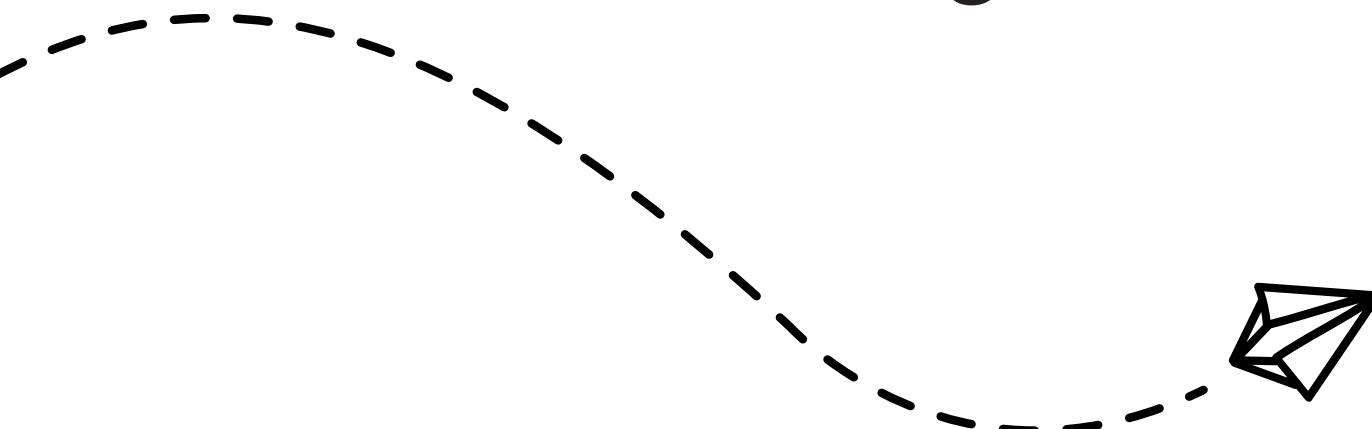


Every Child Ready Standards & Michigan Early Standards of Quality Alignment



Every Child Ready Standards & Michigan Early Standards of Quality Alignment



APPROACHES TO PLAY AND LEARNING

GOAL 1 CURIOSITY AND FLEXIBILITY

Indicator	Age	Observable Behaviors	Every Child Ready Standard(s)
1a. Use play to interpret and understand the world around them.	3 years	<ul style="list-style-type: none"> Use felt pieces to recreate a story told by an adult. Play "house" or other pretend games alongside other children. 	ATL.1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play). ATL.1.C Engages in individual verbal or nonverbal imaginative play or role-play. ATL.2.A Engages in activities next to peers using shared materials (parallel play). C-ARTS.2.AA Engages briefly in, or observes others in, dramatic play.
1a. Use play to interpret and understand the world around them.	4 years	<ul style="list-style-type: none"> Pretend to be a firefighter when playing with dramatic play props. Ask other children to join them in pretend play. Use props as part of pretend 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.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. 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).
1b. Explore, investigate, and ask questions about the world around them.	3 years	<ul style="list-style-type: none"> Watch the ants move around in an ant farm. Throw a ball straight down at the sidewalk to see how high it will bounce. Mix colors together when painting and notice how the colors change. Ask a familiar adult why another child is crying. 	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. SC-SP.1.AA Uses senses to observe the environment.
1b. Explore, investigate, and ask questions about the world around them.	4 year	<ul style="list-style-type: none"> Try using blocks of different sizes to balance a scale. Use twigs and rocks to build a small structure. Ask questions about their observations, and other things that interest them, such as "Why are the leaves yellow?" and "Why don't you like to eat oranges?" 	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. 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.

APPROACHES TO PLAY AND LEARNING

GOAL 1 CURIOSITY AND FLEXIBILITY

Indicator	Age	Observable Behaviors	Every Child Ready Standard(s)
1c. Reconstruct their ideas about the world around them based on new thoughts and information.	3 years	<ul style="list-style-type: none"> Repeat or copy friends' words and actions. Notice that someone has changed their hair cut or color and tell others about it. Try a new food they're hesitant about it and discover they like it. 	ATL.1.A Plays simple games and copies the play of others. SC-SP.1.AA Uses senses to observe the environment. ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own.
1c. Reconstruct their ideas about the world around them based on new thoughts and information.	4 years	<ul style="list-style-type: none"> Discuss and compare the ways their family is the same as and different from others. "I have two sisters, but you only have one." Watch seeds grow into plants. When looking at pictures of everyone's families, ask another child, "Is that your dad in that picture? This is a picture of my mom!" Adapt their behaviors based on the setting and situation – such as being quiet in a library or running on the playground. 	SC-SP.1.B Observes and describes cause and effect. SC-SP.1.C With teacher guidance, begins to formulate own questions based on observations. ATL.5.C Adjusts to changes in the environment or schedule with adult guidance and advance warning.

APPROACHES TO PLAY AND LEARNING

GOAL 2 PLAY AND IMAGINATION

Indicator	Age	Observable Behaviors	Every Child Ready Standard(s)
2a. Initiate, join, and take turns in play with others.	3 years	<ul style="list-style-type: none"> Play with blocks "with" another child, but without coordinating what they are each building. Wait for their turn in a line to go down the slide. Begin to show preferences in who they play with. 	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.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.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).

APPROACHES TO PLAY AND LEARNING

GOAL 2 PLAY AND IMAGINATION

Indicator	Age	Observable Behaviors	Every Child Ready Standard(s)
2a. Initiate, join, and take turns in play with others.	4 year	<ul style="list-style-type: none"> Invite other children to join in pretend play or games. Accept invitations from other children to join in their games and pretend play. Play a simple board game with other children. Wait until a timer goes off to signal their turn at the computer. Pass dishes during a family-style meal and wait for another child to pour the juice. Follow a suggestion that they will pretend to be superheroes rescuing someone in their outdoor play. 	<p>SE.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).</p> <p>SE.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.</p> <p>SE.5.E Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.</p> <p>ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play).</p> <p>ATL.2.E Establishes rules with peers during play or structured activities (cooperative play).</p>
2b. Demonstrate imagination and creativity in their play.	3 years	<ul style="list-style-type: none"> Complete 3- or 4-piece puzzles. Use yellow and orange paint to paint a picture of how sunny it was yesterday. Sing a song they made up. 	<p>ATL.1.AA Engages in exploratory or sensory play.</p> <p>ATL.1.A Plays simple games and copies the play of others.</p> <p>ATL.1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play).</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>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.4.B Sings a variety of songs within children's vocal range, independently and with others.</p>
2b. Demonstrate imagination and creativity in their play.	4 years	<ul style="list-style-type: none"> Make up stories, songs, and dances. Use a stuffed animal as a "baby" in pretend play. Build a crib out of blocks to use in pretend play. 	<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> <p>ATL.1.E Coordinates roles and carries out more complex stories during role-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.4.D Uses their voice or an instrument to express themselves and copy simple tempos.</p> <p>C-ARTS.4.E Creates and performs original music or songs for others.</p> <p>C-ARTS.1.C Creates short dances or movement sequences.</p> <p>C-ARTS.1.D Leads dances or movement sequences and demonstrates them to others.</p>

APPROACHES TO PLAY AND LEARNING

GOAL 2 PLAY AND IMAGINATION

Indicator	Age	Observable Behaviors	Every Child Ready Standard(s)
2c. Propose and explore possibilities for how things work, what they might do, or what they might be.	3 years	<ul style="list-style-type: none"> Stack blocks to make a tower. Take a connecting-block construction apart and put it back together in a new way. With adult support, predict that a car going down a ramp will go faster than one rolling across a flat floor. 	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. 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.1.B Observes and describes cause and effect.
2c. Propose and explore possibilities for how things work, what they might do, or what they might be.	4 years	<ul style="list-style-type: none"> Suggest that two friends arguing over a toy can take turns with it. Capture a caterpillar to have as a pet. Participate in a discussion about what plants need to grow and draw pictures of the way the seed they planted is growing. Suggest a new ending to a familiar story. 	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. 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.

APPROACHES TO PLAY AND LEARNING

GOAL 3 INITIATIVE, PERSISTENCE, AND PROBLEM-SOLVING

Indicator	Age	Observable Behaviors	Every Child Ready Standard(s)
3a. Express and share their own interests, ideas, or opinions freely	3 years	<ul style="list-style-type: none"> Share stories about what their family did over the weekend. Repeatedly ask for the same story to be read. Ask to use alphabet stamps from the writing area so they can finish their painting. 	SE.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities. LL-BK.1.B Selects and requests that a favorite or familiar book be read by an adult. LL-LC.4.AA Communicates with peers and teachers using nonverbal gestures like pointing, shrugging shoulders, or giving a thumbs-up. LL-LC.4.A Initiates a brief verbal or nonverbal social interaction with adults or peers engaging in a one-way interaction. LL-LC.4.B Initiates or joins conversations and engages in conversational turn-taking with at least one feedback loop using both verbal and nonverbal communication.

APPROACHES TO PLAY AND LEARNING

GOAL 3 INITIATIVE, PERSISTENCE, AND PROBLEM-SOLVING

Indicator	Age	Observable Behaviors	Every Child Ready Standard(s)
3a. Express and share their own interests, ideas, or opinions freely	4 years	<ul style="list-style-type: none"> Bring a favorite book or toy from home to show others. Save a seat for a friend. Show a preference for where to sit during large group time. 	<p>LL-BK.1.E Invites peers to look at books or ask questions about books read by peers.</p> <p>SE.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.</p> <p>LL-LC.4.C Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic.</p> <p>LL-LC.4.D Adds information or appropriately remains on, or changes, topic during a conversation with multiple feedback loops alternating between speaker and listener.</p> <p>LL-LC.4.E Modifies conversations based on the context or listener.</p>
3b. Show an increasing ability to maintain concentration, persist in, and complete a variety of tasks.	3 years	<ul style="list-style-type: none"> Persist in trying to zip their coat. With adult support, work on a puzzle for a short time while other children work on other puzzles. Look for a missing piece in a puzzle and then return to working on the puzzle. 	<p>SE.6.AA Responds to one-on-one support to complete tasks. May attempt or mimic the completion of tasks on own with close support.</p> <p>SE.6.A With explicit adult instruction and modeling, completes a task alongside teacher support.</p> <p>ATL.4.AA Verbally or nonverbally shares activities they are engaging in with a trusted adult.</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> <p>ATL.4.B Verbally or nonverbally demonstrates an understanding of accomplishing a task. May verbally explain work product.</p> <p>ATL.3.AA Exhibits curiosity and interest in activities and materials. Repeats preferred activities.</p> <p>ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work.</p> <p>ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own.</p>
3b. Show an increasing ability to maintain concentration, persist in, and complete a variety of tasks.	4 years	<ul style="list-style-type: none"> Persist in trying to tie their shoe. Continue working on a painting until they are satisfied with the results. Ask an adult to save an activity or project so they can continue working on it later. Retry or attempt a new strategy to rebuild a fallen block tower. Continue working on a puzzle until they are finished, while other children move on to another activity. 	<p>ATL.4.C Monitors the completion of a task and identifies preferred elements of a work product or task.</p> <p>ATL.4.D Assesses or reflects upon activity or task outcome or product.</p> <p>ATL.4.E Assesses tasks and makes adjustments to strategies for updates or revisions.</p> <p>ATL.3.C Asks questions and seeks clarity after attempting a challenging task.</p> <p>ATL.3.D Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed.</p> <p>ATL.3.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance.</p>

APPROACHES TO PLAY AND LEARNING

GOAL 3 INITIATIVE, PERSISTENCE, AND PROBLEM-SOLVING

Indicator	Age	Observable Behaviors	Every Child Ready Standard(s)
3c. Set aside fear of failure when beginning a new or challenging task.	3 years	<ul style="list-style-type: none"> Try to buckle their own car seat. Try to zip their coat or tie their shoe. 	SE.6.C Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers.
3c. Set aside fear of failure when beginning a new or challenging task.	4 years	<ul style="list-style-type: none"> Climb the rock wall on a play structure. 	SE.6.E Seeks out opportunities to complete age-appropriate tasks independently.
3d. Identify when to seek support with a challenging task.	3 years	<ul style="list-style-type: none"> Ask a familiar adult to write their name on their artwork. 	SE.6.B Requests or accepts (verbally or nonverbally) adult support with many tasks.
3d. Identify when to seek support with a challenging task.	4 years	<ul style="list-style-type: none"> Ask a familiar adult to start a new program on the computer. 	SE.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.
3e. Demonstrate a growing capacity to make meaning, find a solution, or figure something out.	3 years	<ul style="list-style-type: none"> Work with other children to complete a floor puzzle. Use a ruler or wand to reach a toy that slid underneath a shelf. 	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.
3e. Demonstrate a growing capacity to make meaning, find a solution, or figure something out.	4 years	<ul style="list-style-type: none"> Actively participate in a large group discussion to create a list of expectations for the learning environment. Begin to use specific strategies to remember and find matches in a memory card game. 	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).

APPROACHES TO PLAY AND LEARNING

GOAL 4 SELF-REGULATION

Indicator	Age	Observable Behaviors	Every Child Ready Standard(s)
4a. Manage the ways they express difficult or strong emotions.	3 years	<ul style="list-style-type: none"> Ask a familiar adult for help in handling another child's actions, such as asking another child to stop doing something. Tell someone to "Stop!" With adult guidance, take deep breaths to calm themselves. 	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.
4a. Manage the ways they express difficult or strong emotions.	4 years	<ul style="list-style-type: none"> Walk away from an upsetting situation. Express frustration by stomping their feet or making a growling sound. Tell someone they are being "mean" or doing something upsetting. With adult reminders, take deep breaths and/or talk through their 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.
4b. Manage their actions and the ways they communicate, increasingly referring to their previous experiences.	3 years	<ul style="list-style-type: none"> Engage in a new activity for a short time before returning to a favorite toy or activity. 	ATL.8.A Self-selects toy, activity, or Center to engage in when provided with choices. ATL.9.B Identifies and anticipates materials and expectations needed for everyday and routine activities.
4b. Manage their actions and the ways they communicate, increasingly referring to their previous experiences.	4 years	<ul style="list-style-type: none"> Participate in a group cooking experience, helping to measure the ingredients and then wait for the food to be ready before getting to taste it. Use a paintbrush for an art project because they remember not liking the texture of the paint on their hands. 	ATL.8.D Creates and follows through with simple plans independently. 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).
4c. Consider another's perspective in their learning and interactions.	3 years	<ul style="list-style-type: none"> Notice and ask questions about differences in physical characteristics. For example: "My skin is dark. Why is Liana's skin so light?" and "Joy has black hair but mine is yellow." 	SE.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.

APPROACHES TO PLAY AND LEARNING

GOAL 4 SELF-REGULATION

Indicator	Age	Observable Behaviors	Every Child Ready Standard(s)
4c. Consider another's perspective in their learning and interactions.	4 years	<ul style="list-style-type: none"> Tell about their own family and cultural traditions and notice differences and similarities when others share their stories. "I have Hanukkah and Devon has Christmas, but we both get presents!" 	<p>SE.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence.</p> <p>SE.3.D Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.</p> <p>SE.3.E Demonstrates strong self-confidence through words or actions including sharing pride and celebrating others in relation to self, family, community, or culture.</p> <p>SOC.1.D Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations.</p> <p>SOC.1.E Explains why it's important to recognize and celebrate differences in families, such as their languages, music, food, or celebrations.</p>

SOCIAL AND EMOTIONAL DEVELOPMENT

GOAL 1 SELF-AWARENESS

Indicator	Age	Observable Behaviors	Every Child Ready Standard(s)
1a. Demonstrate awareness of and recognize the value of their personal traits, including their strengths and interests.	3 years	<ul style="list-style-type: none"> Choose picture books from the library that have main characters who look like them. 	<p>SE.3.AA Responds to own name.</p> <p>SE.3.A With adult support, verbally or nonverbally identifies something about themselves.</p> <p>SE.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.</p> <p>SOC.1.AA Identifies and recognizes self and family members.</p> <p>SOC.1.A Understands family relationships in relation to self.</p> <p>SOC.1.B Discusses the activities or celebrations that their family does together.</p>

SOCIAL AND EMOTIONAL DEVELOPMENT

GOAL 1 SELF-AWARENESS

Indicator	Age	Observable Behaviors	Every Child Ready Standard(s)
1a. Demonstrate awareness of and recognize the value of their personal traits, including their strengths and interests.	4 years	<ul style="list-style-type: none"> Announce successes and accomplishments, such as "Look, I can climb to the top of the slide!" Point out, while a familiar adult reads the book Abuela to the group, that the Spanish words in the story are the same language they speak at home with their family. 	<p>SE.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence.</p> <p>SE.3.D Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.</p> <p>SE.3.E Demonstrates strong self-confidence through words or actions including sharing pride and celebrating others in relation to self, family, community, or culture.</p> <p>SOC.1.C Discusses the importance of their own family and the roles and responsibilities of various individuals in the family.</p> <p>SOC.1.D Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations.</p>
1b. Demonstrate willingness to explore independently and try new things.	3 years	<ul style="list-style-type: none"> Watch other children's play with interest. With encouragement, "join in" with play by sitting down nearby to play with the same objects (such as building their own tower near someone else's construction). Explore new materials or experiences (like a playground structure) with a familiar child or adult. 	<p>ATL.2.AA Observes others in play and participates in an activity next to other children (onlooker/parallel play).</p> <p>ATL.2.A Engages in activities next to peers using shared materials (parallel play).</p> <p>ATL.2.B Plays, works on tasks, or participates in activities with peers with adult prompting (associative play).</p>
1b. Demonstrate willingness to explore independently and try new things.	4 years	<ul style="list-style-type: none"> Join a group of familiar children in playing a new game. With encouragement, introduce themselves to an unfamiliar child and go play with them. 	<p>ATL.2.C Makes cooperative decisions with peers based on adult provided choices (associative play).</p> <p>ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play).</p> <p>SE.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.</p> <p>SE.5.E Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.</p>

SOCIAL AND EMOTIONAL DEVELOPMENT

GOAL 2 SELF-MANAGEMENT

Indicator	Age	Observable Behaviors	Every Child Ready Standard(s)
2a. Express their emotions freely, and begin to identify and manage those emotions, with support from familiar adults.	3 years	<ul style="list-style-type: none"> Continue to express emotions physically or in big ways, such as squealing and twirling in a circle, throwing a toy, or shouting "No!" With adult support, practice using words or signs to express their emotions, needs, and wants. Announce that "He's funny" when laughing at an adult being silly. 	<p>SE.1.AA Verbally or nonverbally expresses basic emotions, such as happy, angry, and sad, while an adult adds emotion labels to that expression.</p> <p>SE.1.A Verbally or nonverbally expresses basic emotions, such as happy, excited, angry, scared, frustrated, and sad, while an adult adds emotion labels to that expression.</p> <p>SE.1.B With adult modeling and visual supports, verbally or nonverbally identifies and labels emotions such as happiness, excitement, anger, fear, and sadness in self.</p> <p>SE.2.AA Coregulates emotion with one-on-one adult support and may take an extended period of time (10–15 minutes) to respond.</p> <p>SE.2.A Coregulates emotion with one-on-one adult support.</p> <p>SE.2.B Accepts offers of adult assistance to engage in coregulation.</p>
2a. Express their emotions freely, and begin to identify and manage those emotions, with support from familiar adults.	4 years	<ul style="list-style-type: none"> Seek out a familiar adult to explain their interpretations of what is happening to cause their emotions. "Billy is being mean to me!" Continue to sometimes express emotions physically, such as knocking down another child's block tower because that child wouldn't let them play. Verbally express what they are feeling. Say, "That was fun!" or "I don't like that," after trying a new activity. With adult support, identify their emotions and use breathing techniques to manage them. 	<p>SE.1.C With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations.</p> <p>SE.1.D Independently verbally or nonverbally names and describes their own emotions.</p> <p>SE.1.E Identifies that they can have different emotions about the same situation.</p> <p>SE.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult.</p> <p>SE.2.D Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance.</p> <p>SE.2.E Supports peers in regulating their emotions through coregulation. Seeks and accepts coregulation assistance when needed.</p>
2b. Demonstrate flexibility and an increasing ability to adapt to changes and setbacks.	3 years	<ul style="list-style-type: none"> Readily cooperate with routines and tasks when provided with the opportunity to make choices throughout their day. Demonstrate an understanding that different settings have different routines and expectations, such as home and school. Show understanding that they can run on the playground but not indoors. Tolerate and enjoy a moderate degree of change, surprises, uncertainty, and potentially puzzling events. Manage transitions and follow routines most of the time. 	<p>ATL.5.AA Stops preferred activities with one on one assistance or coregulation.</p> <p>ATL.5.A Transitions between activities that are part of the routine school day with adult reminders.</p> <p>ATL.5.B Shifts between tasks or activities, including ending preferred activities, with adult support.</p>

SOCIAL AND EMOTIONAL DEVELOPMENT

GOAL 2 SELF-MANAGEMENT

Indicator	Age	Observable Behaviors	Every Child Ready Standard(s)
2b. Demonstrate flexibility and an increasing ability to adapt to changes and setbacks.	4 years	<ul style="list-style-type: none"> With support, retry a difficult task. When a paint stroke spatters across the paper, look to a familiar adult for reassurance, and then with that support, incorporate the spatters into the painting as stars or something else. When it is time to transition from learning centers to lunch, help carry the transition sign around to inform their peers. 	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.

SOCIAL AND EMOTIONAL DEVELOPMENT

GOAL 3 SOCIAL AWARENESS

Indicator	Age	Observable Behaviors	Every Child Ready Standard(s)
3a. Recognize other people's emotions and respond with care, sensitivity, and later empathy.	3 years	<ul style="list-style-type: none"> Recognize and respond to other children's expression of strong feelings, such as laughing when other children are laughing. Notice and label, with increasing accuracy, non-verbal indicators of others' strong feelings, such as "Jalen's mad!" when another child stomps their foot. 	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.4.B With adult prompts, compares their own characteristics and emotions to those of others.
3a. Recognize other people's emotions and respond with care, sensitivity, and later empathy.	4 years	<ul style="list-style-type: none"> Try to predict and identify the cause and/or consequence of others' emotions, such as "My puppy loves me. He barks and wags his tail and licks me when I come home!" Briefly try to help someone who is upset by thinking about that person's specific needs. For example, Donetta is sad, and Francesca gets Donetta's blanket from her cubby to help or goes to tell an adult that Donetta needs help. Notice more subtle expressions of emotion from others, such as recognizing that a child who is standing outside a group of children playing a game might be shy or nervous to join in. 	SE.4.C With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations. SE.4.D With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others. SE.4.E With minimal teacher prompts, demonstrates empathy by providing support for others through assistance or advocacy.



SOCIAL AND EMOTIONAL DEVELOPMENT

GOAL 3 SOCIAL AWARENESS

Indicator	Age	Observable Behaviors	Every Child Ready Standard(s)
3b. Recognize and respond to social cues.	3 years	<ul style="list-style-type: none">Interact with another child who is playing in the block corner alongside them.Understand facial expressions, vocal tone, and physical tension as cues to engage or not engage with another person.Wave someone "toward them" to show them something or seek help.	SE.4.A With adult modeling and one-on-one support, verbally or nonverbally names observable emotions and experiences of others. SE.4.B With adult prompts, compares their own characteristics and emotions to those of others. SE.5.A Engages with peers with teacher modeling and participates in organized group activities. SE.5.B With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).
3b. Recognize and respond to social cues.	4 years	<ul style="list-style-type: none">Comment on what another child is doing.Give a hug to a child who is crying.Begin to play with friends, for example playing games or building together.Talk with other children during snack or mealtime.	SE.4.C With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations. SE.4.D With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others. SE.4.E With minimal teacher prompts, demonstrates empathy by providing support for others through assistance or advocacy. 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.
3c. Demonstrate an understanding that the diverse community of people around them have unique strengths and experiences to share and should be treated with respect.	3 years	<ul style="list-style-type: none">Show increased understanding of their own strengths and interests in contrast to others'. "I'm a good climber!" and "You like purple, but I like green."Describe their interests, ideas, and likes and dislikes when prompted. For example, responding with a color name when a familiar adult asks which colors, they want to play with, or answering a question about their favorite animal.Draw pictures of their family or share a special object related to their family traditions or cultural heritage.	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. 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.

SOCIAL AND EMOTIONAL DEVELOPMENT

GOAL 3 SOCIAL AWARENESS

Indicator	Age	Observable Behaviors	Every Child Ready Standard(s)
3c. Demonstrate an understanding that the diverse community of people around them have unique strengths and experiences to share and should be treated with respect.	4 years	<ul style="list-style-type: none"> Show increased understanding that others have differing interests, thoughts, beliefs, ideas, feelings, and strengths. "Seanan is fast when she runs!" "Miguel likes to play in the kitchen." Begin to differentiate themselves more clearly from others. "My dad doesn't like to fish, but me and my grandpa do." Share a story about a family gathering or otherwise describe their connections to their family and community. 	<p>SE.3.D Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.</p> <p>SE.3.E Demonstrates strong self-confidence through words or actions including sharing pride and celebrating others in relation to self, family, community, or culture.</p> <p>SOC.1.C Discusses the importance of their own family and the roles and responsibilities of various individuals in the family.</p> <p>SOC.1.D Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations.</p> <p>SOC.1.E Explains why it's important to recognize and celebrate differences in families, such as their languages, music, food, or celebrations.</p>

SOCIAL AND EMOTIONAL DEVELOPMENT

GOAL 4 RELATIONSHIP SKILLS

Indicator	Age	Observable Behaviors	Every Child Ready Standard(s)
4a. Demonstrate healthy attachment to and trust in familiar adults in their lives.	3 years	<ul style="list-style-type: none"> Begin to comfortably interact with an increasing number of significant people in their lives beyond families and primary caregivers. Glance back at familiar adults to reassure themselves they are not "alone." 	<p>SE.2.AA Coregulates emotion with one-on-one adult support and may take an extended period of time (10–15 minutes) to respond.</p> <p>SE.2.A Coregulates emotion with one-on-one adult support.</p> <p>SE.2.B Accepts offers of adult assistance to engage in coregulation.</p>
4a. Demonstrate healthy attachment to and trust in familiar adults in their lives.	4 years	<ul style="list-style-type: none"> Look to or ask adults for comfort and help when needed. Seek out affection from familiar adults. 	<p>SE.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult.</p> <p>SE.2.D Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance.</p> <p>SE.2.E Supports peers in regulating their emotions through coregulation. Seeks and accepts coregulation assistance when needed.</p>

SOCIAL AND EMOTIONAL DEVELOPMENT

GOAL 4 RELATIONSHIP SKILLS

Indicator	Age	Observable Behaviors	Every Child Ready Standard(s)
4b. Demonstrate an ability to initiate and sustain interactions and communication with others, primarily in their home language.	3 years	<ul style="list-style-type: none"> Show preference for certain children and greet them by name. Communicate their own ideas and ask for help when needed. Begin engaging in social play by mimicking other children's play, such as when other children are playing a running game, begin to run and check if they've been noticed and included. Enter play by making suggestions for other children's play, such as holding out a lion toy to children building a zoo and saying, "You could put the lion in that one!" Engage in simple cooperative play with others and begin to extend the length of that play. Engage in longer reciprocal (back-and-forth) interactions with adults to talk about their experiences. For example, a child might tell a familiar adult, "I went to the zoo!" and then answer a series of questions about what they saw at the zoo. 	<p>SE.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).</p> <p>ATL.1.A Plays simple games and copies the play of others.</p> <p>ATL.2.C Makes cooperative decisions with peers based on adult provided choices (associative play).</p> <p>LL-LC.4.AA Communicates with peers and teachers using nonverbal gestures like pointing, shrugging shoulders, or giving a thumbs-up.</p> <p>LL-LC.4.A Initiates a brief verbal or nonverbal social interaction with adults or peers engaging in a one-way interaction.</p> <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.1.AA Points to familiar objects, people, body parts, or emotions.</p> <p>LL-LC.1.A Responds to simple requests, such as choosing between objects.</p> <p>LL-LC.1.B Responds to multipart sentences, such as acting out multiple events, following two-step directions, or finding objects based on a description.</p>
4b. Demonstrate an ability to initiate and sustain interactions and communication with others, primarily in their home language.	4 years	<ul style="list-style-type: none"> Play cooperatively with others with increasing intentionality, including making plans with other children about what to play and how (the "rules" of their game or play, for example). Show excitement or relief when they can make themselves understood in their home language. Begin to show interest in the feelings, likes and dislikes, and general wellbeing of familiar adults. Engage in longer interactions with both familiar and new adults, with more back-and-forth communication. Usually respond to requests and directions from familiar adults. 	<p>ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play).</p> <p>ATL.2.E Establishes rules with peers during play or structured activities (cooperative play).</p> <p>SE.5.E 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>LL-LC.4.C Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic.</p> <p>LL-LC.4.D Adds information or appropriately remains on, or changes, topic during a conversation with multiple feedback loops alternating between speaker and listener.</p> <p>LL-LC.4.E Modifies conversations based on the context or listener.</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>

SOCIAL AND EMOTIONAL DEVELOPMENT

GOAL 4 RELATIONSHIP SKILLS

Indicator	Age	Observable Behaviors	Every Child Ready Standard(s)
4c. Develop and maintain deep, caring connections, friendships, and other relationships with people of various cultures, family structures, home languages, racial identities, genders and gender identities, abilities and disabilities, religious beliefs, and socio-economic classes.	3 years	<ul style="list-style-type: none"> Show preferences for playing with specific children. Engage in pretend play that allows them to explore the roles of favorite adults. Spontaneously play alongside or join in play with other children, familiar or unfamiliar. With support and prompting, introduce themselves to unfamiliar children. 	<p>SE.5.AA Mostly engages in play on own, but notices or takes an interest in peer or social situations.</p> <p>SE.5.A Engages with peers with teacher modeling and participates in organized group activities.</p> <p>SE.5.B With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).</p> <p>ATL.2.AA Observes others in play and participates in an activity next to other children (onlooker/parallel play).</p> <p>ATL.2.A Engages in activities next to peers using shared materials (parallel play).</p> <p>ATL.2.B Plays, works on tasks, or participates in activities with peers with adult prompting (associative play).</p> <p>ATL.2.C Makes cooperative decisions with peers based on adult provided choices (associative play).</p>
4c. Develop and maintain deep, caring connections, friendships, and other relationships with people of various cultures, family structures, home languages, racial identities, genders and gender identities, abilities and disabilities, religious beliefs, and socio-economic classes.	4 years	<ul style="list-style-type: none"> Ask other children and familiar adults questions about their families and home lives. Stand on the edge of a group of children they would like to join. Play with the same few children consistently. Engage in play with unfamiliar children and, with reminders, introduce themselves. Ask to play with a new friend again. 	<p>SE.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).</p> <p>SE.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.</p> <p>SE.5.E Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.</p> <p>ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play).</p> <p>ATL.2.E Establishes rules with peers during play or structured activities (cooperative play).</p>
4d. Express disagreement and begin to manage conflict in safe, developmentally appropriate ways.	3 years	<ul style="list-style-type: none"> Continue to express emotions physically or in big ways, such as shouting "No!" when they disagree or don't want to do something. With adult support, practice using words or signs to express their feelings, as well as the reason for a disagreement or conflict, and their ideas for how to resolve the issue. Seek out a familiar adult to help resolve conflicts with other children. Use signs, words and phrases that have been modeled for them, when attempting to resolve conflicts. "I don't like that." 	<p>SE.7.AA Observes or copies an adult modeling a solution to a personal challenge or challenge with others. May communicate discomfort or dysregulation.</p> <p>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.</p> <p>SE.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.</p>

SOCIAL AND EMOTIONAL DEVELOPMENT

GOAL 4 RELATIONSHIP SKILLS

Indicator	Age	Observable Behaviors	Every Child Ready Standard(s)
4d. Express disagreement and begin to manage conflict in safe, developmentally appropriate ways.	4 years	<ul style="list-style-type: none"> Seek out a familiar adult to explain their interpretations of what is happening to cause their emotions. "Billy is being mean to me!" Continue to sometimes express emotions physically, such as knocking down another child's block tower because that child wouldn't let them play. With adult support, identify their big emotions and use breathing techniques to manage them. With adult support and reinforcement, listen to another child's perspective about a conflict, and work together to come up with ideas for a resolution. Suggest ideas to help resolve conflicts. "I'm playing with this doll, but you can have that one." Sometimes take turns or work out other small conflicts with other children. 	<p>SE.7.C When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise).</p> <p>SE.7.D With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise).</p> <p>SE.7.E Independently suggests and chooses an adult-provided solution to a personal challenge or challenge with others (e.g., ask for help, compromise). Supports peers by suggesting solutions.</p>

SOCIAL AND EMOTIONAL DEVELOPMENT

GOAL 5 RESPONSIBLE DECISION-MAKING

Indicator	Age	Observable Behaviors	Every Child Ready Standard(s)
5a. Begin to make choices that reflect their understanding of fairness and unfairness, as well as the boundaries and expectations of various situations.	3 years	<ul style="list-style-type: none"> Point out that they are "allowed" to do something or behave a certain way in another situation – "But Papa says I can!" Inform other children of an expectation they're not following, for example "You can't climb on that!" 	<p>ATL.9.C Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and wants to return, or fell on the slide yesterday, so exercises caution today).</p> <p>SE.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.</p>

SOCIAL AND EMOTIONAL DEVELOPMENT

GOAL 5 RESPONSIBLE DECISION-MAKING

Indicator	Age	Observable Behaviors	Every Child Ready Standard(s)
5a. Begin to make choices that reflect their understanding of fairness and unfairness, as well as the boundaries and expectations of various situations.	4 years	<ul style="list-style-type: none"> Tell a familiar adult when other children aren't following expectations or boundaries, such as "Arisa didn't put the markers away." Expect fairness in all situations. Expresses frustration when boundaries or expectations are not applied consistently – "That's not fair" and "Why can't I do that too?" Question a familiar adult's instructions ("Why do I have to do that?") while another child quietly and immediately complies. 	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). SOC.2.E Shares how their thoughts, opinions, choices, and actions can impact their community.
5b. Show a desire to positively participate in their community (family, learning environment, school, community) through showing care and consideration for others.	3 years	<ul style="list-style-type: none"> Express spontaneous affection–running up to give a hug, for example–to the people with whom they spend a lot of time. Engage with their day-to-day routines with increasing levels of interest, participation, and responsibility, such as taking on the role of "gardener" to water the plants or offering their opinion on which of two story choices they should read as a group. 	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). SOC.1.C Discusses the importance of their own family and the roles and responsibilities of various individuals in the family. SOC.2.B Recognizes their role within the classroom, neighborhood, and community, such as by voting in the classroom or being a member of the soccer team. ATL.5.A Transitions between activities that are part of the routine school day with adult reminders
5b. Show a desire to positively participate in their community (family, learning environment, school, community) through showing care and consideration for others.	4 years	<ul style="list-style-type: none"> Participate in a group discussion to decide on expectations in the learning environment. Repeat the language of a particular expectation when they see another child acting outside that boundary. Follow expectations or boundaries set in varying situations, most of the time. Show increasing comfort in taking on different roles in their environment (e.g., helping others, turning off the water, holding the door). Put their own belongings away with prompting. 	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. SOC.1.C Discusses the importance of their own family and the roles and responsibilities of various individuals in the family. SOC.2.B Recognizes their role within the classroom, neighborhood, and community, such as by voting in the classroom or being a member of the soccer team. 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.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.

PHYSICAL DEVELOPMENT AND HEALTH

GOAL 1 BODY AWARENESS

Indicator	Age	Observable Behaviors	Every Child Ready Standard(s)
1a. Use their senses (hearing, vision, taste, touch, smell) and their voices to perceive and respond to the world around them.	3 years	<ul style="list-style-type: none"> Smell smoke from a bonfire outside and tell a familiar adult about it. Take a drink of milk and recognize that it tastes bad and tell a familiar adult. Feel a bump on their arm and tell a familiar adult it is itchy. Identify smells (like spices or familiar smells) from smelling jars. 	SC-SP.1.AA Uses senses to observe the environment. SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment. SC-P.1.AA Uses senses to explore the colors and textures of materials and objects in the environment. PD.5.AA Uses senses to experience a variety of food during mealtimes.
1a. Use their senses (hearing, vision, taste, touch, smell) and their voices to perceive and respond to the world around them.	4 years	<ul style="list-style-type: none"> Smell food being delivered for lunch and say, "That smells like chicken!" Taste different foods and decide if they like them or not. Close their eyes and identify different animal noises being played through a speaker. 	PD.5.B Demonstrates understanding of types of food and preferences. PD.5.AA Uses senses to experience a variety of food during mealtimes.
1b. Recognize parts of the human body and how their body helps them engage with their environment.	3 years	<ul style="list-style-type: none"> Use their foot to open a garbage can with a foot lever. Use their head and elbows while playing soccer. Point to the correct body parts when dancing to "Head Shoulders Knees and Toes." 	LL-LC.2.AA Verbally labels familiar objects, body parts, people, or emotions using one-word responses. 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.
1b. Recognize parts of the human body and how their body helps them engage with their environment.	4 years	<ul style="list-style-type: none"> Identify their pinky finger while giving a "pinky promise." Wrap a pipe cleaner around their finger to make it spiral. Hold up the correct number of fingers when a familiar adult says, "Show me 5 fingers!" 	LL-LC.2.AA Verbally labels familiar objects, body parts, people, or emotions using one-word responses. 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.

PHYSICAL DEVELOPMENT AND HEALTH

GOAL 1 BODY AWARENESS

Indicator	Age	Observable Behaviors	Every Child Ready Standard(s)
1c. Explore and begin to perceive depth, distance, size, and the relationship between their own body and the space around them.	3 years	<ul style="list-style-type: none"> Notice that they have grown taller than a toy slide they used to play on. Move through a simple obstacle course without knocking things over. Use distance vocabulary, such as near and far. 	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. SE.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities. 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.
1c. Explore and begin to perceive depth, distance, size, and the relationship between their own body and the space around them.	4 years	<ul style="list-style-type: none"> Toss or roll a ball to another child with increasing accuracy. Stretch out on the floor to compare their height to another child's height. Explore how their bodies fit into different spaces, such as whether a tunnel is too small for their shoulders to fit through or if their body will fit into a cardboard box. Dodge around other children when running, most of the time. 	PD.1.D Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements. SE.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities. 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.
1d. Coordinate movements across and on both sides of the body.	3 years	<ul style="list-style-type: none"> Use both hands to touch their body parts during "Heads Shoulders Knees and Toes." Reach across their body to pick up a crayon. 	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.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.

PHYSICAL DEVELOPMENT AND HEALTH

GOAL 1 BODY AWARENESS

Indicator	Age	Observable Behaviors	Every Child Ready Standard(s)
1d. Coordinate movements across and on both sides of the body.	4 years	<ul style="list-style-type: none"> Attempt to tie their shoes. Ride a tricycle during recess. Begin to show preference for a dominant hand (left/right handedness). 	<p>PD.2.D Demonstrates controlled fine motor movements in a variety of ways such as cutting along lines with accuracy.</p> <p>PD.2.E Uses precise hand movements to complete a variety of activities such as building using small blocks, stringing lacing beads, and cutting out simple shapes with accuracy.</p> <p>PD.1.A Begins to develop balance and coordination in gross motor movements, such as moving arms and legs together to climb, push, or pull. Jumps with two feet.</p> <p>PD.1.B Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet.</p> <p>PD.1.C Begins to coordinate upper and lower body, such as when riding a scooter or pedaling a bicycle or tricycle. Kicks and throws forward toward another person or target</p>
1e. Explore and stretch the boundaries of their current physical abilities.	3 years	<ul style="list-style-type: none"> Try to walk the length of a balance beam or curb, over and over. Ride a balance bike or scooter. 	<p>PD.1.A Begins to develop balance and coordination in gross motor movements, such as moving arms and legs together to climb, push, or pull. Jumps with two feet.</p> <p>PD.1.B Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet.</p> <p>PD.1.C Begins to coordinate upper and lower body, such as when riding a scooter or pedaling a bicycle or tricycle. Kicks and throws forward toward another person or target</p>
1e. Explore and stretch the boundaries of their current physical abilities.	4 years	<ul style="list-style-type: none"> Ride a bike with training wheels. Climb to a higher spot on a climbing wall. Try to climb monkey bars independently. 	<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>
1f. Recognize and show respect for the varying physical skills and abilities of themselves and others.	3 years	<ul style="list-style-type: none"> Help another child find their sleeve when putting on their coat. Work with another child to stack blocks into a tower. 	<p>SE.5.B With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).</p> <p>SE.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).</p>

PHYSICAL DEVELOPMENT AND HEALTH

GOAL 1 BODY AWARENESS

Indicator	Age	Observable Behaviors	Every Child Ready Standard(s)
1f. Recognize and show respect for the varying physical skills and abilities of themselves and others.	4 years	<ul style="list-style-type: none"> Help a friend on the swing by pushing their back. Help a classmate zip their coat. 	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.

PHYSICAL DEVELOPMENT AND HEALTH

GOAL 2 LARGE MOTOR

Indicator	Age	Observable Behaviors	Every Child Ready Standard(s)
2a. Develop strength and stamina in their large muscles through repeated use.	3 years	<ul style="list-style-type: none"> Run races with friends. Climb on large motor equipment faster and with more confidence. Pedal a tricycle as fast as they can. Hang from the monkey bars. 	<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> <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>
2a. Develop strength and stamina in their large muscles through repeated use.	4 years	<ul style="list-style-type: none"> Pedal a bike faster after using it every day during recess. Throw a ball farther than before. Begin to move across the monkey bars. 	<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>

PHYSICAL DEVELOPMENT AND HEALTH

GOAL 2 LARGE MOTOR

Indicator	Age	Observable Behaviors	Every Child Ready Standard(s)
2b. Explore and develop more precise control over their large muscle movements, including moving in rhythmic patterns as well as using their muscles to move objects in their environment with increasing coordination.	3 years	<ul style="list-style-type: none"> Practice kicking a ball into a net from varying distances. Shake and turn a parachute to the directions in a song. Move through a simple obstacle course. 	<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> <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>
2b. Explore and develop more precise control over their large muscle movements, including moving in rhythmic patterns as well as using their muscles to move objects in their environment with increasing coordination.	4 years	<ul style="list-style-type: none"> Toss a ball to another child with more accuracy. Follow the directions in a movement song. Tap a pattern with rhythm sticks. 	<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>
2c. Use their large muscles for stationary and traveling movements, such as sitting upright, walking, climbing, rolling a wheelchair or walker, etc.	3 years	<ul style="list-style-type: none"> Roll themselves up a ramp in their wheelchair. Practice dribbling a basketball. Climb on a short rock wall. 	<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> <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>

PHYSICAL DEVELOPMENT AND HEALTH

GOAL 2 LARGE MOTOR

Indicator	Age	Observable Behaviors	Every Child Ready Standard(s)
2c. Use their large muscles for stationary and traveling movements, such as sitting upright, walking, climbing, rolling a wheelchair or walker, etc.	4 years	<ul style="list-style-type: none"> Run across the playground without falling. Balance while sitting on a yoga ball. 	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.

PHYSICAL DEVELOPMENT AND HEALTH

GOAL 3 FINE MOTOR

Indicator	Age	Observable Behaviors	Every Child Ready Standard(s)
3a. Explore and develop more precise control over the movements of their tongue and facial muscles.	3 years	<ul style="list-style-type: none"> Use a straw to blow a feather across the table. Use a straw to drink. Make happy, sad, angry, and surprised faces while looking at themselves in a mirror. “Blow” their nose when a familiar adult holds a tissue (both nostrils at once). 	PD.4.B Demonstrates understanding of self-care and hygiene routines and begins to initiate. PD.4.C Completes self-care and hygiene routines with minimal assistance. 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.
3a. Explore and develop more precise control over the movements of their tongue and facial muscles.	4 years	<ul style="list-style-type: none"> Attempt to wink. Try to roll their tongue after seeing someone else do it. Make different faces when a familiar adult asks them “What does mad/sad/happy/etc. look like?” Say most sounds correctly. (l, s, r, v, z, ch, sh, and th may still be challenging.) 	ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own. 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. SE.1.B With adult modeling and visual supports, verbally or nonverbally identifies and labels emotions such as happiness, excitement, anger, fear, and sadness in self. SE.1.C With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations.

PHYSICAL DEVELOPMENT AND HEALTH

GOAL 3 FINE MOTOR

Indicator	Age	Observable Behaviors	Every Child Ready Standard(s)
3b. Explore and develop more strength and precise control over their hands and fingers.	3 years	<ul style="list-style-type: none"> Use scissors to snip paper, and later cut in a line. Squeeze and roll playdough. Unzip their coat and finish zipping when someone else gets it started. 	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. PD.3.AA Uses crayons or markers with some coordination. PD.3.A Draws vertical and horizontal lines with a model using a fisted grasp. PD.3.B With teacher modeling, draws circles, squares, and crosses.
3b. Explore and develop more strength and precise control over their hands and fingers.	4 years	<ul style="list-style-type: none"> Manipulate playdough into different shapes. Squeeze a hole puncher until it successfully punches a hole in paper. Cut purposefully with scissors. Begin to follow a predefined path when cutting. Hold a pencil with full control. Begin to zip their coat independently. 	PD.2.C Begins to use refined hand movements such as using blunt scissors, buttoning large buttons, and connecting small toys, such as linking cubes or blocks. PD.2.D Demonstrates controlled fine motor movements in a variety of ways such as cutting along lines with accuracy. PD.2.E Uses precise hand movements to complete a variety of activities such as building using small blocks, stringing lacing beads, and cutting out simple shapes with accuracy. 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.
3c. Develop more precise hand-eye coordination.	3 years	<ul style="list-style-type: none"> Place small pegs in a pegboard. Sort small rocks by size. Thread a shoelace or thick string through lacing cards. String big wooden beads onto shoelaces or pipe cleaners. 	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. 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.AA Uses crayons or markers with some coordination. PD.3.A Draws vertical and horizontal lines with a model using a fisted grasp. PD.3.B With teacher modeling, draws circles, squares, and crosses.



PHYSICAL DEVELOPMENT AND HEALTH

GOAL 3 FINE MOTOR

Indicator	Age	Observable Behaviors	Every Child Ready Standard(s)
3c. Develop more precise hand-eye coordination.	4 years	<ul style="list-style-type: none"> String smaller beads onto a pipe cleaner. Stacking small cubes in a tower. Use a mouse to control the cursor on a computer screen. Continue to use lacing cards with thinner string and more complex designs. Use child-safe tweezers to move pom-poms from one bowl to another. Follow a magnetic maze with a magnet stick. 	<p>PD.2.C Begins to use refined hand movements such as using blunt scissors, buttoning large buttons, and connecting small toys, such as linking cubes or blocks.</p> <p>PD.2.D Demonstrates controlled fine motor movements in a variety of ways such as cutting along lines with accuracy.</p> <p>PD.2.E Uses precise hand movements to complete a variety of activities such as building using small blocks, stringing lacing beads, and cutting out simple shapes with accuracy.</p> <p>PD.3.C Copies simple designs such as a picture of a person that includes a head, body, arms, and legs.</p> <p>PD.3.D Begins to use a tripod grasp when writing and copies complex designs.</p> <p>PD.3.E Consistently uses a tripod grasp when writing and copies and creates complex designs.</p> <p>Tech.2.B Independently holds and cares for technology appropriately.</p>

PHYSICAL DEVELOPMENT AND HEALTH

GOAL 4 PERSONAL CARE AND HYGIENE

Indicator	Age	Observable Behaviors	Every Child Ready Standard(s)
4a. Begin to understand the connections between physical activity, hygiene, nutrition, emotional wellness, and physical health.	3 years	<ul style="list-style-type: none"> Pick up a box and announce, "I'm so strong!" Run around the playground after having a disagreement with another child. With prompting, wash their hands independently, before and after meals, after toileting, and after outdoor times. 	<p>PD.4.AA Begins to recognize and accept help in self-care and hygiene routines.</p> <p>PD.5.AA Begins to recognize and accepts help in following safety procedures.</p> <p>SE.6.AA Responds to one-on-one support to complete tasks. May attempt or mimic the completion of tasks on own with close support.</p> <p>SE.6.A With explicit adult instruction and modeling, completes a task alongside teacher support.</p> <p>SE.6.B Requests or accepts (verbally or nonverbally) adult support with many tasks.</p>
4a. Begin to understand the connections between physical activity, hygiene, nutrition, emotional wellness, and physical health.	4 years	<ul style="list-style-type: none"> Ask a familiar adult, "Is this healthy for me?" Say, "I'm going to be tired!" after running around at recess. Follow handwashing routines independently and without prompting, sometimes. 	<p>PD.5.A Recognizes and identifies a variety of different food.</p> <p>PD.5.B Demonstrates understanding of types of food and preferences.</p> <p>PD.5.C Begins to understand how eating a variety of foods and proper hydration helps the body grow and be healthy.</p> <p>PD.4.C Completes self-care and hygiene routines with minimal assistance.</p> <p>PD.4.D Independently completes self-care and hygiene routines.</p> <p>SE.6.C Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers.</p> <p>SE.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.</p> <p>SE.6.E Seeks out opportunities to complete age-appropriate tasks independently.</p>

PHYSICAL DEVELOPMENT AND HEALTH

GOAL 4 PERSONAL CARE AND HYGIENE

Indicator	Age	Observable Behaviors	Every Child Ready Standard(s)
4b. Become aware of ways they can prevent the spread of germs and illnesses, and begin to identify and manage some symptoms of illness.	3 years	<ul style="list-style-type: none"> With reminders, cough, and sneeze into their elbows. Tell a familiar adult they have a runny nose and need a tissue or, sometimes, feel their nose running and grab a tissue on their own. With prompting, wash their hands independently, before and after meals, after toileting, and after outdoor times. 	<p>PD.4.AA Begins to recognize and accept help in self-care and hygiene routines.</p> <p>PD.4.A With teacher guidance, follows self-care and hygiene routines.</p> <p>PD.4.B Demonstrates understanding of self-care and hygiene routines and begins to initiate.</p> <p>ATL.9.AA Recalls simple information from familiar environments (e.g., knows where some classroom materials are kept, or remembers names of classmates).</p> <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 Dramatic Play).</p> <p>ATL.9.B Identifies and anticipates materials and expectations needed for everyday and routine activities.</p> <p>SE.6.AA Responds to one-on-one support to complete tasks. May attempt or mimic the completion of tasks on own with close support.</p> <p>SE.6.A With explicit adult instruction and modeling, completes a task alongside teacher support.</p> <p>SE.6.B Requests or accepts (verbally or nonverbally) adult support with many tasks.</p>
4b. Become aware of ways they can prevent the spread of germs and illnesses, and begin to identify and manage some symptoms of illness.	4 years	<ul style="list-style-type: none"> Get a tissue for another child with a runny nose. Tell someone not to touch them after seeing them lick their hand. Cough and sneeze into their elbow. Follow handwashing routines independently and without prompting, sometimes. 	<p>PD.4.C Completes self-care and hygiene routines with minimal assistance.</p> <p>PD.4.D Independently completes self-care and hygiene routines.</p> <p>PD.4.E Understands and describes the importance of self-care and hygiene routines.</p> <p>SE.6.C Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers.</p> <p>SE.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.</p> <p>SE.6.E Seeks out opportunities to complete age-appropriate tasks independently.</p>
4c. Demonstrate increasing awareness of safe boundaries and safety routines.	3 years	<ul style="list-style-type: none"> With reminders, line up at the door as the fire alarm is going off. Move away from others at large group time so they have more space. Move away from a child who is kicking blocks over. Say, "look both ways" before crossing the street with an adult. 	<p>PD.6.AA Begins to recognize and accept help when following safety procedures.</p> <p>PD.6.A With teacher guidance, follows safety procedures.</p> <p>PD.6.B Demonstrates understanding of safety procedures and begins to initiate.</p>

PHYSICAL DEVELOPMENT AND HEALTH

GOAL 4 PERSONAL CARE AND HYGIENE

Indicator	Age	Observable Behaviors	Every Child Ready Standard(s)
4c. Demonstrate increasing awareness of safe boundaries and safety routines.	4 years	<ul style="list-style-type: none"> Put their hands up to block a child from hitting them. Walk with scissors held in a fist grasp. Participate in a group discussion of how to be safe and give examples such as walking when they are inside, respecting others' bodies and personal space, and staying with their group. Tell other children to come to the door and line up when the fire alarm goes off. 	PD.6.C Independently follows safety procedures. PD.6.D Understands and describes the importance of safety procedures. PD.6.E Understands and describes how to get help when there are unsafe objects, substances, or behaviors.
4d. Show increasing ability to perform self-care routines and tasks.	3 years	<ul style="list-style-type: none"> Put the end of their zipper in but not yet pull it up. Start using the bathroom without assistance. Put things in their backpack to go home but forget to close it. Drink independently from an open cup. Pass out cups to each child at snack time. 	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. SE.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.
4d. Show increasing ability to perform self-care routines and tasks.	4 years	<ul style="list-style-type: none"> Ask for a bandage when they are bleeding. Attempt to dress themselves for the weather before going outside. Count plates and cups to make sure there is enough for everyone to eat snack. 	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. 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.

PHYSICAL DEVELOPMENT AND HEALTH

GOAL 5 NUTRITION

Indicator	Age	Observable Behaviors	Every Child Ready Standard(s)
5a. Become aware of and respond to feelings of thirst, hunger, and fullness.	3 year	<ul style="list-style-type: none"> Get their water bottle when they are thirsty. Ask for their water cup to be refilled for a drink. Make observations during an experiment with plants where one gets water, and one doesn't. Drink independently from an open cup. Forget to drink water when busy with an activity. 	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. LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.

PHYSICAL DEVELOPMENT AND HEALTH

GOAL 5 NUTRITION

Indicator	Age	Observable Behaviors	Every Child Ready Standard(s)
5a. Become aware of and respond to feelings of thirst, hunger, and fullness.	4 years	<ul style="list-style-type: none"> • Say, "I'm full," before throwing away the trash from their lunch. • Tell a familiar adult that their belly is growling. 	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. LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.
5b. Show interest in new or different tastes, smells, and foods.	3 years	<ul style="list-style-type: none"> • Sample a variety of apple types. • Ask a familiar adult about what someone else is eating, when it is a food, they aren't familiar with. • With modeling and guidance, respond to other children eating unfamiliar foods as a normal situation, most of the time. 	PD.5.A Recognizes and identifies a variety of different food. PD.5.D Demonstrates understanding and categorizes different food types such as vegetables, fruit, grains, protein, and dairy. LL-LC.3.A Shows interest in new words or asks questions to acquire new vocabulary.
5b. Show interest in new or different tastes, smells, and foods.	4 years	<ul style="list-style-type: none"> • Try a new food after watching a familiar adult eat it. • With modeling and support, ask another child about the unfamiliar food they are eating—what it tastes like, what's in it, etc.—sometimes. • Ask, "What's that smell?" when lunch is delivered. 	PD.5.B Demonstrates understanding of types of food and preferences. PD.5.D Demonstrates understanding and categorizes different food types such as vegetables, fruit, grains, protein, and dairy. LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions. 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.
5c. Develop an awareness of how foods look, feel, taste, and smell different; how different foods affect their bodies; and how foods are sorted into food groups.	3 years	<ul style="list-style-type: none"> • Separate play foods into "anytime foods" and "sometimes foods." • Help a familiar adult pass out cheese and crackers. • Say, "I can't eat strawberries because they make my belly feel yucky." • Remind a familiar adult to also grab the 'special' milk for them. • Identify a variety of foods and livestock that typically come from farms/ranches. 	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. M-PFA.1.A Sorts and groups objects based on one attribute such as visual features like color, size, or shape. LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.

PHYSICAL DEVELOPMENT AND HEALTH

GOAL 4 PERSONAL CARE AND HYGIENE

Indicator	Age	Observable Behaviors	Every Child Ready Standard(s)
5c. Develop an awareness of how foods look, feel, taste, and smell different; how different foods affect their bodies; and how foods are sorted into food groups.	4 years	<ul style="list-style-type: none"> Tell another child that carrots are good for eyesight. After washing hands, help prepare snack by counting how many people are eating and making sure there is enough for everyone. Ask if a food is a fruit or vegetable. Tell another child or familiar adult that they are allergic to (or "can't have") peanuts. Remind a familiar adult that they can't have pork sausages. Tell a familiar adult that drinking water is good for their bodies and brains. 	<p>PD.5.C Begins to understand how eating a variety of foods and proper hydration helps the body grow and be healthy.</p> <p>PD.5.D Demonstrates understanding and categorizes different food types such as vegetables, fruit, grains, protein, and dairy.</p> <p>PD.5.E Understands and describes different foods and how they give our bodies nutrients and energy.</p> <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>

COMMUNICATION, LANGUAGE, AND EARLY LITERACY DEVELOPMENT

GOAL 1 RECEPTIVE LANGUAGE

Indicator	Age	Observable Behaviors	Every Child Ready Standard(s)
1a. Demonstrate understanding of increasingly complex language, including non-verbal cues.	3 years	<ul style="list-style-type: none"> Participate in conversations by showing attention and acknowledging comments or questions, either spoken or signed. Pick out a book from the bookshelf and bring it to a familiar adult when asked to choose the next story to read. Bring the box of dinosaurs to the carpet when a familiar adult tells them that dinosaurs are one of the choices to play with. Respond yes or no (or nodding/shaking their head) when asked "Do you want to go outside?" Listen as a familiar adult describes an idea or clarifies the meaning of a word. Answers questions or points to objects/people when asked questions such as "Who do you want to play with?" "What colors will you use to color the dinosaur?" "Where is your backpack?" or "What do you want to play with?" 	<p>LL-LC.1.AA Points to familiar objects, people, body parts, or emotions.</p> <p>LL-LC.1.A Responds to simple requests, such as choosing between objects.</p> <p>LL-LC.1.B Responds to multipart sentences, such as acting out multiple events, following two-step directions, or finding objects based on a description.</p> <p>LL-LC.2.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.4.AA Communicates with peers and teachers using nonverbal gestures like pointing, shrugging shoulders, or giving a thumbs-up.</p> <p>ATL.6.A Sustains interest in a preferred task for a brief amount of time (5–10 minutes).</p>

COMMUNICATION, LANGUAGE, AND EARLY LITERACY DEVELOPMENT

GOAL 1 RECEPTIVE LANGUAGE

Indicator	Age	Observable Behaviors	Every Child Ready Standard(s)
1a. Demonstrate understanding of increasingly complex language, including non-verbal cues.	4 years	<ul style="list-style-type: none"> Listen to a story about a boy in the rain and respond with reasons from the story when asked "Why did the boy in the story have wet shoes?" Answer when asked questions such as "Why do you think your friend is sad?" "What happened to the block tower when you bumped into it?" "Who can you ask for help with that?" or "Where could we look to find the answer to that question?" Listen attentively to a peer or adult when it is that person's turn to talk during a conversation. Actively listen to short presentations and remember some details. 	<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.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>ATL.6.C Attends to entirety of a short, engaging lesson or teacher-led activity (10–15 minutes).</p>
1b. Follow increasingly complex directions.	3 years	<ul style="list-style-type: none"> Follow one- or two-step directions that involve familiar experiences or objects, such as "Pick up the ball and roll it to me," or "Choose a book and come sit down." Respond to repeated signs, words, and phrases with gestures and body movements. 	<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.A Participates in one- to two-step inhibition games and activities.</p>
1b. Follow increasingly complex directions.	4 years	<ul style="list-style-type: none"> Follow multi-step instructions, such as "Put away your markers, choose a book, and come join us on the carpet." 	<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> <p>ATL.7.B Independently follows two- to three-step verbal adult directions.</p>

COMMUNICATION, LANGUAGE, AND EARLY LITERACY DEVELOPMENT

GOAL 2 EXPRESSIVE LANGUAGE

Indicator	Age	Observable Behaviors	Every Child Ready Standard(s)
2a. Communicate using increasingly understandable language, including sounds, gestures, signs, words, and language expressed using assistive devices.	3 years	<ul style="list-style-type: none"> Communicate clearly enough to be understood by most people. Still mispronounce some words, especially new, unusual, or complex words, such as "buhsghetti" for spaghetti. 	<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.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions.</p>

COMMUNICATION, LANGUAGE, AND EARLY LITERACY DEVELOPMENT

GOAL 2 EXPRESSIVE LANGUAGE

Indicator	Age	Observable Behaviors	Every Child Ready Standard(s)
2a. Communicate using increasingly understandable language, including sounds, gestures, signs, words, and language expressed using assistive devices.	4 years	<ul style="list-style-type: none"> Mispronounce new and/or unusual words. Begin to use some polite gestures that are commonly used in their family and community, such as bowing to indicate respect, lowering their gaze when speaking to adults, or greeting a friend with a hug 	LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults. 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).
2b. Communicate using an expanding vocabulary.	3 years	<ul style="list-style-type: none"> Use an increasingly complex and varied vocabulary to express their needs and describe objects, relationships between objects, emotions, and actions. Use phrases and sentences of 2-3 words. Answer simple questions with words or signs. 	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.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.
2b. Communicate using an expanding vocabulary.	4 years	<ul style="list-style-type: none"> Use phrases and sentences of 4-5 words or signs. Respond to questions with detail. Demonstrate a broad and increasing vocabulary of about 500 words or signs. Use their growing vocabulary to express their needs and describe objects, relationships between objects, emotions, and actions, including an increasing number of details. Use questions to ask for things or gain information. 	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.3.E Uses various resources to identify new meanings for familiar words or clarify the meaning of unknown words and phrases. 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.
2c. Communicate using increasingly complex grammar and sentence structure.	3 years	<ul style="list-style-type: none"> Combine simple words into sentences, using plurals, past tense, subjectverb agreement, and the possessive form (although often incorrectly). For example: "Mommy goed work." Tell stories about their experiences using past, present, and future tenses and terms interchangeably (e.g., "yesterday we go to the zoo"). 	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").

COMMUNICATION, LANGUAGE, AND EARLY LITERACY DEVELOPMENT

GOAL 2 EXPRESSIVE LANGUAGE

Indicator	Age	Observable Behaviors	Every Child Ready Standard(s)
2c. Communicate using increasingly complex grammar and sentence structure.	4 years	<ul style="list-style-type: none"> Use plurals as well as past and future tense verbs correctly when telling stories, most of the time. For example: "We went to the zoo. We saw two tigers and I got popcorn!" Combine words and phrases into increasingly complex sentences. (e.g., "She doesn't like peas, but I do!") Use sentence structures reflective of their home languages, such as adding adjectives after nouns (rather than before nouns, as in English). For example: "I have a shirt blue." Imitate songs and finger plays. 	<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-PA.3.B Listens to and fills in the missing rhyming word from a familiar song, poem, rhyme, fingerplay, or story. For example, "Twinkle, twinkle little star. How I wonder what you ____."</p>

COMMUNICATION, LANGUAGE, AND EARLY LITERACY DEVELOPMENT

GOAL 3 COMMUNICATION SKILLS

Indicator	Age	Observable Behaviors	Every Child Ready Standard(s)
3a. Communicate with others for a variety of purposes.	3 years	<ul style="list-style-type: none"> Initiate and respond to communication with others. Begin to hold longer back-and-forth conversations. 	<p>LL-LC.4.A Initiates a brief verbal or nonverbal social interaction with adults or peers engaging in a one-way interaction.</p> <p>LL-LC.4.B Initiates or joins conversations and engages in conversational turn-taking with at least one feedback loop using both verbal and nonverbal communication.</p> <p>LL-LC.4.C Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic.</p>
3a. Communicate with others for a variety of purposes.	4 years	<ul style="list-style-type: none"> Hold extended back-and-forth conversations by asking questions and making comments related to the topic, sometimes. Tell a story out loud for a familiar adult to write down. Retell a story or describe one of their own experiences in sequence. 	<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.C Constructs a personal narrative with three or more events which may be out of order, includes omissions or deviations to other topics.</p> <p>LL-NC.4.D Constructs a personal narrative with three or more events in a coherent sequence.</p> <p>LL-NC.3.C Retells three or more events from a familiar story in any order using visuals or gestures.</p> <p>LL-NC.3.D Retells three or more events from a familiar narrative in sequence using visuals or gestures.</p>



COMMUNICATION, LANGUAGE, AND EARLY LITERACY DEVELOPMENT

GOAL 3 COMMUNICATION SKILLS

Indicator	Age	Observable Behaviors	Every Child Ready Standard(s)
3b. Follow the social expectations of their personal cultural context when communicating with others.	3 years	<ul style="list-style-type: none">With modeling and support, use polite terms such as please, thank you, and excuse me with increasing consistency.Show attention to a person they are having a conversation with.Take turns in conversation by initiating and sustaining a simple back and forth conversation.With modeling and support, begin to apply their understanding of conversational routines, such as turn-taking and maintaining eye contact, to a variety of situations and types of conversations (with a familiar adult, a peer, an unfamiliar adult, at home, etc.).	<p>LL-LC.4.AA Communicates with peers and teachers using nonverbal gestures like pointing, shrugging shoulders, or giving a thumbs-up.</p> <p>LL-LC.4.A Initiates a brief verbal or nonverbal social interaction with adults or peers engaging in a one-way interaction.</p> <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>SE.5.B With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).</p>
3b. Follow the social expectations of their personal cultural context when communicating with others.	4 years	<ul style="list-style-type: none">Use nonverbal cues during conversations according to their personal cultural context, including physical proximity, maintaining eye contact, asking questions, etc.Adjust their volume and tone depending on the context of their conversation, such as speaking with a friend or an unfamiliar adult, having a conversation in the learning environment or in a public library.Engage in longer, multi-turn conversations.Adjust their language and tone when having a conversation with younger children.With some support and reminders, apply their understanding of conversational routines, such as turn-taking and maintaining eye contact, to a variety of situations and types of conversations (with a familiar adult, a peer, an unfamiliar adult, at home, etc.).	<p>LL-LC.4.C Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic.</p> <p>LL-LC.4.D Adds information or appropriately remains on, or changes, topic during a conversation with multiple feedback loops alternating between speaker and listener.</p> <p>LL-LC.4.E Modifies conversations based on the context or listener.</p> <p>SE.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).</p> <p>SE.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.</p>

COMMUNICATION, LANGUAGE, AND EARLY LITERACY DEVELOPMENT

GOAL 4 CONCEPTS OF PRINT

Indicator	Age	Observable Behaviors	Every Child Ready Standard(s)
4a. Demonstrate interest in and care for books, including book handling concepts.	3 years	<ul style="list-style-type: none"> Choose familiar books to "read" to themselves or to a doll or stuffed animal. Hold books with two hands and turn the pages. 	LL-BK.1.AA Requests that books be read by an adult. LL-BK.1.A Treats books with care. LL-BK.1.B Selects and requests that a favorite or familiar book be read by an adult. LL-BK.1.C Listens to a wide variety of age appropriate literature read aloud.
4a. Demonstrate interest in and care for books, including book handling concepts.	4 years	<ul style="list-style-type: none"> Identify the parts of a book: the front and back covers, top and bottom, and title. Ask about, identify, and distinguish between the roles authors and illustrators play in making a book. 	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.
4b. Demonstrate an understanding of print concepts.	3 years	<ul style="list-style-type: none"> Expand their environmental print vocabulary with some less familiar signs and logos. Begin to use pictures and logos in environmental print to attempt to decode the text, such as a new label in the learning environment with a picture of a Crayola crayon box to identify the basket of crayons, a picture of a STOP sign to wait at the end of a hallway, or the red and white bullseye image to identify a Target store. Begin to understand that the text on a page is separate or different from the pictures. Join in with adults saying "the end" at the end of a book. 	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.
4b. Demonstrate an understanding of print concepts.	4 years	<ul style="list-style-type: none"> Begin to run their fingers along the text in a book. Mimic and repeat familiar story routines, such as saying "the end" at the end of a book. Begin to recognize the difference between letters, words, and sentences, such as pointing out the word that starts with a particular letter. Recognize and show interest in the ways people use print, such as reading a story about getting letters in the mail and then asking a familiar adult to send them a letter in the mail or making and "reading" a grocery list during pretend play. 	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. LL-BK.3.E Identifies basic elements of print, like spaces between words or punctuation at the end of a sentence (period, exclamation mark, question mark). LL-BK.2.D Tracks print from left to right and top to bottom while imitating reading a familiar text. LL-BK.1.D Looks at books independently or with peers. LL-BK.1.E Invites peers to look at books or ask questions about books read by peers.

COMMUNICATION, LANGUAGE, AND EARLY LITERACY DEVELOPMENT

GOAL 4 CONCEPTS OF PRINT

Indicator	Age	Observable Behaviors	Every Child Ready Standard(s)
4c. Understand that print and pictures communicate ideas that can be read/ viewed and understood by others.	3 years	<ul style="list-style-type: none"> Use some language from a story when attempting to retell a story, such as saying "Boom boom!" as they turn pages in Chicka Chicka Boom Boom. With support and prompting, describe what is happening in a picture. 	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. LL-BK.2.B Uses illustrations to tell a familiar story.
4c. Understand that print and pictures communicate ideas that can be read/ viewed and understood by others.	4 years	<ul style="list-style-type: none"> Finish the ends of repeating phrases or complete a rhyme or sentence while an adult reads a book, such as "He ate through one apple, but he was still...." "Hungry!" 	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-NC.3.A Describes one event from a familiar narrative using visuals or gestures. LL-BK.2.C Uses illustrations to tell a familiar story with intonation and expression, using repeated phrases.

COMMUNICATION, LANGUAGE, AND EARLY LITERACY DEVELOPMENT

GOAL 5 ALPHABETIC KNOWLEDGE

Indicator	Age	Observable Behaviors	Every Child Ready Standard(s)
5a. Recognize letters, the names of letters, and how the letters are shaped, as well as some personally meaningful words.	3 years	<ul style="list-style-type: none"> Identify some frequently appearing letters and numbers. Notice a letter appearing in printed words as being the first letter of their name. Sort and/or match letter shapes, without necessarily being able to name or identify those letters. 	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.
5a. Recognize letters, the names of letters, and how the letters are shaped, as well as some personally meaningful words.	4 years	<ul style="list-style-type: none"> Recognize and identify the letters in their name when they appear in other printed words. Recognize and identify many uppercase and lowercase letters. Recognize the printed form of their own name and other names of familiar people (classmates, family members, etc.). Recognize and identify at least 18 uppercase and 15 lowercase letters by the end of their prekindergarten year. 	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. LL-BK.3.C Demonstrates understanding that print has meaning and begins to connect environmental print with objects or locations in the classroom.

COMMUNICATION, LANGUAGE, AND EARLY LITERACY DEVELOPMENT

GOAL 5 ALPHABETIC KNOWLEDGE

Indicator	Age	Observable Behaviors	Every Child Ready Standard(s)
5b. Recognize the sounds associated with letters.	3 years	<ul style="list-style-type: none"> Make the sounds associated with many of the letters they recognize. 	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. LL-AK.2.C Produces up to ten letter sounds when shown uppercase or lowercase letters.
5b. Recognize the sounds associated with letters.	4 years	<ul style="list-style-type: none"> Make the letter sound associated with the first letter of a word, with adult prompting. Produce the letter sounds associated with the letters in their own name, with adult support. 	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. 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.

COMMUNICATION, LANGUAGE, AND EARLY LITERACY DEVELOPMENT

GOAL 6 PHONOLOGICAL AWARENESS

Indicator	Age	Observable Behaviors	Every Child Ready Standard(s)
6a. Notice, manipulate, and play with the sounds of language.	3 years	<ul style="list-style-type: none"> Notice and identify that some words start with the same sound, such as "cat and cow start with kkkkk." Act out the motions to familiar songs, chants, and fingerplays. Recognize some rhyming words, or words that sound the same, such as zip and clip. Say the last word of a repeating phrase in a familiar chant, song, or story. 	LL-PA.3.AA Imitates common sounds like a duck (quack, quack) or train (choo, choo). LL-PA.3.A Listens to and sings favorite classroom songs with simple rhyme patterns like "Twinkle, Twinkle Little Star." LL-PA.3.B Listens to and fills in the missing rhyming word from a familiar song, poem, rhyme, fingerplay, or story. For example, "Twinkle, twinkle little star. How I wonder what you ____." LL-PA.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).
6a. Notice, manipulate, and play with the sounds of language.	4 years	<ul style="list-style-type: none"> Clap out the words in a song or sentence, with adult support. Recognize words that have matching sounds. Identify rhymes in familiar words, games, stories, songs, and poems. Recognize the difference between similar sounding words, such as blue and glue. Recognize beginning sounds in familiar 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.4.A Identifies the initial consonant sounds in familiar words (no blends and digraphs).

COMMUNICATION, LANGUAGE, AND EARLY LITERACY DEVELOPMENT

GOAL 6 PHONOLOGICAL AWARENESS

Indicator	Age	Observable Behaviors	Every Child Ready Standard(s)
6b. Recognize, manipulate, and play with sounds within words.	3 years	<ul style="list-style-type: none"> With adult support, identify when two words rhyme or begin with the same sound. Imitate and show enjoyment for rhymes and alliteration. 	<p>LL-PA.3.AA Imitates common sounds like a duck (quack, quack) or train (choo, choo).</p> <p>LL-PA.3.A Listens to and sings favorite classroom songs with simple rhyme patterns like "Twinkle, Twinkle Little Star."</p> <p>LL-PA.3.B Listens to and fills in the missing rhyming word from a familiar song, poem, rhyme, fingerplay, or story. For example, "Twinkle, twinkle little star. How I wonder what you ____."</p> <p>LL-PA.4.AA Listens to and repeats the correct beginning sounds.</p> <p>LL-PA.4.A Identifies the initial consonant sounds in familiar words (no blends and digraphs).</p>
6b. Recognize, manipulate, and play with sounds within words.	4 years	<ul style="list-style-type: none"> Tell an adult that "here" and "cheer" rhyme but "here" and "there" do not. Identify the parts of compound words, such as book—shelf and race—car. Begin to recognize and identify separate syllables in words, such as in their own name. For example: "A—ri—sa." 	<p>LL-PA.3.C Identifies if two words rhyme when given in a pair. For example, "My words are 'cat' and 'hat.' Do these two words rhyme? My words are 'cat' and 'pan.' Do these two words rhyme?"</p> <p>LL-PA.3.D Produces at least one real or nonsense rhyming word when given a pair of CVC words, like "cat" and "hat."</p> <p>LL-PA.3.E Identifies rhyming words from groups of two to three words when given one rhyming word.</p> <p>LL-PA.1.C Segments compound words to identify the two words within the compound word.</p> <p>LL-PA.1.D Performs elision of the first or second word in compound words using pictures. For example, "My word is 'butterfly.' 'Butterfly' without 'fly' is 'butter.'"</p> <p>LL-PA.1.E Substitutes either the first or second word of a compound word using picture. For example, "Basketball." Remove 'basket' and replace it with 'foot' to create 'football!'</p> <p>LL-PA.2.B Segments the syllables in one- and two-syllable words verbally or nonverbally.</p> <p>LL-PA.2.C Segments the syllables in three- and four-syllable words verbally or nonverbally.</p>

COMMUNICATION, LANGUAGE, AND EARLY LITERACY DEVELOPMENT

GOAL 7 COMPREHENSION

Indicator	Age	Observable Behaviors	Every Child Ready Standard(s)
7a. Demonstrate reading-like behaviors with familiar text or print materials.	3 years	<ul style="list-style-type: none"> Use some language from a story when attempting to retell a story, such as saying "Chicka chicka boom!" as they turn pages in Chicka Boom Boom. 	LL-BK.2.B Uses illustrations to tell a familiar story. LL-BK.2.C Uses illustrations to tell a familiar story with intonation and expression, using repeated phrases. LL-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.
7a. Demonstrate reading-like behaviors with familiar text or print materials.	4 years	<ul style="list-style-type: none"> Pretend to read a book to a friend, stuffed animal, or pet. Hold a book right-side up and with the front cover facing them. Follow the pages of a book left to right (if their home language is English). 	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. LL-BK.2.AA Identifies a book and turns pages appropriately from right to left and may include multiple pages at one time. LL-BK.2.A Demonstrates understanding of proper book orientation by holding books right side up and turning one page at a time, starting from the first page.
7b. Demonstrate an understanding of text.	3 years	<ul style="list-style-type: none"> Ask questions about what is being shown or happening in a particular picture in a book. With support and prompting, describe what is happening in a picture. Answer a simple question about a story, such as "What is the cat wearing?" "Boots!" Remember events from earlier in a story, such as that the narrator of Green Eggs and Ham does not like them in a house or with a mouse. Respond to silly, unrealistic situations in stories by laughing or expressing disbelief, such as when the pigeon begs to drive the bus in Don't Let the Pigeon Drive the Bus! Remember what will happen next when a familiar adult is reading a favorite story aloud—for example, that the letters will fall out of the coconut tree at the end of Chicka Chicka Boom Boom. Look at the pictures in a book when asked to describe what's happening in the story. Begin to understand that the text on a page is separate or different from the pictures. 	LL-NC.2.AA Responds to illustrations or photos by using at least one word. LL-NC.2.A Uses the book cover, illustrations, or photos to make simple predictions about the topic or text. LL-NC.2.B Answers factual questions using a variety of text types (predictable, informational, poetry, etc.). 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. LL-NC.3.B Retells two events from a familiar narrative using visuals or gestures. LL-BK.3.B Distinguishes between print and images in books and in the environment.

COMMUNICATION, LANGUAGE, AND EARLY LITERACY DEVELOPMENT

GOAL 7 COMPREHENSION

Indicator	Age	Observable Behaviors	Every Child Ready Standard(s)
7b. Demonstrate an understanding of text.	4 years	<ul style="list-style-type: none"> • Begin to run their fingers along the text in a book. • Ask and answer factual questions about a text or story, such as "What was the main character's name" or "What comes next?" • Notice similarities to their own lives when being read a story, such as telling another child that they made a snow angel yesterday when a familiar adult reads about Peter making a snow angel in <i>The Snowy Day</i>. • Talk about possible consequences of a character's actions, such as noticing that the tree is bending in <i>Chicka Chicka Boom Boom</i> and wondering if the letters will fall. • Show empathy for the characters in a story, such as worrying about Grover in <i>There's a Monster at the End of this Book</i> or saying that they are happy when Max comes home to his family at the end of <i>Where the Wild Things Are</i>. • Look at the pictures in an unfamiliar book to help them predict what might happen next. • Look at a picture and, with support and prompting, make up a story about what is happening. • Identify the characters and main events of a story, as well as where the story happens. 	<p>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. LL-NC.1.C Identifies and answers questions about events in a story. LL-NC.1.D Identifies the cause and effect relationship between events in a narrative story. LL-NC.1.E Identifies the problem, solution, and character motivation in narrative story. LL-NC.2.A Uses the book cover, illustrations, or photos to make simple predictions about the topic or text. 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. SE.4.C With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations. SE.4.D With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others.</p>

COMMUNICATION, LANGUAGE, AND EARLY LITERACY DEVELOPMENT

GOAL 8 WRITING

Indicator	Age	Observable Behaviors	Every Child Ready Standard(s)
8a. Develop increasing control, strength, and coordination of small muscle groups.	3 years	<ul style="list-style-type: none"> Manipulate objects with hand-eye coordination, such as threading beads with large holes onto thick string. Grasp writing tools with their thumb and fingers (pincer grasp). Draw or scribble to represent something they've seen or to convey a thought. Make repeated marks on paper to represent lines and circles, with these shapes growing clearer with experience over time. Make snips in paper with scissors. Demonstrate limited precision and control in more complex fine motor tasks. 	<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>PD.2.AA Uses two hands to hold containers. Stacks objects, such as blocks, with coordination.</p> <p>PD.2.A Uses hands and fingers to complete a variety of tasks, such as opening drawers and cabinets.</p> <p>PD.2.B Uses hands, wrists, and fingers to complete a variety of tasks such as pouring, scooping, opening lids to easy-to-open jars, and simple puzzles.</p> <p>PD.3.A Draws vertical and horizontal lines with a model using a fisted grasp.</p> <p>PD.3.B With teacher modeling, draws circles, squares, and crosses.</p> <p>PD.3.C Copies simple designs such as a picture of a person that includes a head, body, arms, and legs.</p>
8a. Develop increasing control, strength, and coordination of small muscle groups.	4 years	<ul style="list-style-type: none"> Use scissors to cut along a line or cut out shapes on paper, with some precision. Draw letter-like forms with increasing accuracy and control. Put together simple puzzles. Begin to use a three-finger grasp (tripod grasp) when holding a pencil, crayon, or other drawing/writing tools. 	<p>PD.2.C Begins to use refined hand movements such as using blunt scissors, buttoning large buttons, and connecting small toys, such as linking cubes or blocks.</p> <p>PD.2.D Demonstrates controlled fine motor movements in a variety of ways such as cutting along lines with accuracy.</p> <p>PD.2.E Uses precise hand movements to complete a variety of activities such as building using small blocks, stringing lacing beads, and cutting out simple shapes with accuracy.</p> <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> <p>LL-WR.4.E Forms correct, intentional, and recognizable letters on the page when writing.</p> <p>PD.3.D Begins to use a tripod grasp when writing and copies complex designs.</p> <p>PD.3.E Consistently uses a tripod grasp when writing and copies and creates complex designs.</p>

COMMUNICATION, LANGUAGE, AND EARLY LITERACY DEVELOPMENT

GOAL 8 WRITING

Indicator	Age	Observable Behaviors	Every Child Ready Standard(s)
8b. With guidance and support, explore a variety of writing tools and materials.	3 years	<ul style="list-style-type: none"> • Make shapes out of playdough. • Attempt to draw letter shapes on paper with crayons or pencils. 	PD.3.AA Uses crayons or markers with some coordination. 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. 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.
8b. With guidance and support, explore a variety of writing tools and materials.	4 years	<ul style="list-style-type: none"> • Draw shapes, lines, and letters with their fingers in fingerpaint. • Practice writing letter shapes in sand. • Shape letter forms with playdough. • Use a variety of writing tools, such as pens, pencils, markers, colored pencils, etc. • Practice making letters or words with a tablet or computer 	C-ARTS.3.B Creates drawings, paintings, and models with an increasing level of detail. C-ARTS.3.C Explores and creates art using different techniques, such as dot art, mixed media collages, and clay. LL-WR.4.C Writes letter-like symbols in strings. May leave spaces between symbols to indicate words. LL-WR.4.D Writes random recognizable letters in a row with spaces in between. Letters may be backward, reversed, or poorly formed and recognized only in context. LL-WR.1.E Explores a variety of digital tools (tablet, computer, etc.) to produce and publish writing, including in collaboration with peers.
8c. Develop an understanding that writing is a way of communicating for a variety of purposes.	3 years	<ul style="list-style-type: none"> • Ask a familiar adult what they are writing. • Explain what their drawings or paintings represent. • Draw and scribble to represent a thought or something they've seen. • Mimic the writing actions of familiar adults. 	LL-WR.2.AA Draws to represent something or to communicate a thought. LL-WR.2.A Draws and/or writes to represent, express, or communicate interests. LL-WR.2.B Draws and/or writes to represent and describe an object, event, or observation. LL-WR.1.AA Observes a shared writing experience led by a teacher. LL-WR.1.A Observes and nonverbally or verbally responds to a shared writing experience led by a teacher. LL-WR.5.AA Scribbles and makes marks on paper. LL-WR.5.A Writes from the top of the page to the bottom when writing, even at the emergent writing stage.

COMMUNICATION, LANGUAGE, AND EARLY LITERACY DEVELOPMENT

GOAL 8 WRITING

Indicator	Age	Observable Behaviors	Every Child Ready Standard(s)
8c. Develop an understanding that writing is a way of communicating for a variety of purposes.	4 years	<ul style="list-style-type: none"> Print the letters in their own name from left to right, such as to "sign in" to the learning environment. Write a shopping list, menu, or party invitation during imaginative play. Use invented spelling, drawings, and letter approximations to write a letter to a friend or family member, sometimes. Explain the intended meaning of their writing and drawings. Write a note or story with drawings, letter approximations, and invented spelling, and then ask a familiar adult to read it. 	<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.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 a teacher or peers.</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> <p>LL-WR.7.B Writes a phrase to describe a picture, object, person, or event using phonetic spelling.</p> <p>LL-WR.7.C Writes a short, dictated sentence using phonetic spelling, leaving spaces between words when writing.</p>
8d. Show interest in using a variety of forms of early writing to convey meaning and represent sounds and words.	3 years	<ul style="list-style-type: none"> Make repeated marks on paper to represent lines and circles, with these shapes growing clearer with experience over time. Make marks on paper that are meant to represent letters. 	<p>LL-WR.5.AA Scribbles and makes marks on paper.</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.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.</p> <p>LL-WR.3.A When asked to write their name, writes letter-like forms. Makes marks on page that look like conventional shapes or mock letters.</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>

COMMUNICATION, LANGUAGE, AND EARLY LITERACY DEVELOPMENT

GOAL 8 WRITING

Indicator	Age	Observable Behaviors	Every Child Ready Standard(s)
8d. Show interest in using a variety of forms of early writing to convey meaning and represent sounds and words.	4 years	<ul style="list-style-type: none"> Print the letters in their own name in the correct order, most of the time, such as when "signing in" to the learning environment. Write some letters of the alphabet. Use known letters and letter approximations to represent written words. Express their thoughts and feelings in text, writing letters and letter approximations as well as known words and invented spellings. Begin to modify and add detail to their writing and drawings with prompting and support. 	<p>LL-WR.3.C Writes uppercase or lowercase letters that correspond to at least half of the letters in their name. Letters may be backward, reversed, or poorly formed and recognized only in context.</p> <p>LL-WR.3.D Writes all letters using uppercase or lowercase letters in his or her name in correct order. Letters may be backward, reversed, or poorly formed and recognized only in context.</p> <p>LL-WR.3.E Writes all letters in their name in correct order. All letters are correct and could be recognized out of context.</p> <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> <p>LL-WR.4.E Forms correct, intentional, and recognizable letters on the page when writing.</p> <p>LL-WR.5.C Leaves spaces between words when writing.</p> <p>LL-WR.5.D Capitalizes the first letter in name.</p> <p>LL-WR.5.E Identifies and begins using punctuation at the end of a sentence (period, exclamation mark, question mark).</p>

CREATIVE ARTS

GOAL 1 SELF-EXPRESSION

Indicator	Age	Observable Behaviors	Every Child Ready Standard(s)
1a. Explore and experiment with the arts in increasingly creative ways to express themselves, with modifications as needed.	3 years	<ul style="list-style-type: none"> When prompted, describe what they are creating. Display their artwork to a familiar adult, and say, "Take a picture for my daddy!" Hum the tune of a familiar or invented song. 	<p>C-ARTS.5.B Discusses their own artistic creations and chooses artwork for display or performance.</p> <p>SE.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.</p> <p>SE.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence.</p> <p>LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.</p> <p>LL-LC.2.B Demonstrates understanding by answering simple "what" and "who" questions using two to three words when prompted by the teacher or peers.</p>

CREATIVE ARTS

GOAL 1 SELF-EXPRESSION

Indicator	Age	Observable Behaviors	Every Child Ready Standard(s)
1a. Explore and experiment with the arts in increasingly creative ways to express themselves, with modifications as needed.	4 years	<ul style="list-style-type: none"> • Talk with others about the artwork they have made. • Follow the directions in a movement song. • Respond with matching movements when asked to move like a certain animal (arms out like a bird, hop like a kangaroo, etc.). • Draw and combine shapes into more complex figures. • Contribute to group storytelling and songwriting. • Make up their own dances. 	<p>C-ARTS.5.B Discusses their own artistic creations and chooses artwork for display or performance.</p> <p>C-ARTS.5.C Recognizes and discusses differences in artistic creations.</p> <p>C-ARTS.1.C Creates short dances or movement sequences.</p> <p>C-ARTS.1.D Leads dances or movement sequences and demonstrates them to others.</p> <p>C-ARTS.1.E Creates and leads dances or movement sequences and begins to synchronize music with movement.</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.C Responds to more complex sentences that include descriptive words for unrelated requests they may not have heard before.</p> <p>M-GS.2.C Using a model, constructs two-dimensional shapes and then puts them together to create objects in the environment. Puts together a square and triangle to create a house.</p> <p>M-GS.2.D Independently constructs two-dimensional shapes and then puts them together to create objects in the environment. Puts together a square and triangle to create a house.</p> <p>ATL.1.D Carries out familiar roles during individual or collaborative role-play.</p>
1b. Explore and experiment with the arts through the lens of their personal cultural context and that of others.	3 years	<ul style="list-style-type: none"> • Wear "dress up" clothes that are similar to those commonly worn by their family. • Show some preference for dolls that look like themselves. 	<p>SE.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.</p> <p>C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.</p> <p>ATL.1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play).</p> <p>ATL.1.C Engages in individual verbal or nonverbal imaginative play or role-play.</p>
1b. Explore and experiment with the arts through the lens of their personal cultural context and that of others.	4 years	<ul style="list-style-type: none"> • Engage in a discussion with other children to decide which favorite foods from home will be served during their pretend meal (collaborative pretend play). • Incorporate their home culture into color, texture, and musical choices in their artwork. 	<p>ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play).</p> <p>ATL.2.E Establishes rules with peers during play or structured activities (cooperative play).</p> <p>SE.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence.</p> <p>SE.3.D Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.</p>

CREATIVE ARTS

GOAL 1 SELF-EXPRESSION

Indicator	Age	Observable Behaviors	Every Child Ready Standard(s)
1c. Explore roles, express thoughts, and feelings, recreate experiences, and act out stories through the arts.	3 years	<ul style="list-style-type: none"> Imitate other people's conversations and interactions during pretend play, in a similar context to how they heard or experienced the conversation initially. Often, they will recite memorable words and phrases. Join in cooperative pretend play with other children, passing dishes around the table during a pretend meal. 	<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> <p>ATL.2.B Plays, works on tasks, or participates in activities with peers with adult prompting (associative play).</p> <p>ATL.2.C Makes cooperative decisions with peers based on adult provided choices (associative play).</p>
1c. Explore roles, express thoughts, and feelings, recreate experiences, and act out stories through the arts.	4 years	<ul style="list-style-type: none"> Mimic words and phrases commonly used by familiar adults or favorite shows. Explain to other children their ideas or plans for play, such as describing the roles they want each person to act out. 	<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.D Carries out familiar roles during individual or collaborative role-play.</p> <p>ATL.1.E Coordinates roles and carries out more complex stories during role-play.</p> <p>ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play).</p> <p>ATL.2.E Establishes rules with peers during play or structured activities (cooperative play).</p>

CREATIVE ARTS

GOAL 2 SUPPORTING SKILLS

Indicator	Age	Observable Behaviors	Every Child Ready Standard(s)
2a. Explore and develop increasing control over fine motor and large motor movements.	3 years	<ul style="list-style-type: none"> Play along with songs like "Hokey Pokey" and "Head Shoulders Knees and Toes." Squish and roll playdough into balls and snakes. Attempt to mimic a familiar adult's clapping rhythm. Draw straight and curved lines to create pictures. Use scissors to cut paper. 	<p>C-ARTS.1.A Participates in guided movement activities by copying dances and movements introduced by others.</p> <p>C-ARTS.1.B Recalls short, simple dances and movement sequences previously introduced by others.</p> <p>PD.3.A Draws vertical and horizontal lines with a model using a fisted grasp.</p> <p>PD.3.B With teacher modeling, draws circles, squares, and crosses.</p> <p>PD.2.B Uses hands, wrists, and fingers to complete a variety of tasks such as pouring, scooping, opening lids to easy-to-open jars, and simple puzzles.</p> <p>PD.2.C Begins to use refined hand movements such as using blunt scissors, buttoning large buttons, and connecting small toys, such as linking cubes or blocks.</p> <p>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>M-PFA.A Uses objects, rhythm, or movement to copy simple AB patterns.</p>
2a. Explore and develop increasing control over fine motor and large motor movements.	4 years	<ul style="list-style-type: none"> Dance to the (approximate) beat of different kinds of music, most of the time. Match and repeat a rhythm demonstrated by a familiar adult, such as stomping their feet back and forth (left-right, left-right) four times. Draw and combine shapes into more complex figures. Use scissors with more precision, cutting along dotted or folded lines, most of the time. Show more control in making intentional marks, such as straight and curved lines. 	<p>C-ARTS.1.C Creates short dances or movement sequences.</p> <p>C-ARTS.3.B Creates drawings, paintings, and models with an increasing level of detail.</p> <p>PD.2.D Demonstrates controlled fine motor movements in a variety of ways such as cutting along lines with accuracy.</p> <p>PD.2.E Uses precise hand movements to complete a variety of activities such as building using small blocks, stringing lacing beads, and cutting out simple shapes with accuracy.</p> <p>M-PFA.3.B Uses objects, rhythm, or movement to copy and extend simple AB patterns.</p> <p>M-PFA.3.C Uses rhythm and movement to copy simple and advanced patterns (e.g., AB, ABC, ABB, AAB)."</p>

CREATIVE ARTS

GOAL 2 SUPPORTING SKILLS

Indicator	Age	Observable Behaviors	Every Child Ready Standard(s)
2b. Explore, use, and begin to use artistic vocabulary to describe the tools, mediums, and components of the arts.	3 years	<ul style="list-style-type: none"> Use a towel as a blanket to "tuck in" a doll for bedtime. Make "pizza" out of playdough and pretend to eat it during imaginative play. Use props like ribbon sticks, scarves, and dolls while dancing to music. Make different sounds with their voice (loud/soft, high/low). With support, use tongue depressors to make bunny ears in a ball of playdough. Use terms like volume, beat, and shadow to describe art, sometimes. Point to a jar of paint or basket of crayons and ask to use them. 	C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions. C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play. C-ARTS.3.A Expresses self using a variety of art materials and tools. C-ARTS.4.B Sings a variety of songs within children's vocal range, independently and with others. 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.
2b. Explore, use, and begin to use artistic vocabulary to describe the tools, mediums, and components of the arts.	4 years	<ul style="list-style-type: none"> Use terms like collage, rhythm, and watercolor to describe art, sometimes. Repeat part of a song they have just heard for the first time. Use cookie cutters and rollers to shape playdough. Experiment with the angles they can hold a crayon or marker to make different kinds of marks. Use whatever materials are on hand (blocks, paint, playdough, manipulatives) to create something new. Use tissue paper, construction paper, and glitter glue to make a collage. 	C-ARTS.3.C Explores and creates art using different techniques, such as dot art, mixed media collages, and clay. 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. 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. LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults.

CREATIVE ARTS

GOAL 2 SUPPORTING SKILLS

Indicator	Age	Observable Behaviors	Every Child Ready Standard(s)
2c. Plan and create works of art with increasing intentionality and detail.	3 years	<ul style="list-style-type: none"> With prompting, express their ideas through the arts. Follow along with appropriate body movements during "Head Shoulders Knees and Toes." Draw straight and curved lines to create pictures. 	<p>C-ARTS.3.A Expresses self using a variety of art materials and tools. C-ARTS.3.B Creates drawings, paintings, and models with an increasing level of detail. C-ARTS.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.4.A Participates in a variety of music activities with different tempos, genres, and rhythms. C-ARTS.4.B Sings a variety of songs within children's vocal range, independently and with others. LL-WR.2.AA Draws to represent something or to communicate a thought. LL-WR.2.A Draws and/or writes to represent, express, or communicate interests. LL-WR.2.B Draws and/or writes to represent and describe an object, event, or observation.</p>
2c. Plan and create works of art with increasing intentionality and detail.	4 years	<ul style="list-style-type: none"> With and without prompting, communicate their ideas through the arts. When asked, describe their plan for a drawing or painting. Create intentional designs in their work. 	<p>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-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. 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. LL-WR.2.C Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme. LL-WR.2.D Draws and/or writes to represent simple events or stories that entertain, and revises when necessary. LL-WR.2.E Draws and/or writes to represent simple events or stories, including more details, that entertain, and revises when necessary.</p>

CREATIVE ARTS

GOAL 3 ARTISTIC APPRECIATION

Indicator	Age	Observable Behaviors	Every Child Ready Standard(s)
3a. Explore, recognize, and respond to similarities and differences between works of art, and the emotions, moods, situations, and cultures being expressed.	3 years	<ul style="list-style-type: none"> Point out the differences in color or mood (happy, sad) between two pictures. Bang on a drum or pot to make loud noises and show frustration—or delight. Explore different musical instruments, such as bells, xylophones, and maracas. Tap on a drum, a table, and a cardboard box to hear the different sounds. 	<p>C-ARTS.5.A Shows enthusiasm and curiosity about different types of creative arts.</p> <p>C-ARTS.5.B Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques.</p> <p>C-ARTS.4.AA Listens to a variety of music.</p> <p>C-ARTS.4.A Participates in a variety of music activities with different tempos, genres, and rhythms.</p> <p>C-ARTS.4.B Sings a variety of songs within children's vocal range, independently and with others.</p> <p>C-ARTS.1.AA Moves body spontaneously to music.</p> <p>C-ARTS.1.A Participates in guided movement activities by copying dances and movements introduced by others.</p> <p>C-ARTS.1.B Recalls short, simple dances and movement sequences previously introduced by others.</p> <p>C-ARTS.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>
3a. Explore, recognize, and respond to similarities and differences between works of art, and the emotions, moods, situations, and cultures being expressed.	4 years	<ul style="list-style-type: none"> Experiment with a variety of instruments and recognize their differing sounds. Experiment with different instruments to match the sounds in a song. Sing a silly song and laugh. Use drawings (including scribbles) to tell a story or describe a concept (such as showing who is part of their family). Draw a picture and describe or dictate to a familiar adult what the picture is showing. Move their body in ways that match the mood of a song. 	<p>C-ARTS.5.B Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques.</p> <p>C-ARTS.4.C Recognizes differences between a variety of music activities with different tempos, genres, and rhythms.</p> <p>C-ARTS.4.D Uses their voice or an instrument to express themselves and copy simple tempos.</p> <p>C-ARTS.4.E Creates and performs original music or songs for others.</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>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>

CREATIVE ARTS

GOAL 3 ARTISTIC APPRECIATION

Indicator	Age	Observable Behaviors	Every Child Ready Standard(s)
3b. Express preferences within the arts.	3 years	<ul style="list-style-type: none"> Tell about their preferences in colors and textures, such as saying that they want to play with the green plastic blocks and not the blue ones. 	C-ARTS.5.B Discusses their own artistic creations and chooses artwork for display or performance. C-ARTS.3.A Expresses self using a variety of art materials and tools.
3b. Express preferences within the arts.	4 years	<ul style="list-style-type: none"> Tell a friend they like their drawing. Request a favorite song repeatedly. 	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. C-ARTS.4.C Recognizes differences between a variety of music activities with different tempos, genres, and rhythms.

MATHEMATICS

GOAL 1 MATHEMATICAL THINKING

Indicator	Age	Observable Behaviors	Every Child Ready Standard(s)
1a. Explore and begin to make sense of their world through mathematical thinking and strategies.	3 years	<ul style="list-style-type: none"> Ask for "three candles" on their birthday cake. Ask a familiar adult to pour more milk to fill their cup all the way (concept of "more"). Play with signs, words, and patterns, e.g., Five Little Monkeys or Brown Bear, Brown Bear, What Do You Hear? 	ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own. M-NC.1.A Says number words in order from 1-3 from memory. LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence. M-NC.4.AA Compares two groups to identify which has more or less for quantities 0-5 without matching or counting. M-PFA.3.A Uses objects, rhythm, or movement to copy simple AB patterns.
1a. Explore and begin to make sense of their world through mathematical thinking and strategies.	4 years	<ul style="list-style-type: none"> When building with Legos, search for another wheel, while saying "I only have three wheels." Sort colored goldfish crackers, then count how many are in each color group. Tell a friend that their birthday is in five days. Make an 'AB' pattern using colored manipulatives. 	ATL.3.D Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed. M-NC.3.A Subitizes by instantly saying how many are in a set without counting for quantities 1-3. M-PFA.1.A Sorts and groups objects based on one attribute such as visual features like color, size, or shape. M-NC.1.B Says number words in order from 1-5 from memory. M-PFA.3.B Uses objects, rhythm, or movement to copy and extend simple AB patterns.



MATHEMATICS

GOAL 1 MATHEMATICAL THINKING

Indicator	Age	Observable Behaviors	Every Child Ready Standard(s)
1b. Explore and begin to understand mathematical symbols and language in communicating their explorations and discoveries.	3 years	<ul style="list-style-type: none"> Point to a clock and ask if it is time for snack. Match numeral shapes when completing a number puzzle. Point out pictures in book that resemble familiar shapes (e.g., sun/circle; roof/triangle; truck/rectangle). 	ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work. M-M.2.E Begins to demonstrate basic knowledge that clocks and calendars are related to the passage of time. M-NC.5.B Says the names of numerals 0–5 shown in random order. M-GS.1.AA Verbally or nonverbally identifies one to two common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle). MS-GS.1.A Verbally or nonverbally identifies at least three common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle).
1b. Explore and begin to understand mathematical symbols and language in communicating their explorations and discoveries.	4 years	<ul style="list-style-type: none"> Tell about how they put a puzzle together. Participate in a group activity to predict what will happen to a toy car if the ramp is taller or shorter. Estimate how many toy frogs they think are in a plastic pond. 	ATL.4.B Verbally or nonverbally demonstrates an understanding of accomplishing a task. May verbally explain work product. LL-LC.2.D Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic. SC-P.4.C With teacher guidance, recognizes that different factors, such as heights or textures, can change the speed of an object, such as racing cars on ramps. SC-P.4.D Describes and discusses the motion of objects and that motion can change based on different factors. SC-SP.2.B Participates in teacher-led explorations and experiments and uses prior knowledge to make predictions.
1c. Develop an increasing ability to recognize mathematical problems in everyday situations at home and in the learning environment, and experiment to find possible solutions.	3 years	<ul style="list-style-type: none"> Use a variety of strategies to solve problems, such as trial and error, simple tools, or asking someone to help. Try to fix things that are broken, such as putting a toy back together or using tape to repair a torn paper. With support and modeling, explain their thinking when trying to solve problems, such as telling a familiar adult that they couldn't put a toy back together themselves, so now they are asking for help. Plan ways to solve problems based on their knowledge and experience, such as getting a stool to reach a book that is on a shelf after trying to reach it on tiptoes. 	ATL.5.D With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error). ATL.3.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.8.D Creates and follows through with simple plans independently. ATL.8.E Plans simple steps for future activity goal.

MATHEMATICS

GOAL 1 MATHEMATICAL THINKING

Indicator	Age	Observable Behaviors	Every Child Ready Standard(s)
1c. Develop an increasing ability to recognize mathematical problems in everyday situations at home and in the learning environment, and experiment to find possible solutions.	4 years	<ul style="list-style-type: none"> With support, explain how they decided that each child would get two crackers from the snack tray. For example, by passing out one cracker to each child, and then counting to make sure that there were enough left for every child to have one more. Try to put a bead on a shoelace as a bracelet, and then look around for other options to replace the shoelace when the bead doesn't fit. Stack blocks in several ways until they figure out how to make the tower stay up. 	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.

MATHEMATICS

GOAL 2 NUMBER SENSE

Indicator	Age	Observable Behaviors	Every Child Ready Standard(s)
2a. Counting	3 years	<ul style="list-style-type: none"> Point to animal counters one-by-one, counting out loud from one to five. Serve themselves five carrot sticks for snack. 	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. M-NC.2.B Says numbers in order, matching each number word to each object when counting from 1–5.
2a. Counting	4 years	<ul style="list-style-type: none"> Roll a die that lands on 5, then move their game piece five spaces. Pass out one plate and one cup to each child. While pretending to launch a rocket, count backwards 5.4.3.2.1 and then shout, "BLAST OFF!" 	M-NC.2.B Says numbers in order, matching each number word to each object when counting from 1–5. M-NC.2.C Says numbers in order, matching each number word to each object when counting from 1–7. M-NC.2.D Says numbers in order, matching each number word to each object when counting from 1–10. M-NC.2.E Says numbers in order, matching each number word to each object when counting from 1–15.

MATHEMATICS

GOAL 2 NUMBER SENSE

Indicator	Age	Observable Behaviors	Every Child Ready Standard(s)
2b. Subitizing	3 years	<ul style="list-style-type: none"> Tell a familiar adult that there are "only two" Goldfish crackers on their plate after looking but not counting. 	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.
2b. Subitizing	4 years	<ul style="list-style-type: none"> Recognize that they have five counting bears, and their friend has four, so they have more than their friend. Demonstrate "conceptual subitizing," or identifying a whole when only seeing parts of it. For example, seeing five cookies stacked and overlapped on a plate and saying that they see five. 	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. M-NC.3.B Creates sets of 0–5 and begins to use cardinality to identify the last number counted.
2c. Comparing, Adding, and Subtracting Numbers	3 years	<ul style="list-style-type: none"> Tell who is first and who is second in a race or other scenario. For example, "Sarah finished her snack first, and I finished second." Choose the biggest piece of cake. Look at the two pieces of crackers on their plate, compare that with the three on Laura's plate and say, "I need one more." 	M-NC.4.AA Compares two groups to identify which has more or less for quantities 0–5 without matching or counting. M-NC.4.A Compares two groups to identify which has more or less for quantities 0–10 without matching or counting. M-NC.7.AA Demonstrates an understanding that combining two sets increases the total quantity. M-NC.7.A Demonstrates an understanding that adding one more increases the amount of a set. M-NC.8.AA Demonstrates an understanding that separating one set of objects into two sets decreases the total quantity in the original set. M-NC.8.A Demonstrates an understanding that removing one object decreases the amount in a set.

MATHEMATICS

GOAL 2 NUMBER SENSE

Indicator	Age	Observable Behaviors	Every Child Ready Standard(s)
2c. Comparing, Adding, and Subtracting Numbers	4 years	<ul style="list-style-type: none"> • Say that William has more blocks than they do, after counting. • Tell how many children are present after counting how many are absent. • After naming who is missing during the morning message, tell how many children are absent today. 	<p>M-NC.4.D Matches 0–10 objects from two sets using one-to-one correspondence to identify which set has more, less, or if they are the same.</p> <p>M-NC.4.E Rational counts and compares the objects in two sets to identify which has more, less, or if they are the same for quantities 0–10.</p> <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> <p>M-NC.7.E Combines two sets by counting both sets together to get the whole without having to first count them separately. Counts up to a total quantity of 10.</p> <p>M-NC.8.B Counts a set of 1–5 objects. Takes objects away and counts how many are left.</p> <p>M-NC.8.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.8.E Solves subtraction story problems for quantities 1–10 using objects, fingers, drawings, or actions.</p>
2d. Composing and Decomposing Numbers	3 years	<ul style="list-style-type: none"> • Recognize that parts make up a whole, and whole is bigger than individual parts. However, they may not be able to use numbers or measurements to explain why this is the case. • Trade 2 small items for 1 bigger item. 	<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.8.AA Demonstrates an understanding that separating one set of objects into two sets decreases the total quantity in the original set.</p> <p>M-NC.8.A Demonstrates an understanding that removing one object decreases the amount in a set.</p> <p>SOC.3.C Shows an understanding of the concepts of trading and bartering, such as trading corn for broccoli at a market in Dramatic Play.</p>

MATHEMATICS

GOAL 2 NUMBER SENSE

Indicator	Age	Observable Behaviors	Every Child Ready Standard(s)
2d. Composing and Decomposing Numbers	4 years	<ul style="list-style-type: none"> Attempt to label a whole and its parts with numbers, such as explaining that their basket of 4 pieces of play food has 2 pears and 2 oranges. Recognizes and produces number combinations up to 4. For example, moving a collection of four toy cars to groups of 1 and 3, 2 and 3, 3 and 1, 4 and 0. 	<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> <p>M-NC.7.E Combines two sets by counting both sets together to get the whole without having to first count them separately. Counts up to a total quantity of 10.</p> <p>M-NC.8.B Counts a set of 1–5 objects. Takes objects away and counts how many are left.</p> <p>M-NC.8.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.8.E Solves subtraction story problems for quantities 1–10 using objects, fingers, drawings, or actions.</p> <p>SOC.3.C Shows an understanding of the concepts of trading and bartering, such as trading corn for broccoli at a market in Dramatic Play.</p>

MATHEMATICS

GOAL 3 GEOMETRY AND SPATIAL SENSE

Indicator	Age	Observable Behaviors	Every Child Ready Standard(s)
3a. Explore and begin to recognize the positional relationships between objects, their environment, and themselves.	3 years	<ul style="list-style-type: none"> Expand their spatial vocabulary to include more complex terms such as beside and between. Look over puzzle pieces to narrow down the group to just those that might fit in the space they are trying to fill, without using trial and error for each piece, sometimes. 	<p>M-GS.3.AA Demonstrates understanding of movement terms (e.g., "up," "down") by using gestures or objects.</p> <p>M-GS.3.A Demonstrates understanding of location terms (e.g., "in," "on," "under," "over") by using gestures or objects.</p> <p>M-GS.3.B Demonstrates understanding of proximity terms (e.g., "beside," "between," "above," "below") by using gestures or objects.</p> <p>M-DAP.1.AA Verbally or nonverbally participates in graphing discussions.</p> <p>M-DAP.1.A Verbally or nonverbally participates in graphing discussions and demonstrates understanding of the purpose of a graph.</p> <p>M-DAP.1.B Visually compares the amounts in each category without counting. Identifies the category with more, less, or the same.</p>

MATHEMATICS

GOAL 3 GEOMETRY AND SPATIAL SENSE

Indicator	Age	Observable Behaviors	Every Child Ready Standard(s)
3a. Explore and begin to recognize the positional relationships between objects, their environment, and themselves.	4 years	<ul style="list-style-type: none"> Find a toy that has been misplaced or intentionally hidden. Play hide-and-seek. Continue to expand their spatial and directional vocabulary, including terms such as left and right, as well as in front of and behind. Recognize a taller bar in a bar graph means that bar has "more." Begin to build a mental model of a line between dots on a graph to predict where two "lines" might meet. 	<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> <p>M-DAP.1.C Counts and identifies which category has more, less, or if they are the same. Identifies if there is zero in a category.</p> <p>M-DAP.1.D Uses comparative language to describe the quantities in each category. For example, answers "Did more people bike or walk to school?" or "Which column has fewer responses?"</p> <p>M-DAP.1.E Identifies trends and makes inferences from data.</p>
3b. Explore and begin to analyze two-dimensional and three-dimensional shapes and shape attributes.	3 years	<ul style="list-style-type: none"> Match more shapes, such as rectangles, ovals, etc., even if they are different sizes or rotated differently, such as pointing out two rectangular blocks as matches, even though one was sideways and the other flat on the floor. Turn two books to line up with each other, so they can check if they are the same shape, sometimes. Identify circles and squares and begin to recognize and identify a sphere (ball) and a cube (box). Begin to compare shapes using simple terms, such as being pointy or tall. Begin to use blocks to build arches, corners, and enclosures or "rooms," though the constructions may not have interior space and may have been constructed through trial and error. 	<p>M-GS.1.B Verbally or nonverbally identifies at least five common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle).</p> <p>M-GS.1.C Identifies and describes the properties of common two-dimensional shapes using words like "sides," "corners," "curve."</p> <p>M-GS.1.D Verbally or nonverbally identifies two-dimensional shapes in the environment or in books.</p> <p>M-GS.1.E Verbally or nonverbally identifies three-dimensional shapes (sphere, cone, cylinder, cube).</p> <p>M-GS.2.AA Uses simple shape puzzles to create common two-dimensional shapes.</p> <p>M-GS.2.A Constructs any recognizable or unrecognizable shape with materials.</p> <p>M-GS.2.B Constructs common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle) with materials.</p>

MATHEMATICS

GOAL 3 GEOMETRY AND SPATIAL SENSE

Indicator	Age	Observable Behaviors	Every Child Ready Standard(s)
3b. Explore and begin to analyze two-dimensional and three-dimensional shapes and shape attributes.	4 years	<ul style="list-style-type: none"> Continue to expand the range of shapes they can match, even with size or rotation differences. Recognize a wider variety of shapes, such as identifying a book cover as a rectangle, and a line drawn across the angle/corner of a square as forming a triangle. Use blocks to create the lines of a shape, so their creation looks like a particular shape. Use shapes as parts of their drawings, such as using a square as the body of a house and a triangle as the roof. Begin to build arches and enclosures/ rooms with interior space, with more understanding of what shapes they will need and how to build it. 	<p>M-GS.1.B Verbally or nonverbally identifies at least five common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle).</p> <p>M-GS.1.C Identifies and describes the properties of common two-dimensional shapes using words like "sides," "corners," "curve."</p> <p>M-GS.1.D Verbally or nonverbally identifies two-dimensional shapes in the environment or in books.</p> <p>M-GS.1.E Verbally or nonverbally identifies three-dimensional shapes (sphere, cone, cylinder, cube).</p> <p>M-GS.2.C Using a model, constructs two-dimensional shapes and then puts them together to create objects in the environment. Puts together a square and triangle to create a house.</p> <p>M-GS.2.D Independently constructs two-dimensional shapes and then puts them together to create objects in the environment. Puts together a square and triangle to create a house.</p> <p>M-GS.2.E Constructs common three-dimensional shapes (sphere, cone, cylinder, cube) with materials.</p>
3c. Investigate and begin to understand the concept of a whole and how it can be divided into two (or more) equal parts.	3 years	<ul style="list-style-type: none"> Recognize that parts make up a whole, and whole is bigger than individual parts. However, they may not be able to use numbers or measurements to explain why this is the case. Begin to use tools to divide playdough shapes (circle, square, or rectangle) into two or more generally equal parts, through trial and error, and they may not be able to explain how they decided what was "equal." 	<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.8.AA Demonstrates an understanding that separating one set of objects into two sets decreases the total quantity in the original set.</p> <p>M-NC.8.A Demonstrates an understanding that removing one object decreases the amount in a set.</p> <p>M-NC.4.C Matches 0-7 objects from two sets using one-to-one correspondence to identify which set has more, less, or if they are the same.</p> <p>SOC.3.C Shows an understanding of the concepts of trading and bartering, such as trading corn for broccoli at a market in Dramatic Play.</p>

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GOAL 3 GEOMETRY AND SPATIAL SENSE

Indicator	Age	Observable Behaviors	Every Child Ready Standard(s)
3c. Investigate and begin to understand the concept of a whole and how it can be divided into two (or more) equal parts.	4 years	<ul style="list-style-type: none"> Attempt to label a whole and its parts with numbers, such as explaining that their basket of 4 pieces of play food has 2 pears and 2 oranges. Continue to explore and become more accurate in dividing shapes into equal parts. Begin to identify "half" of a circle (cookie) or square (sandwich), as well as "half" of a countable quantity (crackers) as they apply to "fair shares." 	M-NC.7.B Counts two sets separately, then combines sets and counts the sets together to get the whole. Counts up to a total quantity of 5. M-NC.8.B Counts a set of 1–5 objects. Takes objects away and counts how many are left. M-NC.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. MT-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. SOC.3.C Shows an understanding of the concepts of trading and bartering, such as trading corn for broccoli at a market in Dramatic Play.

MATHEMATICS

GOAL 4 ALGEBRAIC THINKING

Indicator	Age	Observable Behaviors	Every Child Ready Standard(s)
4a. Recognizing and Building Patterns	3 years	<ul style="list-style-type: none"> Put a blue counting bear in the empty spot in a row of yellow bear, blue, yellow, empty space, yellow. While looking at a pattern of blocks set out by an adult, copy the pattern with their own set of blocks. 	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. M-PFA.3.B Uses objects, rhythm, or movement to copy and extend simple AB patterns.
4a. Recognizing and Building Patterns	4 years	<ul style="list-style-type: none"> Continue a pattern set out by an adult, adding a triangle and then a circle to a row of triangle, circle, triangle, circle. Recognize, identify, and build repeating AB and ABC 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).
4b. Ordering and Seriation	3 years	<ul style="list-style-type: none"> Choose picture books from the library that have main characters who look like them. 	M-PFA.2.AA Correctly orders or stacks at least five rings, nesting cups, boxes, or other toys. LL-BK.1.B Selects and requests that a favorite or familiar book be read by an adult.

MATHEMATICS

GOAL 4 ALGEBRAIC THINKING

Indicator	Age	Observable Behaviors	Every Child Ready Standard(s)
4b. Ordering and Seriation	4 years	<ul style="list-style-type: none"> Set several blocks next to each other, using trial and error to decide which is longest, when working to line blocks from longest to shortest. Place rods of Unifix cubes in order from shortest to longest based on the number of individual cubes. 	<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>M-PFA.2.E Orders groups of different amounts using numerical order.</p>

MATHEMATICS

GOAL 5 MEASUREMENT

Indicator	Age	Observable Behaviors	Every Child Ready Standard(s)
5a. Notice and recognize that things in their environment can be measured (length/height, weight, area, volume, temperature, time).	3 years	<ul style="list-style-type: none"> Draw scribbles and spirals both inside and outside the lines when asked to "color in" or "fill in" a square (early recognition of area). 	<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> <p>C-ARTS.3B Creates drawings, paintings, and models with an increasing level of detail.</p>
5a. Notice and recognize that things in their environment can be measured (length/height, weight, area, volume, temperature, time).	4 years	<ul style="list-style-type: none"> Participate in a group discussion to decide which shelf will best fit the wooden unit blocks. 	<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> <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>

MATHEMATICS

GOAL 5 MEASUREMENT

Indicator	Age	Observable Behaviors	Every Child Ready Standard(s)
5b. Compare things in their environment and use the language of measurement (lighter, darker, long, longer, big, bigger, etc.) to describe them.	3 years	<ul style="list-style-type: none"> Compare size with simple terms, such as bigger, smaller, taller, shorter, lighter, and heavier. 	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. 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.4.B Attempts to use words to label familiar objects, people, places, emotions, and actions.
5b. Compare things in their environment and use the language of measurement (lighter, darker, long, longer, big, bigger, etc.) to describe them.	4 years	<ul style="list-style-type: none"> Set several blocks next to each other, using trial and error to decide which is longest, when working to line blocks from longest to shortest. With prompting, place blocks somewhat randomly inside two differently sized squares to compare how much space is inside each square (area), with some accuracy. 	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. 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-PFA.2.AA Correctly orders or stacks at least five rings, nesting cups, boxes, or other toys LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults.
5c. Use non-standard and standard tools and units of measurement.	3 years	<ul style="list-style-type: none"> Use a cup to move sand into a bucket, counting out loud as they pour each cupful in, sometimes. Hold a piece of fruit in each hand to decide which is heavier 	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?"
5c. Use non-standard and standard tools and units of measurement.	4 years	<ul style="list-style-type: none"> Begin to use formal measuring tools, such as tape measures and balance scales, to determine size and weight. Use informal measuring tools, such as footsteps, hands, or blocks to measure length, volume, and other measurable characteristics. 	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-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.

MATHEMATICS

GOAL 6 COLLECTING AND ORGANIZING INFORMATION

Indicator	Age	Observable Behaviors	Every Child Ready Standard(s)
6a. Recognize and classify things in their environment.	3 years	<ul style="list-style-type: none"> Begin to describe the difference between objects, such as telling that one doll has a blue dress and the other has a red dress. Participate in a group activity to count how many people in the group have pets. 	M-PFA.1B Sorts and groups objects based on one attribute such as visual features like color, size, or shape. M-DAP.2.AA Observes and collects data in their environment (e.g., colors, movement, sounds) with teacher support. M-DAP.2.A Collects and organizes data by sorting and classifying groups of objects into clusters (e.g., sorts buttons by color). M-DAP.2.B Graphs using real objects to organize and display information one-to-one (e.g., place coins, buttons, or shells on a graphing mat). M-DAP.1.AA Verbally or nonverbally participates in graphing discussions. M-DAP.1.A Verbally or nonverbally participates in graphing discussions and demonstrates understanding of the purpose of a graph. M-DAP.1.B Visually compares the amounts in each category without counting. Identifies the category with more, less, or the same.
6a. Recognize and classify things in their environment.	4 years	<ul style="list-style-type: none"> Describe the similarities and differences between objects, such as determining by feel that some of a collection of buttons are fabric-covered and others have holes. Ask the other children if they have a cat at home and make marks in their journal to count how many. Chart different kinds of weather with their group over the course of a week or a month. 	M-PFA.1C Sorts and groups objects based on more complex attributes such as function or category. M-PFA.1D Sorts and groups objects or pictures that belong together by one attribute, then regroups according to a different attribute. M-DAP.2.C Graphs using pictures of objects to organize and display information. Compares two to three groups (e.g., pictures of front covers of books, or pictures of students to represent children's votes). M-DAP.2.D Graphs using symbols such as paper squares, tally marks, or Xs to organize and display information. Compares two to three groups. M-DAP.2.E Graphs using symbols such as paper squares, tally marks, or Xs to organize and display information. Compares four groups. M-DAP.1.C Counts and identifies which category has more, less, or if they are the same. Identifies if there is zero in a category. M-DAP.1.D Uses comparative language to describe the quantities in each category. For example, answers "Did more people bike or walk to school?" or "Which column has fewer responses?" M-DAP.1.E Identifies trends and makes inferences from data.
6b. Sort things in their environment into groups based on attributes.	3 years	<ul style="list-style-type: none"> Sort blocks by material (plastic/wooden) during clean-up time, when directed by an adult. Sort animals by habitat (farm or forest, for example), when directed by an adult. 	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. M-PFA.1.B Sorts and groups pictures of objects based on one attribute such as visual features like color, size, or shape.

MATHEMATICS

GOAL 6 COLLECTING AND ORGANIZING INFORMATION

Indicator	Age	Observable Behaviors	Every Child Ready Standard(s)
6b. Sort things in their environment into groups based on attributes.	4 years	<ul style="list-style-type: none"> Organize buttons based on different attributes, such as solid color, stripes, dots. Sort manipulatives into separate containers during clean up time. 	M-PFA.1.C Sorts and groups objects based on more complex attributes such as function or category. M-PFA.1.D Sorts and groups objects or pictures that belong together by one attribute, then regroups according to a different attribute. M-PFA.1.E Sorts and groups objects into multiple categories such as size and color, or function and category at the same time.

ENGINEERING AND TECHNOLOGY

GOAL 1 CREATIVITY AND CRITICAL THINKING

Indicator	Age	Observable Behaviors	Every Child Ready Standard(s)
1a. Explore and experiment with different uses for the tools, objects, and materials in their environment.	3 years	<ul style="list-style-type: none"> Use a camera to take a picture of their block tower. Use a sand timer to know how long their turn is on a computer. Use a triangular block as a ramp for a small car. Use a large appliance box as a space for dramatic play. Use wood blocks to make a ramp for cars. Use wooden blocks to build a road for the animal toys to follow. With adult supervision, click on a specific, favorite game app on a tablet in the learning environment. Use a small mallet or hammer to pound golf tees into a Styrofoam block. Use a scoop to move water or sand from the sensory table into a container. 	SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment. SC-SP.2.A Participates in simple explorations and experiments based on a teacher-led inquiry and prior knowledge. ATL.1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play). ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work. Tech.1.B Participates in digital activities that use learning applications and programs with adult support.

ENGINEERING AND TECHNOLOGY

GOAL 1 CREATIVITY AND CRITICAL THINKING

Indicator	Age	Observable Behaviors	Every Child Ready Standard(s)
1a. Explore and experiment with different uses for the tools, objects, and materials in their environment.	4 years	<ul style="list-style-type: none"> Record the behaviors of a classroom pet on a tablet, on chart paper, or in a science journal. Work with a group to build a tunnel out of shipping boxes that is large enough to crawl through. Use an empty cereal box to support an unsteady "balcony" area of the castle they are building. Make walls, tunnels, and towers for their castle construction with paper towel tubes and cardboard boxes. Use a stylus to navigate an interactive technology device and find out how tall a T. Rex was. With adult supervision, choose a game from the PBS Kids website using visual cues. Use a screwdriver to drive large, flat-tipped machine screws in and out of a block of wood, using their fingers to twist and untwist a bolt on the other side of the screw. Use a small garden trowel to dig holes for planting seeds. 	<p>SC-SP.2.B Participates in teacher-led explorations and experiments and uses prior knowledge to make predictions.</p> <p>SC-SP.2.C With teacher guidance, begins to hypothesize before teacher-led experiments.</p> <p>SC-SP.2.D Makes hypotheses, and tests their hypotheses through experimentation.</p> <p>SC-SP.3.A With teacher guidance, participates in recording scientific observations and data.</p> <p>SC-SP.3.B Begins to identify relevant information and collects and records information in own journal or paper.</p> <p>SC-LES.3.E Uses science tools to research and learn more about Earth and space, such as a telescope or binoculars.</p> <p>Tech.1.D With teacher guidance, uses technology devices and learning applications to play games, access or share information, or express themselves creatively.</p> <p>ATL.1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play).</p> <p>ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work.</p>
1b. Learns from their experiments and experiences.	3 years	<ul style="list-style-type: none"> Carry their toy cars to the hard floor or table to play "because they go faster" than when they're on the carpet. Bounce balls on the sidewalk with more and more force, to get them to bounce higher. 	<p>SC-SP.1.B Observes and describes cause and effect.</p> <p>ATL.9.AA Recalls simple information from familiar environments (e.g., knows where some classroom materials are kept, or remembers names of classmates).</p> <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 Dramatic Play).</p> <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>

ENGINEERING AND TECHNOLOGY

GOAL 1 CREATIVITY AND CRITICAL THINKING

Indicator	Age	Observable Behaviors	Every Child Ready Standard(s)
1b. Learns from their experiments and experiences.	4 years	<ul style="list-style-type: none"> • Add water to sand to make it moldable without turning into mud. • Stop pouring milk into their cup before it's full or overflows. 	SC-SP.1.B Observes and describes cause and effect SC-SP.1.C With teacher guidance, begins to formulate own questions based on observations. 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).
1c. Recognizes real-world problems in their environment and begins to experiment with tools and other strategies to solve those problems.	3 years	<ul style="list-style-type: none"> • With adult support, look through the basket of playdough tools to find something that will cut playdough. • Walk around the room touching a magnet to different things to find out what will stick to it. 	SC-SP.1.A Uses senses to observe the environment. SC-SP.1.B Observes and describes cause and effect 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. SC-SP.2.C With teacher guidance, begins to hypothesize before teacher-led experiments.
1c. Recognizes real-world problems in their environment and begins to experiment with tools and other strategies to solve those problems.	4 years	<ul style="list-style-type: none"> • Ask a familiar adult to plug in a tablet that won't turn on. • Think of and test several ways to build a sturdy ramp for their toy cars. 	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. SC-SP.1.D Formulates own science-oriented questions based on observations. Tech.2.C Demonstrates simple ways to manage and maintain devices, such as alerting the teacher when the batteries need charging.

ENGINEERING AND TECHNOLOGY

GOAL 2 COMMUNICATION AND COLLABORATION

Indicator	Age	Observable Behaviors	Every Child Ready Standard(s)
2a. Explores tools for the purpose of communication or self-expression.	3 years	<ul style="list-style-type: none"> • Use a mirror to watch themselves make happy and sad faces. 	C-ARTS.2.A Expresses self using a variety of art materials and tools. SE.1.A Verbally or nonverbally expresses basic emotions, such as happy, surprised, angry, scared, frustrated, and sad, while an adult adds emotion labels to that expression.

ENGINEERING AND TECHNOLOGY

GOAL 2 COMMUNICATION AND COLLABORATION

Indicator	Age	Observable Behaviors	Every Child Ready Standard(s)
2a. Explores tools for the purpose of communication or self-expression.	4 years	<ul style="list-style-type: none"> Use a tablet to take pictures of themselves making different faces. Use adaptive devices to operate software on the computer. Join in with others of differing abilities in solving a puzzle or maze. 	Tech.1.A Identifies a variety of technology devices and begins to use technology devices with adult support. Tech.1.B Participates in digital activities that use learning applications and programs with adult support. C-ARTS.2.A Expresses self using a variety of art materials and tools. C-ARTS.2.D Plans for and creates art using preferred art materials, tools, and techniques.
2b. Uses tools to work with others.	3 years	<ul style="list-style-type: none"> Work with other children to take pictures for a collage. Use a computer next to another child. 	ATL.2.C Makes cooperative decisions with peers based on adult provided choices (associative play). C-ARTS.3.C Explores and creates art using different techniques, such as dot art, mixed media collages, and clay. Tech.1.A Identifies a variety of technology devices and begins to use technology devices with adult support. Tech.1.B Participates in digital activities that use learning applications and programs with adult support.
2b. Uses tools to work with others.	4 years	<ul style="list-style-type: none"> Work with other children to use a tablet to collect data on their peers' favorite fruit. Use glue sticks, scissors, and paintbrushes to create a mural with other children. Take turns using a tablet with another child. 	ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play). C-ARTS.3.D Plans for and creates art using preferred art materials, tools, and techniques. Tech.1.C Demonstrates ability to turn on digital devices and follows instructions to use familiar technology devices. Tech.1.D With teacher guidance, uses technology devices and learning applications to play games, access or share information, or express themselves creatively. Tech.1.E Independently uses technology devices and learning applications to play games, access or share information, or express themselves creatively.

ENGINEERING AND TECHNOLOGY

GOAL 3 EXPLORATION AND INFORMATION

Indicator	Age	Observable Behaviors	Every Child Ready Standard(s)
3a. With adult support and supervision, explores (digital or non-digital) tools and resources to find information.	3 years	<ul style="list-style-type: none"> With adult support and supervision, use a tablet to look for pictures of a plant's life cycle. Look at a picture of a block tower as an example of what they can build. 	<p>Tech.1.A Identifies a variety of technology devices and begins to use technology devices with adult support.</p> <p>Tech.1.B Participates in digital activities that use learning applications and programs with adult support.</p> <p>LL-NC.5.A Listens and responds to a wide variety of informational texts read aloud.</p> <p>LL-NC.5.B Recognizes that informational texts are a source of information.</p> <p>LL-NC.5.C Makes connections between own experiences, background knowledge, and information presented in an informational text.</p> <p>ATL.9.B Identifies and anticipates materials and expectations needed for everyday and routine activities.</p>
3a. With adult support and supervision, explores (digital or non-digital) tools and resources to find information.	4 years	<ul style="list-style-type: none"> With adult support and supervision, use a computer to look up instructions for how to plant seeds. With adult support, use non-standard measuring tools, such as blocks or carpet squares, to figure out how long something is. Look through a book about birds to find out how many different colors a parakeet can be. 	<p>Tech.1.C Demonstrates ability to turn on digital devices and follows instructions to use familiar technology devices.</p> <p>Tech.1.D With teacher guidance, uses technology devices and learning applications to play games, access or share information, or express themselves creatively.</p> <p>Tech.1.E Independently uses technology devices and learning applications to play games, access or share information, or express themselves creatively.</p> <p>LL-NC.5.B Recognizes that informational texts are a source of information.</p> <p>LL-NC.5.C Makes connections between own experiences, background knowledge, and information presented in an informational text.</p> <p>LL-NC.5.E Uses features of informational text such as charts, diagrams, graphs, or maps as a source of information.</p> <p>M-M.1.C Uses nonstandard units to measure objects by filling, covering, or matching, like when answering "How many scoops of sand fill a container?"</p> <p>M-M.1.D Uses nonstandard units to measure and then comparative language to describe the measurements of two objects, like when answering "Which container holds more beans?"</p>
3b. Communicates about their experiences with (digital or non-digital) tools and resources.	3 years	<ul style="list-style-type: none"> Describe a game they play on a family member's phone at home. Draw a picture of one of the characters from a favorite game. Show a familiar adult how they used scoops and funnels in the sensory table. Use adaptive devices for support when telling peers about themselves. 	<p>Tech.1.D With teacher guidance, uses technology devices and learning applications to play games, access or share information, or express themselves creatively.</p> <p>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.B Demonstrates understanding by answering simple "what" and "who" questions using two to three words when prompted by the teacher or peers.</p>

ENGINEERING AND TECHNOLOGY

GOAL 3 EXPLORATION AND INFORMATION

Indicator	Age	Observable Behaviors	Every Child Ready Standard(s)
3b. Communicates about their experiences with (digital or non-digital) tools and resources.	4 years	<ul style="list-style-type: none"> Use a tablet to take pictures of themselves making different faces. Tell about something they learned from a video clip about penguins. Draw pictures of their bicycle with more and more detail. Show others a video they made of themselves dancing. 	Tech.1.E Independently uses technology devices and learning applications to play games, access or share information, or express themselves creatively. LL-WR.2.C Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme. LL-WR.2.D Draws and/or writes to represent simple events or stories that entertain, and revises when necessary. LL-WR.2.E Draws and/or writes to represent simple events or stories, including more details, that entertain, and revises when necessary. LL-WR.1.E Explores a variety of digital tools (tablet, computer, etc.) to produce and publish writing, including in collaboration with peers.

ENGINEERING AND TECHNOLOGY

GOAL 4 RESPONSIBILITY WITH TECHNOLOGY

Indicator	Age	Observable Behaviors	Every Child Ready Standard(s)
4a. With adult support and supervision, uses digital tools and resources responsibly.	3 years	<ul style="list-style-type: none"> Engage in a large group activity to make a short list of what is expected when they are using digital tools in the learning environment. When reminded, leave their food or drink on a table away from the device they're using. With modeling and guidance, turn a device on and off, and navigate to favorite apps. When reminded, shut down a device when they are finished using it. With modeling and practice, return a device to an adult when they see a low battery warning. 	Tech.2.AA Observes adults using technology with care. Tech.2.A Begins to hold and care for technology appropriately with adult support. Tech.2.B Independently holds and cares for technology appropriately.

ENGINEERING AND TECHNOLOGY

GOAL 4 RESPONSIBILITY WITH TECHNOLOGY

Indicator	Age	Observable Behaviors	Every Child Ready Standard(s)
4a. With adult support and supervision, uses digital tools and resources responsibly.	4 years	<ul style="list-style-type: none"> Ask questions and engage in a conversation about how to use digital tools responsibly when the group is making a list of expectations. With modeling and guidance, carry a device carefully around the room to take photos. When reminded, and with modeling and guidance, plug a tablet into its charger when they see a low battery warning. 	<p>Tech.2.C Demonstrates simple ways to manage and maintain devices, such as alerting the teacher when the batteries need charging.</p> <p>Tech.2.D Demonstrates safe behaviors, such as accessing only approved applications or websites and disconnects from the screen after a set amount of time.</p> <p>Tech.2.E Explains why it is important to use safe behaviors when using technology devices and learning applications.</p>
4b. With adult guidance and supervision, begins to demonstrate an understanding of internet safety.	4 years	<ul style="list-style-type: none"> Ask questions and engage in a conversation about how to use the internet safely when the group is making a list of expectations. Use only provided apps and digital resources on their device. Share pictures by showing the device to other children. 	<p>Tech.2.C Demonstrates simple ways to manage and maintain devices, such as alerting the teacher when the batteries need charging.</p> <p>Tech.2.D Demonstrates safe behaviors, such as accessing only approved applications or websites and disconnects from the screen after a set amount of time.</p> <p>Tech.2.E Explains why it is important to use safe behaviors when using technology devices and learning applications.</p>

SCIENCE

GOAL 1 SCIENTIFIC THINKING

Indicator	Age	Observable Behaviors	Every Child Ready Standard(s)
1a. Observe and investigate their environment using scientific thinking, scientific vocabulary, and the scientific method.	3 years	<ul style="list-style-type: none"> Notice snow on the ground and say, "It's cold!" Build a snowman by stacking lumps of snow. Observe and discuss the movement of worms in the sensory table. Say, "That bug is going over the other one!" Wheel around the room with a magnet wand, testing different objects to find out if they stick (are magnetic), and announce, "The toy car sticks, but the blocks don't." Mix paint colors and notice the new color they create, saying, "I put yellow in my blue – now it's green!" 	<p>SC-SP.1.AA Uses senses to observe the environment.</p> <p>SC-SP.1.B Observes and describes cause and effect.</p> <p>LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions.</p> <p>ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work.</p> <p>ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own.</p>

SCIENCE

GOAL 1 SCIENTIFIC THINKING

Indicator	Age	Observable Behaviors	Every Child Ready Standard(s)
1a. Observe and investigate their environment using scientific thinking, scientific vocabulary, and the scientific method.	4 years	<ul style="list-style-type: none"> Notice which side is lower/heavier when weighing rocks on a balance scale. Take a nature walk around the outside of the building with an adult and ask them to identify things. Taste several varieties of apples and describe the differences in flavor, color, and texture. 	<p>SC-P.1.A Uses senses to identify physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.</p> <p>SC-P.1.B Use senses to observe and describe some physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.</p> <p>SC-SP.1.A With teacher guidance, participates in activities to formulate simple science-oriented questions based on observations.</p> <p>SC-SP.1.C With teacher guidance, begins to formulate own questions based on observations.</p> <p>LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults.</p>
1b. Explore cause-and-effect relationships.	3 years	<ul style="list-style-type: none"> Mix playdough colors together. Melt ice cubes in their hands. 	<p>SC-SP.1.B Observes and describes cause and effect.</p> <p>SC-P.1.C Participates in activities related to changing physical properties of objects, such as crumpling a piece of paper to change the texture from smooth to bumpy.</p> <p>SC-P.1.D Describes and discusses various ways that the physical properties or characteristics of objects can change, such the playdough was soft, but became hard when exposed to air for a long time period.</p>
1b. Explore cause-and-effect relationships.	4 years	<ul style="list-style-type: none"> Use a flashlight to make shadows with their hands. On a light table, stack a blue translucent square on top of a red one to make purple. 	<p>SC-SP.1.B Observes and describes cause and effect.</p> <p>SC-P.1.E Evaluates how well materials suit their intended purposes based on their physical characteristics, such as explores using tissue paper to construct a tower and considers how the paper's properties impact the building process.</p> <p>SC-P.2.C Discusses how to manipulate light to create shadows and reflections.</p> <p>SC-P.2.D Discusses how light can be brighter or dimmer depending on variables such as the source of light, distance, and so on."</p>
1c. Observe, compare, and classify objects and information.	3 years	<ul style="list-style-type: none"> Sort blocks by material (plastic/wooden) during clean-up time. Talk about cats and dogs and demonstrate an understanding that they are different. Sort animals by habitat (farm or forest, for example). 	<p>M-DAP.2.AA Observes and collects data in their environment (e.g., colors, movement, sounds) with teacher support.</p> <p>M-DAP.2.A Collects and organizes data by sorting and classifying groups of objects into clusters (e.g., sorts buttons by color).</p> <p>ATL.8.B Uses adult-created organization tools to complete steps of a simple task or project.</p> <p>S-LES.4.B Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features.</p>

SCIENCE

GOAL 1 SCIENTIFIC THINKING

Indicator	Age	Observable Behaviors	Every Child Ready Standard(s)
1c. Observe, compare, and classify objects and information.	4 years	<ul style="list-style-type: none"> Make marks in their journal as they count how many children have yellow shirts and green shirts, then compare how many there are of each color. Chart different kinds of weather with their group over the course of a week or a month. Sort buttons by feel, into piles of fabric-covered buttons and buttons with holes. Sort manipulatives into separate containers during clean up time. 	<p>SC-SP.3.AA Observes teacher recording of common scientific observations and data.</p> <p>SC-SP.3.A With teacher guidance, participates in recording scientific observations and data.</p> <p>SC-SP.3.B Begins to identify relevant information and collects and records information in own journal or paper.</p> <p>M-DAP.2.B Graphs using real objects to organize and display information one-to-one (e.g., place coins, buttons, or shells on a graphing mat).</p> <p>M-DAP.2.C Graphs using pictures of objects to organize and display information. Compares two to three groups (e.g., pictures of front covers of books, or pictures of students to represent children's votes).</p> <p>M-DAP.2.D Graphs using symbols such as paper squares, tally marks, or Xs to organize and display information. Compares two to three groups.</p> <p>M-PFA.1 Sorts and groups objects based on one attribute such as visual features like color, size, or shape.</p>
1d. Communicate and/or record observations, questions, and predictions about their environment.	3 years	<ul style="list-style-type: none"> Ask to feed the classroom fish when they come to school in the morning because "it's breakfast time!" or the fish usually gets fed in the mornings. Say, "It's sunny—we can go outside!" or look out the window at the rain and grumble, "But I wanted to go outside." Chart their predictions about what color flower will grow from the seeds they planted. 	<p>SC-SP.3.A With teacher guidance, participates in recording scientific observations and data.</p> <p>SC-SP.3.B Begins to identify relevant information and collects and records information in own journal or paper.</p> <p>M-DAP.2.AA Observes and collects data in their environment (e.g., colors, movement, sounds) with teacher support.</p> <p>M-DAP.2.A Collects and organizes data by sorting and classifying groups of objects into clusters (e.g., sorts buttons by color).</p> <p>LL-WR.1.C Contributes ideas and opinions to a shared writing experience by drawing or writing with teacher support.</p>
1d. Communicate and/or record observations, questions, and predictions about their environment.	4 years	<ul style="list-style-type: none"> Point out the squirrels gathering nuts and ask why they need so many. Tell stories about the squirrels in their neighborhood eating the jack-o'-lanterns and playing with the decorations. Chart different kinds of weather with their group over the course of a week or a month. Point out the tiny buds beginning to form on trees and plants in the spring. 	<p>SC-SP.3.C Draws conclusions on prior knowledge and recorded information.</p> <p>SC-SP.3.D Discusses conclusions and reflects on the scientific-oriented question and hypothesis based on prior knowledge and recorded information.</p> <p>SC-SP.3.E Makes recommendations based on observations and conclusions.</p> <p>M-DAP.2.C Graphs using pictures of objects to organize and display information. Compares two to three groups (e.g., pictures of front covers of books, or pictures of students to represent children's votes).</p>

SCIENCE

GOAL 2 PHYSICAL SCIENCE

Indicator	Age	Observable Behaviors	Every Child Ready Standard(s)
2a. Explore and compare the ways objects move, including their speed, direction, and duration of movement.	3 years	<ul style="list-style-type: none"> Build ramps for toy cars and experiment to see which car goes faster down the ramp. 	SC-P.4.AA Explores the motion of objects by pushing and pulling objects and identifies whether an object is stationary or moving. SC-P.4.A With teacher guidance, recognizes that different factors, such as force, impact how fast and far an object moves when it's pushed or pulled. SC-P.4.B With teacher guidance, recognizes that when objects collide, the impact can change the speed, direction, or stop an object.
2a. Explore and compare the ways objects move, including their speed, direction, and duration of movement.	4 years	<ul style="list-style-type: none"> Build a marble run and make predictions about what pieces they can add to make the marble move faster or slower. 	SC-P.4.C With teacher guidance, recognizes that different factors, such as heights or textures, can change the speed of an object, such as racing cars on ramps. SC-P.4.D Describes and discusses the motion of objects and that motion can change based on different factors. SC-P.4.E Compares and contrasts how different factors change the motion of objects.
2b. Explore and observe the states of matter (liquids, solids, gasses) in their environment.	3 years	<ul style="list-style-type: none"> Notice that snow is melting into water, while playing with snow outdoors or in the sensory table. Paint with ice cubes that have been made with drops of food coloring. Use their hands to melt ice cubes in the sensory table. 	SC-P.3.AA Recognizes and explores water in its liquid form. SC-P.3.A Recognizes and explores water in its liquid and solid forms. SC-P.3.B Recognizes and explores water in its liquid, solid, and gas forms.
2b. Explore and observe the states of matter (liquids, solids, gasses) in their environment.	4 years	<ul style="list-style-type: none"> Breathe onto a cold window so they can write their name in the condensation. Participate in group discussions to identify items that fit into the categories of solids, liquids, and gasses. Explain that when ice and snow melt, they both turn into water. 	SC-P.3.C Explains water in its three forms, such as how ice is frozen water. SC-P.3.D Discusses the uses and purpose of water in its different forms, such as ice helps make a drink cold. SC-P.3.E Begins to discuss how and why water changes into different forms, such as the water cycle.
2c. Observe and explore light and sound.	3 years	<ul style="list-style-type: none"> Use the light switch to turn lights on and off. Build with translucent colored blocks on the light table. Play with toy drums or egg shakers. 	SC-P.2.AA Identifies light and dark and explores shadows and reflections. SC-P.2.A Demonstrates understanding that light can be used to see or illuminate things when it is dark. SC-P.2.B Recognizes sources of light including natural and human-made, such as the sun, lamps, or flashlights. C-ARTS.4.A Participates in a variety of music activities with different tempos, genres, and rhythms.

SCIENCE

GOAL 2 PHYSICAL SCIENCE

Indicator	Age	Observable Behaviors	Every Child Ready Standard(s)
2c. Observe and explore light and sound.	4 years	<ul style="list-style-type: none">Play with a child-size piano or keyboard.Use a variety of objects as drums.Ask for sunglasses to shield their eyes from the sunlight.Layer red and blue translucent panels over each other on the light table to make purple.	SC-P.2.C Discusses how to manipulate light to create shadows and reflections. SC-P.2.D Discusses how light can be brighter or dimmer depending on variables such as the source of light, distance, and so on. SC-P.2.E Observes and discusses how light is a form of energy and gives off heat. C-ARTS.4.E Creates and performs original music or songs for others.

SCIENCE

GOAL 3 EARTH SCIENCE

Indicator	Age	Observable Behaviors	Every Child Ready Standard(s)
3a. Explore and recognize a variety of earth materials in their community (soil, rocks, water, etc.) and their observable properties.	3 years	<ul style="list-style-type: none">Match color swatches with the different colors of soil and rocks they find on the playground.Participate in a group activity to identify differences between a collection of rocks.Sort rocks by size, color, shape, or texture.	SC-LES.1.AA Notices and looks at the natural world around them. SC-LES.1.A Identifies different elements of nature, such as rocks, water, air, and leaves. SC-LES.1.B Demonstrates understanding of the difference between living and nonliving things.
3a. Explore and recognize a variety of earth materials in their community (soil, rocks, water, etc.) and their observable properties.	4 years	<ul style="list-style-type: none">Use a magnifying glass to look closely at the dirt to see and identify grains of soil, as well as tiny twigs, rocks, and sometimes insects.Match color swatches with the different colors of soil and rocks they find on the playground.	SC-LES.1.A Identifies different elements of nature, such as rocks, water, air, and leaves. SC-LES.1.C Compares and contrasts the natural world and the human-made world, such as the wind provides a breeze outside and so does a fan.
3b. Recognize and identify different weather conditions and the ways weather can impact their lives.	3 years	<ul style="list-style-type: none">Ask for sunglasses when it is sunny out.Laugh and dance in the rain.Express disappointment when rain means they won't be able to play on the playground.Participate in a group activity to make a snowman.	SC-LES.2.AA Uses senses to observe and respond to changes in the weather. SC-LES.2.A Identifies different types of weather, such as sunny, rainy, cloudy, or snowy. SC-LES.2.B Identifies seasons and observes and describes patterns and changes in the weather.

SCIENCE

GOAL 3 EARTH SCIENCE

Indicator	Age	Observable Behaviors	Every Child Ready Standard(s)
3b. Recognize and identify different weather conditions and the ways weather can impact their lives.	4 years	<ul style="list-style-type: none">Identify appropriate clothes for different kinds of weather (shorts for sunny days, rain jacket for rainy days, heavy coat for cold winter days, etc.).Participate in a group routine to identify and record the daily weather.	SC-LES.2.C Compares and contrasts the different seasons. SC-LES.2.D Discusses the effects of changes in weather, such as growing different crops or wearing different clothing. SC-LES.2.E Discusses the importance of weather forecasting to prepare for inclement or severe weather conditions. M-DAP.2.C Graphs using pictures of objects to organize and display information. Compares two to three groups (e.g., pictures of front covers of books, or pictures of students to represent children's votes).
3c. Recognize and make connections between the seasons and their observable characteristics.	3 years	<ul style="list-style-type: none">Notice snow on the ground and say, "It's cold!"Point out the leaves falling in autumn and new buds and sprouts in spring.	SC-LES.2.B Identifies seasons and observes and describes patterns and changes in the weather. SC-SP.1.AA Uses senses to observe the environment.
3c. Recognize and make connections between the seasons and their observable characteristics.	4 years	<ul style="list-style-type: none">Notice leaves falling from the trees and say that soon it will be time to go to the apple orchard or pumpkin patch.Point out that the leaves change color before they fall off the tree.	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-SP.1.B Observes and describes cause and effect.

SCIENCE

GOAL 4 LIFE SCIENCE

Indicator	Age	Observable Behaviors	Every Child Ready Standard(s)
4a. Explore, observe, notice, and describe a variety of plants and animals in their community, and their life cycles.	3 years	<ul style="list-style-type: none">Point at a bird on the playground and announce, "Birds eat worms!"After an adult explains that a tree's roots help it drink water, pour a cup of water at the bottom of a tree to "help it drink."With guidance and support, use their fingers to poke holes in soil for planting seeds.Identify more characteristics of animals and plants, such as the color of the leaves and flowers of a particular plant, a dog's ear shape, etc.Show interest in caring for the environment, such as asking to care for plants or animals in the learning environment.	SC-LES.4.AA Points to and observes animals in the environment. SC-LES.4.A Identifies various animals. SC-LES.4.B Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features. SC-LES.5.AA Points to and observes plants in the environment. SC-LES.5.A Identifies various plants such as trees, flowers, bushes, and so on. SC-LES.5.B Identifies that plants are living and identifies characteristics and features of plants.

SCIENCE

GOAL 4 LIFE SCIENCE

Indicator	Age	Observable Behaviors	Every Child Ready Standard(s)
4a. Explore, observe, notice, and describe a variety of plants and animals in their community, and their life cycles.	4 years	<ul style="list-style-type: none"> Tell a familiar adult, "The tree's leaves are red, but they were green before," and ask why. When drawing a picture of themselves at Halloween, draw trees with orange and brown leaves. Ask about different kinds of flowers, and compare different characteristics of their seeds (size, color, shape, etc.). Begin to recognize and discuss the life cycles of different kinds of animals, such as recognizing that a bird hatches from an egg, but cats give birth to kittens. 	SC-LES.4.C Describes the needs of humans and animals and how their characteristics and behaviors support their needs, such as birds having beaks so they can dig for worms. SC-LES.4.D Observes and describes habitats and life cycles. SC-LES.4.E Describes and discusses the relationship between humans and animals. 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.
4b. Observe and explore the habitats of a variety of plants and animals in their community (such as wooded areas, parks, lakes, and streams).	3 years	<ul style="list-style-type: none"> Compare and describe features of the environment, such as identifying one lake as bigger than another. Explain that the park they like best is the one where they go to watch the big fish in the pond. Identify the basic needs of animals (food, water, air, and shelter). 	SC-LES.4.C Describes the needs of humans and animals and how their characteristics and behaviors support their needs, such as birds having beaks so they can dig for worms. SC-LES.4.D Observes and describes habitats and life cycles. SOC.4.B Recognizes and describes common geographical features within their region.
4b. Observe and explore the habitats of a variety of plants and animals in their community (such as wooded areas, parks, lakes, and streams).	4 years	<ul style="list-style-type: none"> Tell about the frogs they saw during their visit to the lake. Participate in a group discussion about where they have seen deer in their community. Identify the basic needs of plants (water, air, sunlight, and nutrients). 	SC-LES.4.C Describes the needs of humans and animals and how their characteristics and behaviors support their needs, such as birds have beaks so they can dig for worms. SC-LES.5.C Identifies that plants are living and describes the needs of plants. SOC.4.B Recognizes and describes common geographical features within their region.
4c. Observe, describe, and compare the differences between living and non-living things.	3 years	<ul style="list-style-type: none"> Participate in a group activity to categorize things as "alive" and "not alive." Sort rocks or leaves by size, color, shape, or texture. Categorize things as "alive" and "not alive," sometimes. For example, recognizing that a dog is a living thing, and a toy car is not. Mis-identify a dead plant as a "non-living" thing. 	SC-LES.1.B Demonstrates understanding of the difference between living and nonliving things. 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.

SCIENCE

GOAL 4 LIFE SCIENCE

Indicator	Age	Observable Behaviors	Every Child Ready Standard(s)
4c. Observe, describe, and compare the differences between living and non-living things.	4 years	<ul style="list-style-type: none"> Sort pictures of plants, animals, and other objects into "living" and "nonliving" categories. Mis-identify seeds or coral as "non-living" things. 	SC-LES.1.B Demonstrates understanding of the difference between living and nonliving things. M-PFA.1.C Sorts and groups objects based on more complex attributes such as function or category.

SOCIAL STUDIES

GOAL 1 SELF, FAMILY, AND BELONGING

Indicator	Age	Observable Behaviors	Every Child Ready Standard(s)
1a. Recognize themselves as unique individuals and become aware of the uniqueness of others.	3 years	<ul style="list-style-type: none"> Recognize and respond to their own first/given and last/family name. Identify some of their own physical characteristics, such as hair color, eye color, and hair texture or length. With support, recognize the similarities and differences between their own characteristics and preferences and those of others. Join in group conversations about children's preferences in concrete categories such as food, colors, play areas, etc. "I like playing in the art area. Sometimes Layla will paint with me, but her favorite is the blocks." 	SOC.1.AA Identifies and recognizes self and family members. SOC.1.A Understands family relationships in relation to self. 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.
1a. Recognize themselves as unique individuals and become aware of the uniqueness of others.	4 years	<ul style="list-style-type: none"> Recognize and describe similarities and differences in some of their own and others' physical characteristics, such as hair color, age, and relative height. For example: "I'm taller than Miguel." With support, identify some of their own and others' character traits. For example, "Salim is a good friend. Jordan is nice, too. Kiki talks loud." 	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.

SOCIAL STUDIES

GOAL 1 SELF, FAMILY, AND BELONGING

Indicator	Age	Observable Behaviors	Every Child Ready Standard(s)
1b. Recognize themselves as members of a family and become aware of how families are alike and different.	3 years	<ul style="list-style-type: none"> Ask a friend, "Is that a picture of your family? This one is a picture of my mom and my brother." Hold a family member's hand and lead them to their learning environment or group. Describe the learning environment as "mine." Draw a picture of their family, including themselves. 	<p>SE.3.A With adult support, verbally or nonverbally identifies something about themselves.</p> <p>SE.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.</p> <p>SE.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence.</p> <p>SOC.1.A Understands family relationships in relation to self.</p> <p>SOC.1.B Discusses the activities or celebrations that their family does together.</p>
1b. Recognize themselves as members of a family and become aware of how families are alike and different.	4 years	<ul style="list-style-type: none"> Tell about building a sandcastle with their family. Draw a picture of their family and dictate the name of each person so a familiar adult can label the drawing. Share about the work the adult members of their family do. "Daddy goes to work at the fire station and Nana stays home with me and my sister." Draw a picture of their babysitter and say, "I like him. He plays trucks with me!" When participating in a group discussion about things to do in Fall, describe their family's Día de los Muertos traditions. 	<p>SE.3.D Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.</p> <p>SE.3.E Demonstrates strong self-confidence through words or actions including sharing pride and celebrating others in relation to self, family, community, or culture.</p> <p>SOC.1.C Discusses the importance of their own family and the roles and responsibilities of various individuals in the family.</p> <p>SOC.1.D Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations.</p> <p>SOC.1.E Explains why it's important to recognize and celebrate differences in families, such as their languages, music, food, or celebrations.</p>
1c. Demonstrate a growing sense of belonging across their home, their learning environment, and their community.	3 years	<ul style="list-style-type: none"> Play with blocks while telling about a visit with cousins when they played with blocks together. Tell a familiar adult about their dance teacher. 	<p>SOC.1.B Discusses the activities or celebrations that their family does together.</p> <p>SOC.2.AA Shows interest in a variety of familiar community members.</p> <p>SOC.2.A Verbally or nonverbally identifies a variety of community members within their community, such as in their neighborhood and school.</p>

SOCIAL STUDIES

GOAL 1 SELF, FAMILY, AND BELONGING

Indicator	Age	Observable Behaviors	Every Child Ready Standard(s)
1c. Demonstrate a growing sense of belonging across their home, their learning environment, and their community.	4 years	<ul style="list-style-type: none"> Share a food their family eats on special occasions. Mention different groups they belong to in conversation. For example, "I build with blocks at my preschool," "My family doesn't eat that food," "I like to play with Sharine and Lucy. They live in my neighborhood." Offer their help to a family member setting the table for a meal, or a classmate cleaning up. 	SOC.1.C Discusses the importance of their own family and the roles and responsibilities of various individuals in the family. SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community. SOC.2.D Recognizes that people have different thoughts and opinions within a community.
1d. Participate in the routines, customs, and traditions of their family and community, and develops an awareness of and respect for the ways these can differ across settings, families, and cultures.	3 years	<ul style="list-style-type: none"> With support, tell about some of their own family traditions, such as "We go to shul and say Shabbat shalom" or "Mommy wears a headscarf." In a group discussion about what everyone did over the weekend, tell about going to Aunt Hazel's for a birthday. 	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. 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.
1d. Participate in the routines, customs, and traditions of their family and community, and develops an awareness of and respect for the ways these can differ across settings, families, and cultures.	4 years	<ul style="list-style-type: none"> Recognize and point out differences between traditions at home and in other places. For example: "I use chopsticks at home," or "At home, we say a prayer before we eat." 	SOC.1.D Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations. 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.

SOCIAL STUDIES

GOAL 2 COMMUNITY AND CONTRIBUTION

Indicator	Age	Observable Behaviors	Every Child Ready Standard(s)
2a. Show a growing understanding of and participation with the expectations, boundaries, and responsibilities in their family, learning environment, and community.	3 years	<ul style="list-style-type: none"> Participate in simple routines such as gathering for group time, washing hands, or checking on a pet's food, with and without reminders. 	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. 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.
2a. Show a growing understanding of and participation with the expectations, boundaries, and responsibilities in their family, learning environment, and community.	4 years	<ul style="list-style-type: none"> Offer their help to a family member setting the table for a meal, or a classmate cleaning up. Participate in different routines in different situations, such as washing hands when they come in from the playground at school but pulling out a wet wipe to wash hands at the park. 	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. PD.4.C Completes self-care and hygiene routines with minimal assistance. PD.4.D Independently completes self-care and hygiene routines.
2b. Develop a growing understanding of what people need to thrive and the ways people fill those needs.	3 years	<ul style="list-style-type: none"> Help give a pet food and water. Point out that animals need food and water just like people. 	SC.LES.4.B Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features.
2b. Develop a growing understanding of what people need to thrive and the ways people fill those needs.	4 years	<ul style="list-style-type: none"> Compare people's clothing to a dog's fur – how it keeps them warm, protected from the sun, etc. Recognize the difference between needing something and wanting it. 	SC.LES.4.C Describes the needs of humans and animals and how their characteristics and behaviors support their needs, such as birds have beaks so they can dig for worms. SOC.3.AA Verbally or nonverbally expresses wants and needs with simple phrases or gestures.
2c. Develop a growing understanding of value, as well as supply and demand, as they relate to sharing and trading.	3 years	<ul style="list-style-type: none"> With guidance and support, agree to share a basket of dinosaur toys with another child. With guidance, trade a blue dinosaur to another child in exchange for the red dinosaur they want to play with. 	SOC.3.A Shows an understanding of supply and demand, such as, "We are out of paint at Art Easel. We need more."

SOCIAL STUDIES

GOAL 2 COMMUNITY AND CONTRIBUTION

Indicator	Age	Observable Behaviors	Every Child Ready Standard(s)
2c. Develop a growing understanding of value, as well as supply and demand, as they relate to sharing and trading.	4 years	<ul style="list-style-type: none"> Use costumes and props to explore restaurant, veterinarian, grocery store, and other jobs with dramatic play. Exchange "goods and services" (food, veterinary care, etc.) for pretend money during dramatic play. Share something about their family members' jobs, with prompting and support. 	SOC.3.B Shows an understanding of and identifies goods, such as items purchased from a store, and services, such as a haircut from a stylist. SOC.3.C Shows an understanding of the concepts of trading and bartering, such as trading corn for broccoli at a market in Dramatic Play. SOC.3.D Shows an understanding of buying and selling, including that money is needed to buy goods and services, such as using money in a restaurant in Dramatic Play. SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community.

SOCIAL STUDIES

GOAL 3 TIME, PLACE, AND THE ENVIRONMENT

Indicator	Age	Observable Behaviors	Every Child Ready Standard(s)
3a. Explore and learn how to respectfully interact with nature.	3 years	<ul style="list-style-type: none"> With modeling and guidance, bring the packaging from their snack to a garbage bin rather than letting it fall on the ground outside. 	SC-LES.1.AA Notices and looks at the natural world around them. SC-LES.1.D Describes how humans affect their environment in positive and negative ways, such as recycling, planting trees, litter, and pollution.
3a. Explore and learn how to respectfully interact with nature.	4 years	<ul style="list-style-type: none"> With modeling and reminders, put extra paper into a scrap box, and plastic cups in the recycle bin. Participate in a group activity to track the weather, temperature, or plant growth over time. Participate in a group activity to carefully catch a grasshopper in an insect habitat, observe the grasshopper, and then let it go again. 	SC-LES.1.D Describes how humans affect their environment in positive and negative ways, such as recycling, planting trees, litter, and pollution. SC-LES.5.E Describes and discusses ways that plants impact living things and the environment and how humans can impact plants.

SOCIAL STUDIES

GOAL 3 TIME, PLACE, AND THE ENVIRONMENT

Indicator	Age	Observable Behaviors	Every Child Ready Standard(s)
3b. Begin to identify, and use location vocabulary to describe, places and physical features in their environment.	3 years	<ul style="list-style-type: none"> Point out familiar places during a drive or walk around their community. Say, "The park by my house has swings." Put a drawing into their own cubby space, most of the time. 	<p>SOC.4.AA Verbally or nonverbally identifies familiar places and the features, such as home, classroom, and school building.</p> <p>SOC.4.A Verbally or nonverbally identifies common locations in their neighborhood and community and their features (library, store, park, etc.).</p>
3b. Begin to identify, and use location vocabulary to describe, places and physical features in their environment.	4 years	<ul style="list-style-type: none"> Explain where something is, using terms like near and far away. Recognize and draw pictures of familiar places, geographical features, and landmarks in their community. Show interest in geographical tools, such as globes, maps, and GPS/map apps on a tablet. Use green and brown tissue paper to represent trees or broken mosaic pieces to represent a mountain in their artwork. 	<p>M-GS.3.E Demonstrates understanding of direction terms (e.g., "near," "far") using gestures or objects.</p> <p>SOC.4.C Uses geographic tools, such as maps and globes, with support and guidance to find common geographical features.</p> <p>SOC.4.D Creates representations or maps of familiar places, such as classroom, community, or region.</p> <p>SOC.4.E Recognizes and describes different geographical features in other regions and discusses how they are the same and different.</p>
3c. Demonstrate a growing understanding of the passage of time as it impacts their lives.	3 years	<ul style="list-style-type: none"> Anticipate familiar routines, such as putting away their coat when they come inside, coming to the snack table after afternoon group time, or brushing teeth after a meal. Refer to a picture schedule to find out what will happen today. Imitate familiar home routines during dramatic play, such as singing a lullaby when putting a baby doll to bed or asking another child to pass out plates and cups while they "make dinner." Begin to use terms like yesterday and tomorrow with some accuracy. For example, saying "Tomorrow I go to Sunday School" on a Friday. 	<p>SOC.5.AA Begins to demonstrate an understanding of present experiences through concrete materials and visual supports.</p> <p>SOC.5.A Begins to demonstrate an understanding of past and present experiences through concrete materials and visual supports.</p> <p>SOC.5.B Begins to sequence past and present experiences using visual supports.</p> <p>SOC.5.C Begins to use knowledge of past and present experiences to make predictions about the future.</p> <p>M-M.2.AA Demonstrates understanding of familiar daily routines.</p> <p>M-M.2.A Sequences up to two to four steps in a familiar daily routine.</p> <p>M-M.2.B Demonstrates the understanding of daily routines (order and general length of components).</p>

SOCIAL STUDIES

GOAL 3 TIME, PLACE, AND THE ENVIRONMENT

Indicator	Age	Observable Behaviors	Every Child Ready Standard(s)
3c. Demonstrate a growing understanding of the passage of time as it impacts their lives.	4 years	<ul style="list-style-type: none"> Use terms like morning, afternoon, day, and night to talk about times of the day, with some accuracy. Put pictures of a story in the order they happened. Tell a familiar adult that they are going on a trip to see their grandmother because "it's going to be her birthday" or that they can't go to gymnastics tonight because "my teacher called yesterday, and she doesn't feel good." Tell about things that happened in the past. For example: "I used to like purple, but now I like pink," "Nana hurt her hip but now she's all better," or "I went to Disney World before." 	<p>SOC.5.C Begins to use knowledge of past and present experiences to make predictions about the future.</p> <p>SOC.5.D Describes how people and things change over time and will continue to change into the future.</p> <p>SOC.5.E Begins to connect past and present experiences and describes events that have happened or will happen in the future.</p> <p>M-M.2.C Demonstrates understanding of passage of time within one day, such as understanding morning, afternoon, earlier, later.</p> <p>M-M.2.D Demonstrates the understanding of weekly routines (e.g., specials, home days, school days).</p>



Notes





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