Ready Standard(s)
1.3.PS Children relate positively with significant adults.	1.3.PS.1 interacts comfortably with familiar adults.	SE.2.AA Coregulates emotion with one-on-one adult support and may take an extended period of time (10–15 minutes) to respond. SE.2.A Coregulates emotion with one-on-one adult support. SE.2.B Accepts offers of adult assistance to engage in coregulation.
1.3.PS Children relate positively with significant adults.	1.3.PS.2 accepts guidance, comfort, and directions from a range of familiar adults in a variety of environments.	SE.2.B Accepts offers of adult assistance to engage in coregulation. SE.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult. SE.6.B Requests or accepts (verbally or nonverbally) adult support with many tasks. SE.6.C Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers. PD.4.AA Begins to recognize and accept help in self-care and hygiene routines. PD.6.AA Begins to recognize and accept help when following safety procedures.

AREA: 1. SOCIAL EMOTIONAL DEVELOPMENT

SUB-AREA: 1.3 RELATIONSHIPS WITH ADULTS

Standard	Benchmark	Every Child Ready Standard(s)
1.3.PS Children relate positively with significant adults.	1.3.PS.3 expresses affection toward familiar adults.	<p>SE.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).</p> <p>SE.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.</p> <p>SE.5.E Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.</p> <p>LL-LC.4.AA Communicates with peers and teachers using nonverbal gestures like pointing, shrugging shoulders, or giving a thumbs-up.</p> <p>LL-LC.4.A Initiates a brief verbal or nonverbal social interaction with adults or peers engaging in a one-way interaction.</p>
1.3.PS Children relate positively with significant adults.	1.3.PS.4 shows trust in familiar adults.	<p>SE.2.B Accepts offers of adult assistance to engage in coregulation.</p> <p>SE.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult.</p>
1.3.PS Children relate positively with significant adults.	1.3.PS.5 seeks help, as needed, from familiar adults.	<p>SE.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult.</p> <p>SE.2.D Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance.</p> <p>SE.2.E Supports peers in regulating their emotions through coregulation. Seeks and accepts coregulation assistance when needed.</p> <p>SE.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.</p> <p>ATL.3.D Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed.</p> <p>SE.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.</p>

AREA: 1. SOCIAL EMOTIONAL DEVELOPMENT

SUB-AREA: 1.4 RELATIONSHIPS WITH CHILDREN

Standard	Benchmark	Every Child Ready Standard(s)
1.4.PS Children respond to and initiate appropriate interactions with other children and form positive peer relationships.	<p>1.4.PS.1 initiates and sustains positive interactions with peers, and organizes play.³</p> <p>³Part 1 of 2. Continues on page 7.</p>	<p>SE.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).</p> <p>SE.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.</p> <p>SE.5.E Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.</p>

AREA: 1. SOCIAL EMOTIONAL DEVELOPMENT

SUB-AREA: 1.4 RELATIONSHIPS WITH CHILDREN

Standard	Benchmark	Every Child Ready Standard(s)
1.4.PS Children respond to and initiate appropriate interactions with other children and form positive peer relationships.	1.4.PS.1 initiates and sustains positive interactions with peers, and organizes play. ⁴ <i>⁴Part 2 of 2. Continued from page 6.</i>	ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play). ATL.2.E Establishes rules with peers during play or structured activities (cooperative play).
1.4.PS Children respond to and initiate appropriate interactions with other children and form positive peer relationships.	1.4.PS.2 wants to please and be like friends.	SE.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support. SE.5.E Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others. ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play). ATL.2.E Establishes rules with peers during play or structured activities (cooperative play).
1.4.PS Children respond to and initiate appropriate interactions with other children and form positive peer relationships.	1.4.PS.3 negotiates with others to resolve disagreements.	SE.7.AA Observes or copies an adult modeling a solution to a personal challenge or challenge with others. May communicate discomfort or dysregulation. SE.7.A Listens to or follows a solution provided by an adult. May communicate discomfort or dysregulation and require additional time to regulate while responding. SE.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions. SE.7.C When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise). SE.7.D With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise). SE.7.E Independently suggests and chooses an adult-provided solution to a personal challenge or challenge with others (e.g., ask for help, compromise). Supports peers by suggesting solutions.
1.4.PS Children respond to and initiate appropriate interactions with other children and form positive peer relationships.	1.4.PS.4 develops friendships with other children (peers); starts to demonstrate taking turns and sharing with others.	SE.5.B With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns). SE.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns). SE.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support. SE.5.E Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.

AREA: 1. SOCIAL EMOTIONAL DEVELOPMENT

SUB-AREA: 1.4 RELATIONSHIPS WITH CHILDREN

Standard	Benchmark	Every Child Ready Standard(s)
1.4.PS Children respond to and initiate appropriate interactions with other children and form positive peer relationships.	1.4.PS.5 expresses empathy to other children (peers), and demonstrates caring behaviors.	<p>SE.4.AA With adult modeling and one-on-one support, verbally or nonverbally names observable characteristics of others.</p> <p>SE.4.A With adult modeling and one-on-one support, verbally or nonverbally names observable emotions and experiences of others.</p> <p>SE.4.B With adult prompts, compares their own characteristics and emotions to those of others.</p> <p>SE.4.C With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations.</p> <p>SE.4.D With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others.</p> <p>SE.4.E With minimal teacher prompts, demonstrates empathy by providing support for others through assistance or advocacy.</p>
1.4.PS Children respond to and initiate appropriate interactions with other children and form positive peer relationships.	1.4.PS.6 accepts consequences of his or her actions.	<p>SE.7.D With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise).</p> <p>SE.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.</p> <p>SE.6.E Seeks out opportunities to complete age-appropriate tasks independently.</p>
1.4.PS Children respond to and initiate appropriate interactions with other children and form positive peer relationships.	1.4.PS.7 recognizes how behaviors can affect others.	<p>SE.4.C With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations.</p> <p>SE.4.D With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others.</p> <p>SE.4.E With minimal teacher prompts, demonstrates empathy by providing support for others through assistance or advocacy.</p>
1.4.PS Children respond to and initiate appropriate interactions with other children and form positive peer relationships.	1.5.PS.8 names friends.	<p>LL-LC.2.AA Verbally labels familiar objects, body parts, people, or emotions using one-word responses.</p> <p>LL-LC.1.AA Points to familiar objects, people, body parts, or emotions.</p> <p>SE.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence.</p> <p>SE.3.D Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.</p>

AREA: 2. PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT

SUB-AREA: 2.1 HEALTHY AND SAFE LIVING

Standard	Benchmark	Every Child Ready Standard(s)
2.1.PS Children understand healthy and safe living practices.	2.1.PS.1 begins to recognize and select healthy foods.	PD.5.A Recognizes and identifies a variety of different food. PD.5.B Demonstrates understanding of types of food and preferences. PD.5.C Begins to understand how eating a variety of foods and proper hydration helps the body grow and be healthy. PD.5.D Demonstrates understanding and categorizes different food types such as vegetables, fruit, grains, protein, and dairy. PD.5.E Understands and describes different foods and how they give our bodies nutrients and energy.
2.1.PS Children understand healthy and safe living practices.	2.1.PS.2 follows healthy self-care routines such as brushing teeth, washing hands, and using the bathroom.	PD.4.AA Begins to recognize and accept help in self-care and hygiene routines. PD.4.A With teacher guidance, follows self-care and hygiene routines. PD.4.B Demonstrates understanding of self-care and hygiene routines and begins to initiate.
2.1.PS Children understand healthy and safe living practices.	2.1.PS.3 develops appropriate balance between rest and physical activity as part of a healthy lifestyle.	PD.4.B Demonstrates understanding of self-care and hygiene routines and begins to initiate. PD.4.C Completes self-care and hygiene routines with minimal assistance. PD.4.E Understands and describes the importance of self-care and hygiene routines.
2.1.PS Children understand healthy and safe living practices.	2.1.PS.4 demonstrates safe behaviors regarding environment (stranger, tornado, fire, traffic, bodies of water), toxic substances, objects, and climbing structures.	PD.6.AA Begins to recognize and accept help when following safety procedures. PD.6.A With teacher guidance, follows safety procedures. PD.6.B Demonstrates understanding of safety procedures and begins to initiate. PD.6.C Independently follows safety procedures.
2.1.PS Children understand healthy and safe living practices.	2.1.PS.5 communicates safety rules and the reasons for the rules for indoor and outdoor environments.	PD.6.D Understands and describes the importance of safety procedures. PD.6.E Understands and describes how to get help when there are unsafe objects, substances, or behaviors.

AREA: 2. PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT

SUB-AREA: 2.2 LARGE MOTOR SKILLS

Standard	Benchmark	Every Child Ready Standard(s)
2.2.PS Children develop large motor skills.	2.2.PS.1 demonstrates control and balance in locomotor skills, such as walking, running, jumping, hopping, marching, galloping, and climbing stairs.	PD.1.AA Sits down and stands up with control. Moves body in a variety of ways such as walking, running, and galloping. Walks up and down the stairs with assistance. Throws balls and attempts to kick balls. PD.1.A Begins to develop balance and coordination in gross motor movements, such as moving arms and legs together to climb, push, or pull. Jumps with two feet. PD.1.B Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet.

AREA: 2. PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT

SUB-AREA: 2.2 LARGE MOTOR SKILLS

Standard	Benchmark	Every Child Ready Standard(s)
2.2.PS Children develop large motor skills.	2.2.PS.2 demonstrates the ability to coordinate movements with balls, such as throwing, kicking, striking, catching, and bouncing.	<p>PD.1.B Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet.</p> <p>PD.1.C Begins to coordinate upper and lower body, such as when riding a scooter or pedaling a bicycle or tricycle. Kicks and throws forward toward another person or target.</p> <p>PD.1.D Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements.</p> <p>PD.1.E Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target.</p>
2.2.PS Children develop large motor skills.	2.2.PS.3 expresses enjoyment in participating in physical experiences and creative movement.	<p>C-ARTS.1.AA Moves body spontaneously to music.</p> <p>LL-LC.2.AA Verbally labels familiar objects, body parts, people, or emotions using one-word responses.</p> <p>LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.</p>

AREA: 2. PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT

SUB-AREA: 2.3 SMALL MOTOR DEVELOPMENT

Standard	Benchmark	Every Child Ready Standard(s)
2.3.PS Children develop small motor skills.	2.3.PS.1 uses hand-eye coordination to perform self-help and small motor tasks with a variety of manipulative materials, such as beads, pegs, shoelaces, puzzle pieces, and musical instruments.	<p>PD.2.AA Uses two hands to hold containers. Stacks objects, such as blocks, with coordination.</p> <p>PD.2.A Uses hands and fingers to complete a variety of tasks, such as opening drawers and cabinets.</p> <p>PD.2.B Uses hands, wrists, and fingers to complete a variety of tasks such as pouring, scooping, opening lids to easy-to-open jars, and simple puzzles.</p> <p>PD.2.C Begins to use refined hand movements such as using blunt scissors, buttoning large buttons, and connecting small toys, such as linking cubes or blocks.</p> <p>PD.2.D Demonstrates controlled fine motor movements in a variety of ways such as cutting along lines with accuracy.</p> <p>PD.2.E Uses precise hand movements to complete a variety of activities such as building using small blocks, stringing lacing beads, and cutting out simple shapes with accuracy.</p>

AREA: 2. PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT

SUB-AREA: 2.3 SMALL MOTOR DEVELOPMENT

Standard	Benchmark	Every Child Ready Standard(s)
2.3.PS Children develop small motor skills.	2.3.PS.2 demonstrates increased skills using scissors and writing tools for various learning experiences.	<p>PD.3.AA Uses crayons or markers with some coordination.</p> <p>PD.3.A Draws vertical and horizontal lines with a model using a fistful grasp.</p> <p>PD.3.B With teacher modeling, draws circles, squares, and crosses.</p> <p>PD.3.C Copies simple designs such as a picture of a person that includes a head, body, arms, and legs.</p> <p>PD.3.D Begins to use a tripod grasp when writing and copies complex designs.</p> <p>PD.3.E Consistently uses a tripod grasp when writing and copies and creates complex designs.</p>

AREA: 3. APPROACHES TO LEARNING

SUB-AREA: 3.1: CURIOSITY AND INITIATIVE

Standard	Benchmark	Every Child Ready Standard(s)
3.1.PS Children express curiosity, interest and initiative in exploring the environment, engaging in experiences, and learning new skills.	3.1.PS.1 chooses, deliberately, to explore a variety of materials and experiences, seeking out new challenges.	<p>ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work.</p> <p>ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own.</p> <p>ATL.3.C Asks questions and seeks clarity after attempting a challenging task.</p> <p>ATL.3.D Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed.</p> <p>ATL.3.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance.</p> <p>SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment.</p> <p>SC-P.1.AA Uses senses to explore the colors and textures of materials and objects in the environment.</p> <p>SC-P.2.AA Identifies light and dark and explores shadows and reflections.</p> <p>SC-P.3.B Recognizes and explores water in its liquid, solid, and gas forms.</p> <p>SC-P.4.AA Explores the motion of objects by pushing and pulling objects and identifies whether an object is stationary or moving.</p> <p>C-ARTS.3.AA Freely explores a variety of art materials and tools for sensory exploration.</p>
3.1.PS Children express curiosity, interest and initiative in exploring the environment, engaging in experiences, and learning new skills.	<p>3.1.PS.2 participates in experiences with eagerness, flexibility, imagination, independence, and inventiveness.⁵</p> <p>⁵Part 1 of 2. Continues on page 12.</p>	<p>ATL.5.B Shifts between tasks or activities, including ending preferred activities, with adult support.</p> <p>ATL.5.C Adjusts to changes in the environment or schedule with adult guidance and advance warning.</p> <p>ATL.5.D With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error).</p>

AREA: 3. APPROACHES TO LEARNING

SUB-AREA: 3.1: CURIOSITY AND INITIATIVE

Standard	Benchmark	Every Child Ready Standard(s)
3.1.PS Children express curiosity, interest and initiative in exploring the environment, engaging in experiences, and learning new skills.	3.1.PS.2 participates in experiences with eagerness, flexibility, imagination, independence, and inventiveness. ⁶ ⁶ Part 2 of 2. Continued from page 11.	ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work. ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own. SE.6.C Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers. SE.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges. SE.6.E Seeks out opportunities to complete age-appropriate tasks independently.
3.1.PS Children express curiosity, interest and initiative in exploring the environment, engaging in experiences, and learning new skills.	3.1.PS.3 asks questions about a variety of topics.	ATL.3.C Asks questions and seeks clarity after attempting a challenging task. LL-BK.1.E Invites peers to look at books or asks questions about books read by peers. LL-LC.2.D Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic. LL-LC.2.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information. LL-LC.3.A Shows interest in new words or asks questions to acquire new vocabulary. SC-SP.1.D Formulates own science-oriented questions based on observations.
3.1.PS Children express curiosity, interest and initiative in exploring the environment, engaging in experiences, and learning new skills.	3.1.PS.4 repeats skills and experiences to build competence and support the exploration of new ideas.	ATL.3.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance. ATL.4.E Assesses tasks and makes adjustments to strategies for updates or revisions. ATL.5.E Adapts to new rules or circumstances in an age-appropriate game or activity. ATL.5.D With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error).

AREA: 3. APPROACHES TO LEARNING

SUB-AREA: 3.2 ENGAGEMENT AND PERSISTENCE

Standard	Benchmark	Every Child Ready Standard(s)
3.2.PS Children purposefully choose and persist in experiences and play.	3.2.PS.1 maintains concentration on a task, despite distractions and interruptions.	ATL.6.D Refocuses attention to independent or group activity after minor distraction. ATL.7.D Independently completes simple assignment or task despite normal classroom environment distractions. ATL.7.E Regulates impulses to complete tasks and engages in goal-directed behavior.



AREA: 3. APPROACHES TO LEARNING

SUB-AREA: 3.2 ENGAGEMENT AND PERSISTENCE

Standard	Benchmark	Every Child Ready Standard(s)
3.2.PS Children purposefully choose and persist in experiences and play.	3.2.PS.2 stays engaged and completes a variety of both adult-directed and self-initiated tasks, projects, and experiences of increasing degrees of difficulty.	ATL.8.AA Self-selects toy, activity, or Center to engage in when provided with choices. ATL.8.A With one to one adult support, completes steps of a simple task or project (two to three steps). ATL.8.B Uses adult-created organization tools to complete steps of a simple task or project. ATL.8.C With adult support, creates a goal for an activity and follows a simple plan. ATL.8.D Creates and follows through with simple plans independently. ATL.8.E Plans simple steps for future activity goal.
3.2.PS Children purposefully choose and persist in experiences and play.	3.2.PS.3 sets goals and follows a plan in order to complete a task.	ATL.7.E Regulates impulses to complete tasks and engages in goal-directed behavior. ATL.8.C With adult support, creates a goal for an activity and follows a simple plan. ATL.8.D Creates and follows through with simple plans independently. ATL.8.E Plans simple steps for future activity goal.
3.2.PS Children purposefully choose and persist in experiences and play.	3.2.PS.4 chooses to participate in play and learning experiences.	ATL.1.AA Engages in exploratory or sensory play. ATL.1.A Plays simple games and copies the play of others. ATL.1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play). ATL.1.C Engages in individual verbal or nonverbal imaginative play or role-play. ATL.1.D Carries out familiar roles during individual or collaborative role-play. ATL.1.E Coordinates roles and carries out more complex stories during role-play.

AREA: 3. APPROACHES TO LEARNING

SUB-AREA: 3.3 REASONING AND PROBLEM SOLVING

Standard	Benchmark	Every Child Ready Standard(s)
3.3.PS Children purposefully demonstrate strategies for reasoning and problem solving	3.3.PS.1 shows interest in and finds a variety of solutions to questions, tasks, or problems.	ATL.3.C Asks questions and seeks clarity after attempting a challenging task.
3.3.PS Children purposefully demonstrate strategies for reasoning and problem solving	3.3.PS.2 recognizes and solves problems through active exploration, including trial and error, and through interactions and discussions with peers and adults. ⁷ ⁷ Part 1 of 2. Continues on page 14.	ATL.5.C Adjusts to changes in the environment or schedule with adult guidance and advance warning. ATL.5.D With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error). ATL.3.D Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed.

AREA: 3. APPROACHES TO LEARNING

SUB-AREA: 3.3 REASONING AND PROBLEM SOLVING

Standard	Benchmark	Every Child Ready Standard(s)
3.3.PS Children purposefully demonstrate strategies for reasoning and problem solving	3.3.PS.2 recognizes and solves problems through active exploration, including trial and error, and through interactions and discussions with peers and adults. ⁸ ⁸ Part 2 of 2. Continued from page 13.	ATL.3.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance. SC-SP.2.A Participates in simple explorations and experiments based on a teacher-led inquiry and prior knowledge. SC-SP.2.B Participates in teacher-led explorations and experiments and uses prior knowledge to make predictions.
3.3.PS Children purposefully demonstrate strategies for reasoning and problem solving	3.3.PS.3 shares ideas or makes suggestions of how to solve a problem presented by another person.	SE.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions. SE.7.C When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise).

AREA: 3. APPROACHES TO LEARNING

SUB-AREA: 3.4 PLAY AND SENSES

Standard	Benchmark	Every Child Ready Standard(s)
3.4.PS Children engage in play to learn.	3.4.PS.1 engages in a variety of indoor and outdoor play experiences.	ATL.2.A Engages in activities next to peers using shared materials (parallel play). ATL.2.B Plays, works on tasks, or participates in activities with peers with adult prompting (associative play). ATL.2.C Makes cooperative decisions with peers based on adult provided choices (associative play). ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play).
3.4.PS Children engage in play to learn.	3.4.PS.2 uses sights, smells, sounds, textures, and tastes to discriminate between and to explore experiences, materials, and the environment.	SC-P.1.AA Uses senses to explore the colors and textures of materials and objects in the environment. ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work. SC-P.4.C With teacher guidance, recognizes that different factors, such as heights or textures, can change the speed of an object, such as racing cars on ramps. M-DAP.2.AA Observes and collects data in their environment (e.g., colors, movement, sounds) with teacher support.

AREA: 3. APPROACHES TO LEARNING

SUB-AREA: 3.4 PLAY AND SENSES

Standard	Benchmark	Every Child Ready Standard(s)
3.4.PS Children engage in play to learn.	3.4.PS.3 engages in self-initiated, unstructured play.	ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play). ATL.2.E Establishes rules with peers during play or structured activities (cooperative play). ATL.1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play). ATL.1.C Engages in individual verbal or nonverbal imaginative play or role-play. ATL.1.D Carries out familiar roles during individual or collaborative role-play. ATL.1.E Coordinates roles and carries out more complex stories during role-play.
3.4.PS Children engage in play to learn.	3.4.PS.4 plans and executes play experiences alone and with others.	ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play). ATL.2.E Establishes rules with peers during play or structured activities (cooperative play). ATL.1.D Carries out familiar roles during individual or collaborative role-play. ATL.1.E Coordinates roles and carries out more complex stories during role-play.

AREA: 4. SOCIAL STUDIES

SUB-AREA: 4.1 AWARENESS OF FAMILY AND COMMUNITY

Standard	Benchmark	Every Child Ready Standard(s)
4.1.PS Children demonstrate an increasing awareness of belonging to a family and community.	4.1.PS.1 demonstrates understanding communities are composed of groups of people who live, play, or work together.	SOC.2.A Verbally or nonverbally identifies a variety of community members within their community, such as in their neighborhood and school. SOC.2.B Recognizes their role within the classroom, neighborhood, and community, such as by voting in the classroom or being a member of the soccer team.
4.1.PS Children demonstrate an increasing awareness of belonging to a family and community.	4.1.PS.2 demonstrates ability to identify communities to which they belong.	SE.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities. SE.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence. SE.3.D Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others. SOC.2.B Recognizes their role within the classroom, neighborhood, and community, such as by voting in the classroom or being a member of the soccer team.

AREA: 4. SOCIAL STUDIES

SUB-AREA: 4.1 AWARENESS OF FAMILY AND COMMUNITY

Standard	Benchmark	Every Child Ready Standard(s)
4.1.PS Children demonstrate an increasing awareness of belonging to a family and community.	4.1.PS.3 recognizes their family is an important group to which they belong.	SOC.1.AA Identifies and recognizes self and family members. SOC.1.A Understands family relationships in relation to self. SOC.1.B Discusses the activities or celebrations that their family does together. SOC.1.C Discusses the importance of their own family and the roles and responsibilities of various individuals in the family.
4.1.PS Children demonstrate an increasing awareness of belonging to a family and community.	4.1.PS.4 demonstrates responsibility as a member of a family or community.	SOC.1.C Discusses the importance of their own family and the roles and responsibilities of various individuals in the family. SOC.2.B Recognizes their role within the classroom, neighborhood, and community, such as by voting in the classroom or being a member of the soccer team. SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community.
4.1.PS Children demonstrate an increasing awareness of belonging to a family and community.	4.1.PS.5 shows confidence in expressing individual opinions and thoughts while respecting the thoughts and opinions of others.	SOC.2.D Recognizes that people have different thoughts and opinions within a community. SOC.2.E Shares how their thoughts, opinions, choices, and actions can impact their community. C-ARTS.5.D Expresses opinions about the artistic creations and techniques of others. LL-WR.1.B Contributes ideas and opinions to a shared writing experience with teacher support and dictation. LL-WR.1.C Contributes ideas and opinions to a shared writing experience by drawing or writing with teacher support.
4.1.PS Children demonstrate an increasing awareness of belonging to a family and community.	4.1.PS.6 participates in creating and following rules and routines.	ATL.5.E Adapts to new rules or circumstances in an age-appropriate game or activity. ATL.7.C Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn). ATL.2.E Establishes rules with peers during play or structured activities (cooperative play). ATL.5.A Transitions between activities that are part of the routine school day with adult reminders. ATL.9.B Identifies and anticipates materials and expectations needed for everyday and routine activities. PD.4.C Completes self-care and hygiene routines with minimal assistance. PD.4.D Independently completes self-care and hygiene routines.

AREA: 4. SOCIAL STUDIES

SUB-AREA: 4.1 AWARENESS OF FAMILY AND COMMUNITY

Standard	Benchmark	Every Child Ready Standard(s)
4.1.PS Children demonstrate an increasing awareness of belonging to a family and community.	4.1.PS.7 demonstrates an initial awareness of the concepts of fairness, individual rights, and welfare of family and community members.	<p>SE.1.E Identifies that they can have different emotions about the same situation.</p> <p>SE.2.E Supports peers in regulating their emotions through coregulation. Seeks and accepts coregulation assistance when needed.</p> <p>SE.3.E Demonstrates strong self-confidence through words or actions including sharing pride and celebrating others in relation to self, family, community, or culture.</p> <p>SE.4.C With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations.</p> <p>SE.4.D With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others.</p> <p>SE.4.E With minimal teacher prompts, demonstrates empathy by providing support for others through assistance or advocacy.</p>

AREA: 4. SOCIAL STUDIES

SUB-AREA: 4.2 AWARENESS OF CULTURE

Standard	Benchmark	Every Child Ready Standard(s)
4.2.PS Children demonstrate an increasing awareness of culture and diversity.	4.2.PS.1 demonstrates an awareness of diversity such as family characteristics, adult roles within a family, and skin and hair color.	<p>SE.3.A With adult support, verbally or nonverbally identifies something about themselves.</p> <p>SE.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.</p> <p>SE.3.D Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.</p> <p>SE.3.E Demonstrates strong self-confidence through words or actions including sharing pride and celebrating others in relation to self, family, community, or culture.</p>
4.2.PS Children demonstrate an increasing awareness of culture and diversity.	4.2.PS.2 demonstrates acceptance of persons from different cultures and ethnic groups.	<p>SOC.1.D Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations.</p> <p>SOC.1.E Explains why it's important to recognize and celebrate differences in families, such as their languages, music, food, or celebrations.</p> <p>SE.3.D Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.</p> <p>SE.3.E Demonstrates strong self-confidence through words or actions including sharing pride and celebrating others in relation to self, family, community, or culture.</p>

AREA: 4. SOCIAL STUDIES

SUB-AREA: 4.2 AWARENESS OF CULTURE

Standard	Benchmark	Every Child Ready Standard(s)
4.2.PS Children demonstrate an increasing awareness of culture and diversity.	4.2.PS.3 demonstrates a sense of belonging, feeling pride in his or her own culture while showing respect for others.	SE.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence. SE.3.D Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others. SE.3.E Demonstrates strong self-confidence through words or actions including sharing pride and celebrating others in relation to self, family, community, or culture.
4.2.PS Children demonstrate an increasing awareness of culture and diversity.	4.2.PS.4 uses respectful and descriptive language for human similarities and differences, demonstrating curiosity, comfort, ease and empathy with similarities and differences.	SE.3.D Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others. SE.3.E Demonstrates strong self-confidence through words or actions including sharing pride and celebrating others in relation to self, family, community, or culture.

AREA: 4. SOCIAL STUDIES

SUB-AREA: 4.3 EXPLORATION OF THE ENVIRONMENT

Standard	Benchmark	Every Child Ready Standard(s)
4.3.PS Children demonstrate an increasing awareness of the environment in which they live, especially how people (including themselves) relate to that environment.	4.3.PS.1 interacts with the world, first with familiar settings and then with less familiar ones; first in simple ways and then in more complex, exploratory ways.	SOC.1.A Understands family relationships in relation to self. SE.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities. SE.3.D Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.
4.3.PS Children demonstrate an increasing awareness of the environment in which they live, especially how people (including themselves) relate to that environment.	4.3.PS.2 constructs meaning about himself or herself and the world through relevant and meaningful experiences with objects and the environment.	SOC.1.C Discusses the importance of their own family and the roles and responsibilities of various individuals in the family. SOC.2.B Recognizes their role within the classroom, neighborhood, and community, such as voting in the classroom or being a member of the soccer team. SOC.2.E Shares how their thoughts, opinions, choices, and actions can impact their community.

AREA: 4. SOCIAL STUDIES

SUB-AREA: 4.3 EXPLORATION OF THE ENVIRONMENT

Standard	Benchmark	Every Child Ready Standard(s)
4.3.PS Children demonstrate an increasing awareness of the environment in which they live, especially how people (including themselves) relate to that environment.	4.3.PS.3 recognizes aspects of the environment, such as roads, buildings, trees, gardens, bodies of water, or land formations.	SOC.4.A Verbally or nonverbally identifies common locations in their neighborhood and community and their features (library, store, park, etc.). SOC.4.B Recognizes and describes common geographical features within their region. SOC.4.E Recognizes and describes different geographical features in other regions and discusses how they are the same and different.
4.3.PS Children demonstrate an increasing awareness of the environment in which they live, especially how people (including themselves) relate to that environment.	4.3.PS.4 recognizes that people share the environment with other people, animals, and plants.	SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community. SC-LES.4.E Describes and discusses the relationship between humans and animals. SC-LES.5.E Describes and discusses ways that plants impact living things and the environment and how humans can impact plants.
4.3.PS Children demonstrate an increasing awareness of the environment in which they live, especially how people (including themselves) relate to that environment.	4.3.PS.5 understands that people can take care of the environment through activities and experiences, such as cleaning, conserving, reusing, and recycling.	SC-LES.1.D Describes how humans affect their environment in positive and negative ways, such as recycling, planting trees, litter, and pollution.
4.3.PS Children demonstrate an increasing awareness of the environment in which they live, especially how people (including themselves) relate to that environment.	4.3.PS.6 recognizes a variety of jobs and the work associated with them.	SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community.

AREA: 4. SOCIAL STUDIES

SUB-AREA: 4.4 AWARENESS OF PAST

Standard	Benchmark	Every Child Ready Standard(s)
4.4.PS Children demonstrate an increasing awareness of past events and how those events relate to one's self, family, and community.	4.4.PS.1 differentiates between past, present, and future.	SOC.5.A Begins to demonstrate an understanding of past and present experiences through concrete materials and visual supports. SOC.5.B Begins to sequence past and present experiences using visual supports.

AREA: 4. SOCIAL STUDIES

SUB-AREA: 4.4 AWARENESS OF PAST

Standard	Benchmark	Every Child Ready Standard(s)
4.4.PS Children demonstrate an increasing awareness of past events and how those events relate to one's self, family, and community.	4.4.PS.2 represents events and experiences that occurred in the past through words, play, and art.	SOC.5.B Begins to sequence past and present experiences using visual supports.
4.4.PS Children demonstrate an increasing awareness of past events and how those events relate to one's self, family, and community.	4.4.PS.3 uses past events to construct meaning of the world.	SOC.5.D Describes how people and things change over time and will continue to change into the future. SOC.5.E Begins to connect past and present experiences and describes events that have happened or will happen in the future.
4.4.PS Children demonstrate an increasing awareness of past events and how those events relate to one's self, family, and community.	4.4.PS.4 understands that events happened in the past and that the events relate to oneself, family, community, and culture.	SOC.5.D Describes how people and things change over time and will continue to change into the future. SOC.5.E Begins to connect past and present experiences and describes events that have happened or will happen in the future.

AREA: 5. CREATIVE ARTS

SUB-AREA: 5.1 ART

Standard	Benchmark	Every Child Ready Standard(s)
5.1.PS Children participate in a variety of art and sensory-related experiences.	5.1.PS.1 uses a variety of drawing and art materials, such as drawing utensils, paint, clay, and wood to create original works, form, and meaning.	C-ARTS.3.AA Freely explores a variety of art materials and tools for sensory exploration. C-ARTS.3.A Expresses self using a variety of art materials and tools. C-ARTS.3.C Explores and creates art using different techniques, such as dot art, mixed media collages, and clay.
5.1.PS Children participate in a variety of art and sensory-related experiences.	5.1.PS.2 expresses ideas about his or her own artwork and the artwork of others, relating artwork to what is happening in the environment or life experiences	C-ARTS.3.A Expresses self using a variety of art materials and tools. C-ARTS.5.AA Shows enthusiasm and curiosity about different types of creative arts. C-ARTS.5.A Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques. C-ARTS.5.C Recognizes and discusses differences in artistic creations. C-ARTS.5.D Expresses opinions about the artistic creations and techniques of others. C-ARTS.5.E Interprets the art of others by describing what they see and identifying a theme.

AREA: 5. CREATIVE ARTS

SUB-AREA: 5.1 ART

Standard	Benchmark	Every Child Ready Standard(s)
5.1.PS Children participate in a variety of art and sensory-related experiences.	5.1.PS.3 demonstrates care and persistence when involved in art projects.	C-ARTS.3.E Reviews their original art and makes changes to the final product. C-ARTS.5.B Discusses their own artistic creations and chooses artwork for display or performance. ATL.8.B Uses adult-created organization tools to complete steps of a simple task or project. ATL.3.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance.
5.1.PS Children participate in a variety of art and sensory-related experiences.	5.1.PS.4 plans and works cooperatively to create drawings, paintings, sculptures, and other art projects.	C-ARTS.3.D Plans for and creates art using preferred art materials, tools, and techniques. ATL.8.C With adult support, creates a goal for an activity and follows a simple plan. ATL.8.D Creates and follows through with simple plans independently. ATL.8.E Plans simple steps for future activity goal. LL-WR.1.E Explores a variety of digital tools (tablet, computer, etc.) to produce and publish writing, including in collaboration with peers.

AREA: 5. CREATIVE ARTS

SUB-AREA: 5.2 MUSIC, RHYTHM, AND MOVEMENT

Standard	Benchmark	Every Child Ready Standard(s)
5.2.PS Children participate in a variety of music and movement experiences.	5.2.PS.1 participates in a variety of musical and rhythmic experiences, including singing, dancing, listening, playing simple rhythmic and pitched instruments, and creating and singing chants, rhymes, and finger plays from diverse cultures.	C-ARTS.4.AA Listens to a variety of music. C-ARTS.4.A Participates in a variety of music activities with different tempos, genres, and rhythms. C-ARTS.4.B Sings a variety of songs within children's vocal range, independently and with others. LL-PA.3.A Listens to and sings favorite classroom songs with simple rhyme patterns like "Twinkle, Twinkle Little Star."
5.2.PS Children participate in a variety of music and movement experiences.	5.2.PS.2 demonstrates meaningful creative and imaginative responses, including taking on pretend roles, when listening to music to reflect the expressive elements of music.	C-ARTS.4.D Uses their voice or an instrument to express themselves and copy simple tempos. C-ARTS.4.E Creates and performs original music or songs for others.

AREA: 5. CREATIVE ARTS

SUB-AREA: 5.2 MUSIC, RHYTHM, AND MOVEMENT

Standard	Benchmark	Every Child Ready Standard(s)
5.2.PS Children participate in a variety of music and movement experiences.	5.2.PS.3 notices differences in high and low sounds (pitch), long and short sounds (rhythm), loud and quiet sounds (dynamics), fast and slow sounds (tempo), and differences between instruments or sounds (timbre).	C-ARTS.4.C Recognizes differences between a variety of music activities with different tempos, genres, and rhythms.
5.2.PS Children participate in a variety of music and movement experiences.	5.2.PS.4 recognizes patterns in songs and rhymes and repeats them, using songs, chants or instruments, including the development of ability to keep beat.	C-ARTS.4.C Recognizes differences between a variety of music activities with different tempos, genres, and rhythms. LL-PA.3.B Listens to and fills in the missing rhyming word from a familiar song, poem, rhyme, fingerplay, or story. For example, "Twinkle, twinkle little star. How I wonder what you ____."
5.2.PS Children participate in a variety of music and movement experiences.	5.2.PS.5 demonstrates an awareness of music and sound as part of daily life indoors and outdoors.	C-ARTS.4.AA Listens to a variety of music. C-ARTS.4.A Participates in a variety of music activities with different tempos, genres, and rhythms.

AREA: 5. CREATIVE ARTS

SUB-AREA: 5.3 DRAMATIC PLAY

Standard	Benchmark	Every Child Ready Standard(s)
5.3.PS Children engage in dramatic play experiences.	5.3.PS.1 shows creativity and imagination when using materials.	C-ARTS.2.AA Engages briefly in, or observes others in, dramatic play. C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions. ATL.1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play). ATL.1.C Engages in individual verbal or nonverbal imaginative play or role-play.
5.3.PS Children engage in dramatic play experiences.	5.3.PS.2 assumes different roles in dramatic play situations.	C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play. C-ARTS.2.C Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play. ATL.1.D Carries out familiar roles during individual or collaborative role-play.

AREA: 5. CREATIVE ARTS

SUB-AREA: 5.3 DRAMATIC PLAY

Standard	Benchmark	Every Child Ready Standard(s)
5.3.PS Children engage in dramatic play experiences.	5.3.PS.3 interacts with peers in dramatic play experiences that become more extended and complex.	C-ARTS.2.D Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play. C-ARTS.2.E Continues an originally created scenario over the course of several play periods. Collaborates with others to carry out dramatic play and assumed roles. ATL.1.E Coordinates roles and carries out more complex stories during role-play.

AREA: 6. COMMUNICATION, LANGUAGE, AND LITERACY

SUB-AREA: 6.1 LANGUAGE UNDERSTANDING AND USE

Standard	Benchmark	Every Child Ready Standard(s)
6.1.PS Children understand and use communication and language for a variety of purposes.	6.1.PS.1 demonstrates a steady increase in listening (receptive language) and speaking (expressive language) vocabulary.	LL-LC.1.AA Points to familiar objects, people, body parts, or emotions. LL-LC.1.A Responds to simple requests, such as choosing between objects. LL-LC.1.B Responds to multipart sentences, such as acting out multiple events, following two-step directions, or finding objects based on a description. LL-LC.2.AA Verbally labels familiar objects, body parts, people, or emotions using one-word responses. LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.
6.1.PS Children understand and use communication and language for a variety of purposes.	6.1.PS.2 initiates, listens, and responds in relationship to the topics of conversations with other children (peers) and adults.	LL-LC.4.AA Communicates with peers and teachers using nonverbal gestures like pointing, shrugging shoulders, or giving a thumbs-up. LL-LC.4.A Initiates a brief verbal or nonverbal social interaction with adults or peers engaging in a one-way interaction. LL-LC.4.B Initiates or joins conversations and engages in conversational turn-taking with at least one feedback loop using both verbal and nonverbal communication. LL-LC.4.C Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic. LL-LC.4.D Adds information or appropriately remains on, or changes, topic during a conversation with multiple feedback loops alternating between speaker and listener. LL-LC.4.E Modifies conversations based on the context or listener.

AREA: 6. COMMUNICATION, LANGUAGE, AND LITERACY

SUB-AREA: 6.1 LANGUAGE UNDERSTANDING AND USE

Standard	Benchmark	Every Child Ready Standard(s)
6.1.PS Children understand and use communication and language for a variety of purposes.	6.1.PS.3 speaks in phrases and sentences of increasing length and complexity.	<p>LL-LC.5.AA Makes an attempt at using correct syntax, but drops the subject of the sentence (i.e., "Throw ball.").</p> <p>LL-LC.5.A Makes an attempt at using correct syntax with a noun and verb (i.e., "Armel throw.").</p> <p>LL-LC.5.B Continues to develop more complex sentences using syntax with a noun and verb and object (i.e., "Armel throws the ball.").</p> <p>LL-LC.5.C Continues to develop more complex sentences by using adjectives (i.e., "Armel throws the blue ball.").</p> <p>LL-LC.5.D Uses complex sentences with correct word order and syntax. Begins to use prepositions (i.e., "Armel throws the round blue ball on the roof.").</p> <p>LL-LC.5.E Use clauses and conjunctions as part of a complex sentence with correct word order and syntax (i.e., "Armel threw the blue ball, and it got stuck on the roof.").</p>
6.1.PS Children understand and use communication and language for a variety of purposes.	6.1.PS.4 follows oral directions that involve several actions.	<p>LL-LC.1.B Responds to multipart sentences, such as acting out multiple events, following two-step directions, or finding objects based on a description.</p> <p>LL-LC.1.D Shows understanding of more complex sentences or questions through actions, such as following three-step directions.</p> <p>ATL.7.A Participates in one- to two-step inhibition games and activities.</p> <p>ATL.7.B Independently follows two- to three-step verbal adult directions.</p>
6.1.PS Children understand and use communication and language for a variety of purposes.	6.1.PS.5 asks and answers a variety of questions.	<p>LL-LC.2.B Demonstrates understanding by answering simple "what" and "who" questions using two to three words when prompted by the teacher or peers.</p> <p>LL-LC.2.C Demonstrates understanding by answering simple "why" and "how" questions using two to three words when prompted by the teacher or peers.</p> <p>LL-LC.2.D Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic.</p> <p>LL-LC.2.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.</p>
6.1.PS Children understand and use communication and language for a variety of purposes.	6.1.PS.6 demonstrates knowledge of the rules of conversations such as taking turns while speaking.	<p>LL-LC.4.B Initiates or joins conversations and engages in conversational turn-taking with at least one feedback loop using both verbal and nonverbal communication.</p> <p>LL-LC.4.C Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic.</p>

AREA: 6. COMMUNICATION, LANGUAGE, AND LITERACY

SUB-AREA: 6.1 LANGUAGE UNDERSTANDING AND USE

Standard	Benchmark	Every Child Ready Standard(s)
6.1.PS Children understand and use communication and language for a variety of purposes.	<p>The child, who is an English language learner, also. . .</p> <p>6.1.PS.7 uses her or his home language, sometimes in combination with English, to communicate with people.</p>	LL-LC.3.AA Repeats or attempts to use words heard in everyday language or the environment.
6.1.PS Children understand and use communication and language for a variety of purposes.	<p>The child, who is an English language learner, also. . .</p> <p>6.1.PS.8 demonstrates ongoing development and improvement in vocabulary and complexity in use of home language.</p>	<p>LL-LC.3.A Shows interest in new words or asks questions to acquire new vocabulary.</p> <p>LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions.</p> <p>LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults.</p> <p>LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").</p> <p>LL-LC.3.E Uses various resources to identify new meanings for familiar words or clarify the meaning of unknown words and phrases.</p>
6.1.PS Children understand and use communication and language for a variety of purposes.	<p>The child, who is an English language learner, also. . .</p> <p>6.1.PS.9 demonstrates engagement at home or the classroom in literacy activities to relate to her or his home language.</p>	LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults.
6.1.PS Children understand and use communication and language for a variety of purposes.	<p>The child, who is an English language learner, also. . .</p> <p>6.1.PS.10 demonstrates receptive (listening) and expressive (speaking) English language skills to be able to comprehend the English language.</p>	<p>LL-LC.1.AA Points to familiar objects, people, body parts, or emotions.</p> <p>LL-LC.1.A Responds to simple requests, such as choosing between objects.</p> <p>LL-LC.1.B Responds to multipart sentences, such as acting out multiple events, following two-step directions, or finding objects based on a description.</p> <p>LL-LC.2.AA Verbally labels familiar objects, body parts, people, or emotions using one-word responses.</p> <p>LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.</p> <p>LL-LC.2.B Demonstrates understanding by answering simple "what" and "who" questions using two to three words when prompted by the teacher or peers.</p>

AREA: 6. COMMUNICATION, LANGUAGE, AND LITERACY

SUB-AREA: 6.1 LANGUAGE UNDERSTANDING AND USE

Standard	Benchmark	Every Child Ready Standard(s)
6.1.PS Children understand and use communication and language for a variety of purposes.	<p>The child, who is an English language learner, also. . .</p> <p>6.1.PS.11 demonstrates engagement in English literacy activities to understand and respond to books, storytelling, and songs presented in English.</p>	<p>LL-PA.3.AA Imitates common sounds like a duck (quack, quack) or train (choo, choo). LL-PA.3.A Listens to and sings favorite classroom songs with simple rhyme patterns like "Twinkle, Twinkle Little Star." LL-PA.3.B Listens to and fills in the missing rhyming word from a familiar song, poem, rhyme, fingerplay, or story. For example, "Twinkle, twinkle little star. How I wonder what you ____." LL-PA.2.AA Repeats one-syllable words or participates in games and word play involving one-syllable words. LL-PA.2.A Repeats multisyllabic words or participates in games and word play involving multisyllabic words. LL-PA.1.AA Demonstrates understanding of a word by repeating a simple two to three word sentence or phrase, or jumping and clapping to each word. LL-BK.3.AA Identifies familiar images or logos in environmental print. LL-BK.1.B Selects and requests that a favorite or familiar book be read by an adult. LL-BK.1.C Listens to a wide variety of age appropriate literature read aloud.</p>

AREA: 6. COMMUNICATION, LANGUAGE, AND LITERACY

SUB-AREA: 6.2 EARLY LITERACY

Standard	Benchmark	Every Child Ready Standard(s)
6.2.PS Children engage in early reading experiences.	6.2.PS.1 expresses an interest and enjoyment in listening to books and attempts to read familiar books (print motivation).	<p>LL-BK.1.AA Requests that books be read by an adult. LL-BK.1.B Selects and requests that a favorite or familiar book be read by an adult. LL-BK.1.C Listens to a wide variety of age appropriate literature read aloud. LL-BK.1.D Looks at books independently or with peers. LL-BK.1.E Invites peers to look at books or asks questions about books read by peers.</p>
6.2.PS Children engage in early reading experiences.	<p>6.2.PS.2 displays book handling knowledge by turning the book right side up, turning one page at a time, recognizing familiar books by the cover, pointing to words as they talk about or retell stories using books, and using left to right sweep (print awareness).⁹</p> <p>⁹Part 1 of 2. Continues on page 27.</p>	<p>LL-BK.2.AA Identifies a book and turns pages appropriately from right to left and may include multiple pages at one time. LL-BK.2.A Demonstrates understanding of proper book orientation by holding books right side up and turning one page at a time, starting from the first page. LL-BK.2.B Uses illustrations to tell a familiar story. LL-BK.2.C Uses illustrations to tell a familiar story with intonation and expression, using repeated phrases. LL-BK.2.D Tracks print from left to right and top to bottom while imitating reading a familiar text.</p>

AREA: 6. COMMUNICATION, LANGUAGE, AND LITERACY

SUB-AREA: 6.2 EARLY LITERACY

Standard	Benchmark	Every Child Ready Standard(s)
6.2.PS Children engage in early reading experiences.	<p>6.2.PS.2 displays book handling knowledge by turning the book right side up, turning one page at a time, recognizing familiar books by the cover, pointing to words as they talk about or retell stories using books, and using left to right sweep (print awareness).¹⁰</p> <p>¹⁰Part 2 of 2. Continued from page 26.</p>	<p>LL-BK.2.E Demonstrates understanding of the title and back cover of a book. Identifies some words, such as those that are repeated regularly or have a known first sound in a familiar text.</p> <p>LL-NC.2.AA Responds to illustrations or photos by using at least one word.</p> <p>LL-NC.2.A Uses the book cover, illustrations, or photos to make simple predictions about the topic or text.</p>
6.2.PS Children engage in early reading experiences.	6.2.PS.3 shows an awareness of print such as pointing to familiar words or letters (print awareness).	<p>LL-BK.3.AA Identifies familiar images or logos in environmental print.</p> <p>LL-BK.3.A Demonstrates understanding that print has meaning.</p> <p>LL-BK.3.B Distinguishes between print and images in books and in the environment.</p> <p>LL-BK.3.C Demonstrates understanding that print has meaning and begins to connect environmental print with objects or locations in the classroom.</p> <p>LL-BK.3.D Points to one word and one letter in an unfamiliar text or around the room.</p>
6.2.PS Children engage in early reading experiences.	6.2.PS.4 understands sentences are made of words and words are made of individual letters (concepts of print).	LL-BK.3.E Identifies basic elements of print, like spaces between words or punctuation at the end of a sentence (period, exclamation mark, question mark).
6.2.PS Children engage in early reading experiences.	6.2.PS.5 understands increasingly and uses a variety of words (vocabulary).	<p>LL-LC.3.AA Repeats or attempts to use words heard in everyday language or the environment.</p> <p>LL-LC.3.A Shows interest in new words or asks questions to acquire new vocabulary.</p> <p>LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions.</p> <p>LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults.</p> <p>LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").</p> <p>LL-LC.3.E Uses various resources to identify new meanings for familiar words or clarify the meaning of unknown words and phrases.</p>

AREA: 6. COMMUNICATION, LANGUAGE, AND LITERACY

SUB-AREA: 6.2 EARLY LITERACY

Standard	Benchmark	Every Child Ready Standard(s)
6.2.PS Children engage in early reading experiences.	6.2.PS.6 shows increasing comprehension of a story through retelling the story and/or recognizing story elements such as the plot or characters (comprehension and story retelling).	<p>LL-NC.1.AA Identifies characters in a simple story.</p> <p>LL-NC.1.A Identifies and describes the main character in a story.</p> <p>LL-NC.1.B Identifies the setting in a story.</p> <p>LL-NC.1.C Identifies and answers questions about events in a story.</p> <p>LL-NC.1.D Identifies the cause and effect relationship between events in a narrative story.</p> <p>LL-NC.1.E Identifies the problem, solution, and character motivation in narrative story.</p> <p>LL-NC.3.AA Joins in acting out a book as it's read aloud.</p> <p>LL-NC.3.A Describes one event from a familiar narrative using visuals or gestures.</p> <p>LL-NC.3.B Retells two events from a familiar narrative using visuals or gestures.</p> <p>LL-NC.3.C Retells three or more events from a familiar story in any order using visuals or gestures.</p> <p>LL-NC.3.D Retells three or more events from a familiar narrative in sequence using visuals or gestures.</p> <p>LL-NC.3.E With prompting and support, retells familiar stories, including key details.</p>
6.2.PS Children engage in early reading experiences.	6.2.PS.7 recognizes increasingly and names more of the letters in their first and last name and letters they see frequently (letter knowledge).	<p>LL-AK.1.AA Identifies the first letter in their name.</p> <p>LL-AK.1.A Identifies up to five uppercase or lowercase letters. Some letters may be in own name.</p>
6.2.PS Children engage in early reading experiences.	6.2.PS.8 recognizes most upper and lower case letters (letter knowledge).	<p>LL-AK.1.B Identifies up to ten uppercase or lowercase letters.</p> <p>LL-AK.1.C Identifies up to 20 uppercase or lowercase letters.</p> <p>LL-AK.1.D Identifies up to 30 uppercase or lowercase letters.</p> <p>LL-AK.1.E Identifies all 26 uppercase and lowercase letters in random order.</p>
6.2.PS Children engage in early reading experiences.	6.2.PS.9 produces the sound of some of the letters she or he knows (phonics).	<p>LL-AK.2.AA Produces the first letter sound in their name with teacher support.</p> <p>LL-AK.2.A Produces up to two letter sounds when shown uppercase or lowercase letters.</p> <p>LL-AK.2.B Produces up to five letter sounds when shown uppercase or lowercase letters.</p> <p>LL-AK.2.C Produces up to ten letter sounds when shown uppercase or lowercase letters.</p> <p>LL-AK.2.D Produces up to 15 letter sounds when shown uppercase or lowercase letters.</p> <p>LL-AK.2.E Produces up to 26 uppercase and lowercase letter sounds when shown letters in random order.</p>
6.2.PS Children engage in early reading experiences.	6.2.PS.10 identifies words that rhyme from a group of three words: cat, rug, hat (phonological awareness - rhyme).	<p>LL-PA.3.C Identifies if two words rhyme when given in a pair. For example, "My words are 'cat' and 'hat.' Do these two words rhyme? My words are 'cat' and 'pan.' Do these two words rhyme?"</p> <p>LL-PA.3.E Identifies rhyming words from groups of two to three words when given one rhyming word.</p>

AREA: 6. COMMUNICATION, LANGUAGE, AND LITERACY

SUB-AREA: 6.2 EARLY LITERACY

Standard	Benchmark	Every Child Ready Standard(s)
6.2.PS Children engage in early reading experiences.	6.2.PS.11 identifies the beginning sound in words, such as identifying two words that start with the same sound (phonological awareness – alliteration).	LL-PA.4.AA Listens to and repeats the correct beginning sounds. LL-PA.4.A Identifies the initial consonant sounds in familiar words (no blends and digraphs). LL-PA.4.B Identifies if a pair of given words have the same initial consonant sound with picture support (no blends or digraphs). LL-PA.4.C Produces words that have the same initial sound when given a consonant sound.
6.2.PS Children engage in early reading experiences.	6.2.PS.12 identifies the syllables in his or her name and in familiar objects or words by clapping and segmenting the syllables (phonological awareness – segmenting syllables).	LL-PA.2.AA Repeats one-syllable words or participates in games and word play involving one-syllable words. LL-PA.2.B Segments the syllables in one- and two-syllable words verbally or nonverbally. LL-PA.2.C Segments the syllables in three- and four-syllable words verbally or nonverbally.
6.2.PS Children engage in early reading experiences.	6.2.PS.13 blends syllables to identify a word, object, or picture (phonological awareness – blending syllables).	LL-PA.2.D Blends the syllables in two- to three-syllable words. LL-PA.2.E Blends the syllables in four-syllable words.

AREA: 6. COMMUNICATION, LANGUAGE, AND LITERACY

SUB-AREA: 6.3 EARLY WRITING

Standard	Benchmark	Every Child Ready Standard(s)
6.3.PS Children engage in early writing experiences.	6.3.PS.1 attempts to communicate with others using scribbles, shapes, pictures, letter-like forms and/or letters in writing.	LL-WR.4.AA Makes any mark on paper. LL-WR.5.AA Scribbles and makes marks on paper. LL-WR.4.A Scribbles and makes marks on page. These may be continuous lines or separate shapes. The shapes may include dots, circles, or lines. LL-WR.4.B Writes letter-like forms and makes marks on page that look like conventional shapes or mock letters. LL-WR.4.C Writes letter-like symbols in strings. May leave spaces between symbols to indicate words. LL-WR.4.D Writes random recognizable letters in a row with spaces in between. Letters may be backward, reversed, or poorly formed and recognized only in context. LL-WR.4.E Forms correct, intentional, and recognizable letters on the page when writing.

AREA: 6. COMMUNICATION, LANGUAGE, AND LITERACY

SUB-AREA: 6.3 EARLY WRITING

Standard	Benchmark	Every Child Ready Standard(s)
6.3.PS Children engage in early writing experiences.	6.3.PS.2 experiments with a variety of writing tools such as pencils, crayons, brushes, markers, and digital tools.	PD.3.AA Uses crayons or markers with some coordination. C-ARTS.3.A Expresses self using a variety of art materials and tools. C-ARTS.3.C Explores and creates art using different techniques, such as dot art, mixed media collages, and clay.
6.3.PS Children engage in early writing experiences.	6.3.PS.3 uses expressive (speaking) language to share intended meaning of drawings and writing.	LL-WR.1.B Contributes ideas and opinions to a shared writing experience with teacher support and dictation. LL-WR.1.C Contributes ideas and opinions to a shared writing experience by drawing or writing with teacher support. LL-WR.2.AA Draws to represent something or to communicate a thought. LL-WR.2.A Draws and/or writes to represent, express, or communicate interests. LL-LC.2.D Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic.
6.3.PS Children engage in early writing experiences.	6.3.PS.4 starts to demonstrate interest in learning to write letters, especially the letters in his or her name.	LL-WR.3.AA When asked to write their name, scribbles and makes marks on page. These may be continuous lines or separate shapes. The shapes may include dots, circles, or lines. LL-WR.3.A When asked to write their name, writes letter-like forms. Makes marks on page that look like conventional shapes or mock letters. LL-WR.3.B Writes at least one recognizable letter from their name. The letter may be backward, reversed, or poorly formed and recognized only in context. LL-WR.3.C Writes uppercase or lowercase letters that correspond to at least half of the letters in their name. Letters may be backward, reversed, or poorly formed and recognized only in context. LL-WR.3.D Writes all letters using uppercase or lowercase letters in his or her name in correct order. Letters may be backward, reversed, or poorly formed and recognized only in context. LL-WR.3.E Writes all letters in their name in correct order. All letters are correct and could be recognized out of context.
6.3.PS Children engage in early writing experiences.	6.3.PS.5 uses invented spelling consisting of beginning sounds to represent a whole word.	LL-WR.6.C Writes the correct initial sound of a word. LL-WR.6.D Writes the final sound or another sound heard in a word. LL-WR.6.E Writes the correct initial, medial, and final sound when writing a CVC word.

AREA: 7. MATHEMATICS

SUB-AREA: 7.1 COMPARISONS, NUMBERS, AND OPERATIONS

Standard	Benchmark	Every Child Ready Standard(s)
7.1.PS Children understand counting, ways of representing numbers, and relationships between quantities and numerals.	7.1.PS.1 recognizes small quantities (1 to 5) without counting them (subitizing).	M-NC.3.AA Subitizes by instantly saying how many are in a set without counting for quantities 1–2. M-NC.3.A Subitizes by instantly saying how many are in a set without counting for quantities 1–3.
7.1.PS Children understand counting, ways of representing numbers, and relationships between quantities and numerals.	7.1.PS.2 counts to 20 verbally.	M-NC.1.AA Says number words in order from 1–2 from memory. M-NC.1.A Says number words in order from 1–3 from memory. M-NC.1.B Says number words in order from 1–5 from memory. M-NC.1.C Says number words in order from 1–7 from memory. M-NC.1.D Says number words in order from 1–10 from memory. M-NC.1.E Says number words in order from 1–20 from memory.
7.1.PS Children understand counting, ways of representing numbers, and relationships between quantities and numerals.	7.1.PS.3 points and counts 10–20 objects accurately.	M-NC.2.A Says numbers in order while matching each number word to each object when counting from 1–3. M-NC.2.B Says numbers in order, matching each number word to each object when counting from 1–5. M-NC.2.C Says numbers in order, matching each number word to each object when counting from 1–7. M-NC.2.D Says numbers in order, matching each number word to each object when counting from 1–10. M-NC.2.E Says numbers in order, matching each number word to each object when counting from 1–15.
7.1.PS Children understand counting, ways of representing numbers, and relationships between quantities and numerals.	7.1.PS.4 makes sets of 6–10 objects and describes parts.	M-NC.3.B Creates sets of 0–5 and begins to use cardinality to identify the last number counted. M-NC.3.C Creates sets of 0–7 and begins to use cardinality to identify the last number counted. M-NC.3.D Creates sets of 0–10 and begins to use cardinality to identify the last number counted. M-NC.3.E Creates sets of 0–10 and uses cardinality to identify the last number counted.

AREA: 7. MATHEMATICS

SUB-AREA: 7.1 COMPARISONS, NUMBERS, AND OPERATIONS

Standard	Benchmark	Every Child Ready Standard(s)
7.1.PS Children understand counting, ways of representing numbers, and relationships between quantities and numerals.	7.1.PS.5 uses language such as more, less or the same amount to compare quantities.	<p>M-NC.4.AA Compares two groups to identify which has more or less for quantities 0–5 without matching or counting.</p> <p>M-NC.4.A Compares two groups to identify which has more or less for quantities 0–10 without matching or counting.</p> <p>M-NC.4.B Matches 0–5 objects from two sets using one-to-one correspondence to understand the concept of the same.</p> <p>M-NC.4.C Matches 0–7 objects from two sets using one-to-one correspondence to identify which set has more, less, or if they are the same.</p> <p>M-NC.4.D Matches 0–10 objects from two sets using one-to-one correspondence to identify which set has more, less, or if they are the same.</p> <p>M-NC.4.E Rational counts and compares the objects in two sets to identify which has more, less, or if they are the same for quantities 0–10.</p>
7.1.PS Children understand counting, ways of representing numbers, and relationships between quantities and numerals.	7.1.PS.6 identifies numerals to 10 by name.	<p>M-NC.5.AA Says the names of numerals 0–2 shown in random order.</p> <p>M-NC.5.A Says the names of numerals 1–3 shown in random order.</p> <p>M-NC.5.B Says the names of numerals 0–5 shown in random order.</p> <p>M-NC.5.C Says the names of numerals 0–7 shown in random order.</p> <p>M-NC.5.D Says the names of numerals 0–10 shown in random order.</p>

AREA: 7. MATHEMATICS

SUB-AREA: 7.2 PATTERNS

Standard	Benchmark	Every Child Ready Standard(s)
7.2.PS Children understand patterns.	7.2.PS.1 recognizes, reproduces and creates patterns moving from simple to complex.	<p>M-PFA.3.AA Copies simple AB patterns through rhythm and movement.</p> <p>M-PFA.3.A Uses objects, rhythm, or movement to copy simple AB patterns.</p> <p>M-PFA.3.B Uses objects, rhythm, or movement to copy and extend simple AB patterns.</p> <p>M-PFA.3.C Uses rhythm and movement to copy simple and advanced patterns (e.g., AB, ABC, ABB, AAB).</p>
7.2.PS Children understand patterns.	7.2.PS.2 extends patterns by predicting what comes next.	<p>M-PFA.3.D Uses objects, rhythm, or movement to copy and extend simple and advanced patterns (e.g., AB, ABC, ABB, AAB).</p> <p>M-PFA.3.E Recognizes, describes, and copies patterns that include multiple attributes (e.g., red circle, yellow circle, red square, yellow square) or repeating elements (e.g., blue-red-blue, blue-red-blue).</p>

AREA: 7. MATHEMATICS

SUB-AREA: 7.2 PATTERNS

Standard	Benchmark	Every Child Ready Standard(s)
7.2.PS Children understand patterns.	7.2.PS.3 describes patterns seen in natural and designed settings.	M-PFA.3.E Recognizes, describes, and copies patterns that include multiple attributes (e.g., red circle, yellow circle, red square, yellow square) or repeating elements (e.g., blue-red-blue, blue-red-blue).

AREA: 7. MATHEMATICS

SUB-AREA: 7.3 SHAPES AND SPATIAL RELATIONSHIPS

Standard	Benchmark	Every Child Ready Standard(s)
7.3.PS Children understand shapes and spatial relationships.	7.3.PS.1 demonstrates understanding of spatial words such as up, down, over, under, top, bottom, inside, outside, in front, and behind.	<p>M-GS.3.AA Demonstrates understanding of movement terms (e.g., "up," "down") by using gestures or objects.</p> <p>M-GS.3.A Demonstrates understanding of location terms (e.g., "in," "on," "under," "over") by using gestures or objects.</p> <p>M-GS.3.B Demonstrates understanding of proximity terms (e.g., "beside," "between," "above," "below") by using gestures or objects.</p> <p>M-GS.3.C Demonstrates understanding of frame of reference terms (e.g., "in back of," "in front of," "behind") by using gestures or objects.</p> <p>M-GS.3.D Demonstrates understanding of direction terms (e.g., "forward," "backward," "around," "through," "to," "from," "towards").</p> <p>M-GS.3.E Demonstrates understanding of direction terms (e.g., "near," "far") using gestures or objects.</p>
7.3.PS Children understand shapes and spatial relationships.	7.3.PS.2 identifies and describes two- and three-dimensional shapes.	<p>M-GS.1.AA Verbally or nonverbally identifies one to two common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle).</p> <p>M-GS.1.A Verbally or nonverbally identifies at least three common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle).</p> <p>M-GS.1.B Verbally or nonverbally identifies at least five common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle).</p> <p>M-GS.1.C Identifies and describes the properties of common two-dimensional shapes using words like "sides," "corners," "curve."</p> <p>M-GS.1.E Verbally or nonverbally identifies three-dimensional shapes (sphere, cone, cylinder, cube).</p>

AREA: 7. MATHEMATICS

SUB-AREA: 7.3 SHAPES AND SPATIAL RELATIONSHIPS

Standard	Benchmark	Every Child Ready Standard(s)
7.3.PS Children understand shapes and spatial relationships.	7.3.PS.3 notices characteristics, similarities, and differences among shapes such as corners, points, edges, and sides.	M-GS.1.C Identifies and describes the properties of common two-dimensional shapes using words like "sides," "corners," "curve."
7.3.PS Children understand shapes and spatial relationships.	7.3.PS.4 notices how shapes fit together and can be taken apart to form other shapes.	<p>M-GS.2.B Constructs common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle) with materials.</p> <p>M-GS.2.C Using a model, constructs two-dimensional shapes and then puts them together to create objects in the environment. Puts together a square and triangle to create a house.</p> <p>M-GS.2.D Independently constructs two-dimensional shapes and then puts them together to create objects in the environment. Puts together a square and triangle to create a house.</p> <p>M-GS.2.E Constructs common three-dimensional shapes (sphere, cone, cylinder, cube) with materials.</p>

AREA: 7. MATHEMATICS

SUB-AREA: 7.4 MEASUREMENT

Standard	Benchmark	Every Child Ready Standard(s)
7.4.PS Children understand comparisons and measurements.	7.4.PS.1 sorts, classifies, and puts objects in series using a variety of properties.	M-PFA.1.A Sorts and groups objects based on one attribute such as visual features like color, size, or shape.
7.4.PS Children understand comparisons and measurements.	7.4.PS.2 makes comparisons between several objects based on one or more attributes, such as length, height, weight, and area using words such as taller, shorter, longer, bigger, smaller, heavier, lighter, full, empty, length, height, and weight.	<p>M-M.1.AA Demonstrates understanding of length terms (i.e., "longer," "shorter") using gestures or objects.</p> <p>M-M.1.A Demonstrates understanding of length terms (i.e., "longer," "shorter") and height terms (i.e., "taller," "shorter") using gestures or objects.</p> <p>M-M.1.B Demonstrates understanding of length terms (i.e., "longer," "shorter"), height terms (i.e., "taller," "shorter"), volume terms (i.e., "more," "less"), and weight terms (i.e., "heavier," "lighter") using gestures or objects.</p>

AREA: 7. MATHEMATICS

SUB-AREA: 7.4 MEASUREMENT

Standard	Benchmark	Every Child Ready Standard(s)
7.4.PS Children understand comparisons and measurements.	7.4.PS.3 measures objects using non-standard units of measurement, such as using blocks to determine how tall a child is.	M-M.1.C Uses nonstandard units to measure objects by filling, covering, or matching, like when answering "How many scoops of sand fill a container?"
7.4.PS Children understand comparisons and measurements.	7.4.PS.4 explores objects using standard measuring tools such as rulers, measuring cups, and balance scales.	M-M.1.E Uses standard units (e.g., ruler, scale, balance) to measure and then uses comparative language to describe the measurements of two objects.
7.4.PS Children understand comparisons and measurements.	7.4.PS.5 begins to demonstrate knowledge that measurement requires a 'fair' comparison starting at the same baseline or measuring the same property such as length, height, and volume.	M-M.1.D Uses nonstandard units to measure and then comparative language to describe the measurements of two objects, like when answering "Which container holds more beans?"
7.4.PS Children understand comparisons and measurements.	7.4.PS.6 develops an awareness of simple time concepts within his or her daily life such as day, night; and sequence of usual daily events, such as breakfast, lunch, dinner, bedtime; outdoor time follows snack; and brushing teeth after a meal.	M-M.2.AA Demonstrates understanding of familiar daily routines. M-M.2.A Sequences up to two to four steps in a familiar daily routine. M-M.2.B Demonstrates the understanding of daily routines (order and general length of components). M-M.2.C Demonstrates understanding of passage of time within one day, such as understanding morning, afternoon, earlier, later. M-M.2.D Demonstrates the understanding of weekly routines (e.g., specials, home days, school days).

AREA: 7. MATHEMATICS

SUB-AREA: 7.5 DATA ANALYSIS

Standard	Benchmark	Every Child Ready Standard(s)
7.5.PS Children demonstrate the process of data analysis by sorting and classifying, asking questions, and finding answers.	7.5.PS.1 sorts collections of objects into sets such as lines, piles, or groups by color, size, shape, or kind.	M-PFA.1.A Sorts and groups objects based on one attribute such as visual features like color, size, or shape. M-PFA.1.B Sorts and groups pictures of objects based on one attribute such as visual features like color, size, or shape. M-PFA.1.C Sorts and groups objects based on more complex attributes such as function or category.

AREA: 7. MATHEMATICS

SUB-AREA: 7.5 DATA ANALYSIS

Standard	Benchmark	Every Child Ready Standard(s)
7.5.PS Children demonstrate the process of data analysis by sorting and classifying, asking questions, and finding answers.	7.5.PS.2 sorts and resorts sets in a variety of ways.	M-PFA.1.D Sorts and groups objects or pictures that belong together by one attribute, then regroups according to a different attribute. M-PFA.2.E Sorts and groups objects into multiple categories such as size and color, or function and category at the same time.
7.5.PS Children demonstrate the process of data analysis by sorting and classifying, asking questions, and finding answers.	7.5.PS.3 compares and orders such as most to least, same amount as, and least to most.	M-PFA.2.A Orders up to two objects by one attribute, such as size, shades of color, texture, or sound, using comparative language. M-PFA.2.B Orders up to three objects by one attribute, such as size, shades of color, texture, or sound, using comparative language. M-PFA.2.C Orders up to five objects by one attribute, such as size, shades of color, texture, or sound, using comparative language.
7.5.PS Children demonstrate the process of data analysis by sorting and classifying, asking questions, and finding answers.	7.5.PS.4 sorts data into two groups such as big and not big, green and not green, and pets and not pets.	M-DAP.2.A Collects and organizes data by sorting and classifying groups of objects into clusters (e.g., sorts buttons by color). M-DAP.2.B Graphs using real objects to organize and display information one-to-one (e.g., place coins, buttons, or shells on a graphing mat). M-DAP.2.C Graphs using pictures of objects to organize and display information. Compares two to three groups (e.g., pictures of front covers of books, or pictures of students to represent children's votes).
7.5.PS Children demonstrate the process of data analysis by sorting and classifying, asking questions, and finding answers.	7.5.PS.5 asks questions, collects, records, and organizes data to find answers to questions.	SC-SP.3.A With teacher guidance, participates in recording scientific observations and data. M-DAP.2.AA Observes and collects data in their environment (e.g., colors, movement, sounds) with teacher support. M-DAP.2.A Collects and organizes data by sorting and classifying groups of objects into clusters (e.g., sorts buttons by color). SC-SP.1.C With teacher guidance, begins to formulate own questions based on observations. SC-SP.3.B Begins to identify relevant information and collects and records information in own journal or paper. SC-SP.3.C Draws conclusions on prior knowledge and recorded information.

AREA: 8. SCIENCE

SUB-AREA: 8.1 SCIENTIFIC INVESTIGATIONS

Standard	Benchmark	Every Child Ready Standard(s)
8.1.PS Children gather information and conduct investigations to address their wonderings and test solutions to problems.	8.1.PS.1 asks questions about his or her environment, and begins to identify and look for information that will help answer those questions or solve problems.	<p>SC-SP.1.A With teacher guidance, participates in activities to formulate simple science-oriented questions based on observations.</p> <p>SC-SP.1.B Observes and describes cause and effect.</p> <p>SC-SP.1.C With teacher guidance, begins to formulate own questions based on observations.</p> <p>SC-SP.1.D Formulates own science-oriented questions based on observations.</p> <p>SC-SP.1.E With teacher guidance, uses formulated science-oriented questions to plan simple explorations or experiments.</p>
8.1.PS Children gather information and conduct investigations to address their wonderings and test solutions to problems.	8.1.PS.2 plans and conducts simple investigations alone or in collaboration with other children to answer questions or to design solutions to scientific or engineering problems.	<p>SC-SP.2.A Participates in simple explorations and experiments based on a teacher-led inquiry and prior knowledge.</p> <p>SC-SP.2.B Participates in teacher-led explorations and experiments and uses prior knowledge to make predictions.</p> <p>SC-SP.2.D Makes hypotheses, and tests their hypotheses through experimentation.</p>
8.1.PS Children gather information and conduct investigations to address their wonderings and test solutions to problems.	8.1.PS.3 begins to use appropriate scientific tools and technology to conduct investigations, including scales, tape measure, magnifying glass, tweezers, and eye dropper.	<p>SC-LES.3.E Uses science tools to research and learn more about Earth and space, such as a telescope or binoculars.</p> <p>SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment.</p>
8.1.PS Children gather information and conduct investigations to address their wonderings and test solutions to problems.	8.1.PS.4 observes, investigates, and describes objects, materials, and other physical science phenomena in the classroom and outdoor environments such as shadows or reflections.	<p>SC-P.1.AA Uses senses to explore the colors and textures of materials and objects in the environment.</p> <p>SC-P.1.A Uses senses to identify physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.</p> <p>SC-P.1.B Use senses to observe and describe some physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.</p> <p>SC-P.1.C Participates in activities related to changing physical properties of objects, such as crumpling a piece of paper to change the texture from smooth to bumpy.</p> <p>SC-P.1.D Describes and discusses various ways that the physical properties or characteristics of objects can change, such as the playdough was soft, but became hard when exposed to air for a long time period.</p> <p>SC-P.1.E Evaluates how well materials suit their intended purposes based on their physical characteristics, such as explores using tissue paper to construct a tower and considers how the paper's properties impact the building process.</p> <p>SC-P.2.AA Identifies light and dark and explores shadows and reflections.</p>

AREA: 8. SCIENCE

SUB-AREA: 8.1 SCIENTIFIC INVESTIGATIONS

Standard	Benchmark	Every Child Ready Standard(s)
8.1.PS Children gather information and conduct investigations to address their wonderings and test solutions to problems.	8.1.PS.5 observes, investigates, and describes the characteristics, behavior, and habitats of living things.	<p>SC-LES.4.AA Points to and observes animals in the environment.</p> <p>SC-LES.4.A Identifies various animals.</p> <p>SC-LES.4.B Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features.</p> <p>SC-LES.4.C Describes the needs of humans and animals and how their characteristics and behaviors support their needs, such as birds having beaks so they can dig for worms.</p> <p>SC-LES.4.D Observes and describes habitats and life cycles.</p> <p>SC-LES.4.E Describes and discusses the relationship between humans and animals.</p> <p>SC-LES.5.AA Points to and observes plants in the environment.</p> <p>SC-LES.5.A Identifies various plants such as trees, flowers, bushes, and so on.</p> <p>SC-LES.5.B Identifies that plants are living and identifies characteristics and features of plants.</p> <p>SC-LES.5.C Identifies that plants are living and describes the needs of plants.</p> <p>SC-LES.5.D Observes and describes plant habitats and life cycles.</p> <p>SC-LES.5.E Describes and discusses ways that plants impact living things and the environment and how humans can impact plants.</p>
8.1.PS Children gather information and conduct investigations to address their wonderings and test solutions to problems.	8.1.PS.6 asks questions based on observations of weather-related phenomena and begins to notice relationships and patterns over time, such as it is warmer in the summer and colder in the winter.	<p>SC-LES.2.AA Uses senses to observe and respond to changes in the weather.</p> <p>SC-LES.2.A Identifies different types of weather, such as sunny, rainy, cloudy, or snowy.</p> <p>SC-LES.2.B Identifies seasons and observes and describes patterns and changes in the weather.</p> <p>SC-LES.2.C Compares and contrasts the different seasons.</p> <p>SC-LES.2.D Discusses the effects of changes in weather, such as growing different crops or wearing different clothing.</p> <p>SC-LES.2.E Discusses the importance of weather forecasting to prepare for inclement or severe weather conditions.</p>
8.1.PS Children gather information and conduct investigations to address their wonderings and test solutions to problems.	8.1.PS.7 develops an awareness of nature through the exploration of natural environments and materials or through caring for animals or plants.	<p>SC-LES.1.AA Notices and looks at the natural world around them.</p> <p>SC-LES.1.A Identifies different elements of nature, such as rocks, water, air, and leaves.</p>

AREA: 8. SCIENCE

SUB-AREA: 8.2 SCIENTIFIC REASONING

Standard	Benchmark	Every Child Ready Standard(s)
8.2.PS Children use reasoning to make sense of information and design solutions to problems in their environment.	8.2.PS.1 begins to make comparisons and to categorize nonliving things based on characteristics she or he can observe, such as texture, color, size, shape, temperature, sound, odor, usefulness, and weight.	<p>SC-P.1.AA Uses senses to explore the colors and textures of materials and objects in the environment.</p> <p>SC-P.1.A Uses senses to identify physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.</p> <p>SC-P.1.B Use senses to observe and describe some physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.</p> <p>SC-P.1.C Participates in activities related to changing physical properties of objects, such as crumpling a piece of paper to change the texture from smooth to bumpy.</p> <p>SC-P.1.D Describes and discusses various ways that the physical properties or characteristics of objects can change, such as the playdough was soft, but became hard when exposed to air for a long time period.</p> <p>SC-P.1.E Evaluates how well materials suit their intended purposes based on their physical characteristics, such as explores using tissue paper to construct a tower and considers how the paper's properties impact the building process.</p>
8.2.PS Children use reasoning to make sense of information and design solutions to problems in their environment.	8.2.PS.2 uses information from investigations to identify similarities and differences in characteristics and behavior of living things and to make inferences about needs and how to meet needs such as caterpillars eat leaves.	<p>SC-LES.4.B Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features.</p> <p>SC-LES.4.C Describes the needs of humans and animals and how their characteristics and behaviors support their needs, such as birds having beaks so they can dig for worms.</p>
8.2.PS Children use reasoning to make sense of information and design solutions to problems in their environment.	8.2.PS.3 uses prior experiences and/or data from observations to identify patterns in how living and nonliving things stay the same or change over time and/or when conditions change such as plants grow with the proper amounts of water and light; combine substances; heat/cool an item; and baby animals generally resemble their parents.	<p>SC-LES.5.B Identifies that plants are living and identifies characteristics and features of plants.</p> <p>SC-LES.5.C Identifies that plants are living and describes the needs of plants.</p>
8.2.PS Children use reasoning to make sense of information and design solutions to problems in their environment.	8.2.PS.4 begins to identify ways humans positively and negatively impact the environment such as beginning awareness of conservation and respect for the environment, based on investigations.	<p>SC-LES.5.E Describes and discusses ways that plants impact living things and the environment and how humans can impact plants.</p> <p>SC-LES.4.E Describes and discusses the relationship between humans and animals.</p> <p>SC-LES.1.D Describes how humans affect their environment in positive and negative ways, such as recycling, planting trees, litter, and pollution.</p>

AREA: 8. SCIENCE

SUB-AREA: 8.2 SCIENTIFIC REASONING

Standard	Benchmark	Every Child Ready Standard(s)
8.2.PS Children use reasoning to make sense of information and design solutions to problems in their environment.	8.2.PS.5 describes and compares the properties and motions of objects in terms of speed and direction, based on exploration, such as faster, down, and beside; and begins to notice cause and effect relationships such as a ball rolls faster on a steeper incline.	<p>SC-P.4.AA Explores the motion of objects by pushing and pulling objects and identifies whether an object is stationary or moving.</p> <p>SC-P.4.A With teacher guidance, recognizes that different factors, such as force, impact how fast and far an object moves when it's pushed or pulled.</p> <p>SC-P.4.B With teacher guidance, recognizes that when objects collide, the impact can change the speed, direction, or stop an object.</p> <p>SC-P.4.C With teacher guidance, recognizes that different factors, such as heights or textures, can change the speed of an object, such as racing cars on ramps.</p> <p>SC-P.4.D Describes and discusses the motion of objects and that motion can change based on different factors.</p> <p>SC-P.4.E Compares and contrasts how different factors change the motion of objects.</p>
	8.2.PS.6 begins to notice patterns such as differences in weather in different seasons, and how different types of weather influence people and the environment, based on long-term explorations of weather and observations of the earth and sky.	<p>SC-LES.2.B Identifies seasons and observes and describes patterns and changes in the weather.</p> <p>SC-LES.2.C Compares and contrasts the different seasons.</p> <p>SC-LES.2.D Discusses the effects of changes in weather, such as growing different crops or wearing different clothing.</p> <p>SC-LES.2.E Discusses the importance of weather forecasting to prepare for inclement or severe weather conditions.</p> <p>SC-LES.3.AA Points to and observes the sky.</p> <p>SC-LES.3.A Identifies objects in the sky, such as clouds, sun, moon, or stars.</p> <p>SC-LES.3.B Describes and discusses objects in the sky, such as clouds, sun, moon, or stars.</p> <p>SC-LES.3.C Develops basic understanding about space, such as Earth is a planet and there are other planets.</p> <p>SC-LES.3.D Compares and contrasts Earth and space, such as people can breathe on Earth but not in space.</p>

AREA: 8. SCIENCE

SUB-AREA: 8.3 SCIENTIFIC COMMUNICATION

Standard	Benchmark	Every Child Ready Standard(s)
8.3.PS Children share information and understanding about experiences in their environment.	8.3.PS.1 shares observations and ideas about the properties and behavior of nonliving and living things through a variety of modalities such as language, drawing, modeling, gesturing, and dramatizing.	<p>SC-SP.3.A With teacher guidance, participates in recording scientific observations and data.</p> <p>SC-SP.3.B Begins to identify relevant information and collects and records information in own journal or paper.</p> <p>LL-WR.2.AA Draws to represent something or to communicate a thought.</p> <p>LL-WR.2.A Draws and/or writes to represent, express, or communicate interests.</p> <p>LL-WR.2.B Draws and/or writes to represent and describe an object, event, or observation.</p> <p>C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.</p> <p>ATL.1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play).</p>
8.3.PS Children share information and understanding about experiences in their environment.	8.3.PS.2 obtains, evaluates, and uses age-appropriate text and online resources, with support, to gather information related to a topic of study and makes connections to observations and experiences such as when studying butterflies, children may evaluate a variety of books and begin to identify which books are most useful for learning about real butterflies	<p>LL-NC.5.B Recognizes that informational texts are a source of information.</p> <p>LL-NC.5.C Makes connections between own experiences, background knowledge, and information presented in an informational text.</p> <p>LL-NC.5.D Describes the relationship between an informational text and another text about a similar topic.</p> <p>LL-NC.5.E Uses features of informational text such as charts, diagrams, graphs, or maps as a source of information.</p>
8.3.PS Children share information and understanding about experiences in their environment.	8.3.PS.3 begins to ask questions of others to seek more information on a topic, and participates in generating questions to ask a visiting expert on a topic of interest.	<p>SC-SP.1.C With teacher guidance, begins to formulate own questions based on observations.</p> <p>SC-SP.1.D Formulates own science-oriented questions based on observations.</p> <p>ATL.3.C Asks questions and seeks clarity after attempting a challenging task.</p> <p>LL-LC.2.D Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic.</p> <p>LL-LC.2.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.</p>

AREA: 8. SCIENCE

SUB-AREA: 8.3 SCIENTIFIC COMMUNICATION

Standard	Benchmark	Every Child Ready Standard(s)
8.3.PS Children share information and understanding about experiences in their environment.	8.3.PS.4 offers evidence to explain the thought process he or she used to make conclusions or claims, and listens to the claims, conclusions, and evidence of others to begin to identify areas of agreement and disagreement.	SC-SP.2.E Explains rationale for predictions and hypotheses, and compares findings with predictions and hypotheses. ATL.4.B Verbally or nonverbally demonstrates an understanding of accomplishing a task. May verbally explain work product. ATL.4.D Assesses or reflects upon activity or task outcome or product. ATL.4.E Assesses tasks and makes adjustments to strategies for updates or revisions.
8.3.PS Children share information and understanding about experiences in their environment.	8.3.PS.5 participates in creating a final product such as a panel, classroom book, or newsletter that communicates what was learned during one exploration or during the study of a topic over time, and contributes through language, drawing, writing, or choosing items to include.	ATL.8.C With adult support, creates a goal for an activity and follows a simple plan. ATL.8.D Creates and follows through with simple plans independently. ATL.8.E Plans simple steps for future activity goal.

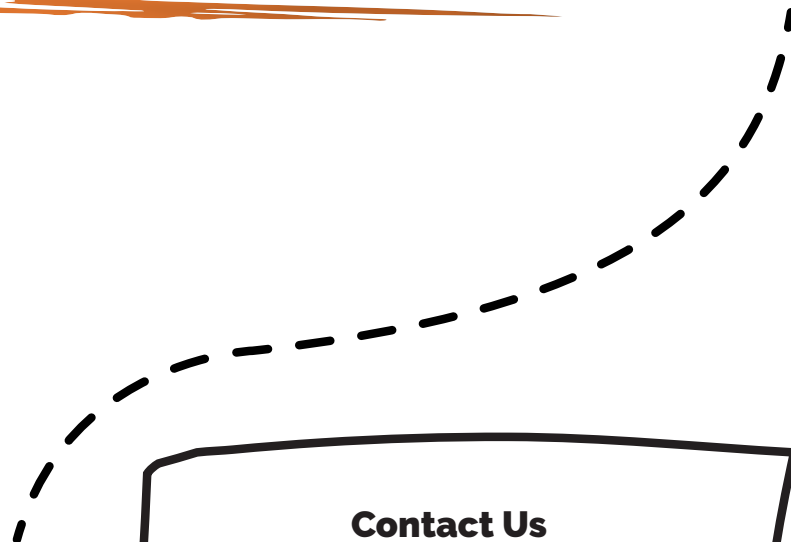
[illegible]A grid of dots with a stylized sun in the top right corner. The sun is drawn with a simple black outline and several short lines radiating from it to represent rays. The grid consists of small, evenly spaced dots arranged in a rectangular pattern.



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