

Every Child Ready Standards & Kansas Early Learning Standards Alignment



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DOMAIN: APPROACHES TO LEARNING

STANDARD: A. PERSISTENCE & ENGAGEMENT IN LEARNING

Benchmark	Age	Indicator	Every Child Ready Standard(s)
1. Engagement and Attention	Pre 3 (by 48 months)	ATL.PEL.p3.1: Sustains attention to task, especially when adults offer suggestions, comments and questions as a means of support.	ATL.6.B Sustains attention in an assigned task for a brief amount of time (5–10 minutes). ATL.6.C Attends to entirety of a short, engaging lesson or teacher-led activity (10–15 minutes). ATL.3.C Asks questions and seeks clarity after attempting a challenging task.
1. Engagement and Attention	Pre 3 (by 48 months)	ATL.PEL.p3.2: Ignores distractions briefly when engrossed in an activity.	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.6.B Sustains attention in an assigned task for a brief amount of time (5–10 minutes).
1. Engagement and Attention	Pre 3 (by 48 months)	ATL.PEL.p3.3: Remembers and follows one- or two-step directions.	ATL.7.B Independently follows two- to three-step verbal adult directions. LL-LC.1.B Responds to multipart sentences, such as acting out multiple events, following two-step directions, or finding objects based on a description. ATL.9.B Identifies and anticipates materials and expectations needed for everyday and routine activities.
1. Engagement and Attention	Pre 4 (by 60 months)	ATL.PEL.p4.1: Sustains attention to task despite distractions.	ATL.7.D Independently completes simple assignment or task despite normal classroom environment distractions. ATL.6.D Refocuses attention to independent or group activity after minor distraction. ATL.6.C Attends to entirety of a short, engaging lesson or teacher-led activity (10–15 minutes).
1. Engagement and Attention	Pre 4 (by 60 months)	ATL.PEL.p4.2: Gathers information through listening. Remembers what was said in brief group discussion.	LL-LC.1.D Shows understanding of more complex sentences or questions through actions, such as following three-step directions. ATL.6.C Attends to entirety of a short, engaging lesson or teacher-led activity (10–15 minutes). ATL.9.D With adult support, applies explicitly taught and practiced higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization).

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2. Persistence	Pre 3 (by 48 months)	ATL.PEL.p3.4: Practices an activity many times until successful.	ATL.3.D Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed. ATL.3.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance. ATL.6.B Sustains attention in an assigned task for a brief amount of time (5–10 minutes).
2. Persistence	Pre 4 (by 60 months)	ATL.PEL.p4.3: Carries out tasks, activities, projects or experiences from beginning to end.	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.
2. Persistence	Pre 4 (by 60 months)	ATL.PEL.p4.4: Remains focused on the task at hand even when frustrated or challenged.	ATL.3.D Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed. ATL.3.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance. IS.2.D Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance.

DOMAIN: APPROACHES TO LEARNING

STANDARD: B. INITIATIVE

Benchmark	Age	Indicator	Every Child Ready Standard(s)
1. Curiosity and Initiative	Pre 3 (by 48 months)	ATL.I.p3.1: Investigates environment with purpose during play (e.g., opens, closes, fills, empties, builds up and knocks down objects and containers).	ATL.1.AA Engages in exploratory or sensory play. ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work. SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment. SC-SP.1.AA Uses senses to observe the environment.

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STANDARD: B. INITIATIVE

Benchmark	Age	Indicator	Every Child Ready Standard(s)
1. Curiosity and Initiative	Pre 3 (by 48 months)	ATL.I.p3.2: Initiates play with other children and takes on a variety of roles while playing.	ATL.2.B Plays, works on tasks, or participates in activities with peers with adult prompting (associative 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. IS.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).
1. Curiosity and Initiative	Pre 3 (by 48 months)	ATL.I.p3.3: Explores, practices, understands social roles through play.	ATL.1.D Carries out familiar roles during individual or collaborative role-play. ATL.1.C Engages in individual verbal or nonverbal imaginative play or role-play. IS.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). IS.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities. SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community. SOC.1.C Discusses the importance of their own family and the roles and responsibilities of various individuals in the family.
1. Curiosity and Initiative	Pre 4 (by 60 months)	ATL.I.p4.1: Seeks new and varied experiences and challenges through play.	ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own. ATL.3.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance. ATL.1.E Coordinates roles and carries out more complex stories during role-play.
1. Curiosity and Initiative	Pre 4 (by 60 months)	ATL.I.p4.2: Chooses activities to do alone or with others.	ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play). IS.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges. ATL.8.AA Self-selects toy, activity, or Center to engage in when provided with choices.

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Benchmark	Age	Indicator	Every Child Ready Standard(s)
1. Curiosity and Initiative	Pre 4 (by 60 months)	ATL.I.p4.3: Invites other children to join groups or activities.	IS.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.E Establishes rules with peers during play or structured activities (cooperative play). IS.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.
1. Curiosity and Initiative	Pre 4 (by 60 months)	ATL.I.p4.4: Makes and follows plans for games or activities with other children.	ATL.8.D Creates and follows through with simple plans independently. ATL.8.C With adult support, creates a goal for an activity and follows a simple plan. 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).
2. Sense of Competence	Pre 3 (by 48 months)	ATL.I.p3.4: Recognizes own abilities and expresses satisfaction when demonstrating them to others.	IS.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence. IS.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. ATL.4.B Verbally or nonverbally demonstrates an understanding of accomplishing a task. May verbally explain work product.
2. Sense of Competence	Pre 3 (by 48 months)	ATL.I.p3.5: Knows self as part of family, culture, spiritual group or community.	IS.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities. IS.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence. SOC.1.A Understands family relationships in relation to self.

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Benchmark	Age	Indicator	Every Child Ready Standard(s)
2. Sense of Competence	Pre 3 (by 48 months)	ATL.I.p3.6: Begins to be able to release and or redirect emotional tensions, becoming more relaxed and cooperative afterward.	IS.2.B Accepts offers of adult assistance to engage in coregulation. IS.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult. IS.2.D Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance.
2. Sense of Competence	Pre 4 (by 60 months)	ATL.I.p4.5: Shows pride in family composition; recognizes self as important to family and friends.	IS.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. IS.3.E Demonstrates strong self-confidence through words or actions including sharing pride and celebrating others in relation to self, family, community, or culture. SOC.1.C Discusses the importance of their own family and the roles and responsibilities of various individuals in the family.
2. Sense of Competence	Pre 4 (by 60 months)	ATL.I.p4.6: Recognizes and respects similarities and differences between self and others (e.g., gender, race, special needs, cultures, languages, family structures).	IS.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. IS.4.B With adult prompts, compares their own characteristics and emotions to those of others. IS.4.C With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations.
2. Sense of Competence	Pre 4 (by 60 months)	ATL.I.p4.7: Associates emotions with words and facial expressions.	IS.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. IS.1.C With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations. IS.4.A With adult modeling and one-on-one support, verbally or nonverbally names observable emotions and experiences of others.

DOMAIN: APPROACHES TO LEARNING
STANDARD: C. CREATIVITY

Benchmark	Age	Indicator	Every Child Ready Standard(s)
1. Problem Solving	Pre 3 (by 48 months)	ATL.C.p3.1: Identifies a problem and attempts multiple ways to solve it, including working with others as part of a team, with some adult assistance.	IS.7.C When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise). ATL.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.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play). ATL.3.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance.
1. Problem Solving	Pre 3 (by 48 months)	ATL.C.p3.2: Recognizes making a mistake and sometimes is able to correct it.	ATL.4.C Monitors the completion of a task and identifies preferred elements of a work product or task. ATL.4.E Assesses tasks and makes adjustments to strategies for updates or revisions. 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).
1. Problem Solving	Pre 3 (by 48 months)	ATL.C.p3.3: Remembers and applies two rules simultaneously (e.g., books go here, trucks there).	ATL.7.C Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn). ATL.9.B Identifies and anticipates materials and expectations needed for everyday and routine activities. ATL.9.D With adult support, applies explicitly taught and practiced higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization).
1. Problem Solving	Pre 4 (by 60 months)	ATL.C.p4.1: Identifies a problem, demonstrates flexibility in solving it and changes plans if a better solution is proposed.	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.4.E Assesses tasks and makes adjustments to strategies for updates or revisions. IS.7.D With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise). ATL.3.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance.

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Benchmark	Age	Indicator	Every Child Ready Standard(s)
1. Problem Solving	Pre 4 (by 60 months)	ATL.C.p4.2: Is able to delay gratification for better payoff later; anticipates consequences of own behavior.	ATL.7.E Regulates impulses to complete tasks and engages in goal-directed behavior. ATL.8.E Plans simple steps for future activity goal. ATL.9.C Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and want to return to it, or that they fell on the slide yesterday, so exercises caution today).
1. Problem Solving	Pre 4 (by 60 months)	ATL.C.p4.3: Understands what is real and what is make-believe.	ATL.9.C Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and want to return to it, or that they fell on the slide yesterday, so exercises caution today). ATL.1.D Carries out familiar roles during individual or collaborative role-play. LL-NC.2.D Makes inferences to answer simple “why” questions by using background knowledge and events in a text.
2. Creativity and Flexibility	Pre 3 (by 48 months)	ATL.C.p3.4: Creates own ideas for play, using imagination and inventing new ways to use everyday materials.	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.
2. Creativity and Flexibility	Pre 3 (by 48 months)	ATL.C.p3.5: Identifies questions and situations that are puzzling or interesting and has ideas for possible solutions.	ATL.3.C Asks questions and seeks clarity after attempting a challenging task. SC-SP.1.C With teacher guidance, begins to formulate own questions based on observations. 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).
2. Creativity and Flexibility	Pre 3 (by 48 months)	ATL.C.p3.6: Identifies ways to change behavior to respond to desires and needs of others.	IS.4.D With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others. IS.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). ATL.5.C Adjusts to changes in the environment or schedule with adult guidance and advance warning.

DOMAIN: APPROACHES TO LEARNING
STANDARD: C. CREATIVITY

Benchmark	Age	Indicator	Every Child Ready Standard(s)
2. Creativity and Flexibility	Pre 4 (by 60 months)	ATL.C.p4.4: Invents new activities through play.	ATL.1.C Engages in individual verbal or nonverbal imaginative play or role-play. ATL.1.E Coordinates roles and carries out more complex stories during role-play. C-ARTS.2.C Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.
2. Creativity and Flexibility	Pre 4 (by 60 months)	ATL.C.p4.5: Begins to enjoy games where must adjust response to changing rules (e.g., Simon Says); adjusts behavior to different activities/settings.	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.5.C Adjusts to changes in the environment or schedule with adult guidance and advance warning.
2. Creativity and Flexibility	Pre 4 (by 60 months)	ATL.C.p4.6: Begins to hold an arbitrary rule in mind and follows it to produce a response that differs from natural instinct (e.g., sort animal cards by color rather than by animals).	ATL.7.E Regulates impulses to complete tasks and engages in goal-directed behavior. ATL.9.D With adult support, applies explicitly taught and practiced higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization). M-PFA.1.D Sorts and groups objects or pictures that belong together by one attribute, then regroup according to a different attribute.



DOMAIN: PHYSICAL HEALTH AND DEVELOPMENT

STANDARD: A. GROSS MOTOR SKILLS

Age	Indicator	Every Child Ready Standard(s)
Pre 3 (by 48 months)	PHD.GMS.p3.1: Uses locomotor skills with increasing coordination and balance.	<p>PD.1.A Begins to develop balance and coordination in gross motor movements, such as moving arms and legs together to climb, push, or pull. Jumps with two feet.</p> <p>PD.1.B Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet.</p> <p>PD.1.C Begins to coordinate upper and lower body, such as when riding a scooter or pedaling a bicycle or tricycle. Kicks and throws forward toward another person or target.</p>
Pre 4 (by 60 months)	PHD.GMS.p4.1: Demonstrates locomotor skills with control, coordination and balance in active play.	<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.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>
Pre 4 (by 60 months)	PHD.GMS.p4.2: Demonstrates coordination in using objects during active play.	<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>
Pre 4 (by 60 months)	PHD.GMS.p4.3: Explores, practices and performs skill sets.	<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> <p>ATL.3.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance.</p>

DOMAIN: PHYSICAL HEALTH AND DEVELOPMENT

STANDARD: B. FINE MOTOR SKILLS

Age	Indicator	Every Child Ready Standard(s)
Pre 3 (by 48 months)	PHD.FMS.p3.1: Uses classroom and household tools independently and with eye-hand coordination to carry out more complex activities.	PD.2.B Uses hands, wrists, and fingers to complete a variety of tasks such as pouring, scooping, opening lids to easy-to-open jars, and simple puzzles. PD.2.C Begins to use refined hand movements such as using blunt scissors, buttoning large buttons, and connecting small toys, such as linking cubes or blocks. PD.2.D Demonstrates controlled fine motor movements in a variety of ways such as cutting along lines with accuracy.
Pre 4 (by 60 months)	PHD.FMS.p4.1: With fluency and accuracy, uses classroom and household tools independently and with eye-hand coordination to carry out activities.	PD.2.C Begins to use refined hand movements such as using blunt scissors, buttoning large buttons, and connecting small toys, such as linking cubes or blocks. PD.2.D Demonstrates controlled fine motor movements in a variety of ways such as cutting along lines with accuracy. PD.2.E Uses precise hand movements to complete a variety of activities such as building using small blocks, stringing lacing beads, and cutting out simple shapes with accuracy.

DOMAIN: PHYSICAL HEALTH AND DEVELOPMENT

STANDARD: C. PHYSICAL FITNESS

Age	Indicator	Every Child Ready Standard(s)
Pre 3 (by 48 months)	PHD.PF.p3.1: Participates in a variety of active play exhibiting strength and stamina.	PD.1.B Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet. PD.1.D Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements. ATL.6.B Sustains attention in an assigned task for a brief amount of time (5–10 minutes).
Pre 4 (by 60 months)	PHD.PF.p4.1: Participates in a variety of active play exhibiting strength and stamina for increasing amounts of time.	PD.1.D Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements. PD.1.E Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target. ATL.6.E Attends to activities or peer engagement for extended periods of time (30+ minutes).

DOMAIN: PHYSICAL HEALTH AND DEVELOPMENT
STANDARD: D. NUTRITION & HEALTHY EATING

Age	Indicator	Every Child Ready Standard(s)
Pre 3 (by 48 months)	PHD.NHE.p3.1: Eats a variety of 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.AA Uses senses to experience a variety of food during mealtimes.
Pre 3 (by 48 months)	PHD.NHE.p3.2: Drinks from a cup without spilling and takes bites from whole foods.	PD.2.B Uses hands, wrists, and fingers to complete a variety of tasks such as pouring, scooping, opening lids to easy-to-open jars, and simple puzzles. PD.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.
Pre 4 (by 60 months)	PHD.NHE.p4.1: Demonstrates basic understanding that eating a variety of foods helps the body grow and be healthy.	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.
Pre 4 (by 60 months)	PHD.NHE.p4.2: Demonstrates increasingly complex oral motor skills.	PD.2.C Begins to use refined hand movements such as using blunt scissors, buttoning large buttons, and connecting small toys, such as linking cubes or blocks. PD.2.D Demonstrates controlled fine motor movements in a variety of ways such as cutting along lines with accuracy. PD.2.E Uses precise hand movements to complete a variety of activities such as building using small blocks, stringing lacing beads, and cutting out simple shapes with accuracy.

DOMAIN: PHYSICAL HEALTH AND DEVELOPMENT
STANDARD: E. SELF-CARE

Age	Indicator	Every Child Ready Standard(s)
Pre 3 (by 48 months)	PHD.SC.p3.1: Follows basic health practices with occasional reminders.	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.

DOMAIN: PHYSICAL HEALTH AND DEVELOPMENT
STANDARD: E. SELF-CARE

Age	Indicator	Every Child Ready Standard(s)
Pre 3 (by 48 months)	PHD.SC.p3.2: Completes personal care tasks with some adult assistance.	PD.4.A With teacher guidance, follows self-care and hygiene routines. PD.4.B Demonstrates understanding of self-care and hygiene routines and begins to initiate. PD.4.C Completes self-care and hygiene routines with minimal assistance.
Pre 4 (by 60 months)	PHD.SC.p4.1: Follows basic health practices.	PD.4.B Demonstrates understanding of self-care and hygiene routines and begins to initiate. PD.4.C Completes self-care and hygiene routines with minimal assistance. PD.4.D Independently completes self-care and hygiene routines.
Pre 4 (by 60 months)	PHD.SC.p4.2: Completes personal care tasks with increasing responsibility.	PD.4.C Completes self-care and hygiene routines with minimal assistance. PD.4.D Independently completes self-care and hygiene routines. PD.4.E Understands and describes the importance of self-care and hygiene routines.

DOMAIN: PHYSICAL HEALTH AND DEVELOPMENT
STANDARD: F. SAFETY

Age	Indicator	Every Child Ready Standard(s)
Pre 3 (by 48 months)	PHD.S.p3.1: Knows common safety rules that have been discussed or taught.	PD.6.A With teacher guidance, follows safety procedures. PD.6.B Demonstrates understanding of safety procedures and begins to initiate.
Pre 3 (by 48 months)	PHD.S.p3.2: Alerts adults to potentially harmful situations.	PD.6.E Understands and describes how to get help when there are unsafe objects, substances, or behaviors.
Pre 4 (by 60 months)	PHD.S.p4.1: Identifies and follows basic safety rules with possible reminders, guidance and support.	PD.6.B Demonstrates understanding of safety procedures and begins to initiate. PD.6.C Independently follows safety procedures.

DOMAIN: PHYSICAL HEALTH AND DEVELOPMENT

STANDARD: F. SAFETY

Age	Indicator	Every Child Ready Standard(s)
Pre 4 (by 60 months)	PHD.S.p4.2: Demonstrates an ability to follow emergency routines with adult support.	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.
Pre 4 (by 60 months)	PHD.S.p4.3: Identifies how adults help to keep us safe.	SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community. PD.6.D Understands and describes the importance of safety procedures.

DOMAIN: SOCIAL-EMOTIONAL DEVELOPMENT

STANDARD: A. CHARACTER DEVELOPMENT

Benchmark	Age	Indicator	Every Child Ready Standard(s)
1. Foundations of Character Development a. Develop understanding of appropriate behaviors.	Pre 3 (by 48 months)	SED.CD.p3.1: Responds to feedback from familiar adults about appropriate behavior.	IS.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions. IS.2.B Accepts offers of adult assistance to engage in coregulation.
1. Foundations of Character Development a. Develop understanding of appropriate behaviors.	Pre 4 (by 60 months)	SED.CD.p4.1: Follows adult guidelines and expectations for appropriate behavior.	IS.7.C When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise). ATL.7.C Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn). LL-LC.1.D Shows understanding of more complex sentences or questions through actions, such as following three-step directions.
1. Foundations of Character Development b. Foster caring attachments between fellow children, staff and the community.	Pre 3 (by 48 months)	SED.CD.p3.2: Becomes increasingly aware of effects of own behavior on others.	IS.4.B With adult prompts, compares their own characteristics and emotions to those of others. IS.4.C With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations. SC-SP.1.B Observes and describes cause and effect.

DOMAIN: SOCIAL-EMOTIONAL DEVELOPMENT

STANDARD: A. CHARACTER DEVELOPMENT

Benchmark	Age	Indicator	Every Child Ready Standard(s)
<p>1. Foundations of Character Development</p> <p>b. Foster caring attachments between fellow children, staff and the community.</p>	Pre 4 (by 60 months)	SED.CD.p4.2: Recognizes effect of own behavior on others most of the time.	<p>IS.4.D With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others.</p> <p>IS.4.E With minimal teacher prompts, demonstrates empathy by providing support for others through assistance or advocacy.</p> <p>SC-SP.1.B Observes and describes cause and effect.</p>
<p>1. Foundations of Character Development</p> <p>b. Foster caring attachments between fellow children, staff and the community.</p>	Pre 4 (by 60 months)	SED.CD.p4.3: Recognizes examples and nonexamples of words and actions that are helpful or hurtful.	<p>IS.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>IS.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>IS.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>1. Foundations of Character Development</p> <p>c. Demonstrate mutual respect and utilize strategies to build a safe and productive culture.</p>	Pre 3 (by 48 months)	SED.CD.p3.3: Shows awareness of feelings of others with adult guidance and support.	<p>IS.4.B With adult prompts, compares their own characteristics and emotions to those of others.</p> <p>IS.4.C With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations.</p> <p>IS.4.D With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others.</p>
<p>1. Foundations of Character Development</p> <p>c. Demonstrate mutual respect and utilize strategies to build a safe and productive culture.</p>	Pre 4 (by 60 months)	SED.CD.p4.4: Shows awareness of and responds to feelings of others with adult guidance and support.	<p>IS.4.C With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations.</p> <p>IS.4.D With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others.</p> <p>IS.4.E With minimal teacher prompts, demonstrates empathy by providing support for others through assistance or advocacy.</p>

DOMAIN: SOCIAL-EMOTIONAL DEVELOPMENT

STANDARD: A. CHARACTER DEVELOPMENT

Benchmark	Age	Indicator	Every Child Ready Standard(s)
1. Foundations of Character Development d. Demonstrate actions and facilitate experiences that promote empathy, positive interactions and respectful relationships.	Pre 3 (by 48 months)	SED.CD.p3.4: Expresses interests, acceptance, affection for others.	IS.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). IS.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). IS.4.D With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others.
1. Foundations of Character Development d. Demonstrate actions and facilitate experiences that promote empathy, positive interactions and respectful relationships.	Pre 4 (by 60 months)	SED.CD.p4.5: Demonstrates an understanding of what it means to be a friend.	IS.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). IS.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. IS.5.E Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.

DOMAIN: SOCIAL-EMOTIONAL DEVELOPMENT

STANDARD: B. RESPONSIBLE DECISION-MAKING & PROBLEM-SOLVING

Benchmark	Age	Indicator	Every Child Ready Standard(s)
1. Begin to develop the skills necessary to recognize and acknowledge the feelings and needs of others and how positive choices contribute to a safe community.	Pre 3 (by 48 months)	SED.R.p3.1: Begin to understand consequences of own actions with adult support.	IS.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions. ATL.g.C Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and want to return to it, or that they fell on the slide yesterday, so exercises caution today). IS.4.D With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others.

DOMAIN: SOCIAL-EMOTIONAL DEVELOPMENT

STANDARD: B. RESPONSIBLE DECISION-MAKING & PROBLEM-SOLVING

Benchmark	Age	Indicator	Every Child Ready Standard(s)
1. Begin to develop the skills necessary to recognize and acknowledge the feelings and needs of others and how positive choices contribute to a safe community.	Pre 4 (by 60 months)	SED.R.p4.1: Anticipates and usually accepts consequences of own actions.	ATL.9.C Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and want to return to it, or that they fell on the slide yesterday, so exercises caution today). ATL.8.E Plans simple steps for future activity goal. IS.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).
2. Demonstrates awareness of personal time and responsibilities within predictable routines.	Pre 3 (by 48 months)	SED.R.p3.2: Follows predictable classroom routines and manages transitions positively most of the time when supported by an adult.	ATL.5.A Transitions between activities that are part of the routine school day with adult reminders. ATL.5.B Shifts between tasks or activities, including ending preferred activities, with adult support. M-M.2.B Demonstrates the understanding of daily routines (order and general length of components).
2. Demonstrates awareness of personal time and responsibilities within predictable routines.	Pre 4 (by 60 months)	SED.R.p4.2: Follows predictable classroom routines and manages transitions positively in most situations with minimal adult support as needed.	ATL.5.C Adjusts to changes in the environment or schedule with adult guidance and advance warning. ATL.5.E Adapts to new rules or circumstances in an age-appropriate game or activity. M-M.2.B Demonstrates the understanding of daily routines (order and general length of components).
3. Develop, implement and model effective problem-solving skills.	Pre 3 (by 48 months)	SED.R.p3.3: Manages (i.e., expresses, inhibits or redirects) emotions, impulses and behaviors with support from an adult.	IS.2.A Coregulates emotion with one-on-one adult support. IS.2.B Accepts offers of adult assistance to engage in coregulation. 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).
3. Develop, implement and model effective problem-solving skills.	Pre 3 (by 48 months)	SED.R.p3.4: Uses simple conflict resolution techniques.	IS.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions. IS.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).

DOMAIN: SOCIAL-EMOTIONAL DEVELOPMENT

STANDARD: B. RESPONSIBLE DECISION-MAKING & PROBLEM-SOLVING

Benchmark	Age	Indicator	Every Child Ready Standard(s)
3. Develop, implement and model effective problem-solving skills.	Pre 4 (by 60 months)	SED.R.p4.3: Manages emotions, impulses and behaviors with minimal guidance from adults.	IS.2.D Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance. ATL.7.E Regulates impulses to complete tasks and engages in goal-directed behavior. IS.2.E Supports peers in regulating their emotions through coregulation. Seeks and accepts coregulation assistance when needed.
3. Develop, implement and model effective problem-solving skills.	Pre 4 (by 60 months)	SED.R.p4.4: Attempts to solve social problems independently, by negotiation or with adult assistance.	IS.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). IS.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). IS.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.

DOMAIN: SOCIAL-EMOTIONAL DEVELOPMENT

STANDARD: C. PERSONAL DEVELOPMENT

Benchmark	Age	Indicator	Every Child Ready Standard(s)
1. Self-Awareness a. Expresses and develops an understanding of thoughts and emotions of self and others.	Pre 3 (by 48 months)	SED.PD.p3.1: Recognizes and identifies own emotions and starts to recognize and identify the emotions of others with adult support.	IS.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. IS.4.A With adult modeling and one-on-one support, verbally or nonverbally names observable emotions and experiences of others. IS.4.C With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations.
1. Self-Awareness a. Expresses and develops an understanding of thoughts and emotions of self and others.	Pre 3 (by 48 months)	SED.PD.p3.2: Begins to express and respond to a range of emotions in socially acceptable ways.	IS.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. IS.2.B Accepts offers of adult assistance to engage in coregulation. IS.4.D With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others.

DOMAIN: SOCIAL-EMOTIONAL DEVELOPMENT
STANDARD: C. PERSONAL DEVELOPMENT

Benchmark	Age	Indicator	Every Child Ready Standard(s)
<p>1. Self-Awareness a. Expresses and develops an understanding of thoughts and emotions of self and others.</p>	Pre 4 (by 60 months)	SED.PD.p4.1: Recognizes and identifies more complex emotions in self and others, with accuracy with adult support.	<p>IS.1.C With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations. IS.4.C With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations. IS.4.D With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others.</p>
<p>1. Self-Awareness a. Expresses and develops an understanding of thoughts and emotions of self and others.</p>	Pre 4 (by 60 months)	SED.PD.p4.2: Expresses and responds to a range of emotions in socially acceptable ways.	<p>IS.1.C With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations. IS.2.D Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance. IS.4.D With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others.</p>
<p>1. Self-Awareness b. Develops and communicates a sense of self and positive identity.</p>	Pre 3 (by 48 months)	SED.PD.p3.3: Describes self by using several basic characteristics.	<p>IS.3.A With adult support, verbally or nonverbally identifies something about themselves. IS.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities. LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.</p>
<p>1. Self-Awareness b. Develops and communicates a sense of self and positive identity.</p>	Pre 3 (by 48 months)	SED.PD.p3.4: States basic personal information, like name and age	<p>IS.3.A With adult support, verbally or nonverbally identifies something about themselves. LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence. LL-LC.2.D Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic.</p>

DOMAIN: SOCIAL-EMOTIONAL DEVELOPMENT
STANDARD: C. PERSONAL DEVELOPMENT

Benchmark	Age	Indicator	Every Child Ready Standard(s)
<p>1. Self-Awareness b. Develops and communicates a sense of self and positive identity.</p>	Pre 3 (by 48 months)	SED.PD.p3.5: Displays awareness of own thoughts and feelings.	<p>IS.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. IS.1.C With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations. IS.3.A With adult support, verbally or nonverbally identifies something about themselves.</p>
<p>1. Self-Awareness b. Develops and communicates a sense of self and positive identity.</p>	Pre 4 (by 60 months)	SED.PD.p4.3: Describes characteristics of self and in relationship to others.	<p>IS.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities. IS.4.B With adult prompts, compares their own characteristics and emotions to those of others. SOC.1.A Understands family relationships in relation to self.</p>
<p>1. Self-Awareness b. Develops and communicates a sense of self and positive identity.</p>	Pre 4 (by 60 months)	SED.PD.p4.4: States more complex personal information, like names of family members or names of neighbors.	<p>SOC.1.A Understands family relationships in relation to self. SOC.2.A Verbally or nonverbally identifies a variety of community members within their community, such as in their neighborhood and school. 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>2. Self-Management a. Understand and practice strategies for managing emotions and behaviors.</p>	Pre 3 (by 48 months)	SED.PD.p3.6: Makes personal needs and desires known.	<p>SOC.3.AA Verbally or nonverbally expresses wants and needs with simple phrases or gestures. LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence. IS.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult.</p>

DOMAIN: SOCIAL-EMOTIONAL DEVELOPMENT

STANDARD: C. PERSONAL DEVELOPMENT

Benchmark	Age	Indicator	Every Child Ready Standard(s)
2. Self-Management a. Understand and practice strategies for managing emotions and behaviors.	Pre 3 (by 48 months)	SED.PD.p3.7: Begins to demonstrate the ability to release and/or redirect emotional tensions, with adult help, becoming more relaxed and cooperative afterward.	IS.2.A Coregulates emotion with one-on-one adult support. IS.2.B Accepts offers of adult assistance to engage in coregulation. IS.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult.
2. Self-Management a. Understand and practice strategies for managing emotions and behaviors.	Pre 4 (by 60 months)	SED.PD.p4.5: Expresses preferences in a socially acceptable way most of the time.	LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence. LL-LC.2.D Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic. IS.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).
2. Self-Management a. Understand and practice strategies for managing emotions and behaviors.	Pre 4 (by 60 months)	SED.PD.p4.6: Develops strategies to express strong emotion and calm self with adult help.	IS.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult. IS.2.D Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance. IS.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.
2. Self-Management b. Reflect on perspectives and emotional responses.	Pre 3 (by 48 months)	SED.PD.p3.8: Recognizes own feelings when an adult labels them.	IS.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. IS.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.
2. Self-Management b. Reflect on perspectives and emotional responses.	Pre 4 (by 60 months)	SED.PD.p4.7: Recognizes and accurately describes own feelings most of the time.	IS.1.C With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations. IS.1.D Independently verbally or nonverbally names and describes their own emotions. LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").

DOMAIN: SOCIAL-EMOTIONAL DEVELOPMENT

STANDARD: C. PERSONAL DEVELOPMENT

Benchmark	Age	Indicator	Every Child Ready Standard(s)
2. Self-Management c. Set, monitor, adapt and evaluate goals to achieve success in social settings.	Pre 3 (by 48 months)	SED.PD.p3.9: Completes own goal-directed activities and recognizes accomplishments while learning rules and values of family and culture.	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. IS.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence.
2. Self-Management c. Set, monitor, adapt and evaluate goals to achieve success in social settings.	Pre 4 (by 60 months)	SED.PD.p4.8: Demonstrates age-appropriate independence in decision-making regarding activities and materials.	IS.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges. ATL.8.D Creates and follows through with simple plans independently. ATL.8.E Plans simple steps for future activity goal.

DOMAIN: SOCIAL-EMOTIONAL DEVELOPMENT

STANDARD: D. SOCIAL DEVELOPMENT

Benchmark	Age	Indicator	Every Child Ready Standard(s)
1. Social Awareness a. Demonstrate awareness of the thoughts, feelings and perspectives of others.	Pre 3 (by 48 months)	SED.SD.p3.1: Expresses concern for the needs of others and people in distress.	IS.4.D With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others. IS.4.E With minimal teacher prompts, demonstrates empathy by providing support for others through assistance or advocacy.
1. Social Awareness a. Demonstrate awareness of the thoughts, feelings and perspectives of others.	Pre 4 (by 60 months)	SED.SD.p4.1: Responds to needs of others and people in distress in caring ways.	IS.4.E With minimal teacher prompts, demonstrates empathy by providing support for others through assistance or advocacy. IS.5.E Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.
1. Social Awareness a. Demonstrate awareness of the thoughts, feelings and perspectives of others.	Pre 4 (by 60 months)	SED.SD.p4.2: Demonstrates an understanding of which forms of emotional expression are acceptable for a given environment.	IS.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult. IS.2.D Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance. ATL.5.C Adjusts to changes in the environment or schedule with adult guidance and advance warning.

DOMAIN: SOCIAL-EMOTIONAL DEVELOPMENT
STANDARD: D. SOCIAL DEVELOPMENT

Benchmark	Age	Indicator	Every Child Ready Standard(s)
<p>1. Social Awareness b. Express comfort and joy in human diversity and develop accurate language for differences.</p>	Pre 3 (by 48 months)	SED.SD.p3.2: Compares own characteristics with those of others.	<p>IS.4.B With adult prompts, compares their own characteristics and emotions to those of others. IS.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>1. Social Awareness b. Express comfort and joy in human diversity and develop accurate language for differences.</p>	Pre 4 (by 60 months)	SED.SD.p4.3: Recognizes and respects similarities and differences between self and others.	<p>IS.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. IS.4.B With adult prompts, compares their own characteristics and emotions to those of others. SOC.1.D Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations.</p>
<p>1. Social Awareness b. Express comfort and joy in human diversity and develop accurate language for differences.</p>	Pre 4 (by 60 months)	SED.SD.p4.4: Treats others with respect when conflict or differences occur, given adult support.	<p>IS.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). IS.4.D With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others. SOC.2.D Recognizes that people have different thoughts and opinions within a community.</p>
<p>2. Interpersonal Skills a. Demonstrate communication and social skills to interact effectively.</p>	Pre 3 (by 48 months)	SED.SD.p3.3: Follows rules and simple one-two-step directions.	<p>ATL.7.A Participates in one- to two-step inhibition games and activities. ATL.7.B Independently follows two- to three-step verbal adult directions. LL-LC.1.B Responds to multipart sentences, such as acting out multiple events, following two-step directions, or finding objects based on a description.</p>
<p>2. Interpersonal Skills a. Demonstrate communication and social skills to interact effectively.</p>	Pre 3 (by 48 months)	SED.SD.p3.4: Begins to display socially competent behavior with peers.	<p>IS.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). IS.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). ATL.2.B Plays, works on tasks, or participates in activities with peers with adult prompting (associative play).</p>

DOMAIN: SOCIAL-EMOTIONAL DEVELOPMENT
STANDARD: D. SOCIAL DEVELOPMENT

Benchmark	Age	Indicator	Every Child Ready Standard(s)
<p>2. Interpersonal Skills a. Demonstrate communication and social skills to interact effectively.</p>	Pre 3 (by 48 months)	SED.SD.p3.5: Begins to participate in conversational turn-taking.	<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. LL-LC.4.A Initiates a brief verbal or nonverbal social interaction with adults or peers engaging in a one-way interaction. ATL.2.B Plays, works on tasks, or participates in activities with peers with adult prompting (associative play).</p>
<p>2. Interpersonal Skills a. Demonstrate communication and social skills to interact effectively.</p>	Pre 4 (by 60 months)	SED.SD.p4.5: Displays socially competent behavior with peers.	<p>IS.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). IS.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support. ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play).</p>
<p>2. Interpersonal Skills a. Demonstrate communication and social skills to interact effectively.</p>	Pre 4 (by 60 months)	SED.SD.p4.6: Participates in conversational turn-taking by listening and responding to what was said.	<p>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.1.D Shows understanding of more complex sentences or questions through actions, such as following three-step directions.</p>
<p>2. Interpersonal Skills a. Demonstrate communication and social skills to interact effectively.</p>	Pre 4 (by 60 months)	SED.SD.p4.7: Demonstrates strategies to join a play group with adult support.	<p>IS.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). ATL.2.C Makes cooperative decisions with peers based on adult provided choices (associative play). ATL.2.B Plays, works on tasks, or participates in activities with peers with adult prompting (associative play).</p>

DOMAIN: SOCIAL-EMOTIONAL DEVELOPMENT
STANDARD: D. SOCIAL DEVELOPMENT

Benchmark	Age	Indicator	Every Child Ready Standard(s)
<p>2. Interpersonal Skills a. Demonstrate communication and social skills to interact effectively.</p>	Pre 4 (by 60 months)	SED.SD.p4.8: Invites other children to join groups or activities.	<p>IS.5.E Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others. IS.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support. ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play).</p>
<p>2. Interpersonal Skills b. Develop and maintain positive relationships.</p>	Pre 3 (by 48 months)	SED.SD.p3.6: Shows interest in having a friend.	<p>IS.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). IS.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). ATL.2.B Plays, works on tasks, or participates in activities with peers with adult prompting (associative play).</p>
<p>2. Interpersonal Skills b. Develop and maintain positive relationships.</p>	Pre 4 (by 60 months)	SED.SD.p4.9: Develops friendships with one or two preferred peers.	<p>IS.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). IS.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support. ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play).</p>
<p>2. Interpersonal Skills b. Develop and maintain positive relationships.</p>	Pre 4 (by 60 months)	SED.SD.p4.10: Demonstrates an understanding of which forms of emotional expression are acceptable for a given environment.	<p>IS.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult. IS.2.D Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance. ATL.5.C Adjusts to changes in the environment or schedule with adult guidance and advance warning.</p>

DOMAIN: SOCIAL-EMOTIONAL DEVELOPMENT
STANDARD: D. SOCIAL DEVELOPMENT

Benchmark	Age	Indicator	Every Child Ready Standard(s)
<p>2. Interpersonal Skills b. Develop and maintain positive relationships.</p>	Pre 4 (by 60 months)	SED.SD.p4.11: Adjusts behavior to different settings.	<p>ATL.5.C Adjusts to changes in the environment or schedule with adult guidance and advance warning. ATL.5.E Adapts to new rules or circumstances in an age-appropriate game or activity. LL-LC.4.E Modifies conversations based on the context or listener.</p>
<p>2. Interpersonal Skills c. Demonstrate an ability to prevent, manage and resolve interpersonal conflicts.</p>	Pre 3 (by 48 months)	SED.SD.p3.7: Begins to resolve conflicts with peers, given adult assistance.	<p>IS.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions. IS.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>2. Interpersonal Skills c. Demonstrate an ability to prevent, manage and resolve interpersonal conflicts.</p>	Pre 4 (by 60 months)	SED.SD.p4.12: Resolves conflicts with peers, seeking adult assistance when necessary.	<p>IS.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). IS.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). IS.7.E Independently suggests and chooses an adult-provided solution to a personal challenge or challenge with others (e.g., ask for help, compromise). Supports peers by suggesting solutions.</p>
<p>2. Interpersonal Skills c. Demonstrate an ability to prevent, manage and resolve interpersonal conflicts.</p>	Pre 4 (by 60 months)	SED.SD.p4.13: Demonstrates flexibility in solving problems; will change plans if a better idea is thought of or proposed.	<p>ATL.5.D With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error). ATL.4.E Assesses tasks and makes adjustments to strategies for updates or revisions. IS.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>

DOMAIN: COMMUNICATION AND LITERACY SKILL DEVELOPMENT

STANDARD: A. SPEAKING AND LISTENING

Benchmark	Age	Indicator	Every Child Ready Standard(s)
1. Conversation and Comprehension	Pre 3 (by 48 months)	CL.SL.p3.1: Participates in conversations with a small group.	<p>LL-LC.4.A Initiates a brief verbal or nonverbal social interaction with adults or peers engaging in a one-way interaction.</p> <p>LL-LC.4.B Initiates or joins conversations and engages in conversational turn-taking with at least one feedback loop using both verbal and nonverbal communication.</p> <p>LL-LC.4.C Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic.</p>
1. Conversation and Comprehension	Pre 3 (by 48 months)	CL.SL.p3.1a: Begins to follow agreed-upon rules for discussions.	<p>ATL.7.C Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn).</p> <p>ATL.2.C Makes cooperative decisions with peers based on adult provided choices (associative play).</p> <p>LL-LC.4.C Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic.</p> <p>LL-LC.4.B Initiates or joins conversations and engages in conversational turn-taking with at least one feedback loop using both verbal and nonverbal communication.</p>
1. Conversation and Comprehension	Pre 3 (by 48 months)	CL.SL.p3.1b: Continues a conversation through two or three exchanges.	<p>LL-LC.4.B Initiates or joins conversations and engages in conversational turn-taking with at least one feedback loop using both verbal and nonverbal communication.</p> <p>LL-LC.4.C Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic.</p> <p>LL-LC.4.D Adds information or appropriately remains on, or changes, topic during a conversation with multiple feedback loops alternating between speaker and listener.</p>
1. Conversation and Comprehension	Pre 3 (by 48 months)	CL.SL.p3.2: Asks and answers "Who, What, Where" 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.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.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.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.</p>

DOMAIN: COMMUNICATION AND LITERACY SKILL DEVELOPMENT

STANDARD: A. SPEAKING AND LISTENING

Benchmark	Age	Indicator	Every Child Ready Standard(s)
1. Conversation and Comprehension	Pre 4 (by 60 months)	CL.SL.p4.1: Participates in conversations in increasing group sizes.	<p>LL-LC.4.C Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic.</p> <p>LL-LC.4.D Adds information or appropriately remains on, or changes, topic during a conversation with multiple feedback loops alternating between speaker and listener.</p> <p>ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play).</p>
1. Conversation and Comprehension	Pre 3 (by 48 months)	CL.SL.p4.1a: Follows agreed-upon rules for discussions.	<p>ATL.7.C Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn).</p> <p>ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play).</p>
1. Conversation and Comprehension	Pre 3 (by 48 months)	CL.SL.p4.1b: Continues a conversation through multiple exchanges, while increasingly staying on topic.	<p>LL-LC.4.C Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic.</p> <p>LL-LC.4.D Adds information or appropriately remains on, or changes, topic during a conversation with multiple feedback loops alternating between speaker and listener.</p>
1. Conversation and Comprehension	Pre 3 (by 48 months)	CL.SL.p4.2: Asks and answers questions and makes predictions.	<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-NC.2.C Uses events from the book to make a prediction about what might happen next.</p> <p>LL-NC.2.A Uses the book cover, illustrations, or photos to make simple predictions about the topic or text.</p> <p>ATL.9.D With adult support, applies explicitly taught and practiced higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization).</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.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.</p>

DOMAIN: COMMUNICATION AND LITERACY SKILL DEVELOPMENT

STANDARD: A. SPEAKING AND LISTENING

Benchmark	Age	Indicator	Every Child Ready Standard(s)
2. Expressive Language	Pre 3 (by 48 months)	CL.SL.p3.3: Begins to describe familiar people, places, things and events with support.	<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> <p>LL-NC.4.A Describes or reenacts one event in a personal narrative using a simple phrase.</p> <p>LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions.</p>
2. Expressive Language	Pre 3 (by 48 months)	CL.SL.p3.4: Begins to describe objects and actions depicted in pictures.	<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-WR.2.B Draws and/or writes to represent and describe an object, event, or observation.</p> <p>LL-NC.2.AA Responds to illustrations or photos by using at least one word.</p> <p>LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions.</p>
2. Expressive Language	Pre 3 (by 48 months)	CL.SL.p3.5: Speaks so that unfamiliar listeners are usually able to understand ideas, feelings and needs.	<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.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>IS.1.C With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations.</p>
2. Expressive Language	Pre 4 (by 60 months)	CL.SL.p4.3: Able to describe familiar people, places, things and events with support.	<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.3.C Attempts to integrate new vocabulary into oral communication with peers and adults.</p> <p>LL-NC.4.B Tells a two-event personal narrative using simple phrases.</p>

DOMAIN: COMMUNICATION AND LITERACY SKILL DEVELOPMENT

STANDARD: A. SPEAKING AND LISTENING

Benchmark	Age	Indicator	Every Child Ready Standard(s)
2. Expressive Language	Pre 4 (by 60 months)	CL.SL.p4.4: Able to tell another person about what they have drawn.	ATL.4.B Verbally or nonverbally demonstrates an understanding of accomplishing a task. May verbally explain work product. LL-WR.2.B Draws and/or writes to represent and describe an object, event, or observation. 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.
2. Expressive Language	Pre 4 (by 60 months)	CL.SL.p4.5: Speaks understandably to express ideas, feelings and needs.	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. IS.1.C With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations. LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults.

DOMAIN: COMMUNICATION AND LITERACY SKILL DEVELOPMENT

STANDARD: B. LANGUAGE

Benchmark	Age	Indicator	Every Child Ready Standard(s)
1. Conventions of Language	Pre 3 (by 48 months)	CL.LS.p3.1: Demonstrates an emerging understanding of the conventions of grammar and usage when writing or speaking.	LL-LC.5.A Makes an attempt at using correct syntax with a noun and verb (i.e., "Armel throw."). LL-LC.5.B Continues to develop more complex sentences using syntax with a noun and verb and object (i.e., "Armel throws the ball."). LL-WR.4.C Writes letter-like symbols in strings. May leave spaces between symbols to indicate words.
1. Conventions of Language	Pre 3 (by 48 months)	CL.LS.p3.1a: Begins to make letter-like forms and print some letters.	LL-WR.4.B Writes letter-like forms and makes marks on page that look like conventional shapes or mock letters. 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.

DOMAIN: COMMUNICATION AND LITERACY SKILL DEVELOPMENT

STANDARD: B. LANGUAGE

Benchmark	Age	Indicator	Every Child Ready Standard(s)
1. Conventions of Language	Pre 3 (by 48 months)	CL.LS.p3.1b: Uses frequently occurring nouns and verbs when speaking.	LL-LC.5.A Makes an attempt at using correct syntax with a noun and verb (i.e., "Armel throw."). LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.
1. Conventions of Language	Pre 3 (by 48 months)	CL.LS.p3.1c: Begins to form regular plural nouns orally by adding /s/ or /es/.	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.").
1. Conventions of Language	Pre 3 (by 48 months)	CL.LS.p3.1d: Understands and uses some question words.	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.C Demonstrates understanding by answering simple "why" and "how" questions using two to three words when prompted by the teacher or peers.
1. Conventions of Language	Pre 3 (by 48 months)	CL.LS.p3.1e: Uses some prepositions.	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.").
1. Conventions of Language	Pre 3 (by 48 months)	CL.LS.p3.1f: Communicates using at least three- to four- word sentences.	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.5.B Continues to develop more complex sentences using syntax with a noun and verb and object (i.e., "Armel throws the ball.").
1. Conventions of Language	Pre 3 (by 48 months)	CL.LS.p3.2: Demonstrates a beginning awareness of writing by using strings of letter-like forms or a series of random 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.

DOMAIN: COMMUNICATION AND LITERACY SKILL DEVELOPMENT

STANDARD: B. LANGUAGE

Benchmark	Age	Indicator	Every Child Ready Standard(s)
1. Conventions of Language	Pre 4 (by 60 months)	CL.LS.p4.1: Demonstrates an emerging command of the conventions of grammar and usage when writing or speaking.	LL-LC.5.B Continues to develop more complex sentences using syntax with a noun and verb and object (i.e., "Armel throws the ball"). LL-LC.5.C Continues to develop more complex sentences by using adjectives (i.e., "Armel throws the blue ball"). LL-LC.5.D Uses complex sentences with correct word order and syntax. Begins to use prepositions (i.e., "Armel throws the round blue ball on the roof").
1. Conventions of Language	Pre 4 (by 60 months)	CL.LS.p4.1a: Prints some uppercase and lowercase letters.	LL-AK.1.B Identifies up to ten uppercase or lowercase letters. 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.
1. Conventions of Language	Pre 4 (by 60 months)	CL.LS.p4.1b: Uses basic nouns and verbs.	LL-LC.5.B Continues to develop more complex sentences using syntax with a noun and verb and object (i.e., "Armel throws the ball"). LL-LC.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.
1. Conventions of Language	Pre 4 (by 60 months)	CL.LS.p4.1c: Begins to form regular plural nouns orally by correctly adding /s/ or /es/ on a more frequent basis.	LL-LC.5.C Continues to develop more complex sentences by using adjectives (i.e., "Armel throws the blue ball").
1. Conventions of Language	Pre 4 (by 60 months)	CL.LS.p4.1d: Understands and uses most question words.	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.C Demonstrates understanding by answering simple "why" and "how" questions using two to three words when prompted by the teacher or peers.
1. Conventions of Language	Pre 4 (by 60 months)	CL.LS.p4.1e: Uses an increasing amount of frequently occurring prepositions.	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").

DOMAIN: COMMUNICATION AND LITERACY SKILL DEVELOPMENT

STANDARD: B. LANGUAGE

Benchmark	Age	Indicator	Every Child Ready Standard(s)
1. Conventions of Language	Pre 4 (by 60 months)	CL.LS.p4.1f: Produces complete sentences in shared language activities.	LL-LC.5.D Uses complex sentences with correct word order and syntax. Begins to use prepositions (i.e., "Armel throws the round blue ball on the roof."). LL-LC.5.E Use clauses and conjunctions as part of a complex sentence with correct word order and syntax (i.e., "Armel threw the blue ball, and it got stuck on the roof.").
1. Conventions of Language	Pre 4 (by 60 months)	CL.LS.p4.2: Demonstrates a beginning awareness of the conventions of writing by using some letters to match sounds in words and usually writing from left to right (may reverse some letters).	LL-WR.6.C Writes the correct initial sound of a word. LL-WR.5.B Uses left to right directionality when writing, even at the emergent writing stage. 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.
2. Vocabulary Acquisition and Use	Pre 3 (by 48 months)	CL.LS.p3.3: Provides a label when given a child-friendly definition of a familiar word.	LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions.
2. Vocabulary Acquisition and Use	Pre 3 (by 48 months)	CL.LS.p3.4: Begins to demonstrate an understanding of some frequently occurring verbs and adjectives to name opposites.	LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love"). 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.
2. Vocabulary Acquisition and Use	Pre 3 (by 48 months)	CL.LS.p3.4a: Distinguishes among a few verbs describing the same general action.	LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love"). LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions.
2. Vocabulary Acquisition and Use	Pre 3 (by 48 months)	CL.LS.p3.5: With prompting and support, begins to experiment with new words and phrases acquired through conversations, reading and being read to and responding to texts.	LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults. LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").

DOMAIN: COMMUNICATION AND LITERACY SKILL DEVELOPMENT

STANDARD: B. LANGUAGE

Benchmark	Age	Indicator	Every Child Ready Standard(s)
2. Vocabulary Acquisition and Use	Pre 4 (by 60 months)	CL.LS.p4.3: Determines or clarifies the meaning of unknown and multiple meaning words with assistance or cues from an adult.	LL-LC.3.A Shows interest in new words or asks questions to acquire new vocabulary. LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").
2. Vocabulary Acquisition and Use	Pre 4 (by 60 months)	CL.LS.p4.4: Demonstrates an understanding of some frequently occurring verbs and adjectives to name opposites.	LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love"). LL-LC.1.D Shows understanding of more complex sentences or questions through actions, such as following three-step directions.
2. Vocabulary Acquisition and Use	Pre 4 (by 60 months)	CL.LS.p4.4a: Distinguishes among some verbs describing the same general action by acting out the meanings.	LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love"). 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.C Demonstrates understanding by answering simple "why" and "how" questions using two to three words when prompted by the teacher or peers.
2. Vocabulary Acquisition and Use	Pre 4 (by 60 months)	CL.SL.p4.5: With prompting and support, begins to use new words and phrases acquired through conversations, reading and being read to and responding to texts.	LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults. LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").

DOMAIN: COMMUNICATION AND LITERACY SKILL DEVELOPMENT

STANDARD: C. LITERATURE

Benchmark	Age	Indicator	Every Child Ready Standard(s)
1. Identifying and finding meaning, details and ideas from literature.	Pre 3 (by 48 months)	CL.L.p3.1: With prompting and support, asks and answers simple questions about the book or story's content.	LL-NC.2.B Answers factual questions using a variety of text types (predictable, informational, poetry, etc.). 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.

DOMAIN: COMMUNICATION AND LITERACY SKILL DEVELOPMENT

STANDARD: C. LITERATURE

Benchmark	Age	Indicator	Every Child Ready Standard(s)
1. Identifying and finding meaning, details and ideas from literature.	Pre 3 (by 48 months)	CL.L.p3.2: Uses pictures and illustrations to tell and retell parts of a book or story.	LL-BK.2.B Uses illustrations to tell a familiar story. LL-NC.3.A Describes one event from a familiar narrative using visuals or gestures. LL-NC.2.AA Responds to illustrations or photos by using at least one word.
1. Identifying and finding meaning, details and ideas from literature.	Pre 4 (by 60 months)	CL.L.p4.1: With prompting and support, asks and answers questions about key details in a book or story.	LL-NC.2.B Answers factual questions using a variety of text types (predictable, informational, poetry, etc.). LL-NC.2.D Makes inferences to answer simple “why” questions by using background knowledge and events in a text. LL-LC.2.D Answers questions from adults and peers using multiword responses and uses question words (“who,” “what,” “where,” “why,” and “how”) to ask simple questions related to a topic.
1. Identifying and finding meaning, details and ideas from literature.	Pre 4 (by 60 months)	CL.L.p4.2: With prompting and support, retells books or stories with increasing detail and accuracy.	LL-NC.3.C Retells three or more events from a familiar story in any order using visuals or gestures. LL-NC.3.D Retells three or more events from a familiar narrative in sequence using visuals or gestures. LL-NC.3.E With prompting and support, retells familiar stories, including key details.
1. Identifying and finding meaning, details and ideas from literature.	Pre 4 (by 60 months)	CL.L.p4.3: With prompting and support, identifies characters, settings and major events or facts from a book or story.	LL-NC.1.A Identifies and describes the main character in a story. LL-NC.1.B Identifies the setting in a story. LL-NC.1.C Identifies and answers questions about events in a story.
2. Structure and Format	Pre 3 (by 48 months)	CL.L.p3.3: Exhibits curiosity and interest in learning new words.	LL-LC.3.A Shows interest in new words or asks questions to acquire new vocabulary. ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own.

DOMAIN: COMMUNICATION AND LITERACY SKILL DEVELOPMENT

STANDARD: C. LITERATURE

Benchmark	Age	Indicator	Every Child Ready Standard(s)
2. Structure and Format	Pre 3 (by 48 months)	CL.L.p3.4: Interacts with a variety of books.	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.
2. Structure and Format	Pre 3 (by 48 months)	CL.L.p3.5: Understands that books have both illustrations and print.	LL-BK.3.B Distinguishes between print and images in books and in the environment. LL-BK.3.A Demonstrates understanding that print has meaning.
2. Structure and Format	Pre 3 (by 48 months)	CL.L.p3.6: Identifies the front and back cover of a book.	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.
2. Structure and Format	Pre 4 (by 60 months)	CL.L.p4.4: Asks and answers questions about unknown words in a book.	LL-LC.3.E Uses various resources to identify new meanings for familiar words or clarify the meaning of unknown words and phrases. LL-LC.3.A Shows interest in new words or asks questions to acquire new vocabulary.
2. Structure and Format	Pre 4 (by 60 months)	CL.L.p4.5: Interacts with a larger variety of books and text.	LL-BK.1.C Listens to a wide variety of age appropriate literature read aloud. LL-BK.1.E Invites peers to look at books or asks questions about books read by peers.
2. Structure and Format	Pre 4 (by 60 months)	CL.L.p4.6: With prompting and support, describes the role of an author and an illustrator.	LL-BK.2.E Demonstrates understanding of the title and back cover of a book. Identifies some words, such as those that are repeated regularly or have a known first sound in a familiar text. LL-BK.1.C Listens to a wide variety of age appropriate literature read aloud.

DOMAIN: COMMUNICATION AND LITERACY SKILL DEVELOPMENT

STANDARD: C. LITERATURE

Benchmark	Age	Indicator	Every Child Ready Standard(s)
3. Integration of Knowledge and Ideas	Pre 3 (by 48 months)	CL.L.p3.7: With prompting and support, makes connections between self, illustrations and the story when talking through the pictures of a book.	LL-NC.5.C Makes connections between own experiences, background knowledge, and information presented in an informational text. LL-BK.2.B Uses illustrations to tell a familiar story. LL-NC.2.AA Responds to illustrations or photos by using at least one word.
3. Integration of Knowledge and Ideas	Pre 3 (by 48 months)	CL.L.p3.8: With prompting and support, compares and contrasts the adventures and experiences of the characters to self.	IS.4.B With adult prompts, compares their own characteristics and emotions to those of others. LL-NC.5.C Makes connections between own experiences, background knowledge, and information presented in an informational text. LL-NC.1.A Identifies and describes the main character in a story.
3. Integration of Knowledge and Ideas	Pre 4 (by 60 months)	CL.L.p4.7: With prompting and support, uses the illustrations to retell major events in the story.	LL-BK.2.C Uses illustrations to tell a familiar story with intonation and expression, using repeated phrases. LL-NC.3.D Retells three or more events from a familiar narrative in sequence using visuals or gestures. LL-NC.3.E With prompting and support, retells familiar stories, including key details.
3. Integration of Knowledge and Ideas	Pre 4 (by 60 months)	CL.L.p4.8: With prompting and support, begins to compare and contrast the adventures and experiences of characters in familiar stories.	LL-NC.1.A Identifies and describes the main character in a story. LL-NC.2.E Makes inferences and provides explanation and reasoning for events in a text or characters' actions. IS.4.C With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations.
3. Integration of Knowledge and Ideas	Pre 4 (by 60 months)	CL.L.p4.9: With prompting and support, answers "wh" questions, such as what, when, where or why, based on information presented in the book or story.	LL-LC.2.B Demonstrates understanding by answering simple "what" and "who" questions using two to three words when prompted by the teacher or peers. LL-LC.2.C Demonstrates understanding by answering simple "why" and "how" questions using two to three words when prompted by the teacher or peers. LL-NC.2.B Answers factual questions using a variety of text types (predictable, informational, poetry, etc.).

DOMAIN: COMMUNICATION AND LITERACY SKILL DEVELOPMENT

STANDARD: C. LITERATURE

Benchmark	Age	Indicator	Every Child Ready Standard(s)
4. Range of Reading and Level of Text Complexity	Pre 3 (by 48 months)	CL.L.p3.9: Actively engages in small group reading activities with purpose and understanding.	LL-BK.1.C Listens to a wide variety of age appropriate literature read aloud. ATL.6.C Attends to entirety of a short, engaging lesson or teacher-led activity (10–15 minutes). LL-NC.5.A Listens and responds to a wide variety of informational texts read aloud.
4. Range of Reading and Level of Text Complexity	Pre 4 (by 60 months)	CL.L.p4.10: Actively engages in large and small group reading activities with purpose and understanding.	LL-BK.1.C Listens to a wide variety of age appropriate literature read aloud. ATL.6.C Attends to entirety of a short, engaging lesson or teacher-led activity (10–15 minutes). ATL.6.E Attends to activities or peer engagement for extended periods of time (30+ minutes).

DOMAIN: COMMUNICATION AND LITERACY SKILL DEVELOPMENT

STANDARD: D. FOUNDATIONAL READING SKILLS

Benchmark	Age	Indicator	Every Child Ready Standard(s)
1. Print Concepts	Pre 3 (by 48 months)	CL.F.p3.1: Shows an understanding that print conveys meaning.	LL-BK.3.A Demonstrates understanding that print has meaning. LL-BK.3.C Demonstrates understanding that print has meaning and begins to connect environmental print with objects or locations in the classroom.
1. Print Concepts	Pre 3 (by 48 months)	CL.F.p3.1a: Demonstrates an understanding of how print is read (i.e., left to right, top to bottom, front to back).	LL-BK.2.A Demonstrates understanding of proper book orientation by holding books right side up and turning one page at a time, starting from the first page. LL-BK.2.D Tracks print from left to right and top to bottom while imitating reading a familiar text.
1. Print Concepts	Pre 3 (by 48 months)	CL.F.p3.1b: Demonstrates an understanding that print conveys meaning (i.e., environmental print).	LL-BK.3.AA Identifies familiar images or logos in environmental print. LL-BK.3.C Demonstrates understanding that print has meaning and begins to connect environmental print with objects or locations in the classroom. LL-BK.3.A Demonstrates understanding that print has meaning.

DOMAIN: COMMUNICATION AND LITERACY SKILL DEVELOPMENT

STANDARD: D. FOUNDATIONAL READING SKILLS

Benchmark	Age	Indicator	Every Child Ready Standard(s)
1. Print Concepts	Pre 3 (by 48 months)	CL.F.p3.1c: Recognizes letters in their name.	LL-AK.1.AA Identifies the first letter in their name. LL-AK.1.A Identifies up to five uppercase or lowercase letters. Some letters may be in own name.
1. Print Concepts	Pre 4 (by 60 months)	CL.F.p4.1: Begins to demonstrate understanding of the organization and basic features of print.	LL-BK.3.D Points to one word and one letter in an unfamiliar text or around the room. LL-BK.3.E Identifies basic elements of print, like spaces between words or punctuation at the end of a sentence (period, exclamation mark, question mark). LL-BK.2.D Tracks print from left to right and top to bottom while imitating reading a familiar text.
1. Print Concepts	Pre 4 (by 60 months)	CL.F.p4.1a: Follows words from left to right, top to bottom and page by page.	LL-BK.2.D Tracks print from left to right and top to bottom while imitating reading a familiar text. LL-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.
1. Print Concepts	Pre 4 (by 60 months)	CL.F.p4.1b: Recognizes that spoken words are represented in written language by specific sequences of letters.	LL-BK.3.D Points to one word and one letter in an unfamiliar text or around the room. LL-BK.3.A Demonstrates understanding that print has meaning.
1. Print Concepts	Pre 4 (by 60 months)	CL.F.p4.1c: Recognizes that letters are grouped to form words.	LL-BK.3.D Points to one word and one letter in an unfamiliar text or around the room. LL-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).
1. Print Concepts	Pre 4 (by 60 months)	CL.F.p4.1d: Recognizes and names some uppercase and lowercase letters, in addition to those in first name.	LL-AK.1.A Identifies up to five uppercase or lowercase letters. Some letters may be in own name. LL-AK.1.B Identifies up to ten uppercase or lowercase letters. LL-AK.1.C Identifies up to 20 uppercase or lowercase letters.

DOMAIN: COMMUNICATION AND LITERACY SKILL DEVELOPMENT

STANDARD: D. FOUNDATIONAL READING SKILLS

Benchmark	Age	Indicator	Every Child Ready Standard(s)
2. Phonological Awareness	Pre 3 (by 48 months)	CL.F.p3.2: Plays with the sounds of language.	LL-PA.3.A Listens to and sings favorite classroom songs with simple rhyme patterns like "Twinkle, Twinkle Little Star." LL-PA.2.A Repeats multisyllabic words or participates in games and word play involving multisyllabic words. LL-PA.6.AA Participates in phoneme activities with teachers.
2. Phonological Awareness	Pre 3 (by 48 months)	CL.F.p3.2a: Distinguishes whether two words rhyme or not.	LL-PA.3.C Identifies if two words rhyme when given in a pair. For example, "My words are 'cat' and 'hat.' Do these two words rhyme? My words are 'cat' and 'pan.' Do these two words rhyme?" LL-PA.3.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 ____."
2. Phonological Awareness	Pre 3 (by 48 months)	CL.F.p3.2b: Blends compound words and syllables in spoken words.	LL-PA.1.B Blends two words to make a compound word. LL-PA.2.D Blends the syllables in two- to three-syllable words.
2. Phonological Awareness	Pre 3 (by 48 months)	CL.F.p3.2c: Identifies two words that start with the same sound.	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.A Identifies the initial consonant sounds in familiar words (no blends and digraphs).
2. Phonological Awareness	Pre 3 (by 48 months)	CL.F.p3.3: Begins to recognize and "read" familiar words or environmental print.	LL-BK.3.AA Identifies familiar images or logos in environmental print. LL-BK.3.C Demonstrates understanding that print has meaning and begins to connect environmental print with objects or locations in the classroom. LL-BK.3.A Demonstrates understanding that print has meaning.
2. Phonological Awareness	Pre 4 (by 60 months)	CL.F.p4.2: Demonstrates understanding of spoken words, syllables and sounds.	LL-PA.2.B Segments the syllables in one- and two-syllable words verbally or nonverbally. LL-PA.2.D Blends the syllables in two- to three-syllable words. LL-PA.4.A Identifies the initial consonant sounds in familiar words (no blends and digraphs). LL-PA.6.D Blends three phonemes in familiar CVC words.

DOMAIN: COMMUNICATION AND LITERACY SKILL DEVELOPMENT

STANDARD: D. FOUNDATIONAL READING SKILLS

Benchmark	Age	Indicator	Every Child Ready Standard(s)
2. Phonological Awareness	Pre 4 (by 60 months)	CL.F.p4.2a: Recognizes rhyming words.	<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>
2. Phonological Awareness	Pre 4 (by 60 months)	CL.F.p4.2b: Produces rhyming words.	<p>LL-PA.3.D Produces at least one real or nonsense rhyming word when given a pair of CVC words, like "cat" and "hat."</p>
2. Phonological Awareness	Pre 4 (by 60 months)	CL.F.p4.2c: Blends syllables in spoken words.	<p>LL-PA.2.D Blends the syllables in two- to three-syllable words.</p> <p>LL-PA.2.E Blends the syllables in four-syllable words.</p>
2. Phonological Awareness	Pre 4 (by 60 months)	CL.F.p4.2d: Segments syllables in spoken word.	<p>LL-PA.2.B Segments the syllables in one- and two-syllable words verbally or nonverbally.</p> <p>LL-PA.2.C Segments the syllables in three- and four-syllable words verbally or nonverbally.</p>
2. Phonological Awareness	Pre 4 (by 60 months)	CL.F.p4.2e: With prompting and support, blends and segments initial and ending sounds of single syllable words.	<p>LL-PA.5.D Blends onset-rimes to form familiar CVC words.</p> <p>LL-PA.5.E Segments onset-rimes in familiar CVC words.</p> <p>LL-PA.4.D Identifies the final consonant sound in one-syllable words.</p>
2. Phonological Awareness	Pre 4 (by 60 months)	CL.F.p4.2f: States the initial sound (phoneme) in consonant-vowel consonant (CVC) words.	<p>LL-PA.4.A Identifies the initial consonant sounds in familiar words (no blends and digraphs).</p> <p>LL-PA.4.C Produces words that have the same initial sound when given a consonant sound.</p>
2. Phonological Awareness	Pre 4 (by 60 months)	CL.F.p4.3: Demonstrates basic knowledge of letter-sound correspondence by producing the sound of some letters.	<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>

DOMAIN: COMMUNICATION AND LITERACY SKILL DEVELOPMENT

STANDARD: D. FOUNDATIONAL READING SKILLS

Benchmark	Age	Indicator	Every Child Ready Standard(s)
3. Fluency	Pre 3 (by 48 months)	CL.F.p3.4: Begins to identify own name in print.	LL-AK.1.AA Identifies the first letter in their name. LL-AK.1.A Identifies up to five uppercase or lowercase letters. Some letters may be in own name.
3. Fluency	Pre 4 (by 60 months)	CL.F.p4.4: Identifies own name in print.	LL-AK.1.AA Identifies the first letter in their name. LL-AK.1.A Identifies up to five uppercase or lowercase letters. Some letters may be in own name. 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.
3. Fluency	Pre 4 (by 60 months)	CL.F.p4.4a: Recognizes and “reads” familiar words or environmental print.	LL-BK.3.AA Identifies familiar images or logos in environmental print. LL-BK.3.C Demonstrates understanding that print has meaning and begins to connect environmental print with objects or locations in the classroom. LL-BK.3.A Demonstrates understanding that print has meaning.

DOMAIN: COMMUNICATION AND LITERACY SKILL DEVELOPMENT

STANDARD: E. WRITING

Age	Indicator	Every Child Ready Standard(s)
Pre 3 (by 48 months)	CL.W.p3.1: Uses drawing, scribbling, letter-like forms, random letter strings and/or dictation to express thought and ideas.	LL-WR.2.A Draws and/or writes to represent, express, or communicate interests. 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.
Pre 3 (by 48 months)	CL.W.p3.2: Uses consistent marks to represent their name when writing.	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.

DOMAIN: COMMUNICATION AND LITERACY SKILL DEVELOPMENT

STANDARD: E. WRITING

Age	Indicator	Every Child Ready Standard(s)
Pre 3 (by 48 months)	CL.W.p3.3: With guidance and support, imitates shapes and strokes.	PD.3.A Draws vertical and horizontal lines with a model using a fistful grasp. PD.3.B With teacher modeling, draws circles, squares, and crosses. 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.
Pre 3 (by 48 months)	CL.W.p3.4: With guidance and support, explores a variety of digital tools to express ideas.	LL-WR.1.E Explores a variety of digital tools (tablet, computer, etc.) to produce and publish writing, including in collaboration with peers. Tech.1.B Participates in digital activities that use learning applications and programs with adult support. Tech.1.C Demonstrates ability to turn on digital devices and follows instructions to use familiar technology devices.
Pre 3 (by 48 months)	CL.W.p3.5: Participates in shared writing projects.	LL-WR.1.AA Observes a shared writing experience led by a teacher. LL-WR.1.A Observes and nonverbally or verbally responds to a shared writing experience led by a teacher. LL-WR.1.B Contributes ideas and opinions to a shared writing experience with teacher support and dictation.
Pre 3 (by 48 months)	CL.W.p3.6: With guidance and support from adults, collaborates with peers to recall information from experiences.	LL-WR.1.B Contributes ideas and opinions to a shared writing experience with teacher support and dictation. ATL.9.A Recalls one to two pieces of new and relevant information about their lived experiences (e.g., shares two things they did that day, recalls two toys that were in Dramatic Play). LL-NC.4.A Describes or reenacts one event in a personal narrative using a simple phrase. ATL.2.B Plays, works on tasks, or participates in activities with peers with adult prompting (associative play).
Pre 4 (by 60 months)	CL.W.p4.1: Uses a combination of drawing, dictating or emergent writing to express thoughts and ideas.	LL-WR.2.B Draws and/or writes to represent and describe an object, event, or observation. 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.

DOMAIN: COMMUNICATION AND LITERACY SKILL DEVELOPMENT

STANDARD: E. WRITING

Age	Indicator	Every Child Ready Standard(s)
Pre 4 (by 60 months)	CL.W.p4.2: Recognizably writes most of the letters in their name.	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.
Pre 4 (by 60 months)	CL.W.p4.3: With guidance and support, responds to questions and suggestions and adds details to drawings or emergent writing as needed.	LL-WR.2.C Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme. ATL.4.D Assesses or reflects upon activity or task outcome or product. LL-WR.1.C Contributes ideas and opinions to a shared writing experience by drawing or writing with teacher support.
Pre 4 (by 60 months)	CL.W.p4.4: With guidance and support, explores a variety of digital tools to produce and publish emergent writing.	LL-WR.1.E Explores a variety of digital tools (tablet, computer, etc.) to produce and publish writing, including in collaboration with peers. Tech.1.D With teacher guidance, uses technology devices and learning applications to play games, access or share information, or express themselves creatively. Tech.1.E Independently uses technology devices and learning applications to play games, access or share information, or express themselves creatively.
Pre 4 (by 60 months)	CL.W.p4.5: Participates in shared research and writing projects.	LL-WR.1.D Helps lead a shared writing experience with a teacher or peers. LL-WR.1.E Explores a variety of digital tools (tablet, computer, etc.) to produce and publish writing, including in collaboration with peers. SC-SP.3.B Begins to identify relevant information and collects and records information in own journal or paper.
Pre 4 (by 60 months)	CL.W.p4.6: With guidance and support from adults, recalls information from experiences or gathers information from provided sources to answer a question.	ATL.9.A Recalls one to two pieces of new and relevant information about their lived experiences (e.g., shares two things they did that day, recalls two toys that were in Dramatic Play). LL-NC.5.B Recognizes that informational texts are a source of information. SC-SP.3.B Begins to identify relevant information and collects and records information in own journal or paper.

DOMAIN: MATHEMATICAL KNOWLEDGE

STANDARD: A. COUNTING AND CARDINALITY

Benchmark	Age	Indicator	Every Child Ready Standard(s)
1. Know number names and counting sequence.	Pre 3 (by 48 months)	M.CC.p3.1: Counts in sequence to 10.	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.
1. Know number names and counting sequence.	Pre 3 (by 48 months)	M.CC.p3.2: Demonstrates an understanding that number names can be represented with a written numeral.	M-NC.5.B Says the names of numerals 0–5 shown in random order. M-NC.6.B Matches a set of objects with the number symbol to represent the set for quantities 0–5.
1. Know number names and counting sequence.	Pre 4 (by 60 months)	M.CC.p4.1: Counts in sequence to 20.	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.
1. Know number names and counting sequence.	Pre 4 (by 60 months)	M.CC.p4.2: Represents a group of objects with a written numeral 0–12 (with 0 representing a count of no objects).	M-NC.6.D Matches a set of objects with the number symbol to represent the set for quantities 0–10. M-NC.6.E Matches a set of objects with the number symbol and compares written numerals between 0–10, identifying which numeral is higher, lower, or if they are the same.
1. Know number names and counting sequence.	Pre 4 (by 60 months)	M.CC.p4.3: Counts forward beginning from a given number (under 10) within the known sequence (instead of having to begin at 1).	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.
2. Count to identify the number of objects.	Pre 3 (by 48 months)	M.CC.p3.3: Uses one-to-one correspondence during play situations.	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.4.B Matches 0–5 objects from two sets using one-to-one correspondence to understand the concept of the same.

DOMAIN: MATHEMATICAL KNOWLEDGE

STANDARD: A. COUNTING AND CARDINALITY

Benchmark	Age	Indicator	Every Child Ready Standard(s)
2. Count to identify the number of objects.	Pre 3 (by 48 months)	M.CC.p3.4: Initiates counting without prompting.	M-NC.1.B Says number words in order from 1–5 from memory. M-NC.2.B Says numbers in order, matching each number word to each object when counting from 1–5.
2. Count to identify the number of objects.	Pre 3 (by 48 months)	M.CC.p3.5: Uses number words to indicate the quantity in small sets of objects.	M-NC.3.B Creates sets of 0–5 and begins to use cardinality to identify the last number counted. M-NC.2.B Says numbers in order, matching each number word to each object when counting from 1–5. M-NC.6.B Matches a set of objects with the number symbol to represent the set for quantities 0–5.
2. Count to identify the number of objects.	Pre 4 (by 60 months)	M.CC.p4.4: Understands that numbers represent quantities and that the last number name identifies the quantity of objects counted (cardinality).	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.
2. Count to identify the number of objects.	Pre 4 (by 60 months)	M.CC.p4.4a: Uses one-to-one correspondence when counting objects, saying the number names in the standard order pairing with each object.	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.
2. Count to identify the number of objects.	Pre 4 (by 60 months)	M.CC.p4.4b: Understands that the number of objects remains the same regardless of the order in which the objects were counted.	M-NC.4.D Matches 0–10 objects from two sets using one-to-one correspondence to identify which set has more, less, or if they are the same. M-NC.4.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.
2. Count to identify the number of objects.	Pre 4 (by 60 months)	M.CC.p4.5: Counts to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array or a circle or as many as five things in a scattered configuration.	M-NC.2.D Says numbers in order, matching each number word to each object when counting from 1–10. 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.

DOMAIN: MATHEMATICAL KNOWLEDGE
STANDARD: A. COUNTING AND CARDINALITY

Benchmark	Age	Indicator	Every Child Ready Standard(s)
3. Compare Numbers	Pre 3 (by 48 months)	M.CC.p3.6: Identifies whether the number of objects in one group is more or less as compared to the number of objects in another group up to five.	M-NC.4.AA Compares two groups to identify which has more or less for quantities 0–5 without matching or counting. M-NC.4.B Matches 0–5 objects from two sets using one-to-one correspondence to understand the concept of the same.
3. Compare Numbers	Pre 3 (by 48 months)	M.CC.p3.7: When shown a collection of up to three items, creates another collection of equal amounts.	M-NC.4.B Matches 0–5 objects from two sets using one-to-one correspondence to understand the concept of the same. M-NC.2.A Says numbers in order while matching each number word to each object when counting from 1–3.
3. Compare Numbers	Pre 4 (by 60 months)	M.CC.p4.6: Identifies whether the number of objects in one group is greater than, less than or equal to the number of objects in another group up to 10.	M-NC.4.A Compares two groups to identify which has more or less for quantities 0–10 without matching or counting. M-NC.4.D Matches 0–10 objects from two sets using one-to-one correspondence to identify which set has more, less, or if they are the same. M-NC.4.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.
3. Compare Numbers	Pre 4 (by 60 months)	M.CC.p4.7: Subitizes to five.	M-NC.3.A Subitizes by instantly saying how many are in a set without counting for quantities 1–3. M-NC.3.B Creates sets of 0–5 and begins to use cardinality to identify the last number counted.
3. Compare Numbers	Pre 4 (by 60 months)	M.CC.p4.8: Compares two numbers between 1 and 5 when presented as written numerals.	M-NC.6.E Matches a set of objects with the number symbol and compares written numerals between 0–10, identifying which numeral is higher, lower, or if they are the same. M-NC.5.B Says the names of numerals 0–5 shown in random order.

DOMAIN: MATHEMATICAL KNOWLEDGE

STANDARD: B. OPERATIONS AND ALGEBRAIC THINKING

Benchmark	Age	Indicator	Every Child Ready Standard(s)
1. Understand addition as putting together and subtraction as taking from.	Pre 3 (by 48 months)	M.OA.p3.1: Demonstrates an understanding of addition by using objects in practical situations.	M-NC.7.AA Demonstrates an understanding that combining two sets increases the total quantity. M-NC.7.A Demonstrates an understanding that adding one more increases the amount of a set. M-NC.7.B Counts two sets separately, then combines sets and counts the sets together to get the whole. Counts up to a total quantity of 5.
1. Understand addition as putting together and subtraction as taking from.	Pre 3 (by 48 months)	M.OA.p3.2: Uses concrete objects including shapes to copy simple patterns.	M-PFA.3.A Uses objects, rhythm, or movement to copy simple AB patterns. M-PFA.3.B Uses objects, rhythm, or movement to copy and extend simple AB patterns. M-GS.2.B Constructs common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle) with materials.
1. Understand addition as putting together and subtraction as taking from.	Pre 4 (by 60 months)	M.OA.p4.1: Demonstrates an understanding of addition and subtraction by using objects, fingers and acting out practical situations.	M-NC.7.B Counts two sets separately, then combines sets and counts the sets together to get the whole. Counts up to a total quantity of 5. M-NC.8.B Counts a set of 1–5 objects. Takes objects away and counts how many are left. M-NC.8.E Solves subtraction story problems for quantities 1–10 using objects, fingers, drawings, or actions.
1. Understand addition as putting together and subtraction as taking from.	Pre 4 (by 60 months)	M.OA.p4.2: Composes and decomposes numbers less than or equal to 5 into pairs in more than one way by using objects.	M-NC.7.B Counts two sets separately, then combines sets and counts the sets together to get the whole. Counts up to a total quantity of 5. M-NC.8.B Counts a set of 1–5 objects. Takes objects away and counts how many are left. M-NC.7.AA Demonstrates an understanding that combining two sets increases the total quantity.
1. Understand addition as putting together and subtraction as taking from.	Pre 4 (by 60 months)	M.OA.p4.3: Identifies patterns in the real world and in numbers.	M-PFA.3.B Uses objects, rhythm, or movement to copy and extend simple AB patterns. M-PFA.3.D Uses objects, rhythm, or movement to copy and extend simple and advanced patterns (e.g., AB, ABC, ABB, AAB). 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).

DOMAIN: MATHEMATICAL KNOWLEDGE
STANDARD: C. MEASUREMENT AND DATA

Benchmark	Age	Indicator	Every Child Ready Standard(s)
1. Describe and compare measurable attributes.	Pre 3 (by 48 months)	M.MD.p3.1: Demonstrates an understanding that objects can be compared by one attribute and begins to use words such as bigger, smaller and longer.	M-M.1.A Demonstrates understanding of length terms (i.e., “longer,” “shorter”) and height terms (i.e., “taller,” “shorter”) using gestures or objects. M-PFA.2.A Orders up to two objects by one attribute, such as size, shades of color, texture, or sound, using comparative language.
1. Describe and compare measurable attributes.	Pre 4 (by 60 months)	M.MD.p4.1: Describes and compares objects using measurable attributes (length, size, capacity and weight).	M-M.1.B Demonstrates understanding of length terms (i.e., “longer,” “shorter”), height terms (i.e., “taller,” “shorter”), volume terms (i.e., “more,” “less”), and weight terms (i.e., “heavier,” “lighter”) using gestures or objects. M-M.1.D Uses nonstandard units to measure and then comparative language to describe the measurements of two objects, like when answering “Which container holds more beans?”
1. Describe and compare measurable attributes.	Pre 4 (by 60 months)	M.MD.p4.2: Directly compares two objects with a measurable attribute in common to see which objects has “more than”/“less than” the attribute.	M-M.1.A Demonstrates understanding of length terms (i.e., “longer,” “shorter”) and height terms (i.e., “taller,” “shorter”) using gestures or objects. M-M.1.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?”
2. Classify objects and count the number of objects in each category.	Pre 3 (by 48 months)	M.MD.p3.2: Sorts objects into two or more groups by their properties or uses.	M-PFA.1.A Sorts and groups 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.
2. Classify objects and count the number of objects in each category.	Pre 4 (by 60 months)	M.MD.p4.3: Sorts objects into categories, counts the numbers of objects in each category (limit category counts to less than or equal to 10), and makes comparisons between the categories based on quantity.	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.1.E Sorts and groups objects into multiple categories such as size and color, or function and category at the same time. M-DAP.1.C Counts and identifies which category has more, less, or if they are the same. Identifies if there is zero in a category.

DOMAIN: MATHEMATICAL KNOWLEDGE

STANDARD: C. MEASUREMENT AND DATA

Benchmark	Age	Indicator	Every Child Ready Standard(s)
2. Classify objects and count the number of objects in each category.	Pre 4 (by 60 months)	M.MD.p4.4: Collects data by categories to answer simple questions.	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.1.D Uses comparative language to describe the quantities in each category. For example, answers "Did more people bike or walk to school?" or "Which column has fewer responses?"

DOMAIN: MATHEMATICAL KNOWLEDGE

STANDARD: D. GEOMETRY

Benchmark	Age	Indicator	Every Child Ready Standard(s)
1. Identify and describe shapes.	Pre 3 (by 48 months)	M.G.p3.1: Correctly names shapes regardless of their orientations or overall size. (Squares, circles, triangles, rectangles)	M-GS.1.A Verbally or nonverbally identifies at least three common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle). M-GS.1.B Verbally or nonverbally identifies at least five common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle).
1. Identify and describe shapes.	Pre 3 (by 48 months)	M.G.p3.2: Describes objects in the environment using names of shapes, uses actions and words to indicate relative positions of these objects.	M-GS.1.D Verbally or nonverbally identifies two-dimensional shapes in the environment or in books. M-GS.3.A Demonstrates understanding of location terms (e.g., "in," "on," "under," "over") by using gestures or objects. M-GS.3.B Demonstrates understanding of proximity terms (e.g., "beside," "between," "above," "below") by using gestures or objects.
1. Identify and describe shapes.	Pre 4 (by 60 months)	M.G.p4.1: Correctly names shapes regardless of their orientations or overall size. (Squares, circles, triangles, rectangles, cubes, cones, cylinders and spheres)	M-GS.1.B Verbally or nonverbally identifies at least five common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle). M-GS.1.E Verbally or nonverbally identifies three-dimensional shapes (sphere, cone, cylinder, cube).
1. Identify and describe shapes.	Pre 4 (by 60 months)	M.G.p4.2: Describes objects in the environment using names of shapes, describes the relative positions of these objects using terms.	M-GS.1.D Verbally or nonverbally identifies two-dimensional shapes in the environment or in books. M-GS.3.B Demonstrates understanding of proximity terms (e.g., "beside," "between," "above," "below") by using gestures or objects. M-GS.3.C Demonstrates understanding of frame of reference terms (e.g., "in back of," "in front of," "behind") by using gestures or objects.

DOMAIN: MATHEMATICAL KNOWLEDGE

STANDARD: D. GEOMETRY

Benchmark	Age	Indicator	Every Child Ready Standard(s)
2. Analyze, compare, create and compose shapes.	Pre 3 (by 48 months)	M.G.p3.3: Analyzes and compares shapes of different sizes and orientations and describes similarities, differences, parts and other attributes.	M-GS.1.C Identifies and describes the properties of common two-dimensional shapes using words like "sides," "corners," "curve." M-PFA.2.A Orders up to two objects by one attribute, such as size, shades of color, texture, or sound, using comparative language.
2. Analyze, compare, create and compose shapes.	Pre 3 (by 48 months)	M.G.p3.4: Plays with and manipulates shapes.	M-GS.2.A Constructs any recognizable or unrecognizable shape with materials. M-GS.2.B Constructs common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle) with materials.
2. Analyze, compare, create and compose shapes.	Pre 4 (by 60 months)	M.G.p4.3: Analyzes and compares two- and three-dimensional shapes of different sizes and orientations. Describes similarities, differences, parts and other attributes.	M-GS.1.C Identifies and describes the properties of common two-dimensional shapes using words like "sides," "corners," "curve." M-GS.1.E Verbally or nonverbally identifies three-dimensional shapes (sphere, cone, cylinder, cube).
2. Analyze, compare, create and compose shapes.	Pre 4 (by 60 months)	M.G.p4.4: Creates shapes during play by building, drawing, etc.	M-GS.2.B Constructs common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle) with materials. 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.
2. Analyze, compare, create and compose shapes.	Pre 4 (by 60 months)	M.G.p4.5: Puts together several shapes to make a picture and fill simple outline puzzles.	M-GS.2.C Using a model, constructs two-dimensional shapes and then puts them together to create objects in the environment. Puts together a square and triangle to create a house. M-GS.2.D Independently constructs two-dimensional shapes and then puts them together to create objects in the environment. Puts together a square and triangle to create a house.

DOMAIN: SCIENCE

STANDARD: A. SCIENTIFIC INQUIRY

Age	Indicator	Every Child Ready Standard(s)
Pre 3 (by 48 months)	S.SI.p3.1: Observes and experiments with how things work, seeks information from others.	SC-SP.1.B Observes and describes cause and effect. SC-SP.2.A Participates in simple explorations and experiments based on a teacher-led inquiry and prior knowledge. ATL.3.C Asks questions and seeks clarity after attempting a challenging task.
Pre 3 (by 48 months)	S.SI.p3.2: Provides simple verbal or signed descriptions.	LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence. LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults.
Pre 3 (by 48 months)	S.SI.p3.3: Begins to look for answers through active investigation.	SC-SP.2.A Participates in simple explorations and experiments based on a teacher-led inquiry and prior knowledge. SC-SP.1.C With teacher guidance, begins to formulate own questions based on observations. ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work.
Pre 4 (by 60 months)	S.SI.p4.1: Makes increasingly complex observations of objects, materials, organisms and events.	SC-SP.1.D Formulates own science-oriented questions based on observations. SC-P.1.B Use senses to observe and describe some physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on. SC-SP.2.D Makes hypotheses, and tests their hypotheses through experimentation.
Pre 4 (by 60 months)	S.SI.p4.2: Provides greater detail in descriptions.	LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults. LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love"). 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.
Pre 4 (by 60 months)	S.SI.p4.3: Asks questions, predicts, experiments, draws conclusions and explains results.	SC-SP.1.D Formulates own science-oriented questions based on observations. SC-SP.2.D Makes hypotheses, and tests their hypotheses through experimentation. SC-SP.3.C Draws conclusions on prior knowledge and recorded information. SC-SP.3.D Discusses conclusions and reflects on the scientific-oriented question and hypothesis based on prior knowledge and recorded information.

DOMAIN: SCIENCE

STANDARD: B. MOVEMENT AND SIMPLE MACHINES

Age	Indicator	Every Child Ready Standard(s)
Pre 3 (by 48 months)	S.MS.p3.1: Explores and experiments with familiar and unfamiliar objects to examine how objects move when acted on by force.	SC-SP.2.A Participates in simple explorations and experiments based on a teacher-led inquiry and prior knowledge. SC-P.4.A With teacher guidance, recognizes that different factors, such as force, impact how fast and far an object moves when it's pushed or pulled. SC-P.4.AA Explores the motion of objects by pushing and pulling objects and identifies whether an object is stationary or moving.
Pre 4 (by 60 months)	S.MS.p4.1: Describes and compares the effects of common forces (like push and pull) on objects and the impact of gravity, magnetism and mechanical forces, such as ramps, gears, pendulums and other simple machines.	SC-P.4.D Describes and discusses the motion of objects and that motion can change based on different factors. SC-P.4.E Compares and contrasts how different factors change the motion of objects. 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.
Pre 4 (by 60 months)	S.MS.p4.2: Recognizes and describes the effect of his/her own actions on objects.	SC-SP.1.B Observes and describes cause and effect. SC-P.4.A With teacher guidance, recognizes that different factors, such as force, impact how fast and far an object moves when it's pushed or pulled. SC-P.4.D Describes and discusses the motion of objects and that motion can change based on different factors.

DOMAIN: SCIENCE

STANDARD: C. LIVING THINGS

Age	Indicator	Every Child Ready Standard(s)
Pre 3 (by 48 months)	S.LT.p3.1: Notices and asks questions about what is the same and what is the difference between categories of plants and animals.	SC-LES.4.B Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features. SC-LES.5.B Identifies that plants are living and identifies characteristics and features of plants. SC-SP.1.C With teacher guidance, begins to formulate own questions based on observations.

DOMAIN: SCIENCE

STANDARD: C. LIVING THINGS

Age	Indicator	Every Child Ready Standard(s)
Pre 3 (by 48 months)	S.LT.p3.2: Understands that living things need water and food.	SC-LES.4.C Describes the needs of humans and animals and how their characteristics and behaviors support their needs, such as birds having beaks so they can dig for worms. SC-LES.5.C Identifies that plants are living and describes the needs of plants.
Pre 4 (by 60 months)	S.LT.p4.1: Asks/answers questions about objects, organisms and events in their environments.	SC-SP.1.D Formulates own science-oriented questions based on observations. 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. SC-SP.1.B Observes and describes cause and effect.
Pre 4 (by 60 months)	S.LT.p4.2: Understands plants and animals need air, food and water.	SC-LES.4.C Describes the needs of humans and animals and how their characteristics and behaviors support their needs, such as birds having beaks so they can dig for worms. SC-LES.5.C Identifies that plants are living and describes the needs of plants.

DOMAIN: SCIENCE

STANDARD: D. ENVIRONMENT AND CLIMATE

Age	Indicator	Every Child Ready Standard(s)
Pre 3 (by 48 months)	S.EC.p3.1: Makes simple observations of the weather.	SC-LES.2.AA Uses senses to observe and respond to changes in the weather. SC-LES.2.A Identifies different types of weather, such as sunny, rainy, cloudy, or snowy.
Pre 4 (by 60 months)	S.EC.p4.1: Observes and discusses changes in weather and seasons using common weather-related vocabulary.	SC-LES.2.B Identifies seasons and observes and describes patterns and changes in the weather. SC-LES.2.C Compares and contrasts the different seasons. LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults.
Pre 4 (by 60 months)	S.EC.p4.2: Observes and explains how plants and animals respond to changes in the environment and in seasons.	SC-LES.4.D Observes and describes habitats and life cycles. SC-LES.5.D Observes and describes plant habitats and life cycles. SC-LES.2.B Identifies seasons and observes and describes patterns and changes in the weather.

DOMAIN: SCIENCE

STANDARD: D. ENVIRONMENT AND CLIMATE

Age	Indicator	Every Child Ready Standard(s)
Pre 3 (by 48 months)	S.EC.p4.3: Understands how actions people take may change the environment and the impact actions have on the environment.	SC-LES.1.D Describes how humans affect their environment in positive and negative ways, such as recycling, planting trees, litter, and pollution. SC-LES.5.E Describes and discusses ways that plants impact living things and the environment and how humans can impact plants.
Pre 4 (by 60 months)	S.EC.p4.4: Demonstrates an understanding that the sun provides light and warmth.	SC-LES.3.A Identifies objects in the sky, such as clouds, sun, moon, or stars. SC-LES.3.B Describes and discusses objects in the sky, such as clouds, sun, moon, or stars. SC-P.2.E Observes and discusses how light is a form of energy and gives off heat.
Pre 4 (by 60 months)	S.EC.p4.5: Demonstrates an understanding that different weather conditions require different clothing or accessories.	SC-LES.2.D Discusses the effects of changes in weather, such as growing different crops or wearing different clothing. SC-LES.2.A Identifies different types of weather, such as sunny, rainy, cloudy, or snowy.

DOMAIN: SCIENCE

STANDARD: E. HABITATS AND HUMAN IMPACT

Age	Indicator	Every Child Ready Standard(s)
Pre 3 (by 48 months)	S.HHI.p3.1: Comments on an animal's appearance, behavior or habitat.	SC-LES.4.B Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features. SC-LES.4.C Describes the needs of humans and animals and how their characteristics and behaviors support their needs, such as birds having beaks so they can dig for worms. SC-LES.4.D Observes and describes habitats and life cycles.
Pre 3 (by 48 months)	S.HHI.p3.2: Acquires and uses basic vocabulary for plants, animals and humans.	LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions. LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults. SC-LES.4.A Identifies various animals. SC-LES.5.A Identifies various plants such as trees, flowers, bushes, and so on.

DOMAIN: SCIENCE

STANDARD: E. HABITATS AND HUMAN IMPACT

Age	Indicator	Every Child Ready Standard(s)
Pre 3 (by 48 months)	S.HHI.p3.3: With adult direction, participates in activities to preserve the environment.	SC-LES.1.D Describes how humans affect their environment in positive and negative ways, such as recycling, planting trees, litter, and pollution. PD.6.A With teacher guidance, follows safety procedures.
Pre 4 (by 60 months)	S.HHI.p4.1: Demonstrates an understanding that living things exist in different habitats.	SC-LES.4.D Observes and describes habitats and life cycles. SC-LES.5.D Observes and describes plant habitats and life cycles. SC-LES.4.B Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features.
Pre 4 (by 60 months)	S.HHI.p4.2: Demonstrates ways in which the environment provides natural resources that are needed by people.	SC-LES.1.A Identifies different elements of nature, such as rocks, water, air, and leaves. SC-LES.1.C Compares and contrasts the natural world and the human-made world, such as the wind provides a breeze outside and so does a fan.
Pre 4 (by 60 months)	S.HHI.p4.3: Recognizes actions impact the environment.	SC-LES.1.D Describes how humans affect their environment in positive and negative ways, such as recycling, planting trees, litter, and pollution. SC-LES.5.E Describes and discusses ways that plants impact living things and the environment and how humans can impact plants.

DOMAIN: CREATIVE ARTS

STANDARD: A. DANCE

Age	Indicator	Every Child Ready Standard(s)
Pre 3 (by 48 months)	CA.D.p3.1: Explores moving all body parts in isolation.	PD.2.A Uses hands and fingers to complete a variety of tasks, such as opening drawers and cabinets. PD.2.B Uses hands, wrists, and fingers to complete a variety of tasks such as pouring, scooping, opening lids to easy-to-open jars, and simple puzzles.

DOMAIN: CREATIVE ARTS

STANDARD: A. DANCE

Age	Indicator	Every Child Ready Standard(s)
Pre 3 (by 48 months)	CA.D.p3.1a: Explores crosslateral movements.	PD.2.C Begins to use refined hand movements such as using blunt scissors, buttoning large buttons, and connecting small toys, such as linking cubes or blocks. PD.2.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.
Pre 3 (by 48 months)	CA.D.p3.2: Moves one body part in response to a simple rhythm pattern.	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.
Pre 3 (by 48 months)	CA.D.p3.2a: Demonstrates the difference between still and moving.	PD.2.A Uses hands and fingers to complete a variety of tasks, such as opening drawers and cabinets. PD.2.B Uses hands, wrists, and fingers to complete a variety of tasks such as pouring, scooping, opening lids to easy-to-open jars, and simple puzzles.
Pre 3 (by 48 months)	CA.D.p3.2b: Moves over, under and around objects.	PD.2.A Uses hands and fingers to complete a variety of tasks, such as opening drawers and cabinets. M-GS.3.A Demonstrates understanding of location terms (e.g., "in," "on," "under," "over") by using gestures or objects. M-GS.3.D Demonstrates understanding of direction terms (e.g., "forward," "backward," "around," "through," "to," "from," "towards").
Pre 3 (by 48 months)	CA.D.p3.3: Creates high, medium and low shapes.	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. M-M.1.A Demonstrates understanding of length terms (i.e., "longer," "shorter") and height terms (i.e., "taller," "shorter") using gestures or objects.
Pre 3 (by 48 months)	CA.D.p3.3a: Explores and creates patterns.	M-PFA.3.A Uses objects, rhythm, or movement to copy simple AB patterns. M-PFA.3.B Uses objects, rhythm, or movement to copy and extend simple AB patterns.

DOMAIN: CREATIVE ARTS
STANDARD: A. DANCE

Age	Indicator	Every Child Ready Standard(s)
Pre 3 (by 48 months)	CA.D.p3.3b: Combines axial and locomotor movements together.	PD.2.A Uses hands and fingers to complete a variety of tasks, such as opening drawers and cabinets. PD.2.B Uses hands, wrists, and fingers to complete a variety of tasks such as pouring, scooping, opening lids to easy-to-open jars, and simple puzzles. PD.2.C Begins to use refined hand movements such as using blunt scissors, buttoning large buttons, and connecting small toys, such as linking cubes or blocks.
Pre 3 (by 48 months)	CA.D.p3.4: Listens to musical cues and teacher instruction.	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).
Pre 3 (by 48 months)	CA.D.p3.4a: Dances with purpose attentive to music and instruction.	PD.2.A Uses hands and fingers to complete a variety of tasks, such as opening drawers and cabinets. ATL.2.A Engages in activities next to peers using shared materials (parallel play).
Pre 4 (by 60 months)	CA.D.p4.1: Explores one body part in conjunction with other body parts, balances on one foot.	PD.1.B Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet. PD.1.D Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements. C-ARTS.1.A Participates in guided movement activities by copying dances and movements introduced by others.
Pre 4 (by 60 months)	CA.D.p4.1a: Skips, slides, leaps.	PD.1.E Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target. PD.1.D Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements. C-ARTS.1.B Recalls short, simple dances and movement sequences previously introduced by others.

DOMAIN: CREATIVE ARTS

STANDARD: A. DANCE

Age	Indicator	Every Child Ready Standard(s)
Pre 4 (by 60 months)	CA.D.p4.2: Dances to music with varying tempos.	<p>C-ARTS.1.A Participates in guided movement activities by copying dances and movements introduced by others.</p> <p>C-ARTS.1.B Recalls short, simple dances and movement sequences previously introduced by others.</p> <p>C-ARTS.4.A Participates in a variety of music activities with different tempos, genres, and rhythms.</p> <p>C-ARTS.4.C Recognizes differences between a variety of music activities with different tempos, genres, and rhythms.</p>
Pre 4 (by 60 months)	CA.D.p4.2a: Creates simple rhythm patterns and is able to repeat them.	<p>C-ARTS.4.D Uses their voice or an instrument to express themselves and copy simple tempos.</p> <p>M-PFA.3.C Uses rhythm and movement to copy simple and advanced patterns (e.g., AB, ABC, ABB, AAB).</p> <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>
Pre 4 (by 60 months)	CA.D.p4.2b: Moves through combinations of pathways, straight, zigzag, diagonal and curve.	<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> <p>M-GS.3.D Demonstrates understanding of direction terms (e.g., "forward," "backward," "around," "through," "to," "from," "towards").</p> <p>C-ARTS.1.C Creates short dances or movement sequences.</p>
Pre 4 (by 60 months)	CA.D.p4.2c: Expands movement vocabulary by exploring words (e.g., suspend, swing, point, burst, float, droop, carve, creep, open and close).	<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>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>
Pre 4 (by 60 months)	CA.D.p4.3: Creates movement based on imagery from pictures, books or other ideas.	<p>C-ARTS.1.C Creates short dances or movement sequences.</p> <p>LL-NC.2.AA Responds to illustrations or photos by using at least one word.</p> <p>LL-BK.2.B Uses illustrations to tell a familiar story.</p>

DOMAIN: CREATIVE ARTS

STANDARD: A. DANCE

Age	Indicator	Every Child Ready Standard(s)
Pre 4 (by 60 months)	CA.D.p4.4: Demonstrates the ability to listen and carry out instruction.	ATL.7.B Independently follows two- to three-step verbal adult directions. LL-LC.1.D Shows understanding of more complex sentences or questions through actions, such as following three-step directions. 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).
Pre 4 (by 60 months)	CA.D.p4.4a: Demonstrates the ability to create movement and discovery and maintain spatial awareness.	C-ARTS.1.C Creates short dances or movement sequences. PD.1.D Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements. M-GS.3.B Demonstrates understanding of proximity terms (e.g., "beside," "between," "above," "below") by using gestures or objects. M-GS.3.C Demonstrates understanding of frame of reference terms (e.g., "in back of," "in front of," "behind") by using gestures or objects.

DOMAIN: CREATIVE ARTS

STANDARD: B. MUSIC

Age	Indicator	Every Child Ready Standard(s)
Pre 3 (by 48 months)	CA.M.p3.1: Repeats sound and rhythm patterns.	C-ARTS.4.D Uses their voice or an instrument to express themselves and copy simple tempos. M-PFA.3.C Uses rhythm and movement to copy simple and advanced patterns (e.g., AB, ABC, ABB, AAB). M-PFA.3.A Uses objects, rhythm, or movement to copy simple AB patterns.
Pre 3 (by 48 months)	CA.M.p3.2: Sings familiar, simple songs.	C-ARTS.4.B Sings a variety of songs within children's vocal range, independently and with others. 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.
Pre 3 (by 48 months)	CA.M.p3.3: Repeats song patterns and rhythmic movements to music.	C-ARTS.1.A Participates in guided movement activities by copying dances and movements introduced by others. C-ARTS.1.B Recalls short, simple dances and movement sequences previously introduced by others. C-ARTS.4.D Uses their voice or an instrument to express themselves and copy simple tempos. M-PFA.3.C Uses rhythm and movement to copy simple and advanced patterns (e.g., AB, ABC, ABB, AAB).

DOMAIN: CREATIVE ARTS
STANDARD: B. MUSIC

Age	Indicator	Every Child Ready Standard(s)
Pre 3 (by 48 months)	CA.M.p3.4: Demonstrates understanding of concepts using vocal and physical movement and instruments, e.g., soft/loud, high/low, fast/slow.	<p>C-ARTS.4.C Recognizes differences between a variety of music activities with different tempos, genres, and rhythms.</p> <p>C-ARTS.4.D Uses their voice or an instrument to express themselves and copy simple tempos.</p> <p>C-ARTS.1.A Participates in guided movement activities by copying dances and movements introduced by others.</p> <p>C-ARTS.4.A Participates in a variety of music activities with different tempos, genres, and rhythms.</p>
Pre 4 (by 60 months)	CA.M.p4.1: Participates in more complex songs (songs with numbers, physical movements, musical games, etc.).	<p>C-ARTS.4.B Sings a variety of songs within children's vocal range, independently and with others.</p> <p>C-ARTS.4.A Participates in a variety of music activities with different tempos, genres, and rhythms.</p> <p>C-ARTS.1.B Recalls short, simple dances and movement sequences previously introduced by others.</p> <p>M-PFA.3.C Uses rhythm and movement to copy simple and advanced patterns (e.g., AB, ABC, ABB, AAB).</p>
Pre 4 (by 60 months)	CA.M.p4.2: Demonstrates movement without prompting (e.g., march, hop, tiptoe, skip).	<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> <p>C-ARTS.1.C Creates short dances or movement sequences.</p>
Pre 4 (by 60 months)	CA.M.p4.3: Creates own songs and movements, including musical instruments.	<p>C-ARTS.4.E Creates and performs original music or songs for others.</p> <p>C-ARTS.1.C Creates short dances or movement sequences.</p> <p>C-ARTS.4.D Uses their voice or an instrument to express themselves and copy simple tempos.</p> <p>C-ARTS.3.A Expresses self using a variety of art materials and tools.</p>

DOMAIN: CREATIVE ARTS

STANDARD: C. DRAMATIC PLAY

Age	Indicator	Every Child Ready Standard(s)
Pre 3 (by 48 months)	CA.DP.p3.1: Retells nursery rhymes and sings simple songs.	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.” LL-NC.3.A Describes one event from a familiar narrative using visuals or gestures.
Pre 3 (by 48 months)	CA.DP.p3.2: Begins to differentiate between real and pretend.	C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions. 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.
Pre 3 (by 48 months)	CA.DP.p3.2a: Participates in songs, stories, fingerplays, chants with voice and body together.	C-ARTS.4.B Sings a variety of songs within children’s vocal range, independently and with others. C-ARTS.1.A Participates in guided movement activities by copying dances and movements introduced by others. LL-PA.3.A Listens to and sings favorite classroom songs with simple rhyme patterns like “Twinkle, Twinkle Little Star.”
Pre 3 (by 48 months)	CA.DP.p3.2b: Begins to change voice, emotion and body in play situations.	C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions. ATL.1.C Engages in individual verbal or nonverbal imaginative play or role-play. IS.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.
Pre 3 (by 48 months)	CA.DP.p3.3: Follows simple instructions to recreate story and dramatic movement.	C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions. C-ARTS.1.A Participates in guided movement activities by copying dances and movements introduced by others. IS.6.A With explicit adult instruction and modeling, completes a task alongside teacher support. ATL.7.AA With adult support, starts or stops a task following a simple one-step direction (e.g., “do” and “don’t” commands). ATL.7.B Independently follows two- to three-step verbal adult directions.

DOMAIN: CREATIVE ARTS

STANDARD: C. DRAMATIC PLAY

Age	Indicator	Every Child Ready Standard(s)
Pre 3 (by 48 months)	CA.DP.p3.3a: Uses costumes to become a character in everyday environment.	C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions. 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.
Pre 3 (by 48 months)	CA.DP.p3.3b: Uses props/objects in creative ways to promote and create a story.	C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions. C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.
Pre 4 (by 60 months)	CA.DP.p4.1: Takes a role in acting out a story.	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.
Pre 4 (by 60 months)	CA.DP.p4.1a: Creates dialogue specific to a type of character.	C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions. C-ARTS.2.C Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play. C-ARTS.2.D Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.
Pre 4 (by 60 months)	CA.DP.p4.2: Anticipates story plot and structure of story.	LL-NC.2.C Uses events from the book to make a prediction about what might happen next. LL-NC.1.C Identifies and answers questions about events in a story. LL-NC.1.D Identifies the cause and effect relationship between events in a narrative story. LL-NC.1.E Identifies the problem, solution, and character motivation in narrative story.

DOMAIN: CREATIVE ARTS

STANDARD: C. DRAMATIC PLAY

Age	Indicator	Every Child Ready Standard(s)
Pre 4 (by 60 months)	CA.DP.p4.2a: Participates with others in listening and responding in dramatic role.	<p>C-ARTS.2.C Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.</p> <p>C-ARTS.2.D Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.</p> <p>LL-LC.4.C Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic.</p> <p>LL-LC.4.D Adds information or appropriately remains on, or changes, topic during a conversation with multiple feedback loops alternating between speaker and listener.</p>
Pre 4 (by 60 months)	CA.DP.p4.2b: Acts out feelings with body and voice in dramatic play situations.	<p>C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.</p> <p>C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.</p> <p>IS.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>
Pre 4 (by 60 months)	CA.DP.p4.3: Creates a story and assigns roles for self and others.	<p>C-ARTS.2.C Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.</p> <p>C-ARTS.2.D Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.</p> <p>ATL.1.E Coordinates roles and carries out more complex stories during role-play.</p>
Pre 4 (by 60 months)	CA.DP.p4.3a: Repeats dialogue and movement to tell a story.	<p>C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.</p> <p>C-ARTS.1.B Recalls short, simple dances and movement sequences previously introduced by others.</p> <p>LL-NC.3.E With prompting and support, retells familiar stories, including key details.</p>
Pre 4 (by 60 months)	CA.DP.p4.3b: Creates and executes complicated plot with conflict and resolution.	<p>ATL.1.E Coordinates roles and carries out more complex stories during role-play.</p> <p>C-ARTS.2.E Continues an originally created scenario over the course of several play periods. Collaborates with others to carry out dramatic play and assumed roles.</p> <p>LL-NC.1.E Identifies the problem, solution, and character motivation in narrative story.</p>

DOMAIN: CREATIVE ARTS

STANDARD: C. DRAMATIC PLAY

Age	Indicator	Every Child Ready Standard(s)
Pre 4 (by 60 months)	CA.DP.p4.3c: Creates unique characters using imagination.	<p>C-ARTS.2.C Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.</p> <p>C-ARTS.2.D Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.</p> <p>ATL.1.C Engages in individual verbal or nonverbal imaginative play or role-play.</p>

DOMAIN: CREATIVE ARTS

STANDARD: D. VISUAL ARTS

Age	Indicator	Every Child Ready Standard(s)
Pre 3 (by 48 months)	CA.VA.p3.1: Begins to use scissors.	<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>
Pre 3 (by 48 months)	CA.VA.p3.1a: Creates visual art with various materials; begins to use color, lines and shapes to communicate meaning.	<p>C-ARTS.3.A Expresses self using a variety of art materials and tools.</p> <p>C-ARTS.3.B Creates drawings, paintings, and models with an increasing level of detail.</p> <p>M-GS.1.A Verbally or nonverbally identifies at least three common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle).</p>
Pre 3 (by 48 months)	CA.VA.p3.2: Uses materials to build and create a three-dimensional structure to represent another item (blocks become a castle, clay becomes a snake).	<p>C-ARTS.3.B Creates drawings, paintings, and models with an increasing level of detail.</p> <p>M-GS.2.A Constructs any recognizable or unrecognizable shape with materials.</p> <p>M-GS.2.E Constructs common three-dimensional shapes (sphere, cone, cylinder, cube) with materials.</p>
Pre 3 (by 48 months)	CA.VA.p3.3: Creates work that requires some planning.	<p>C-ARTS.3.D Plans for and creates art using preferred art materials, tools, and techniques.</p> <p>ATL.8.C With adult support, creates a goal for an activity and follows a simple plan.</p> <p>ATL.4.B Verbally or nonverbally demonstrates an understanding of accomplishing a task. May verbally explain work product.</p>

DOMAIN: CREATIVE ARTS

STANDARD: D. VISUAL ARTS

Age	Indicator	Every Child Ready Standard(s)
Pre 3 (by 48 months)	CA.VA.p3.3a: Works independently to create art.	C-ARTS.3.A Expresses self using a variety of art materials and tools. IS.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges. C-ARTS.3.D Plans for and creates art using preferred art materials, tools, and techniques.
Pre 3 (by 48 months)	CA.VA.p3.4: Mixes colors to create a new color.	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. 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.
Pre 3 (by 48 months)	CA.VA.p3.4a: Identifies shapes in art.	M-GS.1.A Verbally or nonverbally identifies at least three common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle). M-GS.1.B Verbally or nonverbally identifies at least five common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle). C-ARTS.3.B Creates drawings, paintings, and models with an increasing level of detail.
Pre 4 (by 60 months)	CA.VA.p4.1: Uses a variety of materials and tools to create art.	C-ARTS.3.A Expresses self using a variety of art materials and tools. C-ARTS.3.C Explores and creates art using different techniques, such as dot art, mixed media collages, and clay. C-ARTS.3.D Plans for and creates art using preferred art materials, tools, and techniques.
Pre 4 (by 60 months)	CA.VA.p4.2: Begins to create drawings that are better defined, more detailed and more realistic.	C-ARTS.3.B Creates drawings, paintings, and models with an increasing level of detail. C-ARTS.3.D Plans for and creates art using preferred art materials, tools, and techniques.
Pre 4 (by 60 months)	CA.VA.p4.3: Demonstrates understanding of art vocabulary and concepts.	LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults. C-ARTS.3.C Explores and creates art using different techniques, such as dot art, mixed media collages, and clay.
Pre 4 (by 60 months)	CA.VA.p4.4: Discusses own artistic creations and those of others.	ATL.4.D Assesses or reflects upon activity or task outcome or product. LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love"). C-ARTS.3.B Creates drawings, paintings, and models with an increasing level of detail.

DOMAIN: SOCIAL STUDIES
STANDARD: A. COMMUNITY

Age	Indicator	Every Child Ready Standard(s)
Pre 3 (by 48 months)	SS.C.p3.1: Names family members by relationships.	SOC.1.A Understands family relationships in relation to self. SOC.1.AA Identifies and recognizes self and family members. IS.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.
Pre 4 (by 60 months)	SS.C.p4.1: Identifies leaders at home and school.	SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community. SOC.2.A Verbally or nonverbally identifies a variety of community members within their community, such as in their neighborhood and school. 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.

DOMAIN: SOCIAL STUDIES
STANDARD: B. ECONOMICS

Age	Indicator	Every Child Ready Standard(s)
Pre 3 (by 48 months)	SS.E.p3.2: Trades or exchanges materials or objects with others.	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. ATL.2.C Makes cooperative decisions with peers based on adult provided choices (associative play). IS.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).
Pre 3 (by 48 months)	SS.E.p3.3: Discriminates between "yours" and "mine."	IS.2.B Accepts offers of adult assistance to engage in coregulation. ATL.2.C Makes cooperative decisions with peers based on adult provided choices (associative play). IS.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).

DOMAIN: SOCIAL STUDIES

STANDARD: B. ECONOMICS

Age	Indicator	Every Child Ready Standard(s)
Pre 4 (by 60 months)	SS.E.p4.2: Recognizes that people have wants and must make choices because resources and materials are limited.	<p>SOC.3.AA Verbally or nonverbally expresses wants and needs with simple phrases or gestures.</p> <p>SOC.3.A Shows an understanding of supply and demand, such as, "We are out of paint at Art Easel. We need more."</p> <p>ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play).</p> <p>SOC.2.B Recognizes their role within the classroom, neighborhood, and community, such as by voting in the classroom or being a member of the soccer team.</p>
Pre 4 (by 60 months)	SS.E.p4.3: Demonstrates an understanding that money can be exchanged for goods and services.	<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.B Shows an understanding of and identifies goods, such as items purchased from a store, and services, such as a haircut from a stylist.</p> <p>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>

DOMAIN: SOCIAL STUDIES

STANDARD: C. GEOGRAPHY

Age	Indicator	Every Child Ready Standard(s)
Pre 3 (by 48 months)	SS.G.p3.4: Uses words to indicate direction.	<p>M-GS.3.D Demonstrates understanding of direction terms (e.g., "forward," "backward," "around," "through," "to," "from," "towards").</p> <p>M-GS.3.AA Demonstrates understanding of movement terms (e.g., "up," "down") by using gestures or objects.</p> <p>M-GS.3.A Demonstrates understanding of location terms (e.g., "in," "on," "under," "over") by using gestures or objects.</p> <p>M-GS.3.C Demonstrates understanding of frame of reference terms (e.g., "in back of," "in front of," "behind") by using gestures or objects.</p>
Pre 3 (by 48 months)	SS.G.p3.5: Creates representations of familiar places through various materials, like building a fire station with blocks or drawing a picture of a home.	<p>SOC.4.A Verbally or nonverbally identifies common locations in their neighborhood and community and their features (library, store, park, etc.).</p> <p>M-GS.2.A Constructs any recognizable or unrecognizable shape with materials.</p> <p>M-GS.2.B Constructs common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle) with materials.</p>

DOMAIN: SOCIAL STUDIES
STANDARD: C. GEOGRAPHY

Age	Indicator	Every Child Ready Standard(s)
Pre 3 (by 48 months)	<p>SS.G.p3.6: Demonstrates an emerging understanding that helping with home and classroom routines improves the quality of the environment.</p>	<p>SOC.2.B Recognizes their role within the classroom, neighborhood, and community, such as by voting in the classroom or being a member of the soccer team.</p> <p>SC-LES.1.D Describes how humans affect their environment in positive and negative ways, such as recycling, planting trees, litter, and pollution.</p> <p>IS.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>
Pre 4 (by 60 months)	<p>SS.G.p4.4: Identifies and correctly uses terms related to location, direction and distance.</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.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.B Demonstrates understanding of proximity terms (e.g., “beside,” “between,” “above,” “below”) 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>
Pre 4 (by 60 months)	<p>SS.G.p4.5: Creates simple “maps” or drawings of familiar places.</p>	<p>SOC.4.A Verbally or nonverbally identifies common locations in their neighborhood and community and their features (library, store, park, etc.).</p> <p>LL-WR.2.B Draws and/or writes to represent and describe an object, event, or observation.</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>
Pre 4 (by 60 months)	<p>SS.G.p4.6: Matches objects to usual locations and identifies features of familiar places.</p>	<p>SOC.4.B Recognizes and describes common geographical features within their region.</p> <p>SOC.4.C Uses geographic tools, such as maps and globes, with support and guidance to find common geographical features.</p> <p>SC-LES.1.A Identifies different elements of nature, such as rocks, water, air, and leaves.</p>

DOMAIN: SOCIAL STUDIES

STANDARD: D. KANSAS, UNITED STATES AND WORLD HISTORY

Age	Indicator	Every Child Ready Standard(s)
Pre 3 (by 48 months)	SS.H.p3.7: Uses words or phrases that differentiate between events that occur within a timeline of the past, the present and the future (e.g., “when I was a baby...” or “before I moved into my new house...”).	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. LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults.
Pre 4 (by 60 months)	SS.H.p4.7: Describes some of the holidays, foods and special events related to his/her own culture or acts them out in dramatic play.	IS.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities. IS.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence. LL-NC.2.A Uses the book cover, illustrations, or photos to make simple predictions about the topic or text.
Pre 4 (by 60 months)	SS.H.p4.8: Names city and state where he/she lives.	SOC.4.B Recognizes and describes common geographical features within their region. SOC.4.D Creates representations or maps of familiar places, such as classroom, community, or region.
Pre 4 (by 60 months)	SS.H.p4.9: Demonstrates an understanding of time in the context of daily experiences.	SOC.5.B Begins to sequence past and present experiences using visual supports. SOC.5.C Begins to use knowledge of past and present experiences to make predictions about the future. ATL.g.A Recalls one to two pieces of new and relevant information about their lived experiences (e.g., shares two things they did that day, recalls two toys that were in Dramatic Play).





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