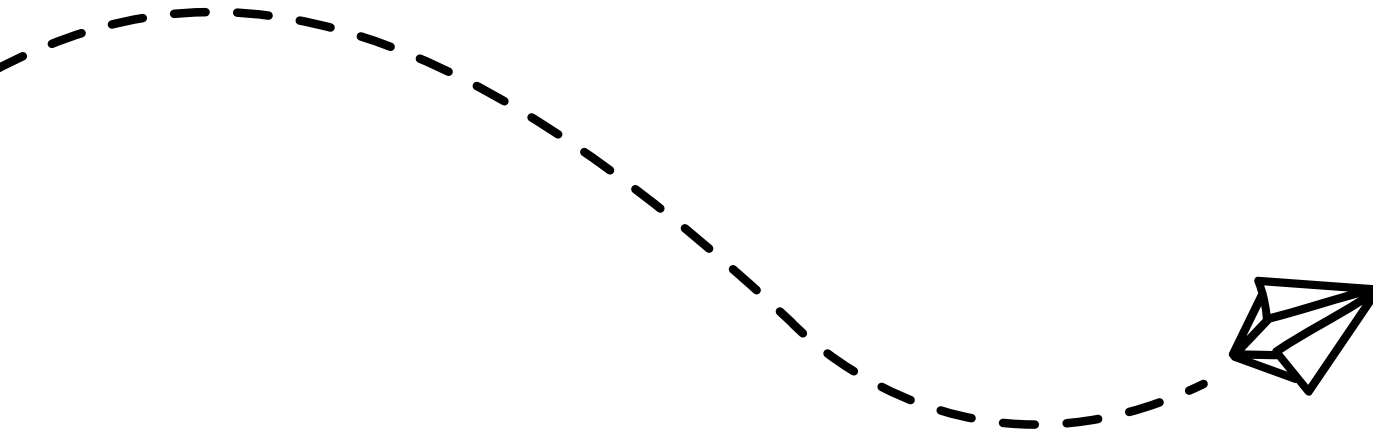


Every Child Ready Standards & Maryland Early Learning Standards Alignment



Every Child Ready Standards & Maryland Early Learning Standards Alignment



SE: SOCIAL AND EMOTIONAL DEVELOPMENT

SE.RA: RELATIONSHIPS WITH ADULTS

Standard	Age	Description	Every Child Ready Standard(s)
SE.RA.1: Initiates and engages in interactions with familiar adults.	Older Toddlers around 36 months	Interacts with familiar adults in more complex exchanges, such as communicating about ideas.	SE.6.A With explicit adult instruction and modeling, completes a task alongside teacher support. SE.6.B Requests or accepts (verbally or nonverbally) adult support with many tasks.
SE.RA.1: Initiates and engages in interactions with familiar adults.	Pre-K3 around 48 months	Engages in extended reciprocal interactions with adults that have a specific focus or goal, such as participating in cooperative activities or problem-solving.	SE.6.C Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers. SE.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.
SE.RA.2: Develops close relationships with familiar adults who provide consistent care.	Older Toddlers around 36 months	Connects with caregiving adults and engages in positive interactions. Seeks caregiving adults for comfort, support, and help.	SE.2.AA Coregulates emotion with one-on-one adult support and may take an extended period of time (10–15 minutes) to respond. SE.2.A Coregulates emotion with one-on-one adult support. SE.2.B Accepts offers of adult assistance to engage in coregulation. SE.7.AA Observes or copies an adult modeling a solution to a personal challenge or challenge with others. May communicate discomfort or dysregulation. SE.7.A Listens to or follows a solution provided by an adult. May communicate discomfort or dysregulation and require additional time to regulate while responding. SE.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.
SE.RA.2: Develops close relationships with familiar adults who provide consistent care.	Pre-K3 around 48 months	Communicates about emotional connection and attachment to caregiving adults. Turns to caregiving adults for protection, comfort, and getting needs met.	SE.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult. SE.2.D Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance. SE.7.C When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise). SE.7.D With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise).

SE: SOCIAL AND EMOTIONAL DEVELOPMENT

SE.RC: RELATIONSHIPS WITH CHILDREN

Standard	Age	Description	Every Child Ready Standard(s)
SE.RC.1: Initiates and engages in interactions with other children.	Older Toddlers around 36 months	Approaches other children for social interaction. Initiates contact and responds to others.	SE.5.AA Mostly engages in play on own, but notices or takes an interest in peer or social situations. SE.5.A Engages with peers with teacher modeling and participates in organized group activities.
SE.RC.1: Initiates and engages in interactions with other children.	Pre-K3 around 48 months	Initiates and maintains extended interactions with other children, or engages in prosocial behaviors, with or without support from an adult.	SE.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns). SE.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support. SE.5.E Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.
SE.RC.2: Develops relationships with peers through interactions over time.	Older Toddlers around 36 months	Develops friendships with a small number of children. Engages in interactions and plays with those friends more often than with other peers.	N/A
SE.RC.2: Develops relationships with peers through interactions over time.	Pre-K3 around 48 months	Demonstrates preference for playing with peers they identify as friends. Friendships are more reciprocal and consistent.	N/A

SE: SOCIAL AND EMOTIONAL DEVELOPMENT

SE.RC: RELATIONSHIPS WITH CHILDREN

Standard	Age	Description	Every Child Ready Standard(s)
SE.RC.3: Engages in play with other children.	Older Toddlers around 36 months	Joins other children in play by interacting with the same materials or toys, playing with similar activities, and sometimes working together.	ATL.2.AA Observes others in play and participates in an activity next to other children (onlooker/parallel play). ATL.2.A Engages in activities next to peers using shared materials (parallel play). ATL.2.B Plays, works on tasks, or participates in activities with peers with adult prompting (associative play). ATL.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).
SE.RC.3: Engages in play with other children.	Pre-K3 around 48 months	Engages with peers in simple, cooperative play, such as complex make-believe play, games, and other extended play with a common goal.	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). ATL.2.E Establishes rules with peers during play or structured activities (cooperative play). ATL.1.C Engages in individual verbal or nonverbal imaginative play or role-play. ATL.1.D Carries out familiar roles during individual or collaborative role-play. ATL.1.E Coordinates roles and carries out more complex stories during role-play.

SE: SOCIAL AND EMOTIONAL DEVELOPMENT

SE.EF: EMOTIONAL FUNCTIONING

Standard	Age	Description	Every Child Ready Standard(s)
SE.EF.1: Develops an understanding of one's own emotions.	Older Toddlers around 36 months	Begins to express a range of complex emotions including pride, empathy, guilt, and embarrassment.	SE.1.AA Verbally or nonverbally expresses basic emotions, such as happy, angry, and sad, while an adult adds emotion labels to that expression. SE.1.A Verbally or nonverbally expresses basic emotions, such as happy, excited, angry, scared, frustrated, and sad, while an adult adds emotion labels to that expression. SE.1.B With adult modeling and visual supports, verbally or nonverbally identifies and labels emotions such as happiness, excitement, anger, fear, and sadness in self.

SE: SOCIAL AND EMOTIONAL DEVELOPMENT

SE.EF: EMOTIONAL FUNCTIONING

Standard	Age	Description	Every Child Ready Standard(s)
SE.EF.1: Develops an understanding of one's own emotions.	Pre-K3 around 48 months	Uses words or gestures to identify some of their own basic and complex emotions, including happiness, sadness, anger, pride, and embarrassment.	SE.1.C With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations. SE.1.D Independently verbally or nonverbally names and describes their own emotions.
SE.EF.2: Develops an understanding of the emotions of others.	Older Toddlers around 36 months	Uses words or gestures occasionally to identify emotions in others, with the support of an adult.	SE.4.AA With adult modeling and one-on-one support, verbally or nonverbally names observable characteristics of others. SE.4.A With adult modeling and one-on-one support, verbally or nonverbally names observable emotions and experiences of others.
SE.EF.2: Develops an understanding of the emotions of others.	Pre-K3 around 48 months	Uses words or gestures to describe some emotions in others. Identifies the causes of others' emotions occasionally.	SE.4.B With adult prompts, compares their own characteristics and emotions to those of others. SE.4.C With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations.
SE.EF.3: Responds with care and concern toward others.	Older Toddlers around 36 months	Expresses concern for others with words or actions. Tries to help others.	SE.4.D With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others.
SE.EF.3: Responds with care and concern toward others.	Pre-K3 around 48 months	Shows concern for others and tries to help others with an increased range of more complex actions.	SE.4.E With minimal teacher prompts, demonstrates empathy by providing support for others through assistance or advocacy. SE.2.E Supports peers in regulating their emotions through coregulation. Seeks and accepts coregulation assistance when needed.

SE: SOCIAL AND EMOTIONAL DEVELOPMENT

SE.SR: EMOTIONAL SELF-REGULATION

Standard	Age	Description	Every Child Ready Standard(s)
SE.SR.1: Develops the ability to manage own emotions and their expression.	Older Toddlers around 36 months	Uses a range of actions to cope with distress or strong emotions, seeking comfort from adults or engaging in self-soothing.	SE.2.AA Coregulates emotion with one-on-one adult support and may take an extended period of time (10–15 minutes) to respond. SE.2.A Coregulates emotion with one-on-one adult support. SE.2.B Accepts offers of adult assistance to engage in coregulation.

SE: SOCIAL AND EMOTIONAL DEVELOPMENT

SE.SR: EMOTIONAL SELF-REGULATION

Standard	Age	Description	Every Child Ready Standard(s)
SE.SR.1: Develops the ability to manage own emotions and their expression.	Pre-K3 around 48 months	Manages some emotions or distress with less adult support. Relies on support from familiar adults to cope with intense distress or strong emotions.	SE.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult. SE.2.D Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance. SE.2.E Supports peers in regulating their emotions through coregulation. Seeks and accepts coregulation assistance when needed.

SE: SOCIAL AND EMOTIONAL DEVELOPMENT

SE.IB: SENSE OF IDENTITY AND BELONGING

Standard	Age	Description	Every Child Ready Standard(s)
SE.IB.1: Develops an understanding of self in relation to others.	Older Toddlers around 36 months	Identifies their own feelings, needs, characteristics, and preferences as different from others.	SE.3.AA Responds to own name. SE.3.A With adult support, verbally or nonverbally identifies something about themselves. SE.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.
SE.IB.1: Develops an understanding of self in relation to others.	Pre-K3 around 48 months	Describes themselves and their family using multiple characteristics, including physical features, behaviors, and preferences.	SE.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities. SE.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence. SE.3.D Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others. SE.3.E Demonstrates strong self-confidence through words or actions including sharing pride and celebrating others in relation to self, family, community, or culture. SOC.1.A Understands family relationships in relation to self. SOC.1.B Discusses the activities or celebrations that their family does together.

SE: SOCIAL AND EMOTIONAL DEVELOPMENT

SE.IB: SENSE OF IDENTITY AND BELONGING

Standard	Age	Description	Every Child Ready Standard(s)
SE.IB.2: Expresses comfort and a sense of belonging with their family and other familiar people.	Older Toddlers around 36 months	Shows contentment when participating with adults and other children in activities. Anticipates shared rituals and traditions.	SOC.2.AA Shows interest in a variety of familiar community members.
SE.IB.2: Expresses comfort and a sense of belonging with their family and other familiar people.	Pre-K3 around 48 months	Communicates a sense of belonging to a family or other familiar groups through words or other forms of expression.	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.

ATL: APPROACHES TO LEARNING

ATL.IC: INITIATIVE AND CURIOSITY

Standard	Age	Description	Every Child Ready Standard(s)
ATL.IC.1: Shows initiative in interactions, routines, play, and other experiences.	Older Toddlers around 36 months	Starts activities of interest and uses play materials to explore an idea or emerging skill without being prompted.	ATL.3.AA Exhibits curiosity and interest in activities and materials. Repeats preferred activities. ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work. ATL.1.AA Engages in exploratory or sensory play. ATL.1.A Plays simple games and copies the play of others. ATL.1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play).
ATL.IC.1: Shows initiative in interactions, routines, play, and other experiences.	Pre-K3 around 48 months	Regularly starts and continues some activities, play, and routines independently. Shows enjoyment and interest in engaging in new activities.	ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own. ATL.1.C Engages in individual verbal or nonverbal imaginative play or role-play. SE.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges. SE.6.E Seeks out opportunities to complete age-appropriate tasks independently.

ATL: APPROACHES TO LEARNING

ATL.IC: INITIATIVE AND CURIOSITY

Standard	Age	Description	Every Child Ready Standard(s)
ATL.IC.2: Shows curiosity and interest when engaging with new objects, people, and experiences.	Older Toddlers around 36 months	Seeks out information about new people, objects, and events with interest. Acts on objects, intentionally, to see what happens.	ATL.3.AA Exhibits curiosity and interest in activities and materials. Repeats preferred activities. 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.IC.2: Shows curiosity and interest when engaging with new objects, people, and experiences.	Pre-K3 around 48 months	Pursues detailed information about new people, objects, and events. Approaches new experiences with interest, sometimes taking risks to try out new ideas.	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.IC.3: Shows engagement and interest in play.	Older Toddlers around 36 months	Engages in play with peers, including pretend play, physical play (for example, running, jumping, climbing), and constructive play (for example, building with blocks, playing in the sandbox).	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.2.C Makes cooperative decisions with peers based on adult provided choices (associative 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). C-ARTS.2.AA Engages briefly in, or observes others in, dramatic play. C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions. C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.

ATL: APPROACHES TO LEARNING

ATL.IC: INITIATIVE AND CURIOSITY

Standard	Age	Description	Every Child Ready Standard(s)
ATL.IC.3: Shows engagement and interest in play.	Pre-K3 around 48 months	Engages in more complex play with peers. Pretend play is more elaborate and may include both real and fantasy elements. Physical play and constructive play may include rules, joint planning, and extended engagement.	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.C Engages in individual verbal or nonverbal imaginative play or role-play. ATL.1.D Carries out familiar roles during individual or collaborative role-play. ATL.1.E Coordinates roles and carries out more complex stories during role-play. C-ARTS.2.C Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play. C-ARTS.2.D Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play. C-ARTS.2.E Continues an originally created scenario over the course of several play periods. Collaborates with others to carry out dramatic play and assumed roles.

ATL: APPROACHES TO LEARNING

ATL.EF: EXECUTIVE FUNCTIONING

Standard	Age	Description	Every Child Ready Standard(s)
ATL.EF.1: Develops the ability to persist in actions and behaviors.	Older Toddlers around 36 months	Stays engaged on tasks and tries different strategies to achieve a goal, working through challenges with an adult's support.	ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own. ATL.3.C Asks questions and seeks clarity after attempting a challenging task. 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.

ATL: APPROACHES TO LEARNING

ATL.EF: EXECUTIVE FUNCTIONING

Standard	Age	Description	Every Child Ready Standard(s)
ATL.EF.1: Develops the ability to persist in actions and behaviors.	Pre-K3 around 48 months	Persists on tasks, trying multiple strategies over a sustained period to achieve a goal, sometimes with adult support.	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.4.C Monitors the completion of a task and identifies preferred elements of a work product or task. ATL.4.D Assesses or reflects upon activity or task outcome or product. ATL.4.E Assesses tasks and makes adjustments to strategies for updates or revisions.
ATL.EF.2: Develops the ability to keep information in mind active for immediate use (working memory).	Older Toddlers around 36 months	Engages in simple play and activities that require maintaining a rule or concept in mind for a brief time and follows simple two-step directions with adult support.	ATL.7.AA With adult support, starts or stops a task following a simple one-step direction (e.g., "do" and "don't" commands). ATL.7.A Participates in one- to two-step inhibition games and activities. ATL.9.AA Recalls simple information from familiar environments (e.g., knows where some classroom materials are kept, or remembers names of classmates). 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.AA Recalls simple information from familiar environments (e.g., knows where some classroom materials are kept, or remembers names of classmates). ATL.9.A Recalls one to two pieces of new and relevant information about their lived experiences (e.g., shares two things they did that day, recalls two toys that were in Dramatic Play). ATL.9.B Identifies and anticipates materials and expectations needed for everyday and routine activities.
ATL.EF.2: Develops the ability to keep information in mind active for immediate use (working memory).	Pre-K3 around 48 months	Keeps complex two-step directions or concepts in mind and uses the information for multistep play, performing tasks, and following more complex directions, with limited adult support.	ATL.7.B Independently follows two- to three-step verbal adult directions. ATL.7.C Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn). ATL.9.B Identifies and anticipates materials and expectations needed for everyday and routine activities. 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).

ATL: APPROACHES TO LEARNING

ATL.EF: EXECUTIVE FUNCTIONING

Standard	Age	Description	Every Child Ready Standard(s)
ATL.EF.3: Develops the ability to manage impulses and reactions (inhibitory control)*.	Older Toddlers around 36 months	Occasionally manages impulsive behaviors by pausing before reacting, with frequent adult support.	ATL.7.AA With adult support, starts or stops a task following a simple one-step direction (e.g., "do" and "don't" commands). ATL.7.A Participates in one- to two-step inhibition games and activities. SE.2.B Accepts offers of adult assistance to engage in coregulation. SE.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult.
ATL.EF.3: Develops the ability to manage impulses and reactions (inhibitory control)*.	Pre-K3 around 48 months	More consistently and independently manages impulsive behaviors by pausing before reacting.	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. SE.2.D Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance.
ATL.EF.4: Develops the ability to maintain attention and focus (sustained attention).	Older Toddlers around 36 months	Focuses on an activity and maintains attention for a moderate period of time, with adult support, even with minor distractions.	ATL.6.AA Follows along with and participates in songs, chants, and simple stories. ATL.6.A Sustains interest in a preferred task for a brief amount of time (5–10 minutes). ATL.6.B Sustains attention in an assigned task for a brief amount of time (5–10 minutes).
ATL.EF.4: Develops the ability to maintain attention and focus (sustained attention).	Pre-K3 around 48 months	Focuses on an activity, intently, for an extended period of time, despite distractions, with adult support.	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). 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.

ATL: APPROACHES TO LEARNING

ATL.EF: EXECUTIVE FUNCTIONING

Standard	Age	Description	Every Child Ready Standard(s)
ATL.EF.5: Develops flexibility in attention, actions, and behaviors (cognitive flexibility).	Older Toddlers around 36 months	Adjusts actions and behaviors to solve a problem or to adapt to changes in routines, with the assistance of an adult.	ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own. ATL.3.C Asks questions and seeks clarity after attempting a challenging task. ATL.4.B Verbally or nonverbally demonstrates an understanding of accomplishing a task. May verbally explain work product. 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.
ATL.EF.5: Develops flexibility in attention, actions, and behaviors (cognitive flexibility).	Pre-K3 around 48 months	Demonstrates flexibility in thinking and behavior, considers alternatives to solving a problem, and switches approaches with the support of an adult.	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. ATL.4.D Assesses or reflects upon activity or task outcome or product. ATL.4.E Assesses tasks and makes adjustments to strategies for updates or revisions. 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.

L: LANGUAGE AND LITERACY

L.LU: LISTENING AND UNDERSTANDING

Standard	Age	Description	Every Child Ready Standard(s)
L.LU.1: Attends and responds to others and develops the ability to engage in joint attention with another person.	Older Toddlers around 36 months	Attends to an object described in a conversation between two other speakers and, through only listening, learns to express a new word.	ATL.6.AA Follows along with and participates in songs, chants, and simple stories. LL-LC.4.AA Communicates with peers and teachers using nonverbal gestures like pointing, shrugging shoulders, or giving a thumbs-up. LL-LC.4.A Initiates a brief verbal or nonverbal social interaction with adults or peers engaging in a one-way interaction.

L: LANGUAGE AND LITERACY

L.LU: LISTENING AND UNDERSTANDING

Standard	Age	Description	Every Child Ready Standard(s)
L.LU.1: Attends and responds to others and develops the ability to engage in joint attention with another person.	Pre-K3 around 48 months	Attends to what others say while interacting with them for an extended period of time, showing understanding by responding with words, phrases, or sentences over several back-and-forth exchanges or by doing a series of actions related to the conversation.	ATL.6.A Sustains interest in a preferred task for a brief amount of time (5–10 minutes). LL-LC.4.B Initiates or joins conversations and engages in conversational turn-taking with at least one feedback loop using both verbal and nonverbal communication. LL-LC.4.C Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic. LL-LC.4.D Adds information or appropriately remains on, or changes, topic during a conversation with multiple feedback loops alternating between speaker and listener.
L.LU.2: Understands and follows directions.	Older Toddlers around 36 months	Understands simple instructions with more than one part.	ATL.7.A Participates in one- to two-step inhibition games and activities. LL-LC.1.A Responds to simple requests, such as choosing between objects. LL-LC.1.B Responds to multipart sentences, such as acting out multiple events, following two-step directions, or finding objects based on a description.
L.LU.2: Understands and follows directions.	Pre-K3 around 48 months	Follows directions with several parts, even if some of the steps refer to something that isn't in the immediate environment.	ATL.7.B Independently follows two- to three-step verbal adult directions. LL-LC.1.C Responds to more complex sentences that include descriptive words for unrelated requests they may not have heard before. LL-LC.1.D Shows understanding of more complex sentences or questions through actions, such as following three-step directions.
L.LU.3: Understands increasingly complex sentences and utterances.	Older Toddlers around 36 months	Comprehends simple sentences, phrases, and questions, which are demonstrated through words or actions.	LL-LC.1.A Responds to simple requests, such as choosing between objects. LL-LC.1.B Responds to multipart sentences, such as acting out multiple events, following two-step directions, or finding objects based on a description. LL-LC.2.A Responds to simple requests, such as choosing between objects.
L.LU.3: Understands increasingly complex sentences and utterances.	Pre-K3 around 48 months	Understands longer and more complex sentences and utterances such as wh- questions, short stories, or multiple sentences strung together.	LL-LC.1.C Responds to more complex sentences that include descriptive words for unrelated requests they may not have heard before. LL-LC.1.D Shows understanding of more complex sentences or questions through actions, such as following three-step directions. LL-LC.1.E Confirms understanding of spoken language, requests, and complex sentences through verbal or nonverbal requests for clarification. 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.

L: LANGUAGE AND LITERACY

L.CS: COMMUNICATING AND SPEAKING

Standard	Age	Description	Every Child Ready Standard(s)
L.CS.1: Uses increasingly complex grammar to communicate.	Older Toddlers around 36 months	Puts words together into sentences or phrases of two or three words, with the correct use of some grammar rules such as pluralization of regular words, personal pronouns (I, you, he), and regular verb conjugations (for example, I build, he builds, she is building).	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").
L.CS.1: Uses increasingly complex grammar to communicate.	Pre-K3 around 48 months	Uses more complex grammatical structures, such as using sentences with multiple connected clauses, speaking about the past and future, and using contractions (for example, I'm, don't).	LL-LC.5.C Continues to develop more complex sentences by using adjectives (i.e., "Armel throws the blue ball."). LL-LC.5.D Uses complex sentences with correct word order and syntax. Begins to use prepositions (i.e., "Armel throws the round blue ball on the roof."). 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").
L.CS.2: Expresses interests, wants, and needs through nonverbal and increasingly verbal communication.	Older Toddlers around 36 months	Combines words or signs into phrases of two or three words to express interests, wants, and needs. (A child who is learning more than one language may combine words across languages.)	LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.
L.CS.2: Expresses interests, wants, and needs through nonverbal and increasingly verbal communication.	Pre-K3 around 48 months	Uses sentences combining three or more words to express interests, wants, and needs. (A child who is learning more than one language may combine words across languages.)	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.
L.CS.3: Develops the capacity to speak or sign clearly.	Older Toddlers around 36 months	Speaks or signs more clearly so that familiar adults understand most of the child's words, but speech may contain pronunciation errors.	LL-LC.5.A Makes an attempt at using correct syntax with a noun and verb (i.e., "Armel throw").
L.CS.3: Develops the capacity to speak or sign clearly.	Pre-K3 around 48 months	Speaks or signs clearly enough that most words are free of errors and can be understood both by familiar and unfamiliar adults.	LL-LC.5.C Continues to develop more complex sentences by using adjectives (i.e., "Armel throws the blue ball").

L: LANGUAGE AND LITERACY

L.CS: COMMUNICATING AND SPEAKING

Standard	Age	Description	Every Child Ready Standard(s)
L.CS.4: Learns to engage in conversation.	Older Toddlers around 36 months	Engages in conversations with multiple back and forth turns.	LL-LC.4.B Initiates or joins conversations and engages in conversational turn-taking with at least one feedback loop using both verbal and nonverbal communication. LL-LC.4.C Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic. LL-LC.4.D Adds information or appropriately remains on, or changes, topic during a conversation with multiple feedback loops alternating between speaker and listener.
L.CS.4: Learns to engage in conversation.	Pre-K3 around 48 months	Initiates, continues, or extends conversations with others, using meaningful and appropriate responses and questions.	LL-LC.4.D Adds information or appropriately remains on, or changes, topic during a conversation with multiple feedback loops alternating between speaker and listener. LL-LC.4.E Modifies conversations based on the context or listener.

L: LANGUAGE AND LITERACY

L.VO: VOCABULARY

Standard	Age	Description	Every Child Ready Standard(s)
L.VO.1: Understands an increasing number and variety of words heard in familiar environments, play, and routines.	Older Toddlers around 36 months	Understands an increasing number of words used in simple sentences during conversation and play with others. Demonstrates understanding by looking, gesturing, or responding with an appropriate action, sign, or verbal response.	LL-LC.3.AA Repeats or attempts to use words heard in everyday language or the environment. LL-LC.3.A Shows interest in new words or asks questions to acquire new vocabulary. LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions. LL-LC.1.AA Points to familiar objects, people, body parts, or emotions. LL-LC.1.A Responds to simple requests, such as choosing between objects.

L: LANGUAGE AND LITERACY

L.VO: VOCABULARY

Standard	Age	Description	Every Child Ready Standard(s)
L.VO.1: Understands an increasing number and variety of words heard in familiar environments, play, and routines.	Pre-K3 around 48 months	Understands vocabulary words describing familiar actions, ideas, and emotions, as well as words used to categorize objects (such as fruits or animals). Understands increasingly longer sentences containing a variety of words. Demonstrates understanding by looking, gesturing, or responding with an appropriate action, sign, or verbal response.	LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions. LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults. LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love"). LL-LC.1.B Responds to multipart sentences, such as acting out multiple events, following two-step directions, or finding objects based on a description. LL-LC.1.C Responds to more complex sentences that include descriptive words for unrelated requests they may not have heard before. LL-LC.1.D Shows understanding of more complex sentences or questions through actions, such as following three-step directions.
L.VO.2: Uses an increasing number and variety of words when communicating with others.	Older Toddlers around 36 months	Uses an increasing number of words or signs to convey thoughts, feelings, or information, and occasionally speaks about personal past.	LL-LC.3.AA Repeats or attempts to use words heard in everyday language or the environment. LL-LC.3.A Shows interest in new words or asks questions to acquire new vocabulary. LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions. 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.
L.VO.2: Uses an increasing number and variety of words when communicating with others.	Pre-K3 around 48 months	Speaks or signs in multi-word phrases or sentences, using nouns, verbs, and adjectives.	LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love"). LL-LC.2.D Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic LL-LC.2.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.

L: LANGUAGE AND LITERACY

L.VO: VOCABULARY

Standard	Age	Description	Every Child Ready Standard(s)
L.VO.3: Uses an increasing number of words to describe people and objects in the environment.	Older Toddlers around 36 months	Uses simple descriptive words to talk about the characteristics of people or objects, such as size or color.	M-M.1.AA Demonstrates understanding of length terms (i.e., "longer," "shorter") using gestures or objects. M-M.1.A Demonstrates understanding of length terms (i.e., "longer," "shorter") and height terms (i.e., "taller," "shorter") using gestures or objects. 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.
L.VO.3: Uses an increasing number of words to describe people and objects in the environment.	Pre-K3 around 48 months	Uses an increasingly wide variety of words to describe, with greater specificity, different characteristics of people or objects (for example, tall, long, hard, soft, fast, slow).	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. LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love"). LL-LC.3.E Uses various resources to identify new meanings for familiar words or clarify the meaning of unknown words and phrases.

L: LANGUAGE AND LITERACY

L.EL: EARLY LITERACY

Standard	Age	Description	Every Child Ready Standard(s)
L.EL.1: Interacts with books, developing an understanding of book-handling behaviors and print conventions.	Older Toddlers around 36 months	Demonstrates an understanding of book-handling behaviors such as speaking or signing while turning pages as if reading.	LL-BK.1.AA Requests that books be read by an adult. LL-BK.1.A Treats books with care. LL-BK.2.AA Identifies a book and turns pages appropriately from right to left and may include multiple pages at one time.
L.EL.1: Interacts with books, developing an understanding of book-handling behaviors and print conventions.	Pre-K3 around 48 months	Demonstrates an understanding of basic print conventions and bookhandling behaviors, such as looking at the title of a book, orienting a book, and turning the pages in a single direction.	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. 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.

L: LANGUAGE AND LITERACY

L.EL: EARLY LITERACY

Standard	Age	Description	Every Child Ready Standard(s)
L.EL.2: Demonstrates interest and attention to language and structure used in books, rhymes, and storytelling.	Older Toddlers around 36 months	Says or signs, with modeling and support, repetitive phrases or refrains from favorite stories, songs, or rhymes.	LL-PA.3.A Listens to and sings favorite classroom songs with simple rhyme patterns like "Twinkle, Twinkle Little Star." LL-NC.3.AA Joins in acting out a book as it's read aloud. LL-NC.4.AA Says or reenacts one event in a personal narrative by using at least one word.
L.EL.2: Demonstrates interest and attention to language and structure used in books, rhymes, and storytelling.	Pre-K3 around 48 months	Says or signs a few familiar words, phrases, or repetitive refrains from favorite stories, songs, or rhymes, often imitating the intonation of adult readers or speakers.	LL-PA.3.B Listens to and fills in the missing rhyming word from a familiar song, poem, rhyme, fingerplay, or story. For example, "Twinkle, twinkle little star. How I wonder what you ____." LL-BK.2.B Uses illustrations to tell a familiar story. LL-BK.2.C Uses illustrations to tell a familiar story with intonation and expression, using repeated phrases.
L.EL.3: Understands meaning communicated through stories, pictures, and informational books.	Older Toddlers around 36 months	Demonstrates understanding of a book's meaning after reading. (May relate the book to something in their own life or use the new vocabulary learned from a book.)	LL-NC.3.AA Joins in acting out a book as it's read aloud. LL-NC.3.A Describes one event from a familiar narrative using visuals or gestures.
L.EL.3: Understands meaning communicated through stories, pictures, and informational books.	Pre-K3 around 48 months	Retells, reenacts, or draws events from a story. Names, describes, plays, or creates art to demonstrate something learned in an informational text.	LL-NC.3.B Retells two events from a familiar narrative using visuals or gestures. LL-NC.3.C Retells three or more events from a familiar story in any order using visuals or gestures. LL-NC.3.D Retells three or more events from a familiar narrative in sequence using visuals or gestures. LL-NC.3.E With prompting and support, retells familiar stories, including key details. LL-NC.5.A Listens and responds to a wide variety of informational texts read aloud. LL-NC.5.B Recognizes that informational texts are a source of information. LL-NC.5.C Makes connections between own experiences, background knowledge, and information presented in an informational text.

L: LANGUAGE AND LITERACY

L.EL: EARLY LITERACY

Standard	Age	Description	Every Child Ready Standard(s)
L.EL.4: Understands that printed words, symbols, or pictures convey meaning and develops an increasing understanding of the meaning carried by each.	Older Toddlers around 36 months	Shows some understanding of the distinction between pictures and text, words, or letters.	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. LL-BK.3.D Points to one word and one letter in an unfamiliar text or around the room.
L.EL.4: Understands that printed words, symbols, or pictures convey meaning and develops an increasing understanding of the meaning carried by each.	Pre-K3 around 48 months	Demonstrates understanding that letters or other linguistic characters (for example, Chinese hanzi) are a distinct kind of symbol that can be read to convey meaning.	LL-BK.3.D Points to one word and one letter in an unfamiliar text or around the room. LL-BK.3.E Identifies basic elements of print, like spaces between words or punctuation at the end of a sentence (period, exclamation mark, question mark).
L.EL.5: Develops ability to recognize highly familiar text and a few letters.	Older Toddlers around 36 months	Recognizes, with modeling and support, highly familiar print in the environment (for example, their own name, product logos, STOP signs).	LL-BK.3.AA Identifies familiar images or logos in environmental print.
L.EL.5: Develops ability to recognize highly familiar text and a few letters.	Pre-K3 around 48 months	Names a few letters of the alphabet with adult modeling and support.	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.
L.EL.6: Develops an understanding of the sounds that make up words (phonological awareness).	Pre-K3 around 48 months	Recognizes similarities in the sounds of words, such as noticing rhyming sounds or matching words that have the same first sound, with adult support.	LL-PA.3.B Listens to and fills in the missing rhyming word from a familiar song, poem, rhyme, fingerplay, or story. For example, "Twinkle, twinkle little star. How I wonder what you ____." LL-PA.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.4.A Identifies the initial consonant sounds in familiar words (no blends and digraphs). LL-PA.4.B Identifies if a pair of given words have the same initial consonant sound with picture support (no blends or digraphs). LL-PA.4.C Produces words that have the same initial sound when given a consonant sound.

L: LANGUAGE AND LITERACY

L.EL: EARLY LITERACY

Standard	Age	Description	Every Child Ready Standard(s)
L.EL.7: Draws or writes marks with increasing control.	Older Toddlers around 36 months	Scribbles with greater control and draws lines, circle-like shapes, or other deliberate marks. The child grasps the writing tool using all five fingers pointed downward toward the tip of the utensil and uses whole-arm movements.	LL-WR.3.AA When asked to write their name, scribbles and makes marks on page. These may be continuous lines or separate shapes. The shapes may include dots, circles, or lines. LL-WR.4.AA Makes any mark on paper. LL-WR.4.A Scribbles and makes marks on page. These may be continuous lines or separate shapes. The shapes may include dots, circles, or lines. LL-WR.5.AA Scribbles and makes marks on paper. PD.3.AA Uses crayons or markers with some coordination. PD.3.A Draws vertical and horizontal lines with a model using a fistful grasp.
L.EL.7: Draws or writes marks with increasing control.	Pre-K3 around 48 months	Produces or copies lines or approximations of letters or characters. Their letters or characters may not be recognizable (for example, may appear as squiggles). With adult support, the child uses a modified three- or fourfinger grasp near the tip of the writing tool and uses forearm movements.	PD.3.C Copies simple designs such as a picture of a person that includes a head, body, arms, and legs. 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. LL-WR.4.B Writes letter-like forms and makes marks on page that look like conventional shapes or mock letters. LL-WR.4.C Writes letter-like symbols in strings. May leave spaces between symbols to indicate words.
L.EL.8: Makes marks or scribbles on paper with the intention to convey meaning.	Older Toddlers around 36 months	Makes marks intended to represent a person, object, concept, or letters/ numbers, even if the image produced is not recognizable to an adult.	LL-WR.4.B Writes letter-like forms and makes marks on page that look like conventional shapes or mock letters. LL-WR.4.C Writes letter-like symbols in strings. May leave spaces between symbols to indicate words. PD.3.B With teacher modeling, draws circles, squares, and crosses. PD.3.C Copies simple designs such as a picture of a person that includes a head, body, arms, and legs. LL-WR.2.A Draws and/or writes to represent, express, or communicate interests. LL-WR.3.A When asked to write their name, child writes letter-like forms. Child makes marks on page that look like conventional shapes or mock letters.

L: LANGUAGE AND LITERACY

L.EL: EARLY LITERACY

Standard	Age	Description	Every Child Ready Standard(s)
L.EL.8: Makes marks or scribbles on paper with the intention to convey meaning.	Pre-K3 around 48 months	Uses drawings and early attempts at writing alphabet letters along with an explanation to convey meaning, demonstrating an understanding of the difference between the drawings and letters.	LL-WR.3.B Writes at least one recognizable letter from their name. The letter may be backward, reversed, or poorly formed and recognized only in context. LL-WR.3.C Writes uppercase or lowercase letters that correspond to at least half of the letters in their name. Letters may be backward, reversed, or poorly formed and recognized only in context. LL-WR.4.D Writes random recognizable letters in a row with spaces in between. Letters may be backward, reversed, or poorly formed and recognized only in context. LL-WR.4.E Forms correct, intentional, and recognizable letters on the page when writing. LL-WR.2.B Draws and/or writes to represent and describe an object, event, or observation.

C: EARLY COGNITION AND STEAM

C.GCD: GENERAL COGNITIVE DEVELOPMENT

Standard	Age	Description	Every Child Ready Standard(s)
C.GCD.1: Develops the ability to store, recall, and share information about people, objects, and previous experiences.	Older Toddlers around 36 months	Remembers information over an extended period of time with more detail.	ATL.9.AA Recalls simple information from familiar environments (e.g., knows where some classroom materials are kept, or remembers names of classmates). ATL.9.A Recalls one to two pieces of new and relevant information about their lived experiences (e.g., shares two things they did that day, recalls two toys that were in Dramatic Play).
C.GCD.1: Develops the ability to store, recall, and share information about people, objects, and previous experiences.	Pre-K3 around 48 months	Communicates about past experiences. Uses time-related vocabulary (for example, before, yesterday, morning) when trying to describe when things happen.	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). M-M.2.C Demonstrates understanding of passage of time within one day, such as understanding morning, afternoon, earlier, later.

C: EARLY COGNITION AND STEAM

C.GCD: GENERAL COGNITIVE DEVELOPMENT

Standard	Age	Description	Every Child Ready Standard(s)
C.GCD.2: Uses memories to anticipate what will happen and engages in more complex actions.	Older Toddlers around 36 months	Anticipates a series of steps in a routine and remembers how to complete all steps of the routine.	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). ATL.9.B Identifies and anticipates materials and expectations needed for everyday and routine activities. PD.4.A With teacher guidance, follows self-care and hygiene routines. PD.4.B Demonstrates understanding of self-care and hygiene routines and begins to initiate.
C.GCD.2: Uses memories to anticipate what will happen and engages in more complex actions.	Pre-K3 around 48 months	Recreates a series of steps from a familiar activity or routine, or even from books or stories.	M-M.2.D Demonstrates the understanding of weekly routines (e.g., specials, home days, school days). 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). PD.4.C Completes self-care and hygiene routines with minimal assistance. PD.4.D Independently completes self-care and hygiene routines.
C.GCD.3: Observes people and imitates their behaviors, sounds, or words.	Older Toddlers around 36 months	Imitates actions involving multiple parts. Imitates words or gestures in order to communicate.	ATL.1.A Plays simple games and copies the play of others. LL-LC.4.AA Communicates with peers and teachers using nonverbal gestures like pointing, shrugging shoulders, or giving a thumbs-up. LL-NC.3.A Describes one event from a familiar narrative using visuals or gestures.
C.GCD.3: Observes people and imitates their behaviors, sounds, or words.	Pre-K3 around 48 months	Imitates complex actions and behaviors involving multiple steps to solve problems and achieve goals.	ATL.1.C Engages in individual verbal or nonverbal imaginative play or role-play. ATL.1.D Carries out familiar roles during individual or collaborative role-play. PD.3.C Copies simple designs such as a picture of a person that includes a head, body, arms, and legs.

C: EARLY COGNITION AND STEAM

C.GCD: GENERAL COGNITIVE DEVELOPMENT

Standard	Age	Description	Every Child Ready Standard(s)
C.GCD.4: Develops an understanding that certain objects, actions, or symbols can represent other objects or actions.	Older Toddlers around 36 months	Engages in pretend play involving several ordered steps and assigned roles. Uses objects flexibly so that one object can represent multiple other objects (for example, a block becomes a car, then a cookie). Engages in pretend play by imagining an object without needing any concrete object present (for example, pretending to hold an invisible phone).	ATL.1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play). C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.
C.GCD.4: Develops an understanding that certain objects, actions, or symbols can represent other objects or actions.	Pre-K3 around 48 months	Develops an understanding of symbols and how they can be used to represent objects, actions, or ideas.	ATL.1.C Engages in individual verbal or nonverbal imaginative play or role-play. C-ARTS.2.D Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play C-ARTS.2.E Continues an originally created scenario over the course of several play periods. Collaborates with others to carry out dramatic play and assumed roles. LL-WR.2.A Draws and/or writes to represent, express, or communicate interests. LL-WR.2.B Draws and/or writes to represent and describe an object, event, or observation. LL-WR.2.C Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme. LL-BK.3.AA Identifies familiar images or logos in environmental print.

C: EARLY COGNITION AND STEAM

C.MT: MATHEMATICS

Standard	Age	Description	Every Child Ready Standard(s)
C.MT.1: Develops a sense of numbers and demonstrates some basic knowledge of counting.	Older Toddlers around 36 months	Uses number words to refer to numbers or quantity. Recites part of the number list or count small sets of objects but frequently makes mistakes.	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.2.AA Nonverbally or verbally matches 1–3 real objects or pictures that are the same or different. M-NC.2.A Says numbers in order while matching each number word to each object when counting from 1–3.

C: EARLY COGNITION AND STEAM

C.MT: MATHEMATICS

Standard	Age	Description	Every Child Ready Standard(s)
C.MT.1: Develops a sense of numbers and demonstrates some basic knowledge of counting.	Pre-K3 around 48 months	Recites the number list to ten with increasing accuracy. Shows an emerging understanding that numbers represent "how many," and uses one-to-one correspondence to count small sets.	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. M-NC.2.B Says numbers in order, matching each number word to each object when counting from 1–5. M-NC.2.C Says numbers in order, matching each number word to each object when counting from 1–7. M-NC.2.D Says numbers in order, matching each number word to each object when counting from 1–10. M-NC.3.B Creates sets of 0–5 and begins to use cardinality to identify the last number counted.
C.MT.2: Develops spatial understanding and explores how objects and their own bodies move and fit in space.	Older Toddlers around 36 months	Understands and uses some spatial vocabulary to describe the position (for example, under, in, on) or direction (for example, up, down) of an object. Predicts how objects interact or move through space.	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.
C.MT.2: Develops spatial understanding and explores how objects and their own bodies move and fit in space.	Pre-K3 around 48 months	Demonstrates increased understanding of spatial vocabulary to describe the relative position of objects and people in space (for example, above, below, next to, behind). Follows spatial directions involving their own body.	M-GS.3.B Demonstrates understanding of proximity terms (e.g., "beside," "between," "above," "below") by using gestures or objects. M-GS.3.C Demonstrates understanding of frame of reference terms (e.g., "in back of," "in front of," "behind") by using gestures or objects. 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.
C.MT.3: Identifies and recognizes a few basic shapes.	Older Toddlers around 36 months	Recognizes and matches simple shapes (for example, circles, squares, triangles) especially if they are the same size.	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). M-GS.1.B Verbally or nonverbally identifies at least five common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle).

C: EARLY COGNITION AND STEAM

C.MT: MATHEMATICS

Standard	Age	Description	Every Child Ready Standard(s)
C.MT.3: Identifies and recognizes a few basic shapes.	Pre-K3 around 48 months	Recognizes, matches, and names simple shapes varying in size (for example, circles, squares, triangles).	M-GS.1.D Verbally or nonverbally identifies two-dimensional shapes in the environment or in books. 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.
C.MT.4: Explores the similarities and differences between objects and compares, sorts, and creates simple patterns with objects.	Older Toddlers around 36 months	Sorts objects into two or more groups based on one property such as shape, color, size, or their function, though sometimes inaccurately.	M-PFA.1.AA Matches one item that is similar to a given group with a provided example. M-PFA.1.A Sorts and groups objects based on one attribute such as visual features like color, size, or shape.
C.MT.4: Explores the similarities and differences between objects and compares, sorts, and creates simple patterns with objects.	Pre-K3 around 48 months	Sorts objects into two or more groups based on one property such as shape, color, size, or their function with increasing accuracy. Notices and creates simple patterns.	M-PFA.1.A Sorts and groups objects based on one attribute such as visual features like color, size, or shape. M-PFA.1.B Sorts and groups pictures of objects based on one attribute such as visual features like color, size, or shape. M-PFA.1.C Sorts and groups objects based on more complex attributes such as function or category. M-PFA.3.A Uses objects, rhythm, or movement to copy simple AB patterns. M-PFA.3.B Uses objects, rhythm, or movement to copy and extend simple AB patterns.
C.MT.5: Demonstrates some knowledge of the measurable properties of objects such as size, length, and weight.	Older Toddlers around 36 months	Understands and uses some words to describe the measurable properties of objects such as size and length (for example, big, little, long).	M-M.1.AA Demonstrates understanding of length terms (i.e., "longer," "shorter") using gestures or objects. M-M.1.A Demonstrates understanding of length terms (i.e., "longer," "shorter") and height terms (i.e., "taller," "shorter") using gestures or objects.

C: EARLY COGNITION AND STEAM

C.MT: MATHEMATICS

Standard	Age	Description	Every Child Ready Standard(s)
C.MT.5: Demonstrates some knowledge of the measurable properties of objects such as size, length, and weight.	Pre-K3 around 48 months	Understands and uses words to describe differences in size, length, or weight of objects (for example, bigger, longer, heavier). With adult support, compares and orders objects by size or length.	M-M.1.B Demonstrates understanding of length terms (i.e., "longer," "shorter"), height terms (i.e., "taller," "shorter"), volume terms (i.e., "more," "less"), and weight terms (i.e., "heavier," "lighter") using gestures or objects. M-M.1.C Uses nonstandard units to measure objects by filling, covering, or matching, like when answering "How many scoops of sand fill a container?" 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?" M-PFA.2.AA Correctly orders or stacks at least five rings, nesting cups, boxes, or other toys. M-PFA.2.A Orders up to two objects by one attribute, such as size, shades of color, texture, or sound, using comparative language. M-PFA.2.B Orders up to three objects by one attribute, such as size, shades of color, texture, or sound, using comparative language. M-PFA.2.C Orders up to five objects by one attribute, such as size, shades of color, texture, or sound, using comparative language.

C: EARLY COGNITION AND STEAM

C.STE: SCIENCE, TECHNOLOGY AND ENGINEERING

Standard	Age	Description	Every Child Ready Standard(s)
C.STE.1: Demonstrates curiosity about the world through exploration and investigation of physical objects and materials.	Older Toddlers around 36 months	Seeks information through explorations with objects, observations, and by asking others. Uses trial and error to investigate objects and events.	ATL.3.AA Exhibits curiosity and interest in activities and materials. Repeats preferred activities. ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work. 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). SC-SP.1.AA Uses senses to observe the environment. SC-SP.1.A With teacher guidance, participates in activities to formulate simple science-oriented questions based on observations. SC-SP.2.A Participates in simple explorations and experiments based on a teacher-led inquiry and prior knowledge.

C: EARLY COGNITION AND STEAM

C.STE: SCIENCE, TECHNOLOGY AND ENGINEERING

Standard	Age	Description	Every Child Ready Standard(s)
C.STE.1: Demonstrates curiosity about the world through exploration and investigation of physical objects and materials.	Pre-K3 around 48 months	Asks simple questions, makes predictions, and engages in sustained explorations and investigations of objects and events. Explains or describes observations.	SC-SP.1.C With teacher guidance, begins to formulate own questions based on observations. SC-SP.1.D Formulates own science-oriented questions based on observations. SC-SP.1.E With teacher guidance, uses formulated science-oriented questions to plan simple explorations or experiments. SC-SP.2.B Participates in teacher-led explorations and experiments and uses prior knowledge to make predictions. SC-SP.2.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 Explains rationale for predictions and hypotheses, and compares findings with predictions and hypotheses.
C.STE.2: Develops an understanding of the causes and effects of actions and events.	Older Toddlers around 36 months	Predicts outcomes of actions or events and identifies what caused something to happen.	SC-SP.1.B Observes and describes cause and effect. SC-SP.3.A With teacher guidance, participates in recording scientific observations and data.
C.STE.2: Develops an understanding of the causes and effects of actions and events.	Pre-K3 around 48 months	Asks questions about why things happen. Explains the impact of specific actions on objects and events.	SC-SP.1.C With teacher guidance, begins to formulate own questions based on observations. SC-SP.1.D Formulates own science-oriented questions based on observations. SC-LES.2.D Discusses the effects of changes in weather, such as growing different crops or wearing different clothing. SC-LES.1.C Compares and contrasts the natural world and the human-made world, such as the wind provides a breeze outside and so does a fan. SC-LES.1.D Describes how humans affect their environment in positive and negative ways, such as recycling, planting trees, litter, and pollution. SC-LES.1.E Discusses how natural elements like wind and water have an impact on the natural world through a variety of processes, such as erosion. SC-LES.3.D Compares and contrasts Earth and space, such as people can breathe on Earth but not in space. SC-LES.4.D Observes and describes habitats and life cycles. SC-LES.4.E Describes and discusses the relationship between humans and animals.

C: EARLY COGNITION AND STEAM

C.STE: SCIENCE, TECHNOLOGY AND ENGINEERING

Standard	Age	Description	Every Child Ready Standard(s)
C.STE.3: Explores the characteristics of the natural world, including living things, earth materials, the weather, and objects in the sky.	Older Toddlers around 36 months	Explores and makes observations about familiar objects, living things (plants and animals), and materials. Makes observations about the weather and about objects in the sky (sun, moon, stars, and clouds).	SC-LES.1.AA Notices and looks at the natural world around them. SC-LES.2.AA Uses senses to observe and respond to changes in the weather. SC-LES.3.AA Points to and observes the sky. SC-LES.3.A Identifies objects in the sky, such as clouds, sun, moon, or stars. SC-LES.4.AA Points to and observes animals in the environment. SC-LES.5.AA Points to and observes plants in the environment. SC-P.1.AA Uses senses to explore the colors and textures of materials and objects in the environment. SC-P.2.AA Identifies light and dark and explores shadows and reflections. SC-P.3.AA Recognizes and explores water in its liquid form. SC-P.4.AA Explores the motion of objects by pushing and pulling objects and identifies whether an object is stationary or moving.
C.STE.3: Explores the characteristics of the natural world, including living things, earth materials, the weather, and objects in the sky.	Pre-K3 around 48 months	Describes the needs of living things and how living things (plants and animals) change over time, the properties of materials and objects, and how the weather and objects in the sky (sun, moon, stars, and clouds) appear to move and change.	SC-LES.1.A Identifies different elements of nature, such as rocks, water, air, and leaves. SC-LES.1.B Demonstrates understanding of the difference between living and nonliving things. SC-LES.2.A Identifies different types of weather, such as sunny, rainy, cloudy, or snowy. SC-LES.2.B Identifies seasons and observes and describes patterns and changes in the weather. SC-LES.2.C Compares and contrasts the different seasons. SC-LES.3.B Describes and discusses objects in the sky, such as clouds, sun, moon, or stars. SC-LES.3.C Develops basic understanding about space, such as Earth is a planet and there are other planets. SC-LES.4.B Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features. SC-LES.5.B Identifies that plants are living and identifies characteristics and features of plants. SC-LES.5.C Identifies that plants are living and describes the needs of plants. SC-LES.5.D Observes and describes plant habitats and life cycles. SC-LES.5.E Describes and discusses ways that plants impact living things and the environment and how humans can impact plants.

C: EARLY COGNITION AND STEAM

C.STE: SCIENCE, TECHNOLOGY AND ENGINEERING

Standard	Age	Description	Every Child Ready Standard(s)
C.STE.4: Takes action, uses tools, and carries out solutions to achieve goals or solve problems.	Older Toddlers around 36 months	Uses prior experience with a situation to reach goals or solve problems that are increasingly challenging. Uses tools and asks for help when needed.	ATL.8.A With one to one adult support, completes steps of a simple task or project (two to three steps). ATL.8.B Uses adult-created organization tools to complete steps of a simple task or project. ATL.8.C With adult support, creates a goal for an activity and follows a simple plan. ATL.4.B Verbally or nonverbally demonstrates an understanding of accomplishing a task. May verbally explain work product.
C.STE.4: Takes action, uses tools, and carries out solutions to achieve goals or solve problems.	Pre-K3 around 48 months	With adult support, designs and tests solutions for solving a problem or reaching a goal using a sequence of multiple steps and a variety of tools. Collaborates with peers and adults to plan and carry out solutions.	ATL.8.C With adult support, creates a goal for an activity and follows a simple plan. ATL.8.D Creates and follows through with simple plans independently. ATL.8.E Plans simple steps for future activity goal. ATL.4.C Monitors the completion of a task and identifies preferred elements of a work product or task. ATL.4.D Assesses or reflects upon activity or task outcome or product. ATL.4.E Assesses tasks and makes adjustments to strategies for updates or revisions. 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.

C: EARLY COGNITION AND STEAM

C.A: ARTS

Standard	Age	Description	Every Child Ready Standard(s)
C.A.1: Demonstrates interest in and increasing capacity to create visual art.	Older Toddlers around 36 months	Creates drawings and paintings and experiments with three-dimensional art (for example, collages, sculptures) using a variety of materials. Sometimes creates with the intention to represent objects, people, or scenes, although their representations may not be recognizable.	C-ARTS.3.AA Freely explores a variety of art materials and tools for sensory exploration. C-ARTS.3.A Expresses self using a variety of art materials and tools. C-ARTS.3.B Creates drawings, paintings, and models with an increasing level of detail.

C: EARLY COGNITION AND STEAM

C.A: ARTS

Standard	Age	Description	Every Child Ready Standard(s)
C.A.1: Demonstrates interest in and increasing capacity to create visual art.	Pre-K3 around 48 months	Creates drawings and paintings using controlled lines and three-dimensional forms using a variety of materials. Demonstrates the ability to create a few basic representations of objects, people, or scenes.	C-ARTS.3.C Explores and creates art using different techniques, such as dot art, mixed media collages, and clay. C-ARTS.3.D Plans for and creates art using preferred art materials, tools, and techniques. C-ARTS.3.E Reviews their original art and makes changes to the final product.
C.A.2: Demonstrates interest in and increased capacity to explore, create, and respond to vocal and instrumental music.	Older Toddlers around 36 months	Engages in extended exploration of vocal and instrumental music, responding to tempo (speed) and dynamics (loudness).	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.
C.A.2: Demonstrates interest in and increased capacity to explore, create, and respond to vocal and instrumental music.	Pre-K3 around 48 months	Demonstrates increased vocal and physical control when exploring and responding to rhythm, tempo (speed), and dynamics (loudness). Produce simple rhythms and short tunes using objects, instruments, or voices.	C-ARTS.4.C Recognizes differences between a variety of music activities with different tempos, genres, and rhythms. C-ARTS.4.D Uses their voice or an instrument to express themselves and copy simple tempos. C-ARTS.4.E Creates and performs original music or songs for others.
C.A.3: Develops the ability to engage in role-play.	Older Toddlers around 36 months	Engages in simple pretend play by themselves or with others.	C-ARTS.2.AA Engages briefly in, or observes others in, dramatic play. C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions. C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play. ATL.1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play). ATL.1.C Engages in individual verbal or nonverbal imaginative play or role-play.
C.A.3: Develops the ability to engage in role-play.	Pre-K3 around 48 months	Engages in role-play*, acting out characters or scenes by themselves or with others using a few simple gestures, expressions, and props to convey emotions or characteristics.	C-ARTS.2.C Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play. C-ARTS.2.D Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play. C-ARTS.2.E Continues an originally created scenario over the course of several play periods. Collaborates with others to carry out dramatic play and assumed roles. ATL.1.D Carries out familiar roles during individual or collaborative role-play. ATL.1.E Coordinates roles and carries out more complex stories during role-play.

P: PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT

P.PS: PERCEPTION AND SENSORY INTEGRATION

Standard	Age	Description	Every Child Ready Standard(s)
P.PS.1: Uses and integrates information from the senses to explore and learn about objects, people, and experiences and to navigate own movement and actions.	Older Toddlers around 36 months	Coordinates information across senses and adjusts their interactions with objects and materials to successfully accomplish a goal in play or daily routines.	SC-P.1.AA Uses senses to explore the colors and textures of materials and objects in the environment. SC-P.1.A Uses senses to identify physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on. ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work.
P.PS.1: Uses and integrates information from the senses to explore and learn about objects, people, and experiences and to navigate own movement and actions.	Pre-K3 around 48 months	Integrates information across all the senses and uses perceptual information about objects and their own body in space to problem-solve and accomplish increasingly complex behaviors.	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. ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own.

P: PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT

P.GM: GROSS MOTOR

Standard	Age	Description	Every Child Ready Standard(s)
P.GM.1: Demonstrates increased control and movement of the body using large muscles (involving the use of head, trunk, legs, and arms).	Older Toddlers around 36 months	Coordinates and controls large muscles to move and explore in a greater variety of ways.	PD.1.AA Sits down and stands up with control. Moves body in a variety of ways such as walking, running, and galloping. Walks up and down the stairs with assistance. Throws balls and attempts to kick balls. PD.1.A Begins to develop balance and coordination in gross motor movements, such as moving arms and legs together to climb, push, or pull. Jumps with two feet. PD.1.B Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet. 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.

P: PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT

P.GM: GROSS MOTOR

Standard	Age	Description	Every Child Ready Standard(s)
P.GM.1: Demonstrates increased control and movement of the body using large muscles (involving the use of head, trunk, legs, and arms).	Pre-K3 around 48 months	Moves with ease and has greater balance and coordination of large muscles to accomplish complex movements.	PD.1.C Begins to coordinate upper and lower body, such as when riding a scooter or pedaling a bicycle or tricycle. Kicks and throws forward toward another person or target. PD.1.D Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements. PD.1.E Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target.
P.GM.2: Use large muscles and whole-body movements to explore their environment and interact with others.	Older Toddlers around 36 months	Combines a variety of whole-body movements to initiate play with others.	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. PD.1.AA Sits down and stands up with control. Moves body in a variety of ways such as walking, running, and galloping. Walks up and down the stairs with assistance. Throws balls and attempts to kick balls. PD.1.A Begins to develop balance and coordination in gross motor movements, such as moving arms and legs together to climb, push, or pull. Jumps with two feet. PD.1.B Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet.
P.GM.2: Use large muscles and whole-body movements to explore their environment and interact with others.	Pre-K3 around 48 months	Coordinates a variety of complex whole-body movements as part of play and interactions with others (for example, dancing) and in navigating more challenging environments.	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. PD.1.C Begins to coordinate upper and lower body, such as when riding a scooter or pedaling a bicycle or tricycle. Kicks and throws forward toward another person or target. PD.1.D Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements. PD.1.E Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target.

P: PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT

P.FM: FINE MOTOR

Standard	Age	Description	Every Child Ready Standard(s)
P.FM.1: Demonstrates increased control and coordination of small muscles in the hands and fingers to allow for more precise actions on objects.	Older Toddlers around 36 months	Coordinates both hands to act on objects in complex ways to accomplish a variety of everyday activities (for example, eating, building, painting, or making crafts).	PD.2.AA Uses two hands to hold containers. Stacks objects, such as blocks, with coordination. PD.2.A Uses hands and fingers to complete a variety of tasks, such as opening drawers and cabinets. PD.2.B Uses hands, wrists, and fingers to complete a variety of tasks such as pouring, scooping, opening lids to easy-to-open jars, and simple puzzles.
P.FM.1: Demonstrates increased control and coordination of small muscles in the hands and fingers to allow for more precise actions on objects.	Pre-K3 around 48 months	Demonstrates highly precise, refined, and coordinated use of fingers to accomplish everyday activities.	PD.2.C Begins to use refined hand movements such as using blunt scissors, buttoning large buttons, and connecting small toys, such as linking cubes or blocks. PD.2.D Demonstrates controlled fine motor movements in a variety of ways such as cutting along lines with accuracy. PD.2.E Uses precise hand movements to complete a variety of activities such as building using small blocks, completing lacing cards, and cutting out simple shapes with accuracy.
P.FM.2: Uses tools as a way to extend the abilities of their body and accomplish goals more efficiently.	Older Toddlers around 36 months	Adapts to using a wider variety of tools (for example, a fork, a bucket, a shovel) to complete tasks with more precision.	PD.3.AA Uses crayons or markers with some coordination. 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.FM.2: Uses tools as a way to extend the abilities of their body and accomplish goals more efficiently.	Pre-K3 around 48 months	Uses tools to attempt to accomplish tasks that require careful attention to detail.	PD.3.D Begins to use a tripod grasp when writing and copies complex designs. PD.3.E Consistently uses a tripod grasp when writing and copies and creates complex designs. PD.2.E Uses precise hand movements to complete a variety of activities such as building using small blocks, stringing lacing beads, and cutting out simple shapes with accuracy.

P: PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT

P.RH: DAILY ROUTINES, HEALTH & NUTRITION

Standard	Age	Description	Every Child Ready Standard(s)
P.RH.1: Develops increasing independence around daily routines and self-care.	Older Toddlers around 36 months	Consistently demonstrates some autonomy and ability to cooperate during self-care and needs less help during daily routines.	PD.4.AA Begins to recognize and accept help in self-care and hygiene routines. PD.4.A With teacher guidance, follows self-care and hygiene routines. PD.4.B Demonstrates understanding of self-care and hygiene routines and begins to initiate.
P.RH.1: Develops increasing independence around daily routines and self-care.	Pre-K3 around 48 months	Engages in routine self-care, such as trips to the bathroom, dressing and undressing, and toothbrushing, with limited help.	PD.4.C Completes self-care and hygiene routines with minimal assistance. PD.4.D Independently completes self-care and hygiene routines. PD.4.E Understands and describes the importance of self-care and hygiene routines.
P.RH.2: Shows an interest in healthy eating habits and nutritious food.	Older Toddlers around 36 months	Shows food preferences, including favorite foods, and picks between two foods when offered. Note that children may refuse to eat certain foods, even if they have eaten those foods in the past.	PD.5.AA Uses senses to experience a variety of food during mealtimes. PD.5.A Recognizes and identifies a variety of different food. PD.5.B Demonstrates understanding of types of food and preferences.
P.RH.2: Shows an interest in healthy eating habits and nutritious food.	Pre-K3 around 48 months	Eats a variety of foods and demonstrates understanding that eating different types of food will help their body grow and be healthy.	PD.5.C Begins to understand how eating a variety of foods and proper hydration helps the body grow and be healthy. PD.5.D Demonstrates understanding and categorizes different food types such as vegetables, fruit, grains, protein, and dairy. PD.5.E Understands and describes different foods and how they give our bodies nutrients and energy.

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



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