

Every Child Ready Standards & Kentucky's Early Childhood Standards Alignment



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DOMAIN: ENGLISH/LANGUAGE ARTS

STANDARD 1: DEMONSTRATES GENERAL SKILLS AND STRATEGIES OF THE COMMUNICATION PROCESS.

Benchmark	Developmental Continuum	Examples	Every Child Ready Standard(s)
<p>Benchmark 1.1: Uses non-verbal communication for a variety of purposes.</p>	<p>Identifies or chooses object or person by pointing, physically touching or moving toward another.</p>	<ul style="list-style-type: none"> When asked what she wants to play with, Betty points to the truck. (Approaches to Learning: Initiative and Curiosity) While playing "Farmer in the Dell" Simone chooses Elly to be the "farmer's wife" by taking her hand. When asked what he wants for snack, Darius chooses graham crackers from his choice board. 	<p>LL-LC.1.AA Points to familiar objects, people, body parts, or emotions. LL-LC.1.A Responds to simple requests, such as choosing between objects. ATL.8.AA Self-selects toy, activity, or Center to engage in when provided with choices. LL-LC.4.AA Communicates with peers and teachers using nonverbal gestures like pointing, shrugging shoulders, or giving a thumbs-up. SOC.3.AA Verbally or nonverbally expresses wants and needs with simple phrases or gestures.</p>
<p>Benchmark 1.1: Uses non-verbal communication for a variety of purposes.</p>	<p>Uses gestures and/or movements to initiate interactions or to get needs met.</p>	<ul style="list-style-type: none"> Kyle touches another child on the arm, takes his hand, and then walks over to the dramatic play center. (Approaches to Learning: Initiative and Curiosity) Victor consistently waves his hands to indicate he wants more food. Kelsey uses sign language to indicate who she wants to sit by at circle time. 	<p>LL-LC.4.AA Communicates with peers and teachers using nonverbal gestures like pointing, shrugging shoulders, or giving a thumbs-up. LL-LC.1.AA Points to familiar objects, people, body parts, or emotions. IS.6.B Requests or accepts (verbally or nonverbally) adult support with many tasks. LL-LC.4.A Initiates a brief verbal or nonverbal social interaction with adults or peers engaging in a one-way interaction. SOC.3.AA Verbally or nonverbally expresses wants and needs with simple phrases or gestures. 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>Benchmark 1.1: Uses non-verbal communication for a variety of purposes.</p>	<p>Uses symbols or pictures as representation for oral language.</p>	<ul style="list-style-type: none"> Yumi drew a picture with several stick figures. When she showed it to her friend, she said that this is all the people in her family. (Approaches to Learning: Persistence and Attentiveness) Samantha gets her PECS (Picture Exchange Communication System) board and shows the picture of outdoors to the teacher. Noah drew a picture of a stop sign and taped it on the door of his room. 	<p>LL-WR.2.AA Draws to represent something or to communicate a thought. LL-LC.1.AA Points to familiar objects, people, body parts, or emotions. LL-LC.4.A Initiates a brief verbal or nonverbal social interaction with adults or peers engaging in a one-way interaction. LL-WR.2.AA Draws to represent something or to communicate a thought. LL-WR.2.A Draws and/or writes to represent, express, or communicate interests. LL-WR.2.B Draws and/or writes to represent and describe an object, event, or observation.</p>

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Benchmark 1.2: Uses language (verbal, signed, symbolic) for a variety of purposes.	Initiates communication to have needs met.	<ul style="list-style-type: none"> • Craig signs, "I want a drink of water" when he comes in from the playground. • Millie asks, "When is lunch?" • Chance asks William for the puzzle piece he cannot reach. 	<p>LL-LC.4.AA Communicates with peers and teachers using nonverbal gestures like pointing, shrugging shoulders, or giving a thumbs-up.</p> <p>IS.6.B Requests or accepts (verbally or nonverbally) adult support with many tasks.</p> <p>IS.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.</p> <p>SOC.3.AA Verbally or nonverbally expresses wants and needs with simple phrases or gestures.</p>
Benchmark 1.2: Uses language (verbal, signed, symbolic) for a variety of purposes.	Responds meaningfully in conversations and discussions with peers and adults.	<ul style="list-style-type: none"> • When asked "How old are you?" Mike replies, "I am four and I have a loose tooth." • When asked, "What do you want to do today?" Josiah tells his Dad that he wants to build a castle in the sandbox. (Approaches to Learning: Persistence and Attentiveness) • When her therapists signs, "Do you want to play with the dolls?" Kate shakes her head no and points to the paintbrush on her communication board. 	<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>
Benchmark 1.2: Uses language (verbal, signed, symbolic) for a variety of purposes.	Asks many why, when, and where questions.	<ul style="list-style-type: none"> • On Saturday morning, Marion asks Mom, "When is school?" • As the teacher is reading, Keshon interrupts the story to ask, "Why do Jack and Jill fall down?" • When her mother picks her up at the child care center, Laura asks, "Where is Daddy?" 	<p>LL-LC.2.D Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic.</p> <p>LL-LC.2.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.</p>

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Benchmark 1.2: Uses language (verbal, signed, symbolic) for a variety of purposes.	Uses words, signs, and/or symbols to effectively express feelings and thoughts, describe experiences, interact with others, and/or communicate needs.	<ul style="list-style-type: none"> Marty says, "I want my mommy" when his Grandma asks why he is crying. When Daddy puts broccoli on his plate, Peter signs, "I don't like that" and pushes his plate away. (Approaches to Learning: Persistence and Attentiveness) Singe says, "I was mad when Elly took my blocks. I told her to give them back." Caroli points to the picture of the smiling baby and says, "She looks happy." 	<p>LL-LC.1.AA Points to familiar objects, people, body parts, or emotions.</p> <p>IS.6.B Requests or accepts (verbally or nonverbally) adult support with many tasks.</p> <p>LL-LC.4.A Initiates a brief verbal or nonverbal social interaction with adults or peers engaging in a one-way interaction.</p> <p>LL-LC.2.AA Verbally labels familiar objects, body parts, people, or emotions using one-word responses.</p> <p>LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.</p>
Benchmark 1.2: Uses language (verbal, signed, symbolic) for a variety of purposes.	Adjusts expressive techniques (pitch, intonation, pace) for a variety of purposes.	<ul style="list-style-type: none"> Miss Pam reminds everyone about the rules when the class goes to the library, and Alex whispers, "I'm going to talk real quiet." Corey raises his voice higher as he pretends to be the Mother Bear. Cecilia slows down her speech when her teacher tells her that she cannot understand Spanish when she talks so quickly. Garcia emphatically signs "No" when his Mom tells him it is time to go home. 	<p>LL-BK.2.C Uses illustrations to tell a familiar story with intonation and expression, using repeated phrases.</p> <p>LL-LC.4.E Modifies conversations based on the context or listener.</p> <p>C-ARTS.4.D Uses their voice or an instrument to express themselves and copy simple tempos.</p>
Benchmark 1.3: Communicates with increasing clarity and use of conventional grammar.	Speaks clearly enough to be understood by most listeners.	<ul style="list-style-type: none"> When the waitress asks Jada what she wants to eat, she says, "Burger and potatoes." Mom confirms that this is hamburger and French fries. Jonathon says, "Ice cream" as he and his dad pass by the freezer section in the grocery store. Another shopper smiles and says that she likes ice cream too. 	<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>LL-LC.4.E Modifies conversations based on the context or listener.</p> <p>LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.</p> <p>LL-LC.2.B Demonstrates understanding by answering simple "what" and "who" questions using two to three words when prompted by the teacher or peers.</p> <p>LL-LC.2.C Demonstrates understanding by answering simple "why" and "how" questions using two to three words when prompted by the teacher or peers.</p> <p>LL-LC.2.D Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic.</p>

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<p>Benchmark 1.3: Communicates with increasing clarity and use of conventional grammar.</p>	<p>Uses simple sentences to express self, but may not always use correct grammar.</p>	<ul style="list-style-type: none"> • Tomas says, "Me want to play." (Approaches to Learning: Initiative and Curiosity) • Luis told his Mom that he had "runned" outside today. • Olivia signs "cookie" after listening to the story, <i>If You Give a Mouse a Cookie</i>. 	<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.C Demonstrates understanding by answering simple "why" and "how" questions using two to three words when prompted by the teacher or peers.</p> <p>LL-LC.2.D Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic.</p> <p>LL-LC.5.AA Makes an attempt at using correct syntax, but drops the subject of the sentence (i.e., "Throw ball").</p> <p>LL-LC.5.A Makes an attempt at using correct syntax with a noun and verb (i.e., "Armel throw").</p> <p>LL-LC.5.B Continues to develop more complex sentences using syntax with a noun and verb and object (i.e., "Armel throws the ball").</p> <p>LL-LC.5.C Continues to develop more complex sentences by using adjectives (i.e., "Armel throws the blue ball").</p>
<p>Benchmark 1.3: Communicates with increasing clarity and use of conventional grammar.</p>	<p>Uses more complex sentences, but grammar is still sometimes incorrect.</p>	<ul style="list-style-type: none"> • Kendra says, "I want to play with the blocks with Sicily." (Approaches to Learning: Persistence and Attentiveness) • Marcus signs, "I played in the sandbox with Billy." • Devon says, "I gave the mouses a cookie today." 	<p>LL-LC.5.B Continues to develop more complex sentences using syntax with a noun and verb and object (i.e., "Armel throws the ball").</p> <p>LL-LC.5.C Continues to develop more complex sentences by using adjectives (i.e., "Armel throws the blue ball").</p> <p>LL-LC.5.D Uses complex sentences with correct word order and syntax. Begins to use prepositions (i.e., "Armel throws the round blue ball on the roof").</p>
<p>Benchmark 1.3: Communicates with increasing clarity and use of conventional grammar.</p>	<p>Uses complex sentences with correct grammar.</p>	<ul style="list-style-type: none"> • George says, "I want to play with my friends in housekeeping. We can make a cake." (Approaches to Learning: Persistence and Attentiveness) • Kristin says, "I ran to the sandbox with Billy and we filled all the buckets." • Jake says "When I am four, I will go to Disneyland." 	<p>LL-LC.5.D Uses complex sentences with correct word order and syntax. Begins to use prepositions (i.e., "Armel throws the round blue ball on the roof").</p> <p>LL-LC.5.E Use clauses and conjunctions as part of a complex sentence with correct word order and syntax (i.e., "Armel threw the blue ball, and it got stuck on the roof").</p> <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>

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<p>Benchmark 1.3: Communicates with increasing clarity and use of conventional grammar.</p>	<p>Develops increasingly abstract use of language.</p>	<ul style="list-style-type: none"> • Nakyra imitates the language she hears by others in the dramatic play center. • After reading Clifford, Cooper says, "My dog is the most giantest of all." • Max likes to tell jokes and giggles doing so, even though he doesn't understand the word play within the jokes. (Approaches to Learning: Persistence and Attentiveness) 	<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> <p>LL-LC.3.E Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on classroom reading and content.</p> <p>LL-LC.5.E Use clauses and conjunctions as part of a complex sentence with correct word order and syntax (i.e., "Armel threw the blue ball, and it got stuck on the roof").</p>

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STANDARD 2: DEMONSTRATES GENERAL SKILLS AND STRATEGIES OF THE LISTENING AND OBSERVING PROCESSES.

Benchmark	Developmental Continuum	Examples	Every Child Ready Standard(s)
<p>Benchmark 2.1: Engages in active listening in a variety of situations.</p>	<p>Attends to adult or peer who is speaking/signing.</p>	<ul style="list-style-type: none"> • Mykyla listens to her grandma talking about cookies, smiles, and says, "I want cookies!" • At story time, Max watches as his teacher signs "Mama, Do You Love Me?" • Liam looks at his caregiver when he talks about the day's activities. (Approaches to Learning: Initiative and Curiosity) • William focuses on the classmate who is telling a story during share time. 	<p>ATL.6.AA Follows along with and participates in songs, chants, and simple stories.</p> <p>ATL.6.A Sustains interest in a preferred task for a brief amount of time (5–10 minutes).</p> <p>ATL.6.B Sustains attention in an assigned task for a brief amount of time (5–10 minutes).</p> <p>ATL.6.C Attends to entirety of a short engaging lesson or teacher-led activity (10–15 minutes).</p>
<p>Benchmark 2.1: Engages in active listening in a variety of situations.</p>	<p>Follows simple directions.</p>	<ul style="list-style-type: none"> • When his Mama requests "Get your coat and wait at the door," Carlos does so. • When the teacher states, "Throw away your cup and your napkin and come to the rug," Olivia complies. (Approaches to Learning: Persistence and Attentiveness) • When Mr. James asks Mary and Albert to get out the box of markers, put it on the table, and come over for circle time, they both follow his directions. 	<p>ATL.7.AA With adult support, starts or stops a task following a simple one-step direction (e.g., "do" and "don't" commands).</p> <p>ATL.7.B Independently follows two- to three-step verbal adult directions.</p> <p>LL-LC.1.B Responds to multipart sentences, such as acting out multiple events, following two-step directions, or finding objects based on a description.</p> <p>LL-LC.1.D Shows understanding of more complex sentences or questions through actions, such as following three-step directions.</p>

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<p>Benchmark 2.1: Engages in active listening in a variety of situations.</p>	<p>Gains information through listening experiences.</p>	<ul style="list-style-type: none"> • Sarah tells her sister, "There are Three Bears in <i>Goldilocks</i>." • Kelly tells her mommy, "Tomorrow a nurse is coming." • DaShon tells his granny, "Tomorrow some fire fighters are coming to our class. They will wear hats and coats and boots." • Emile signs, "First we put the seed in the cup, then we water it and put it in the sun. Then the flower will grow." (Approaches to Learning: Persistence and Attentiveness) 	<p>LL-LC.1.E Confirms understanding of spoken language, requests, and complex sentences through verbal or nonverbal requests for clarification. LL-NC.5.A Listens and responds to a wide variety of informational texts read aloud. LL-NC.5.B Recognizes that informational texts are a source of information. LL-BK.1.B Selects and requests that a favorite or familiar book be read by an adult. LL-BK.1.C Listens to a wide variety of age appropriate literature read aloud. LL-LC.1.C Responds to more complex sentences that include descriptive words for unrelated requests they may not have heard before. LL-LC.1.D Shows understanding of more complex sentences or questions through actions, such as following three-step directions.</p>
<p>Benchmark 2.1: Engages in active listening in a variety of situations.</p>	<p>Uses listening to interpret and apply meaning.</p>	<ul style="list-style-type: none"> • After the nurse visits her class, Becky tells a doll, "Wash your hands before you eat. Germs make you sick." • Crystal explains in sign to Jason why firefighters wear boots when fighting fires. • After the firefighter's visit to the classroom, Eddie says, "I need to wear a fire hat to keep safe from the fire." 	<p>LL-LC.1.E Confirms understanding of spoken language, requests, and complex sentences through verbal or nonverbal requests for clarification. LL-NC.5.A Listens and responds to a wide variety of informational texts read aloud. LL-NC.5.B Recognizes that informational texts are a source of information. LL-BK.1.B Selects and requests that a favorite or familiar book be read by an adult. LL-BK.1.C Listens to a wide variety of age appropriate literature read aloud. LL-LC.1.C Responds to more complex sentences that include descriptive words for unrelated requests they may not have heard before. LL-LC.1.D Shows understanding of more complex sentences or questions through actions, such as following three-step directions.</p>

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Benchmark	Developmental Continuum	Examples	Every Child Ready Standard(s)
<p>Benchmark 2.2: Observes to gain information and understanding.</p>	<p>Uses many senses to explore and interpret the environment.</p>	<ul style="list-style-type: none"> • David, who is hearing impaired, watches the other children clap at the end of a play and then claps too. • Ahmand, who is visually impaired, feels the rag doll and says it is soft. (Approaches to Learning: Initiative and Curiosity) • When Simone hears her little sister cry, she tells Mommy that she wants her bottle. 	<p>ATL.1.AA Engages in exploratory or sensory play. SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment. SC-LES.2.AA Uses senses to observe and respond to changes in the weather. SC-P.1.B Use senses to observe and describe some physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.</p>
<p>Benchmark 2.2: Observes to gain information and understanding.</p>	<p>Makes comparisons through every day experiences and play.</p>	<ul style="list-style-type: none"> • Angel looks at the milk as the teacher pours and says, "I got more than Milly." • Luana says, "My chain is not big. I will get more paper." • Eric points to himself and signs "blue eyes" and points to his sister and signs "brown eyes". 	<p>LL-NC.5.D Describes the relationship between an informational text and another text about a similar topic. 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. SC-LES.2.C Compares and contrasts the different seasons. SC-LES.4.B Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features. SC-P.4.E Compares and contrasts how different factors change the motion of objects. SOC.1.D Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations. SOC.4.E Recognizes and describes different geographical features in other regions and discusses how they are the same and different. 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.</p>
<p>Benchmark 2.2: Observes to gain information and understanding.</p>	<p>Makes predictions concerning everyday experiences and play.</p>	<ul style="list-style-type: none"> • Marta stops playing and begins to pick up the blocks when her teacher blinks the lights. • Kiyonna says, "Push on your play dough. Then it is flat." • Myana signs "popcorn" and "snack time" when she smells it being popped in the kitchen. 	<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). SC-SP.2.B Participates in teacher-led explorations and experiments and uses prior knowledge to make predictions. SC-SP.2.D Makes hypotheses, and tests their hypotheses through experimentation.</p>

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Benchmark 2.2: Observes to gain information and understanding.	Draws conclusions from everyday experiences and play.	<ul style="list-style-type: none"> Miss Agnes asks what happens when you push on the play dough and Kati answers, "It gets flat." Mitch sees the rain outside the window and says, "No outdoor play today." Karen says, "next is nap" as she sits down to eat lunch. 	<p>SC-SP.3.C Draws conclusions on prior knowledge and recorded information.</p> <p>LL-NC.2.D Makes inferences to answer simple "why" questions by using background knowledge and events in a text.</p>

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STANDARD 3: DEMONSTRATES GENERAL SKILLS AND STRATEGIES OF THE READING PROCESS.

Benchmark	Developmental Continuum	Examples	Every Child Ready Standard(s)
Benchmark 3.1: Listens to and/or responds to reading materials with interest and enjoyment.	Participates actively in story time.	<ul style="list-style-type: none"> While listening to "The Very Hungry Caterpillar" Jason asks, "Do caterpillars have teeth?" Christy signs, "...caps, caps for sale, fifty cents a cap..." as the teacher reads the story. Michael acts out "Goldilocks and the Three Bears" with others in the class. Drew draws pictures of three little pigs and a big bad wolf after hearing the story. (Approaches to Learning: Persistence and Attentiveness) 	<p>LL-BK.1.B Selects and requests that a favorite or familiar book be read by an adult.</p> <p>LL-BK.1.C Listens to a wide variety of age appropriate literature read aloud.</p> <p>LL-NC.3.AA Joins in acting out a book as it's read aloud.</p> <p>LL-NC.5.A Listens and responds to a wide variety of informational texts read aloud.</p> <p>LL-NC.1.C Identifies and answers questions about events in a story.</p> <p>LL-NC.2.B Answers factual questions using a variety of text types (predictable, informational, poetry, etc.).</p> <p>ATL.6.AA Follows along with and participates in songs, chants, and simple stories.</p>
Benchmark 3.1: Listens to and/or responds to reading materials with interest and enjoyment.	Chooses reading activities.	<ul style="list-style-type: none"> During free time, Ingrid chooses to join a small group that is listening to a story. Mark wants to play "library" with his sister and asks Mom if he can line his books up on the couch. Jacques chooses a Braille copy of the book "Ferdinand" to explore while he rests. (Approaches to Learning: Persistence and Attentiveness) 	<p>LL-BK.1.B Selects and requests that a favorite or familiar book be read by an adult.</p> <p>LL-BK.1.D Looks at books independently or with peers.</p> <p>LL-BK.1.E Invites peers to look at books or ask questions about books read by peers.</p>

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<p>Benchmark 3.1: Listens to and/or responds to reading materials with interest and enjoyment.</p>	<p>Responds to reading activities with interest and enjoyment.</p>	<ul style="list-style-type: none"> • Adam claps and smiles when his teacher chooses his favorite book to read. • Cassidy shows her grandmother her favorite page in her storybook and they both laugh at the rabbit jumping high in the air. (Approaches to Learning: Persistence and Attentiveness) • When Daddy took Carrie to the library she asked to bring home several books to read. 	<p>LL-BK.1.B Selects and requests that a favorite or familiar book be read by an adult. LL-BK.1.D Looks at books independently or with peers. LL-BK.1.E Invites peers to look at books or ask questions about books read by peers. LL-BK.1.C Listens to a wide variety of age appropriate literature read aloud. LL-NC.3.AA Joins in acting out a book as it's read aloud.</p>
<p>Benchmark 3.2: Shows interest and understanding of the basic concepts and conventions of print.</p>	<p>Handles books correctly, showing increasing skills in print directionality.</p>	<ul style="list-style-type: none"> • Erin looks at pages of a known storybook, turning the pages one at a time and going from front to back. • Ashlyn "reads" a book, following the print from left to right, and top to bottom. • Damon picks a book that is upside down and turns it over correctly to look at the pictures and "reads" the story. (Approaches to Learning: Initiative and Curiosity) 	<p>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.</p>
<p>Benchmark 3.2: Shows interest and understanding of the basic concepts and conventions of print.</p>	<p>Understands that print has meaning.</p>	<ul style="list-style-type: none"> • Billy's teacher has labeled all materials and equipment in the classroom. While standing in front of the gerbil cage, Billy point to label and says, "That means gerbil." (Approaches to Learning: Initiative and Curiosity) • Barb points to the words (not the pictures) as she "reads" the story using some incorrect words. • Yolanda points to another child's name card and says, "Alex." • Nicky recognizes and "reads" environmental print (McDonalds, Kroger, K-Mart, etc.). • Marco takes the Braille book to his teacher and asks what a word means. 	<p>LL-BK.3.A Demonstrates understanding that print has meaning. LL-BK.3.B Distinguishes between print and images in books and in the environment. LL-BK.3.C Demonstrates understanding that print has meaning and begins to connect environmental print with objects or locations in the classroom.</p>

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Benchmark 3.3: Demonstrates knowledge of the alphabet.	Recognizes some letters of the alphabet.	<ul style="list-style-type: none"> Erin recognizes some letters in her name. As she is walking down the hall, she points to EXIT sign and says, "That's like my name!" Rudy recognizes some letters in environmental print ("d" in door, "s" in stop). (Approaches to Learning: Initiative and Curiosity) When looking at the magnetic letters, Alex picks up the "A" and says, "That's in my name." 	<p>LL-AK.1.A Identifies up to five uppercase or lowercase letters. Some letters may be in own name.</p> <p>LL-AK.1.B Identifies up to ten uppercase or lowercase letters.</p> <p>LL-AK.1.C Identifies up to 20 uppercase or lowercase letters.</p> <p>LL-AK.1.D Identifies up to 30 uppercase or lowercase letters.</p>
Benchmark 3.3: Demonstrates knowledge of the alphabet.	Recognizes some letters and words in print.	<ul style="list-style-type: none"> As his Mommy is looking at the book with him, Calvin points to the letter "C" and signs "C". Lesha is able to read "The End," "Goldilocks" and other frequently seen words. Jon picks out his name on the computer icon screen and says "That's my name." (Approaches to Learning: Initiative and Curiosity) 	<p>LL-BK.2.E Demonstrates understanding of the title and back cover of a book. Identifies some words, such as those that are repeated regularly or have a known first sound in a familiar text.</p>
Benchmark 3.3: Demonstrates knowledge of the alphabet.	Identifies some known letters of the alphabet in familiar and unfamiliar words.	<ul style="list-style-type: none"> When looking at a book, Becky points to the "B" says, "That "B" is in my name." When holding a "J" magnet letter, Suzy says, "That letter is in John's name." Allie feels the Braille letters on her name card and says, "That's me...A-l-l-i-e." (Approaches to Learning: Initiative and Curiosity) 	<p>LL-AK.1.A Identifies up to five uppercase or lowercase letters. Some letters may be in own name.</p> <p>LL-AK.1.B Identifies up to ten uppercase or lowercase letters.</p> <p>LL-AK.1.C Identifies up to 20 uppercase or lowercase letters.</p> <p>LL-AK.1.D Identifies up to 30 uppercase or lowercase letters.</p> <p>LL-BK.3.D Points to one word and one letter in an unfamiliar text or around the room.</p>
Benchmark 3.4: Demonstrates emergent phonemic/phonological awareness.	Recognizes rhyming words.	<ul style="list-style-type: none"> While reading Dr. Seuss' <i>Hop on Pop</i>, Miss Janet asks, "What rhymes with "pop?" and Aaron responds, "top." (Approaches to Learning: Persistence and Attentiveness) Jerry plays a game with his name: "Jerry, berry, Mary." Casey repeats "hill, Jill, hill, Jill", after the teacher reads "Jack and Jill went up the hill." 	<p>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 ____"</p> <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>

DOMAIN: ENGLISH/LANGUAGE ARTS

STANDARD 3: DEMONSTRATES GENERAL SKILLS AND STRATEGIES OF THE READING PROCESS.

Benchmark	Developmental Continuum	Examples	Every Child Ready Standard(s)
<p>Benchmark 3.4: Demonstrates emergent phonemic/phonological awareness.</p>	Recognizes sounds that match.	<ul style="list-style-type: none"> • Megan says, "Baby and bat start the same." • During morning circle, David says, "David and Danielle start with d." • Dawn says "dog and hog sound the same". 	<p>LL-PA.4.B Identifies if a pair of given words have the same initial consonant sound with picture support (no blends or digraphs).</p>
<p>Benchmark 3.4: Demonstrates emergent phonemic/phonological awareness.</p>	Produces a rhyming word.	<ul style="list-style-type: none"> • T.C. provides a rhyming word at the end of poem line he has not yet heard. "I have a cat whose name is Matt, he has a ball he likes to bat. The other day he wore a _ _ _ (hat)." • While singing a song with rhyming words, such as "The Ants Go Marching One by One," a child makes up other rhyming words: "The ants had fun. The ants got none." 	<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>
<p>Benchmark 3.4: Demonstrates emergent phonemic/phonological awareness.</p>	Discriminates separate syllables in words.	<ul style="list-style-type: none"> • During circle, Imani claps syllables in classmates' names. • The teacher has demonstrated throughout the year, dividing words by syllable, such as "De-cem-ber," Sam can correctly count the number of syllables in the names of other months. 	<p>LL-PA.2.B Segments the syllables in one- and two-syllable words verbally or nonverbally. LL-PA.2.C Segments the syllables in three- and four-syllable words verbally or nonverbally.</p>
<p>Benchmark 3.4: Demonstrates emergent phonemic/phonological awareness.</p>	Makes some letter-sound connections.	<ul style="list-style-type: none"> • Gavin sees the letter "D" on a block, points to the "D" and says, "This is for Daddy." • Maisie says, "Michael, 'M' starts your name, too." • Tatianna says, "My name starts with a T sound". 	<p>LL-AK.2.A Produces up to two letter sounds when shown uppercase or lowercase letters. LL-AK.2.B Produces up to five letter sounds when shown uppercase or lowercase letters. LL-AK.2.C Produces up to ten letter sounds when shown uppercase or lowercase letters. LL-AK.2.D Produces up to 15 letter sounds when shown uppercase or lowercase letters.</p>

DOMAIN: ENGLISH/LANGUAGE ARTS

STANDARD 3: DEMONSTRATES GENERAL SKILLS AND STRATEGIES OF THE READING PROCESS.

Benchmark	Developmental Continuum	Examples	Every Child Ready Standard(s)
Benchmark 3.4: Demonstrates emergent phonemic/phonological awareness.	Identifies some beginning sounds.	<ul style="list-style-type: none"> Ashlyn says, "Butterfly starts with /b/. When the teacher shows the letter "s" Samantha says, "My name starts with /s/. Caitlyn says, "My name is like cat, both words start with a c." 	<p>LL-PA.4.A Identifies the initial consonant sounds in familiar words (no blends and digraphs).</p> <p>LL-WR.6.C Writes the correct initial sound of a word.</p>
Benchmark 3.5: Draws meaning from pictures, print, and text.	Names features of a picture.	<ul style="list-style-type: none"> Alana looks at a poster and says, "That's a dog. He's brown." (Approaches to Learning: Initiative and Curiosity) Bryan says, "I drew a picture of my house. It has two windows and a door." 	<p>LL-NC.2.AA Responds to illustrations or photos by using at least one word.</p> <p>LL-NC.2.A Uses the book cover, illustrations, or photos to make simple predictions about the topic or text.</p> <p>C-ARTS.5.E Interprets the art of others by describing what they see and identifying a theme.</p> <p>LL-BK.3.AA Identifies familiar images or logos in environmental print.</p>
Benchmark 3.5: Draws meaning from pictures, print, and text.	Uses illustrations to tell major events of a story.	<ul style="list-style-type: none"> Nina points to characters in a book stories as she tells (recalls) what they did in the story. Juan likes to put the picture story cards in the right order so that it tells a story. After the teacher reads the first part of A People House, Johann finishes the story by "reading" the pictures. (Approaches to Learning: Persistence and Attentiveness) Micah looks at the picture on the following page and guesses what will happen next in the story. 	<p>LL-BK.2.B Uses illustrations to tell a familiar story.</p> <p>LL-BK.2.C Uses illustrations to tell a familiar story with intonation and expression, using repeated phrases.</p>
Benchmark 3.5: Draws meaning from pictures, print, and text.	Understands that text has a specific meaning.	<ul style="list-style-type: none"> Raymond looks at the label above the door and says, "That word is door." Beth plays with alphabet blocks or magnetic letters to make 'words'. Luke runs his finger under lines of print, imitating 'reading'. When looking at "Brown Bear, Brown Bear," Carter points to the text with his finger and says, "Purple cat, purple cat, what do you see?" (Approaches to Learning: Persistence and Attentiveness) While Dad reads <i>The Polar Express</i>, Amy asks, "Where is the train going?" 	<p>LL-BK.3.A Demonstrates understanding that print has meaning.</p> <p>LL-BK.3.B Distinguishes between print and images in books and in the environment.</p> <p>LL-BK.3.C Demonstrates understanding that print has meaning and begins to connect environmental print with objects or locations in the classroom.</p>

DOMAIN: ENGLISH/LANGUAGE ARTS

STANDARD 3: DEMONSTRATES GENERAL SKILLS AND STRATEGIES OF THE READING PROCESS.

Benchmark	Developmental Continuum	Examples	Every Child Ready Standard(s)
Benchmark 3.6: Tells and retells a story.	Imitates act of reading in play.	<ul style="list-style-type: none"> Chris pretends to read a book to a doll in the housekeeping area. (Approaches to Learning: Initiative and Curiosity) Yolanda pretends to read the "Daily Message" that was written by the teacher earlier in the day. Reese "reads" the classroom rules to his friend Claire. 	<p>LL-BK.2.B Uses illustrations to tell a familiar story.</p> <p>LL-BK.2.C Uses illustrations to tell a familiar story with intonation and expression, using repeated phrases.</p> <p>LL-BK.1.D Looks at books independently or with peers.</p>
Benchmark 3.6: Tells and retells a story.	Acts out main events of a familiar story.	<ul style="list-style-type: none"> Tom is wearing overalls and says, "I'm Corduroy." Andy puts pegs in a pegboard to build a birthday cake for Frances. LaChelle says, "I'm Goldilocks, you're the mama bear, you're the papa bear, and you're the baby." Mira and Joey act out "Five Little Monkeys" using puppets. (Approaches to Learning: Persistence and Attentiveness) 	<p>LL-NC.3.AA Joins in acting out a book as it's read aloud.</p> <p>LL-NC.3.B Retells two events from a familiar narrative using visuals or gestures.</p> <p>LL-NC.3.D Retells three or more events from a familiar narrative in sequence using visuals or gestures.</p> <p>C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.</p>
Benchmark 3.6: Tells and retells a story.	Uses pictures and illustrations to tell and retell a story.	<ul style="list-style-type: none"> Sevin uses flannel board characters to tell the story of "The Three Questions." (Approaches to Learning: Persistence and Attentiveness) Logan draws pictures of the big bad wolf blowing down the straw house. Clarence tells a story to his friend Amanda using pictures from a trip to the zoo. 	<p>LL-NC.3.B Retells two events from a familiar narrative using visuals or gestures.</p> <p>LL-NC.3.D Retells three or more events from a familiar narrative in sequence using visuals or gestures.</p> <p>LL-BK.2.B Uses illustrations to tell a familiar story.</p> <p>LL-BK.2.C Uses illustrations to tell a familiar story with intonation and expression, using repeated phrases.</p>
Benchmark 3.6: Tells and retells a story.	Uses prior experience to help make sense of stories.	<ul style="list-style-type: none"> When the teacher read "Arthur's Tooth" Meisha said, "I lost my tooth." After hearing <i>The Snowy Day</i>, Leandra said, "My brother and me made snow angels." Jim tells about his train trip after reading <i>Freight Train</i>. (Approaches to Learning: Persistence and Attentiveness) 	<p>LL-NC.2.C Uses events from the book to make a prediction about what might happen next.</p> <p>LL-NC.2.D Makes inferences to answer simple "why" questions by using background knowledge and events in a text.</p> <p>LL-NC.2.E Makes inferences and provides explanation and reasoning for events in a text or characters' actions.</p> <p>ATL.9.C Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and wants to return, or fell on the slide yesterday, so exercises caution today).</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>

DOMAIN: ENGLISH/LANGUAGE ARTS

STANDARD 3: DEMONSTRATES GENERAL SKILLS AND STRATEGIES OF THE READING PROCESS.

Benchmark	Developmental Continuum	Examples	Every Child Ready Standard(s)
Benchmark 3.6: Tells and retells a story.	Retells a story including many details and draws connections between story events.	<ul style="list-style-type: none"> After hearing the story of “Pepe the Bull” Phillip tells the story to the stuffed animals in the quiet area. (Approaches to Learning: Persistence and Attentiveness) The caregiver told the story of the three little pigs during large circle time, then asked Molly, “Why did the house fall down?” Molly goes to the block area, builds a house, knocks it down and she plays, “The Three Little Pigs.” The class re-enacted the story of <i>Stone Soup</i> in dramatic play. On the playground, Ben found the perfect rock. 	<p>LL-NC.3.B Retells two events from a familiar narrative using visuals or gestures.</p> <p>LL-NC.3.C Retells three or more events from a familiar story in any order using visuals or gestures.</p> <p>LL-NC.3.D Retells three or more events from a familiar narrative in sequence using visuals or gestures.</p> <p>LL-NC.2.C Uses events from the book to make a prediction about what might happen next.</p> <p>LL-NC.2.D Makes inferences to answer simple “why” questions by using background knowledge and events in a text.</p> <p>LL-NC.2.E Makes inferences and provides explanation and reasoning for events in a text or characters’ actions.</p>

DOMAIN: ENGLISH/LANGUAGE ARTS

STANDARD 4: DEMONSTRATES COMPETENCE IN THE BEGINNING SKILLS AND STRATEGIES OF THE WRITING PROCESS.

Benchmark	Developmental Continuum	Examples	Every Child Ready Standard(s)
Benchmark 4.1: Understands that the purpose of writing is communication.	Understands that an oral message can be represented by written language.	<ul style="list-style-type: none"> In the housekeeping center, Sam “writes” down Billy’s lunch order (using scribbles and symbols). Luisa “rereads” the book she has written (using different words than previously used). Tyler writes a sign naming his block structure. (Approaches to Learning: Initiative and Curiosity) 	<p>LL-WR.2.A Draws and/or writes to represent, express, or communicate interests.</p> <p>LL-BK.3.A Demonstrates understanding that print has meaning.</p> <p>LL-WR.1.B Contributes ideas and opinions to a shared writing experience with teacher support and dictation.</p> <p>LL-WR.1.C Contributes ideas and opinions to a shared writing experience by drawing or writing with teacher support.</p> <p>LL-WR.1.D Helps lead a shared writing experience with teacher or peers.</p> <p>LL-WR.7.C Writes a short, dictated sentence using phonetic spelling, leaving spaces between words when writing.</p>

DOMAIN: ENGLISH/LANGUAGE ARTS

STANDARD 4: DEMONSTRATES COMPETENCE IN THE BEGINNING SKILLS AND STRATEGIES OF THE WRITING PROCESS.

Benchmark	Developmental Continuum	Examples	Every Child Ready Standard(s)
<p>Benchmark 4.1: Understands that the purpose of writing is communication.</p>	<p>Understands there is a way to write that conveys meaning.</p>	<ul style="list-style-type: none"> • Tonya asks her teacher, "Will you write, 'This is my house?'" • His teacher offers to write a message on a drawing. Kiley says, "Write, 'I love my dog.'" (Approaches to Learning: Persistence and Attentiveness) • Joshua asks his teacher to write a note to his mom. When she asks what is should say, Joshua says, "Tell her I have been good at school today." 	<p>LL-WR.2.A Draws and/or writes to represent, express, or communicate interests. LL-WR.2.B Draws and/or writes to represent and describe an object, event, or observation. LL-WR.2.C Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme. LL-WR.1.B Contributes ideas and opinions to a shared writing experience with teacher support and dictation. LL-WR.1.C Contributes ideas and opinions to a shared writing experience by drawing or writing with teacher support.</p>
<p>Benchmark 4.1: Understands that the purpose of writing is communication.</p>	<p>Understands that once an oral message is written it reads the same way every time.</p>	<ul style="list-style-type: none"> • Zaylen recognizes the message written by his teacher on one of his drawings and "reads" it to Justin. • During Calendar Time the teacher writes "Tuesday" on the chart, later in the day Millie says, "That says, 'Tuesday,'" • Tommy reads the sign above the door to his friend Emma. "That says 'exit.'" (Approaches to Learning: Persistence and Attentiveness) 	<p>LL-WR.1.B Contributes ideas and opinions to a shared writing experience with teacher support and dictation. LL-WR.1.C Contributes ideas and opinions to a shared writing experience by drawing or writing with teacher support. LL-WR.7.C Writes a short, dictated sentence using phonetic spelling, leaving spaces between words when writing. LL-BK.2.D Tracks print from left to right and top to bottom while imitating reading a familiar text.</p>
<p>Benchmark 4.2: Produces marks, pictures, and symbols that represent print and ideas.</p>	<p>Labels pictures or produces simple texts using scribble writing.</p>	<ul style="list-style-type: none"> • Lynley scribbles and says, "This is me." (Approaches to Learning: Persistence and Attentiveness) • Tracy likes to write her name at the top of the different kinds of paper she uses. 	<p>LL-WR.2.AA Draws to represent something or to communicate a thought. LL-WR.2.A Draws and/or writes to represent, express, or communicate interests. LL-WR.2.B Draws and/or writes to represent and describe an object, event, or observation. 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.</p>

DOMAIN: ENGLISH/LANGUAGE ARTS

STANDARD 4: DEMONSTRATES COMPETENCE IN THE BEGINNING SKILLS AND STRATEGIES OF THE WRITING PROCESS.

Benchmark	Developmental Continuum	Examples	Every Child Ready Standard(s)
Benchmark 4.2: Produces marks, pictures, and symbols that represent print and ideas.	Labels pictures or produces simple texts using letter-like forms.	<ul style="list-style-type: none"> • Andre's writing includes lines and circles. • Sybil draws a circle and says it is a dog. (Approaches to Learning: Persistence and Attentiveness) 	<p>LL-WR.4.B Writes letter-like forms and makes marks on page that look like conventional shapes or mock letters.</p> <p>LL-WR.4.C Writes letter-like symbols in strings. May leave spaces between symbols to indicate words.</p>
Benchmark 4.2: Produces marks, pictures, and symbols that represent print and ideas.	Uses scribble writing or letter-like forms to represent words or ideas.	<ul style="list-style-type: none"> • Burton produces small and large shapes that represent writing letters and words. • Elena "reads" or "spells" aloud while writing letter-like marks. (Approaches to Learning: Initiative and Curiosity) 	<p>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.</p> <p>LL-WR.4.B Writes letter-like forms and makes marks on page that look like conventional shapes or mock letters.</p> <p>LL-WR.4.C Writes letter-like symbols in strings. May leave spaces between symbols to indicate words.</p> <p>LL-WR.2.A Draws and/or writes to represent, express, or communicate interests.</p> <p>LL-WR.3.A When asked to write their name, child writes letter-like forms. Child makes marks on page that look like conventional shapes or mock letters.</p>
Benchmark 4.2: Produces marks, pictures, and symbols that represent print and ideas.	Writes recognizable letters.	<ul style="list-style-type: none"> • Yo Lee writes strings of random letters such as: z, E, t, o. • Liz writes some letters from her name. • Valerie labels her block building with a sign that says, "zoo." 	<p>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.</p> <p>LL-WR.4.E Forms correct, intentional, and recognizable letters on the page when writing.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>LL-WR.3.E Writes all letters in their name in correct order. All letters are correct and could be recognized out of context.</p>

DOMAIN: ENGLISH/LANGUAGE ARTS

STANDARD 4: DEMONSTRATES COMPETENCE IN THE BEGINNING SKILLS AND STRATEGIES OF THE WRITING PROCESS.

Benchmark	Developmental Continuum	Examples	Every Child Ready Standard(s)
<p>Benchmark 4.2: Produces marks, pictures, and symbols that represent print and ideas.</p>	Writes familiar words.	<ul style="list-style-type: none"> Amy writes her name from her name card on the table (letters may or may not be in correct sequence or position). Karem writes name or words that are meaningful to him: I love you, Mom, Dad, dog, etc. (Approaches to Learning: Persistence and Attentiveness) 	<p>LL-WR.2.A Draws and/or writes to represent, express, or communicate interests.</p> <p>LL-WR.7.A Completes a sentence prompt with a written word using phonetic spelling.</p> <p>LL-WR.6.E Writes the correct initial, medial, and final sound when writing a CVC word.</p>
<p>Benchmark 4.3: Explores the physical aspect of writing.</p>	Uses tools for writing and drawing.	<ul style="list-style-type: none"> Kim uses a stick to draw a picture in the sand. (Approaches to Learning: Initiative and Curiosity) Tyler uses markers to draw. Dora uses a pencil to make marks on paper. 	<p>PD.3.AA Uses crayons or markers with some coordination.</p> <p>C-ARTS.3.AA Freely explores a variety of art materials and tools for sensory exploration.</p> <p>C-ARTS.3.A Expresses self using a variety of art materials and tools.</p>
<p>Benchmark 4.3: Explores the physical aspect of writing.</p>	Experiments with grasp when using a variety of writing tools.	<ul style="list-style-type: none"> Carlito picks up a pencil with a fist grasp. Hans uses a pencil with a finger-grasp. Crystal grasps a paintbrush at the easel. (Approaches to Learning: Initiative and Curiosity) 	<p>PD.3.A Draws vertical and horizontal lines with a model using a fisted grasp.</p> <p>PD.3.D Begins to use a tripod grasp when writing and copies complex designs.</p> <p>PD.3.E Consistently uses a tripod grasp when writing and copies and creates complex designs.</p>
<p>Benchmark 4.3: Explores the physical aspect of writing.</p>	Adjusts body position when writing.	<ul style="list-style-type: none"> After painting a picture at the table, Caleb moves to a comfortable position to write his name. Jose moves from trying to write while lying on the floor to a table. Andrea places the pencil in her right hand to write her name. 	<p>PD.3.A Draws vertical and horizontal lines with a model using a fisted grasp.</p> <p>PD.3.D Begins to use a tripod grasp when writing and copies complex designs.</p> <p>PD.3.E Consistently uses a tripod grasp when writing and copies and creates complex designs.</p>

DOMAIN: ENGLISH/LANGUAGE ARTS

STANDARD 4: DEMONSTRATES COMPETENCE IN THE BEGINNING SKILLS AND STRATEGIES OF THE WRITING PROCESS.

Benchmark	Developmental Continuum	Examples	Every Child Ready Standard(s)
Benchmark 4.3: Explores the physical aspect of writing.	Adjusts paper position when writing.	<ul style="list-style-type: none"> Alexander moves the paper to a comfortable position. Miquel holds paper with non-writing hand. Jennifer asks for a book to put her paper on while writing a letter to her mom in the reading center. 	<p>LL-WR.5.A Writes from the top of the page to the bottom when writing, even at the emergent writing stage.</p> <p>LL-WR.5.B Uses left to right directionality when writing, even at the emergent writing stage.</p>
Benchmark 4.3: Explores the physical aspect of writing.	Shows some evidence of directionality (top to bottom, left to right).	<ul style="list-style-type: none"> Jimmy copies the letters of his name. Randall writes the first two letters of his name left to right, then writes the third letter in the bottom left-hand corner of the page. Dareen progresses to writing left to right with letters in correct order. (Approaches to Learning: Persistence and Attentiveness) Julie places stickers from left to right on her paper. 	<p>LL-WR.5.A Writes from the top of the page to the bottom when writing, even at the emergent writing stage.</p> <p>LL-WR.5.B Uses left to right directionality when writing, even at the emergent writing stage.</p>

DOMAIN: HEALTH/MENTAL WELLNESS (HEALTH EDUCATION)

STANDARD 1: DEMONSTRATES HEALTH/METAL WELLNESS IN INDIVIDUAL AND COOPERATIVE SOCIAL ENVIRONMENTS.

Benchmark	Developmental Continuum	Examples	Every Child Ready Standard(s)
Benchmark 1.1: Demonstrates independent behavior.	Follows routines independently.	<ul style="list-style-type: none"> Meija throws away her cup and napkin after snack. Tad wheels his wheelchair to the art center during self-selection time to use the easel. (Approaches to Learning: Initiative and Curiosity) Without a reminder, Scott turns off the tape recorder after listening to a story. 	<p>PD.4.C Completes self-care and hygiene routines with minimal assistance.</p> <p>PD.4.D Independently completes self-care and hygiene routines.</p> <p>ATL.9.B Identifies and anticipates materials and expectations needed for everyday and routine activities.</p>

DOMAIN: HEALTH/MENTAL WELLNESS (HEALTH EDUCATION)

STANDARD 1: DEMONSTRATES HEALTH/MENTAL WELLNESS IN INDIVIDUAL AND COOPERATIVE SOCIAL ENVIRONMENTS.

Benchmark	Developmental Continuum	Examples	Every Child Ready Standard(s)
Benchmark 1.1: Demonstrates independent behavior.	Takes care of personal health/safety needs with adult support as needed.	<ul style="list-style-type: none"> • Melvin goes to the water fountain when thirsty. • Nina goes to the bathroom without prompting. • Carlos covers his mouth when he coughs and then washes his hands after the teacher reminds him. • In the dramatic play center, DaShon explains to Sarah, "We don't go with strangers." (Approaches to Learning: Persistence and Attentiveness) 	<p>PD.4.C Completes self-care and hygiene routines with minimal assistance.</p> <p>PD.4.D Independently completes self-care and hygiene routines.</p> <p>PD.6.A With teacher guidance, follows safety procedures.</p> <p>PD.6.B Demonstrates understanding of safety procedures and begins to initiate.</p> <p>PD.6.C Independently follows safety procedures.</p> <p>PD.6.D Understands and describes the importance of safety procedures.</p> <p>PD.6.E Understands and describes how to get help when there are unsafe objects, substances, or behaviors.</p> <p>PD.4.E Understands and describes the importance of self-care and hygiene routines.</p>
Benchmark 1.1: Demonstrates independent behavior.	Identifies healthy food choices.	<ul style="list-style-type: none"> • Myra dishes peas onto her own plate and tells her Mom, "This helps you grow." • Kianna cuts pictures of healthy foods out of a magazine. • After lunch, the teacher uses the food pyramid to identify what categories of food the class had for lunch. Aiden can tell her that green beans are in the vegetable group. 	<p>PD.5.B Demonstrates understanding of types of foods and preferences.</p> <p>PD.5.C Begins to understand how eating a variety of foods and proper hydration helps the body grow and be healthy.</p> <p>PD.5.D Demonstrates understanding and categorizes different food types such as vegetables, fruit, grains, protein, and dairy.</p> <p>PD.5.E Understands and describes different foods and how they give our bodies nutrients and energy.</p>
Benchmark 1.1: Demonstrates independent behavior.	Describes self, using several basic characteristics (e.g., first and last name, gender, age, family, talents, skills, etc.).	<ul style="list-style-type: none"> • In the housekeeping area, Shirley tells Abe, "I can be the Mommy. I'm a girl." • Regina says, "I'm four years old, and I can run really fast! And I'm a good drawer, too!" (Approaches to Learning: Persistence and Attentiveness) • "My name is Dajun Cho. I live with my mommy." 	<p>IS.3.A With adult support, verbally or nonverbally identifies something about themselves.</p> <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.</p> <p>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.</p>

DOMAIN: HEALTH/MENTAL WELLNESS (HEALTH EDUCATION)

STANDARD 1: DEMONSTRATES HEALTH/METAL WELLNESS IN INDIVIDUAL AND COOPERATIVE SOCIAL ENVIRONMENTS.

Benchmark	Developmental Continuum	Examples	Every Child Ready Standard(s)
Benchmark 1.1: Demonstrates independent behavior.	Uses materials in a self-directed manner.	<ul style="list-style-type: none"> Tamika chooses one book to read from among several choices. Mustafa uses paper, tape, and glue to create a dinosaur book during choice time. (Approaches to Learning: Persistence and Attentiveness) Abby puts the caps back on the markers after she is finished drawing. 	<p>ATL.1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play).</p> <p>ATL.3.AA Exhibits curiosity and interest in activities and materials. Repeats preferred activities.</p> <p>ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work.</p> <p>ATL.9.B Identifies and anticipates materials and expectations needed for everyday and routine activities.</p> <p>SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment.</p> <p>C-ARTS.3.A Expresses self using a variety of art materials and tools.</p> <p>IS.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.</p>
Benchmark 1.2: Shows social cooperation.	Plays alongside rather than with other children.	<ul style="list-style-type: none"> Kevin plays with blocks in the block area while Steven plays with trucks in the same area. (Approaches to Learning: Persistence and Attentiveness) In the housekeeping area, Matt irons clothes and Kira cooks dinner and feeds the baby. Each child completes this play individually without communication with each other. 	<p>ATL.2.AA Observes others in play and participates in an activity next to other children (onlooker/parallel play).</p> <p>ATL.2.A Engages in activities next to peers using shared materials (parallel play).</p> <p>IS.5.AA Mostly engages in play on own, but notices or takes an interest in peer or social situations.</p> <p>IS.5.A Engages with peers with teacher modeling and participates in organized group activities.</p>
Benchmark 1.2: Shows social cooperation.	Plays in groups or pairs based on similar interest.	<ul style="list-style-type: none"> As Troy watches a game of soccer, he hesitantly runs up and kicks the ball. Margaret offers a car to Luis when he sits down beside her. Mitchell asks Paul to play Candy Land. (Approaches to Learning: Persistence and Attentiveness) Jimmy, Melanie, and Tanisha like to run and play chase together regularly during outside time. 	<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>ATL.2.B Plays, works on tasks, or participates in activities with peers with adult prompts (associative play).</p> <p>ATL.2.C Makes cooperative decisions with peers based on adult provided choices (associative play).</p> <p>ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play).</p>

DOMAIN: HEALTH/MENTAL WELLNESS (HEALTH EDUCATION)

STANDARD 1: DEMONSTRATES HEALTH/METAL WELLNESS IN INDIVIDUAL AND COOPERATIVE SOCIAL ENVIRONMENTS.

Benchmark	Developmental Continuum	Examples	Every Child Ready Standard(s)
Benchmark 1.2: Shows social cooperation.	Makes and maintains a friendship with at least one other child.	<ul style="list-style-type: none"> • Myra sits by Sue when she comes in the classroom and gives her a hug. • Kimmi refers to Luke as “my friend.” • Miriam and Tasha regularly choose each other as partners. • Kyle and Barry are inseparable at the park. (Approaches to Learning: Persistence and Attentiveness) 	<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.5.E Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.</p>
Benchmark 1.2: Shows social cooperation.	Participates in everyday classroom activities, may need adult direction.	<ul style="list-style-type: none"> • Kristin listens to peers during group sharing. (Approaches to Learning: Initiative and Curiosity) • The teacher asks Luis if he wants to go outside or continue playing at the water table. Luis quietly puts down toys and goes outside. • When the teacher tells Josh that he is the leader today. He says, “It is my turn?” • At circle time, Brittany says, “Jinna is not here.” Mark asks if she is sick. Crystal sings with the teacher during clean-up. 	<p>IS.5.A Engages with peers with teacher modeling and participates in organized group activities.</p> <p>ATL.2.B Plays, works on tasks, or participates in activities with peers with adult prompts (associative play).</p> <p>ATL.7.D Independently completes simple assignment or task despite normal classroom environment distractions.</p> <p>IS.6.C Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers.</p> <p>IS.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.</p> <p>ATL.5.B Shifts between tasks or activities, including ending preferred activities, with adult support.</p>
Benchmark 1.2: Shows social cooperation.	Works in small group situations with teacher support.	<ul style="list-style-type: none"> • Marty marches around the room with the other children as the music plays. • Crystal plays “Duck, Duck, Goose” during group time. (Approaches to Learning: Persistence and Attentiveness) • Maurice, Tran, and Bryan create and play music for their teacher, Ms. Anne. • Jenny and DaShon build a castle while Ms. Debbie helps find more blocks. 	<p>IS.5.A Engages with peers with teacher modeling and participates in organized group activities.</p> <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).</p> <p>ATL.2.B Plays, works on tasks, or participates in activities with peers with adult prompts (associative play).</p> <p>C-ARTS.2.C Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.</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> <p>ATL.2.C Makes cooperative decisions with peers based on adult provided choices (associative play).</p> <p>ATL.2.E Establishes rules with peers during play or structured activities (cooperative play).</p>

DOMAIN: HEALTH/MENTAL WELLNESS (HEALTH EDUCATION)

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Benchmark	Developmental Continuum	Examples	Every Child Ready Standard(s)
Benchmark 1.2: Shows social cooperation.	Manages transitions.	<ul style="list-style-type: none"> • Callie says good-bye to her Dad at the door then runs over to join some children playing with blocks. • Eric begins to pick up toys when his caregiver starts to sing the clean-up song. • Matt uses the routine of a wave at the window to his Mom when she leaves for work. • Mario moves from free playtime to small group time with ease and confidence. (Approaches to Learning: Initiative and Curiosity) 	<p>ATL.5.A Transitions between activities that are part of the routine school day with adult reminders.</p> <p>ATL.5.B Shifts between tasks or activities, including ending preferred activities, with adult support.</p> <p>ATL.5.C Adjusts to changes in the environment or schedule with adult guidance and advance warning.</p> <p>ATL.5.E Adapts to new rules or circumstances in an age-appropriate game or activity.</p> <p>ATL.5.AA Stops preferred activities with one on one assistance or coregulation.</p>
Benchmark 1.2: Shows social cooperation.	Connects consequences to a specific behavior but may not understand why the behavior warrants the consequence.	<ul style="list-style-type: none"> • Celia says that Mommy will be mad if she goes in the street. When asked why, she states, "She does not want me to." • The preschool program recognizes perfect monthly attendance by handing out a certificate and a prize, but when given the award, Mark cannot state why he is receiving it. 	<p>SOC.2.E Shares how their thoughts, opinions, choices, and actions can impact their community.</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>IS.7.A Listens to or follows a solution provided by an adult. May communicate discomfort or dysregulation and require additional time to regulate while responding.</p> <p>SC-SP.1.B Observes and describes cause and effect.</p>
Benchmark 1.2: Shows social cooperation.	Accepts the consequences of one's own actions.	<ul style="list-style-type: none"> • Johnny knocks sand off the table and cleans it up. (Approaches to Learning: Persistence and Attentiveness) • When scattered puzzle pieces are found on the floor, Trina says, "I did it." • Michael smiles when his Daddy praises his painting. 	<p>SOC.2.E Shares how their thoughts, opinions, choices, and actions can impact their community.</p> <p>IS.7.A Listens to or follows a solution provided by an adult. May communicate discomfort or dysregulation and require additional time to regulate while responding.</p> <p>IS.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.</p>

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Benchmark	Developmental Continuum	Examples	Every Child Ready Standard(s)
<p>Benchmark 1.2: Shows social cooperation.</p>	<p>Can identify feelings, likes and dislikes, but may not be able to explain why.</p>	<ul style="list-style-type: none"> • Cierra says, "I love ice cream." • Janie tells her Mommy that she feels sad at child care. When asked what is wrong, Janie says, "I don't know." • Lulu says she likes to play with the trucks, but not the blocks. 	<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> <p>IS.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult.</p> <p>SOC.3.AA Verbally or nonverbally expresses wants and needs with simple phrases or gestures.</p> <p>PD.5.B Demonstrates understanding of types of foods and preferences.</p> <p>IS.1.E Identifies that they can have different emotions about the same situation.</p> <p>IS.1.D Independently verbally or nonverbally names and describes their own emotions.</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> <p>IS.1.B With adult modeling and visual supports, verbally or nonverbally identifies and labels emotions such as happiness, surprise, anger, fear, and sadness in self.</p>
<p>Benchmark 1.2: Shows social cooperation.</p>	<p>Communicates emotions to peers in an appropriate manner.</p>	<ul style="list-style-type: none"> • Katrina says, "No!" when Mike tries to take a toy away. • Amy pats Mikey when he is crying. • Jacques tells Tran, "I don't like it when you push me!" (Approaches to Learning: Persistence and Attentiveness) • Jalen hugs Matthew when it's time to go home. 	<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> <p>IS.1.D Independently verbally or nonverbally names and describes their own emotions.</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.2.D Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance.</p>

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Benchmark	Developmental Continuum	Examples	Every Child Ready Standard(s)
<p>Benchmark 1.3: Applies social problem solving skills.</p>	<p>Uses simple strategies to appropriately solve problems by self and within a group.</p>	<ul style="list-style-type: none"> • Germaine gets the teacher when her juice is knocked over. • Marta asks the teacher for help when Sheri paints on her picture. • Larry wants the car Tre' is playing with, he asks him to trade cars. • When Lee cannot get her scissors to cut paper, she goes to the cubby and gets another pair. 	<p>IS.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.</p> <p>IS.7.A Listens to or follows a solution provided by an adult. May communicate discomfort or dysregulation and require additional time to regulate while responding.</p> <p>IS.7.AA Observes or copies an adult modeling a solution to a personal challenge or challenge with others. May communicate discomfort or dysregulation.</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>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> <p>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>Benchmark 1.3: Applies social problem solving skills.</p>	<p>Uses multiple strategies to solve problems.</p>	<ul style="list-style-type: none"> • Craig tries to tie his shoe by himself. After no success, he asks his friend Molly to help. He then asks Ms. Stephanie. • Adam's block tower keeps falling over. He tries taking some of the blocks off. When it falls again, he props it against the shelf. • Maya tries to get other children to join her in the housekeeping area. She asks • Sarah if she wants to play. When she gets no response she says, "You can be the Mommy." 	<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>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> <p>ATL.5.D With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error).</p> <p>ATL.3.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance.</p>

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Benchmark	Developmental Continuum	Examples	Every Child Ready Standard(s)
<p>Benchmark 1.3: Applies social problem solving skills.</p>	<p>Provides simple but acceptable reasons for ideas in solving problems.</p>	<ul style="list-style-type: none"> • Sylvia says, "We need more crayons. There's not enough." • At lunchtime, Emily says, "I didn't get a straw because the box is empty. We need another box." 	<p>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>Benchmark 1.3: Applies social problem solving skills.</p>	<p>Asks for help from other sources when solving social and/or cognitive problems.</p>	<ul style="list-style-type: none"> • Kara is having a difficult time putting on pants. She asks Mommy to help. • Brady tries to put together the puzzle and after a couple of minutes, asks Grandma for help. • Myla asks for help when Haley takes the fire truck from her. The girls agree to share the fire truck after a discussion with Mr. Scott about cooperation. 	<p>IS.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions. IS.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult. ATL.3.C Asks questions and seeks clarity after attempting a challenging task. IS.6.B Requests or accepts (verbally or nonverbally) adult support with many tasks. IS.6.C Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers. IS.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.</p>
<p>Benchmark 1.4: Shows a sense of purpose (future-hopefulness)</p>	<p>Accepts setbacks without giving up.</p>	<ul style="list-style-type: none"> • Willy works several minutes on a puzzle. When he cannot get the last piece to fit, he asks the teacher to help him. Then he puts it in himself. • Dominique persists in building a bridge after it has fallen down several times. (Approaches to Learning: Persistence and Attentiveness) • Kelly tries to walk a little further each time she walks on the balance beam. 	<p>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.5.D With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error).</p>

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Benchmark	Developmental Continuum	Examples	Every Child Ready Standard(s)
Benchmark 1.4: Shows a sense of purpose (future-hopefulness)	Attends to task.	<ul style="list-style-type: none"> Mary gets the snap beads from the shelf. She works until she makes a necklace. Sharla works on a difficult puzzle. Juan starts and completes several levels of play on the computer counting activity. (Approaches to Learning: Persistence and Attentiveness) 	<p>ATL.6.A Sustains interest in a preferred task for a brief amount of time (5–10 minutes).</p> <p>ATL.6.B Sustains attention in an assigned task for a brief amount of time (5–10 minutes).</p> <p>ATL.6.C Attends to entirety of a short engaging lesson or teacher-led activity (10–15 minutes).</p> <p>ATL.6.E Attends to activities or peer engagement for extended periods of time (30+ minutes).</p> <p>ATL.3.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance.</p> <p>ATL.6.D Refocuses attention to independent or group activity after minor distraction.</p>
Benchmark 1.4: Shows a sense of purpose (future-hopefulness)	Sets short term goals.	<ul style="list-style-type: none"> After the cooking project, Larry suggests feeding the carrot scraps to the class rabbit. Cory makes a plan to work in the dramatic play area. During lunch Phillippe says, "I will see grandma after school. I want to make cookies at her house." 	<p>ATL.8.C With adult support, creates a goal for an activity and follows a simple plan.</p> <p>ATL.8.E Plans simple steps for future activity goal.</p>
Benchmark 1.4: Shows a sense of purpose (future-hopefulness)	Projects self into the future.	<ul style="list-style-type: none"> After making a paper necklace, Felicia says, "I can wear this at Grandma's." Rashik draws a picture of a doctor and says, "I'm going to help people in a hospital when I grow up." "I can play basketball when I get big," says Amanda. 	<p>ATL.8.E Plans simple steps for future activity goal.</p>
Benchmark 1.4: Shows a sense of purpose (future-hopefulness)	Demonstrates self-confidence through interactions.	<ul style="list-style-type: none"> Dudley shares a favorite book from home. Tanisha tells her Daddy, "I built it all by myself." After a few weeks at school, Quentin readily joins in the songs at circle time with smiles and enthusiasm. (Approaches to Learning: Persistence and Attentiveness) 	<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.</p> <p>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.</p> <p>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.</p>

DOMAIN: ARTS AND HUMANITIES

STANDARD 1: PARTICIPATES AND SHOWS INTEREST IN A VARIETY OF VISUAL ART, DANCE, MUSIC, AND DRAMA EXPERIENCES.

Benchmark	Developmental Continuum	Examples	Every Child Ready Standard(s)
<p>Benchmark 1.1: Develops skills in and appreciation of visual arts.</p>	<p>Uses a variety of media and materials for exploration (e.g. paint, glue, three-dimensional materials, technology, etc.).</p>	<ul style="list-style-type: none"> • Kenny chooses to paint at the easel three days in a row. He chooses red paint each day and tells the teacher, "Red is my favorite". (Approaches to Learning: Persistence and Attentiveness) • Sally rolls out pieces of clay and uses the cookie cutters to cut into different shapes. (Approaches to Learning: Initiative and Curiosity) • Shavon uses scissors to cut ribbon and glues these on her collage. • Ben uses a computer program to create a picture then glues on a tree-twigs picture frame after printing the picture. 	<p>C-ARTS.3.AA Freely explores a variety of art materials and tools for sensory exploration. C-ARTS.3.A Expresses self using a variety of art materials and tools. C-ARTS.3.B Creates drawings, paintings, and models with an increasing level of detail. C-ARTS.3.C Explores and creates art using different techniques, such as dot art, mixed media collages, and clay. C-ARTS.3.D Plans for and creates art using preferred art materials, tools, and techniques. Tech.1.D With teacher guidance, uses technology devices and learning applications to play games, access or share information, or express themselves creatively.</p>
<p>Benchmark 1.1: Develops skills in and appreciation of visual arts.</p>	<p>Uses a variety of art forms, elements and materials for representing people, places, and things in the environment.</p>	<ul style="list-style-type: none"> • Monica examines the picture on the wall and asks her Mom for some cotton to make clouds like in the picture. • At the easel, Jarrad paints a picture of his dog. • Max sticks leaves he has gathered to a tree trunk shaped from play-dough. • Trina builds her house with Popsicle sticks and glue. • Kyle draws a picture of his brother, including facial features, hair, arms/hands, legs/toes, and a belly button. 	<p>C-ARTS.3.B Creates drawings, paintings, and models with an increasing level of detail. SOC.4.D Creates representations or maps of familiar places, such as classroom, community, or region. LL-WR.2.B Draws and/or writes to represent and describe an object, event, or observation.</p>
<p>Benchmark 1.1: Develops skills in and appreciation of visual arts.</p>	<p>Observes and responds to artwork produced by other individuals and/or cultures.</p>	<ul style="list-style-type: none"> • Maya watches a classmate making a snake out of clay and then makes one herself. (Approaches to Learning: Persistence and Attentiveness) • Brian looks intently at the picture of the farm. He says, "The horses are running and the sheep are eating the grass." • Michelle comments that some trees in the photo are green and some are orange. • After the teacher reads the story about Native American mask making, Mark paints a Native American mask using watercolors. 	<p>C-ARTS.5.A Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques. C-ARTS.5.C Recognizes and discusses differences in artistic creations. C-ARTS.5.D Expresses opinions about the artistic creations and techniques of others. C-ARTS.5.E Interprets the art of others by describing what they see and identifying a theme.</p>



DOMAIN: ARTS AND HUMANITIES

STANDARD 1: PARTICIPATES AND SHOWS INTEREST IN A VARIETY OF VISUAL ART, DANCE, MUSIC, AND DRAMA EXPERIENCES.

Benchmark	Developmental Continuum	Examples	Every Child Ready Standard(s)
<p>Benchmark 1.2: Develops skills in and appreciation of dance.</p>	<p>Explores various ways of moving with or without music.</p>	<ul style="list-style-type: none"> Nicki uses a scarf to pretend to be a wave as the ocean's roar plays on the tape. (Approaches to Learning: Persistence and Attentiveness) Geno sways gently to classical music, but shakes wildly to the country music. Eddie moves like an elephant, swinging his arms like a trunk and stomping heavily around the circle while listening to jungle music. Lydia copies her teacher's movements as she waves her arms in the air and marches. 	<p>C-ARTS.1.AA Moves body spontaneously to music. C-ARTS.1.A Participates in guided movement activities by copying dances and movements introduced by others. C-ARTS.1.B Recalls short, simple dances and movement sequences previously introduced by others. C-ARTS.1.C Creates short dances or movement sequences. C-ARTS.1.D Leads dances or movement sequences and demonstrates them to others. PD.1.AA Sits down and stands up with control. Moves body in a variety of ways such as walking, running, and galloping. Walks up and down the stairs with assistance. Throws balls and attempts to kick balls. PD.1.D Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements.</p>
<p>Benchmark 1.2: Develops skills in and appreciation of dance.</p>	<p>Performs simple patterns of dance while exploring with the element of beat.</p>	<ul style="list-style-type: none"> Sasha gallops to the beat of the song and then twirls as the beat changes. Juan claps in time to the song the children are singing. Emilio performs "Head, Shoulders, Knees, and Toes" with his classmates. Darius marches to the beat of a Sousa march. (Approaches to Learning: Persistence and Attentiveness) 	<p>C-ARTS.1.B Recalls short, simple dances and movement sequences previously introduced by others. C-ARTS.1.C Creates short dances or movement sequences. C-ARTS.1.D Leads dances or movement sequences and demonstrates them to others. C-ARTS.1.E Creates and leads dances or movement sequences and begins to synchronize music with movement. M-PFA.3.C Uses rhythm and movement to copy simple and advanced patterns (e.g., AB, ABC, ABB, AAB).</p>
<p>Benchmark 1.2: Develops skills in and appreciation of dance.</p>	<p>Describes movement after participating in or watching others perform games or songs.</p>	<ul style="list-style-type: none"> Judy says, "I'm a butterfly" as she flaps her arms to the music. Erin says, "Gina looked like a tree, she waved her arms like branches." Eddie excitedly says, "I really stomped my feet hard." (Approaches to Learning: Persistence and Attentiveness) 	<p>C-ARTS.1.B Recalls short, simple dances and movement sequences previously introduced by others. C-ARTS.5.C Recognizes and discusses differences in artistic creations. C-ARTS.5.D Expresses opinions about the artistic creations and techniques of others. C-ARTS.5.E Interprets the art of others by describing what they see and identifying a theme.</p>

DOMAIN: ARTS AND HUMANITIES

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Benchmark	Developmental Continuum	Examples	Every Child Ready Standard(s)
<p>Benchmark 1.2: Develops skills in and appreciation of dance.</p>	<p>Responds to dance performance produced by other individuals and/or cultures.</p>	<ul style="list-style-type: none"> • Steven watches hula dancing and imitates the movement. • While watching a performance of <i>The Nutcracker</i>, Kya says, "That ballerina stood on her toes a long time." • After watching <i>Beauty and the Beast</i> at home, the girls dance in dramatic play. 	<p>C-ARTS.5.C Recognizes and discusses differences in artistic creations. C-ARTS.5.D Expresses opinions about the artistic creations and techniques of others. C-ARTS.5.E Interprets the art of others by describing what they see and identifying a theme. 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.</p>
<p>Benchmark 1.3: Develops skills in and appreciation of music.</p>	<p>Explores various forms of musical expression through his/her senses.</p>	<ul style="list-style-type: none"> • Jose tries to strum his father's guitar. (Approaches to Learning: Initiative and Curiosity) • Devon puts on the earphones and turns on the tape player during free choice time. • Marcus moves his body to the beat of the music. • Sydney uses maracas, bells, xylophones and drums to make music. (Approaches to Learning: Initiative and Curiosity) 	<p>C-ARTS.4.A Participates in a variety of music activities with different tempos, genres, and rhythms. C-ARTS.4.B Sings a variety of songs within children's vocal range, independently and with others. C-ARTS.4.C Recognizes differences between a variety of music activities with different tempos, genres, and rhythms. C-ARTS.4.D Uses their voice or an instrument to express themselves and copy simple tempos. C-ARTS.4.E Creates and performs original music or songs for others. C-ARTS.1.AA Moves body spontaneously to music. C-ARTS.4.AA Listens to a variety of music.</p>
<p>Benchmark 1.3: Develops skills in and appreciation of music.</p>	<p>Uses fingerplays and/or songs to experiment with beat and time.</p>	<ul style="list-style-type: none"> • Tessa waves her fingers as the teacher sings, "Where is Thumbkin?" • Sarah sings "Ring Around the Rosy" while she makes a circle with classmates. • Jenny likes to repeat and repeat "Five Little Pumpkins Sitting on a Fence." (Approaches to Learning: Persistence and Attention) • Mitch uses sticks to repeat the rhythm that his sister beats. 	<p>C-ARTS.4.A Participates in a variety of music activities with different tempos, genres, and rhythms. C-ARTS.4.B Sings a variety of songs within children's vocal range, independently and with others. C-ARTS.4.C Recognizes differences between a variety of music activities with different tempos, genres, and rhythms. C-ARTS.4.D Uses their voice or an instrument to express themselves and copy simple tempos. C-ARTS.4.E Creates and performs original music or songs for others. ATL.6.AA Follows along with and participates in songs, chants, and simple stories.</p>

DOMAIN: ARTS AND HUMANITIES

STANDARD 1: PARTICIPATES AND SHOWS INTEREST IN A VARIETY OF VISUAL ART, DANCE, MUSIC, AND DRAMA EXPERIENCES.

Benchmark	Developmental Continuum	Examples	Every Child Ready Standard(s)
<p>Benchmark 1.3: Develops skills in and appreciation of music.</p>	<p>Responds to musical performances produced by other individuals and/or cultures (e.g., concerts, CDs, tapes, videos, theatrical performances, etc.).</p>	<ul style="list-style-type: none"> Milo smiles as his caregiver starts the Raffi record. During choice time, Bertie listens to concert music with headphones and dances to the music. After seeing a performance of Cinderella, Mykala likes to pretend to be a princess. Carlos, Samuel, and Dakta paste beads and feathers on their paper plate shakers following a visit by Native American dancers. 	<p>C-ARTS.5.C Recognizes and discusses differences in artistic creations. C-ARTS.5.D Expresses opinions about the artistic creations and techniques of others. C-ARTS.5.E Interprets the art of others by describing what they see and identifying a theme.</p>
<p>Benchmark 1.4: Develops skills in and appreciation of drama.</p>	<p>Uses a variety of actions or sounds to explore drama.</p>	<ul style="list-style-type: none"> Leia puts on a fire hat, takes the steering wheel, sits on a block, and makes siren noises. (Approaches to Learning: Initiative and Curiosity) Emari and Tyler ride tricycles and pull up to the pretend gas pump and fill up their cars. Eva pretends to be a cat in dramatic play. She crawls on the floor and says "meow." Carlito rolls his wheelchair to the back of the chair train and calls out, "All aboard." 	<p>C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions. C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play. C-ARTS.2.C Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play. C-ARTS.2.D Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play. 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.</p>
<p>Benchmark 1.4: Develops skills in and appreciation of drama.</p>	<p>Performs simple elements of drama (e.g. audience, actors, stage, etc.).</p>	<ul style="list-style-type: none"> Sophie adjusts the pitch of her voice for each of the "Three Little Pigs." Teddy uses the flannel board pieces to tell the story of "The Very Hungry Caterpillar." Emmy signs the words of Goldilocks during a puppet play. In the housekeeping area, Megan directs other children to be the Mom, the Dad, the cat and the dog. (Approaches to Learning: Persistence and Attentiveness) 	<p>C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions. C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play. C-ARTS.2.C Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play. C-ARTS.2.D Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play. ATL.1.D Carries out familiar roles during individual or collaborative role-play.</p>

DOMAIN: ARTS AND HUMANITIES

STANDARD 1: PARTICIPATES AND SHOWS INTEREST IN A VARIETY OF VISUAL ART, DANCE, MUSIC, AND DRAMA EXPERIENCES.

Benchmark	Developmental Continuum	Examples	Every Child Ready Standard(s)
<p>Benchmark 1.4: Develops skills in and appreciation of drama.</p>	<p>Attends and responds to drama performed by other individuals and/or cultures.</p>	<ul style="list-style-type: none"> Kyle listens intently as his father reads the story of "Billy Goats Gruff," using voice inflections for each of the characters. (Approaches to Learning: Persistence and Attentiveness) The younger children in Emily's center watch as the older children act out their own play about "Pepito the Little Horse." Earl and Jalen clap spontaneously after a Native American dance group performs. 	<p>C-ARTS.5.C Recognizes and discusses differences in artistic creations. C-ARTS.5.D Expresses opinions about the artistic creations and techniques of others. C-ARTS.5.E Interprets the art of others by describing what they see and identifying a theme. SOC.1.E Explains why it's important to recognize and celebrate differences in families, such as their languages, music, food, or celebrations. 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. C-ARTS.5.AA Shows enthusiasm and curiosity about different types of creative arts.</p>

DOMAIN: MATHEMATICS

STANDARD 1: DEMONSTRATES GENERAL SKILLS AND USES CONCEPTS OF MATHEMATICS.

Benchmark	Developmental Continuum	Examples	Every Child Ready Standard(s)
<p>Benchmark 1.1: Demonstrates an understanding of numbers and counting.</p>	<p>Imitates rote counting using the names of the numbers.</p>	<ul style="list-style-type: none"> During a game Benjamin copies an adult who says, "One, two, three!" As her teacher places crackers on her plate, Emily says, "One, four, six." (Approaches to Learning: Persistence and Attentiveness) 	<p>M-NC.1.A Says number words in order from 1–3 from memory. M-NC.1.B Says number words in order from 1–5 from memory. M-NC.1.C Says number words in order from 1–7 from memory. M-NC.1.D Says number words in order from 1–10 from memory. M-NC.1.E Says number words in order from 1–20 from memory.</p>
<p>Benchmark 1.1: Demonstrates an understanding of numbers and counting.</p>	<p>Counts in sequence to 5 and beyond.</p>	<ul style="list-style-type: none"> Yandi counts correctly, "One, two, three, four, five..." Andre counts as he climbs the stairs, "One, two, three, four, five, six, seven, eight..." (Approaches to Learning: Persistence and Attentiveness) Olivia signs the number of blocks she stacked during small group time. 	<p>M-NC.1.B Says number words in order from 1–5 from memory. M-NC.1.C Says number words in order from 1–7 from memory. M-NC.1.D Says number words in order from 1–10 from memory. M-NC.1.E Says number words in order from 1–20 from memory.</p>

DOMAIN: MATHEMATICS

STANDARD 1: DEMONSTRATES GENERAL SKILLS AND USES CONCEPTS OF MATHEMATICS.

Benchmark	Developmental Continuum	Examples	Every Child Ready Standard(s)
Benchmark 1.1: Demonstrates an understanding of numbers and counting.	Arranges sets of objects in one-to-one correspondence.	<ul style="list-style-type: none"> • Cami sets table so that each person gets one napkin and one plate. • Evan puts one paper in each child's cubby. • Adam gives each friend one cookie. 	<p>M-NC.2.B Says numbers in order, matching each number word to each object when counting from 1–5.</p> <p>M-NC.2.D Says numbers in order, matching each number word to each object when counting from 1–10.</p> <p>M-NC.4.D Matches 0–10 objects from two sets using one-to-one correspondence to identify which set has more, less, or if they are the same.</p> <p>M-NC.4.B Matches 0–5 objects from two sets using one-to-one correspondence to understand the concept of the same.</p>
Benchmark 1.1: Demonstrates an understanding of numbers and counting.	Understands that a single object is always “one” regardless of size, shape, and/or other attributes.	<ul style="list-style-type: none"> • Reagan says, “There is one big rock and one little rock.” • Steven always identifies a single puzzle piece as “one.” • When her therapists asks, “Show me one block.” Kendra picks up, points, nods, or touches a single block. 	<p>M-NC.2.A Says numbers in order while matching each number word to each object when counting from 1–3.</p> <p>M-NC.2.B Says numbers in order, matching each number word to each object when counting from 1–5.</p>
Benchmark 1.1: Demonstrates an understanding of numbers and counting.	Counts concrete objects to 5 and beyond.	<ul style="list-style-type: none"> • Mykala counts 5 blocks in the block center. • Elian says the next number (7) when Caleb counts beads, “One, two, three, four, five, six...” (Approaches to Learning: Persistence and Attentiveness) • Stanesha counted the puzzle pieces. There were 9. 	<p>M-NC.2.B Says numbers in order, matching each number word to each object when counting from 1–5.</p> <p>M-NC.2.D Says numbers in order, matching each number word to each object when counting from 1–10.</p> <p>M-NC.2.C Says numbers in order, matching each number word to each object when counting from 1–7.</p> <p>M-NC.2.E Says numbers in order, matching each number word to each object when counting from 1–15.</p>
Benchmark 1.1: Demonstrates an understanding of numbers and counting.	Uses math language to express quantity in everyday experiences.	<ul style="list-style-type: none"> • Myra tells her friend, “Look, there are two cookies left.” • Adrian recognizes that there are four blocks on the rug without counting them. • While playing outside, Saveem and Crystal count the number of jumps it takes to move from one area to another. 	<p>M-NC.3.B Creates sets of 0–5 and begins to use cardinality to identify the last number counted.</p> <p>M-NC.3.D Creates sets of 0–10 and begins to use cardinality to identify the last number counted.</p> <p>LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions.</p> <p>LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults.</p> <p>M-NC.3.AA Subitizes by instantly saying how many are in a set without counting for quantities 1–2.</p> <p>M-NC.3.A Subitizes by instantly saying how many are in a set without counting for quantities 1–3.</p>

DOMAIN: MATHEMATICS

STANDARD 1: DEMONSTRATES GENERAL SKILLS AND USES CONCEPTS OF MATHEMATICS.

Benchmark	Developmental Continuum	Examples	Every Child Ready Standard(s)
Benchmark 1.1: Demonstrates an understanding of numbers and counting.	Compares concrete quantities to determine which has more.	<ul style="list-style-type: none"> In the block center Liam looks over at art center and says, "There are more kids over there." During snack, Tamika says, "She has more cereal." Jay said, "I used more blocks than you. My building is taller." 	<p>M-NC.4.A Compares two groups to identify which has more or less for quantities 0–10 without matching or counting.</p> <p>M-NC.4.B Matches 0–5 objects from two sets using one-to-one correspondence to understand the concept of the same.</p> <p>M-NC.4.D Matches 0–10 objects from two sets using one-to-one correspondence to identify which set has more, less, or if they are the same.</p> <p>M-NC.4.C Matches 0–7 objects from two sets using one-to-one correspondence to identify which set has more, less, or if they are the same.</p>
Benchmark 1.1: Demonstrates an understanding of numbers and counting.	Recognizes that a set of objects remains the same amount if physically rearranged.	<ul style="list-style-type: none"> April counts three blocks in a vertical line and three blocks in a horizontal line and recognizes that each row contains three blocks. There are five raisins close together in one line and five raisins spread apart in another. Kelly tells his Dad that here is the same number of raisins in each line. 	<p>M-NC.2.B Says numbers in order, matching each number word to each object when counting from 1–5.</p> <p>M-NC.2.D Says numbers in order, matching each number word to each object when counting from 1–10.</p> <p>M-NC.3.B Creates sets of 0–5 and begins to use cardinality to identify the last number counted.</p> <p>M-NC.3.C Creates sets of 0–7 and begins to use cardinality to identify the last number counted.</p> <p>M-NC.3.D Creates sets of 0–10 and begins to use cardinality to identify the last number counted.</p>
Benchmark 1.1: Demonstrates an understanding of numbers and counting.	Realizes that the last number counted is the total amount of objects.	<ul style="list-style-type: none"> Samatha says, "One, two three; three children on the swings." At snack time Mykala says, "There are five straws." Emily counted her fingers and said, "I have 5 fingers on each hand." 	<p>M-NC.3.B Creates sets of 0–5 and begins to use cardinality to identify the last number counted.</p> <p>M-NC.3.C Creates sets of 0–7 and begins to use cardinality to identify the last number counted.</p> <p>M-NC.3.D Creates sets of 0–10 and begins to use cardinality to identify the last number counted.</p>
Benchmark 1.1: Demonstrates an understanding of numbers and counting.	Recognizes some numerals and associates number concepts with print materials in a meaningful way.	<ul style="list-style-type: none"> Nicki sees a five on the calendar and says, "That's a 5" Cory counts the number of dogs on the page of a picture book. 	<p>M-NC.5.B Says the names of numerals 0–5 shown in random order.</p> <p>M-NC.5.C Says the names of numerals 0–7 shown in random order.</p> <p>M-NC.5.D Says the names of numerals 0–10 shown in random order.</p> <p>M-NC.6.B Matches a set of objects with the number symbol to represent the set for quantities 0–5.</p> <p>M-NC.6.D Matches a set of objects with the number symbol to represent the set for quantities 0–10.</p> <p>M-NC.6.AA Matches a set of objects with the number symbol to represent the set for quantities 0–2.</p>

DOMAIN: MATHEMATICS

STANDARD 1: DEMONSTRATES GENERAL SKILLS AND USES CONCEPTS OF MATHEMATICS.

Benchmark	Developmental Continuum	Examples	Every Child Ready Standard(s)
<p>Benchmark 1.1: Demonstrates an understanding of numbers and counting.</p>	Names and writes some numerals:	<ul style="list-style-type: none"> Lu writes a four while working in the writing center. Royce says, "That 4 was on my birthday cake." 	<p>M-NC.5.B Says the names of numerals 0–5 shown in random order. M-NC.5.C Says the names of numerals 0–7 shown in random order. M-NC.5.D Says the names of numerals 0–10 shown in random order. 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.</p>
<p>Benchmark 1.2: Recognizes and describes shapes and spatial relationships.</p>	Recognizes some basic shapes.	<ul style="list-style-type: none"> The teacher says, "Show me a circle," and Kenniah points to a circle on the table. Ms. Jamie says, "Put the square block in the right hole, and Sammy puts the square block in the correct hole. Alisha looks at a picture with many overlapping shapes and finds the individual shapes of circles, triangles and squares. 	<p>M-GS.1.B Verbally or nonverbally identifies at least five common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle). M-GS.1.D Verbally or nonverbally identifies two-dimensional shapes in the environment or in books.</p>
<p>Benchmark 1.2: Recognizes and describes shapes and spatial relationships.</p>	Creates and duplicates shapes.	<ul style="list-style-type: none"> Shelby builds a "city" using the construction blocks. (Approaches to Learning: Persistence and Attentiveness) Ellie looks at a rectangle and puts two square blocks together to make a rectangle. 	<p>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. M-GS.2.AA Uses simple shape puzzles to create common two-dimensional shapes.</p>
<p>Benchmark 1.2: Recognizes and describes shapes and spatial relationships.</p>	Completes simple puzzles.	<ul style="list-style-type: none"> Cary chooses the puzzles with knobs that have one shape for each knob. Elise can complete the 5 piece puzzle with circle, square, oval, rectangle, and triangle shapes. Taylor and Maria take turns putting together 10 and 12 piece interlocking puzzles. 	<p>M-GS.2.AA Uses simple shape puzzles to create common two-dimensional 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.</p>

DOMAIN: MATHEMATICS

STANDARD 1: DEMONSTRATES GENERAL SKILLS AND USES CONCEPTS OF MATHEMATICS.

Benchmark	Developmental Continuum	Examples	Every Child Ready Standard(s)
Benchmark 1.2: Recognizes and describes shapes and spatial relationships.	Identifies shapes.	<ul style="list-style-type: none"> • Shayla says, "The door is a rectangle." • Amanda points at the library window and says, "That's a square." • Julie draws a heart on her paper and says, "I like hearts". (Approaches to Learning: Persistence and Attentiveness) 	<p>M-GS.1.B Verbally or nonverbally identifies at least five common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle).</p> <p>M-GS.1.D Verbally or nonverbally identifies two-dimensional shapes in the environment or in books.</p> <p>M-GS.1.A Verbally or nonverbally identifies at least three common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle).</p> <p>M-GS.2.C Using a model, constructs two-dimensional shapes and then puts them together to create objects in the environment. Puts together a square and triangle to create a house.</p>
Benchmark 1.2: Recognizes and describes shapes and spatial relationships.	Recognizes parts of a whole.	<ul style="list-style-type: none"> • Juan says, "This is part of an apple." • Curt says, "This piece belongs to the cat puzzle." • Shawna told her teacher she needed the top to the paint container. 	<p>M-NC.7.AA Demonstrates an understanding that combining two sets increases the total quantity.</p> <p>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.</p> <p>M-NC.7.D Counts two sets separately, then combines sets and counts the sets together to get the whole. Counts up to a total quantity of 10.</p> <p>M-NC.8.AA Demonstrates an understanding that separating one set of objects into two sets decreases the total quantity in the original set.</p> <p>M-NC.8.B Counts a set of 1–5 objects. Takes objects away and counts how many are left.</p> <p>M-NC.8.D Counts a set of 1–10 objects. Takes objects away and counts how many are left.</p>
Benchmark 1.2: Recognizes and describes shapes and spatial relationships.	Recognizes the position of objects.	<ul style="list-style-type: none"> • Louis finds the markers when told they are on the shelf next to the pink paper. • The teacher says, "Show me the one on the bottom," and Damon points to the correct object. (Approaches to Learning: Persistence and Attentiveness) • When asked, Kayla goes and gets the book that's on the table. 	<p>M-GS.3.A Demonstrates understanding of location terms (e.g., "in," "on," "under," "over") by using gestures or objects.</p> <p>M-GS.3.B Demonstrates understanding of proximity terms (e.g., "beside," "between," "above," "below") by using gestures or objects.</p> <p>M-GS.3.C Demonstrates understanding of frame of reference terms (e.g., "in back of," "in front of," "behind") by using gestures or objects.</p>

DOMAIN: MATHEMATICS

STANDARD 1: DEMONSTRATES GENERAL SKILLS AND USES CONCEPTS OF MATHEMATICS.

Benchmark	Developmental Continuum	Examples	Every Child Ready Standard(s)
<p>Benchmark 1.2: Recognizes and describes shapes and spatial relationships.</p>	<p>Uses words that indicate directionality, order and position of objects.</p>	<ul style="list-style-type: none"> Hector puts his hands on his head in response to a movement song. Caleb says, "The ball is under the table." Tran says, "I put the green car first and the blue car last." 	<p>M-GS.3.A Demonstrates understanding of location terms (e.g., "in," "on," "under," "over") by using gestures or objects.</p> <p>M-GS.3.B Demonstrates understanding of proximity terms (e.g., "beside," "between," "above," "below") by using gestures or objects.</p> <p>M-GS.3.C Demonstrates understanding of frame of reference terms (e.g., "in back of," "in front of," "behind") by using gestures or objects.</p> <p>M-GS.3.D Demonstrates understanding of direction terms (e.g., "forward," "backward," "around," "through," "to," "from," "towards") by using gestures or objects.</p>
<p>Benchmark 1.3: Uses the attributes of objects for comparison and patterning.</p>	<p>Matches objects.</p>	<ul style="list-style-type: none"> Edie matches a red bead to a picture of a red bead. RaShonda fits the circle and the triangle into the form board. Natalie put the shapes in the shape sorter. 	<p>M-PFA.1.AA Matches one item that is similar to a given group with a provided example.</p> <p>M-NC.2.AA Nonverbally or verbally matches 1–3 real objects or pictures that are the same or different.</p>
<p>Benchmark 1.3: Uses the attributes of objects for comparison and patterning.</p>	<p>Sorts objects by one or more attributes.</p>	<ul style="list-style-type: none"> Tamara places all the green objects in a bucket. Skylar places all the red stars in a box and all the blue ovals in another box. Myra places pennies in one cup and nickels in another cup. 	<p>M-PFA.1.A Sorts and groups objects based on one attribute such as visual features like color, size, or shape.</p> <p>M-PFA.1.C Sorts and groups objects based on more complex attributes such as function or category.</p> <p>M-PFA.1.D Sorts and groups objects or pictures that belong together by one attribute, then regroups according to a different attribute.</p> <p>M-PFA.1.E Sorts and groups objects into multiple categories such as size and color, or function and category at the same time.</p>
<p>Benchmark 1.3: Uses the attributes of objects for comparison and patterning.</p>	<p>Describes objects by one or more attributes.</p>	<ul style="list-style-type: none"> "That is a square," states Mitchell. Marco says, "That's a big blue triangle." (Approaches to Learning: Persistence and Attentiveness) When Ryan sees mixed coins he points and says, "These are pennies." 	<p>SC-P.1.B Use senses to observe and describe some physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.</p> <p>M-GS.1.C Identifies and describes the properties of common two-dimensional shapes using words like "sides," "corners," "curve."</p>

DOMAIN: MATHEMATICS

STANDARD 1: DEMONSTRATES GENERAL SKILLS AND USES CONCEPTS OF MATHEMATICS.

Benchmark	Developmental Continuum	Examples	Every Child Ready Standard(s)
Benchmark 1.3: Uses the attributes of objects for comparison and patterning.	Recognizes, duplicates, and extends simple patterns.	<ul style="list-style-type: none"> When walking down the hallway, Desiree says, "It's red, blue, red, blue, red, blue on the floor." (Approaches to Learning: Persistence and Attentiveness) Ashley makes a bracelet using beads as seen in a picture. When creating a zoo in the block center, Chance and Joshua made a pattern of blocks around the outside. 	<p>M-PFA.3.B Uses objects, rhythm, or movement to copy and extend simple AB patterns.</p> <p>M-PFA.3.C Uses rhythm and movement to copy simple and advanced patterns (e.g., AB, ABC, ABB, AAB).</p> <p>M-PFA.3.D Uses objects, rhythm, or movement to copy and extend simple and advanced patterns (e.g., AB, ABC, ABB, AAB).</p> <p>M-PFA.3.A Uses objects, rhythm, or movement to copy simple AB patterns.</p>
Benchmark 1.3: Uses the attributes of objects for comparison and patterning.	Creates original patterns.	<ul style="list-style-type: none"> Using blocks Gregory makes a path of square, square, rectangle. When cutting and putting together a paper chain, Lindy creates a color pattern and says to her caregiver "This is red, blue, yellow, red, blue, yellow, red, blue, yellow." 	<p>M-PFA.3.D Uses objects, rhythm, or movement to copy and extend simple and advanced patterns (e.g., AB, ABC, ABB, AAB).</p> <p>M-PFA.3.E Recognizes, describes, and copies patterns that include multiple attributes (e.g., red circle, yellow circle, red square, yellow square) or repeating elements (such as blue-red-blue, blue-red-blue).</p>
Benchmark 1.4: Use nonstandard and/or standard units to measure and describe.	Compares and orders by size.	<ul style="list-style-type: none"> Kyle says, "Chris is taller than me." Kaisar lines up three crayons on the table, from shortest to longest. Juan says, "This ball is bigger than yours." Ashanti is able to stack nesting rings by size. 	<p>M-PFA.2.B Orders up to three objects by one attribute, such as size, shades of color, texture, or sound, using comparative language.</p> <p>M-PFA.2.C Order up to five objects by one attribute, such as size, shades of color, texture, or sound, using comparative language.</p> <p>M-PFA.2.E Orders groups of different amounts using numerical order.</p>
Benchmark 1.4: Use nonstandard and/or standard units to measure and describe.	Uses tools to explore measuring.	<ul style="list-style-type: none"> Amy pretends to measure the length of her block road with a tape measure. Philip uses cups, bowls and spoons in the sand table to measure (i.e., how many cups can be poured into the bowl). Jarred places objects on each side of the balance scale, manipulating objects to alter the balance. 	<p>M-M.1.C Uses nonstandard units to measure objects by filling, covering, or matching, like when answering "How many scoops of sand fill a container?"</p> <p>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?"</p> <p>M-M.1.E Uses standard units (e.g., ruler, scale, balance) to measure and then use comparative language to describe the measurements of two objects.</p> <p>SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment.</p>

DOMAIN: MATHEMATICS

STANDARD 1: DEMONSTRATES GENERAL SKILLS AND USES CONCEPTS OF MATHEMATICS.

Benchmark	Developmental Continuum	Examples	Every Child Ready Standard(s)
Benchmark 1.4: Use nonstandard and/or standard units to measure and describe.	Explores, compares, and describes length, weight or volume using nonstandard units.	<ul style="list-style-type: none"> • Andre pours water from a small cup to a large cup. • Tamika uses teddy bears to measure the side of a table and says, "This is 9 teddy bears long." • John places objects in each side of the balance scale and says, "This truck weighs five blocks." 	<p>M-M.1.B Demonstrates understanding of length terms (i.e., "longer," "shorter"), height terms (i.e., "taller," "shorter"), volume terms (i.e., "more," "less"), and weight terms (i.e., "heavier," "lighter") using gestures or objects.</p> <p>M-M.1.C Uses nonstandard units to measure objects by filling, covering, or matching, like when answering "How many scoops of sand fill a container?"</p> <p>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?"</p>
Benchmark 1.4: Use nonstandard and/or standard units to measure and describe.	Explores, compares, and describes length, weight, or volume using standard units.	<ul style="list-style-type: none"> • Using a ruler, Nora says that the paper is six inches long. • Christi steps on the bathroom scale and asks her Mommy, "How many pounds am I?" • Louey helps his Mom fill up the measuring cup with water to the six ounce mark when they are making cupcakes. 	<p>M-M.1.E Uses standard units (e.g., ruler, scale, balance) to measure and then use comparative language to describe the measurements of two objects.</p>
Benchmark 1.4: Use nonstandard and/or standard units to measure and describe.	Shows awareness of simple time concepts.	<ul style="list-style-type: none"> • LaShonda says, "In the morning we get up." • Cory says, "At night it gets dark." (Approaches to Learning: Initiative and Curiosity) • Kimmy says that she is in school for a long time until Mommy gets off from work. 	<p>M-M.2.AA Demonstrates understanding of familiar daily routines.</p> <p>M-M.2.B Demonstrates the understanding of daily routines (order and general length of components).</p> <p>M-M.2.C Demonstrates understanding of passage of time within one day, such as understanding morning, afternoon, earlier, later.</p> <p>M-M.2.E Begins to demonstrate basic knowledge that clocks and calendars are related to the passage of time.</p>
Benchmark 1.4: Use nonstandard and/or standard units to measure and describe.	Categorizes and sequences time intervals and uses language associated with time in everyday situations.	<ul style="list-style-type: none"> • Angelica says, "After lunch we go outside." • Lucia says, "I see 'Dora the Explorer' on Saturday." 	<p>M-M.2.A Sequences up to two to four steps in a familiar daily routine.</p> <p>M-M.2.B Demonstrates the understanding of daily routines (order and general length of components).</p> <p>M-M.2.C Demonstrates understanding of passage of time within one day, such as understanding morning, afternoon, earlier, later.</p> <p>M-M.2.D Demonstrates the understanding of weekly routines (e.g., specials, home days, school days).</p>

DOMAIN: PHYSICAL DEVELOPMENT (PHYSICAL EDUCATION)

STANDARD 1: DEMONSTRATES BASIC GROSS AND FINE MOTOR DEVELOPMENT.

Benchmark	Developmental Continuum	Examples	Every Child Ready Standard(s)
<p>Benchmark 1.1: Performs a variety of locomotor skills with control and balance.</p>	<p>Demonstrates body spatial awareness in relationship to stationary objects.</p>	<ul style="list-style-type: none"> • Dimitri moves around classroom furniture without bumping into anything or falling. • Bob crawls through the tunnel and runs to the swings while avoiding bumping into the slide. (Approaches to Learning: Initiative and Curiosity) • Mary catches the bean bag that is tossed by her Mommy and then throws it through the hula hoop. 	<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>PD.1.AA Sits down and stands up with control. Moves body in a variety of ways such as walking, running, and galloping. Walks up and down the stairs with assistance. Throws balls and attempts to kick balls.</p>
<p>Benchmark 1.1: Performs a variety of locomotor skills with control and balance.</p>	<p>Walks with skill.</p>	<ul style="list-style-type: none"> • Corey walks without watching his feet and can walk backwards. • Martha walks heel-to-toe following the crack in the sidewalk. 	<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.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>Benchmark 1.1: Performs a variety of locomotor skills with control and balance.</p>	<p>Runs with skill.</p>	<ul style="list-style-type: none"> • Luis runs at an even pace. • Cari has mastered running skills and even challenges her Daddy to a race. (Approaches to Learning: Persistence and Attentiveness) 	<p>PD.1.AA Sits down and stands up with control. Moves body in a variety of ways such as walking, running, and galloping. Walks up and down the stairs with assistance. Throws balls and attempts to kick balls.</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>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>

DOMAIN: PHYSICAL DEVELOPMENT (PHYSICAL EDUCATION)

STANDARD 1: DEMONSTRATES BASIC GROSS AND FINE MOTOR DEVELOPMENT.

Benchmark	Developmental Continuum	Examples	Every Child Ready Standard(s)
<p>Benchmark 1.1: Performs a variety of locomotor skills with control and balance.</p>	<p>Climbs, jumps, and/or hops with increased coordination, balance, and control.</p>	<ul style="list-style-type: none"> Alice climbs to the top of the playground climber using the ladder stairs and placing one foot on each step as she climbs. Adrian tiptoes on the balance beam and jumps off about halfway along the beam. Using both feet, Jerry hops like a frog across the circle time rug. Brian hops several times on his right foot and then several times on his left foot. 	<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> <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>Benchmark 1.1: Performs a variety of locomotor skills with control and balance.</p>	<p>Experiments with galloping and skipping.</p>	<ul style="list-style-type: none"> Mr. Thomas demonstrates galloping around the playground; Mila and Jason imitate his movements. (Approaches to Learning: Initiative and Curiosity) LaChelle skips two times but reverts to galloping across the gym floor. Akoia gallops with smooth movement and relative ease. 	<p>PD.1.AA Sits down and stands up with control. Moves body in a variety of ways such as walking, running, and galloping. Walks up and down the stairs with assistance. Throws balls and attempts to kick balls.</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>
<p>Benchmark 1.1: Performs a variety of locomotor skills with control and balance.</p>	<p>Uses quick stops or changes in direction to avoid contact with moving objects or other people.</p>	<ul style="list-style-type: none"> Martin runs around a friend going the other direction on the playground. Sam stops abruptly in line to keep from bumping into Sarah. Brittany starts, stops, and turns when running to avoid crashing into things. Kay moves quickly to the left and then to the right while trying to kick the soccer ball. Jimmy turns corners and avoids obstacles while riding a tricycle. 	<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>

DOMAIN: PHYSICAL DEVELOPMENT (PHYSICAL EDUCATION)

STANDARD 1: DEMONSTRATES BASIC GROSS AND FINE MOTOR DEVELOPMENT.

Benchmark	Developmental Continuum	Examples	Every Child Ready Standard(s)
<p>Benchmark 1.2: Performs a variety of non-locomotor skills with control and balance.</p>	<p>Executes movements that require a stable base.</p>	<ul style="list-style-type: none"> • Jose sits in a chair and raises his foot to put on a sock without falling over. • Penelope balances on one foot. • Camilla catches the large ball her Daddy gently throws to her. • Jacob stands still and aims as he throws the dart ball at the Velcro target. (Approaches to Learning: Persistence and Attentiveness) 	<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> <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>Benchmark 1.2: Performs a variety of non-locomotor skills with control and balance.</p>	<p>Pushes, pulls, twists, turns, curls, balances and/or stretches with increased coordination and control.</p>	<ul style="list-style-type: none"> • Marrisa turns to chat with friend over her shoulder while pushing a toy truck back and forth. • Zachary and Todd imitate Ms. Elaine doing twisting and pulling exercises during small group time. • Dean pushes the tricycle Hannah is riding all the way around the circle track. (Approaches to Learning: Persistence and Attentiveness) 	<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> <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>

DOMAIN: PHYSICAL DEVELOPMENT (PHYSICAL EDUCATION)

STANDARD 1: DEMONSTRATES BASIC GROSS AND FINE MOTOR DEVELOPMENT.

Benchmark	Developmental Continuum	Examples	Every Child Ready Standard(s)
<p>Benchmark 1.3: Combines a sequence of several motor skills with control and balance.</p>	<p>Walks up and down stairs with alternating steps.</p>	<ul style="list-style-type: none"> • Donte walks up/down the stairs with alternating feet on the way to the library. • Shirley comes down the stairs using alternating feet. • Adam alternates feet while walking down stairs without holding onto the handrail. 	<p>PD.1.AA Sits down and stands up with control. Moves body in a variety of ways such as walking, running, and galloping. Walks up and down the stairs with assistance. Throws balls and attempts to kick balls. PD.1.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>Benchmark 1.3: Combines a sequence of several motor skills with control and balance.</p>	<p>Explores a variety of movements.</p>	<ul style="list-style-type: none"> • Carlee rides a tricycle while pulling Alex in the wagon behind her. • Barbara jumps over the jump rope as Lisa and Larry hold it at knee height. • Winston runs to catch the tee ball as the batter pops it up in the air. (Approaches to Learning: Persistence and Attentiveness) • Josh gallops around the room as he waves the scarf to create patterns (shapes) in the air. • Makala runs up to kick the playground ball as it is rolled to her. 	<p>C-ARTS.1.AA Moves body spontaneously to music. C-ARTS.1.C Creates short dances or movement sequences. PD.1.B Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet. PD.1.C Begins to coordinate upper and lower body, such as when riding a scooter or pedaling a bicycle or tricycle. Kicks and throws forward toward another person or target. PD.1.D Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements. PD.1.E Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target.</p>
<p>Benchmark 1.4: Performs fine motor tasks using eye-hand coordination.</p>	<p>Explores and manipulates objects in a variety of ways.</p>	<ul style="list-style-type: none"> • Billy stacks 10 blocks to make a wooden tower. (Approaches to Learning: Persistence and Attentiveness) • Mykala fills cups using spoons and shovels at the sand table. • Taylor builds structures using bristle blocks. • Andy puts his sneakers on both feet correctly. 	<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. PD.2.C Begins to use refined hand movements such as using blunt scissors, buttoning large buttons, and connecting small toys, such as linking cubes or blocks. PD.2.D Demonstrates controlled fine motor movements in a variety of ways such as cutting along lines with accuracy. PD.2.E Uses precise hand movements to complete a variety of activities such as building using small blocks, completing lacing cards, and cutting out simple shapes with accuracy. SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment. ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work.</p>

DOMAIN: PHYSICAL DEVELOPMENT (PHYSICAL EDUCATION)

STANDARD 1: DEMONSTRATES BASIC GROSS AND FINE MOTOR DEVELOPMENT.

Benchmark	Developmental Continuum	Examples	Every Child Ready Standard(s)
<p>Benchmark 1.4: Performs fine motor tasks using eye-hand coordination.</p>	<p>Uses tools appropriately.</p>	<ul style="list-style-type: none"> • Margaret hits nails and pegs with a wooden hammer. • Keshon uses a spoon and a fork at lunchtime. • April uses scissors to snip paper and cut out magazine pictures; edges are jagged and not always accurate. (Approaches to Learning: Initiative and Curiosity) • Yolanda draws and colors using crayons, markers, and pencils. • After lunch, Sukie puts toothpaste on her toothbrush and brushes her teeth. 	<p>SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment. ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work. PD.3.AA Uses crayons or markers with some coordination. C-ARTS.3.AA Freely explores a variety of art materials and tools for sensory exploration. PD.2.E Uses precise hand movements to complete a variety of activities such as building using small blocks, completing lacing cards, and cutting out simple shapes with accuracy.</p>
<p>Benchmark 1.4: Performs fine motor tasks using eye-hand coordination.</p>	<p>Exhibits increasing strength and control.</p>	<ul style="list-style-type: none"> • Claire rolls small bits of clay into balls and "snakes," then smashes them flat. • Cecilia uses a rolling pin, cookie cutters and a hammer to make a clay rabbit. • Rudy is able to snap the snaps on a dressing board. • Craig uses a paper punch and stapler to make a book. (Approaches to Learning: Initiative and Curiosity) • Luis pours juice into cups with minimum spilling. 	<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. PD.2.D Demonstrates controlled fine motor movements in a variety of ways such as cutting along lines with accuracy. PD.2.E Uses precise hand movements to complete a variety of activities such as building using small blocks, completing lacing cards, and cutting out simple shapes with accuracy. PD.3.D Begins to use a tripod grasp when writing and copies complex designs. PD.3.E Consistently uses a tripod grasp when writing and copies and creates complex designs. PD.3.A Draws vertical and horizontal lines with a model using a fist grasp.</p>
<p>Benchmark 1.4: Performs fine motor tasks using eye-hand coordination.</p>	<p>Performs tasks using more refined and dexterous motions.</p>	<ul style="list-style-type: none"> • Nora puts small wooden beads on a string to make a necklace. • Jill controls the movement of a marker to create some shapes and letters. • Bo buttons and zips his clothes and attempts tying his shoes. (Approaches to Learning: Persistence and Attentiveness) • Nina cuts on or close to a line. • Sarah paints a picture of her family. 	<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. PD.2.D Demonstrates controlled fine motor movements in a variety of ways such as cutting along lines with accuracy. PD.2.E Uses precise hand movements to complete a variety of activities such as building using small blocks, completing lacing cards, and cutting out simple shapes with accuracy. PD.3.D Begins to use a tripod grasp when writing and copies complex designs. PD.3.E Consistently uses a tripod grasp when writing and copies and creates complex designs. PD.3.C Copies simple designs such as a picture of a person that includes a head, body, arms, and legs.</p>

DOMAIN: SCIENCE

STANDARD 1: DEMONSTRATES SCIENTIFIC WAYS OF THINKING AND WORKING (WITH WONDER AND CURIOSITY).

Benchmark	Developmental Continuum	Examples	Every Child Ready Standard(s)
Benchmark 1.1: Explores features of environment through manipulation.	Uses all five senses to examine objects with attention to detail.	<ul style="list-style-type: none"> At the science center, Jessica sniffs the containers to try and guess the identity of objects from the smell. Louise shakes sound boxes and listens for differences in sounds. (Approaches to Learning: Initiative and Curiosity) Deidra points to a stripe on a blue fish in the aquarium, and says, "That's not like the orange fish." Sam reaches in the "feeling" box and signs, "That's a pencil!" Justin tastes the sugar cube and tells the teacher that it is sweet. 	<p>SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment.</p> <p>SC-P.1.B Use senses to observe and describe some physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.</p> <p>SC-SP.1.AA Uses senses to observe the environment.</p> <p>SC-P.1.AA Uses senses to explore the colors and textures of materials and objects in the environment.</p> <p>SC-P.1.A Uses senses to identify physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.</p>
Benchmark 1.1: Explores features of environment through manipulation.	Describes objects in the environment using properties of objects.	<ul style="list-style-type: none"> Clint says, "The green caterpillar has a black stripe. It has lots of legs. It's longer than my finger. It tickles." Melissa draws a picture of the classroom fishbowl and fish. She tells her Mom that the fish is little and blue. Micah tells Ms. Amber that Casey, the classroom rabbit, is soft. 	<p>SC-P.1.A Uses senses to identify physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.</p> <p>SC-P.1.B Use senses to observe and describe some physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.</p> <p>SC-P.1.D Describes and discusses various ways that the physical properties or characteristics of objects can change, such as the playdough was soft, but became hard when exposed to air for a long time period.</p>
Benchmark 1.1: Explores features of environment through manipulation.	Describes objects in terms of similarities or differences.	<ul style="list-style-type: none"> Lesha says, "This truck has three wheels. All the rest have four." Jeff says, "This block is red. This block is blue." Kaleigh says, "The rabbit is soft. The turtle is hard." Emily says, "I want the phone and the markers - they are my favorite color- pink." 	<p>SC-LES.1.B Demonstrates understanding of the difference between living and nonliving things.</p> <p>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.</p> <p>SC-LES.4.B Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features.</p> <p>SC-LES.2.C Compares and contrasts the different seasons.</p>

DOMAIN: SCIENCE

STANDARD 1: DEMONSTRATES SCIENTIFIC WAYS OF THINKING AND WORKING (WITH WONDER AND CURIOSITY).

Benchmark	Developmental Continuum	Examples	Every Child Ready Standard(s)
<p>Benchmark 1.2: Investigates simple scientific concepts.</p>	<p>Asks simple scientific questions.</p>	<ul style="list-style-type: none"> • While looking at a bug book, Andrew asks, "Where's his mouth?" as he points to a fly. (Approaches to Learning: Initiative and Curiosity) • Blaise asks, "Why do leaves fall off trees?" • Kaycee asks, "Where does the sun go at night?" • D'Shawn questions the teacher about what the fat ball will become when he looks at the flower bulb. 	<p>SC-SP.1.A With teacher guidance, participates in activities to formulate simple science-oriented questions based on observations.</p> <p>SC-SP.1.C With teacher guidance, begins to formulate own questions based on observations.</p> <p>SC-SP.1.D Formulates own science-oriented questions based on observations.</p>
<p>Benchmark 1.2: Investigates simple scientific concepts.</p>	<p>Observes and/or manipulates objects and events to answer simple scientific questions.</p>	<ul style="list-style-type: none"> • Kyra picks up the pinecone and signs that it is sticky. • While exploring with water and objects, Taneka states, "The rock sinks. The cork floats." • Gregory says, "The water will get cold and turn to ice in the freezer." (Reasoning and Problem-Solving) • Lila explains to her Mom that they have to water the flower seeds so that they will grow. 	<p>SC-SP.1.E With teacher guidance, uses one's formulated science-oriented questions to plan simple explorations or experiments.</p> <p>SC-SP.2.A Participates in simple explorations and experiments based on a teacher-led inquiry and prior knowledge.</p> <p>SC-SP.2.B Participates in teacher-led explorations and experiments and uses prior knowledge to make predictions.</p> <p>SC-SP.2.C With teacher guidance, begins to hypothesize before teacher-led experiments.</p> <p>SC-SP.2.D Makes hypotheses, and tests their hypotheses through experimentation.</p> <p>SC-SP.1.B Observes and describes cause and effect.</p> <p>SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment.</p> <p>SC-P.1.D Describes and discusses various ways that the physical properties or characteristics of objects can change, such as the playdough was soft, but became hard when exposed to air for a long time period.</p> <p>SC-P.4.AA Explores the motion of objects by pushing and pulling objects and identifies whether an object is stationary or moving.</p>

DOMAIN: SCIENCE

STANDARD 1: DEMONSTRATES SCIENTIFIC WAYS OF THINKING AND WORKING (WITH WONDER AND CURIOSITY).

Benchmark	Developmental Continuum	Examples	Every Child Ready Standard(s)
<p>Benchmark 1.2: Investigates simple scientific concepts.</p>	<p>Identifies objects that influence or affect other objects.</p>	<ul style="list-style-type: none"> • Angie tells Ms. Pat that, "The freezer made the water be ice." • "The sun makes the ice melt," adds Shelby. • Noah tells his friend Allen, "We can't go outside to play, the rain made the grass wet." (Reasoning and Problem-Solving) • Gloria tells the teacher that the magnet can pick up the paper clips. 	<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>SC-LES.1.E Discusses how natural elements like wind and water have an impact on the natural world through a variety of processes, such as erosion.</p> <p>SC-LES.2.D Discusses the effects of changes in weather, such as growing different crops or wearing different clothing.</p> <p>SC-P.1.C Participates in activities related to changing physical properties of objects, such as crumpling a piece of paper to change the texture from smooth to bumpy.</p> <p>SC-P.1.D Describes and discusses various ways that the physical properties or characteristics of objects can change, such the playdough was soft, but became hard when exposed to air for a long time period.</p> <p>SC-P.1.E Evaluates how well materials suit their intended purposes based on their physical characteristics, such as explores using tissue paper to construct a tower and considers how the paper's properties impact the building process.</p> <p>SC-P.4.B With teacher guidance, recognizes that when objects collide, the impact can change the speed, direction or stop an object.</p> <p>SC-P.4.C With teacher guidance, recognizes that different factors, such as heights or textures, can change the speed of an object, such as racing cars on ramps.</p>
<p>Benchmark 1.3: Uses a variety of tools to explore the environment.</p>	<p>Uses non-standard tools to explore the environment.</p>	<ul style="list-style-type: none"> • Evan uses blocks to measure his friend's height. • Tessa likes to play with a paper tube to magnify her voice. • At the sink, Mom lets Magda play with an egg-beater to make bubbles. (Approaches to Learning: Initiative and Curiosity) • Nancy pours rice and beans into a sifter and says, "The rice comes out. The beans are stuck." 	<p>SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment.</p> <p>M-M.1.C Uses nonstandard units to measure objects by filling, covering, or matching, like when answering "How many scoops of sand fill a container?"</p> <p>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?"</p>

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STANDARD 1: DEMONSTRATES SCIENTIFIC WAYS OF THINKING AND WORKING (WITH WONDER AND CURIOSITY).

Benchmark	Developmental Continuum	Examples	Every Child Ready Standard(s)
<p>Benchmark 1.3: Uses a variety of tools to explore the environment.</p>	<p>Uses standard tools to explore the environment.</p>	<ul style="list-style-type: none"> • Omar uses a magnet to pick up nails. • Caitlyn takes the magnet around the room to see what objects can be picked up. (Approaches to Learning: Initiative and Curiosity) • Misty and Damon takes turns using a magnifying glass to see details on a leaf. • Jamaria uses balance scales to compare the weight of blocks of different sizes. • Trent takes the binoculars to the window to look at the birds. 	<p>SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment. SC-LES.3.E Uses science tools to research and learn more about Earth and space, such as a telescope or binoculars. M-M.1.E Uses standard units (e.g., ruler, scale, balance) to measure and then use comparative language to describe the measurements of two objects. SOC.4.C Uses geographic tools, such as maps and globes, with support and guidance to find common geographical features.</p>
<p>Benchmark 1.4: Collects, describes, and/or records information through a variety of means.</p>	<p>Collects items with similar properties.</p>	<ul style="list-style-type: none"> • Ashanti collects insects from the playground and puts them in a “bug jar.” • After a class nature walk, Tim gathers all the stones and puts them together on the science table. • Tracy sorts all the caterpillars into one pile and the butterflies into another pile. 	<p>SC-SP.3.B Begins to identify relevant information and collects and records information in own journal or paper. M-DAP.2.AA Observes and collects data in their environment (e.g., colors, movement, sounds) with teacher support. M-DAP.2.A Collects and organizes data by sorting and classifying groups of objects into clusters (e.g., sort buttons by color). M-PFA.1.C Sorts and groups objects based on more complex attributes such as function or category. M-PFA.1.B Sorts and groups pictures of objects based on one attribute such as visual features like color, size, or shape. SC-P.1.B Use senses to observe and describe some physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.</p>
<p>Benchmark 1.4: Collects, describes, and/or records information through a variety of means.</p>	<p>Describes objects in terms of its properties.</p>	<ul style="list-style-type: none"> • While walking outside to the playground, Jackie says, “That tree is really tall!” (Approaches to Learning: Persistence and Attentiveness) • Manuel states, “This butterfly has wings.” • “The ice is cold and hard,” says Sage. 	<p>SC-P.1.A Uses senses to identify physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on. SC-P.1.B Use senses to observe and describe some physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.</p>

DOMAIN: SCIENCE

STANDARD 1: DEMONSTRATES SCIENTIFIC WAYS OF THINKING AND WORKING (WITH WONDER AND CURIOSITY).

Benchmark	Developmental Continuum	Examples	Every Child Ready Standard(s)
<p>Benchmark 1.4: Collects, describes, and/or records information through a variety of means.</p>	<p>Records information through a variety of means such as graphing, tallying, drawing, writing, photographing, etc.</p>	<ul style="list-style-type: none"> • Grace draws pictures of bugs in her bug jar. • Shawn counts "sinking" objects and makes one tally (I) for each object. • Mario puts rocks and corks on a graphing mat to show what floats and what sinks. • Benjy uses the classrooms digital camera to photograph the turtles he sees on the field trip to the zoo. (Approaches to Learning: Initiative and Curiosity) • After visiting the diary farm, Amad writes about the trip in his journal. 	<p>SC-SP.3.B Begins to identify relevant information and collects and records information in own journal or paper. Tech.1.E Independently uses technology devices and learning applications to play games, access or share information, or express themselves creatively. LL-WR.2.B Draws and/or writes to represent and describe an object, event, or observation. M-DAP.2.C Graphs using pictures of objects to organize and display information. Compares two to three groups (e.g., pictures of front covers of books, or pictures of children to represent their votes). M-DAP.2.D Graphs using symbols such as paper squares, tally marks, or Xs to organize and display information. Compares two to three groups. SC-SP.3.A With teacher guidance, participates in recording scientific observations and data. SOC.4.D Creates representations or maps of familiar places, such as classroom, community, or region. LL-WR.2.C Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme.</p>
<p>Benchmark 1.5: Makes and verifies predictions based on past experiences.</p>	<p>Asks questions and/or uses other resources to confirm observations.</p>	<ul style="list-style-type: none"> • While observing birds in the play area, Ariel says, "That bird flies fast, just like the one I saw on the nature show." • "What's that?" asks Devon pointing to the snail in the fish tank. • Ms. Lynn helps the class collect snow and brings it inside to watch what happens in the warm classroom. Sari asks Ms. Lynn, "Why did the snow melt?" • Adam tells how two different insects are alike (wings, body shape, etc.) after using the computer to look at an insect website opened by the teacher. 	<p>SC-SP.1.A With teacher guidance, participates in activities to formulate simple science-oriented questions based on observations. SC-SP.1.C With teacher guidance, begins to formulate own questions based on observations. SC-SP.1.D Formulates own science-oriented questions based on observations. SC-SP.1.E With teacher guidance, uses one's formulated science-oriented questions to plan simple explorations or experiments. SC-SP.2.B Participates in teacher-led explorations and experiments and uses prior knowledge to make predictions. SC-SP.2.D Makes hypotheses, and tests their hypotheses through experimentation. LL-NC.5.E Uses features of informational text such as charts, diagrams, graphs, or maps as a source of information.</p>

DOMAIN: SCIENCE

STANDARD 1: DEMONSTRATES SCIENTIFIC WAYS OF THINKING AND WORKING (WITH WONDER AND CURIOSITY).

Benchmark	Developmental Continuum	Examples	Every Child Ready Standard(s)
Benchmark 1.5: Makes and verifies predictions based on past experiences.	Makes reasonable explanations using resources, experiments, etc. independently.	<ul style="list-style-type: none"> • After dropping the nail in the water, Luis says, "The nail goes to the bottom because it's heavy." • After hearing the teacher read a book about the sun, moon, and planets, Conner says, "I see the moon at night. I see the sun at daytime." • "Nobody likes peas. There are too many left in the bowl," says Isaac. 	<p>SC-SP.3.C Draws conclusions on prior knowledge and recorded information.</p> <p>SC-SP.3.D Discusses conclusions and reflects on the scientific-oriented question and hypothesis based on prior knowledge and recorded information.</p> <p>SC-SP.3.E Explains rationale for predictions and hypotheses, and compares findings with predictions and hypotheses.</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>
Benchmark 1.5: Makes and verifies predictions based on past experiences.	Draws conclusions based on proved/ disproved prediction.	<ul style="list-style-type: none"> • Mike watches the teacher mixing paint and says, "Yellow and blue makes it green." • Maisha announces, "The horse needs water to drink just like us." • Kareem says "Flowers need water to grow." • "The cork will float. It's not heavy," Kara tells her friend. • Dora says, "When the sun comes out the snowman will melt." 	<p>SC-SP.3.C Draws conclusions on prior knowledge and recorded information.</p> <p>SC-SP.3.D Discusses conclusions and reflects on the scientific-oriented question and hypothesis based on prior knowledge and recorded information.</p> <p>ATL.9.C Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and wants to return, or fell on the slide yesterday, so exercises caution today).</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>SC-SP.2.E Explains rationale for predictions and hypotheses, and compares findings with predictions and hypotheses.</p>

DOMAIN: SOCIAL STUDIES

STANDARD 1: DEMONSTRATES BASIC UNDERSTANDING OF THE WORLD IN WHICH HE/SHE LIVES.

Benchmark	Developmental Continuum	Examples	Every Child Ready Standard(s)
Benchmark 1.1: Differentiates between events that happen in the past, present, and future.	Recognizes the beginning and end of an event.	<ul style="list-style-type: none"> • Chris comes and sits on the circle time rug when the music stops. • Mykala claps at the end of a song. 	<p>M-M.2.B Demonstrates the understanding of daily routines (order and general length of components).</p> <p>ATL.5.B Shifts between tasks or activities, including ending preferred activities, with adult support.</p> <p>M-M.2.A Sequences up to two to four steps in a familiar daily routine.</p>

DOMAIN: SOCIAL STUDIES

STANDARD 1: DEMONSTRATES BASIC UNDERSTANDING OF THE WORLD IN WHICH HE/SHE LIVES.

Benchmark	Developmental Continuum	Examples	Every Child Ready Standard(s)
<p>Benchmark 1.1: Differentiates between events that happen in the past, present, and future.</p>	<p>Recalls information about the immediate past.</p>	<ul style="list-style-type: none"> When Grandpa asked what he did today at child care, Eddie says, "I painted." Bethany reports, "I was building with the blocks and Kyra knocked them down." 	<p>SOC.5.A Begins to demonstrate an understanding of past and present experiences through concrete materials and visual supports. M-M.2.C Demonstrates understanding of passage of time within one day, such as understanding morning, afternoon, earlier, later. SOC.5.B Begins to sequence past and present experiences using visual supports.</p>
<p>Benchmark 1.1: Differentiates between events that happen in the past, present, and future.</p>	<p>Develops awareness that events occurred before the child's birth.</p>	<ul style="list-style-type: none"> Clarice shows friend a doll and says, "This was my Mommy's when she was a little girl." Shavon points to a picture of his Daddy in an Army uniform and says, "My daddy worked in the Army but I don't remember because I wasn't born yet." (Approaches to Learning: Initiative and Curiosity) 	<p>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. SOC.5.E Begins to connect past and present experiences and describes events that have happened or will happen in the future.</p>
<p>Benchmark 1.1: Differentiates between events that happen in the past, present, and future.</p>	<p>Explores changes over time in environment by comparing pictures and hearing stories about the way something or someone looked in the past compared to now.</p>	<ul style="list-style-type: none"> There's no leaves on the tree," Leia comments when looking at pictures of her house in the summer and in the winter. Ellie listens to a story about her town told by her Grandma and asks, "Were you little like me?" (Approaches to Learning: Persistence and Attentiveness) 	<p>SOC.5.A Begins to demonstrate an understanding of past and present experiences through concrete materials and visual supports. SOC.5.D Describes how people and things change over time and will continue to change into the future. SC-LES.2.B Identifies seasons and observes and describes patterns and changes in the weather. SC-LES.2.C Compares and contrasts the different seasons. SC-LES.2.D Discusses the effects of changes in weather, such as growing different crops or wearing different clothing.</p>
<p>Benchmark 1.1: Differentiates between events that happen in the past, present, and future.</p>	<p>Describes or represents a limited series of events in the correct sequence.</p>	<ul style="list-style-type: none"> Sarah recalls and tells about a trip to McDonalds, "I ate chicken nuggets. I climbed on the toys." Lee says "After circle time we have work time, then lunch." Adria acts out "The Three Little Pigs" in the correct order. (Approaches to Learning: Persistence and Attentiveness) 	<p>SOC.5.B Begins to sequence past and present experiences using visual supports. M-M.2.A Sequences up to two to four steps in a familiar daily routine. M-M.2.B Demonstrates the understanding of daily routines (order and general length of components). 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 the Dramatic Play Center). LL-NC.4.B Tells a two-event personal narrative using simple phrases. LL-NC.4.C Constructs a personal narrative with three or more events which may be out of order, includes omissions or deviations to other topics. LL-NC.4.D Constructs a personal narrative with three or more events in a coherent sequence.</p>

DOMAIN: SOCIAL STUDIES

STANDARD 1: DEMONSTRATES BASIC UNDERSTANDING OF THE WORLD IN WHICH HE/SHE LIVES.

Benchmark	Developmental Continuum	Examples	Every Child Ready Standard(s)
<p>Benchmark 1.1: Differentiates between events that happen in the past, present, and future.</p>	<p>Experiments with general terms related to the elements of time.</p>	<ul style="list-style-type: none"> • Today is preschool day," says Conner. • Andre says, "Yesterday I am going to the zoo." • Nicole says "On cartoon day I'm going to Grandma's house." 	<p>M-M.2.E Begins to demonstrate basic knowledge that clocks and calendars are related to the passage of time. M-M.2.B Demonstrates the understanding of daily routines (order and general length of components). M-M.2.C Demonstrates understanding of passage of time within one day, such as understanding morning, afternoon, earlier, later. M-M.2.D Demonstrates the understanding of weekly routines (e.g., specials, home days, school days). 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. SOC.5.D Describes how people and things change over time and will continue to change into the future.</p>
<p>Benchmark 1.1: Differentiates between events that happen in the past, present, and future.</p>	<p>Makes predictions about what may occur.</p>	<ul style="list-style-type: none"> • Max tells a teacher, "I'm going on the bus home." • "After lunch we will sing songs," says DaJun. (Approaches to Learning: Persistence and Attentiveness) 	<p>SOC.5.C Begins to use knowledge of past and present experiences to make predictions about the future. SOC.5.E Begins to connect past and present experiences and describes events that have happened or will happen in the future.</p>
<p>Benchmark 1.2: Uses environmental clues and tools to understand surroundings.</p>	<p>Distinguishes through demonstration and/or description characteristics of the physical environment.</p>	<ul style="list-style-type: none"> • "I live in a blue house," says Ryan. • Abby says, "There's the playground. I see the slide." • Dominick says, "There's finger paint in the art center and a dump truck in the block center." • Steven tells his friend at preschool about the playground in his neighborhood by describing what he likes to do there. • Olivia takes three colored keys and tries each one in the lock in the box. "The blue one is the right one," she says. 	<p>SC-LES.1.AA Notices and looks at the natural world around them. SC-LES.1.A Identifies different elements of nature, such as rocks, water, air and leaves. SOC.4.AA Verbally or nonverbally identifies familiar places and the features, such as home, classroom, and school building. SOC.4.B Recognizes and describes common geographical features within their region. SOC.4.A Verbally or nonverbally identifies common locations in their neighborhood and community and their features (library, store, park, etc.).</p>

DOMAIN: SOCIAL STUDIES

STANDARD 1: DEMONSTRATES BASIC UNDERSTANDING OF THE WORLD IN WHICH HE/SHE LIVES.

Benchmark	Developmental Continuum	Examples	Every Child Ready Standard(s)
Benchmark 1.2: Uses environmental clues and tools to understand surroundings.	Distinguishes different environments by the people or signs that are a part of that environment.	<ul style="list-style-type: none"> • Ramona can recognize her name or symbol on her cubby. • Geno can recognize the "Stop" sign outside the school building. • Aiden sees lions, tigers and elephants in a picture book and says, "They live in a zoo." • As soon as Raymond gets to Grandma's house, he runs to the cookie jar in the kitchen. 	<p>SOC.4.AA Verbally or nonverbally identifies familiar places and the features, such as home, classroom, and school building.</p> <p>SOC.4.B Recognizes and describes common geographical features within their region.</p> <p>SOC.4.E Recognizes and describes different geographical features in other regions and discusses how they are the same and different.</p> <p>LL-BK.3.C Demonstrates understanding that print has meaning and begins to connect environmental print with objects or locations in the classroom.</p> <p>SOC.2.A Verbally or nonverbally identifies a variety of community members within their community, such as in their neighborhood and school.</p>
Benchmark 1.2: Uses environmental clues and tools to understand surroundings.	Recognizes and uses a variety of objects and materials that represent the environment.	<ul style="list-style-type: none"> • Cory puts house and store shapes on the flannel board. • Jamal can use a "Where are we chart" (chart shows activities locations), by moving a symbol or indicator to the place where he is going next. (Approaches to Learning: Persistence and Attentiveness) • Tameka uses blocks and signs to represent her street and house. 	<p>SOC.4.C Uses geographic tools, such as maps and globes, with support and guidance to find common geographical features.</p> <p>SOC.4.D Creates representations or maps of familiar places, such as classroom, community, or region.</p>
Benchmark 1.2: Uses environmental clues and tools to understand surroundings.	Shows interest in investigating geography through the use of maps, globes, charts, compasses, etc.	<ul style="list-style-type: none"> • Ben brings a travel map to class to show how the family drove to Florida. • Caleb and Kyra play with cars and trucks on the "road map" rug in the block center. (Approaches to Learning: Persistence and Attentiveness) • Angie asks her Mommy, "Where do we live?" when looking at the globe. • Sylvia shares a compass her Dad used on a camping and hiking trip during small group time. • Phillipe and Marcus drew a treasure map chart after hiding several toy dinosaurs in the block center. 	<p>SOC.4.C Uses geographic tools, such as maps and globes, with support and guidance to find common geographical features.</p> <p>Tech.1.D With teacher guidance, uses technology devices and learning applications to play games, access or share information, or express themselves creatively.</p> <p>SOC.4.D Creates representations or maps of familiar places, such as classroom, community, or region.</p>

DOMAIN: SOCIAL STUDIES

STANDARD 1: DEMONSTRATES BASIC UNDERSTANDING OF THE WORLD IN WHICH HE/SHE LIVES.

Benchmark	Developmental Continuum	Examples	Every Child Ready Standard(s)
<p>Benchmark 1.3: Shows an awareness of fundamental economic concepts.</p>	<p>Recognizes the relationship between supply and demand.</p>	<ul style="list-style-type: none"> • "I want to ride that," says Clinton, pointing to the tricycles that are all taken on the playground. • Anthony says to the teacher, "I want to play with the car but Mark has it." • Joe is passing out milk cartons and says to the teacher, "I don't have enough milk. We have more children than milk." 	<p>SOC.3.A Shows an understanding of supply and demand, such as, "We are out of paint at the Art Easel. We need more."</p>
<p>Benchmark 1.3: Shows an awareness of fundamental economic concepts.</p>	<p>Recognizes and uses objects for barter or trade.</p>	<ul style="list-style-type: none"> • In the housekeeping center, Brian plays "grocery store" with Mykala and uses play money and the cash register as they "buy" groceries. • Rashonda says, "I'll let you play with my truck if you give me the firefighter's hat." (Logic and Reasoning: Reasoning and Problem-Solving) 	<p>SOC.3.C Shows an understanding of the concepts of trading and bartering, such as trading corn for broccoli at a market in Dramatic Play.</p>
<p>Benchmark 1.3: Shows an awareness of fundamental economic concepts.</p>	<p>Recognizes the use of money as a means of exchange.</p>	<ul style="list-style-type: none"> • Elizabeth says, "I got a dollar for my birthday and I'm going to buy a new book." (Approaches to Learning: Persistence and Attentiveness) • "We buy ice cream there," says Travis pointing to the ice cream shop in his neighborhood. Do you have money to buy some?" he asks. • "You give me those dollars," says Tara to John, "and you can have that ball." 	<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>Benchmark 1.4: Recognizes and/or follows rules within the home, school, and community.</p>	<p>Identifies examples of authority.</p>	<ul style="list-style-type: none"> • My mommy lets me play in here," says Evan. • Annie says, "Policemen keep us safe. They catch 'bad people.'" • Damon says that his big brother can tell him what to do when his Mommy is not at home. • "Daddy says, 'Don't touch the matches,'" Claudio tells Mia while standing by the fireplace. 	<p>SOC.2.A Verbally or nonverbally identifies a variety of community members within their community, such as in their neighborhood and school. SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community.</p>

DOMAIN: SOCIAL STUDIES

STANDARD 1: DEMONSTRATES BASIC UNDERSTANDING OF THE WORLD IN WHICH HE/SHE LIVES.

Benchmark	Developmental Continuum	Examples	Every Child Ready Standard(s)
Benchmark 1.4: Recognizes and/or follows rules within the home, school, and community.	Follows routines with little supervision.	<ul style="list-style-type: none"> Pedro cleans up when finishing an art activity. Toby puts all the paper cups and napkins out for snack time by himself. (Approaches to Learning: Persistence and Attentiveness) 	<p>ATL.9.B Identifies and anticipates materials and expectations needed for everyday and routine activities.</p> <p>PD.4.C Completes self-care and hygiene routines with minimal assistance.</p> <p>PD.4.D Independently completes self-care and hygiene routines.</p> <p>IS.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.</p> <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>
Benchmark 1.4: Recognizes and/or follows rules within the home, school, and community.	Recognizes there are different rules for different places.	<ul style="list-style-type: none"> Luke knows to ride the tricycle only in the designated area of the playground. Sue says, "I have to use my inside voice in the room." Jillian says, "Grandma doesn't make me rest after lunch." 	<p>ATL.9.B Identifies and anticipates materials and expectations needed for everyday and routine activities.</p> <p>SOC.2.B Recognizes their role within the classroom, neighborhood, and community, such as voting in the classroom or being a member of the soccer team.</p> <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>SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community.</p>
Benchmark 1.4: Recognizes and/or follows rules within the home, school, and community.	Understands there are consequences for actions.	<ul style="list-style-type: none"> Marci says, "You'll fall," when Ben climbs high on the playground structure. Andy says, "If you throw sand you will have to get out." Alex tells his friend not to pull the puppy's tail. "It hurts her," he says. 	<p>SOC.2.E Shares how their thoughts, opinions, choices, and actions can impact their community.</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>SC-SP.1.B Observes and describes cause and effect.</p>
Benchmark 1.4: Recognizes and/or follows rules within the home, school, and community.	Follows rules applicable to the situation with little supervision.	<ul style="list-style-type: none"> Nina uses outside play equipment appropriately with little supervision. Cami leads the line to the outside door of the building, stops and waits for her teacher. Max finishes at the computer and gets Sarah for her turn. (Approaches to Learning: Persistence and Attentiveness) 	<p>ATL.9.B Identifies and anticipates materials and expectations needed for everyday and routine activities.</p> <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.5.E Adapts to new rules or circumstances in an age-appropriate game or activity.</p>

DOMAIN: SOCIAL STUDIES

STANDARD 1: DEMONSTRATES BASIC UNDERSTANDING OF THE WORLD IN WHICH HE/SHE LIVES.

Benchmark	Developmental Continuum	Examples	Every Child Ready Standard(s)
<p>Benchmark 1.5: Demonstrates understanding of the roles and relationships within his/her family and/or community.</p>	<p>Recognizes the roles within his/her home.</p>	<ul style="list-style-type: none"> Adam says "My daddy cooks supper and mommy washes the dishes." Belinda says "I have to pick up my toys before I go to bed." In dramatic play, Misha takes the role of mom and Sheila plays the step mom. Sarah, Josh and Isaac imitate roles of mother, father, baby in dramatic play. (Approaches to Learning: Persistence and Attentiveness) 	<p>SOC.2.B Recognizes their role within the classroom, neighborhood, and community, such as voting in the classroom or being a member of the soccer team.</p> <p>SOC.1.C Discusses the importance of their own family and the roles and responsibilities of various individuals in the family.</p> <p>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.</p> <p>SOC.1.A Understands family relationships in relation to self.</p>
<p>Benchmark 1.5: Demonstrates understanding of the roles and relationships within his/her family and/or community.</p>	<p>Knows place in family structure.</p>	<ul style="list-style-type: none"> Cami brings in a family photo and "introduces" each family member during sharing time. (Approaches to Learning: Persistence and Attentiveness) Juan draws a picture of his family members. Dante says, "I live with my daddy and my brother." Julie says, "I am the sister at my house." 	<p>SOC.1.A Understands family relationships in relation to self.</p> <p>SOC.1.C Discusses the importance of their own family and the roles and responsibilities of various individuals in the family.</p> <p>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.</p>
<p>Benchmark 1.5: Demonstrates understanding of the roles and relationships within his/her family and/or community.</p>	<p>Uses familiar relationships to make sense of the world.</p>	<ul style="list-style-type: none"> Micah tells his teacher about his Daddy's work and what he does there. Jayla tells Ahmad that her sister reads stories to her and is amazed that Ahmad does not have a sister. When she hears the baby crying, Kareem says, "He must want his Mommy." (Approaches to Learning: Initiative and Curiosity) 	<p>SOC.1.AA Identifies and recognizes self and family members.</p> <p>SOC.1.A Understands family relationships in relation to self.</p> <p>SOC.1.C Discusses the importance of their own family and the roles and responsibilities of various individuals in the family.</p> <p>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.</p> <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.</p>

DOMAIN: SOCIAL STUDIES

STANDARD 1: DEMONSTRATES BASIC UNDERSTANDING OF THE WORLD IN WHICH HE/SHE LIVES.

Benchmark	Developmental Continuum	Examples	Every Child Ready Standard(s)
Benchmark 1.6: Knows that diversity exists in the world.	Describes self and/or compares own descriptions with others' descriptions.	<ul style="list-style-type: none"> Isabella says, "I have lots of red hair." Jalen tells Ms. Linda, "I can pick up my baby sister. My Dad says I'm strong." (Approaches to Learning: Persistence and Attentiveness) Kimmy says, "My Daddy says I look like my brother because we both have blue eyes." 	<p>IS.3.A With adult support, verbally or nonverbally identifies something about themselves.</p> <p>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.</p> <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.</p> <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.</p> <p>IS.4.AA With adult modeling and one-on-one support, verbally or nonverbally names observable characteristics of others.</p> <p>IS.4.B With adult prompts, compares their own characteristics and emotions to those of others.</p>
Benchmark 1.6: Knows that diversity exists in the world.	Identifies and recognizes gender.	<ul style="list-style-type: none"> Yolanda says, "I'm a girl like Mommy." Cindy says, "Only girls can come into the treehouse." "I'm a girl," says Emily, "and Chen and Isaac are boys." 	<p>SC-LES.4.B Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features.</p> <p>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>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.</p> <p>IS.4.AA With adult modeling and one-on-one support, verbally or nonverbally names observable characteristics of others.</p> <p>IS.4.B With adult prompts, compares their own characteristics and emotions to those of others.</p>
Benchmark 1.6: Knows that diversity exists in the world.	Recognizes that people differ in language, dress, food, etc.	<ul style="list-style-type: none"> Nicole notices that Molly's skin is brown. (Approaches to Learning: Initiative and Curiosity) Tasha tells her Mom that Carlos speaks Spanish. (Approaches to Learning: Initiative and Curiosity) Melissa sings, "Hola" or "Jambo" during the "Hello" song. Bryce signs, "I love you." 	<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.</p> <p>SOC.1.D Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations.</p> <p>SOC.1.E Explains why it's important to recognize and celebrate differences in families, such as their languages, music, food, or celebrations.</p>

DOMAIN: SOCIAL STUDIES

STANDARD 1: DEMONSTRATES BASIC UNDERSTANDING OF THE WORLD IN WHICH HE/SHE LIVES.

Benchmark	Developmental Continuum	Examples	Every Child Ready Standard(s)
Benchmark 1.6: Knows that diversity exists in the world.	Recognizes and identifies differences in personal characteristics and family makeup.	<ul style="list-style-type: none"> Dante says, "I live with my daddy and my brother. Ari lives with his nana." Jenny says, "My eyes are blue and your eyes are brown." (Logic and Reasoning: Reasoning and Problem Solving) 	<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.</p> <p>SOC.1.D Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations.</p> <p>SOC.1.E Explains why it's important to recognize and celebrate differences in families, such as their languages, music, food, or celebrations.</p>
Benchmark 1.6: Knows that diversity exists in the world.	Recognizes that different people have different roles and jobs in the community.	<ul style="list-style-type: none"> In the dramatic play area, Julie grabs the briefcase and says, "I'm going to work." (Approaches to Learning: Persistence and Attentiveness) When seeing a firefighter in uniform, Felicia says, "The fireman puts out fires." Caleb sees a nurse and says, "She gives shots." When Karen sees the mail truck she tells her Mom that the mail carrier brings her letters from Granny. 	<p>SOC.2.B Recognizes their role within the classroom, neighborhood, and community, such as voting in the classroom or being a member of the soccer team.</p> <p>SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community.</p> <p>SOC.2.D Recognizes that people have different thoughts and opinions within a community.</p>
Benchmark 1.6: Knows that diversity exists in the world.	Recognizes and accepts similarities and differences.	<ul style="list-style-type: none"> Jack says, "Eddie rides in a wheelchair and I walk. We both go to the playground though." Mitch says, "Eduardo says uno, dos, tres. I say one, two, three." "Franklin likes pizza. I do too," says Cari. 	<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.</p> <p>SOC.1.D Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations.</p> <p>SOC.1.E Explains why it's important to recognize and celebrate differences in families, such as their languages, music, food, or celebrations.</p>



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