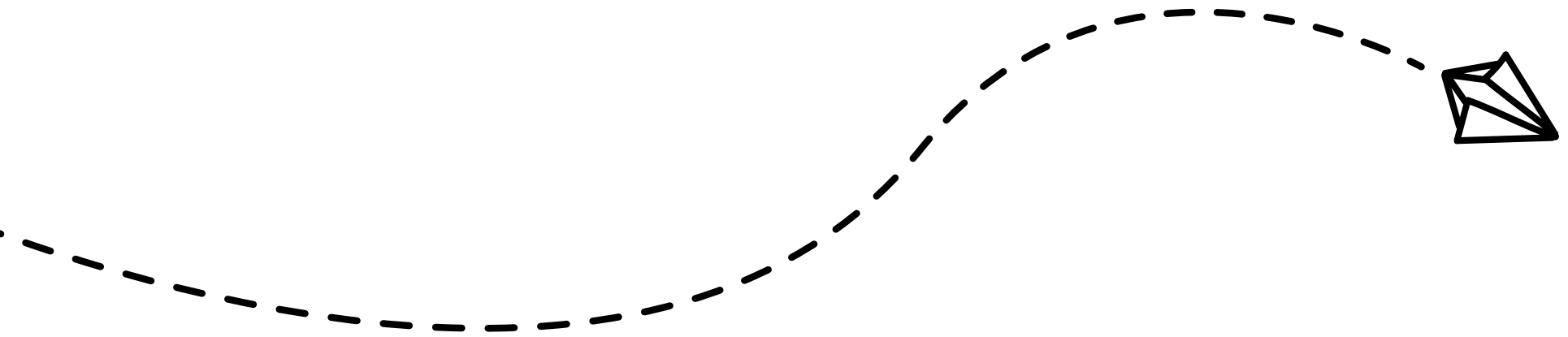


Every Child Ready Standards & Louisiana Early Learning and Development Standards Alignment



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



DOMAIN: APPROACHES TO LEARNING

SUBDOMAIN: INITIATIVE AND CURIOSITY

Standard	Age Range	Indicators	Every Child Ready Standard(s)
AL1: Children engage in multiple and varied play-based experiences.	Three-Year-Olds	AL1.3.1 Explore unfamiliar objects, materials, and experiences. Combine materials in new and unique ways (e.g., put blocks together to create a road for cars).	ATL.1.AA Engages in exploratory or sensory play. ATL.1.A Plays simple games and copies the play of others. ATL.1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play). SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment.
AL1: Children engage in multiple and varied play-based experiences.	Three-Year-Olds	AL 1.2.3 Seek information about unfamiliar objects, people, and experiences.	ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work. ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own. ATL.2.A Engages in activities next to peers using shared materials (parallel play). ATL.2.B Plays, works on tasks, or participates in activities with peers with adult prompts (associative play). 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).
AL1: Children engage in multiple and varied play-based experiences.	Three-Year-Olds	AL 1.3.3 Complete a variety of simple tasks independently.	ATL.9.B Identifies and anticipates materials and expectations needed for everyday and routine activities. Independently complete routine 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. IS.6.E Seeks out opportunities to complete age-appropriate tasks independently.
AL1: Children engage in multiple and varied play-based experiences.	Four-Year-Olds	AL 1.1.4 Seek out and engage with unfamiliar objects, materials, and experiences.	ATL.3.C Asks questions and seeks clarity after attempting a challenging task. ATL.3.D Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed. ATL.2.A Engages in activities next to peers using shared materials (parallel play). ATL.2.B Plays, works on tasks, or participates in activities with peers with adult prompts (associative play). 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).

DOMAIN: APPROACHES TO LEARNING

SUBDOMAIN: INITIATIVE AND CURIOSITY

Standard	Age Range	Indicators	Every Child Ready Standard(s)
AL1: Children engage in multiple and varied play-based experiences.	Four-Year-Olds	AL 1.2.4 Seek information and contribute to discussions about a variety of new topics, ideas, and activities.	<p>ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own.</p> <p>ATL.3.C Asks questions and seeks clarity after attempting a challenging task.</p> <p>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> <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>
AL1: Children engage in multiple and varied play-based experiences.	Four-Year-Olds	AL 1.3.4 Complete multi-step tasks independently.	<p>ATL.7.A Participates in one- to two-step inhibition games and activities.</p> <p>ATL.7.B Independently follows two- to three-step verbal adult directions.</p> <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>

DOMAIN: APPROACHES TO LEARNING

SUBDOMAIN: ATTENTION, ENGAGEMENT, AND PERSISTENCE

Standard	Age Range	Indicators	Every Child Ready Standard(s)
AL 2: Children engage in activities and tasks with attention, focus, and persistence.	Three-Year-Olds	AL 2.1.3 Maintain focus on activities of interest despite distractions.	<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>IS.5.A Engages with peers with teacher modeling and participates in organized group activities.</p> <p>ATL.6.C Attends to entirety of a short engaging lesson or teacher-led activity (10–15 minutes).</p> <p>ATL.6.D Refocuses attention to independent or group activity after minor distraction.</p>
AL 2: Children engage in activities and tasks with attention, focus, and persistence.	Three-Year-Olds	AL 2.2.3 Continue working on self-selected activities despite setbacks (e.g., try again after the block tower falls down).	<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.3.C Asks questions and seeks clarity after attempting a challenging task.</p>

DOMAIN: APPROACHES TO LEARNING

SUBDOMAIN: ATTENTION, ENGAGEMENT, AND PERSISTENCE

Standard	Age Range	Indicators	Every Child Ready Standard(s)
AL 2: Children engage in activities and tasks with attention, focus, and persistence.	Three-Year-Olds	AL 2.3.3 Express goals and then work to achieve them with prompting and support (e.g., When asked, a child says "I want to make something" and then goes to the art center and draws a picture).	ATL.8.A With one to one adult support, completes steps of a simple task or project (two to three steps). ATL.8.B Uses adult-created organization tools to complete steps of a simple task or project. ATL.4.B Verbally or nonverbally demonstrates an understanding of accomplishing a task. May verbally explain work product. ATL.4.C Monitors the completion of a task and identifies preferred elements of a work product or task.
AL 2: Children engage in activities and tasks with attention, focus, and persistence.	Four-Year-Olds	AL 2.1.4 Maintain focus on adult-directed activities with adult support.	ATL.6.B Sustains attention in an assigned task for a brief amount of time (5–10 minutes). ATL.6.C Attends to entirety of a short, engaging lesson or teacher-led activity (10–15 minutes). ATL.6.D Refocuses attention to independent or group activity after minor distraction. ATL.6.E Attends to activities or peer engagement for extended periods of time (30+ minutes).
AL 2: Children engage in activities and tasks with attention, focus, and persistence.	Four-Year-Olds	AL 2.2.4 Persist with a challenging task despite interruptions and disruptions.	ATL.3.C Asks questions and seeks clarity after attempting a challenging task. ATL.3.D Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed. ATL.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). ATL.6.D Refocuses attention to independent or group activity after minor distraction.
AL 2: Children engage in activities and tasks with attention, focus, and persistence.	Four-Year-Olds	AL 2.3.4 Express simple goals that extend over time, make plans, and follow through to complete them (e.g., Child says, "I want to play doctor after breakfast. Liam is going to play with me.", and then does so after eating).	ATL.8.D Creates and follows through with simple plans independently. ATL.8.E Plans simple steps for future activity goal. ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play). ATL.2.E Establishes rules with peers during play or structured activities (cooperative play). ATL.1.E Coordinates roles and carries out more complex stories during role-play.

DOMAIN: APPROACHES TO LEARNING

SUBDOMAIN: REASONING, PROBLEM-SOLVING, AND CREATIVE THINKING

Standard	Age Range	Indicators	Every Child Ready Standard(s)
AL 3: Children demonstrate exibility and creativity by using a variety of strategies to solve problems.	Three-Year-Olds	AL 3.1.3 Make predictions based on past experiences.	<p>ATL.9.B Identifies and anticipates materials and expectations needed for everyday and routine activities.</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 want to return to it, or that they fell on the slide yesterday, so exercises caution today).</p>
AL 3: Children demonstrate exibility and creativity by using a variety of strategies to solve problems.	Three-Year-Olds	AL 3.2.3 Recall and use previously successful strategies to complete tasks.	<p>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).</p> <p>ATL.9.B Identifies and anticipates materials and expectations needed for everyday and routine activities.</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>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>
AL 3: Children demonstrate exibility and creativity by using a variety of strategies to solve problems.	Three-Year-Olds	AL 3.3.3 Purposefully use a variety of strategies, changing the approach as needed, to accomplish tasks or solve problems.	<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.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>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.4.D Assesses or reflects upon activity or task outcome or product.</p> <p>ATL.4.E Assesses tasks and makes adjustments to strategies for updates or revisions.</p>
AL 3: Children demonstrate exibility and creativity by using a variety of strategies to solve problems.	Four-Year-Olds	AL 3.1.4 Make predictions and explain reasoning.	<p>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).</p> <p>ATL.9.B Identifies and anticipates materials and expectations needed for everyday and routine activities.</p> <p>LL-NC.2.C Uses events from the book to make a prediction about what might happen next.</p>

DOMAIN: APPROACHES TO LEARNING

SUBDOMAIN: REASONING, PROBLEM-SOLVING, AND CREATIVE THINKING

Standard	Age Range	Indicators	Every Child Ready Standard(s)
AL 3: Children demonstrate exibility and creativity by using a variety of strategies to solve problems.	Four-Year-Olds	AL 3.2.4 Apply prior knowledge and experiences to complete new tasks and solve new problems.	ATL.9.C Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and want to return to it, or that they fell on the slide yesterday, so exercises caution today). ATL.9.D With adult support, applies explicitly taught and practiced higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization). ATL.9.E Independently applies higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization).
AL 3: Children demonstrate exibility and creativity by using a variety of strategies to solve problems.	Four-Year-Olds	AL 3.3.4 Communicate the steps used to solve problems and/or accomplish tasks.	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. ATL.8.D Creates and follows through with simple plans independently. ATL.8.E Plans simple steps for future activity goal.

DOMAIN: COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE

SUBDOMAIN: CREATIVE ARTS: MUSIC AND MOVEMENT

Standard	Age Range	Indicators	Every Child Ready Standard(s)
CCA 1: Children engage in multiple and varied music and movement experiences.	Three-Year-Olds	CCA 1.1.3 Move body with creativity to imitate the beat and tempo of music of different genres.	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.4.A Participates in a variety of music activities with different tempos, genres, and rhythms.
CCA 1: Children engage in multiple and varied music and movement experiences.	Four-Year-Olds	CCA 1.1.4 Express thoughts and feelings through dance and movement with increasing spatial awareness.	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.

DOMAIN: COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE

SUBDOMAIN: CREATIVE ARTS: MUSIC AND MOVEMENT

Standard	Age Range	Indicators	Every Child Ready Standard(s)
CCA 1: Children engage in multiple and varied music and movement experiences.	Three-Year-Olds	CCA 1.2.3 Create music using their bodies, instruments, and/or voice.	C-ARTS.4.AA Listens to a variety of music. C-ARTS.4.A Participates in a variety of music activities with different tempos, genres, and rhythms. C-ARTS.4.B Sings a variety of songs within children's vocal range, independently and with others.
CCA 1: Children engage in multiple and varied music and movement experiences.	Four-Year-Olds	CCA 1.2.4 Create music using instruments and/or voice to produce more complex rhythms, tones, melodies, and songs. Show increasing awareness of various components of music: melody (tune), pitch (high and low sounds), rhythm (beat), tempo (speed), and volume.	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.

DOMAIN: COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE

SUBDOMAIN: CREATIVE ARTS: VISUAL ARTS

Standard	Age Range	Indicators	Every Child Ready Standard(s)
CCA 2: Children engage in multiple and varied visual arts experiences.	Three-Year-Olds	CCA 2.1.3 Observe and participate in discussions about various forms of art, including what they notice and what it makes them think about.	C-ARTS.5.AA Shows enthusiasm and curiosity about different types of creative arts. C-ARTS.5.A Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques. C-ARTS.5.B Discusses their own artistic creations and chooses artwork for display or performance. C-ARTS.5.C Recognizes and discusses differences in artistic creations. C-ARTS.5.D Expresses opinions about the artistic creations and techniques of others.
CCA 2: Children engage in multiple and varied visual arts experiences.	Four-Year-Olds	CCA 2.1.4 Observe and participate in discussions about various forms of art, including how it makes them feel and/or specific elements of art (e.g., color, line, texture).	C-ARTS.5.B Discusses their own artistic creations and chooses artwork for display or performance. C-ARTS.5.C Recognizes and discusses differences in artistic creations. C-ARTS.5.D Expresses opinions about the artistic creations and techniques of others. C-ARTS.5.E Interprets the art of others by describing what they see and identifying a theme.

DOMAIN: COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE

SUBDOMAIN: CREATIVE ARTS: VISUAL ARTS

Standard	Age Range	Indicators	Every Child Ready Standard(s)
CCA 2: Children engage in multiple and varied visual arts experiences.	Three-Year-Olds	CCA 2.2.3 Explore a variety of materials, tools, and techniques to create artistic works.	<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>C-ARTS.3.B Creates drawings, paintings, and models with an increasing level of detail.</p> <p>ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work.</p>
CCA 2: Children engage in multiple and varied visual arts experiences.	Four-Year-Olds	CCA 2.2.4 Use a variety of materials, tools, and techniques to create artistic works that reflect their own culture, thoughts, feelings, experiences, or knowledge.	<p>C-ARTS.3.A Expresses self using a variety of art materials and tools.</p> <p>C-ARTS.3.B Creates drawings, paintings, and models with an increasing level of detail.</p> <p>C-ARTS.3.C Explores and creates art using different techniques, such as dot art, mixed media collages, and clay.</p> <p>C-ARTS.3.D Plans for and creates art using preferred art materials, tools, and techniques.</p> <p>C-ARTS.3.E Reviews their original art and makes changes to the final product.</p>

DOMAIN: COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE

SUBDOMAIN: CREATIVE ARTS: DRAMATIC PLAY

Standard	Age Range	Indicators	Every Child Ready Standard(s)
CCA 3: Children engage in multiple and varied forms of dramatic play.	Three-Year-Olds	CCA 3.1.3 Engage in dramatic play that includes both real-life and fantasy experiences.	<p>C-ARTS.2.AA Engages briefly in, or observes others in, dramatic play.</p> <p>C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.</p> <p>C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.</p> <p>ATL.1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play).</p> <p>ATL.1.C Engages in individual verbal or nonverbal imaginative play or role-play.</p>

DOMAIN: COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE

SUBDOMAIN: CREATIVE THINKING AND EXPRESSION

Standard	Age Range	Indicators	Every Child Ready Standard(s)
CCA 3: Children engage in multiple and varied forms of dramatic play.	Four-Year-Olds	CCA 3.1.4 Participate in dramatic play to express thoughts, feelings and creativity.	<p>C-ARTS.2.C Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.</p> <p>C-ARTS.2.D Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.</p> <p>C-ARTS.2.E Continues an originally created scenario over the course of several play periods. Collaborates with others to carry out dramatic play and assumed roles.</p> <p>ATL.1.C Engages in individual verbal or nonverbal imaginative play or role-play.</p> <p>ATL.1.D Carries out familiar roles during individual or collaborative role-play.</p>
CCA 3: Children engage in multiple and varied forms of dramatic play.	Three-Year-Olds	CCA 3.2.3 Create various voice injections and facial expressions in play.	<p>C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.</p> <p>ATL.4.A Uses two to three words or nonverbal actions (gestures, body language, facial expressions) to explain activities they are engaging in.</p>
CCA 3: Children engage in multiple and varied forms of dramatic play.	Four-Year-Olds	CCA 3.2.4 Represent a character by using voice injections and facial expressions.	<p>C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.</p> <p>LL-BK.2.C Uses illustrations to tell a familiar story with intonation and expression, using repeated phrases.</p>
CCA 3: Children engage in multiple and varied forms of dramatic play.	Three-Year-Olds	CCA 3.3.3 Engage in play experiences that involve roles with the use of props and costumes.	<p>C-ARTS.2.AA Engages briefly in, or observes others in, dramatic play.</p> <p>C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.</p> <p>C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.</p> <p>ATL.1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play).</p> <p>ATL.1.C Engages in individual verbal or nonverbal imaginative play or role-play.</p>
CCA 3: Children engage in multiple and varied forms of dramatic play.	Four-Year-Olds	CCA 3.3.4 Engage in a variety of play experiences that include elements of drama (e.g., roles, dialogue, props).	<p>C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.</p> <p>C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.</p> <p>C-ARTS.2.C Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.</p> <p>C-ARTS.2.D Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.</p> <p>C-ARTS.2.E Continues an originally created scenario over the course of several play periods. Collaborates with others to carry out dramatic play and assumed roles.</p>

DOMAIN: COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE

SUBDOMAIN: MATHEMATICS

Standard	Age Range	Indicators	Every Child Ready Standard(s)
CM 1: Children demonstrate knowledge of numbers and the relationships between numbers and quantities.	Three-Year-Olds	CM 1.1.3 Rote count to 10 with accuracy.	M-NC.1.AA Says number words in order from 1–2 from memory. M-NC.1.A Says number words in order from 1–3 from memory. M-NC.1.B Says number words in order from 1–5 from memory. M-NC.1.C Says number words in order from 1–7 from memory. M-NC.1.D Says number words in order from 1–10 from memory.
CM 1: Children demonstrate knowledge of numbers and the relationships between numbers and quantities.	Four-Year-Olds	CM 1.1.4 Rote count to 20 with accuracy.	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.
CM 1: Children demonstrate knowledge of numbers and the relationships between numbers and quantities.	Three-Year-Olds	CM 1.2.3 Count up to five objects arranged in a line with one-to-one correspondence.	M-NC.2.A Says numbers in order while matching each number word to each object when counting from 1–3. M-NC.2.B Says numbers in order, matching each number word to each object when counting from 1–5.
CM 1: Children demonstrate knowledge of numbers and the relationships between numbers and quantities.	Four-Year-Olds	CM 1.2.4 Accurately count up to ten objects in a structured arrangement with one-to-one correspondence.	M-NC.2.A Says numbers in order while matching each number word to each object when counting from 1–3. M-NC.2.B Says numbers in order, matching each number word to each object when counting from 1–5. M-NC.2.C Says numbers in order, matching each number word to each object when counting from 1–7. M-NC.2.D Says numbers in order, matching each number word to each object when counting from 1–10.
CM 1: Children demonstrate knowledge of numbers and the relationships between numbers and quantities.	Three-Year-Olds	CM 1.3.3 Begin to understand that the last number counted represents how many objects are in a group (cardinality).	M-NC.3.B Creates sets of 0–5 and begins to use cardinality to identify the last number counted.
CM 1: Children demonstrate knowledge of numbers and the relationships between numbers and quantities.	Four-Year-Olds	CM 1.3.4 Tell how many objects are in a group by giving the last number counted (cardinality).	M-NC.3.B Creates sets of 0–5 and begins to use cardinality to identify the last number counted. M-NC.3.C Creates sets of 0–7 and begins to use cardinality to identify the last number counted. M-NC.3.D Creates sets of 0–10 and begins to use cardinality to identify the last number counted. M-NC.3.E Creates sets of 0–10 and uses cardinality to identify the last number counted.

DOMAIN: COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE

SUBDOMAIN: MATHEMATICS

Standard	Age Range	Indicators	Every Child Ready Standard(s)
CM 1: Children demonstrate knowledge of numbers and the relationships between numbers and quantities.	Three-Year-Olds	CM 1.4.3 Recognize and name the number of items in a small set (up to three) without counting (subitizing).	M-NC.3.AA Subitizes by instantly saying how many are in a set without counting for quantities 1–2. M-NC.3.A Subitizes by instantly saying how many are in a set without counting for quantities 1–3.
CM 1: Children demonstrate knowledge of numbers and the relationships between numbers and quantities.	Four-Year-Olds	CM 1.4.4 Recognize and name the number of items in a small set (up to five) without counting (subitizing).	M-NC.3.AA Subitizes by instantly saying how many are in a set without counting for quantities 1–2. M-NC.3.A Subitizes by instantly saying how many are in a set without counting for quantities 1–3.
CM 1: Children demonstrate knowledge of numbers and the relationships between numbers and quantities.	Three-Year-Olds	CM 1.5.3 Compare two groups of objects and indicate whether the number of objects in each group is the same or different.	M-NC.4.B Matches 0–5 objects from two sets using one-to-one correspondence to understand the concept of the same. M-NC.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. 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.
CM 1: Children demonstrate knowledge of numbers and the relationships between numbers and quantities.	Four-Year-Olds	CM 1.5.4 Compare two groups of objects and identify whether the number of objects in one group is more, less, or the same as the number of objects in the other group.	M-NC.4.A Compares two groups to identify which has more or less for quantities 0–10 without matching or counting. M-NC.4.B Matches 0–5 objects from two sets using one-to-one correspondence to understand the concept of the same. M-NC.4.C Matches 0–7 objects from two sets using one-to-one correspondence to identify which set has more, less, or if they are the same. M-NC.4.D Matches 0–10 objects from two sets using one-to-one correspondence to identify which set has more, less, or if they are the same. M-NC.4.E Rational counts and compares the objects in two sets to identify which has more, less, or if they are the same for quantities 0–10.
CM 1: Children demonstrate knowledge of numbers and the relationships between numbers and quantities.	Three-Year-Olds	CM 1.6.3 Identify written numerals 0-5 by name and match each to counted objects.	M-NC.5.A Says the names of numerals 0–3 shown in random order. M-NC.5.B Says the names of numerals 0–5 shown in random order. M-NC.6.A Matches a set of objects with the number symbol to represent the set for quantities 0–3. M-NC.6.B Matches a set of objects with the number symbol to represent the set for quantities 0–5.

DOMAIN: COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE

SUBDOMAIN: MATHEMATICS

Standard	Age Range	Indicators	Every Child Ready Standard(s)
CM 1: Children demonstrate knowledge of numbers and the relationships between numbers and quantities.	Four-Year-Olds	CM 1.6.4 Identify written numerals 0-10 by name and match each to counted objects.	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.C Matches a set of objects with the number symbol to represent the set for quantities 0–7. M-NC.6.D Matches a set of objects with the number symbol to represent the set for quantities 0–10. 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.
CM 1: Children demonstrate knowledge of numbers and the relationships between numbers and quantities.	Four-Year-Olds	CM 1.7.4 Read and write some numerals up to 10.	M-NC.5.D Says the names of numerals 0–10 shown in random order.
CM 1: Children demonstrate knowledge of numbers and the relationships between numbers and quantities.	Three-Year-Olds	CM 1.8.3 Identify the first and often second object or person in a sequence.	M-PFA.2.D Uses ordinal numbers to order and describe relative position for up to three objects.
CM 1: Children demonstrate knowledge of numbers and the relationships between numbers and quantities.	Four-Year-Olds	CM 1.8.4 Identify an object's or person's position in a sequence using ordinal numbers (e.g., first, second, third).	M-PFA.2.D Uses ordinal numbers to order and describe relative position for up to three objects. M-PFA.2.E Orders groups of different amounts using numerical order.
CM 2: Children demonstrate knowledge of patterns and operations.	Three-Year-Olds	CM 2.1.3 Recognize and copy simple repeating patterns in different forms (e.g., red-blue, circle-square).	M-PFA.3.AA Copies simple AB patterns through rhythm and movement. M-PFA.3.A Uses objects, rhythm, or movement to copy simple AB patterns.
CM 2: Children demonstrate knowledge of patterns and operations.	Four-Year-Olds	CM 2.1.4 Identify, duplicate, extend, and create simple repeating patterns in different forms (e.g., red-red-blue, circle-square-triangle).	M-PFA.3.B Uses objects, rhythm, or movement to copy and extend simple AB patterns. M-PFA.3.C Uses rhythm and movement to copy simple and advanced patterns (e.g., AB, ABC, ABB, AAB). M-PFA.3.D Uses objects, rhythm, or movement to copy and extend simple and advanced patterns (e.g., AB, ABC, ABB, AAB). M-PFA.3.E Recognizes, describes, and copies patterns that include multiple attributes (e.g., red circle, yellow circle, red square, yellow square) or repeating elements (e.g., blue-red-blue, blue-red-blue).



DOMAIN: COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE

SUBDOMAIN: MATHEMATICS

Standard	Age Range	Indicators	Every Child Ready Standard(s)
CM 2: Children demonstrate knowledge of patterns and operations.	Three-Year-Olds	CM 2.2.3 Combine and separate small groups of objects and describe the parts. (e.g., I have four cubes. Three are red, and one is blue.)	<p>M-NC.7.AA Demonstrates an understanding that combining two sets increases the total quantity.</p> <p>M-NC.7.A Demonstrates an understanding that adding one more increases the amount of a set.</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-PFA.3.A Uses objects, rhythm, or movement to copy simple AB patterns.</p> <p>M-PFA.3.B Uses objects, rhythm, or movement to copy and extend simple AB patterns.</p>
CM 2: Children demonstrate knowledge of patterns and operations.	Four-Year-Olds	CM 2.3.4 Solve simple addition and subtraction problems by using concrete objects or fingers during play and daily activities (e.g., If we have 3 apples and eat 1, how many apples do we have left?).	<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.C Counts a set of 1–7 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> <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.C Counts two sets separately, then combines sets and counts the sets together to get the whole. Counts up to a total quantity of 7.</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>
CM 3: Children measure objects by their various attributes and use differences in attributes to make comparisons.	Three-Year-Olds	CM 3.1.3 Sort objects into two or more groups based on one physical characteristic (attribute).	<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.B Sorts and groups pictures of objects based on one attribute such as visual features like color, size, or shape.</p>
CM 3: Children measure objects by their various attributes and use differences in attributes to make comparisons.	Four-Year-Olds	CM 3.1.4 Sort objects by one characteristic (attribute), then re-sort using a different characteristic and explain the reasoning with guidance and support.	<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>
CM 3: Children measure objects by their various attributes and use differences in attributes to make comparisons.	Three-Year-Olds	CM 3.2.3 Describe objects using measurable attributes (e.g., tall/short, big/little, heavy/light).	<p>M-M.1.AA Demonstrates understanding of length terms (i.e., “longer,” “shorter”) using gestures or objects.</p> <p>M-M.1.A Demonstrates understanding of length terms (i.e., “longer,” “shorter”) and height terms (i.e., “taller,” “shorter”) using gestures or objects.</p> <p>M-M.1.B Demonstrates understanding of length terms (i.e., “longer,” “shorter”), height terms (i.e., “taller,” “shorter”), volume terms (i.e., “more,” “less”), and weight terms (i.e., “heavier,” “lighter”) using gestures or objects.</p>

DOMAIN: COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE

SUBDOMAIN: MATHEMATICS

Standard	Age Range	Indicators	Every Child Ready Standard(s)
CM 3: Children measure objects by their various attributes and use differences in attributes to make comparisons.	Four-Year-Olds	CM 3.2.4 Describe measurable attributes of objects and materials using comparative words (e.g., long, longer, longest).	<p>M-M.1.AA Demonstrates understanding of length terms (i.e., “longer,” “shorter”) using gestures or objects.</p> <p>M-M.1.A Demonstrates understanding of length terms (i.e., “longer,” “shorter”) and height terms (i.e., “taller,” “shorter”) using gestures or objects.</p> <p>M-M.1.B Demonstrates understanding of length terms (i.e., “longer,” “shorter”), height terms (i.e., “taller,” “shorter”), volume terms (i.e., “more,” “less”), and weight terms (i.e., “heavier,” “lighter”) using gestures or objects.</p>
CM 3: Children measure objects by their various attributes and use differences in attributes to make comparisons.	Four-Year-Olds	CM 3.3.4 Compare and order a small set of objects using measurable terms (e.g., length, weight).	<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 uses comparative language to describe the measurements of two objects.</p> <p>M-PFA.2.A Orders up to two objects by one attribute, such as size, shades of color, texture, or sound, using comparative language.</p> <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 Orders up to five objects by one attribute, such as size, shades of color, texture, or sound, using comparative language.</p>
CM 3: Children measure objects by their various attributes and use differences in attributes to make comparisons.	Four-Year-Olds	CM 3.4.4 Describe the purpose of simple measurement tools	M-M.1.E Uses standard units (e.g., ruler, scale, balance) to measure and then uses comparative language to describe the measurements of two objects.
CM 3: Children measure objects by their various attributes and use differences in attributes to make comparisons.	Four-Year-Olds	CM 3.5.4 Measure using multiples of the same non-standard unit (e.g., paper clips, snap cubes) with guidance and support.	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?”
CM 4: Children identify shapes and their properties, and describe the positions of objects in space.	Three-Year-Olds	CM 4.1.3 Match a wider variety of shapes with different sizes and orientations.	<p>M-GS.1.D Verbally or nonverbally identifies two-dimensional shapes in the environment or in books.</p> <p>M-PFA.1.AA Matches one item that is similar to a given group with a provided example.</p> <p>M-PFA.1.A Sorts and groups objects based on one attribute such as visual features like color, size, or shape.</p>

DOMAIN: COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE

SUBDOMAIN: MATHEMATICS

Standard	Age Range	Indicators	Every Child Ready Standard(s)
CM 4: Children identify shapes and their properties, and describe the positions of objects in space.	Three-Year-Olds	CM 4.2.3 Recognize basic shapes (e.g., circle, square, typical triangle).	M-GS.1.AA Verbally or nonverbally identifies one to two common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle). M-GS.1.A Verbally or nonverbally identifies at least three common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle).
CM 4: Children identify shapes and their properties, and describe the positions of objects in space.	Four-Year-Olds	CM 4.2.4 Identify basic shapes (e.g., circle, square, triangle, rectangle) regardless of size and orientation.	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.
CM 4: Children identify shapes and their properties, and describe the positions of objects in space.	Four-Year-Olds	CM 4.3.4 Describe basic two- and three-dimensional shapes (e.g., a square has four sides, the ball rolls).	M-GS.1.C Identifies and describes the properties of common two-dimensional shapes using words like "sides," "corners," "curve."
CM 4: Children identify shapes and their properties, and describe the positions of objects in space.	Three-Year-Olds	CM 4.4.3 Build objects by combining basic shapes (e.g., pictures, tangrams, block structures).	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.
CM 4: Children identify shapes and their properties, and describe the positions of objects in space.	Four-Year-Olds	CM 4.4.4 Create and build shapes using a variety of materials (e.g., popsicle sticks to create a square).	M-GS.2.B Constructs common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle) with materials. M-GS.2.C Using a model, constructs two-dimensional shapes and then puts them together to create objects in the environment. Puts together a square and triangle to create a house. M-GS.2.D Independently constructs two-dimensional shapes and then puts them together to create objects in the environment. Puts together a square and triangle to create a house.
CM 4: Children identify shapes and their properties, and describe the positions of objects in space.	Three-Year-Olds	CM 4.5.3 Move their body and objects to follow simple directions related to proximity (e.g., beside, between, next to).	M-GS.3.AA Demonstrates understanding of movement terms (e.g., "up," "down") by using gestures or objects. M-GS.3.A Demonstrates understanding of location terms (e.g., "in," "on," "under," "over") by using gestures or objects. M-GS.3.B Demonstrates understanding of proximity terms (e.g., "beside," "between," "above," "below") by using gestures or objects.

DOMAIN: COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE

SUBDOMAIN: MATHEMATICS

Standard	Age Range	Indicators	Every Child Ready Standard(s)
CM 4: Children identify shapes and their properties, and describe the positions of objects in space.	Four-Year-Olds	CM 4.5.4 Identify and respond accurately to positional words indicating location, direction, and distance (e.g., above, below, in front of, near, behind).	<p>M-GS.3.A Demonstrates understanding of location terms (e.g., "in," "on," "under," "over") by using gestures or objects.</p> <p>M-GS.3.B Demonstrates understanding of proximity terms (e.g., "beside," "between," "above," "below") by using gestures or objects.</p> <p>M-GS.3.C Demonstrates understanding of frame of reference terms (e.g., "in back of," "in front of," "behind") by using gestures or objects.</p> <p>M-GS.3.D Demonstrates understanding of direction terms (e.g., "forward," "backward," "around," "through," "to," "from," "towards").</p> <p>M-GS.3.E Demonstrates understanding of direction terms (e.g., "near," "far") using gestures or objects.</p>

DOMAIN: COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE

SUBDOMAIN: SCIENCE

Standard	Age Range	Indicators	Every Child Ready Standard(s)
CS 1: Children engage in scientific inquiry to explore observable phenomena (objects, materials, organisms, and events) in the physical and natural world.	Three-Year-Olds	CS 1.1.3 Investigate, observe, ask questions, make predictions, make comparisons, and gather information about the physical and natural world using their senses and simple tools.	<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.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-SP.1.A With teacher guidance, participates in activities to formulate simple science-oriented questions based on observations.</p> <p>SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment.</p>
CS 1: Children engage in scientific inquiry to explore observable phenomena (objects, materials, organisms, and events) in the physical and natural world.	Four-Year-Olds	CS 1.1.4 Observe, ask questions, predict, make comparisons, and gather information about the physical and natural world using their senses, prior knowledge, previous experiences, equipment, and tools.	<p>SC-SP.1.B Observes and describes cause and effect.</p> <p>SC-SP.2.C With teacher guidance, begins to hypothesize before teacher-led experiments.</p> <p>SC-SP.1.D Formulates own science-oriented questions based on observations.</p> <p>SC-SP.1.E With teacher guidance, uses one's formulated science-oriented questions to plan simple explorations or experiment</p>

DOMAIN: COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE

SUBDOMAIN: SCIENCE

Standard	Age Range	Indicators	Every Child Ready Standard(s)
CS 1: Children engage in scientific inquiry to explore observable phenomena (objects, materials, organisms, and events) in the physical and natural world.	Three-Year-Olds	CS 1.2.3 Participates in simple scientific investigations.	SC-SP.2.A Participates in simple explorations and experiments based on a teacher-led inquiry and prior knowledge. SC-SP.2.B Participates in teacher-led explorations and experiments and uses prior knowledge to make predictions.
CS 1: Children engage in scientific inquiry to explore observable phenomena (objects, materials, organisms, and events) in the physical and natural world.	Four-Year-Olds	CS 1.2.4 Conduct scientific investigations and simple experiments.	SC-SP.2.C With teacher guidance, begins to hypothesize before teacher-led experiments. SC-SP.2.D Makes hypotheses, and tests their hypotheses through experimentation. SC-SP.2.E With teacher guidance, uses one's formulated science-oriented questions to plan simple explorations or experiments.
CS 1: Children engage in scientific inquiry to explore observable phenomena (objects, materials, organisms, and events) in the physical and natural world.	Three-Year-Olds	CS 1.3.3 Describe and record findings from investigations they have conducted with prompting and support (e.g., verbally or non-verbally, drawings).	SC-SP.3.AA Observes teacher recording of common scientific observations and data. SC-SP.3.A With teacher guidance, participates in recording scientific observations and data.
CS 1: Children engage in scientific inquiry to explore observable phenomena (objects, materials, organisms, and events) in the physical and natural world.	Four-Year-Olds	CS 1.3.4 Describe and generate explanations and/or conclusions about investigations they have conducted with guidance and support (e.g., discussions, drawings, graphs).	SC-SP.3.B Begins to identify relevant information and collects and records information in own journal or paper. SC-SP.3.C Draws conclusions on prior knowledge and recorded information. SC-SP.3.D Discusses conclusions and reflects on the scientific-oriented question and hypothesis based on prior knowledge and recorded information. SC-SP.3.E Makes recommendations based on observations and conclusions.

DOMAIN: COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE

SUBDOMAIN: SOCIAL STUDIES

Standard	Age Range	Indicators	Every Child Ready Standard(s)
CSS 1: Children demonstrate an awareness of time (past, present, and future) and place within the community.	Three-Year-Olds	CSS 1.1.3 Recall the sequence of daily routines, events, and/or activities that happened at an earlier time.	M-M.2.AA Demonstrates understanding of familiar daily routines. M-M.2.A Sequences up to two to four steps in a familiar daily routine. M-M.2.B Demonstrates the understanding of daily routines (order and general length of components).
CSS 1: Children demonstrate an awareness of time (past, present, and future) and place within the community.	Four-Year-Olds	CSS 1.1.4 Communicate events, activities, and people from the past.	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.C Begins to use knowledge of past and present experiences to make predictions about the future.
CSS 1: Children demonstrate an awareness of time (past, present, and future) and place within the community.	Three-Year-Olds	CSS 1.2.3 Communicate an awareness of time using gestures, words, or phrases (e.g., when I was little; when we lived in our old house).	SOC.5.D Describes how people and things change over time and will continue to change into the future. M-M.2.C Demonstrates understanding of passage of time within one day, such as understanding morning, afternoon, earlier, later. LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.
CSS 1: Children demonstrate an awareness of time (past, present, and future) and place within the community.	Four-Year-Olds	CSS 1.2.4 Use time related vocabulary (e.g., today, tomorrow, before, after) with increasing accuracy.	SOC.5.D Describes how people and things change over time and will continue to change into the future. SOC.5.E Begins to connect past and present experiences and describes events that have happened or will happen in the future. 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).
CSS 1: Children demonstrate an awareness of time (past, present, and future) and place within the community.	Three-Year-Olds	CSS 1.3.3 Communicate, with increasing specificity, the location of objects/areas at school, home, and within the community.	SOC.4.AA Verbally or nonverbally identifies familiar places and the features, such as home, classroom, and school building. SOC.4.A Verbally or nonverbally identifies common locations in their neighborhood and community and their features (library, store, park, etc.).

DOMAIN: COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE

SUBDOMAIN: SOCIAL STUDIES

Standard	Age Range	Indicators	Every Child Ready Standard(s)
CSS 1: Children demonstrate an awareness of time (past, present, and future) and place within the community.	Four-Year-Olds	CSS 1.3.4 Identify familiar landmarks in their community (e.g., fire station, post office).	SOC.4.AA Verbally or nonverbally identifies familiar places and the features, such as home, classroom, and school building. SOC.4.A Verbally or nonverbally identifies common locations in their neighborhood and community and their features (library, store, park, etc.). SOC.4.B Recognizes and describes common geographical features within their region.
CSS 1: Children demonstrate an awareness of time (past, present, and future) and place within the community.	Four-Year-Olds	CSS 1.4.4 Identify the relative location of specific objects and/or features in a familiar environment (e.g., classroom, playground) through drawings or play activities.	SOC.4.A Verbally or nonverbally identifies common locations in their neighborhood and community and their features (library, store, park, etc.). SOC.4.B Recognizes and describes common geographical features within their region. SOC.4.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.
CSS 2: Children demonstrate an awareness of themselves as individuals and as members of a family and community.	Three-Year-Olds	CSS 2.1.3 Communicate information about their family and community.	SOC.1.AA Identifies and recognizes self and family members. SOC.1.A Understands family relationships in relation to self. SOC.1.B Discusses the activities or celebrations that their family does together. SOC.2.A Verbally or nonverbally identifies a variety of community members within their community, such as in their neighborhood and school.
CSS 2: Children demonstrate an awareness of themselves as individuals and as members of a family and community.	Four-Year-Olds	CSS 2.1.4 Describe familiar elements of one's family, community, and traditions.	SOC.1.B Discusses the activities or celebrations that their family does together. SOC.1.C Discusses the importance of their own family and the roles and responsibilities of various individuals in the family. SOC.2.B Recognizes their role within the classroom, neighborhood, and community, such as voting in the classroom or being a member of the soccer team. SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community.
CSS 2: Children demonstrate an awareness of themselves as individuals and as members of a family and community.	Three-Year-Olds	CSS 2.2.3 Carry out routines and responsibilities in the classroom with prompting from adults.	ATL.5.A Transitions between activities that are part of the routine school day with adult reminders. ATL.5.B Shifts between tasks or activities, including ending preferred activities, with adult support. ATL.5.C Adjusts to changes in the environment or schedule with adult guidance and advance warning.

DOMAIN: COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE

SUBDOMAIN: SOCIAL STUDIES

Standard	Age Range	Indicators	Every Child Ready Standard(s)
CSS 2: Children demonstrate an awareness of themselves as individuals and as members of a family and community.	Four-Year-Olds	CSS 2.2.4 Identify responsibilities of self and others in school, home, and community.	SOC.2.B Recognizes their role within the classroom, neighborhood, and community, such as by voting in the classroom or being a member of the soccer team. SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community. SOC.1.C Discusses the importance of their own family and the roles and responsibilities of various individuals in the family.
CSS 2: Children demonstrate an awareness of themselves as individuals and as members of a family and community.	Three-Year-Olds	CSS 2.3.3 Share information about other members and activities of a familiar group (e.g., talk about class events, share a story about their birthday party).	IS.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities. LL-NC.4.A Describes or reenacts one event in a personal narrative using a simple phrase. LL-NC.4.B Tells a two-event personal narrative using simple phrases.
CSS 2: Children demonstrate an awareness of themselves as individuals and as members of a family and community.	Four-Year-Olds	CSS 2.3.4 Identify self as a member of groups and share information about other groups (e.g., gymnastics class, soccer team, member of a school).	SOC.2.B Recognizes their role within the classroom, neighborhood, and community, such as by voting in the classroom or being a member of the soccer team. IS.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence. IS.3.D Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.

DOMAIN: LANGUAGE AND LITERACY DEVELOPMENT

SUBDOMAIN: LANGUAGE DEVELOPMENT: RECEPTIVE COMMUNICATION

Standard	Age Range	Indicators	Every Child Ready Standard(s)
LD 1: Children attend to, understand, and respond to verbal and non-verbal communication and language from others.	Three-Year-Olds	LD 1.2.3 Respond to speech and other communication directed at them.	LL-LC.1AA Points to familiar objects, people, body parts, or emotions. LL-LC.1A Responds to simple requests, such as choosing between objects.

DOMAIN: LANGUAGE AND LITERACY DEVELOPMENT

SUBDOMAIN: LANGUAGE DEVELOPMENT: RECEPTIVE COMMUNICATION

Standard	Age Range	Indicators	Every Child Ready Standard(s)
LD 1: Children attend to, understand, and respond to verbal and non-verbal communication and language from others.	Three-Year-Olds	<p>LD 1.3.3 Demonstrate understanding of a variety of words through conversations and actions, including those relating to objects and actions.</p> <p>Determine the meaning of unknown words by asking questions or using contextual clues, with modeling and support.</p>	<p>LL-LC.3.A Shows interest in new words or asks questions to acquire new vocabulary.</p> <p>LL-LC.3B Attempts to use words to label familiar objects, people, places, emotions, and actions.</p> <p>LL-LC.3C Attempts to integrate new vocabulary into oral communication with peers and adults.</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>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>
LD 1: Children attend to, understand, and respond to verbal and non-verbal communication and language from others.	Three-Year-Olds	<p>LD 1.4.3 Follow directions of two or more steps with familiar objects, experiences, and/or routines, using visual cues if needed (e.g. wash and dry hands using a visual of the hand-washing sequence).</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> <p>ATL.7.A Participates in one- to two-step inhibition games and activities.</p> <p>ATL.7.B Independently follows two- to three-step verbal adult directions.</p> <p>ATL.8.A With one to one adult support, completes steps of a simple task or project (two to three steps).</p>
LD 1: Children attend to, understand, and respond to verbal and non-verbal communication and language from others.	Four-Year-Olds	<p>LD 1.2.4 Respond to complex statements, questions, and other communication that include multiple phases and ideas.</p>	<p>LL-LC.1.C Responds to more complex sentences that include descriptive words for unrelated requests they may not have heard before.</p> <p>LL-LC.1.D Shows understanding of more complex sentences or questions through actions, such as following three-step directions.</p> <p>LL-LC.1.E Confirms understanding of spoken language, requests, and complex sentences through verbal or nonverbal requests for clarification.</p>
LD 1: Children attend to, understand, and respond to verbal and non-verbal communication and language from others.	Four-Year-Olds	<p>LD 1.3.4 Demonstrate understanding of a variety of words through conversations and actions, including words that express abstract concepts such as synonyms and opposites.</p> <p>Determine the meaning of unknown words by asking questions, using contextual clues, pictures, and/or prior knowledge.</p>	<p>LL-LC.1.C Responds to more complex sentences that include descriptive words for unrelated requests they may not have heard before.</p> <p>LL-LC.1.E Confirms understanding of spoken language, requests, and complex sentences through verbal or nonverbal requests for clarification.</p> <p>LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns (“friendship”) and verbs (“love”).</p> <p>LL-LC.3.E Uses various resources to identify new meanings for familiar words or clarify the meaning of unknown words and phrases.</p>

DOMAIN: LANGUAGE AND LITERACY DEVELOPMENT

SUBDOMAIN: LANGUAGE DEVELOPMENT: RECEPTIVE COMMUNICATION

Standard	Age Range	Indicators	Every Child Ready Standard(s)
LD 1: Children attend to, understand, and respond to verbal and non-verbal communication and language from others.	Four-Year-Olds	LD 1.4.4 Follow detailed directions that involve multiple steps (e.g. "Get the sponge, dampen it with water, and clean your table top).	LL-LC.1.D Shows understanding of more complex sentences or questions through actions, such as following three-step directions. ATL.7.B Independently follows two- to three-step verbal adult directions. ATL.8.B Uses adult-created organization tools to complete steps of a simple task or project.

DOMAIN: LANGUAGE AND LITERACY DEVELOPMENT

SUBDOMAIN: LANGUAGE DEVELOPMENT: EXPRESSIVE COMMUNICATION

Standard	Age Range	Indicators	Every Child Ready Standard(s)
LD 2: Communicate with others to express self.	Three-Year-Olds	LD 2.1.3 Communicate using simple sentences.	LL-LC.5.AA Makes an attempt at using correct syntax, but drops the subject of the sentence (i.e., "Throw ball"). LL-LC.5.A Makes an attempt at using correct syntax with a noun and verb (i.e., "Armel throw."). LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.
LD 2: Communicate with others to express self.	Three-Year-Olds	LD 2.2.3 Communicate ideas, describe activities, and negotiate social interactions using verbal communication.	LL-LC.4.A Initiates a brief verbal or nonverbal social interaction with adults or peers engaging in a one-way interaction. LL-LC.4.B Initiates or joins conversations and engages in conversational turn-taking with at least one feedback loop using both verbal and nonverbal communication.
LD 2: Communicate with others to express self.	Three-Year-Olds	LD 2.3.3 Answer and ask questions about a variety of familiar topics, activities, and/or concepts.	LL-LC.2.B Demonstrates understanding by answering simple "what" and "who" questions using two to three words when prompted by the teacher or peers. LL-LC.2.C Demonstrates understanding by answering simple "why" and "how" questions using two to three words when prompted by the teacher or peers. LL-LC.3.A Shows interest in new words or asks questions to acquire new vocabulary.

DOMAIN: LANGUAGE AND LITERACY DEVELOPMENT

SUBDOMAIN: LANGUAGE DEVELOPMENT: EXPRESSIVE COMMUNICATION

Standard	Age Range	Indicators	Every Child Ready Standard(s)
LD 2: Communicate with others to express self.	Three-Year-Olds	<p>LD 2.4.3 Express feelings, talk about position and direction, and describe actions using a variety of words.</p> <p>Describe the use of familiar objects, including objects that belong in the same category based on how they are used.</p> <p>Determine the meanings of unknown words by asking questions or using contextual clues, with modeling and support.</p>	<p>IS.1.AA Verbally or nonverbally expresses basic emotions, such as happy, angry, and sad, while an adult adds emotion labels to that expression.</p> <p>IS.1.A Verbally or nonverbally expresses basic emotions, such as happy, excited, angry, scared, frustrated, and sad, while an adult adds emotion labels to that expression.</p> <p>M-PFA.2.A Orders up to two objects by one attribute, such as size, shades of color, texture, or sound, using comparative language.</p> <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 Orders up to five objects by one attribute, such as size, shades of color, texture, or sound, using comparative language.</p> <p>M-PFA.2.D Uses ordinal numbers to order and describe relative position for up to three objects.</p> <p>LL-LC.2.D Attempts to use words to label familiar objects, people, places, emotions, and actions.</p> <p>LL-LC.2.C Attempts to integrate new vocabulary into oral communication with peers and adults.</p>
LD 2: Communicate with others to express self.	Three-Year-Olds	<p>LD 2.5.3 Speak in a way that is understood by unfamiliar listeners but may make some pronunciation errors.</p> <p>Use common prepositions, correct subject-verb agreement, pronouns, and possessives.</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.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.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>
LD 2: Communicate with others to express self.	Four-Year-Olds	<p>LD 2.1.4 Communicate using longer sentences, including the use of descriptive details and vocabulary and/or combining two or three phrases.</p>	<p>LL-LC.5.C Continues to develop more complex sentences by using adjectives (i.e., "Armel throws the blue ball.").</p> <p>LL-LC.5.D Uses complex sentences with correct word order and syntax. Begins to use prepositions (i.e., "Armel throws the round blue ball on the roof.").</p> <p>LL-LC.5.E Use clauses and conjunctions as part of a complex sentence with correct word order and syntax (i.e., "Armel threw the blue ball, and it got stuck on the roof.").</p>

DOMAIN: LANGUAGE AND LITERACY DEVELOPMENT

SUBDOMAIN: LANGUAGE DEVELOPMENT: EXPRESSIVE COMMUNICATION

Standard	Age Range	Indicators	Every Child Ready Standard(s)
LD 2: Communicate with others to express self.	Four-Year-Olds	<p>LD 2.2.4 Communicate about abstract ideas, tell a story, describe past experiences, and discuss objects that are not physically present using verbal communication.</p> <p>Adjust communication strategies if the message is not understood.</p>	<p>LL-LC.4.D Adds information or appropriately remains on, or changes, topic during a conversation with multiple feedback loops alternating between speaker and listener.</p> <p>LL-LC.4.E Modifies conversations based on the context or listener.</p> <p>LL-NC.4.D Constructs a personal narrative with three or more events in a coherent sequence.</p> <p>LL-NC.4.E Constructs a personal narrative with three or more events in coherent sequence, adding simple details.</p>
LD 2: Communicate with others to express self.	Four-Year-Olds	<p>LD 2.3.4 Answer and ask complex questions to learn more about topics of interest, understand tasks, and solve problems with explanation or follow-up questions.</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> <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>
LD 2: Communicate with others to express self.	Four-Year-Olds	<p>LD 2.4.4 Use several words that explain the same idea (i.e. synonyms) and opposites. Use acquired vocabulary in conversations.</p> <p>Determine the meaning of unknown words using prior knowledge and context clues in conversation.</p>	<p>LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns (“friendship”) and verbs (“love”).</p> <p>LL-LC.3.E Uses various resources to identify new meanings for familiar words or clarify the meaning of unknown words and phrases.</p>
LD 2: Communicate with others to express self.	Four-Year-Olds	<p>LD 2.5.4 Speak in a way that is understood by unfamiliar listeners, with few pronunciation errors.</p> <p>Correctly use a variety of different types of words, including prepositions, regular and irregular plural nouns, pronouns, possessives and regular and irregular past tense verbs, most of the time.</p>	<p>LL-LC.5.C Continues to develop more complex sentences by using adjectives (i.e., “Armel throws the blue ball.”).</p> <p>LL-LC.5.D Uses complex sentences with correct word order and syntax. Begins to use prepositions (i.e., “Armel throws the round blue ball on the roof.”).</p> <p>LL-LC.5.E Use clauses and conjunctions as part of a complex sentence with correct word order and syntax (i.e., “Armel threw the blue ball, and it got stuck on the roof.”).</p> <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>

DOMAIN: LANGUAGE AND LITERACY DEVELOPMENT

SUBDOMAIN: LANGUAGE DEVELOPMENT: EXPRESSIVE COMMUNICATION

Standard	Age Range	Indicators	Every Child Ready Standard(s)
LD 3: Children use social and conversational rules.	Three-Year-Olds	LD 3.1.3 Sometimes initiate communication with peers by asking questions or using verbal or nonverbal cues.	LL-LC.4.A Initiates a brief verbal or nonverbal social interaction with adults or peers engaging in a one-way interaction. LL-LC.4.B Initiates or joins conversations and engages in conversational turn-taking with at least one feedback loop using both verbal and nonverbal communication.
LD 3: Children use social and conversational rules.	Three-Year-Olds	LD 3.2.3 Participate in conversations that include multiple turn-taking exchanges, particularly related to topics of interest. Use appropriate volume and intonation when communicating, with modeling and support.	LL-LC.4.C Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic. LL-LC.4.D Adds information or appropriately remains on, or changes, topic during a conversation with multiple feedback loops alternating between speaker and listener.
LD 3: Children use social and conversational rules.	Three-Year-Olds	LD 3.3.3 Make comments and ask questions related to the topic of discussion during small or large group conversations, with prompting and support. Follow simple rules from group discussions, with reminders.	IS.5.A Engages with peers with teacher modeling and participates in organized group activities. IS.5.B With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns). IS.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).
LD 3: Children use social and conversational rules.	Three-Year-Olds	LD 3.4.3 Communicate in sentences and use more conventional grammar in their home language (plurals, tenses, prepositions). Make grammatical errors that follow their home language rules.	LL-LC.5.AA Makes an attempt at using correct syntax, but drops the subject of the sentence (i.e., "Throw ball"). LL-LC.5.A Makes an attempt at using correct syntax with a noun and verb (i.e., "Armel throw:"). LL-LC.5.B Continues to develop more complex sentences using syntax with a noun and verb and object (i.e., "Armel throws the ball"). LL-LC.4.A Initiates a brief verbal or nonverbal social interaction with adults or peers engaging in a one-way interaction. LL-LC.4.B Initiates or joins conversations and engages in conversational turn-taking with at least one feedback loop using both verbal and nonverbal communication.

DOMAIN: LANGUAGE AND LITERACY DEVELOPMENT

SUBDOMAIN: LANGUAGE DEVELOPMENT: EXPRESSIVE COMMUNICATION

Standard	Age Range	Indicators	Every Child Ready Standard(s)
LD 3: Children use social and conversational rules.	Four-Year-Olds	LD 3.1.4 Initiate communication with peers by asking questions or using verbal cues.	<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.2.C Demonstrates understanding by answering simple “why” and “how” questions using two to three words when prompted by the teacher or peers.</p> <p>LL-LC.2.D Answers questions from adults and peers using multiword responses and uses question words (“who,” “what,” “where,” “why,” and “how”) to ask simple questions related to a topic.</p> <p>LL-LC.2.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.</p>
LD 3: Children use social and conversational rules.	Four-Year-Olds	<p>LD 3.2.4 Initiate and participate in conversations that involve multiple turn-taking exchanges, with each exchange relating to and building upon the previous.</p> <p>Use appropriate volume and intonation to match the situation when communicating.</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>
LD 3: Children use social and conversational rules.	Four-Year-Olds	<p>LD 3.3.4 Participate in a group discussion, making comments and asking questions related to the topic.</p> <p>Follow commonly accepted norms of communication in group settings with increasing independence.</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>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>
LD 3: Children use social and conversational rules.	Four-Year-Olds	LD 3.4.4 Speak in full sentences that are grammatically correct within their home language most of the time.	<p>LL-LC.5.C Continues to develop more complex sentences by using adjectives (i.e., “Armel throws the blue ball.”).</p> <p>LL-LC.5.D Uses complex sentences with correct word order and syntax. Begins to use prepositions (i.e., “Armel throws the round blue ball on the roof.”).</p> <p>LL-LC.5.E Use clauses and conjunctions as part of a complex sentence with correct word order and syntax (i.e., “Armel threw the blue ball, and it got stuck on the roof.”).</p>

DOMAIN: LANGUAGE AND LITERACY DEVELOPMENT

SUBDOMAIN: EARLY LITERACY: PHONOLOGICAL AWARENESS

Standard	Age Range	Indicators	Every Child Ready Standard(s)
EL 1: Children demonstrate awareness that spoken language is composed of smaller segments of words and sounds.	Three-Year-Olds	EL 1.1.3 Repeat rhyming words in familiar songs, finger plays, and rhymes, filling in rhyming words when given the opportunity.	LL-PA.3.A Listens to and sings favorite classroom songs with simple rhyme patterns like "Twinkle, Twinkle Little Star." LL-PA.3.B Listens to and fills in the missing rhyming word from a familiar song, poem, rhyme, fingerplay, or story. For example, "Twinkle, twinkle little star. How I wonder what you ____."
EL 1: Children demonstrate awareness that spoken language is composed of smaller segments of words and sounds.	Three-Year-Olds	EL 1.2.3 Shows awareness that some words start with the same initial sound.	LL-PA.4.AA Listens to and repeats the correct beginning sounds. LL-PA.4.A Identifies the initial consonant sounds in familiar words (no blends and digraphs).
EL 1: Children demonstrate awareness that spoken language is composed of smaller segments of words and sounds.	Three-Year-Olds	EL 1.3.3 Segment spoken sentences into individual words with guidance and support.	LL-PA.1.AA Demonstrates understanding of a word by repeating a simple two to three word sentence or phrase, or jumping and clapping to each word.
EL 1: Children demonstrate awareness that spoken language is composed of smaller segments of words and sounds.	Three-Year-Olds	EL 1.4.3 Identify syllables in spoken words with guidance and support.	LL-PA.2.AA Repeats one-syllable words or participates in games and word play involving one-syllable words. LL-PA.2.A Repeats multisyllabic words or participates in games and word play involving multisyllabic words. LL-PA.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.
EL 1: Children demonstrate awareness that spoken language is composed of smaller segments of words and sounds.	Three-Year-Olds	EL 1.5.3 Blend a sequence of spoken syllables to produce words with guidance and support.	LL-PA.2.D Blends the syllables in two- to three-syllable words. LL-PA.2.E Blends the syllables in four-syllable words.

DOMAIN: LANGUAGE AND LITERACY DEVELOPMENT

SUBDOMAIN: EARLY LITERACY: PHONOLOGICAL AWARENESS

Standard	Age Range	Indicators	Every Child Ready Standard(s)
EL 1: Children demonstrate awareness that spoken language is composed of smaller segments of words and sounds.	Four-Year-Olds	EL 1.1.4 Identify and produce rhyming words.	LL-PA.3.C Identifies if two words rhyme when given in a pair. For example, "My words are 'cat' and 'hat.' Do these two words rhyme? My words are 'cat' and 'pan.' Do these two words rhyme?" LL-PA.3.D Produces at least one real or nonsense rhyming word when given a pair of CVC words, like "cat" and "hat." LL-PA.3.E Identifies rhyming words from groups of two to three words when given one rhyming word.
EL 1: Children demonstrate awareness that spoken language is composed of smaller segments of words and sounds.	Four-Year-Olds	EL 1.2.4 Identify the initial sound in a spoken word with guidance and support.	LL-PA.4.A Identifies the initial consonant sounds in familiar words (no blends and digraphs). LL-PA.4.B Identifies if a pair of given words have the same initial consonant sound with picture support (no blends or digraphs).
EL 1: Children demonstrate awareness that spoken language is composed of smaller segments of words and sounds.	Four-Year-Olds	EL 1.3.4 Segment spoken sentences into individual words.	LL-PA.1.AA Demonstrates understanding of a word by repeating a simple two to three word sentence or phrase, or jumping and clapping to each word.
EL 1: Children demonstrate awareness that spoken language is composed of smaller segments of words and sounds.	Four-Year-Olds	EL 1.4.4 Identify syllables in spoken words.	LL-PA.2.B Segments the syllables in one- and two-syllable words verbally or nonverbally. LL-PA.2.C Segments the syllables in three- and four-syllable words verbally or nonverbally.
EL 1: Children demonstrate awareness that spoken language is composed of smaller segments of words and sounds.	Four-Year-Olds	EL 1.5.4 Blend a sequence of spoken syllables to produce words.	LL-PA.2.D Blends the syllables in two- to three-syllable words. LL-PA.2.E Blends the syllables in four-syllable words.
EL 1: Children demonstrate awareness that spoken language is composed of smaller segments of words and sounds.	Four-Year-Olds	EL 1.6.4 Blend onsets and rimes of single syllable spoken words with guidance and support.	LL-PA.5.D Blends onset-rimes to form familiar CVC words.

DOMAIN: LANGUAGE AND LITERACY DEVELOPMENT

SUBDOMAIN: EARLY LITERACY: PRINT CONCEPTS

Standard	Age Range	Indicators	Every Child Ready Standard(s)
EL 2: Children demonstrate knowledge of books and how print conveys meaning.	Three-Year-Olds	EL 2.1.3 Recognize and name familiar symbols and logos in the environment (environmental print).	LL-BK.3.AA Identifies familiar images or logos in environmental print.
EL 2: Children demonstrate knowledge of books and how print conveys meaning.	Three-Year-Olds	EL 2.2.3 Distinguish print from pictures and show awareness that print communicates 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.
EL 2: Children demonstrate knowledge of books and how print conveys meaning.	Three-Year-Olds	EL 2.3.3 Hold a book right side up and turn most pages one by one from front to back. Demonstrate awareness that print progresses from left to right and top to bottom on a page with guidance and support.	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.
EL 2: Children demonstrate knowledge of books and how print conveys meaning.	Three-Year-Olds	EL 2.4.3 Share self-selected familiar books and engage in pretend reading with others.	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 asks questions about books read by peers.
EL 2: Children demonstrate knowledge of books and how print conveys meaning.	Four-Year-Olds	EL 2.1.4 Recognize and name pictures, symbols, and logos in the environment (environmental print).	LL-BK.3.AA Identifies familiar images or logos in environmental print. 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.

DOMAIN: LANGUAGE AND LITERACY DEVELOPMENT

SUBDOMAIN: EARLY LITERACY: PRINT CONCEPTS

Standard	Age Range	Indicators	Every Child Ready Standard(s)
<p>EL 2: Children demonstrate knowledge of books and how print conveys meaning.</p>	Four-Year-Olds	<p>EL 2.2.4 Demonstrate an understanding that print has meaning and corresponds with spoken language.</p> <p>Demonstrates awareness that written words are made up of a group of individual letters.</p>	<p>LL-BK.3.A Demonstrates understanding that print has meaning.</p> <p>LL-BK.3.D Points to one word and one letter in an unfamiliar text or around the room.</p> <p>LL-BK.3.E Identifies basic elements of print, like spaces between words or punctuation at the end of a sentence (period, exclamation mark, question mark).</p> <p>LL-BK.2.E Demonstrates understanding of the title and back cover of a book. Identifies some words, such as those that are repeated regularly or have a known first sound in a familiar text.</p>
<p>EL 2: Children demonstrate knowledge of books and how print conveys meaning.</p>	Four-Year-Olds	<p>EL 2.3.4 Hold a book right side up while turning pages one by one from front to back.</p> <p>Identify parts of a book such as the front, back, and title.</p> <p>Demonstrate awareness of some conventions of print(e.g., capital letters, where to start reading on a page).</p> <p>Describe the role of the author and illustrator of a text.</p>	<p>LL-BK.2.AA Identifies a book and turns pages appropriately from right to left and may include multiple pages at one time.</p> <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.</p> <p>LL-BK.2.D Tracks print from left to right and top to bottom while imitating reading a familiar text.</p> <p>LL-BK.2.E Demonstrates understanding of the title and back cover of a book. Identifies some words, such as those that are repeated regularly or have a known first sound in a familiar text.</p> <p>LL-BK.3.E Identifies basic elements of print, like spaces between words or punctuation at the end of a sentence (period, exclamation mark, question mark).</p>
<p>EL 2: Children demonstrate knowledge of books and how print conveys meaning.</p>	Four-Year-Olds	<p>EL 2.4.4 Demonstrate interest in different kinds of literature, such as fiction and non-fiction books and poetry, on a range of topics.</p>	<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.5.AA Listens to a wide variety of informational texts read aloud.</p> <p>LL-NC.5.A Listens and responds to a wide variety of informational texts read aloud.</p> <p>LL-NC.5.C Makes connections between own experiences, background knowledge, and information presented in an informational text.</p>

DOMAIN: LANGUAGE AND LITERACY DEVELOPMENT

SUBDOMAIN: EARLY LITERACY: ALPHABET AWARENESS

Standard	Age Range	Indicators	Every Child Ready Standard(s)
EL 3: Children recognize and identify letters and make letter-sound connections.	Three-Year-Olds	EL 3.1.3 Recognize and name some letters of the alphabet, especially those in their own name, as well as letters that occur frequently in the environment.	LL-AK.1.AA Identifies the first letter in their name. LL-AK.1.A Identifies up to five uppercase or lowercase letters. Some letters may be in own name. LL-AK.1.B Identifies up to ten uppercase or lowercase letters.
EL 3: Children recognize and identify letters and make letter-sound connections.	Three-Year-Olds	EL 3.2.3 Identify the sound for a few recognized letters.	LL-AK.2.AA Produces the first letter sound in their name with teacher support. 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.
EL 3: Children recognize and identify letters and make letter-sound connections.	Four-Year-Olds	EL 3.1.4 Recognize and name many of the letters in the alphabet, specially letters in their own name, as well as letters that occur frequently in the environment.	LL-AK.1.A Identifies up to five uppercase or lowercase letters. Some letters may be in own name. LL-AK.1.B Identifies up to ten uppercase or lowercase letters. LL-AK.1.C Identifies up to 20 uppercase or lowercase letters. LL-AK.1.D Identifies up to 30 uppercase or lowercase letters. LL-AK.1.E Identifies all 26 uppercase and lowercase letters in random order.
EL 3: Children recognize and identify letters and make letter-sound connections.	Four-Year-Olds	EL 3.2.4 Identify or produce the sound of many recognized letters.	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. LL-AK.2.E Produces up to 26 uppercase and lowercase letter sounds when shown letters in random order.
EL 3: Children recognize and identify letters and make letter-sound connections.	Four-Year-Olds	EL 3.3.4 Recognize their own name and some common words in print.	LL-BK.3.C Demonstrates understanding that print has meaning and begins to connect environmental print with objects or locations in the classroom.

DOMAIN: LANGUAGE AND LITERACY DEVELOPMENT

SUBDOMAIN: EARLY LITERACY: COMPREHENSION

Standard	Age Range	Indicators	Every Child Ready Standard(s)
EL 4: Children show interest in and gain understanding from a variety of early literacy experiences.	Three-Year-Olds	EL 4.1.3 Tell make-believe or real-life stories, sometimes in random sequence.	LL-NC.4.A Describes or reenacts one event in a personal narrative using a simple phrase. 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 and include omissions or deviations to other topics.
EL 4: Children show interest in and gain understanding from a variety of early literacy experiences.	Three-Year-Olds	EL 4.2.3 Retell familiar stories using pictures or props as prompts.	LL-NC.4.A Describes or reenacts one event in a personal narrative using a simple phrase. LL-NC.3.AA Joins in acting out a book as it's read aloud. C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.
EL 4: Children show interest in and gain understanding from a variety of early literacy experiences.	Three-Year-Olds	EL 4.3.3 Ask or answer questions about key details in a familiar story, informational book, or other text.	LL-NC.2.B Answers factual questions using a variety of text types (predictable, informational, poetry, etc.). LL-NC.1.AA Identifies characters in a simple story. LL-NC.1.A Identifies and describes the main character in a story. LL-NC.1.B Identifies the setting in a story.
EL 4: Children show interest in and gain understanding from a variety of early literacy experiences.	Three-Year-Olds	EL 4.4.3 Answer questions about how events and information from stories relate to their own experiences.	LL-NC.1.C Identifies and answers questions about events in a story. LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence. LL-LC.2.B Demonstrates understanding by answering simple "what" and "who" questions using two to three words when prompted by the teacher or peers. LL-LC.2.C Demonstrates understanding by answering simple "why" and "how" questions using two to three words when prompted by the teacher or peers.
EL 4: Children show interest in and gain understanding from a variety of early literacy experiences.	Three-Year-Olds	EL 4.5.3 Share their own thoughts and reactions to a story or text.	LL-WR.2.AA Draws to represent something or to communicate a thought. LL-WR.2.B Draws and/or writes to represent and describe an object, event, or observation. IS.1.C With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations.

DOMAIN: LANGUAGE AND LITERACY DEVELOPMENT

SUBDOMAIN: EARLY LITERACY: COMPREHENSION

Standard	Age Range	Indicators	Every Child Ready Standard(s)
EL 4: Children show interest in and gain understanding from a variety of early literacy experiences.	Three-Year-Olds	EL 4.6.3 Explore a variety of literacy genres, including stories/make believe, informational text, and poetry.	LL-NC.5.AA Listens to a wide variety of informational texts read aloud. LL-NC.5.A Listens and responds to a wide variety of informational texts read aloud. LL-BK.1.C Listens to a wide variety of age appropriate literature read aloud. LL-BK.1.D Looks at books independently or with peers.
EL 4: Children show interest in and gain understanding from a variety of early literacy experiences.	Four-Year-Olds	EL 4.1.4 Tell make-believe or real-life stories using a sequence of at least 2–3 connected events.	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 and include omissions or deviations to other topics. LL-NC.4.D Constructs a personal narrative with three or more events in a coherent sequence. LL-NC.4.E Constructs a personal narrative with three or more events in coherent sequence, adding simple details.
EL 4: Children show interest in and gain understanding from a variety of early literacy experiences.	Four-Year-Olds	EL 4.2.4 Describe some key details from familiar stories, such as characters, setting, and/or major events.	LL-NC.1.A Identifies and describes the main character in a story. LL-NC.1.B Identifies the setting in a story. LL-NC.1.C Identifies and answers questions about events in a story. LL-NC.1.D Identifies the cause and effect relationship between events in a narrative story.
EL 4: Children show interest in and gain understanding from a variety of early literacy experiences.	Four-Year-Olds	EL 4.3.4 Ask or answer questions about key details in a familiar story, informational book, or other text. Make predictions about events that might happen next, with guidance and support.	LL-NC.1.D Identifies the cause and effect relationship between events in a narrative story. LL-NC.1.E Identifies the problem, solution, and character motivation in narrative story. LL-NC.2.B Answers factual questions using a variety of text types (predictable, informational, poetry, etc.). LL-NC.2.C Uses events from the book to make a prediction about what might happen next. LL-NC.2.D Makes inferences to answer simple “why” questions by using background knowledge and events in a text. LL-NC.2.E Makes inferences and provides explanation and reasoning for events in a text or characters’ actions.
EL 4: Children show interest in and gain understanding from a variety of early literacy experiences.	Four-Year-Olds	EL 4.4.4 Recall their own experiences that relate to events and information from stories or informational texts.	LL-NC.5.C Makes connections between own experiences, background knowledge, and information presented in an informational text. LL-NC.2.D Makes inferences to answer simple “why” questions by using background knowledge and events in a text. LL-NC.2.E Makes inferences and provides explanation and reasoning for events in a text or characters’ actions.

DOMAIN: LANGUAGE AND LITERACY DEVELOPMENT

SUBDOMAIN: EARLY LITERACY: COMPREHENSION

Standard	Age Range	Indicators	Every Child Ready Standard(s)
EL 4: Children show interest in and gain understanding from a variety of early literacy experiences.	Four-Year-Olds	EL 4.5.4 Analyze and reason about stories and other text with guidance and support during shared reading experiences.	<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>LL-NC.5.D Describes the relationship between an informational text and another text about a similar topic.</p> <p>LL-NC.5.E Uses features of informational text such as charts, diagrams, graphs, or maps as a source of information.</p>
EL 4: Children show interest in and gain understanding from a variety of early literacy experiences.	Four-Year-Olds	EL 4.6.4 Recognize differences between stories/make believe, information text, and poetry.	LL-NC.5.B Recognizes that informational texts are a source of information.

DOMAIN: LANGUAGE AND LITERACY DEVELOPMENT

SUBDOMAIN: EARLY LITERACY: EMERGENT WRITING

Standard	Age Range	Indicators	Every Child Ready Standard(s)
EL 5: Children write and draw to express their ideas, using some letters and print conventions.	Three-Year-Olds	EL 5.1.3 Show emerging awareness that writing can be used for a variety of purposes.	<p>LL-WR.2.AA Draws to represent something or to communicate a thought.</p> <p>LL-WR.2.A Draws and/or writes to represent, express, or communicate interests.</p> <p>LL-WR.2.B Draws and/or writes to represent and describe an object, event, or observation.</p>
EL 5: Children write and draw to express their ideas, using some letters and print conventions.	Three-Year-Olds	<p>EL 5.2.3 Write letter-like forms and a few letters, although often not oriented or written correctly.</p> <p>String some letter-like forms and/or letters together as if they are a word.</p>	<p>LL-WR.4.AA Makes any mark on paper.</p> <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>

DOMAIN: LANGUAGE AND LITERACY DEVELOPMENT

SUBDOMAIN: EARLY LITERACY: EMERGENT WRITING

Standard	Age Range	Indicators	Every Child Ready Standard(s)
EL 5: Children write and draw to express their ideas, using some letters and print conventions.	Three-Year-Olds	<p>EL 5.3.3 Dictate ideas for someone to write down.</p> <p>Use scribbles, shapes, letter-like forms, letters, and numerals to write and/or represent words or ideas.</p> <p>Discuss or answer questions about their writing and drawings.</p>	<p>LL-WR.2.AA Draws to represent something or to communicate a thought.</p> <p>LL-WR.2.A Draws and/or writes to represent, express, or communicate interests.</p> <p>LL-WR.2.B Draws and/or writes to represent and describe an object, event, or observation.</p> <p>LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.</p>
EL 5: Children write and draw to express their ideas, using some letters and print conventions.	Four-Year-Olds	<p>EL 5.1.4 Use writing for a variety of purposes to convey meaning.</p>	<p>LL-WR.2.C Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme.</p> <p>LL-WR.2.D Draws and/or writes to represent simple events or stories that entertain, and revises when necessary.</p> <p>LL-WR.2.E Draws and/or writes to represent simple events or stories, including more details, that entertain, and revises when necessary.</p>
EL 5: Children write and draw to express their ideas, using some letters and print conventions.	Four-Year-Olds	<p>EL 5.2.4 Write some letters of meaningful words such as their name, using letters and letter-like forms.</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.4.C Writes letter-like symbols in strings. May leave spaces between symbols to indicate words.</p> <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>
EL 5: Children write and draw to express their ideas, using some letters and print conventions.	Four-Year-Olds	<p>EL 5.3.4 Attempt to write some words using invented spelling.</p> <p>Demonstrate awareness of some print conventions (e.g., moving from left to right when writing; leaving space between some groups of letters).</p>	<p>LL-WR.6.C Writes the correct initial sound of a word.</p> <p>LL-WR.6.D Writes the final sound or another sound heard in a word.</p> <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> <p>LL-WR.5.C Leaves spaces between words when writing.</p>

DOMAIN: LANGUAGE AND LITERACY DEVELOPMENT

SUBDOMAIN: EARLY LITERACY: EMERGENT WRITING

Standard	Age Range	Indicators	Every Child Ready Standard(s)
EL 5: Children write and draw to express their ideas, using some letters and print conventions.	Four-Year-Olds	<p>EL 5.4.4 Dictate elaborative or meaningful information or stories for someone to write down.</p> <p>Use writing and/or digital tools to communicate information.</p> <p>Use classroom resources (e.g., labels; anchor charts) to support writing.</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.1.E Explores a variety of digital tools (tablet, computer, etc.) to produce and publish writing, including in collaboration with peers.</p>

DOMAIN: PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT

SUBDOMAIN: PHYSICAL DEVELOPMENT: GROSS MOTOR

Standard	Age Range	Indicators	Every Child Ready Standard(s)
PD 1: Children demonstrate large muscle control and coordination.	Three-Year-Olds	PD 1.1.3 Demonstrate body and spatial awareness in physical play activities (e.g., moves around cones).	<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.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>
PD 1: Children demonstrate large muscle control and coordination.	Three-Year-Olds	PD 1.2.3 Use large muscle movements (locomotor skills) with control, coordination, and balance (e.g., running, hopping, climbing stairs).	<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>
PD 1: Children demonstrate large muscle control and coordination.	Three-Year-Olds	PD 1.3.3 Use large muscle movements (non-locomotor) with control, balance and coordination during active play (e.g., bending, stretching, twisting).	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.

DOMAIN: PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT
SUBDOMAIN: PHYSICAL DEVELOPMENT: GROSS MOTOR

Standard	Age Range	Indicators	Every Child Ready Standard(s)
<p>PD 1: Children demonstrate large muscle control and coordination.</p>	<p>Three-Year-Olds</p>	<p>PD 1.4.3 Demonstrate strength and stamina that allows for participation in physical play activities for moderate periods of time.</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. PD.1.D Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements. ATL.6.B Sustains attention in an assigned task for a brief amount of time (5–10 minutes). C-ARTS.1.A Participates in guided movement activities by copying dances and movements introduced by others.</p>
<p>PD 1: Children demonstrate large muscle control and coordination.</p>	<p>Four-Year-Olds</p>	<p>PD 1.1.4 Demonstrate increasing awareness of body and space in relation to other people and objects in physical play activities.</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. 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. IS.5.C 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>PD 1: Children demonstrate large muscle control and coordination.</p>	<p>Four-Year-Olds</p>	<p>PD 1.2.4 Coordinate movements of the whole body (locomotor skills) with control and balance to perform more complex tasks.</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. M-GS.3.C Demonstrates understanding of frame of reference terms (e.g., “in back of,” “in front of,” “behind”) by using gestures or objects. M-GS.3.D Demonstrates understanding of direction terms (e.g., “forward,” “backward,” “around,” “through,” “to,” “from,” “towards”). M-GS.3.E Demonstrates understanding of direction terms (e.g., “near,” “far”) using gestures or objects.</p>

DOMAIN: PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT

SUBDOMAIN: PHYSICAL DEVELOPMENT: GROSS MOTOR

Standard	Age Range	Indicators	Every Child Ready Standard(s)
PD 1: Children demonstrate large muscle control and coordination.	Four-Year-Olds	PD 1.3.4 Demonstrate coordination when using objects during active play (e.g., throwing, catching, kicking balls).	<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>
PD 1: Children demonstrate large muscle control and coordination.	Four-Year-Olds	PD 1.4.4 Demonstrate increased strength and stamina that allows for participation in active play activities for extended periods of time.	<p>PD.1.D Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements.</p> <p>ATL.6.B Sustains attention in an assigned task for a brief amount of time (5–10 minutes).</p> <p>C-ARTS.1.A Participates in guided movement activities by copying dances and movements introduced by others.</p>

DOMAIN: PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT

SUBDOMAIN: PHYSICAL DEVELOPMENT: FINE MOTOR

Standard	Age Range	Indicators	Every Child Ready Standard(s)
PD 2: Children demonstrate small muscle control and coordination.	Three-Year-Olds	PD 2.1.3 Demonstrate increasing control and coordination of hands, fingers, and wrists (small muscles) to manipulate objects and tools with a purpose.	<p>PD.2.AA Uses two hands to hold containers. Stacks objects, such as blocks, with coordination.</p> <p>PD.2.A Uses hands and fingers to complete a variety of tasks, such as opening drawers and cabinets.</p> <p>PD.2.B Uses hands, wrists, and fingers to complete a variety of tasks such as pouring, scooping, opening lids to easy-to-open jars, and simple puzzles.</p>

DOMAIN: PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT

SUBDOMAIN: PHYSICAL DEVELOPMENT: FINE MOTOR

Standard	Age Range	Indicators	Every Child Ready Standard(s)
PD 2: Children demonstrate small muscle control and coordination.	Three-Year-Olds	PD 2.2.3 Demonstrate eye-hand coordination to manipulate smaller objects (e.g., large buttons, zippers, scissors) with increasing control.	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.3.A Draws vertical and horizontal lines with a model using a fist grasp. PD.3.B With teacher modeling, draws circles, squares, and crosses.
PD 2: Children demonstrate small muscle control and coordination.	Four-Year-Olds	PD 2.1.4 Coordinate the use of hands, fingers, and wrists to manipulate objects and perform activities and tasks with precision.	PD.2.D Demonstrates controlled fine motor movements in a variety of ways such as cutting along lines with accuracy. PD.2.E Uses precise hand movements to complete a variety of activities such as building using small blocks, stringing lacing beads, and cutting out simple shapes with accuracy. PD.3.C Copies simple designs such as a picture of a person that includes a head, body, arms, and legs.
PD 2: Children demonstrate small muscle control and coordination.	Four-Year-Olds	PD 2.2.4 Demonstrate eye-hand coordination to perform complex tasks (e.g., cutting on lines, drawing) with moderate levels of precision and control.	PD.2.D Demonstrates controlled fine motor movements in a variety of ways such as cutting along lines with accuracy. PD.2.E Uses precise hand movements to complete a variety of activities such as building using small blocks, stringing lacing beads, and cutting out simple shapes with accuracy. 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.

DOMAIN: PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT

SUBDOMAIN: PHYSICAL DEVELOPMENT: HEALTHY BEHAVIORS

Standard	Age Range	Indicators	Every Child Ready Standard(s)
PD 3: Children will demonstrate healthy and safe behaviors.	Three-Year-Olds	PD 3.1.3 Actively engage in a variety of games, as well as structured and unstructured indoor or outdoor physical activities.	IS.5.A Engages with peers with teacher modeling and participates in organized group activities. 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). ATL.1.C Engages in individual verbal or nonverbal imaginative play or role-play. ATL.2.B Plays, works on tasks, or participates in activities with peers with adult prompting (associative play). C-ARTS.1.A Participates in guided movement activities by copying dances and movements introduced by others.

DOMAIN: PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT

SUBDOMAIN: PHYSICAL DEVELOPMENT: HEALTHY BEHAVIORS

Standard	Age Range	Indicators	Every Child Ready Standard(s)
PD 3: Children will demonstrate healthy and safe behaviors.	Three-Year-Olds	PD 3.2.3 Recognize some foods (real or pictures) that are healthy and other foods that are less healthy for the body.	PD.5.A Recognizes and identifies a variety of different food. PD.5.B Demonstrates understanding of types of food and preferences. PD.5.C Begins to understand how eating a variety of foods and proper hydration helps the body grow and be healthy.
PD 3: Children will demonstrate healthy and safe behaviors.	Three-Year-Olds	PD 3.3.3 Identify safety rules and follow them with guidance from adults.	PD.6.AA Begins to recognize and accept help when following safety procedures. PD.6.A With teacher guidance, follows safety procedures.
PD 3: Children will demonstrate healthy and safe behaviors.	Four-Year-Olds	PD 3.1.4 Initiate and engage in a variety of physical activities (e.g., games, exercises) that enhance physical fitness.	IS.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns). IS.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support. IS.5.E Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.
PD 3: Children will demonstrate healthy and safe behaviors.	Four-Year-Olds	PD 3.2.4 Identify different foods that are healthy and indicate why a particular food is healthy or unhealthy.	PD.5.C Begins to understand how eating a variety of foods and proper hydration helps the body grow and be healthy. PD.5.D Demonstrates understanding and categorizes different food types such as vegetables, fruit, grains, protein, and dairy. PD.5.E Understands and describes different foods and how they give our bodies nutrients and energy.
PD 3: Children will demonstrate healthy and safe behaviors.	Four-Year-Olds	PD 3.3.4 Identify and follow safety rules with minimal guidance from adults (e.g., hold an adult's hand when crossing the street, walk rather than run when indoors).	PD.6.B Demonstrates understanding of safety procedures and begins to initiate. PD.6.C Independently follows safety procedures. PD.6.D Understands and describes the importance of safety procedures.
PD 3: Children will demonstrate healthy and safe behaviors.	Four-Year-Olds	PD 3.4.4 Begin to identify and alert others of potential hazards.	PD.6.E Understands and describes how to get help when there are unsafe objects, substances, or behaviors.

DOMAIN: INTERPERSONAL SKILLS

SUBDOMAIN: INTERPERSONAL SKILLS: RELATIONSHIPS WITH ADULTS

Standard	Age Range	Indicators	Every Child Ready Standard(s)
IS 1: Children engage in and maintain positive relationships and interactions with adults.	Three-Year-Olds	IS 1.3 Demonstrate recognition of familiar adults using simple actions or words.	LL-LC.1.AA Points to familiar objects, people, body parts, or emotions. LL-LC.2.AA Verbally labels familiar objects, body parts, people, or emotions using one-word responses. LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.
IS 1: Children engage in and maintain positive relationships and interactions with adults.	Three-Year-Olds	IS 1.2.3 Separate from familiar adults when in familiar settings, such as leaving a familiar adult to join a swimming lessons class.	IS.2.A Coregulates emotion with one-on-one adult support. IS.2.B Accepts offers of adult assistance to engage in coregulation.
IS 1: Children engage in and maintain positive relationships and interactions with adults.	Three-Year-Olds	IS 1.3.3 Request help from adults to meet needs or solve problems, then attempt to implement suggestions with adult support.	IS.7.AA Observes or copies an adult modeling a solution to a personal challenge or challenge with others. May communicate discomfort or dysregulation. 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. IS.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions. IS.2.A Coregulates emotion with one-on-one adult support. IS.2.B Accepts offers of adult assistance to engage in coregulation.
IS 1: Children engage in and maintain positive relationships and interactions with adults.	Three-Year-Olds	IS 1.4.3 Interact with both familiar and unfamiliar adults, such as greeting a class guest by waving.	LL-LC.2.AA Verbally labels familiar objects, body parts, people, or emotions using one-word responses. LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence. IS.3.A With adult support, verbally or nonverbally identifies something about themselves.
IS 1: Children engage in and maintain positive relationships and interactions with adults.	Three-Year-Olds	IS 1.5.3 Interact with adults to seek information and to socialize, such as asking a neighbor if they have a dog.	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.
IS 1: Children engage in and maintain positive relationships and interactions with adults.	Four-Year-Olds	IS 1.1.4 Demonstrate recognition of familiar adults using multiple and varied actions or words.	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.

DOMAIN: INTERPERSONAL SKILLS

SUBDOMAIN: INTERPERSONAL SKILLS: RELATIONSHIPS WITH ADULTS

Standard	Age Range	Indicators	Every Child Ready Standard(s)
IS 1: Children engage in and maintain positive relationships and interactions with adults.	Four-Year-Olds	IS 1.2.4 Separate from familiar adults in new settings, such as joining other children to play at a birthday party.	IS.2.D Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance.
IS 1: Children engage in and maintain positive relationships and interactions with adults.	Four-Year-Olds	IS 1.3.4 Work with adults to generate ideas for accomplishing tasks or solving problems, then implement suggestions independently.	IS.7.C When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise). IS.7.D With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise). IS.7.E Independently suggests and chooses an adult-provided solution to a personal challenge or challenge with others (e.g., ask for help, compromise). Supports peers by suggesting solutions. ATL.3.C Asks questions and seeks clarity after attempting a challenging task. ATL.3.D Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed.
IS 1: Children engage in and maintain positive relationships and interactions with adults.	Four-Year-Olds	IS 1.4.4 Interact with adults new to their environment (e.g., substitute caregiver), such as asking a nurse questions at the doctor's office.	LL-LC.2.D Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic. LL-LC.2.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.
IS 1: Children engage in and maintain positive relationships and interactions with adults.	Four-Year-Olds	IS 1.5.4 Interact with adults to share ideas and plan activities, such as asking an adult to help sound out a new word in a book.	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. ATL.8.B Uses adult-created organization tools to complete steps of a simple task or project. ATL.8.C With adult support, creates a goal for an activity and follows a simple plan.

DOMAIN: INTERPERSONAL SKILLS

SUBDOMAIN: INTERPERSONAL SKILLS: RELATIONSHIPS WITH CHILDREN

Standard	Age Range	Indicators	Every Child Ready Standard(s)
IS 2: Children engage in and maintain positive relationships and interactions with other children.	Three-Year-Olds	IS 2.1.3 Interact or play cooperatively with other children, such as asking another child, "Want to run with me?"	ATL.2.B Plays, works on tasks, or participates in activities with peers with adult prompts (associative play). ATL.2.C Makes cooperative decisions with peers based on adult provided choices (associative play). ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play).
IS 2: Children engage in and maintain positive relationships and interactions with other children.	Three-Year-Olds	IS 2.2.3 Demonstrate prosocial behaviors (e.g., taking turns, sharing) when playing with other children with some prompting from adults, such as waiting until another child is done playing on the swing and then getting onto the swing.	IS.5.B With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns). IS.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).
IS 2: Children engage in and maintain positive relationships and interactions with other children.	Three-Year-Olds	IS 2.3.3 Demonstrate preference to play with one or more specific children, such as joining the same two children for several days to play tag.	IS.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).
IS 2: Children engage in and maintain positive relationships and interactions with other children.	Three-Year-Olds	IS 2.4.3 Initiate an activity or join other children in an activity that is already in progress, such as saying, "I want to play!" and joining other children in the dramatic play center.	LL-LC.4.A Initiates a brief verbal or nonverbal social interaction with adults or peers engaging in a one-way interaction. LL-LC.4.B Initiates or joins conversations and engages in conversational turn-taking with at least one feedback loop using both verbal and nonverbal communication. ATL.2.B Plays, works on tasks, or participates in activities with peers with adult prompts (associative play). ATL.2.C Makes cooperative decisions with peers based on adult provided choices (associative play).
IS 2: Children engage in and maintain positive relationships and interactions with other children.	Three-Year-Olds	IS 2.5.3 Suggest solutions to conflicts with adult guidance and support, such as saying, "I can ask them to stop" when asked by an adult what to do when another child takes away a toy.	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. IS.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions. IS.7.C When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise).

DOMAIN: INTERPERSONAL SKILLS

SUBDOMAIN: INTERPERSONAL SKILLS: RELATIONSHIPS WITH CHILDREN

Standard	Age Range	Indicators	Every Child Ready Standard(s)
IS 2: Children engage in and maintain positive relationships and interactions with other children.	Four-Year-Olds	IS 2.1.4 Interact or play cooperatively with a small group of children for a sustained period of time, such as working with a group of children to build a house out of blocks.	<p>ATL.1.D Carries out familiar roles during individual or collaborative role-play.</p> <p>ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative 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>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>
IS 2: Children engage in and maintain positive relationships and interactions with other children.	Four-Year-Olds	IS 2.2.4 Demonstrate prosocial behavior (e.g., taking turns, sharing) when playing with other children with few reminders, such as playing with a toy and then passing the toy to another child who wants it.	<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>
IS 2: Children engage in and maintain positive relationships and interactions with other children.	Four-Year-Olds	IS 2.3.4 Demonstrate preference to routinely play with one or more specific children, such as describing another child as their "best friend."	<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>
IS 2: Children engage in and maintain positive relationships and interactions with other children.	Four-Year-Olds	IS 2.4.4 Initiate, join in, and sustain positive interactions with a small group of children, such as asking if they can play a game with a small group of children.	<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> <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>

DOMAIN: INTERPERSONAL SKILLS

SUBDOMAIN: INTERPERSONAL SKILLS: RELATIONSHIPS WITH CHILDREN

Standard	Age Range	Indicators	Every Child Ready Standard(s)
IS 2: Children engage in and maintain positive relationships and interactions with other children.	Four-Year-Olds	IS 2.5.4 Suggest solutions to resolve conflicts with other children with limited adult support, such as telling another child, "I'm playing with these cars, so here is a truck you can use to play."	IS.7.D With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise). IS.7.E Independently suggests and chooses an adult-provided solution to a personal challenge or challenge with others (e.g., ask for help, compromise). Supports peers by suggesting solutions.

DOMAIN: INTERPERSONAL SKILLS

SUBDOMAIN: INTERPERSONAL SKILLS: SELF-ESTEEM

Standard	Age Range	Indicators	Every Child Ready Standard(s)
IS 3: Children recognize themselves as individuals and express positive self-esteem.	Three-Year-Olds	IS 3.1.3 Begin to describe oneself using personal physical characteristics (e.g., hair color, eye color).	IS.3.A With adult support, verbally or nonverbally identifies something about themselves. IS.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities. SOC.1.A Understands family relationships in relation to self.
IS 3: Children recognize themselves as individuals and express positive self-esteem.	Three-Year-Olds	IS 3.3.3 Use one's own first and last name.	IS.3.AA Responds to own name.
IS 3: Children recognize themselves as individuals and express positive self-esteem.	Three-Year-Olds	IS 3.4.3 Express likes and dislikes, and make choices based on personal preferences, such as choosing a playground or center activity.	ATL.3.AA Exhibits curiosity and interest in activities and materials. Repeats preferred activities. IS.3.A With adult support, verbally or nonverbally identifies something about themselves. 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). ATL.9.C Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and want to return to it, or that they fell on the slide yesterday, so exercises caution today).

DOMAIN: INTERPERSONAL SKILLS

SUBDOMAIN: INTERPERSONAL SKILLS: SELF-ESTEEM

Standard	Age Range	Indicators	Every Child Ready Standard(s)
IS 3: Children recognize themselves as individuals and express positive self-esteem.	Three-Year-Olds	IS 3.5.3 Demonstrate confidence in one's own abilities and accomplish routine and familiar tasks independently, such as brushing teeth and then saying, "My teeth are all clean!"	ATL.4.A Uses two to three words or nonverbal actions (gestures, body language, facial expressions) to explain activities they are engaging in. ATL.4.B Verbally or nonverbally demonstrates an understanding of accomplishing a task. May verbally explain work product.
IS 3: Children recognize themselves as individuals and express positive self-esteem.	Three-Year-Olds	IS 3.6.3 Express positive feelings about self when prompted, such as riding a tricycle and stating, "I did it myself."	IS.3.A With adult support, verbally or nonverbally identifies something about themselves. IS.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities. IS.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence.
IS 3: Children recognize themselves as individuals and express positive self-esteem.	Four-Year-Olds	IS 3.1.4 Use words to describe personal physical characteristics (e.g., hair color, eye color).	IS.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence. IS.3.D Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others. 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.
IS 3: Children recognize themselves as individuals and express positive self-esteem.	Four-Year-Olds	IS 3.5.4 Demonstrate confidence in one's own abilities, taking on new and challenging activities, and declining help when offered, such as offering to help other children tie shoes after tying their own shoes.	IS.3.D Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others. IS.3.E Demonstrates strong self-confidence through words or actions including sharing pride and celebrating others in relation to self, family, community, or culture. ATL.7.D Independently completes simple assignment or task despite normal classroom environment distractions. ATL.7.E Regulates impulses to complete tasks and engages in goal-directed behavior.

DOMAIN: INTERPERSONAL SKILLS

SUBDOMAIN: INTERPERSONAL SKILLS: SELF-ESTEEM

Standard	Age Range	Indicators	Every Child Ready Standard(s)
IS 3: Children recognize themselves as individuals and express positive self-esteem.	Four-Year-Olds	IS 3.6.4 Describe oneself using positive terms (e.g., hard worker, good at drawing).	<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.E Demonstrates strong self-confidence through words or actions including sharing pride and celebrating others in relation to self, family, community, or culture.</p>

DOMAIN: INTERPERSONAL SKILLS

SUBDOMAIN: INTERPERSONAL SKILLS: SELF-REGULATION

Standard	Age Range	Indicators	Every Child Ready Standard(s)
IS 4: Children moderate their behavior and respond to the expressed feelings of others.	Three-Year-Olds	IS 4.1.3 Express complex feelings (e.g., gratitude, surprise, frustration, confusion) using actions or words, such as saying in frustration, "Ugh, I can't do it."	<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>
IS 4: Children moderate their behavior and respond to the expressed feelings of others.	Three-Year-Olds	IS 4.2.3 Accurately name one's own basic feelings (e.g., happy; mad; sad), such as a child expressing, "I am excited."	<p>IS.1.AA Verbally or nonverbally expresses basic emotions, such as happy, angry, and sad, while an adult adds emotion labels to that expression.</p> <p>IS.1.A Verbally or nonverbally expresses basic emotions, such as happy, excited, angry, scared, frustrated, and sad, while an adult adds emotion labels to that expression.</p> <p>IS.1.B With adult modeling and visual supports, verbally or nonverbally identifies and labels emotions such as happiness, excitement, anger, fear, and sadness in self.</p>
IS 4: Children moderate their behavior and respond to the expressed feelings of others.	Three-Year-Olds	IS 4.3.3 Accurately name basic feelings in others and respond with care and concern, such as asking other children, "What's wrong?" and trying to comfort or cheer them.	<p>IS.4.AA With adult modeling and one-on-one support, verbally or nonverbally names observable characteristics of others.</p> <p>IS.4.A With adult modeling and one-on-one support, verbally or nonverbally names observable emotions and experiences of others.</p> <p>IS.4.B With adult prompts, compares their own characteristics and emotions to those of others.</p> <p>IS.4.C With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations.</p>

DOMAIN: INTERPERSONAL SKILLS

SUBDOMAIN: INTERPERSONAL SKILLS: SELF-REGULATION

Standard	Age Range	Indicators	Every Child Ready Standard(s)
IS 4: Children moderate their behavior and respond to the expressed feelings of others.	Three-Year-Olds	IS 4.5.3 Participate in routines, manage transitions, and follow adult guidelines for behavior with occasional reminders, such as preparing for nap after a prompt from an adult by putting the mat in place and getting a blanket.	ATL.7.AA With adult support, starts or stops a task following a simple one-step direction (e.g., "do" and "don't" commands). ATL.7.B Independently follows two- to three-step verbal adult directions. ATL.9.B Identifies and anticipates materials and expectations needed for everyday and routine activities.
IS 4: Children moderate their behavior and respond to the expressed feelings of others.	Three-Year-Olds	IS 4.6.3 Demonstrate understanding of how one's own actions and behavior affect others, such as asking an adult for help rather than taking a toy from another child.	IS.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions. IS.7.C When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise).
IS 4: Children moderate their behavior and respond to the expressed feelings of others.	Three-Year-Olds	IS 4.7.3 Use a variety of strategies, such as deep breathing or use of words, to manage reactions and behavior with adult support.	IS.2.A Coregulates emotion with one-on-one adult support. IS.2.B Accepts offers of adult assistance to engage in coregulation. 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. IS.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions. IS.7.C When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise).
IS 4: Children moderate their behavior and respond to the expressed feelings of others.	Three-Year-Olds	IS 4.8.3 Demonstrate the ability to wait to get something one wants (delayed gratification), such as waiting to take a turn riding a tricycle.	ATL.7.A Participates in one- to two-step inhibition games and activities. ATL.7.C Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn).
IS 4: Children moderate their behavior and respond to the expressed feelings of others.	Three-Year-Olds	IS 4.9.3 Express strong feelings constructively with assistance, such as going to a quiet area or asking for a favorite book to be read when upset.	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. IS.1.C With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations. IS.2.B Accepts offers of adult assistance to engage in coregulation. IS.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult.

DOMAIN: INTERPERSONAL SKILLS

SUBDOMAIN: INTERPERSONAL SKILLS: SELF-REGULATION

Standard	Age Range	Indicators	Every Child Ready Standard(s)
IS 4: Children moderate their behavior and respond to the expressed feelings of others.	Three-Year-Olds	IS 4.10.3 Follow schedules with few reminders, such as cleaning up toys and joining group activities.	ATL.5.A Transitions between activities that are part of the routine school day with adult reminders. ATL.5.B Shifts between tasks or activities, including ending preferred activities, with adult support. ATL.5.C Shifts between tasks or activities, including ending preferred activities, with adult support. M-M.2.AA Demonstrates understanding of familiar daily routines. M-M.2.B Demonstrates the understanding of daily routines (order and general length of components).
IS 4: Children moderate their behavior and respond to the expressed feelings of others.	Four-Year-Olds	IS 4.1.4 Express strong feelings in a manner that is safe for self and others with occasional adult support, such as telling another child, "I'm mad at you because you don't want to play my game."	IS.1.D Independently verbally or nonverbally names and describes their own emotions. IS.1.E Identifies that they can have different emotions about the same situation.
IS 4: Children moderate their behavior and respond to the expressed feelings of others.	Four-Year-Olds	IS 4.2.4 Accurately name one's own feelings and identify them in various situations, such as a child asking for a hug when feeling sad.	IS.1.D Independently verbally or nonverbally names and describes their own emotions. IS.1.E Identifies that they can have different emotions about the same situation. IS.2.B Accepts offers of adult assistance to engage in coregulation. IS.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult. IS.2.D Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance.
IS 4: Children moderate their behavior and respond to the expressed feelings of others.	Four-Year-Olds	IS 4.3.4 Accurately name feelings in others, predict causes, and respond with care and concern (e.g., "He's sad because someone took his toy. He can have mine.").	IS.4.D With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others. IS.4.E With minimal teacher prompts, demonstrates empathy by providing support for others through assistance or advocacy. IS.2.E Supports peers in regulating their emotions through coregulation. Seeks and accepts coregulation assistance when needed.

DOMAIN: INTERPERSONAL SKILLS

SUBDOMAIN: INTERPERSONAL SKILLS: SELF-REGULATION

Standard	Age Range	Indicators	Every Child Ready Standard(s)
IS 4: Children moderate their behavior and respond to the expressed feelings of others.	Four-Year-Olds	IS 4.5.4 Participate in routines, manage transitions, and follow adult guidelines for behavior, adapting to changes in each as needed, such as transitioning easily from play inside to play outside and then to clean-up time with adult prompts.	<p>ATL.5.C Adjusts to changes in the environment or schedule with adult guidance and advance warning.</p> <p>ATL.5.D With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error).</p> <p>ATL.5.E Adapts to new rules or circumstances in an age-appropriate game or activity.</p> <p>M-M.2.B Demonstrates the understanding of daily routines (order and general length of components).</p> <p>M-M.2.D Demonstrates the understanding of weekly routines (e.g., specials, home days, school days).</p>
IS 4: Children moderate their behavior and respond to the expressed feelings of others.	Four-Year-Olds	IS 4.6.4 Predict consequences of one's own and others' actions and behavior with adult support, such as when a child knows not to leave the caps off of markers to prevent their drying.	<p>ATL.4.C Monitors the completion of a task and identifies preferred elements of a work product or task.</p> <p>ATL.4.D Assesses or reflects upon activity or task outcome or product.</p>
IS 4: Children moderate their behavior and respond to the expressed feelings of others.	Four-Year-Olds	IS 4.7.4 Manage reactions and behavior with occasional verbal, visual, or auditory reminders, such as singing a song with an adult while waiting for a turn to swing.	<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>IS.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult.</p> <p>IS.2.D Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance.</p>
IS 4: Children moderate their behavior and respond to the expressed feelings of others.	Four-Year-Olds	IS 4.9.4 Able to decrease intensity of reactions more consistently, with adult support when needed, such as choosing a new activity rather than arguing with another child about sharing.	<p>IS.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult.</p> <p>IS.2.D Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance.</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>

DOMAIN: INTERPERSONAL SKILLS

SUBDOMAIN: INTERPERSONAL SKILLS: SELF-REGULATION

Standard	Age Range	Indicators	Every Child Ready Standard(s)
IS 4: Children moderate their behavior and respond to the expressed feelings of others.	Four-Year-Olds	IS 4.10.4 Follow rules and routines with occasional reminders from adults, such as consulting a picture schedule to remind oneself of the next daily activity, like outside time.	ATL.5.C Adjusts to changes in the environment or schedule with adult guidance and advance warning. ATL.5.D With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error). ATL.5.E Adapts to new rules or circumstances in an age-appropriate game or activity. M-M.2.D Demonstrates the understanding of weekly routines (e.g., specials, home days, school days).



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