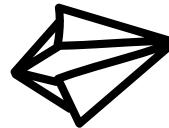# Every Child Ready Standards & Minnesota Early Learning Standards Alignment

Every Child Ready Standards & Minnesota Early Learning Standards Alignment

DOMAIN: APPROACHES TO LEARNING
COMPONENT: AL1-2: INITIATIVE AND CURIOSITY

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
AL1 Inquisitiveness Child explores the environment and seeks interaction with people and objects; willingly tries new things	**AL1.7** Investigates and experiments with materials with enthusiasm	3-4 years	**SC-SP.1.AA** Uses senses to observe the environment. **ATL.1.AA** Engages in exploratory or sensory play. **ATL.1.A** Plays simple games and copies the play of others. **ATL.1.B** Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play). **C-ARTS.2.A** Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.
AL1 Inquisitiveness Child explores the environment and seeks interaction with people and objects; willingly tries new things	**AL1.8** Tries different ways of combining materials	3-4 years	**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.
AL1 Inquisitiveness Child explores the environment and seeks interaction with people and objects; willingly tries new things	**AL 1.9** Asks questions	3-4 years	**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.A** With teacher guidance, participates in activities to formulate simple science-oriented questions based on observations.
AL2 Wonderment Child expresses interest in novelty	**AL2.4** Verbally expresses interest when encountering novel objects or events	3-4 years	**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.

DOMAIN: APPROACHES TO LEARNING
COMPONENT: AL3-6: ATTENTIVENESS, ENGAGEMENT AND PERSISTENCE

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
AL3 Attending Child focuses visual and auditory attention on relevant aspects of the environment	**AL3.4** Returns to an activity after an interruption	3-4 years	**ATL.6.AA** Follows along with and participates in songs, chants, and simple stories. **ATL.6.A** Sustains interest in a preferred task for a brief amount of time (5–10 minutes). **ATL.6.B** Sustains attention in an assigned task for a brief amount of time (5–10 minutes).
AL3 Attending Child focuses visual and auditory attention on relevant aspects of the environment	**AL3.5** Engages in play with peers for extended period of time	3-4 years	**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).
AL3 Attending Child focuses visual and auditory attention on relevant aspects of the environment	**AL3.6** Attends in a large group for short periods	3-4 years	**ATL.6.AA** Follows along with and participates in songs, chants, and simple stories. **ATL.6.A** Sustains interest in a preferred task for a brief amount of time (5–10 minutes). **ATL.6.B** Sustains attention in an assigned task for a brief amount of time (5–10 minutes).
AL4 Self-direction Child makes choices based upon own interests	**AL4.4** Engages in self-initiated activities for sustained periods of time	3-4 years	**ATL.6.AA** Follows along with and participates in songs, chants, and simple stories. **ATL.6.A** Sustains interest in a preferred task for a brief amount of time (5–10 minutes). **ATL.6.B** Sustains attention in an assigned task for a brief amount of time (5–10 minutes).
AL5 Diligence Child is focused and productive	**AL5.4** Works at a task despite distractions	3-4 years	**ATL.6.AA** Follows along with and participates in songs, chants, and simple stories. **ATL.6.A** Sustains interest in a preferred task for a brief amount of time (5–10 minutes). **ATL.6.B** Sustains attention in an assigned task for a brief amount of time (5–10 minutes).

DOMAIN: APPROACHES TO LEARNING
COMPONENT: AL3-6: ATTENTIVENESS, ENGAGEMENT AND PERSISTENCE

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
AL6 Resilience Child responds to challenge by adapting	**AL6.4** Copes with change, persists and moves ahead	3-4 years	**ATL.5.AA** Stops preferred activities with one on one assistance or coregulation. **ATL.5.A** Transitions between activities that are part of the routine school day with adult reminders. **ATL.5.B** Shifts between tasks or activities, including ending preferred activities, with adult support.
AL6 Resilience Child responds to challenge by adapting	**AL6.5** Approaches new tasks with confidence	3-4 years	**ATL.5.AA** Stops preferred activities with one on one assistance or coregulation. **ATL.5.A** Transitions between activities that are part of the routine school day with adult reminders. **ATL.5.B** Shifts between tasks or activities, including ending preferred activities, with adult support.

DOMAIN: APPROACHES TO LEARNING
COMPONENT: AL7-9: CREATIVITY

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
AL7 Immersion Child becomes absorbed in the process of exploration	**AL7.4** Repeatedly becomes engrossed in activities of own choosing.	3-4 years	**ATL.3.AA** Exhibits curiosity and interest in activities and materials. Repeats preferred activities. **ATL.8.AA** Self-selects toy, activity, or Center to engage in when provided with choices. **ATL.6.A** Sustains interest in a preferred task for a brief amount of time (5–10 minutes).
AL7 Immersion Child becomes absorbed in the process of exploration	**AL7.5** Rarely shows boredom when engaged in preferred activities	3-4 years	**ATL.6.AA** Follows along with and participates in songs, chants, and simple stories. **ATL.6.A** Sustains interest in a preferred task for a brief amount of time (5–10 minutes). **ATL.6.B** Sustains attention in an assigned task for a brief amount of time (5–10 minutes).

DOMAIN: APPROACHES TO LEARNING
COMPONENT: AL7-9: CREATIVITY

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
AL8 Playfulness Child demonstrates a sense of humor and imagination in their play	**AL8.7** Tries out various pretend roles	3-4 years	**C-ARTS.2.AA** Engages briefly in, or observes others in, dramatic play. **C-ARTS.2.A** Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions. **C-ARTS.2.B** Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.
AL8 Playfulness Child demonstrates a sense of humor and imagination in their play	**AL8.8** Experiments with new ways to combine materials when playing	3-4 years	**C-ARTS.2.AA** Engages briefly in, or observes others in, dramatic play. **C-ARTS.2.A** Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions. **C-ARTS.2.B** Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play. **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.
AL9 Production Child expresses ideas, thoughts and opinions and creates products that are unexpected, original and relevant	**AL9.5** Engages in inventive social play	3-4 years	**ATL.2.AA** Observes others in play and participates in an activity next to other children (onlooker/parallel play). **ATL.2.A** Engages in activities next to peers using shared materials (parallel play). **ATL.2.B** Plays, works on tasks, or participates in activities with peers with adult prompts (associative play).
AL9 Production Child expresses ideas, thoughts and opinions and creates products that are unexpected, original and relevant	**AL9.6** Engages in inventive play with materials	3-4 years	**ATL.1.AA** Engages in exploratory or sensory play. **ATL.1.A** Plays simple games and copies the play of others. **ATL.1.B** Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play). **C-ARTS.3.AA** Freely explores a variety of art materials and tools for sensory exploration.
AL9 Production Child expresses ideas, thoughts and opinions and creates products that are unexpected, original and relevant	**AL9.7** Tries out different ways to accomplish a task	3-4 years	**SE.7.AA** Observes or copies an adult modeling a solution to a personal challenge or challenge with others. May communicate discomfort or dysregulation. **SE.7.A** Listens to or follows a solution provided by an adult. May communicate discomfort or dysregulation and require additional time to regulate while responding. **SE.7.B** When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.

Domain: Approaches to Learning
Component: AL10-13: Processing and Utilizing Information

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
AL10 Working Memory Child stores and retrieves information in order to use it purposefully	**AL10.6** Recalls and follows multi step directions of increasing complexity	3-4 years	**ATL.7.AA** With adult support, starts or stops a task following a simple one-step direction (e.g., "do" and "don't" commands). **ATL.7.A** Participates in one- to two-step inhibition games and activities. **ATL.7.B** Independently follows two- to three-step verbal adult directions.
AL10 Working Memory Child stores and retrieves information in order to use it purposefully	**AL10.7** Recites complete songs or rhymes	3-4 years	**C-ARTS.4.B** Sings a variety of songs within children's vocal range, independently and with others. **LL-PA.3.A** Listens to and sings favorite classroom songs with simple rhyme patterns like "Twinkle, Twinkle Little Star." **LL-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 ____." **ATL.6.AA** Follows along with and participates in songs, chants, and simple stories.
AL11 Symbolic Representation Child uses sounds, actions, objects and materials (paint, clay, blocks, etc.) to express their ideas and understanding as well as to make new connections	**AL11.5** Begins to intentionally plan how to use materials to express an idea (may have a story in mind when pretending	3-4 years	**ATL.8.AA** Self-selects toy, activity, or Center to engage in when provided with choices. **ATL.8.A** With one to one adult support, completes steps of a simple task or project (two to three steps). **ATL.8.B** Uses adult-created organization tools to complete steps of a simple task or project. **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.
AL11 Symbolic Representation Child uses sounds, actions, objects and materials (paint, clay, blocks, etc.) to express their ideas and understanding as well as to make new connections	**AL11.6** Notices written words represent objects, people or events and begins to use in play	3-4 years	**LL-BK.3.A** Demonstrates understanding that print has meaning. **LL-BK.3.B** Distinguishes between print and images in books and in the environment. **LL-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. **C-ARTS.3.A** Expresses self using a variety of art materials and tools.

Domain: Approaches to Learning
Component: AL10-13: Processing and Utilizing Information

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
AL12 Cognitive Flexibility/ Reasoning Child considers more than one possible outcome to a problem or situation; begins to create theories for why things happen; can recognize how one thing relates to or affects another thing	**AL12.6** Predicts and hypothesizes what will happen next	3-4 years	**ATL.9.D** With adult support, applies explicitly taught and practiced higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization). **SC-SP.2.B** Participates in teacher-led explorations and experiments and uses prior knowledge to make predictions. **SC-SP.2.C** With teacher guidance, begins to hypothesize before teacher-led experiments. **SC-SP.2.D** Makes hypotheses, and tests their hypotheses through experimentation.
AL12 Cognitive Flexibility/ Reasoning Child considers more than one possible outcome to a problem or situation; begins to create theories for why things happen; can recognize how one thing relates to or affects another thing	**AL12.7** Forms theories about why things happen	3-4 years	**SC-SP.2.C** With teacher guidance, begins to hypothesize before teacher-led experiments. **SC-SP.2.D** Makes hypotheses, and tests their hypotheses through experimentation. **SC-SP.2.E** Explains rationale for predictions and hypotheses, and compares findings with predictions and hypotheses. **ATL.9.D** With adult support, applies explicitly taught and practiced higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization). **SC-SP.3.D** Discusses conclusions and reflects on the scientific-oriented question and hypothesis based on prior knowledge and recorded information.
AL13 Problem Solving Child seeks and finds solutions to problems	**AL13.4** Makes guesses about how a problem might be solved and with support is willing to follow through to a solution	3-4 years	**SE.7.B** When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions. **SE.7.C** When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise). **SE.7.D** With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise). **SE.7.E** Independently suggests and chooses an adult-provided solution to a personal challenge or challenge with others (e.g. ask for help, compromise). Supports peers by suggesting solutions.

DOMAIN: APPROACHES TO LEARNING
COMPONENT: AL1-2: INITIATIVE AND CURIOSITY

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
AL1 Inquisitiveness Child explores the environment and seeks interaction with people and objects; willingly tries new things	**AL1.10** Scans environment and notices new objects, materials and activities right away. Asks about them	4-5 years, K Readiness	**ATL.9.A** Recalls one to two pieces of new and relevant information about their lived experiences (e.g., shares two things they did that day, recalls two toys that were in the Dramatic Play Center). **ATL.9.B** Identifies and anticipates materials and expectations needed for everyday and routine activities. **SOC.4.AA** Verbally or nonverbally identifies familiar places and the features, such as home, classroom, and school building.
AL1 Inquisitiveness Child explores the environment and seeks interaction with people and objects; willingly tries new things	**AL1.11** Eager to investigate new things and have new experiences	4-5 years, K Readiness	**ATL.3.AA** Exhibits curiosity and interest in activities and materials. Repeats preferred activities. **ATL.3.A** Explores a variety of available objects and materials to discover what they do and how they work. **ATL.3.B** Demonstrates an interest in learning new information or starting a new activity on their own. **ATL.1.AA** Engages in exploratory or sensory play. **SC-SP.2.AA** Uses senses and tools to explore and manipulate objects and materials in the environment. **SC-SP.2.A** Participates in simple explorations and experiments based on a teacher-led inquiry and prior knowledge. **SC-P.1.B** Use senses to observe and describe some physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on. **SC-P.3.B** Recognizes and explores water in its liquid, solid, and gas forms.
AL2 Wonderment Child expresses interest in novelty	**AL2.5** Independently seeks out new experiences, objects, or materials for own enjoyment	4-5 years, K Readiness	**ATL.3.AA** Exhibits curiosity and interest in activities and materials. Repeats preferred activities. **ATL.3.A** Explores a variety of available objects and materials to discover what they do and how they work. **ATL.3.B** Demonstrates an interest in learning new information or starting a new activity on their own. **ATL.1.AA** Engages in exploratory or sensory play. **SC-SP.2.AA** Uses senses and tools to explore and manipulate objects and materials in the environment. **ATL.8.AA** Self-selects toy, activity, or Center to engage in when provided with choices.

DOMAIN: APPROACHES TO LEARNING
COMPONENT: AL3-6: ATTENTIVENESS, ENGAGEMENT AND PERSISTENCE

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
AL3 Attending Child focuses visual and auditory attention on relevant aspects of the environment	**AL3.7** Attends in large group activities led by teacher for sustained periods	4-5 years, K Readiness	**SE.5.A** Engages with peers with teacher modeling and participates in organized group activities. **ATL.6.B** Sustains attention in an assigned task for a brief amount of time (5–10 minutes). **ATL.6.C** Attends to entirety of a short engaging lesson or teacher-led activity (10–15 minutes). **ATL.6.E** Attends to activities or peer engagement for extended periods of time (30+ minutes).
AL3 Attending Child focuses visual and auditory attention on relevant aspects of the environment	**AL3.8** Participates in large group activities and discussions	4-5 years, K Readiness	**SE.5.A** Engages with peers with teacher modeling and participates in organized group activities. **ATL.2.B** Plays, works on tasks, or participates in activities with peers with adult prompts (associative play). **ATL.2.D** Makes cooperative decisions with peers during play or structured activities (cooperative play).
AL3 Attending Child focuses visual and auditory attention on relevant aspects of the environment	**AL3.9** Listens to others	4-5 years, K Readiness	**SE.5.D** Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support. **SE.5.E** Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others. **LL-LC.4.C** Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic. **LL-LC.4.D** Adds information or appropriately remains on or changes topic during a conversation with multiple feedback loops alternating between speaker and listener.
AL4 Self-direction Child makes choices based upon own interests	**AL4.5** Creates a plan to achieve a goal and follows through to completion	4-5 years, K Readiness	**ATL.8.C** With adult support, creates a goal for an activity and follows a simple plan. **ATL.8.D** Creates and follows through with simple plans independently. **ATL.8.E** Plans simple steps for future activity goal. **ATL.4.B** Verbally or nonverbally demonstrates an understanding of accomplishing a task. May verbally explain work product.

DOMAIN: APPROACHES TO LEARNING
COMPONENT: AL3-6: ATTENTIVENESS, ENGAGEMENT AND PERSISTENCE

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
AL5 Diligence Child is focused and productive	**AL5.6** Conscientiously attempts to complete assigned tasks	4-5 years, K Readiness	**ATL.7.D** Independently completes simple assignment or task despite normal classroom environment distractions. **ATL.7.E** Regulates impulses to complete tasks and engages in goal-directed behavior. **SE.6.C** Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers. **SE.6.D** Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges. **SE.6.E** Seeks out opportunities to complete age-appropriate tasks independently. **ATL.4.B** Verbally or nonverbally demonstrates an understanding of accomplishing a task. May verbally explain work product.
AL6 Resilience Child responds to challenge by adapting	**AL6.6** Maintains a positive outlook in spite of challenges	4-5 years, K Readiness	**ATL.3.C** Asks questions and seeks clarity after attempting a challenging task. **ATL.3.D** Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed. **ATL.3.E** Attempts new challenging tasks and modifies approach to a challenge with teacher assistance. **ATL.5.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).
AL6 Resilience Child responds to challenge by adapting	**AL6.7** Demonstrates ability to adjust to changes	4-5 years, K Readiness	**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.

DOMAIN: APPROACHES TO LEARNING
COMPONENT: AL7-9: CREATIVITY

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
AL7 Immersion Child becomes absorbed in the process of exploration	**AL7.6** When interested in a topic seeks opportunities to learn more and satisfy own curiosity	4-5 years, K Readiness	**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. **LL-NC.5.B** Recognizes that informational texts are a source of information. **LL-NC.5.E** Uses features of informational text such as charts, diagrams, graphs, or maps as a source of information. **SC-SP.2.AA** Uses senses and tools to explore and manipulate objects and materials in the environment. **ATL.1.AA** Engages in exploratory or sensory play.
AL8 Playfulness Child demonstrates a sense of humor and imagination in their play	**AL8.9** Approaches tasks with imagination and inventiveness	4-5 years, K Readiness	**ATL.1AA** Engages in exploratory or sensory play. **ATL.1.B** Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play). **ATL.1.C** Engages in individual verbal or nonverbal imaginative play or role-play. **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. **C-ARTS.3.AA** Freely explores a variety of art materials and tools for sensory exploration. **C-ARTS.3.A** Expresses self using a variety of art materials and tools. **C-ARTS.4.E** Creates and performs original music or songs for others. **C-ARTS.1.C** Creates short dances or movement sequences.
AL9 Production Child expresses ideas, thoughts and opinions and creates products that are unexpected, original and relevant	**AL9.8** Becomes absorbed in the process of creating[1] [1]*Part 1 of 2. Continues on page 12.*	4-5 years, K Readiness	**ATL.6.A** Sustains interest in a preferred task for a brief amount of time (5–10 minutes). **ATL.6.E** Attends to activities or peer engagement for extended periods of time (30+ minutes). **ATL.3.AA** Exhibits curiosity and interest in activities and materials. Repeats preferred activities. **C-ARTS.5.AA** Shows enthusiasm and curiosity about different types of creative arts. **C-ARTS.3.D** Plans for and creates art using preferred art materials, tools, and techniques.

Domain: Approaches to Learning
Component: AL7-9: Creativity

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
AL9 Production Child expresses ideas, thoughts and opinions and creates products that are unexpected, original and relevant	**AL9.8** Becomes absorbed in the process of creating[2] [2]*Part 2 of 2. Continued from page 11.*	4-5 years, K Readiness	**C-ARTS.1.E** Creates and leads dances or movement sequences and begins to synchronize music with movement. **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. **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.
AL9 Production Child expresses ideas, thoughts and opinions and creates products that are unexpected, original and relevant	**AL9.9** Purposefully works to create unique products of own choosing	4-5 years, K Readiness	**C-ARTS.5.B** Discusses their own artistic creations and chooses artwork for display or performance. **C-ARTS.3.D** Plans for and creates art using preferred art materials, tools, and techniques. **C-ARTS.1.C** Creates short dances or movement sequences. **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. **C-ARTS.2.D** Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play. **C-ARTS.2.E** Continues an originally created scenario over the course of several play periods. Collaborates with others to carry out dramatic play and assumed roles.

Domain: Approaches to Learning
Component: AL10-13: Processing and Utilizing Information

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
AL10 Working Memory Child stores and retrieves information in order to use it purposefully	**AL10.8** Independently carries out all of the steps in daily routines such as putting toys away, preparing for lunch, etc	4-5 years, K Readiness	**ATL.9.B** Identifies and anticipates materials and expectations needed for everyday and routine activities. **M-M.2.B** Demonstrates the understanding of daily routines (order and general length of components). **SE.6.D** Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges. **PD.4.D** Independently completes self-care and hygiene routines.

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
AL10 Working Memory Child stores and retrieves information in order to use it purposefully	**AL10.9** Participates in discussions about familiar topics and contributes relevant information	4-5 years, K Readiness	**SE.5.A** Engages with peers with teacher modeling and participates in organized group activities. **LL-LC.4.B** Initiates or joins conversations and engages in conversational turn-taking with at least one feedback loop using both verbal and nonverbal communication. **LL-LC.4.C** Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic. **LL-LC.4.D** Adds information or appropriately remains on or changes topic during a conversation with multiple feedback loops alternating between speaker and listener.
AL11 Symbolic Representation Child uses sounds, actions, objects and materials (paint, clay, blocks, etc.) to express their ideas and understanding as well as to make new connections	**AL11.7** Plans and creates elaborate play plots, stories, block structures and art projects	4-5 years, K Readiness	**C-ARTS.3.B** Creates drawings, paintings, and models with an increasing level of detail. **C-ARTS.3.D** Plans for and creates art using preferred art materials, tools, and techniques. **LL-WR.2.D** Draws and/or writes to represent simple events or stories that entertain, and revises when necessary. **LL-NC.4.D** Constructs a personal narrative with three or more events in a coherent sequence. **C-ARTS.2.D** Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play. **C-ARTS.2.E** Continues an originally created scenario over the course of several play periods. Collaborates with others to carry out dramatic play and assumed roles. **ATL.1.E** Coordinates roles and carries out more complex stories during role-play.
AL11 Symbolic Representation Child uses sounds, actions, objects and materials (paint, clay, blocks, etc.) to express their ideas and understanding as well as to make new connections	**AL11.8** Begins to use print as a tool to express thoughts, ideas and to intentionally communicate	4-5 years, K Readiness	**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.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.1.C** Contributes ideas and opinions to a shared writing experience by drawing or writing with teacher support. **LL-WR.1.D** Helps lead a shared writing experience with teacher or peers.

DOMAIN: APPROACHES TO LEARNING
COMPONENT: AL10-13: PROCESSING AND UTILIZING INFORMATION

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
AL12 Cognitive Flexibility/ Reasoning Child considers more than one possible outcome to a problem or situation; begins to create theories for why things happen; can recognize how one thing relates to or affects another thing	**AL12.8** Draws conclusions and can explain their thinking	4-5 years, K Readiness	**SC-SP.3.C** Draws conclusions on prior knowledge and recorded information. **SC-SP.3.D** Discusses conclusions and reflects on the scientific-oriented question and hypothesis based on prior knowledge and recorded information. **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). **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.
AL12 Cognitive Flexibility/ Reasoning Child considers more than one possible outcome to a problem or situation; begins to create theories for why things happen; can recognize how one thing relates to or affects another thing	**AL12.9** Considers another point of view and will change opinion or idea when faced with new information	4-5 years, K Readiness	**SE.1.E** Identifies that they can have different emotions about the same situation. **ATL.4.E** Assesses tasks and makes adjustments to strategies for updates or revisions. **ATL.3.E** Attempts new challenging tasks and modifies approach to a challenge with teacher assistance. **SOC.2.D** Recognizes that people have different thoughts and opinions within a community.
AL12 Cognitive Flexibility/ Reasoning Child considers more than one possible outcome to a problem or situation; begins to create theories for why things happen; can recognize how one thing relates to or affects another thing	**AL12.10** Collaborates with others to investigate a situation or problem	4-5 years, K Readiness	**ATL.2.B** Plays, works on tasks, or participates in activities with peers with adult prompts (associative play). **ATL.2.D** Makes cooperative decisions with peers during play or structured activities (cooperative play). **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. **SC-SP.2.B** Participates in teacher-led explorations and experiments and uses prior knowledge to make predictions. **SC-SP.2.D** Makes hypotheses, and tests their hypotheses through experimentation. **SE.5.A** Engages with peers with teacher modeling and participates in organized group activities.

DOMAIN: APPROACHES TO LEARNING
COMPONENT: AL10-13: PROCESSING AND UTILIZING INFORMATION

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
AL13 Problem Solving Child seeks and finds solutions to problems	**AL13.5** Independently attempts to solve problems	4-5 years, K Readiness	**SE.7.C** When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise). **SE.7.D** With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise). **SE.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.
AL13 Problem Solving Child seeks and finds solutions to problems	**AL13.6** Explains the possible solution and the outcome	4-5 years, K Readiness	**SE.7.C** When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise). **SE.7.D** With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise). **SE.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. **SC-SP.3.C** Draws conclusions on prior knowledge and recorded information.
AL13 Problem Solving Child seeks and finds solutions to problems	**AL13.7** Evaluates the outcome of attempted solutions and makes revisions if necessary	4-5 years, K Readiness	**SC-SP.3.C** Draws conclusions on prior knowledge and recorded information. **SC-SP.3.D** Discusses conclusions and reflects on the scientific-oriented question and hypothesis based on prior knowledge and recorded information. **SC-SP.3.E** Makes recommendations based on observations and conclusions. **ATL.3.E** Attempts new challenging tasks and modifies approach to a challenge with teacher assistance. **ATL.4.E** Assesses tasks and makes adjustments to strategies for updates or revisions.

DOMAIN: THE ARTS
COMPONENT: A1-2: EXPLORING THE ARTS

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
A1 Interest in Art: Child shows an interest in learning about different artistic experiences	**A1.4** Select their own art experience during play	3-4 years	**C-ARTS.3.AA** Freely explores a variety of art materials and tools for sensory exploration. **C-ARTS.3.A** Expresses self using a variety of art materials and tools. **C-ARTS.4.D** Uses their voice or an instrument to express themselves and copy simple tempos. **C-ARTS.5.AA** Shows enthusiasm and curiosity about different types of creative arts. **C-ARTS.5.A** Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques. **C-ARTS.2.A** Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions. **C-ARTS.1.AA** Moves body spontaneously to music.
A2 Understanding Differences: Child can distinguish differences within each area of artistic expression	**A2.4** Uses art-related vocabulary when discussing different media (stage, easel, brush, etc.	3-4 years	**C-ARTS.5.B** Discusses their own artistic creations and chooses artwork for display or performance. **C-ARTS.5.C** Recognizes and discusses differences in artistic creations. **C-ARTS.5.D** Expresses opinions about the artistic creations and techniques of others. **C-ARTS.5.E** Interprets the art of others by describing what they see and identifying a theme. **LL-LC.3.B** Attempts to use words to label familiar objects, people, places, emotions, and actions. **LL-LC.3.C** Attempts to integrate new vocabulary into oral communication with peers and adults.

DOMAIN: THE ARTS
COMPONENT: A3-4: USING THE ARTS TO EXPRESS IDEAS AND EMOTIONS

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
A3 Using Art: Child demonstrates interest and emotions in artistic expression	**A3.4** Demonstrates their preference by combining artistic elements (color, sound, media etc.)[3] [3]*Part 1 of 2. Continues on page 17.*	3-4 years	**C-ARTS.3.AA** Freely explores a variety of art materials and tools for sensory exploration. **C-ARTS.3.A** Expresses self using a variety of art materials and tools. **C-ARTS.4.D** Uses their voice or an instrument to express themselves and copy simple tempos.

Domain: The Arts
Component: A3-4: Using the Arts to Express Ideas and Emotions

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
A3 Using Art: Child demonstrates interest and emotions in artistic expression	**A3.4** Demonstrates their preference by combining artistic elements (color, sound, media etc.)[4] [4]*Part 2 of 2. Continued from page 16.*	3-4 years	**C-ARTS.5.AA** Shows enthusiasm and curiosity about different types of creative arts. **C-ARTS.5.A** Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques. **C-ARTS.2.A** Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions. **C-ARTS.1.AA** Moves body spontaneously to music. **C-ARTS.4.A** Participates in a variety of music activities with different tempos, genres, and rhythms.
A4 Patterns: Child understands patterns in artistic media	**A4.4** Extends their artistic patterns with sounds, music, motions, gestures and materials	3-4 years	**C-ARTS.4.C** Recognizes differences between a variety of music activities with different tempos, genres, and rhythms. **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). **C-ARTS.1.E** Creates and leads dances or movement sequences and begins to synchronize music with movement. **C-ARTS.3.D** Plans for and creates art using preferred art materials, tools, and techniques. **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.

Domain: The Arts
Component: A5: Self-Expression in the Arts

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
A5 Self-Expression: Child uses art for self-expression	**A5.4** Describes own feelings through artistic expression[5] [5]*Part 1 of 2. Continues on page 18.*	3-4 years	**C-ARTS.3.A** Expresses self using a variety of art materials and tools. **C-ARTS.4.D** Uses their voice or an instrument to express themselves and copy simple tempos. **C-ARTS.4.E** Creates and performs original music or songs for others.

DOMAIN: THE ARTS
COMPONENT: A5: SELF-EXPRESSION IN THE ARTS

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
A5 Self-Expression: Child uses art for self-expression	**A5.4** Describes own feelings through artistic expression[6] [6]*Part 2 of 2. Continued from page 17.*	3-4 years	**SE.1.C** With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations. **SE.2.D** Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance.

DOMAIN: THE ARTS
COMPONENT: A1-2: EXPLORING THE ARTS

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
A1 Interest in Art: Child shows an interest in learning about different artistic experiences	**A1.5** Integrates a variety of art experiences during play	4-5 years, K Readiness	**ATL.1.B** Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play). **C-ARTS.2.A** Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions. **ATL.1.AA** Engages in exploratory or sensory play. **C-ARTS.1.AA** Moves body spontaneously to music. **C-ARTS.2.B** Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play. **C-ARTS.3.AA** Freely explores a variety of art materials and tools for sensory exploration. **C-ARTS.3.A** Expresses self using a variety of art materials and tools. **C-ARTS.4.A** Participates in a variety of music activities with different tempos, genres, and rhythms. **C-ARTS.5.A** Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques.
A2 Understanding Differences: Child can distinguish differences within each area of artistic expression	**A2.5** Discuss differences among artistic expression	4-5 years, K Readiness	**C-ARTS.5.C** Recognizes and discusses differences in artistic creations. **C-ARTS.5.D** Expresses opinions about the artistic creations and techniques of others. **C-ARTS.5.E** Interprets the art of others by describing what they see and identifying a theme.

Domain: The Arts
Component: A3-4: Using the Arts to Express Ideas and Emotions

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
A3 Using Art: Child demonstrates interest and emotions in artistic expression	**A3.5** Elects to spend time in artistic expression with purpose and analyzes their work	4-5 years, K Readiness	**C-ARTS.5.B** Discusses their own artistic creations and chooses artwork for display or performance. **C-ARTS.4.D** Uses their voice or an instrument to express themselves and copy simple tempos. **C-ARTS.4.E** Creates and performs original music or songs for others. **C-ARTS.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.2.D** Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play. **C-ARTS.2.E** Continues an originally created scenario over the course of several play periods. Collaborates with others to carry out dramatic play and assumed roles. **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.
A4 Patterns: Child understands patterns in artistic media	**A4.5** Creates their own artistic patterns	4-5 years, K Readiness	**C-ARTS.4.C** Recognizes differences between a variety of music activities with different tempos, genres, and rhythms. **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). **C-ARTS.1.E** Creates and leads dances or movement sequences and begins to synchronize music with movement. **C-ARTS.3.D** Plans for and creates art using preferred art materials, tools, and techniques. **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.

DOMAIN: THE ARTS
COMPONENT: A5: SELF-EXPRESSION IN THE ARTS

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
A5 Self-Expression: Child uses art for self-expression	**A5.5** Intentionally uses art for self-expression	4-5 years, K Readiness	**C-ARTS.4.D** Uses their voice or an instrument to express themselves and copy simple tempos. **C-ARTS.4.E** Creates and performs original music or songs for others. **C-ARTS.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.2.D** Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play. **C-ARTS.2.E** Continues an originally created scenario over the course of several play periods. Collaborates with others to carry out dramatic play and assumed roles. **C-ARTS.1.C** Creates short dances or movement sequences. **C-ARTS.3.A** Expresses self using a variety of art materials and tools.

DOMAIN: LANGUAGE, LITERACY AND COMMUNICATIONS
COMPONENT: L1: LISTENING AND UNDERSTANDING; RECEPTIVE LANGUAGE

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
L1 Language comprehension: Child understands the meaning of words and phrases (receptive) and uses those words and phrases to communicate effectively (expressive)	**L1.11** Responds to direct questions and follows simple direction	3-4 years	**LL-LC.1.A** Responds to simple requests, such as choosing between objects. **LL-LC.1.B** Responds to multipart sentences, such as acting out multiple events, following two-step directions, or finding objects based on a description. **LL-LC.1.C** Responds to more complex sentences that include descriptive words for unrelated requests they may not have heard before. **ATL.7.AA** With adult support, starts or stops a task following a simple one-step direction (e.g., "do" and "don't" commands).

Domain: Language, Literacy and Communications
Component: L1: Listening and Understanding; Receptive Language

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
L1 Language comprehension: Child understands the meaning of words and phrases (receptive) and uses those words and phrases to communicate effectively (expressive)	**L1.12** Points to or places objects before, after, above, and below based on verbal cues	3-4 years	**LL-LC.1.AA** Points to familiar objects, people, body parts, or emotions. **LL-LC.4.AA** Communicates with peers and teachers using nonverbal gestures like pointing, shrugging shoulders, or giving a thumbs-up. **M-GS.3.AA** Demonstrates understanding of movement terms (e.g., "up," "down") by using gestures or objects. **M-GS.3.A** Demonstrates understanding of location terms (e.g., "in," "on," "under," "over") by using gestures or objects. **M-GS.3.B** Demonstrates understanding of proximity terms (e.g., "beside," "between," "above," "below") by using gestures or objects.

Domain: Language, Literacy and Communications
Component: L2-3: Communicating and Speaking; Expressive Language

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
L2 Social conversation: Child meaningfully engages in talk with others to express feelings, wants and ideas	**L2.10** Continues conversations with comments or questions	3-4 years	**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. **LL-LC.4.C** Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic. **LL-LC.4.D** Adds information or appropriately remains on or changes topic during a conversation with multiple feedback loops alternating between speaker and listener. **LL-LC.2.B** Demonstrates understanding by answering simple "what" and "who" questions using two to three words when prompted by the teacher or peers. **LL-LC.2.C** Demonstrates understanding by answering simple "why" and "how" questions using two to three words when prompted by the teacher or peers. **LL-LC.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.

DOMAIN: LANGUAGE, LITERACY AND COMMUNICATIONS
COMPONENT: L2-3: COMMUNICATING AND SPEAKING; EXPRESSIVE LANGUAGE

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
L3 Vocabulary and syntax: Child understands word order and grammatical rules	**L3.10** Uses short sentences to shares information about experiences, people, places, and things	3-4 years	**LL-LC.2.A** Uses two to three words to make a request, provide a description, or say a phrase/sentence. **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").
L3 Vocabulary and syntax: Child understands word order and grammatical rules	**L3.11** Uses increasingly precise adverbs such as quietly, loudly, quickly	3-4 years	**LL-LC.5.C** Continues to develop more complex sentences by using adjectives (i.e., "Armel throws the blue ball"). **LL-LC.5.D** Uses complex sentences with correct word order and syntax. Begins to use prepositions (i.e., "Armel throws the round blue ball on the roof"). **LL-LC.5.E** Use clauses and conjunctions as part of a complex sentence with correct word order and syntax (i.e., "Armel threw the blue ball, and it got stuck on the roof").
L3 Vocabulary and syntax: Child understands word order and grammatical rules	**L3.12** Uses more new and precise words	3-4 years	**LL-LC.3.B** Attempts to use words to label familiar objects, people, places, emotions, and actions. **LL-LC.3.C** Attempts to integrate new vocabulary into oral communication with peers and adults. **LL-LC.3.D** Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").
L3 Vocabulary and syntax: Child understands word order and grammatical rules	**L3.13** Correctly uses some past tense and irregular verbs (go, went, gone)	3-4 years	**LL-LC.5.C** Continues to develop more complex sentences by using adjectives (i.e., "Armel throws the blue ball"). **LL-LC.5.D** Uses complex sentences with correct word order and syntax. Begins to use prepositions (i.e., "Armel throws the round blue ball on the roof"). **LL-LC.5.E** Use clauses and conjunctions as part of a complex sentence with correct word order and syntax (i.e., "Armel threw the blue ball, and it got stuck on the roof"). **LL-LC.3.D** Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love"). **SOC.5.A** Begins to demonstrate an understanding of past and present experiences through concrete materials and visual supports.

DOMAIN: LANGUAGE, LITERACY AND COMMUNICATIONS
COMPONENT: L4-8: EMERGENT READING

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
L4 Motivation, engagement: Child has an interest in and sustained attention for literacy acts	**L4.10** Shows persistence with longer and more complex narratives and informational text	3-4 years	**LL-NC.5.A** Listens and responds to a wide variety of informational texts read aloud. **LL-NC.2.B** Answers factual questions using a variety of text types (predictable, informational, poetry, etc.). **LL-BK.1.B** Selects and requests that a favorite or familiar book be read by an adult. **LL-BK.1.C** Listens to a wide variety of age appropriate literature read aloud. **LL-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.
L4 Motivation, engagement: Child has an interest in and sustained attention for literacy acts	**L4.11** Offers a personal response to stories read aloud	3-4 years	**LL-NC.5.C** Makes connections between own experiences, background knowledge, and information presented in an informational text. **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.
L5 Phonological awareness: Child is able to hear and understand the discrete sounds that make up language	**L5.10** Shows interest in and associates sounds with words	3-4 years	**LL-PA.6.AA** Participates in phoneme activities with teachers. **LL-PA.6.A** Repeats an individual sound. **LL-PA.5.AA** Participates in onset-rime activities with teachers. **LL-PA.5.A** Repeats a list of three CVC words that have the same rime. **LL-PA.2.AA** Repeats one-syllable words or participates in games and word play involving one-syllable words. **LL-PA.2.A** Repeats multisyllabic words or participates in games and word play involving multisyllabic words.

Domain: Language, Literacy and Communications
Component: L4-8: Emergent Reading

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
L5 Phonological awareness: Child is able to hear and understand the discrete sounds that make up language	**L5.11** Playfully explores sounds, words, and language, including rhyme and alliteration	3-4 years	**LL-PA.1.AA** Demonstrates understanding of a word by repeating a simple two to three word sentence or phrase, or jumping and clapping to each word. **LL-PA.5.AA** Participates in onset-rime activities with teachers. **LL-PA.2.A** Repeats multisyllabic words or participates in games and word play involving multisyllabic words. **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).
L6 Letter recognition: Child recognizes the shapes of letters and recalls the names of letters	**L6.5** Points to and names some letters (especially in their own name)	3-4 years	**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. **LL-AK.1.C** Identifies up to 20 uppercase or lowercase letters.
L7 Concepts of print: Child understands the fundamentals of print, such as orientation, organization, and features of print	**L7.7** Looks at books or shares them from front to back	3-4 years	**LL-BK.1.B** Selects and requests that a favorite or familiar book be read by an adult. **LL-BK.1.C** Listens to a wide variety of age appropriate literature read aloud. **LL-BK.1.D** Looks at books independently or with peers. **LL-BK.1.E** Invites peers to look at books or ask questions about books read by peers. **LL-BK.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.
L8 Comprehension of narrative text: Child understands the events and order of events in a story	**L8.10** Retells important information from a story	3-4 years	**LL-NC.3.B** Retells two events from a familiar narrative using visuals or gestures. **LL-NC.3.C** Retells three or more events from a familiar story in any order using visuals or gestures. **LL-NC.3.D** Retells three or more events from a familiar narrative in sequence using visuals or gestures.

DOMAIN: LANGUAGE, LITERACY AND COMMUNICATIONS
COMPONENT: L4-8: EMERGENT READING

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
L8 Comprehension of narrative text: Child understands the events and order of events in a story	**L8.11** Tells simple stories and experiences about own life	3-4 years	**LL-NC.4.A** Describes or reenacts one event in a personal narrative using a simple phrase. **LL-NC.4.B** Tells a two-event personal narrative using simple phrases. **LL-NC.4.C** Constructs a personal narrative with three or more events which may be out of order, includes omissions or deviations to other topics.
L8 Comprehension of narrative text: Child understands the events and order of events in a story	**L8.12** Responds to and uses vocabulary related to key concepts in the text	3-4 years	**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.3.C** Attempts to integrate new vocabulary into oral communication with peers and adults. **LL-LC.3.D** Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").

DOMAIN: LANGUAGE, LITERACY AND COMMUNICATIONS
COMPONENT: L9: WRITING

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
L9 Writing conventions: Child understands the forms and function of written language	**L9.8** Uses letter-like symbols to make letters or words	3-4 years	**LL-WR.3.A** When asked to write their name, child writes letter-like forms. Child makes marks on page that look like conventional shapes or mock letters. **LL-WR.4.B** Writes letter-like forms and makes marks on page that look like conventional shapes or mock letters. **LL-WR.4.C** Writes letter-like symbols in strings. May leave spaces between symbols to indicate words.
L9 Writing conventions: Child understands the forms and function of written language	**L9.9** Uses drawing to represent writing	3-4 years	**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.2.C** Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme.

DOMAIN: LANGUAGE, LITERACY AND COMMUNICATIONS
COMPONENT: L1: LISTENING AND UNDERSTANDING; RECEPTIVE LANGUAGE

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
L1 Language comprehension: Child understands the meaning of words and phrases (receptive) and uses those words and phrases to communicate effectively (expressive)	**L1.13** Follows directions that involve two or more steps	4-5, K-Readiness	**LL-LC.1.B** Responds to multipart sentences, such as acting out multiple events, following two-step directions, or finding objects based on a description. **LL-LC.1.D** Shows understanding of more complex sentences or questions through actions, such as following three-step directions. **ATL.7.B** Independently follows two- to three-step verbal adult directions. **ATL.7.C** Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn).
L1 Language comprehension: Child understands the meaning of words and phrases (receptive) and uses those words and phrases to communicate effectively (expressive)	**L1.14** Responds to increasingly complex prepositional directions, such as beside, around and next to	4-5, K-Readiness	**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") by using gestures or objects. **LL-LC.1.B** Responds to multipart sentences, such as acting out multiple events, following two-step directions, or finding objects based on a description. **LL-LC.1.C** Responds to more complex sentences that include descriptive words for unrelated requests they may not have heard before. **LL-LC.1.D** Shows understanding of more complex sentences or questions through actions, such as following three-step directions.

DOMAIN: LANGUAGE, LITERACY AND COMMUNICATIONS
COMPONENT: L2-3: COMMUNICATING AND SPEAKING; EXPRESSIVE LANGUAGE

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
L2 Social conversation: Child meaningfully engages in talk with others to express feelings, wants and ideas	**L2.11** Negotiates, shares, plans, and solves problems with others[7] [7]*Part 1 of 2. Continues on page 27.*	4-5, K-Readiness	**SE.5.D** Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support. **SE.7.D** With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise). **SE.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.

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
L2 Social conversation: Child meaningfully engages in talk with others to express feelings, wants and ideas	**L2.11** Negotiates, shares, plans, and solves problems with others[8] [8]*Part 2 of 2. Continued from page 26.*	4-5, K-Readiness	**ATL.2.D** Makes cooperative decisions with peers during play or structured activities (cooperative play). **ATL.2.E** Establishes rules with peers during play or structured activities (cooperative play). **ATL.8.C** With adult support, creates a goal for an activity and follows a simple plan.
L2 Social conversation: Child meaningfully engages in talk with others to express feelings, wants and ideas	**L2.12** Asks and answers questions to seek help or get information	4-5, K-Readiness	**ATL.3.C** Asks questions and seeks clarity after attempting a challenging task. **LL-LC.2.B** Demonstrates understanding by answering simple "what" and "who" questions using two to three words when prompted by the teacher or peers. **LL-LC.2.C** Demonstrates understanding by answering simple "why" and "how" questions using two to three words when prompted by the teacher or peers. **LL-LC.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.
L3 Vocabulary and syntax: Child understands word order and grammatical rules	**L3.14** Uses sentences that express logical relationships between concepts	4-5, K-Readiness	**LL-LC.5.B** Continues to develop more complex sentences using syntax with a noun and verb and object (i.e., "Armel throws the ball"). **LL-LC.5.C** Continues to develop more complex sentences by using adjectives (i.e., "Armel throws the blue ball"). **LL-LC.5.D** Uses complex sentences with correct word order and syntax. Begins to use prepositions (i.e., "Armel throws the round blue ball on the roof"). **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").

DOMAIN: LANGUAGE, LITERACY AND COMMUNICATIONS
COMPONENT: L2-3: COMMUNICATING AND SPEAKING; EXPRESSIVE LANGUAGE

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
L3 Vocabulary and syntax: Child understands word order and grammatical rules	**L3.15** Uses increasingly specific words to name objects and their features and functions	4-5, K-Readiness	**LL-LC.3.B** Attempts to use words to label familiar objects, people, places, emotions, and actions. **LL-LC.2.A** Uses two to three words to make a request, provide a description, or say a phrase/sentence. **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. **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").
L3 Vocabulary and syntax: Child understands word order and grammatical rules	**L3.16** Shares information about experiences, people, places, and things in sequence	4-5, K-Readiness	**LL-NC.4.B** Tells a two-event personal narrative using simple phrases. **LL-NC.4.C** Constructs a personal narrative with three or more events which may be out of order, includes omissions or deviations to other topics. **LL-NC.4.D** Constructs a personal narrative with three or more events in a coherent sequence. **LL-NC.4.E** Constructs a personal narrative with three or more events in coherent sequence, adding simple details.

DOMAIN: LANGUAGE, LITERACY AND COMMUNICATIONS
COMPONENT: L4-8: EMERGENT READING

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
L4 Motivation, engagement: Child has an interest in and sustained attention for literacy acts	**L4.12** Actively participates in reading activities with enjoyment and purpose	4-5, K-Readiness	**LL-NC.3.AA** Joins in acting out a book as it's read aloud. **LL-BK.1.B** Selects and requests that a favorite or familiar book be read by an adult. **LL-BK.1.C** Listens to a wide variety of age appropriate literature read aloud. **LL-BK.1.D** Looks at books independently or with peers. **LL-BK.1.E** Invites peers to look at books or ask questions about books read by peers. **LL-NC.5.A** Listens and responds to a wide variety of informational texts read aloud.

Domain: Language, Literacy and Communications
Component: L4-8: Emergent Reading

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
L4 Motivation, engagement: Child has an interest in and sustained attention for literacy acts	**L4.13** Retells familiar stories using the book as a guide	4-5, K-Readiness	**LL-NC.3.B** Retells two events from a familiar narrative using visuals or gestures. **LL-NC.3.C** Retells three or more events from a familiar story in any order using visuals or gestures. **LL-NC.3.D** Retells three or more events from a familiar narrative in sequence using visuals or gestures. **LL-NC.3.E** With prompting and support, retells familiar stories, including key details.
L5 Phonological awareness: Child is able to hear and understand the discrete sounds that make up language	**L5.12** Identifies and continues sound patterns in words	4-5, K-Readiness	**LL-PA.2.A** Repeats multisyllabic words or participates in games and word play involving multisyllabic words. **LL-PA.4.A** Identifies the initial consonant sounds in familiar words (no blends and digraphs). **LL-PA.4.B** Identifies if a pair of given words have the same initial consonant sound with picture support (no blends or digraphs). **LL-PA.5.A** Repeats a list of three CVC words that have the same rime. **LL-PA.6.A** Repeats an individual sound.
L5 Phonological awareness: Child is able to hear and understand the discrete sounds that make up language	**L5.13** Plays with the sounds in spoken language, independent of meaning	4-5, K-Readiness	**LL-PA.2.B** Segments the syllables in one- and two-syllable words verbally or nonverbally. **LL-PA.2.C** Segments the syllables in three- and four-syllable words verbally or nonverbally. **LL-PA.2.D** Blends the syllables in two- to three-syllable words. **LL-PA.3.C** Identifies if two words rhyme when given in a pair. For example, "My words are 'cat' and 'hat.' Do these two words rhyme? My words are 'cat' and 'pan.' Do these two words rhyme?" **LL-PA.3.D** Produces at least one real or nonsense rhyming word when given a pair of CVC words, like "cat" and "hat." **LL-PA.5.B** Isolates the onset of CVC words. **LL-PA.5.C** Isolates the rime of CVC words. **LL-PA.5.D** Blends onset-rimes to form familiar CVC words. **LL-PA.6.B** Blends a two-phoneme word with teacher support. **LL-PA.6.C** Segments a two-phoneme word. **LL-PA.6.D** Blends three phonemes in familiar CVC words.

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
L6 Letter recognition: Child recognizes the shapes of letters and recalls the names of letters	**L6.6** Recognizes how features of a letter combine to make a specific letter	4-5, K-Readiness	**LL-WR.3.A** When asked to write their name, child writes letter-like forms. Child makes marks on page that look like conventional shapes or mock letters. **LL-WR.4.A** Scribbles and makes marks on page. These may be continuous lines or separate shapes. The shapes may include dots, circles, or lines. **LL-WR.4.B** Writes letter-like forms and makes marks on page that look like conventional shapes or mock letters. **LL-WR.4.C** Writes letter-like symbols in strings. May leave spaces between symbols to indicate words. **LL-BK.3.B** Distinguishes between print and images in books and in the environment.
L6 Letter recognition: Child recognizes the shapes of letters and recalls the names of letters	**L6.7** Differentiates between letters and other symbols	4-5, K-Readiness	**LL-BK.3.B** Distinguishes between print and images in books and in the environment. **LL-BK.3.D** Points to one word and one letter in an unfamiliar text or around the room. **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. **LL-AK.1.D** Identifies up to 30 uppercase or lowercase letters.
L7 Concepts of print: Child understands the fundamentals of print, such as orientation, organization, and features of print	**L7.8** Recognizes some parts of a book and conventions of print	4-5, K-Readiness	**LL-BK.2.A** Demonstrates understanding of proper book orientation by holding books right side up and turning one page at a time, starting from the first page. **LL-BK.2.D** Tracks print from left to right and top to bottom while imitating reading a familiar text. **LL-BK.2.E** Demonstrates understanding of the title and back cover of a book. Identifies some words, such as those that are repeated regularly or have a known first sound in a familiar text. **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-WR.5.A** Writes from the top of the page to the bottom when writing, even at the emergent writing stage. **LL-WR.5.B** Uses left to right directionality when writing, even at the emergent writing stage. **LL-WR.5.C** Leaves spaces between words when writing. **LL-WR.5.D** Capitalizes the first letter in name. **LL-WR.5.E** Identifies and begins using punctuation at the end of a sentence (period, exclamation mark, question mark).

DOMAIN: LANGUAGE, LITERACY AND COMMUNICATIONS
COMPONENT: L4-8: EMERGENT READING

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
L7 Concepts of print: Child understands the fundamentals of print, such as orientation, organization, and features of print	**L7.9** Knows that English print is left to right and top to bottom	4-5, K-Readiness	**LL-BK.2.D** Tracks print from left to right and top to bottom while imitating reading a familiar text. **LL-WR.5.A** Writes from the top of the page to the bottom when writing, even at the emergent writing stage. **LL-WR.5.B** Uses left to right directionality when writing, even at the emergent writing stage.
L7 Concepts of print: Child understands the fundamentals of print, such as orientation, organization, and features of print	**L7.10** Points to words and attempts to read, or asks, "what does it say?"	4-5, K-Readiness	**LL-BK.3.D** Points to one word and one letter in an unfamiliar text or around the room. **LL-BK.2.E** Demonstrates understanding of the title and back cover of a book. Identifies some words, such as those that are repeated regularly or have a known first sound in a familiar text. **LL-BK.2.D** Tracks print from left to right and top to bottom while imitating reading a familiar text.
L8 Comprehension of narrative text: Child understands the events and order of events in a story	**L8.13** Predicts what will happen next in a story using words or drawings	4-5, K-Readiness	**LL-NC.2.A** Uses the book cover, illustrations, or photos to make simple predictions about the topic or text. **LL-NC.2.C** Uses events from the book to make a prediction about what might happen next. **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). **LL-WR.2.B** Draws and/or writes to represent and describe an object, event, or observation. **LL-WR.2.D** Draws and/or writes to represent simple events or stories that entertain, and revises when necessary.
L8 Comprehension of narrative text: Child understands the events and order of events in a story	**L8.14** Retells a story using a variety of media, materials, and props	4-5, K-Readiness	**LL-NC.3.B** Retells two events from a familiar narrative using visuals or gestures. **LL-NC.3.C** Retells three or more events from a familiar story in any order using visuals or gestures. **LL-NC.3.D** Retells three or more events from a familiar narrative in sequence using visuals or gestures. **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.

DOMAIN: LANGUAGE, LITERACY AND COMMUNICATIONS
COMPONENT: L4-8: EMERGENT READING

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
L8 Comprehension of narrative text: Child understands the events and order of events in a story	**L8.15** Restates and describes the concepts from the text	4-5, K-Readiness	**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.1.C** Answers factual questions using a variety of text types (predictable, informational, poetry, etc.). **LL-NC.2.B** Answers factual questions using a variety of text types (predictable, informational, poetry, etc.).

DOMAIN: LANGUAGE, LITERACY AND COMMUNICATIONS
COMPONENT: L9: WRITING

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
L9 Writing conventions: Child understands the forms and function of written language	**L9.10** Writes own name, and words about things that interest them	4-5, K-Readiness	**LL-WR.3.C** Writes uppercase or lowercase letters that correspond to at least half of the letters in their name. Letters may be backward, reversed, or poorly formed and recognized only in context. **LL-WR.3.D** Writes all letters using uppercase or lowercase letters in his or her name in correct order. Letters may be backward, reversed, or poorly formed and recognized only in context. **LL-WR.3.E** Writes all letters in their name in correct order. All letters are correct and could be recognized out of context. **LL-WR.2.A** Draws and/or writes to represent, express, or communicate interests. **LL-WR.2.B** Draws and/or writes to represent and describe an object, event, or observation. **LL-WR.2.C** Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme. **LL-WR.2.D** Draws and/or writes to represent simple events or stories that entertain, and revises when necessary. **LL-WR.7.B** Writes a phrase to describe a picture, object, person, or event using phonetic spelling.

DOMAIN: LANGUAGE, LITERACY AND COMMUNICATIONS
COMPONENT: L9: WRITING

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
L9 Writing conventions: Child understands the forms and function of written language	**L9.11** Understands there are different purposes for writing, such as stories, lists, signs, etc.	4-5, K-Readiness	**LL-WR.2.A** Draws and/or writes to represent, express, or communicate interests. **LL-WR.2.B** Draws and/or writes to represent and describe an object, event, or observation. **LL-WR.2.C** Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme. **LL-WR.2.D** Draws and/or writes to represent simple events or stories that entertain, and revises when necessary. **LL-BK.3.C** Demonstrates understanding that print has meaning and begins to connect environmental print with objects or locations in the classroom.
L9 Writing conventions: Child understands the forms and function of written language	**L9.12** Uses invented spelling	4-5, K-Readiness	**LL-WR.6.C** Writes the correct initial sound of a word. **LL-WR.6.D** Writes the final sound or another sound heard in a word. **LL-WR.7.A** Completes a sentence prompt with a written word using phonetic spelling. **LL-WR.7.B** Writes a phrase to describe a picture, object, person, or event using phonetic spelling. **LL-WR.7.C** Writes a short, dictated sentence using phonetic spelling, leaving spaces between words when writing. **LL-WR.7.D** Writes a short sentence using phonetic spelling, leaving spaces between words when writing.
L9 Writing conventions: Child understands the forms and function of written language	**L9.13** Uses words, pictures, letters, or letter-like symbols to communicate information and ideas, or compose original stories	4-5, K-Readiness	**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.7.B** Writes a phrase to describe a picture, object, person, or event using phonetic spelling. **LL-WR.7.C** Writes a short, dictated sentence using phonetic spelling, leaving spaces between words when writing. **LL-WR.7.D** Writes a short sentence using phonetic spelling, leaving spaces between words when writing. **LL-WR.4.B** Writes letter-like forms and makes marks on page that look like conventional shapes or mock letters. **LL-WR.4.C** Writes letter-like symbols in strings. May leave spaces between symbols to indicate words.

DOMAIN: MATHEMATICS - COGNITIVE
COMPONENT: M1-6: NUMBER KNOWLEDGE

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
M1 Rote counting: The child attends to sequences and use of number words, with or without items, sets, or numerals and without recognizing the link to quantity	**M1.8** Shows interest in counting or number oriented play, and notices numbers in the environment during free play	3-4 years	**ATL.3.AA** Exhibits curiosity and interest in activities and materials. Repeats preferred activities. **ATL.3.B** Demonstrates an interest in learning new information or starting a new activity on their own. **M-NC.5.B** Says the names of numerals 0–5 shown in random order. **M-NC.5.D** Says the names of numerals 0–10 shown in random order. **M-NC.2.B** Says numbers in order, matching each number word to each object when counting from 1–5. **M-NC.2.D** Says numbers in order, matching each number word to each object when counting from 1–10.
M1 Rote counting: The child attends to sequences and use of number words, with or without items, sets, or numerals and without recognizing the link to quantity	**M1.9** Orders a few objects by size with assistance	3-4 years	**M-PFA.2.A** Orders up to two objects by one attribute, such as size, shades of color, texture, or sound, using comparative language. **M-PFA.2.B** Orders up to three objects by one attribute, such as size, shades of color, texture, or sound, using comparative language. **M-PFA.2.C** Order up to five objects by one attribute, such as size, shades of color, texture, or sound, using comparative language.
M1 Rote counting: The child attends to sequences and use of number words, with or without items, sets, or numerals and without recognizing the link to quantity	**M1.10** Recites number words in the correct sequence up to 10	3-4 years	**M-NC.2.A** Says numbers in order while matching each number word to each object when counting from 1–3. **M-NC.2.B** Says numbers in order, matching each number word to each object when counting from 1–5. **M-NC.2.C** Says numbers in order, matching each number word to each object when counting from 1–7. **M-NC.2.D** Says numbers in order, matching each number word to each object when counting from 1–10.
M1 Rote counting: The child attends to sequences and use of number words, with or without items, sets, or numerals and without recognizing the link to quantity	**M1.11** Recognizes when others make errors in the number word sequence	3-4 years	**M-NC.2.A** Says numbers in order while matching each number word to each object when counting from 1–3. **M-NC.2.B** Says numbers in order, matching each number word to each object when counting from 1–5. **M-NC.2.C** Says numbers in order, matching each number word to each object when counting from 1–7. **M-NC.2.D** Says numbers in order, matching each number word to each object when counting from 1–10. **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.

DOMAIN: MATHEMATICS - COGNITIVE
COMPONENT: M1-6: NUMBER KNOWLEDGE

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
M1 Rote counting: The child attends to sequences and use of number words, with or without items, sets, or numerals and without recognizing the link to quantity	**M1.12** Points to objects while reciting number word sequence	3-4 years	**M-NC.5.A** Says the names of numerals 0–3 shown in random order. **M-NC.5.B** Says the names of numerals 0–5 shown in random order. **M-NC.5.C** Says the names of numerals 0–7 shown in random order. **M-NC.5.D** Says the names of numerals 0–10 shown in random order.
M1 Rote counting: The child attends to sequences and use of number words, with or without items, sets, or numerals and without recognizing the link to quantity	**M1.13** Begins to write number-like forms	3-4 years	**M-NC.5.A** Says the names of numerals 0–3 shown in random order. **M-NC.5.B** Says the names of numerals 0–5 shown in random order. **M-NC.5.C** Says the names of numerals 0–7 shown in random order. **M-NC.5.D** Says the names of numerals 0–10 shown in random order. **LL-WR.2.A** Draws and/or writes to represent, express, or communicate interests.
M2 Meaningful Counting: The child uses counting to identify how many items are in a set, using one to one correspondence; uses number words to identify "how many"	**M2.2** Correctly uses 1:1 correspondence up to 4 items	3-4 years	**M-NC.4.B** Matches 0–5 objects from two sets using one-to-one correspondence to understand the concept of the same.
M3 Cardinality: The child associates each of one or more number words to a unique and exact quantity, and knows that the final number word used when counting out an item set represents the exact number of items in the set	**M3.4** Gives exactly 4 consistently when asked	3-4 years	**M-NC.3.B** Creates sets of 0–5 and begins to use cardinality to identify the last number counted. **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.
M4 Ordinality: The child matches symbols (digits or numerals) to a position in a sequence	**M4.2** Uses terms like first; most; last; before, to refer to ordinal position	3-4 years	**M-PFA.2.D** Uses ordinal numbers to order and describe relative position for up to three objects.

DOMAIN: MATHEMATICS - COGNITIVE
COMPONENT: M1-6: NUMBER KNOWLEDGE

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
M5 Comparing numbers and quantities: The child uses organizing strategies to know how many objects they have	**M5.6** Uses terms like more/less; bigger/smaller; a little bit/a lot; to refer to approximate quantities	3-4 years	**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-NC.4.A** Compares two groups to identify which has more or less for quantities 0–10 without matching or counting. **M-NC.4.B** Matches 0–5 objects from two sets using one-to-one correspondence to understand the concept of the same. **M-DAP.1.B** Visually compares the amounts in each category without counting. Identifies the category with more, less, or the same.
M6 Relation and operations: The child can create a set or subset based on a rule, can combine or separate sets, and recognize the amount of items in a set does not change when the set arrangement changes	**M6.1** Notices when the quantity of a set of up to 4 objects has increased or decreased	3-4 years	**M-NC.7.AA** Demonstrates an understanding that combining two sets increases the total quantity. **M-NC.7.A** Demonstrates an understanding that adding one more increases the amount of a set. **M-NC.7.B** Counts two sets separately, then combines sets and counts the sets together to get the whole. Counts up to a total quantity of 5.

DOMAIN: MATHEMATICS - COGNITIVE
COMPONENT: M7 MEASUREMENT

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
M7 Measurement: Child recognizes and makes comparisons of measurable attributes (length, height, width, area, volume, physical distance, time duration.)	**M7.7** Shows understanding of measurement terms (longer/shorter, taller/shorter, fullest, farthest, closest)	3-4 years	**M-GS.3.E** Demonstrates understanding of direction terms (e.g., "near," "far") 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.

DOMAIN: MATHEMATICS - COGNITIVE
COMPONENT: M7 MEASUREMENT

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
M7 Measurement: Child recognizes and makes comparisons of measurable attributes (length, height, width, area, volume, physical distance, time duration.)	**M7.8** Uses terms like more/less; a little bit; a lot; to refer to continuous properties like water, sand, height	3-4 years	**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-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?"

DOMAIN: MATHEMATICS - COGNITIVE
COMPONENT: M8: PATTERNS

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
M8 Repeating patterns: The child can identify create and describe sequences in objects, colors or numbers with sequences that increase, decrease or grow in complexity	**M8.5** Recognizes repeating patterns	3-4 years	**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.
M8 Repeating patterns: The child can identify create and describe sequences in objects, colors or numbers with sequences that increase, decrease or grow in complexity	**M8.6** Copies existing pattern with same materials	3-4 years	**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. **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).

Domain: Mathematics - Cognitive
Component: M8: Patterns

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
M8 Repeating patterns: The child can identify create and describe sequences in objects, colors or numbers with sequences that increase, decrease or grow in complexity	**M8.7** Extends a simple pattern with the same materials	3-4 years	**M-PFA.3.B** Uses objects, rhythm, or movement to copy and extend simple AB patterns. **M-PFA.3.D** Uses objects, rhythm, or movement to copy and extend simple and advanced patterns (e.g., AB, ABC, ABB, AAB).

Domain: Mathematics - Cognitive
Component: M9-11: Geometry and Spatial Thinking

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
M9 Knowledge and visualization of shapes: The child recognizes shapes, can describe 2 dimensional (2D) and 3 dimensional (3D) shapes and manipulate shapes with purpose.	**M9.3** Points to familiar 2D and 3D shapes (circle, spheres, squares, cubes, triangles) when asked, thereby showing recognition of shape names	3-4 years	**M-GS.1.A** Verbally or nonverbally identifies at least three common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle). **M-GS.1.B** Verbally or nonverbally identifies at least five common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle). **M-GS.1.D** Verbally or nonverbally identifies two-dimensional shapes in the environment or in books. **M-GS.1.E** Verbally or nonverbally identifies three-dimensional shapes (sphere, cone, cylinder, cube).
M9 Knowledge and visualization of shapes: The child recognizes shapes, can describe 2 dimensional (2D) and 3 dimensional (3D) shapes and manipulate shapes with purpose.	**M9.4** Recognizes geometric shapes in the environment	3-4 years	**M-GS.1.D** Verbally or nonverbally identifies two-dimensional shapes in the environment or in books. **M-GS.1.E** Verbally or nonverbally identifies three-dimensional shapes (sphere, cone, cylinder, cube).
M10 Transformations and symmetry: The child can locate and manipulate shapes in space	**M10.7** Rotates, flips, or turns an object to fit once they realize object doesn't fit a defined space	3-4 years	**M-GS.2.AA** Uses simple shape puzzles to create common two-dimensional shapes. **M-GS.1.C** Identifies and describes the properties of common two-dimensional shapes using words like "sides," "corners," "curve."

DOMAIN: MATHEMATICS - COGNITIVE
COMPONENT: M9-11: GEOMETRY AND SPATIAL THINKING

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
M11 Location, spatial relationships and landmark use: The child recognizes where a person or object is in relation to other people of objects	**M11.4** Uses terms like near/far; under; below; front; middle; end	3-4 years	**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. **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") by using gestures or objects. **M-GS.3.E** Demonstrates understanding of direction terms (e.g., "near," "far") using gestures or objects.
M11 Location, spatial relationships and landmark use: The child recognizes where a person or object is in relation to other people of objects	**M11.5** Uses a simple map of a visible area to locate placement	3-4 years	**SOC.4.C** Uses geographic tools, such as maps and globes, with support and guidance to find common geographical features. **Tech.1.D** With teacher guidance, uses technology devices and learning applications to play games, access or share information, or express themselves creatively.

DOMAIN: MATHEMATICS - COGNITIVE
COMPONENT: M12: DATA ANALYSIS

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
M12 Sorting: The child recognizes that objects can be sorted by attributes	**M12.5** Sorts objects based on an observable attribute	3-4 years	**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.
M12 Sorting: The child recognizes that objects can be sorted by attributes	**M12.6** Demonstrates understanding that attributes are measurable[9] [9]*Part 1 of 2. Continues on page 40.*	3-4 years	**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.

Domain: Mathematics - Cognitive
Component: M12: Data Analysis

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
M12 Sorting: The child recognizes that objects can be sorted by attributes	**M12.6** Demonstrates understanding that attributes are measurable[10] [10]*Part 2 of 2. Continued from page 39.*	3-4 years	**M-M.1.C** Uses nonstandard units to measure objects by filling, covering, or matching, like when answering "How many scoops of sand fill a container? **M-M.1.D** Uses nonstandard units to measure and then comparative language to describe the measurements of two objects, like when answering "Which container holds more beans?" **M-M.1.E** Uses standard units (e.g., ruler, scale, balance) to measure and then use comparative language to describe the measurements of two objects.

Domain: Mathematics - Cognitive
Component: M13-14: Data Analysis

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
M13 Collects, classifies, and organizes information: The child collects, classifies and organizes data based on distinguishing characteristics.	**M13.1** Participates in simple data collection discussed by an adult or other child	3-4 years	**M-DAP.2.AA** Observes and collects data in their environment (e.g., colors, movement, sounds) with teacher support. **M-DAP.2.A** Collects and organizes data by sorting and classifying groups of objects into clusters (e.g., sort buttons by color).
M13 Collects, classifies, and organizes information: The child collects, classifies and organizes data based on distinguishing characteristics.	**M13.2** Collects information by one or more attribute	3-4 years	**M-DAP.2.AA** Observes and collects data in their environment (e.g., colors, movement, sounds) with teacher support. **M-DAP.2.A** Collects and organizes data by sorting and classifying groups of objects into clusters (e.g., sort buttons by color).
M14 Describes data: The child can describe data by using data sets to solve problems or asking questions.	**M14.1** Identifies patterns, differences, or similarities of information collected	3-4 years	**M-DAP.2.A** Collects and organizes data by sorting and classifying groups of objects into clusters (e.g., sort 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.2.C** Graphs using pictures of objects to organize and display information. Compares two to three groups (e.g., pictures of front covers of books, or pictures of children to represent their votes). **M-DAP.2.D** Graphs using symbols such as paper squares, tally marks, or Xs to organize and display information. Compares two to three groups.

Domain: Mathematics - Cognitive
Component: M13-14: Data Analysis

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
M14 Describes data: The child can describe data by using data sets to solve problems or asking questions.	**M14.2** Uses language to describe those patterns, differences or similarities of data	3-4 years	**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?"

Domain: Mathematics - Cognitive
Component: M1-6: Number Knowledge

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
M1 Rote counting: The child attends to sequences and use of number words, with or without items, sets, or numerals and without recognizing the link to quantity	**M1.14** Recites number word aloud, forward, up to at least 29 (allow for some mistakes), without objects	4-5 years	**M-NC.1.E** Says number words in order from 1–20 from memory.
M1 Rote counting: The child attends to sequences and use of number words, with or without items, sets, or numerals and without recognizing the link to quantity	**M1.15** Recites number words aloud, backward, down from at least 10 without objects	4-5 years	**M-NC.1.D** Says number words in order from 1–10 from memory.
M1 Rote counting: The child attends to sequences and use of number words, with or without items, sets, or numerals and without recognizing the link to quantity	**M1.16** Is able to name the next number word for numbers up to 9	4-5 years	**M-NC.1.C** Says number words in order from 1–7 from memory. **M-NC.1.D** Says number words in order from 1–10 from memory.
M1 Rote counting: The child attends to sequences and use of number words, with or without items, sets, or numerals and without recognizing the link to quantity	**M1.17** Reads and writes numerals from 0 to 10, with some reversals possible	4-5 years	**M-NC.5.D** Says the names of numerals 0–10 shown in random order. **LL-WR.2.A** Draws and/or writes to represent, express, or communicate interests. **SC-SP.3.A** With teacher guidance, participates in recording scientfic observations and data.

Domain: Mathematics - Cognitive
Component: M1-6: Number Knowledge

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
M2 Meaningful Counting: The child uses counting to identify how many items are in a set, using one to one correspondence; uses number words to identify "how many"	**M2.3** Demonstrates and uses 1:1 correspondence with sets larger than four	4-5 years	**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.2.E** Says numbers in order, matching each number word to each object when counting from 1–15.
M3 Cardinality: The child associates each of one or more number words to a unique and exact quantity, and knows that the final number word used when counting out an item set represents the exact number of items in the set	**M3.5** Gives 5 or more items correctly and consistently when asked	4-5 years	**M-NC.3.C** Creates sets of 0–7 and begins to use cardinality to identify the last number counted. **M-NC.3.D** Creates sets of 0–10 and begins to use cardinality to identify the last number counted. **M-NC.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.
M4 Ordinality: The child matches symbols (digits or numerals) to a position in a sequence	**M4.3** Recognizes that a number can be used to represent a position in a sequence	4-5 years	**M-PFA.2.D** Uses ordinal numbers to order and describe relative position for up to three objects. **M-PFA.2.E** Orders groups of different amounts using numerical order.
M5 Comparing numbers and quantities: The child uses organizing strategies to know how many objects they have	**M5.7** Verbally estimates quantities without counting, although inconsistently and allowing for mistakes	4-5 years	**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.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.
M6 Relation and operations: The child can create a set or subset based on a rule, can combine or separate sets, and recognize the amount of items in a set does not change when the set arrangement changes	**M6.2** States the number that comes next or before up to 5	4-5 years	**M-NC.7.A** Demonstrates an understanding that adding one more increases the amount of a set. **M-NC.7.B** Counts two sets separately, then combines sets and counts the sets together to get the whole. Counts up to a total quantity of 5. **M-NC.8.A** Demonstrates an understanding that removing one object decreases the amount in a set. **M-NC.8.B** Counts a set of 1–5 objects. Takes objects away and counts how many are left.

DOMAIN: MATHEMATICS - COGNITIVE
COMPONENT: M1-6: NUMBER KNOWLEDGE

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
M6 Relation and operations: The child can create a set or subset based on a rule, can combine or separate sets, and recognize the amount of items in a set does not change when the set arrangement changes	**M6.3** Understands that a quantity changes (increases or decreases) when a set of objects is added to/ subtracted from (respectively)	4-5 years	**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. **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. **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. **M-NC.8.C** Counts a set of 1–7 objects. Takes objects away and counts how many are left. **M-NC.8.D** Counts a set of 1–10 objects. Takes objects away and counts how many are left. **M-NC.8.E** Solves subtraction story problems for quantities 1–10 using objects, fingers, drawings, or actions.

DOMAIN: MATHEMATICS - COGNITIVE
COMPONENT: M7 MEASUREMENT

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
M7 Measurement: Child recognizes and makes comparisons of measurable attributes (length, height, width, area, volume, physical distance, time duration.)	**M7.9** Compares and orders more than two items in some way	4-5 years	**M-PFA.2.B** Orders up to three objects by one attribute, such as size, shades of color, texture, or sound, using comparative language. **M-PFA.2.C** Order up to five objects by one attribute, such as size, shades of color, texture, or sound, using comparative language. **M-PFA.2.D** Uses ordinal numbers to order and describe relative position for up to three objects. **M-PFA.2.E** Orders groups of different amounts using numerical order.
M7 Measurement: Child recognizes and makes comparisons of measurable attributes (length, height, width, area, volume, physical distance, time duration.)	**M7.10** Uses comparison vocabulary (longer/shorter, taller/shorter, farthest/closest)	4-5 years	**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-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-GS.3.E** Demonstrates understanding of direction terms (e.g., "near," "far") using gestures or objects.

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
M8 Repeating patterns: The child can identify create and describe sequences in objects, colors or numbers with sequences that increase, decrease or grow in complexity	**M8.8** Uses words or pictures to describe a simple pattern	4-5 years	**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 (such as blue-red-blue, blue-red-blue).
M8 Repeating patterns: The child can identify create and describe sequences in objects, colors or numbers with sequences that increase, decrease or grow in complexity	**M8.9** Applies a simple pattern rule to different materials or mode (sound, body, color, size, movement)	4-5 years	**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 (such as blue-red-blue, blue-red-blue).
M8 Repeating patterns: The child can identify create and describe sequences in objects, colors or numbers with sequences that increase, decrease or grow in complexity	**M8.10** Copies complex patterns with same materials	4-5 years	**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).
M8 Repeating patterns: The child can identify create and describe sequences in objects, colors or numbers with sequences that increase, decrease or grow in complexity	**M8.11** Applies a complex pattern rule using different materials or mode (sound, body, color, size, movement)	4-5 years	**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 (such as blue-red-blue, blue-red-blue).

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
M9 Knowledge and visualization of shapes: The child recognizes shapes, can describe 2 dimensional (2D) and 3 dimensional (3D) shapes and manipulate shapes with purpose.	**M9.5** Begins to describe the features (attributes) that define 2D and 3D shapes, including sides and corners	4-5 years	**M-GS.1.C** Identifies and describes the properties of common two-dimensional shapes using words like "sides," "corners," "curve." **M-GS.1.D** Verbally or nonverbally identifies two-dimensional shapes in the environment or in books. **M-GS.1.E** Verbally or nonverbally identifies three-dimensional shapes (sphere, cone, cylinder, cube).
M9 Knowledge and visualization of shapes: The child recognizes shapes, can describe 2 dimensional (2D) and 3 dimensional (3D) shapes and manipulate shapes with purpose.	**M9.6** Puts together (composes) and takes apart (decomposes) shapes	4-5 years	**M-GS.2.A** Constructs any recognizable or unrecognizable shape with materials. **M-GS.2.B** Constructs common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle) with materials. **M-GS.2.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.
M9 Knowledge and visualization of shapes: The child recognizes shapes, can describe 2 dimensional (2D) and 3 dimensional (3D) shapes and manipulate shapes with purpose.	**M9.7** Composes and decomposes shapes/constructions with increasing complexity	4-5 years	**M-GS.2.C** Using a model, constructs two-dimensional shapes and then puts them together to create objects in the environment. Puts together a square and triangle to create a house. **M-GS.2.D** Independently constructs two-dimensional shapes and then puts them together to create objects in the environment. Puts together a square and triangle to create a house. **M-GS.2.E** Constructs common three-dimensional shapes (sphere, cone, cylinder, cube) with materials.
M10 Transformations and symmetry: The child can locate and manipulate shapes in space	**M10.8** Puts together (composes) and takes apart (decomposes) shapes to create new shapes	4-5 years	**M-GS.1.C** Identifies and describes the properties of common two-dimensional shapes using words like "sides," "corners," "curve." **M-GS.2.C** Using a model, constructs two-dimensional shapes and then puts them together to create objects in the environment. Puts together a square and triangle to create a house. **M-GS.2.D** Independently constructs two-dimensional shapes and then puts them together to create objects in the environment. Puts together a square and triangle to create a house.

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
M10 Transformations and symmetry: The child can locate and manipulate shapes in space	**M10.9** Recognizes and creates shapes that have symmetry	4-5 years	**M-GS.1.C** Identifies and describes the properties of common two-dimensional shapes using words like "sides," "corners," "curve." **M-GS.2.C** Using a model, constructs two-dimensional shapes and then puts them together to create objects in the environment. Puts together a square and triangle to create a house. **M-GS.2.D** Independently constructs two-dimensional shapes and then puts them together to create objects in the environment. Puts together a square and triangle to create a house.
M10 Transformations and symmetry: The child can locate and manipulate shapes in space	**M10.10** Shows awareness that an object needs to be rotated, flipped, or turned before trying to fit the object into a hole or puzzle	4-5 years	**M-GS.2.AA** Uses simple shape puzzles to create common two-dimensional shapes. **M-GS.1.C** Identifies and describes the properties of common two-dimensional shapes using words like "sides," "corners," "curve." **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.
M11 Location, spatial relationships and landmark use: The child recognizes where a person or object is in relation to other people of objects	**M11.6** Recognizes and describes position of objects in space with greater accuracy	4-5 years	**SOC.4.AA** Verbally or nonverbally identifies familiar places and the features, such as home, classroom, and school building. **SOC.4.A** Verbally or nonverbally identifies common locations in their neighborhood and community and their features (library, store, park, etc.). **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. **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") by using gestures or objects. **M-GS.3.E** Demonstrates understanding of direction terms (e.g., "near," "far") using gestures or objects.

DOMAIN: MATHEMATICS - COGNITIVE
COMPONENT: M9-11: GEOMETRY AND SPATIAL THINKING

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
M11 Location, spatial relationships and landmark use: The child recognizes where a person or object is in relation to other people of objects	**M11.7** Draws a simple map	4-5 years	**SOC.4.C** Uses geographic tools, such as maps and globes, with support and guidance to find common geographical features. **SOC.4.D** Creates representations or maps of familiar places, such as classroom, community, or region. **Tech.1.D** With teacher guidance, uses technology devices and learning applications to play games, access or share information, or express themselves creatively.
M11 Location, spatial relationships and landmark use: The child recognizes where a person or object is in relation to other people of objects	**M11.8** Matches 2 dimensional (2D) map with surrounding 3 dimensional (3D) layout Include this: (involves transformation, scale, dimension, and orientation distance)	4-5 years	**SOC.4.C** Uses geographic tools, such as maps and globes, with support and guidance to find common geographical features. **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.

DOMAIN: MATHEMATICS - COGNITIVE
COMPONENT: M12: DATA ANALYSIS

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
M12 Sorting: The child recognizes that objects can be sorted by attributes	**M12.7** Describes the attribute used for sorting or comparing	4-5 years	**M-PFA.1.A** Sorts and groups objects based on one attribute such as visual features like color, size, or shape. **M-PFA.1.B** Sorts and groups pictures of objects based on one attribute such as visual features like color, size, or shape. **M-PFA.1.C** Sorts and groups objects based on more complex attributes such as function or category.
M12 Sorting: The child recognizes that objects can be sorted by attributes	**M12.8** While sorting, can make a shift to change the attribute being used to sort and describe the new sorting attribute	4-5 years	**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.

DOMAIN: MATHEMATICS - COGNITIVE
COMPONENT: M13-14: DATA ANALYSIS

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
M13 Collects, classifies, and organizes information: The child collects, classifies and organizes data based on distinguishing characteristics.	**M13.3** Participates as group member in the collection of data that is put on a chart or graph	4-5 years	**M-DAP.2.A** Collects and organizes data by sorting and classifying groups of objects into clusters (e.g., sort 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.2.C** Graphs using pictures of objects to organize and display information. Compares two to three groups (e.g., pictures of front covers of books, or pictures of children to represent their votes). **M-DAP.2.D** Graphs using symbols such as paper squares, tally marks, or Xs to organize and display information. Compares two to three groups. **M-DAP.2.E** Graphs using symbols such as paper squares, tally marks, or Xs to organize and display information. Compares four groups.
M13 Collects, classifies, and organizes information: The child collects, classifies and organizes data based on distinguishing characteristics.	**M13.4** Sorts information by one or more attribute	4-5 years	**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.
M13 Collects, classifies, and organizes information: The child collects, classifies and organizes data based on distinguishing characteristics.	**M13.5** Independently collects data to put on a chart or graph	4-5 years	**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.2.C** Graphs using pictures of objects to organize and display information. Compares two to three groups (e.g., pictures of front covers of books, or pictures of children to represent their votes). **M-DAP.2.D** Graphs using symbols such as paper squares, tally marks, or Xs to organize and display information. Compares two to three groups.
M14 Describes data: The child can describe data by using data sets to solve problems or asking questions.	**M14.3** Uses language to compare data	4-5 years	**M-DAP.1.B** Visually compares the amounts in each category without counting. Identifies the category with more, less, or the same. **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?"

Domain: Mathematics - Cognitive
Component: M13-14: Data Analysis

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
M14 Describes data: The child can describe data by using data sets to solve problems or asking questions.	**M14.4** Uses data to answer questions and solve problems	4-5 years	**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. **SC-SP.3.B** Begins to identify relevant information and collects and records information in own journal or paper. **SC-SP.3.C** Draws conclusions on prior knowledge and recorded information.
M14 Describes data: The child can describe data by using data sets to solve problems or asking questions.	**M14.5** Discusses, compares and makes sense of collected data	4-5 years	**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. **SC-SP.3.C** Draws conclusions on prior knowledge and recorded information.

Domain: Physical and Movement Development
Component: P1-4: Gross Motor

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
P3 Locomotion: Childs moves their body through space from one place to another	**P3.14** Crawls under and around 3 or more objects in an obstacle course	3-4 years	**PD.1.AA** Sits down and stands up with control. Moves body in a variety of ways such as walking, running, and galloping. Walks up and down the stairs with assistance. Throws balls and attempts to kick balls. **PD.1.A** Begins to develop balance and coordination in gross motor movements such as moving arms and legs together to climb, push, or pull. Jumps with two feet.
P3 Locomotion: Childs moves their body through space from one place to another	**P3.15** Walks along a wide (12">) slightly raised straight pathway with assistance	3-4 years	**PD.1.AA** Sits down and stands up with control. Moves body in a variety of ways such as walking, running, and galloping. Walks up and down the stairs with assistance. Throws balls and attempts to kick balls. **PD.1.A** Begins to develop balance and coordination in gross motor movements such as moving arms and legs together to climb, push, or pull. Jumps with two feet. **PD.1.B** Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet.

DOMAIN: PHYSICAL AND MOVEMENT DEVELOPMENT
COMPONENT: P1-4: GROSS MOTOR

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
P3 Locomotion: Childs moves their body through space from one place to another	**P3.16** Walks up and down a few stairs with adult support or holding handrail using alternating feet (step up on stair one foot, then use other foot to go to the next stair)	3-4 years	**PD.1.AA** Sits down and stands up with control. Moves body in a variety of ways such as walking, running, and galloping. Walks up and down the stairs with assistance. Throws balls and attempts to kick balls. **PD.1.A** Begins to develop balance and coordination in gross motor movements such as moving arms and legs together to climb, push, or pull. Jumps with two feet. **PD.1.B** Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet.
P3 Locomotion: Childs moves their body through space from one place to another	**P3.17** Climbs on play equipment	3-4 years	**PD.1.A** Begins to develop balance and coordination in gross motor movements such as moving arms and legs together to climb, push, or pull. Jumps with two feet. **PD.1.B** Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet.
P3 Locomotion: Childs moves their body through space from one place to another	**P3.18** Hops on one foot a few times	3-4 years	**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.
P3 Locomotion: Childs moves their body through space from one place to another	**P3.19** Jumps off slightly elevated height with two feet	3-4 years	**PD.1.A** Begins to develop balance and coordination in gross motor movements such as moving arms and legs together to climb, push, or pull. Jumps with two feet. **PD.1.B** Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet.

DOMAIN: PHYSICAL AND MOVEMENT DEVELOPMENT
COMPONENT: P1-4: GROSS MOTOR

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
P3 Locomotion: Childs moves their body through space from one place to another	**P3.20** Jumps with two feet over and out of spaces or objects on floor ("river" rope or tape markers/hula hoops)	3-4 years	**PD.1.A** Begins to develop balance and coordination in gross motor movements such as moving arms and legs together to climb, push, or pull. Jumps with two feet. **PD.1.B** Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet. **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.
P4 Object control: Child can manipulate objects to propel or receive	**P4.7** Kicks a medium-sized ball	3-4 years	**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.
P4 Object control: Child can manipulate objects to propel or receive	**P4.8** Throws a large playground ball using two hands	3-4 years	**PD.1.AA** Sits down and stands up with control. Moves body in a variety of ways such as walking, running, and galloping. Walks up and down the stairs with assistance. Throws balls and attempts to kick balls. **PD.1.B** Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet. **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.
P4 Object control: Child can manipulate objects to propel or receive	**P4.9** Catches a large or medium ball by cradling in arms toward body"	3-4 years	**PD.1.B** Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet. **PD.1.C** Begins to coordinate upper and lower body, such as when riding a scooter or pedaling a bicycle or tricycle. Kicks and throws forward toward another person or target.

Domain: Physical and Movement Development
Component: P1-4: Gross Motor

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
P4 Object control: Child can manipulate objects to propel or receive	**P4.10** Peddles a tricycle or riding toys	3-4 years	**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.

Domain: Physical and Movement Development
Component: P5-6: Fine Motor

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
P5 Dexterity: Child can coordinate and control movement of hands and fingers to grasp and manipulate objects	**P5.12** Grasps a simple puzzle piece and can place a few pieces in the puzzle	3-4 years	**PD.2.A** Uses hands and fingers to complete a variety of tasks, such as opening drawers and cabinets. **PD.2.B** Uses hands, wrists, and fingers to complete a variety of tasks such as pouring, scooping, opening lids to easy-to-open jars, and simple puzzles. **PD.2.C** Begins to use refined hand movements such as using blunt scissors, buttoning large buttons, and connecting small toys, such as linking cubes or blocks.
P5 Dexterity: Child can coordinate and control movement of hands and fingers to grasp and manipulate objects	**P5.13** Draws freely on paper	3-4 years	**LL-WR.2.AA** Draws to represent something or to communicate a thought. **PD.3.AA** Uses crayons or markers with some coordination. **C-ARTS.3.AA** Freely explores a variety of art materials and tools for sensory exploration. **C-ARTS.3.A** Expresses self using a variety of art materials and tools.
P5 Dexterity: Child can coordinate and control movement of hands and fingers to grasp and manipulate objects	**P5.14** Strings large beads	3-4 years	**PD.2.B** Uses hands, wrists, and fingers to complete a variety of tasks such as pouring, scooping, opening lids to easy-to-open jars, and simple puzzles. **PD.2.C** Begins to use refined hand movements such as using blunt scissors, buttoning large buttons, and connecting small toys, such as linking cubes or blocks.

DOMAIN: PHYSICAL AND MOVEMENT DEVELOPMENT
COMPONENT: P5-6: FINE MOTOR

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
P6 Self Care: Child participates in daily care routines for feeding, dressing and personal hygiene	**P6.11** Assists with putting shoes on and taking them off	3-4 years	**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.
P6 Self Care: Child participates in daily care routines for feeding, dressing and personal hygiene	**P6.12** Assists with putting boots on and taking off	3-4 years	**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.
P6 Self Care: Child participates in daily care routines for feeding, dressing and personal hygiene	**P6.13** Puts on coat and takes coat off with assistance	3-4 years	**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. **PD.4.C** Completes self-care and hygiene routines with minimal assistance.

DOMAIN: PHYSICAL AND MOVEMENT DEVELOPMENT
COMPONENT: P1-4: GROSS MOTOR

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
P3 Locomotion: Childs moves their body through space from one place to another	**P3.21** Walks on a wide (12>) slightly raised pathway	4-5 years	**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.

DOMAIN: PHYSICAL AND MOVEMENT DEVELOPMENT
COMPONENT: P1-4: GROSS MOTOR

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
P3 Locomotion: Childs moves their body through space from one place to another	**P3.22** Walks up and down stairs holding handrail	4-5 years	**PD.1.AA** Sits down and stands up with control. Moves body in a variety of ways such as walking, running, and galloping. Walks up and down the stairs with assistance. Throws balls and attempts to kick balls. **PD.1.B** Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet.
P3 Locomotion: Childs moves their body through space from one place to another	**P3.23** Jumps off variable heights using a one- foot lead or with two feet	4-5 years	**PD.1.A** Begins to develop balance and coordination in gross motor movements such as moving arms and legs together to climb, push, or pull. Jumps with two feet. **PD.1.B** Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet.
P3 Locomotion: Childs moves their body through space from one place to another	**P3.24** Gallops freely or in a game (one foot and a step-hop, other foot and a step- hop)	4-5 years	**PD.1.AA** Sits down and stands up with control. Moves body in a variety of ways such as walking, running, and galloping. Walks up and down the stairs with assistance. Throws balls and attempts to kick balls. **PD.1.D** Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements.
P3 Locomotion: Childs moves their body through space from one place to another	**P3.25** Moves many times through an obstacle course: over, under and around	4-5 years	**PD.1.B** Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet. **PD.1.C** Begins to coordinate upper and lower body, such as when riding a scooter or pedaling a bicycle or tricycle. Kicks and throws forward toward another person or target. **PD.1.D** Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements. **PD.1.E** Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target.

Domain: Physical and Movement Development
Component: P1-4: Gross Motor

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
P4 Object control: Child can manipulate objects to propel or receive	**P4.11** Kicks playground ball or small soccer ball to a close wide target	4-5 years	**PD.1.C** Begins to coordinate upper and lower body, such as when riding a scooter or pedaling a bicycle or tricycle. Kicks and throws forward toward another person or target. **PD.1.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.
P4 Object control: Child can manipulate objects to propel or receive	**P4.12** Throws a small ball with some accuracy to a target or person	4-5 years	**PD.1.C** Begins to coordinate upper and lower body, such as when riding a scooter or pedaling a bicycle or tricycle. Kicks and throws forward toward another person or target. **PD.1.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.
P4 Object control: Child can manipulate objects to propel or receive	**P4.13** Catches a large or medium-sized ball using two hands	4-5 years	**PD.1.B** Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet. **PD.1.D** Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements. **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.
P4 Object control: Child can manipulate objects to propel or receive	**P4.14** Bounces and catches a playground ball a few times using two hands	4-5 years	**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.

Domain: Physical and Movement Development
Component: P1-4: Gross Motor

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
P4 Object control: Child can manipulate objects to propel or receive	**P4.15** Attempts to pump legs to swing on swing	4-5 years	**PD.1.C** Begins to coordinate upper and lower body, such as when riding a scooter or pedaling a bicycle or tricycle. Kicks and throws forward toward another person or target. **PD.1.D** Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements. **PD.1.E** Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target.

Domain: Physical and Movement Development
Component: P5-6: Fine Motor

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
P5 Dexterity: Child can coordinate and control movement of hands and fingers to grasp and manipulate objects	**P5.15** Grasps puzzle piece and can place 5-7 pieces in the puzzle	4-5 years	**PD.2.B** Uses hands, wrists, and fingers to complete a variety of tasks such as pouring, scooping, opening lids to easy-to-open jars, and simple puzzles. **PD.2.C** Begins to use refined hand movements such as using blunt scissors, buttoning large buttons, and connecting small toys, such as linking cubes or blocks. **PD.2.D** Demonstrates controlled fine motor movements in a variety of ways such as cutting along lines with accuracy.
P5 Dexterity: Child can coordinate and control movement of hands and fingers to grasp and manipulate objects	**P5.16** Draws letters and/or part of name with some reversals	4-5 years	**LL-WR.3.B** Writes at least one recognizable letter from their name. The letter may be backward, reversed, or poorly formed and recognized only in context. **LL-WR.3.C** Writes uppercase or lowercase letters that correspond to at least half of the letters in their name. Letters may be backward, reversed, or poorly formed and recognized only in context. **LL-WR.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. **LL-WR.4.B** Writes letter-like forms and makes marks on page that look like conventional shapes or mock letters. **LL-WR.4.C** Writes letter-like symbols in strings. May leave spaces between symbols to indicate words. **LL-WR.4.D** Writes random recognizable letters in a row with spaces in between. Letters may be backward, reversed, or poorly formed and recognized only in context.

DOMAIN: PHYSICAL AND MOVEMENT DEVELOPMENT
COMPONENT: P5-6: FINE MOTOR

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
P5 Dexterity: Child can coordinate and control movement of hands and fingers to grasp and manipulate objects	**P5.17** Draws stick people and some objects	4-5 years	**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 **C-ARTS.3.B** Creates drawings, paintings, and models with an increasing level of detail.
P6 Self Care: Child participates in daily care routines for feeding, dressing and personal hygiene	**P6.14** Dresses with near independence	4-5 years	**PD.4.C** Completes self-care and hygiene routines with minimal assistance. **PD.4.D** Independently completes self-care and hygiene routines.
P6 Self Care: Child participates in daily care routines for feeding, dressing and personal hygiene	**P6.15** Puts shoes on the correct feet. May need help with ties and fasteners	4-5 years	**PD.4.C** Completes self-care and hygiene routines with minimal assistance. **PD.4.D** Independently completes self-care and hygiene routines.
P6 Self Care: Child participates in daily care routines for feeding, dressing and personal hygiene	**P6.16** Puts boots on correct feet and takes boots off. May need help with ties and fasteners	4-5 years	**PD.4.C** Completes self-care and hygiene routines with minimal assistance. **PD.4.D** Independently completes self-care and hygiene routines.
P6 Self Care: Child participates in daily care routines for feeding, dressing and personal hygiene	**P6.17** Puts coat on and takes off	4-5 years	**PD.4.C** Completes self-care and hygiene routines with minimal assistance. **PD.4.D** Independently completes self-care and hygiene routines.
P6 Self Care: Child participates in daily care routines for feeding, dressing and personal hygiene	**P6.18** Uses the bathroom independently	4-5 years	**PD.4.C** Completes self-care and hygiene routines with minimal assistance. **PD.4.D** Independently completes self-care and hygiene routines.

DOMAIN: SCIENTIFIC THINKING - COGNITIVE
COMPONENT: ST1-2: DISCOVER

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
ST1 Observe and question: Child demonstrates awareness and engagement with phenomena, materials, and environment	**ST1.5** Notices differences or similarities among materials, objects and phenomena	3-4 years	**SC-LES.1.B** Demonstrates understanding of the difference between living and nonliving things. **SC-LES.1.C** Compares and contrasts the natural world and the human-made world, such as the wind provides a breeze outside and so does a fan. **SC-LES.2.C** Compares and contrasts the different seasons. **SC-LES.3.D** Compares and contrasts Earth and space, such as people can breathe on Earth but not in space. **SC-LES.4.B** Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features. **SC-P.1.B** Use senses to observe and describe some physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on. **SC-P.3.B** Recognizes and explores water in its liquid, solid, and gas forms.
ST1 Observe and question: Child demonstrates awareness and engagement with phenomena, materials, and environment	**ST1.6** Uses experiences to stimulate questions	3-4 years	**SC-SP.1.A** With teacher guidance, participates in activities to formulate simple science-oriented questions based on observations. **SC-SP.1.C** With teacher guidance, begins to formulate own questions based on observations. **SC-SP.1.D** Formulates own science-oriented questions based on observations.
ST2 Investigate: Child actively shows wonder by demonstrating curiosity of self, others and surroundings	**ST2.7** Seeks to gain additional knowledge in areas of interests	3-4 years	**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.AA** Uses senses and tools to explore and manipulate objects and materials in the environment.
ST2 Investigate: Child actively shows wonder by demonstrating curiosity of self, others and surroundings	**ST2.8** Explores with the intention of finding out something specific	3-4 years	**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. **SC-SP.2.AA** Uses senses and tools to explore and manipulate objects and materials in the environment. **ATL.3.B** Demonstrates an interest in learning new information or starting a new activity on their own.

DOMAIN: SCIENTIFIC THINKING - COGNITIVE
COMPONENT: ST1-2: DISCOVER

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
ST2 Investigate: Child actively shows wonder by demonstrating curiosity of self, others and surroundings	**ST2.9** Uses many tools as designed	3-4 years	**SC-SP.2.AA** Uses senses and tools to explore and manipulate objects and materials in the environment. **SC-LES.3.E** Uses science tools to research and learn more about Earth and space, such as a telescope or binoculars. **SOC.4.C** Uses geographic tools, such as maps and globes, with support and guidance to find common geographical features. **M-M.1.E** Uses standard units (e.g., ruler, scale, balance) to measure and then use comparative language to describe the measurements of two objects. **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.

DOMAIN: SCIENTIFIC THINKING - COGNITIVE
COMPONENT: ST3-4: ACT

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
ST3 Experiment: Child develops and completes a process based on a question, interest or anticipated outcome, adjusting as needed.	**ST3.11** Makes a simple plan in advance to see what will happen	3-4 years	**ATL.8.A** With one to one adult support, completes steps of a simple task or project (two to three steps). **ATL.8.B** Uses adult-created organization tools to complete steps of a simple task or project. **ATL.8.C** With adult support, creates a goal for an activity and follows a simple plan. **ATL.8.D** Creates and follows through with simple plans independently.
ST3 Experiment: Child develops and completes a process based on a question, interest or anticipated outcome, adjusting as needed.	**ST3.12** Uses a greater variety of strategies to carry out ideas	3-4 years	**ATL.8.C** With adult support, creates a goal for an activity and follows a simple plan. **ATL.8.D** Creates and follows through with simple plans independently. **SC-SP.2.D** Makes hypotheses, and tests their hypotheses through experimentation. **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.

DOMAIN: SCIENTIFIC THINKING - COGNITIVE
COMPONENT: ST3-4: ACT

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
ST3 Experiment: Child develops and completes a process based on a question, interest or anticipated outcome, adjusting as needed.	**ST3.13** Attempts to make a prediction of an expected outcome	3-4 years	**SC-SP.2.B** Participates in teacher-led explorations and experiments and uses prior knowledge to make predictions. **SC-SP.2.C** With teacher guidance, begins to hypothesize before teacher-led experiments.
ST4 Evaluate: Child analyzes, examines, critiques, and synthesizes outcomes in order to draw conclusions	**ST4.7** Describes all parts of an outcome by comparing, sorting, classifying and/or organizing	3-4 years	**SC-SP.3.A** With teacher guidance, participates in recording scientfic observations and data. **SC-SP.3.B** Begins to identify relevant information and collects and records information in own journal or paper. **SC-SP.3.C** Draws conclusions on prior knowledge and recorded information. **M-DAP.2.A** Collects and organizes data by sorting and classifying groups of objects into clusters (e.g., sort buttons by color). **M-DAP.1.D** Verbally or nonverbally participates in graphing discussions and demonstrates understanding of the purpose of a graph.
ST4 Evaluate: Child analyzes, examines, critiques, and synthesizes outcomes in order to draw conclusions	**ST4.8** Open to more than one solution or answer to a problem	3-4 years	**SC-SP.3.D** Discusses conclusions and reflects on the scientific-oriented question and hypothesis based on prior knowledge and recorded information. **ATL.4.D** Assesses or reflects upon activity or task outcome or product. **ATL.3.C** Asks questions and seeks clarity after attempting a challenging task. **ATL.3.D** Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed. **ATL.3.E** Attempts new challenging tasks and modifies approach to a challenge with teacher assistance. **ATL.4.E** Assesses tasks and makes adjustments to strategies for updates or revisions.
ST4 Evaluate: Child analyzes, examines, critiques, and synthesizes outcomes in order to draw conclusions	**ST4.9** Begins to rely on or expect evidence, things seen or experienced directly, as reasons for results obtained	3-4 years	**SC-SP.2.C** With teacher guidance, begins to hypothesize before teacher-led experiments. **SC-SP.2.D** Makes hypotheses, and tests their hypotheses through experimentation. **SC-SP.3.C** Draws conclusions on prior knowledge and recorded information. **SC-SP.3.D** Discusses conclusions and reflects on the scientific-oriented question and hypothesis based on prior knowledge and recorded information.

DOMAIN: SCIENTIFIC THINKING - COGNITIVE
COMPONENT: ST5-6: INTEGRATE

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
ST5 Communicate: Child effectively verbalizes thinking and share thoughts, ideas, conclusions with self and others	**ST5.9** Verbally expresses ideas/ thought process	3-4 years	**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.2.B** Participates in teacher-led explorations and experiments and uses prior knowledge to make predictions. **SC-SP.2.C** With teacher guidance, begins to hypothesize before teacher-led experiments. **SC-SP.3.D** Discusses conclusions and reflects on the scientific-oriented question and hypothesis based on prior knowledge and recorded information. **LL-LC.2.A** Uses two to three words to make a request, provide a description, or say a phrase/sentence.
ST5 Communicate: Child effectively verbalizes thinking and share thoughts, ideas, conclusions with self and others	**ST5.10** Seeks input from others regarding an experience	3-4 years	**SC-SP.1.A** With teacher guidance, participates in activities to formulate simple science-oriented questions based on observations. **SC-SP.2.A** Participates in simple explorations and experiments based on a teacher-led inquiry and prior knowledge. **SC-SP.3.A** With teacher guidance, participates in recording scientfic observations and data. **ATL.2.B** Plays, works on tasks, or participates in activities with peers with adult prompts (associative play). **ATL.2.D** Makes cooperative decisions with peers during play or structured activities (cooperative play). **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).
ST5 Communicate: Child effectively verbalizes thinking and share thoughts, ideas, conclusions with self and others	**ST5.11** Verbalizes possible explanations for an outcome	3-4 years	**SC-SP.3.C** Draws conclusions on prior knowledge and recorded information. **SC-SP.3.D** Discusses conclusions and reflects on the scientific-oriented question and hypothesis based on prior knowledge and recorded information. **SC-P.4.D** Describes and discusses the motion of objects and that motion can change based on different factors. **LL-LC.2.A** Uses two to three words to make a request, provide a description, or say a phrase/sentence.

DOMAIN: SCIENTIFIC THINKING - COGNITIVE
COMPONENT: ST5-6: INTEGRATE

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
ST5 Communicate: Child effectively verbalizes thinking and share thoughts, ideas, conclusions with self and others	**ST5.12** Uses drawing, writing, models, or other creative expressions to present ideas	3-4 years	**LL-WR.2.A** Draws and/or writes to represent, express, or communicate interests. **LL-WR.2.B** Draws and/or writes to represent and describe an object, event, or observation. **LL-WR.2.C** Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme. **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.
ST6 Apply: Child leverages and uses knowledge unprompted or in a new situation.	**ST6.5** Recalls and uses information in new/ different experiences	3-4 years	**ATL.9.A** Recalls one to two pieces of new and relevant information about their lived experiences (e.g., shares two things they did that day, recalls two toys that were in the Dramatic Play Center). **ATL.9.C** Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and wants to return, or 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).
ST6 Apply: Child leverages and uses knowledge unprompted or in a new situation.	**ST6.6** Generates new and more complex questions	3-4 years	**SC-SP.1.A** With teacher guidance, participates in activities to formulate simple science-oriented questions based on observations. **SC-SP.1.C** With teacher guidance, begins to formulate own questions based on observations. **SC-SP.1.D** Formulates own science-oriented questions based on observations. **LL-LC.2.E** Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.
ST6 Apply: Child leverages and uses knowledge unprompted or in a new situation.	**ST6.7** Uses prior experience to identify details that may be relevant	3-4 years	**SC-SP.2.A** Participates in simple explorations and experiments based on a teacher-led inquiry and prior knowledge. **SC-SP.2.B** Participates in teacher-led explorations and experiments and uses prior knowledge to make predictions. **ATL.9.C** Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and wants to return, or fell on the slide yesterday, so exercises caution today).

DOMAIN: SCIENTIFIC THINKING - COGNITIVE
COMPONENT: ST1-2: DISCOVER

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
ST1 Observe and question: Child demonstrates awareness and engagement with phenomena, materials, and environment	**ST1.7** Verbally identifies obvious differences and similarities	4-5 years	**SC-LES.1.B** Demonstrates understanding of the difference between living and nonliving things. **SC-LES.1.C** Compares and contrasts the natural world and the human-made world, such as the wind provides a breeze outside and so does a fan. **SC-LES.2.C** Compares and contrasts the different seasons. **SC-LES.3.D** Compares and contrasts Earth and space, such as people can breathe on Earth but not in space. **SC-LES.4.B** Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features. **SC-P.1.B** Use senses to observe and describe some physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on. **SC-P.3.B** Recognizes and explores water in its liquid, solid, and gas forms.
ST1 Observe and question: Child demonstrates awareness and engagement with phenomena, materials, and environment	**ST1.8** Expresses curiosity and/or formulates questions of complex concepts	4-5 years	**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.A** With teacher guidance, participates in activities to formulate simple science-oriented questions based on observations. **SC-SP.1.C** With teacher guidance, begins to formulate own questions based on observations. **SC-SP.1.D** Formulates own science-oriented questions based on observations. **SC-SP.1.E** With teacher guidance, uses one's formulated science-oriented questions to plan simple explorations or experiments. **LL-LC.2.E** Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.

DOMAIN: SCIENTIFIC THINKING - COGNITIVE
COMPONENT: ST1-2: DISCOVER

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
ST2 Investigate: Child actively shows wonder by demonstrating curiosity of self, others and surroundings	**ST2.10** Starts with a useful, general approach to investigation even if details may be lacking	4-5 years	**SC-SP.2.AA** Uses senses and tools to explore and manipulate objects and materials in the environment. **SC-SP.2.C** With teacher guidance, begins to hypothesize before teacher-led experiments. **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-P.3.B** Recognizes and explores water in its liquid, solid, and gas forms. **SC-P.4.AA** Explores the motion of objects by pushing and pulling objects and identifies whether an object is stationary or moving.
ST2 Investigate: Child actively shows wonder by demonstrating curiosity of self, others and surroundings	**ST2.11** Uses discernment to inform exploration	4-5 years	**SC-SP.2.AA** Uses senses and tools to explore and manipulate objects and materials in the environment. **SC-SP.2.C** With teacher guidance, begins to hypothesize before teacher-led experiments. **SC-SP.2.D** Makes hypotheses, and tests their hypotheses through experimentation. **ATL.3.A** Explores a variety of available objects and materials to discover what they do and how they work. **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).
ST2 Investigate: Child actively shows wonder by demonstrating curiosity of self, others and surroundings	**ST2.12** Uses tools in new and novel ways	4-5 years	**SC-SP.2.AA** Uses senses and tools to explore and manipulate objects and materials in the environment. **SC-LES.3.E** Uses science tools to research and learn more about Earth and space, such as a telescope or binoculars. **SOC.4.C** Uses geographic tools, such as maps and globes, with support and guidance to find common geographical features. **M-M.1.E** Uses standard units (e.g., ruler, scale, balance) to measure and then use comparative language to describe the measurements of two objects. **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.

DOMAIN: SCIENTIFIC THINKING - COGNITIVE
COMPONENT: ST3-4: ACT

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
ST3 Experiment: Child develops and completes a process based on a question, interest or anticipated outcome, adjusting as needed.	**ST3.14** Makes a plan in advance with an intended outcome	4-5 years	**ATL.8.B** Uses adult-created organization tools to complete steps of a simple task or project. **ATL.8.C** With adult support, creates a goal for an activity and follows a simple plan. **ATL.8.D** Creates and follows through with simple plans independently. **SC-SP.2.D** Makes hypotheses, and tests their hypotheses through experimentation.
ST3 Experiment: Child develops and completes a process based on a question, interest or anticipated outcome, adjusting as needed.	**ST3.15** Demonstrates awareness that different circumstances, materials and variables impact strategies and outcomes	4-5 years	**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. **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. **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. **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. **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.
ST3 Experiment: Child develops and completes a process based on a question, interest or anticipated outcome, adjusting as needed.	**ST3.16** Makes a prediction when prompted	4-5 years	**SC-SP.2.B** Participates in teacher-led explorations and experiments and uses prior knowledge to make predictions. **SC-SP.2.C** With teacher guidance, begins to hypothesize before teacher-led experiments. **SC-SP.2.D** Makes hypotheses, and tests their hypotheses through experimentation. **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).

DOMAIN: SCIENTIFIC THINKING - COGNITIVE
COMPONENT: ST3-4: ACT

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
ST3 Experiment: Child develops and completes a process based on a question, interest or anticipated outcome, adjusting as needed.	**ST3.17** Changes a plan or refines actions when outcome is not as expected	4-5 years	**SC-SP.3.E** Makes recommendations based on observations and conclusions. **ATL.4.E** Assesses tasks and makes adjustments to strategies for updates or revisions. **ATL.5.D** With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error). **SC-SP.3.D** Discusses conclusions and reflects on the scientific-oriented question and hypothesis based on prior knowledge and recorded information.
ST4 Evaluate: Child analyzes, examines, critiques, and synthesizes outcomes in order to draw conclusions	**ST4.10** Offers critique of an experience based on examination of outcomes	4-5 years	**SC-SP.2.E** Explains rationale for predictions and hypotheses, and compares findings with predictions and hypotheses. **SC-SP.3.D** Discusses conclusions and reflects on the scientific-oriented question and hypothesis based on prior knowledge and recorded information. **SC-SP.3.E** Makes recommendations based on observations and conclusions.
ST4 Evaluate: Child analyzes, examines, critiques, and synthesizes outcomes in order to draw conclusions	**ST4.11** Sees outcomes as the result of one's behavior or actions	4-5 years	**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. **SC-SP.2.E** Explains rationale for predictions and hypotheses, and compares findings with predictions and hypotheses. **SC-SP.3.D** Discusses conclusions and reflects on the scientific-oriented question and hypothesis based on prior knowledge and recorded information. **SC-SP.3.C** Draws conclusions on prior knowledge and recorded information.
ST4 Evaluate: Child analyzes, examines, critiques, and synthesizes outcomes in order to draw conclusions	**ST4.12** Reflects upon evidence and draws reasonable conclusions using data gathered	4-5 years	**SC-SP.3.D** Discusses conclusions and reflects on the scientific-oriented question and hypothesis based on prior knowledge and recorded information. **SC-SP.3.C** Draws conclusions on prior knowledge and recorded information. **SC-SP.2.E** Explains rationale for predictions and hypotheses, and compares findings with predictions and hypotheses. **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.

DOMAIN: SCIENTIFIC THINKING - COGNITIVE
COMPONENT: ST5-6: INTEGRATE

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
ST5 Communicate: Child effectively verbalizes thinking and share thoughts, ideas, conclusions with self and others	**ST5.13** Retells/describes own actions in process of experimenting	4-5 years	**SC-SP.1.E** With teacher guidance, uses one's formulated science-oriented questions to plan simple explorations or experiments. **SC-SP.2.B** Participates in teacher-led explorations and experiments and uses prior knowledge to make predictions. **SC-SP.2.C** With teacher guidance, begins to hypothesize before teacher-led experiments. **SC-SP.2.D** Makes hypotheses, and tests their hypotheses through experimentation. **SC-SP.3.C** Draws conclusions on prior knowledge and recorded information. **SC-SP.3.D** Discusses conclusions and reflects on the scientific-oriented question and hypothesis based on prior knowledge and recorded information.
ST5 Communicate: Child effectively verbalizes thinking and share thoughts, ideas, conclusions with self and others	**ST5.14** Talks with others about questions, actions, ideas, observations or results	4-5 years	**SC-SP.3.D** Discusses conclusions and reflects on the scientific-oriented question and hypothesis based on prior knowledge and recorded information. **SC-SP.1.D** Formulates own science-oriented questions based on observations. **SC-SP.2.D** Makes hypotheses, and tests their hypotheses through experimentation. **SC-SP.2.E** Explains rationale for predictions and hypotheses, and compares findings with predictions and hypotheses. **SC-P.4.D** Describes and discusses the motion of objects and that motion can change based on different factors. **SC-P.4.E** Compares and contrasts how different factors change the motion of objects. **SC-P.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.

Domain: Scientific Thinking - Cognitive
Component: ST5-6: Integrate

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
ST5 Communicate: Child effectively verbalizes thinking and share thoughts, ideas, conclusions with self and others	**ST5.15** Articulates and shares aloud explanations based on reasoning and evidence	4-5 years	**SC-SP.2.E** Explains rationale for predictions and hypotheses, and compares findings with predictions and hypotheses. **SC-SP.3.D** Discusses conclusions and reflects on the scientific-oriented question and hypothesis based on prior knowledge and recorded information. **SC-SP.3.E** Makes recommendations based on observations and conclusions. **SC-P.4.D** Describes and discusses the motion of objects and that motion can change based on different factors. **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.
ST5 Communicate: Child effectively verbalizes thinking and share thoughts, ideas, conclusions with self and others	**ST5.16** Uses more detailed drawing, writing, models, or creative expressions to present ideas	4-5 years	**LL-WR.2.B** Draws and/or writes to represent and describe an object, event, or observation. **LL-WR.2.C** Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme. **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. **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.
ST6 Apply: Child leverages and uses knowledge unprompted or in a new situation.	**ST6.8** Compares findings to predictions or expected results	4-5 years	**SC-SP.2.E** Explains rationale for predictions and hypotheses, and compares findings with predictions and hypotheses. **SC-SP.3.D** Discusses conclusions and reflects on the scientific-oriented question and hypothesis based on prior knowledge and recorded information. **SC-P.4.D** Describes and discusses the motion of objects and that motion can change based on different factors. **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.

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
ST6 Apply: Child leverages and uses knowledge unprompted or in a new situation.	**ST6.9** Identify what to look for, measure, or test to answer questions	4-5 years	**SC-SP.1.C** With teacher guidance, begins to formulate own questions based on observations. **SC-SP.1.D** Formulates own science-oriented questions based on observations. **SC-SP.1.E** With teacher guidance, uses one's formulated science-oriented questions to plan simple explorations or experiments. **SC-SP.2.C** With teacher guidance, begins to hypothesize before teacher-led experiments. **SC-SP.2.D** Makes hypotheses, and tests their hypotheses through experimentation.
ST6 Apply: Child leverages and uses knowledge unprompted or in a new situation.	**ST6.10** Develops and applies rules	4-5 years	**SC-SP.3.E** Makes recommendations based on observations and conclusions. **ATL.2.E** Establishes rules with peers during play or structured activities (cooperative play). **ATL.9.C** Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and wants to return, or fell on the slide yesterday, so exercises caution today). **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)
ST6 Apply: Child leverages and uses knowledge unprompted or in a new situation.	**ST6.11** Determines approach to situation, problem or challenge based on previous experience	4-5 years	**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). **ATL.5.D** With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error). **ATL.4.E** Assesses tasks and makes adjustments to strategies for updates or revisions. **ATL.3.E** Attempts new challenging tasks and modifies approach to a challenge with teacher assistance. **SC-SP.3.E** Makes recommendations based on observations and conclusions.

DOMAIN: SOCIAL AND EMOTIONAL
COMPONENT: S1-3: SELF AND EMOTIONAL AWARENESS

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
S1 Confidence: Child demonstrates confidence "I am capable, I can experiment, I can make mistakes, and I can move on"	**S1.8** Demonstrates confidence in a range of abilities and expresses pride in accomplishments	3-4 years	**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. **ATL.4.C** Monitors the completion of a task and identifies preferred elements of a work product or task.
S1 Confidence: Child demonstrates confidence "I am capable, I can experiment, I can make mistakes, and I can move on"	**S1.9** Consistently and effectively uses social/emotional resources such as adults, peers or things for support	3-4 years	**SE.2.B** Accepts offers of adult assistance to engage in coregulation. **SE.2.C** Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult. **SE.2.D** Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance. **SE.6.B** Requests or accepts (verbally or nonverbally) adult support with many tasks. **SE.6.C** Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers. **SE.6.D** Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges. **SE.7.A** Listens to or follows a solution provided by an adult. May communicate discomfort or dysregulation and require additional time to regulate while responding. **SE.7.B** When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions. **SE.7.C** When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise). **SE.7.D** With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise).

Domain: Social and Emotional
Component: S1-3: Self and Emotional Awareness

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
S2 Self Awareness: Child demonstrates understanding and appreciation of uniqueness in own family, community, culture, and the world	**S2.5** Demonstrates knowledge of family celebrations, traditions, and expectations	3-4 years	**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. **SOC.1.B** Discusses the activities or celebrations that their family does together. **SOC.1.C** Discusses the importance of their own family and the roles and responsibilities of various individuals in the family. **SOC.1.D** Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations.
S3 Emotions: Child demonstrates understanding of own emotions, others' emotions, and awareness of emotions becoming reactions and behaviors	**S3.7** Uses words to express emotions	3-4 years	**SE.1.B** With adult modeling and visual supports, verbally or nonverbally identifies and labels emotions such as happiness, surprise, anger, fear, and sadness in self. **SE.1.C** With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations. **SE.1.D** Independently verbally or nonverbally names and describes their own emotions. **LL-LC.2.AA** Verbally labels familiar objects, body parts, people, or emotions using one-word responses.
S3 Emotions: Child demonstrates understanding of own emotions, others' emotions, and awareness of emotions becoming reactions and behaviors	**S3.8** Recognizes and responds to others' emotional expression	3-4 years	**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.4.C** With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations.

DOMAIN: SOCIAL AND EMOTIONAL
COMPONENT: S4-5: SELF-MANAGEMENT

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
S4 Managing thinking: Child manages attention and thoughts	**S4.9** Attends for longer periods and persists through a broad range of adult-directed and child-initiated activities	3-4 years	**ATL.6.A** Sustains interest in a preferred task for a brief amount of time (5–10 minutes). **ATL.6.B** Sustains attention in an assigned task for a brief amount of time (5–10 minutes). **ATL.6.C** Attends to entirety of a short engaging lesson or teacher-led activity (10–15 minutes).
S4 Managing thinking: Child manages attention and thoughts	**S4.10** Makes self-directed choices from a greater variety of options	3-4 years	**ATL.8.AA** Self-selects toy, activity, or Center to engage in when provided with choices. **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.
S4 Managing thinking: Child manages attention and thoughts	**S4.11** Increasing ability to remember and follow simple two-step directions	3-4 years	**LL-LC.1.B** Responds to multipart sentences, such as acting out multiple events, following two-step directions, or finding objects based on a description. **ATL.7.A** Participates in one- to two-step inhibition games and activities. **ATL.7.B** Independently follows two- to three-step verbal adult directions.
S5 Managing emotions and behaviors: Child manages emotions, impulses, and behaviors with assistance from others and independently	**S5.16** Consistently calms self when feeling strong emotions or discomfort with only occasional adult guidance and assistance	3-4 years	**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 co-regulation. Seeks and accepts co-regulation assistance when needed.

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
S5 Managing emotions and behaviors: Child manages emotions, impulses, and behaviors with assistance from others and independently	**S5.17** Independently expresses feelings, needs, opinions, and desires in appropriate ways	3-4 years	**SE.1.B** With adult modeling and visual supports, verbally or nonverbally identifies and labels emotions such as happiness, surprise, anger, fear, and sadness in self. **SE.1.C** With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations. **SE.1.D** Independently verbally or nonverbally names and describes their own emotions. **SOC.3.AA** Verbally or nonverbally expresses wants and needs with simple phrases or gestures. **LL-LC.2.A** Uses two to three words to make a request, provide a description, or say a phrase/sentence.
S5 Managing emotions and behaviors: Child manages emotions, impulses, and behaviors with assistance from others and independently	**S5.18** Follows expectations established to manage feelings and behaviors with necessary reminders or assistance	3-4 years	**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 co-regulation. Seeks and accepts co-regulation assistance when needed. **SE.7.A** Listens to or follows a solution provided by an adult. May communicate discomfort or dysregulation and require additional time to regulate while responding. **SE.7.B** When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions. **SE.7.C** When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise). **SE.7.D** With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise).
S5 Managing emotions and behaviors: Child manages emotions, impulses, and behaviors with assistance from others and independently	**S5.19** Demonstrates the ability to delay gratification for longer periods of time	3-4 years	**SE.2.D** Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance. **ATL.7.E** Regulates impulses to complete tasks and engages in goal-directed behavior.

DOMAIN: SOCIAL AND EMOTIONAL
COMPONENT: S4-5: SELF-MANAGEMENT

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
S5 Managing emotions and behaviors: Child manages emotions, impulses, and behaviors with assistance from others and independently	**S5.20** Demonstrates understanding of rules, roles, jobs, and relationships in families and the community	3-4 years	**SOC.1.A** Understands family relationships in relation to self. **SOC.1.C** Discusses the importance of their own family and the roles and responsibilities of various individuals in the family. **SOC.2.B** Recognizes their role within the classroom, neighborhood, and community, such as voting in the classroom or being a member of the soccer team. **SOC.2.C** Recognizes and describes that different people have different roles and responsibilities in the community. **SOC.2.D** Recognizes that people have different thoughts and opinions within a community. **SE.3.B** With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities. **SE.3.C** Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence. **SE.3.D** Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others. **ATL.2.E** Establishes rules with peers during play or structured activities (cooperative play).

DOMAIN: SOCIAL AND EMOTIONAL
COMPONENT: S6-8: SOCIAL UNDERSTANDING AND RELATIONSHIPS

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
S6 Social responsiveness: Child notices and responds to others and their emotions	**S6.7** Shows understanding, empathy, and compassion for others through words or gestures	3-4 years	**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.2.E** Supports peers in regulating their emotions through co-regulation. Seeks and accepts co-regulation assistance when needed. **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.

DOMAIN: SOCIAL AND EMOTIONAL
COMPONENT: S6-8: SOCIAL UNDERSTANDING AND RELATIONSHIPS

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
S6 Social responsiveness: Child notices and responds to others and their emotions	**S6.8** Labels others' emotions	3-4 years	**SE.4.A** With adult modeling and one-on-one support, verbally or nonverbally names observable emotions and experiences of others. **SE.1.B** With adult modeling and visual supports, verbally or nonverbally identifies and labels emotions such as happiness, surprise, anger, fear, and sadness in self. **SE.4.C** With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations.
S7 Building relationships: Child establishes and sustains relationships with others	**S7.8** Shares information and participates in activities with adults and peers	3-4 years	**SE.5.A** Engages with peers with teacher modeling and participates in organized group activities. **ATL.2.B** Plays, works on tasks, or participates in activities with peers with adult prompts (associative play). **ATL.2.D** Makes cooperative decisions with peers during play or structured activities (cooperative play). **ATL.4.AA** Verbally or nonverbally shares activities they are engaging in with a trusted adult. **ATL.4.A** Uses two to three words or nonverbal actions (gestures, body language, facial expressions) to explain activities they are engaging in. **C-ARTS.2.C** Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play. **SC-SP.2.B** Participates in teacher-led explorations and experiments and uses prior knowledge to make predictions.
S8 Social skills: Child responds to and interact with others in a meaningful way	**S8.7** Initiates, joins, and sustains cooperative play and conversations with others	3-4 years	**ATL.2.C** Makes cooperative decisions with peers based on adult provided choices (associative play). **ATL.2.D** Makes cooperative decisions with peers during play or structured activities (cooperative play). **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. **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. **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. **LL-LC.4.C** Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic.

COMPONENT: S6-8: SOCIAL UNDERSTANDING AND RELATIONSHIPS

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
S8 Social skills: Child responds to and interact with others in a meaningful way	**S8.8** Shows concern, respect, care, and appreciation for others and the environment	3-4 years	**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). **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. **SOC.2.B** Recognizes their role within the classroom, neighborhood, and community, such as voting in the classroom or being a member of the soccer team. **SOC.2.E** Shares how their thoughts, opinions, choices, and actions can impact their community.
S8 Social skills: Child responds to and interact with others in a meaningful way	**S8.9** Actively helps solve problems with others	3-4 years	**SE.7.B** When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions. **SE.7.C** When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise). **SE.7.D** With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise).
S8 Social skills: Child responds to and interact with others in a meaningful way	**S8.10** Takes turns	3-4 years	**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). **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.

DOMAIN: SOCIAL AND EMOTIONAL
COMPONENT: S1-3: SELF AND EMOTIONAL AWARENESS

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
S1 Confidence: Child demonstrates confidence "I am capable, I can experiment, I can make mistakes, and I can move on"	**S1.10** Demonstrates increasing confidence and inclination to express opinions and ideas	4-5 years	**SE.3.D** Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others. **SE.3.E** Demonstrates strong self-confidence through words or actions including sharing pride and celebrating others in relation to self, family, community, or culture. **SOC.2.E** Shares how their thoughts, opinions, choices, and actions can impact their community.
S1 Confidence: Child demonstrates confidence "I am capable, I can experiment, I can make mistakes, and I can move on"	**S1.11** Engages in increasingly independent and self-directed activities	4-5 years	**SE.6.D** Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges. **SE.6.E** Seeks out opportunities to complete age-appropriate tasks independently. **ATL.8.B** Uses adult-created organization tools to complete steps of a simple task or project. **ATL.8.C** With adult support, creates a goal for an activity and follows a simple plan. **ATL.8.D** Creates and follows through with simple plans independently. **ATL.7.D** Independently completes simple assignment or task despite normal classroom environment distractions. **ATL.7.E** Regulates impulses to complete tasks and engages in goal-directed behavior. **ATL.3.D** Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed.
S1 Confidence: Child demonstrates confidence "I am capable, I can experiment, I can make mistakes, and I can move on"	**S1.12** Tolerates constructive criticism and manages setbacks, seeking adult support when needed	4-5 years	**ATL.3.C** Asks questions and seeks clarity after attempting a challenging task. **ATL.3.D** Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed. **ATL.3.E** Attempts new challenging tasks and modifies approach to a challenge with teacher assistance. **ATL.4.E** Assesses tasks and makes adjustments to strategies for updates or revisions. **ATL.5.D** With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error). **ATL.5.E** Adapts to new rules or circumstances in an age-appropriate game or activity.

DOMAIN: SOCIAL AND EMOTIONAL
COMPONENT: S1-3: SELF AND EMOTIONAL AWARENESS

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
S2 Self Awareness: Child demonstrates understanding and appreciation of uniqueness in own family, community, culture, and the world	**S2.6** Shows increasingly accurate understanding of own strengths, preferences, limitations, and personal qualities	4-5 years	**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. **SE.6.D** Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.
S3 Emotions: Child demonstrates understanding of own emotions, others' emotions, and awareness of emotions becoming reactions and behaviors	**S3.9** Demonstrates or describes increasing understanding of cause and effect around own emotional reactions	4-5 years	**SE.1.C** With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations. **SE.1.E** Identifies that they can have different emotions about the same situation. **SE.2.C** Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult. **SC-SP.1.B** Observes and describes cause and effect.
S3 Emotions: Child demonstrates understanding of own emotions, others' emotions, and awareness of emotions becoming reactions and behaviors	**S3.10** Exhibits growing ability to understand and anticipate others' emotional reactions to situations or behaviors	4-5 years	**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.

DOMAIN: SOCIAL AND EMOTIONAL
COMPONENT: S4-5: SELF-MANAGEMENT

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
S4 Managing thinking: Child manages attention and thoughts	**S4.12** Sustains attention and persistence with a task of interest for at least 5 minutes	4-5 years	**ATL.6.A** Sustains interest in a preferred task for a brief amount of time (5–10 minutes). **ATL.6.B** Sustains attention in an assigned task for a brief amount of time (5–10 minutes). **ATL.6.C** Attends to entirety of a short engaging lesson or teacher-led activity (10–15 minutes). **ATL.6.D** Refocuses attention to independent or group activity after minor distraction. **ATL.6.E** Attends to activities or peer engagement for extended periods of time (30+ minutes).

DOMAIN: SOCIAL AND EMOTIONAL
COMPONENT: S4-5: SELF-MANAGEMENT

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
S4 Managing thinking: Child manages attention and thoughts	**S4.13** Talks through simple tasks and conflicts, seeking adult support as needed	4-5 years	**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.4.B** Verbally or nonverbally demonstrates an understanding of accomplishing a task. May verbally explain work product. **SE.6.D** Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges. **SE.7.C** When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise). **SE.7.D** With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise).
S5 Managing emotions and behaviors: Child manages emotions, impulses, and behaviors with assistance from others and independently	**S5.21** Increasingly expresses feelings, needs, opinions and desires verbally	4-5 years	**SE.1.B** With adult modeling and visual supports, verbally or nonverbally identifies and labels emotions such as happiness, surprise, anger, fear, and sadness in self. **SE.1.C** With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations. **SE.1.D** Independently verbally or nonverbally names and describes their own emotions. **SOC.3.AA** Verbally or nonverbally expresses wants and needs with simple phrases or gestures. **LL-LC.2.A** Uses two to three words to make a request, provide a description, or say a phrase/sentence.
S5 Managing emotions and behaviors: Child manages emotions, impulses, and behaviors with assistance from others and independently	**S5.22** Shows increasing understanding of changing expectations for behavior and emotional expression in different settings (e.g., home, school, grocery store)	4-5 years	**SE.1.C** With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations. **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 co-regulation. Seeks and accepts co-regulation assistance when needed. **SOC.2.B** Recognizes their role within the classroom, neighborhood, and community, such as voting in the classroom or being a member of the soccer team. **SOC.2.E** Shares how their thoughts, opinions, choices, and actions can impact their community. **LL-LC.4.E** Modifies conversations based on the context or listener.

DOMAIN: SOCIAL AND EMOTIONAL
COMPONENT: S4-5: SELF-MANAGEMENT

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
S5 Managing emotions and behaviors: Child manages emotions, impulses, and behaviors with assistance from others and independently	**S5.23** Shows increasing ability to manage challenging feelings and behaviors, with necessary reminders or assistance	4-5 years	**SE.2.C** Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult. **SE.2.D** Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance. **SE.7.C** When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise). **SE.7.D** With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise). **SE.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.
S5 Managing emotions and behaviors: Child manages emotions, impulses, and behaviors with assistance from others and independently	**S5.24** Shows increasing ability to stop and think before acting	4-5 years	**ATL.7.E** Regulates impulses to complete tasks and engages in goal-directed behavior. **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). **SE.2.C** Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult. **SE.2.D** Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance. **SE.7.D** With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise). **SE.7.E** Independently suggests and chooses an adult-provided solution to a personal challenge or challenge with others (e.g. ask for help, compromise). Supports peers by suggesting solutions.

DOMAIN: SOCIAL AND EMOTIONAL
COMPONENT: S6-8: SOCIAL UNDERSTANDING AND RELATIONSHIPS

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
S6 Social responsiveness: Child notices and responds to others and their emotions	**S6.9** Appropriately labels increasingly complex emotions in others (e.g., pride, embarrassment, jealousy)	4-5 years	**SE.4.A** With adult modeling and one-on-one support, verbally or nonverbally names observable emotions and experiences of others. **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.
S6 Social responsiveness: Child notices and responds to others and their emotions	**S6.10** Responds appropriately to others' emotions	4-5 years	**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.2.E** Supports peers in regulating their emotions through co-regulation. Seeks and accepts co-regulation assistance when needed.
S6 Social responsiveness: Child notices and responds to others and their emotions	**S6.11** Shows increasing understanding and appreciation of the perspectives of peers	4-5 years	**SOC.2.D** Recognizes that people have different thoughts and opinions within a community. **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.2.E** Supports peers in regulating their emotions through co-regulation. Seeks and accepts co-regulation assistance when needed.
S7 Building relationships: Child establishes and sustains relationships with others	**S7.9** Builds friendships through play, learning activities and conversation with peers	4-5 years	**SE.5.C** With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns). **SE.5.D** Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support. **SE.5.E** Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others. **ATL.2.C** Makes cooperative decisions with peers based on adult provided choices (associative play). **ATL.2.D** Makes cooperative decisions with peers during play or structured activities (cooperative play).

COMPONENT: S6-8: SOCIAL UNDERSTANDING AND RELATIONSHIPS

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
S7 Building relationships: Child establishes and sustains relationships with others	**S7.10** Uses trusted adults for support in diverse settings (e.g., classroom, outside) when in need of assistance	4-5 years	**SE.2.B** Accepts offers of adult assistance to engage in coregulation. **SE.2.C** Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult. **SE.6.C** Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers. **SE.6.D** Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges. **SE.7.B** When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.
S8 Social skills: Child responds to and interact with others in a meaningful way	**S8.11** Shows increasing ability to initiate and engage in positive interactions with peers and adults	4-5 years	**SE.5.C** With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns). **SE.5.D** Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support. **SE.5.E** Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others. **ATL.2.B** Plays, works on tasks, or participates in activities with peers with adult prompts (associative play). **ATL.2.C** Makes cooperative decisions with peers based on adult provided choices (associative play). **ATL.2.D** Makes cooperative decisions with peers during play or structured activities (cooperative play).
S8 Social skills: Child responds to and interact with others in a meaningful way	**S8.12** Solves problems with others most of the time, appropriately using support of adults and peers as needed	4-5 years	**SE.7.C** When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise). **SE.7.D** With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise). **SE.7.E** Independently suggests and chooses an adult-provided solution to a personal challenge or challenge with others (e.g. ask for help, compromise). Supports peers by suggesting solutions.

DOMAIN: SOCIAL SYSTEMS: COGNITIVE
COMPONENT: SS1-2: COMMUNITY, PEOPLE AND RELATIONSHIPS

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
SS1 Self-identity in the community: Understands the different ways people form their identity	**SS1.6** Describes their role(s) within the family and familiar environment	3-4 years	**SOC.1.A** Understands family relationships in relation to self. **SOC.1.C** Discusses the importance of their own family and the roles and responsibilities of various individuals in the family. **SOC.2.B** Recognizes their role within the classroom, neighborhood, and community, such as voting in the classroom or being a member of the soccer team.
SS1 Self-identity in the community: Understands the different ways people form their identity	**SS1.7** Identifies similarities and differences in people	3-4 years	**SOC.1.D** Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations. **SOC.2.D** Recognizes that people have different thoughts and opinions within a community. **SE.3.B** With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.
SS1 Self-identity in the community: Understands the different ways people form their identity	**SS2.6** Describes different roles of people in the community	3-4 years	**SOC.2.B** Recognizes their role within the classroom, neighborhood, and community, such as voting in the classroom or being a member of the soccer team. **SOC.2.C** Recognizes and describes that different people have different roles and responsibilities in the community. **SOC.1.C** Discusses the importance of their own family and the roles and responsibilities of various individuals in the family.
SS1 Self-identity in the community: Understands the different ways people form their identity	**SS2.7** With modeling and support, follows classroom rules and routines	3-4 years	**SOC.2.B** Recognizes their role within the classroom, neighborhood, and community, such as voting in the classroom or being a member of the soccer team. **ATL.9.B** Identifies and anticipates materials and expectations needed for everyday and routine activities. **ATL.7.B** Independently follows two- to three-step verbal adult directions. **ATL.7.C** Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn).

Domain: Social Systems: Cognitive
Component: SS3-4: Change over Time

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
SS3 Personal history: Child explores the concepts of past, present and future in relation to personally significant events	**SS3.6** Uses language to recall events in time ("yesterday," "today", "tomorrow" "when I was a baby," "last time")	3-4 years	**SOC.5.AA** Begins to demonstrate an understanding of present experiences through concrete materials and visual supports. **SOC.5.A** Begins to demonstrate an understanding of past and present experiences through concrete materials and visual supports. **ATL.9.A** Recalls one to two pieces of new and relevant information about their lived experiences (e.g., shares two things they did that day, recalls two toys that were in the Dramatic Play Center). **M-M.2.C** Demonstrates understanding of passage of time within one day, such as understanding morning, afternoon, earlier, later.
SS3 Personal history: Child explores the concepts of past, present and future in relation to personally significant events	**SS3.7** Begins to see self placed in time between older and younger family members and friends	3-4 years	**SOC.1.AA** Identifies and recognizes self and family members. **SOC.1.A** Understands family relationships in relation to self. **SOC.5.D** Describes how people and things change over time and will continue to change into the future.
SS3 Personal history: Child explores the concepts of past, present and future in relation to personally significant events	**SS3.8** Demonstrates an understanding of chronological order concepts in reference to a specific event	3-4 years	**SOC.5.B** Begins to sequence past and present experiences using visual supports. **M-M.2.A** Sequences up to two to four steps in a familiar daily routine. **LL-NC.4.D** Constructs a personal narrative with three or more events in a coherent sequence.
SS3 Personal history: Child explores the concepts of past, present and future in relation to personally significant events	**SS3.9** Talks about recent family or friend events and their impact on self	3-4 years	**SOC.1.B** Discusses the activities or celebrations that their family does together. **ATL.9.A** Recalls one to two pieces of new and relevant information about their lived experiences (e.g., shares two things they did that day, recalls two toys that were in the Dramatic Play Center). **LL-NC.4.A** Describes or reenacts one event in a personal narrative using a simple phrase. **LL-NC.4.B** Tells a two-event personal narrative using simple phrases. **LL-NC.4.C** Constructs a personal narrative with three or more events which may be out of order, includes omissions or deviations to other topics.

DOMAIN: SOCIAL SYSTEMS: COGNITIVE
COMPONENT: SS3-4: CHANGE OVER TIME

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
SS4 Family narratives and traditions: Child has an awareness and appreciation of family and cultural stories and traditions	**SS4.2** Demonstrates curiosity about family and culture	3-4 years	**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. **SOC.1.B** Discusses the activities or celebrations that their family does together. **SOC.1.C** Discusses the importance of their own family and the roles and responsibilities of various individuals in the family. **SOC.1.D** Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations. **SOC.1.E** Explains why it's important to recognize and celebrate differences in families, such as their languages, music, food, or celebrations.
SS4 Family narratives and traditions: Child has an awareness and appreciation of family and cultural stories and traditions	**SS4.3** Shares stories about family, culture and traditions	3-4 years	**SOC.1.B** Discusses the activities or celebrations that their family does together. **SOC.1.B** Discusses the activities or celebrations that their family does together.

DOMAIN: SOCIAL SYSTEMS: COGNITIVE
COMPONENT: SS5-6: ENVIRONMENT

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
SS5 Conservation: Understands that some environmental resources are limited	**SS5.4** Begins to practice responsible consumption and conservation of natural and physical resources	3-4 years	**SOC.2.B** Recognizes their role within the classroom, neighborhood, and community, such as voting in the classroom or being a member of the soccer team. **SOC.2.E** Shares how their thoughts, opinions, choices, and actions can impact their community. **SC-LES.1.D** Describes how humans affect their environment in positive and negative ways, such as recycling, planting trees, litter, and pollution. **SC-LES.5.E** Describes and discusses ways that plants impact living things and the environment and how humans can impact plants.

DOMAIN: SOCIAL SYSTEMS: COGNITIVE
COMPONENT: SS5-6: ENVIRONMENT

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
SS6 Physical characteristics of community: Child can identify important physical features in their environment	**SS6.3** Identifies and describes significant objects and places in familiar environments	3-4 years	**SOC.4.AA** Verbally or nonverbally identifies familiar places and the features, such as home, classroom, and school building. **SOC.4.A** Verbally or nonverbally identifies common locations in their neighborhood and community and their features (library, store, park, etc.). **SOC.4.B** Recognizes and describes common geographical features within their region.

DOMAIN: SOCIAL SYSTEMS: COGNITIVE
COMPONENT: SS7: ECONOMICS

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
SS7 Economic reasoning: Child begins to understand basic economic principles	**SS7.4** Participates in turn taking with increasing independence	3-4 years	**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). **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).
SS7 Economic reasoning: Child begins to understand basic economic principles	**SS7.5** Describes basic needs for living things	3-4 years	**SC-LES.4.B** Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features. **SC-LES.4.C** Describes the needs of humans and animals and how their characteristics and behaviors support their needs, such as birds have beaks so they can dig for worms. **SC-LES.5.B** Identifies that plants are living and identifies characteristics and features of plants. **SC-LES.5.C** Identifies that plants are living and describes the needs of plants.

Domain: Social Systems: Cognitive
Component: SS7: Economics

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
SS7 Economic reasoning: Child begins to understand basic economic principles	**SS7.6** Begins to understand the use of trade or money to obtain goods and services	3-4 years	**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.

Domain: Social Systems: Cognitive
Component: SS8: Technology

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
SS8 Digital citizenship: The ability to choose and use some digital technology appropriately* *Follow all best practices and safety protocol for children using digital technology	**SS8.1** With support, explores all tools, including digital tools, to enhance learning	3-4 years	**Tech.1.B** Participates in digital activities that use learning applications and programs with adult support. **SC-SP.2.AA** Uses senses and tools to explore and manipulate objects and materials in the environment. **SOC.4.C** Uses geographic tools, such as maps and globes, with support and guidance to find common geographical features.

Domain: Social Systems: Cognitive
Component: SS1-2: Community, People and Relationships

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
SS1 Self-identity in the community: Understands the different ways people form their identity	**SS1.8** Identifies self as a part of the family, spiritual group, culture, community, and/or other group to which the family belongs.	4-5 years	**SE.3.C** Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence. **SE.3.D** Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others. **SE.3.E** Demonstrates strong self-confidence through words or actions including sharing pride and celebrating others in relation to self, family, community, or culture. **SOC.1.A** Understands family relationships in relation to self. **SOC.1.C** Discusses the importance of their own family and the roles and responsibilities of various individuals in the family. **SOC.2.B** Recognizes their role within the classroom, neighborhood, and community, such as voting in the classroom or being a member of the soccer team.

DOMAIN: SOCIAL SYSTEMS: COGNITIVE
COMPONENT: SS1-2: COMMUNITY, PEOPLE AND RELATIONSHIPS

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
SS1 Self-identity in the community: Understands the different ways people form their identity	**SS1.9** Demonstrates an understanding that families vary	4-5 years	**SE.3.D** Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others. **SE.3.E** Demonstrates strong self-confidence through words or actions including sharing pride and celebrating others in relation to self, family, community, or culture. **SOC.1.D** Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations. **SOC.1.E** Explains why it's important to recognize and celebrate differences in families, such as their languages, music, food, or celebrations.
SS1 Self-identity in the community: Understands the different ways people form their identity	**SS1.10** Identifies some family traditions and customs	4-5 years	**SE.3.B** With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities. **SE.3.C** Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence. **SOC.1.B** Discusses the activities or celebrations that their family does together. **SOC.1.D** Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations. **SOC.1.E** Explains why it's important to recognize and celebrate differences in families, such as their languages, music, food, or celebrations.
SS2 Civics: Child understands what it means to be a member of a community	**SS2.8** Practices the ways groups make choices and decisions with support	4-5 years	**SOC.2.B** Recognizes their role within the classroom, neighborhood, and community, such as voting in the classroom or being a member of the soccer team. **SOC.2.D** Recognizes that people have different thoughts and opinions within a community. **SOC.2.E** Shares how their thoughts, opinions, choices, and actions can impact their community. **ATL.2.C** Makes cooperative decisions with peers based on adult provided choices (associative play). **ATL.2.D** Makes cooperative decisions with peers during play or structured activities (cooperative play). **ATL.2.E** Establishes rules with peers during play or structured activities (cooperative play).

DOMAIN: SOCIAL SYSTEMS: COGNITIVE
COMPONENT: SS1-2: COMMUNITY, PEOPLE AND RELATIONSHIPS

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
SS2 Civics: Child understands what it means to be a member of a community	**SS2.9** Demonstrates an understanding of rules and why they are important	4-5 years	**ATL.9.B** Identifies and anticipates materials and expectations needed for everyday and routine activities. **ATL.7.C** Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn). **ATL.2.E** Establishes rules with peers during play or structured activities (cooperative play).
SS2 Civics: Child understands what it means to be a member of a community	**SS2.10** Participates in a variety of roles in the early childhood environment	4-5 years	**SOC.2.B** Recognizes their role within the classroom, neighborhood, and community, such as voting in the classroom or being a member of the soccer team. **SOC.2.C** Recognizes and describes that different people have different roles and responsibilities in the community. **SOC.2.E** Shares how their thoughts, opinions, choices, and actions can impact their community. **ATL.1.C** Engages in individual verbal or nonverbal imaginative play or role-play. **ATL.1.D** Carries out familiar roles during individual or collaborative role-play.
SS2 Civics: Child understands what it means to be a member of a community	**SS2.11** Demonstrates awareness of familiar jobs and what's needed to perform them	4-5 years	**SOC.2.C** Recognizes and describes that different people have different roles and responsibilities in the community. **SOC.2.A** Verbally or nonverbally identifies a variety of community members within their community, such as in their neighborhood and school. **ATL.1.C** Engages in individual verbal or nonverbal imaginative play or role-play. **ATL.1.D** Carries out familiar roles during individual or collaborative role-play. **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.

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
SS3 Personal history: Child explores the concepts of past, present and future in relation to personally significant events	**SS3.10** Uses language to recall and anticipate events in time with increasing understanding and accuracy	4-5 years	**M-M.2.D** Demonstrates the understanding of weekly routines (e.g., specials, home days, school days). **SOC.5.B** Begins to sequence past and present experiences using visual supports. **SOC.5.C** Begins to use knowledge of past and present experiences to make predictions about the future. **LL-NC.4.D** Constructs a personal narrative with three or more events in a coherent sequence.
SS3 Personal history: Child explores the concepts of past, present and future in relation to personally significant events	**SS3.11** Compares self to older and younger family members and friends with specific examples	4-5 years	**SE.3.D** Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others. **SE.3.E** Demonstrates strong self-confidence through words or actions including sharing pride and celebrating others in relation to self, family, community, or culture. **SOC.5.D** Describes how people and things change over time and will continue to change into the future.
SS3 Personal history: Child explores the concepts of past, present and future in relation to personally significant events	**SS3.12** Describes a chronological order in a series of familiar events	4-5 years	**M-M.2.B** Demonstrates the understanding of daily routines (order and general length of components). **M-M.2.C** Demonstrates understanding of passage of time within one day, such as understanding morning, afternoon, earlier, later. **M-M.2.D** Demonstrates the understanding of weekly routines (e.g., specials, home days, school days). **SOC.5.B** Begins to sequence past and present experiences using visual supports. **SOC.5.C** Begins to use knowledge of past and present experiences to make predictions about the future. **SOC.5.D** Describes how people and things change over time and will continue to change into the future.

DOMAIN: SOCIAL SYSTEMS: COGNITIVE
COMPONENT: SS3-4: CHANGE OVER TIME

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
SS3 Personal history: Child explores the concepts of past, present and future in relation to personally significant events	**SS3.13** Reflects on the impact of past, present and some future events on self and family	4-5 years	**SOC.5.C** Begins to use knowledge of past and present experiences to make predictions about the future. **SOC.5.D** Describes how people and things change over time and will continue to change into the future. **SOC.5.E** Begins to connect past and present experiences and describes events that have happened or will happen in the future. **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). **LL-NC.4.D** Constructs a personal narrative with three or more events in a coherent sequence. **LL-NC.4.E** Constructs a personal narrative with three or more events in coherent sequence, adding simple details.
SS4 Family narratives and traditions: Child has an awareness and appreciation of family and cultural stories and traditions	**SS4.4** Asks more questions about families and culture to build deeper understanding	4-5 years	**SOC.1.C** Discusses the importance of their own family and the roles and responsibilities of various individuals in the family. **SOC.1.D** Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations. **SOC.1.E** Explains why it's important to recognize and celebrate differences in families, 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. **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. **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.

DOMAIN: SOCIAL SYSTEMS: COGNITIVE
COMPONENT: SS3-4: CHANGE OVER TIME

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
SS4 Family narratives and traditions: Child has an awareness and appreciation of family and cultural stories and traditions	**SS4.5** Compares own cultural traditions with others to understand similarities and differences	4-5 years	**SOC.1.D** Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations. **SOC.1.E** Explains why it's important to recognize and celebrate differences in families, 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. **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.

DOMAIN: SOCIAL SYSTEMS: COGNITIVE
COMPONENT: SS5-6: ENVIRONMENT

Subcomponents	Indicators	Age	Every Child Ready Standard(s)
SS5 Conservation: Understands that some environmental resources are limited	**SS5.5** With support, participates in community conservation activities (playground clean up, etc.)	4-5 years	**SC-LES.1.D** Describes how humans affect their environment in positive and negative ways, such as recycling, planting trees, litter, and pollution. **SOC.2.B** Recognizes their role within the classroom, neighborhood, and community, such as voting in the classroom or being a member of the soccer team.
SS6 Physical characteristics of community: Child can identify important physical features in their environment	**SS6.4** Begins to use geographical language to identify features of familiar environments (hills, rivers, etc.)	4-5 years	**SOC.4.A** Verbally or nonverbally identifies common locations in their neighborhood and community and their features (library, store, park, etc.). **SOC.4.B** Recognizes and describes common geographical features within their region. **SOC.4.E** Recognizes and describes different geographical features in other regions and discusses how they are the same and different.
SS6 Physical characteristics of community: Child can identify important physical features in their environment	**SS6.5** Uses tools to represent immediate environment	4-5 years	**SOC.4.C** Uses geographic tools, such as maps and globes, with support and guidance to find common geographical features. **SOC.4.D** Creates representations or maps of familiar places, such as classroom, community, or region.

| Subcomponents	Indicators	Age	Every Child Ready Standard(s)
SS7 Economic reasoning: Child begins to understand basic economic principles	**SS7.7** Negotiates and shares with other children during play	4-5 years	**ATL.2.C** Makes cooperative decisions with peers based on adult provided choices (associative play). **ATL.2.D** Makes cooperative decisions with peers during play or structured activities (cooperative play). **ATL.2.E** Establishes rules with peers during play or structured activities (cooperative play). **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.
SS7 Economic reasoning: Child begins to understand basic economic principles	**SS7.8** Begins to label individual needs and wants with support	4-5 years	**SOC.3.AA** Verbally or nonverbally expresses wants and needs with simple phrases or gestures. **SOC.3.A** Shows an understanding of supply and demand, such as, "We are out of paint at the Art Easel. We need more." **SE.2.C** Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult.
SS7 Economic reasoning: Child begins to understand basic economic principles	**SS7.9** Identifies goods and services that could meet a specific need or want	4-5 years	**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.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.3.E** Discusses the purpose of saving money for a future purchase.

Domain: Social Systems: Cognitive
Component: SS8: Technology

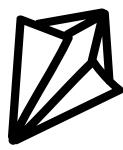| Subcomponents	Indicators	Age	Every Child Ready Standard(s)
SS8 Digital citizenship: The ability to choose and use some digital technology appropriately* *Follow all best practices and safety protocol for children using digital technology	**SS8.2** Knows when, how and why to use a variety of tools to for learning, including digital technology	4-5 years	**Tech.1.B** Participates in digital activities that use learning applications and programs with adult support. **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. **SC-LES.3.E** Uses science tools to research and learn more about Earth and space, such as a telescope or binoculars. **SOC.4.C** Uses geographic tools, such as maps and globes, with support and guidance to find common geographical features. **M-M.1.E** Uses standard units (e.g., ruler, scale, balance) to measure and then use comparative language to describe the measurements of two objects.
SS8 Digital citizenship: The ability to choose and use some digital technology appropriately* *Follow all best practices and safety protocol for children using digital technology	**SS8.3** With support, engages in responsible use of all tools including digital technology	4-5 years	**Tech.2.C** Demonstrates simple ways to manage and maintain devices, such as alerting the teacher when the batteries need charging. **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. **SC-LES.3.E** Uses science tools to research and learn more about Earth and space, such as a telescope or binoculars. **SOC.4.C** Uses geographic tools, such as maps and globes, with support and guidance to find common geographical features. **M-M.1.E** Uses standard units (e.g., ruler, scale, balance) to measure and then use comparative language to describe the measurements of two objects.

Notes
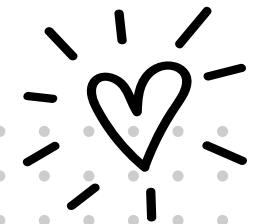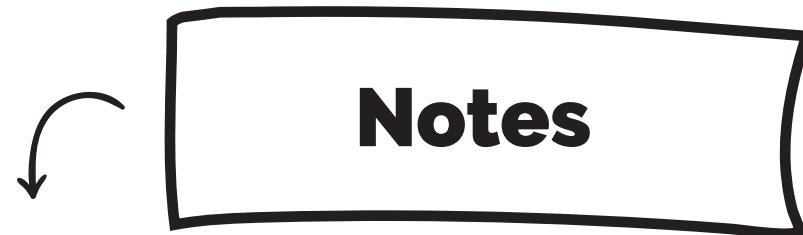
Notes
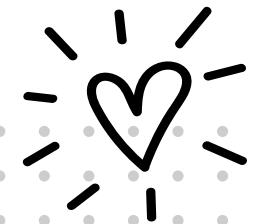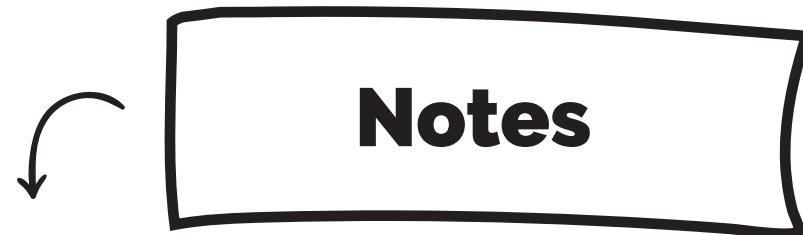
Notes
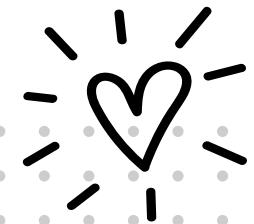
EVERY
CHILD
READY

AppleTree

Contact Us

(202) 488-3990
info@appletreeinstitute.org
www.everychildready.org