

New Hampshire Early Learning Standards and Every Child Ready Standards Alignment

New Hampshire Early Learning Standards Domain: Social and Emotional Development How Do Young Children Develop Understandings of Themselves and Others?				New Hampshire Early Learning Standards and Every Child Ready Standards Alignment								
Strands	Constructs	Indicators We Know That Young Preschoolers (three years) are Making Progress When They:	Indicators We Know That Four- and Five-Year-Olds are Making Progress When They:	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	Alignment 8	Alignment 9
Self-Concept and Social Identity	Self-esteem	Draw adult's attention to their actions and creations (E.g. On the playground Luna keeps telling her father, "Watch me, watch me!")	• Continue to seek adult attention and recognition of what they know and can do • Boast about what they know and can do (E.g. Quinn says, "I am really good at drawing rainbows.")	ATL.4.AA Verbally or nonverbally shares activities they are engaging in with a trusted adult.	IS.3.D Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.	IS.3.E Demonstrates strong self-confidence through words or actions including sharing pride and celebrating others in relation to self, family, community, or culture.	ATL.4.B Verbally or nonverbally demonstrates an understanding of a task and identifies preferred elements of a work product. May verbally explain work product.	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.	C-ARTS.5.B Discusses their own artistic creations and chooses artwork for display or performance.		
	Self-confidence	Begin to experiment with their own potential and show confidence in their own abilities	• Are confident, self-directed, purposeful and inventive in play	IS.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence.	IS.3.D Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.	IS.3.E Demonstrates strong self-confidence through words or actions including sharing pride and celebrating others in relation to self, family, community, or culture.	IS.6.E Seeks out opportunities to complete age-appropriate tasks independently.	ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own.	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.		
	Social identity	Continue to develop awareness of differences and their own gender and cultural identity (E.g. Della says to her teacher, "I'm a girl, so I can be a mommy someday.")	• Notice differences and make comparisons between their physical characteristics and others' and the way things are done in different settings (E.g. Consuela says "My abuela talks Spanish and my grandma talks English.") • Express or describe their own characteristics and preferences (E.g. Jacob only chooses brown sweatpants when clothes shopping with his mother.)	IS.3.A With adult support, verbally or nonverbally identifies something about themselves.	IS.3.B With prompting, begins to describe their own culture and characteristics of themselves, their family, community, or culture through a variety of modalities.	IS.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence.	IS.3.D Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture.	IS.3.E Demonstrates strong self-confidence through words or actions including sharing pride and celebrating others in relation to self, family, community, or culture.	IS.4.B With adult prompts, compares their own characteristics and emotions to those of others.	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.	
Attachment	Relationships with primary caregivers	Respond appropriately to social and emotional cues of adults	NA	IS.2.B Accepts offers of adult assistance to engage in conversation.	IS.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult.	IS.4.D With adult prompts, demonstrates empathy by verbally or nonverbally reading or responding to the emotions of others.	IS.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.	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.	IS.6.C Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers.		
	Relationships with less familiar adults	May initiate contact with unfamiliar adults, when familiar adults are nearby	NA	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.	IS.4.C Initiates or joins conversations and engages in conversational turn-taking with at least two feedback loops alternating between speaker and listener.	IS.7.C When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.	LL-LC.4.C 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.E Modifies conversations based on the context or listener.			
	Relationships with primary caregivers and less familiar adults	NA	• Interact easily with familiar adults, but may be hesitant to approach or respond to less familiar adults • Seek adult help when needed for emotional support, physical assistance, social interaction, and approval • Imitate familiar adults in culturally appropriate ways in everyday situations	IS.6.C Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers.	IS.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.	IS.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.	IS.7.C When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions (e.g., ask for help, compromise).	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 conversations and engages in conversational turn-taking with at least two feedback loops that remain on topic.	LL-LC.4.E Modifies conversations based on the context or listener.	
Social Competence	Relationships and social skills with peers	Play cooperatively with other children and show preference for some children over others (E.g. Jose and Chris are playing together. When Martin comes over, Chris says, "No, go away.")	• Approach others with expectations of positive interactions • Build skills needed to participate successfully as a member of a group, such as taking turns • Sustain interaction by cooperating, helping, sharing, and expressing interest, though they may need adult guidance • Develop friendships, sometimes based on shared interests or characteristics	IS.5.AA Mostly engages in play on own, but notices or takes an interest in peer or social situations.	IS.5.A Engages with peers with teacher modeling and participates in organized group activities.	IS.5.B With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	IS.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	IS.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.	IS.5.E Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.	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).	
	Recognition of others' feelings	Begin to label others' feelings and recognize reasons for those feelings	NA	IS.4.A With adult modeling and one-on-one support, verbally or nonverbally names observable emotions and experiences of others.	IS.4.B With adult prompts, compares their own characteristics and emotions to those of others.	IS.4.C With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations.	IS.4.D With adult prompts, demonstrates empathy by verbally or nonverbally reading or responding to the emotions of others.	IS.4.E With minimal teacher prompts, demonstrates empathy by providing support for others through assistance or advocacy.	IS.4.F With adult modeling and one-on-one support, verbally or nonverbally names observable emotions and experiences of others.	IS.4.B With adult prompts, compares their own characteristics and emotions to those of others.		
	Recognition and understanding of others' feelings	NA	• Begin to understand the reasons for others' emotions and respond appropriately (E.g. Audrey says to a friend who is upset over not getting the toy she wanted during play, "You'll get to play with it next time.")	IS.4.C With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations.	IS.4.D With adult prompts, demonstrates empathy by verbally or nonverbally reading or responding to the emotions of others.	IS.4.E With minimal teacher prompts, demonstrates empathy by providing support for others through assistance or advocacy.	IS.2.E Supports peers in regulating their emotions through coregulation. Seeks and accepts coregulation assistance when needed.	IS.5.E Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.	IS.4.A With adult modeling and one-on-one support, verbally or nonverbally names observable emotions and experiences of others.	IS.4.B With adult prompts, compares their own characteristics and emotions to those of others.		
	Behavioral regulation	Follow classroom rules and routines with guidance	• Begin to be able to stop undesirable behaviors on their own or with a gentle reminder (E.g. Xavier starts to grab Zach's car, but stops himself and asks, "Can I use that when you're done?")	ATL.7.AA With adult support, starts or stops a task following a simple one-step direction (e.g., "Go" 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.	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.7.E Regulates impulses to complete tasks and engages in goal-directed behavior.	ATL.9.B Identifies and anticipates materials and expectations needed for everyday and routine activities.	IS.2.B Accepts offers of adult assistance to engage in coregulation.	IS.2.D Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance.	ATL.5.B Shifts between tasks or activities, including ending preferred activities, with adult support.
Emotional Competence	Emotional expression	Express their feelings verbally with greater frequency	• Demonstrate increasing competencies in recognizing and describing their own emotions • Explore emotions in various ways (through play, art, music, and dance)	IS.1.A Verbally or nonverbally expresses basic emotions, such as happy, angry, and sad, while an adult adds emotion labels to that expression.	IS.1.B With adult modeling and visual supports, verbally or nonverbally identifies and labels emotions such as happiness, excitement, anger, fear, and sadness in self.	IS.1.C With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations.	IS.1.D Independently verbally or nonverbally names and describes their own emotions.	IS.1.E Identifies that they can have different emotions about the same situation.	LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.	LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions.		
	Emotional regulation	Begin to respond to an adult's cues about regulating their emotions (E.g. At drop-off time, Sage begins to control his crying when his teacher says, "I know you're sad, would you like to see what your friends are doing?")	• May still have difficulty regulating strong emotions • Increasingly use words instead of actions to express their emotions	IS.2.AA Coregulates emotion with one-on-one adult support and may take an extended period of time (10-15 minutes) to respond.	IS.2.A Coregulates emotion with one-on-one adult support.	IS.2.B Accepts offers of adult assistance to engage in coregulation.	IS.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult.	IS.2.D Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance.	IS.1.C With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations.	IS.1.D Independently verbally or nonverbally names and describes their own emotions.	IS.7.A Listens to or follows a solution provided by an adult. May communicate discomfort or frustration and begins to regulate additional time to regulate while responding.	

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New Hampshire Early Learning Standards Domain: Language Development and Emergent Literacy How Do Young Children Develop Understandings of Language and Use It to Communicate with Others? How Do Young Children Learn to View Literacy as a Tool for Expressing Themselves and Interacting with the World?												Every Child Ready Standards		
Strand	Constructs	Indicators We Know That Young Preschoolers (Three years) are Making Progress When They:	Indicators We Know That Four- and Five-Year-Olds are Making Progress When They:	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	Alignment 8	Alignment 9		
Listening Comprehension	Receptive verbal communication	Show awareness of others' comments or statements that have to do with them (E.g. Milo shouts, "Don't want to go to the doctor!" after overhearing his parents talk about his illness.)	• Listen with understanding to stories, directions, and conversations • Follow instructions that include a two or three step sequence of actions such as setting up a game or following a recipe	LL-LC.1.B Responds to multiple sentences, such as acting out multiple events, describing 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.	LL-LC.1.E Confirms understanding of spoken language, requests, and complex sentences through verbal or nonverbal requests for clarification.	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.	ATL.7.B Independently follows two- to three-step verbal adult directions.				
Non-Verbal Communication	Non-verbal communication	Notice other children's body language and try to interpret it	• Understand non-verbal cues • Communicate needs, wants, or thoughts using nonverbal gestures, actions, or expressions (E.g. 5-year-old Devin points to the block area when he is asked what he wants to do next.)	LL-LC.4.AA Communicates with peers and teachers using nonverbal gestures like pointing, shrugging shoulders, or giving a thumbs-up.	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.	IS.4.A With adult modeling and one-on-one support, verbally or nonverbally names observable emotions and experiences of others.	IS.4.B With adult prompts, compares their own characteristics and emotions to those of others.	IS.4.C With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations.	IS.4.D With adult prompts, demonstrates empathy by verbally or nonverbally reading or responding to the emotions of others.	IS.4.E With minimal teacher prompts, demonstrates empathy by providing support for others through assistance or advocacy.				
Communication Concepts	Pragmatics and social language	Begin to understand the rules for communication in different situations (E.g. Charlie whispers when dad explains that he needs to use a quiet voice when visiting grandma in the hospital.)	• Use language according to rules appropriate for the cultural context (may need adult help in recognizing appropriate cultural context) (E.g. 4-year-old Savannah asks her peer, "Can I please have the purple crayon?") • With adult support, can take turns in conversations and group discussions	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.C 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.4.E Modifies conversations based on the context or listener.	IS.5.B With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	IS.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	IS.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.			
Verbal Expressions	Vocabulary development	Continue to build their vocabulary including more descriptive words	• Use increasingly complex and varied vocabulary and language • Use words and phrases learned through conversations and being read to (E.g. 4-year-old Hazel says, "The end," when she finishes her snack.)	LL-LC.3.AA Repeats or attempts to use words heard in everyday language or the environment.	LL-LC.3.A Shows interest in new words or asks questions to acquire new vocabulary.	LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions.	LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults.	LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").	LL-LC.3.E Uses various resources to identify new meanings for familiar words or clarify the meaning of unknown words and phrases.	LL-LC.5.C Continues to develop more complex sentences by using adjectives (i.e., "Armel throws the blue ball.")				
	Expressive language or speaking	Can relate a simple story (E.g. When asked about her day, Rhianna says, "I went out on the playground and it was so icy and I fell and I cried and cried and my teacher helped me.")	• Speak clearly enough to be understood • Use language for a variety of purposes, including communicating information (E.g. 5-year-old Sean shows his friends his new race car and they ask him questions about it and tell him stories about theirs.) • Ask questions and initiate and respond in conversations with others • Tell stories with multiple characters and events	LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.	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.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 conjunctions as part of a complex sentence with correct word order and syntax. Begins to use prepositions (i.e., "Armel threw 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 got stuck on the roof.")	LL-NC.4.B Tells a two-event personal narrative using simple phrases.	LL-NC.4.D Constructs a personal narrative with three or more events in a coherent sequence.			
Emergent Reading	Participation in language and literacy activities*	May describe what's happening in the pictures while turning the pages in a familiar book	• Learn new information from books being read to them • Ask for a story to be read and respond to stories told or read aloud • Respond to adult questions about a book or story • Make connections between a book or story to personal experiences (E.g. Irena points to a picture of a dog and says, "I have a dog like this, only bigger and my dog never chews shoes.")	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 asks questions about books read by peers.	LL-NC.2.AA Responds to illustrations or photos by using at least one word.	LL-NC.5.A Listens and responds to a wide variety of informational texts read aloud.	LL-NC.5.C Makes connections between own experiences, background knowledge, and information presented in an informational text.				
	Narrative and story sense*	Relate or retell stories with more parts	• Guess what will happen next in a story using pictures as a guide • Tell their own stories	LL-NC.3.A Describes one event from a familiar narrative using visuals or gestures.	LL-NC.3.B Retells two events from a familiar narrative using visuals or gestures.	LL-NC.3.C Retells three or more events from a familiar story in any order using visuals or gestures.	LL-NC.3.D Retells three or more events from a familiar narrative in sequence using visuals or gestures.	LL-NC.3.E With prompting and support, retells familiar stories, including key details.	LL-NC.4.B Tells a two-event personal narrative using simple phrases.	LL-NC.4.C Constructs a personal narrative with three or more events which may be out of order and include omissions or deviations to other topics.	LL-NC.4.D Constructs a personal narrative with three or more events in a coherent sequence.			
	Comprehension and interpretation*	Can ask and answer simple questions about the story	• Represent stories told or read aloud through a variety of media or in play • Use their own words to retell a simple familiar story while looking at a book • Retell information from a book (E.g. 5 year old Mac tells his Papa that Tyrannosaurus Rex runs as fast as a horse.)	LL-NC.1.C Identifies and answers questions about events in a story.	LL-NC.1.D Identifies the cause and effect relationship between events in a narrative story.	LL-NC.1.E Identifies the problem, solution, and character motivation in narrative story.	LL-NC.2.B Answers factual questions using a variety of text types (predictable, informational, poetry, etc.).	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 reasoning for events in a text or character's actions.	LL-LC.2.D Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic.				
	Interest in and appreciation of reading*	Say what they like about a favorite book	• Select favorite books, authors, or illustrators • Request or respond to informational books on favorite topics	LL-BK.1.A Requests that books be read by an adult.	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 asks questions about books read by peers.						
	Phonological awareness (which refers to understanding the sound structure of language such as sounds, rhymes, syllables, and words)*	Enjoy playing with the sounds of language (E.g. Claire laughs loudly when her friend calls her "Clairey Berry.")	• Listen to and recognize different sounds in rhymes, songs, and familiar words (E.g. When the teacher sings, "Wibbly wobbly Wecca an elephant sat on...," Becca shouts, "Becca!") • Play with sounds of spoken language including letter sounds, rhymes, and words (E.g. Ray says, "My name rhymes with play.") • Can distinguish the beginning sounds of some words	LL-PA.1.AA Demonstrates understanding of a word by repeating a simple two to three word sentence or phrase, or jumping and clapping to each word.	LL-PA.2.A Repeats multisyllabic words or participates in games and word play involving multisyllabic words.	LL-PA.2.B Segments the syllables in one- and two-syllable words verbally or nonverbally.	LL-PA.2.C Segments the syllables in three- and four-syllable words verbally or nonverbally.	LL-PA.2.D Blends the syllables in two- to three-syllable 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 wonder what you ____."	LL-PA.4.A Listens to and repeats the correct beginning sounds.	LL-PA.3.AA Initiates common sounds like a duck (quack, quack) or train (choo, choo).		
Emergent Writing	Book awareness*	Understand proper handling of books to avoid damage and help repair books, with adult support	• Identify parts of books such as cover, first page, and title • Understand that print carries a message	LL-BK.1.A Treats books with care.	LL-BK.2.AA Identifies a book and turns pages appropriately from right to left and may include multiple pages at one time.	LL-BK.2.B 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.E Demonstrates understanding of the life 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.A Demonstrates understanding that print has meaning.	LL-BK.3.C Demonstrates understanding that print has meaning and begins to connect environmental print with objects or locations in the classroom.					
	Print and alphabet awareness*	Begin to recognize their own name and may notice words that start with the same letter as their own name	• Recognize some letters in the alphabet, especially those in their own name (E.g. While putting her things away in her cubby, 4-year-old Azlyn notices other children's names on their cubbies. She exclaims, "Hey, Autumn starts the same as me!") • Begin to associate sounds with words or letters • Understand that specific symbols are used to communicate in writing	LL-BK.3.A Demonstrates understanding that print has meaning.	LL-BK.3.D Points to one word and one letter in an unfamiliar text or around the room.	LL-BK.3.E Identifies basic elements of print, like spaces between words or punctuation at the end of a sentence (period, exclamation mark, question mark).	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.2.AA Produces the first letter sound in their name with teacher support.	LL-AK.2.A Produces up to two letter sounds when shown uppercase or lowercase letters.	LL-AK.2.B Produces up to five letter sounds when shown uppercase or lowercase letters.		
	Interest in and emergent writing*	Begin to differentiate between drawing and writing, and their scribbles may look more like writing (E.g. After painting a picture, 3-year-old Isiah makes a series of vertical lines, representing his name.	• Understand that writing is a way of communicating • Use scribbles, shapes, pictures, or dictation to represent thoughts or ideas • Engage in writing using letter-like symbols to make letters or words • Begin to copy or write their own name	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.3.AA When asked to write their name, scribbles and makes marks on page. These may be continuous lines or separate shapes. The shapes may include dots, circles, or lines.	LL-WR.3.A When asked to write their name, writes letter-like forms. 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.			

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Strands	Constructs	Indicators We Know That Young Preschoolers (three years) are Making Progress When They	Indicators We Know That Four- and Five-Year-Olds are Making Progress When They	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	Alignment 8	Alignment 9
Number Operations	Concept of number, quantity, ways of representing numbers, one-to-one correspondence, and counting	Show an interest in counting 1 to 10, may hold up fingers to indicate quantity	- Develop progressively more complex knowledge and skills about numbers, in the following sequence": - Identify by sight how many are in a small group of up to 3 items - Demonstrate understanding of one-to-one correspondence - Recognize that the last number used in counting is the same as the total (E.g. Lella counts four cars and when the teacher asks her, "How many cars do you have?" she answers, "Four.") - Count objects in two different collections (up to ten in each) to determine which is the larger one - Can answer the question "What comes after..." a number without having to recount (E.g. When asked, "What comes after five," Sawyer says, "Six," without having to count up from one.) - Change small collections of objects by combining or removing objects and then counting to determine how many they have (E.g. Avery counts out three blocks, then adds two more, and counts all of the blocks and says, "I have five blocks.") "While many children move through all of the steps of this sequence by five years old, others may still be only partially through this sequence by that age. - Begin to recognize and attempt to write numerals up to 10 - Use words that show understanding of order and position of objects	M-NC.1.D Says number words in order from 1–10 from memory	M-NC.2.C Says numbers in order, matching each number word to each object when counting from 1–7.	M-NC.2.D Says numbers in order, matching each number word to each object when counting from 1–10.	M-NC.3.B Creates sets of 0–5 and begins to use cardinality to identify the last number counted.	M-NC.3.D Creates sets of 0–10 and begins to use cardinality to identify the last number counted.	M-NC.3.E Creates sets of 0–10 and uses cardinality to identify the last number counted.	M-NC.6.B Matches a set of objects with the number symbol to represent the set for quantities 0–5.	M-NC.6.D Matches a set of objects with the number symbol to represent the set for quantities 0–10.	M-NC.5.D Says the names of numerals 0–10 shown in random order.
Geometry and Spatial Sense	Shapes and their attributes, position, comparing and contrasting two or more objects, and distance	Explore and identify shapes in their environment and begin to notice attributes of shapes with adult help (E.g. Addy, 3 years old, says, "Look, my paper plate is a circle!")	- Identify and name common shapes - Describes basic features of shapes (E.g. Finley says, "This triangle has three sides and this square has four sides.") - Compare the shape of two objects (E.g. Reanna draws two round shapes and says, "This one is an oval and this one is a circle.")	M-GS.1.AA Verbally or nonverbally identifies one to two common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle).	M-GS.1.A Verbally or nonverbally identifies at least three common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle).	M-GS.1.B Verbally or nonverbally identifies at least five common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle).	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.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.E Demonstrates understanding of direction terms (e.g., "near," "far") using gestures or objects.	M-PFA.2.A Orders up to two objects by one attribute, such as size, shades of color, texture, or sound, using comparative language.
Measurements	Size, volume, quantity, and other measurable qualities, and the tools to measure them	Use non-standard tools to measure, with adult assistance (E.g. Maria, Stacy, and Tim pass a lump of clay between them to see if it is bigger or smaller than each child's hand.)	- Recognize that objects can be measured by height, length, weight, and volume (E.g. Palo makes a stack of unitx cubes next to his friend and says, "You're 40 cubes tall.") - Make comparison such as bigger or smaller between two groups of objects - Recognize that time is measured in units (E.g. John asks how many more minutes he can stay outside.)	M-M.1.AA Demonstrates understanding of length terms (i.e., "longer," "shorter") using gestures or objects.	M-M.1.A Demonstrates understanding of length terms (i.e., "longer," "shorter"), height terms (i.e., "taller," "shorter") and volume terms (i.e., "more," "less"), and weight terms (i.e., "heavier," "lighter") 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?"	M-M.1.E Uses standard units (e.g., ruler, scale, balance) to measure and then uses comparative language to describe the measurements of two objects.	M-PFA.2.A Orders up to two objects by one attribute, such as size, shades of color, texture, or sound, using comparative language.	M-PFA.2.B Orders up to three objects by one attribute, such as size, shades of color, texture, or sound, using comparative language.	M-PFA.2.C Orders up to five objects by one attribute, such as size, shades of color, texture, or sound, using comparative language.
Patterns and Relationships	Recognizing or creating planned or random repetitions and comparisons	Extend simple patterns	- Order or sequence several objects based on one characteristic - Begin creating simple patterns with familiar objects (E.g. Max places the blocks in rows of long, short, long, short, etc.)	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).	M-PFA.3.E Recognizes, describes, and copies patterns that include multiple attributes (e.g., red circle, yellow circle, red square, yellow square) or repeating elements (e.g., blue-red-blue, blue-red-blue).			
Data Collection and Analysis	Gathering, organizing, and analyzing information, and drawing conclusions to make sense of the world	Sort objects or people into subgroups by one attribute	- Sort objects and count and compare the groups formed (E.g. Carlo says, "There are 3 brown teddy bears and 4 black teddy bears.") - Organize and represent information visually, with adult support (E.g. The teacher helps the preschoolers create a picture graph showing the numbers of children who walked to school or rode in a car.)	M-PFA.1.A Sorts and groups objects based on one attribute such as visual features like color, size, or shape.	M-PFA.1.B Sorts and groups pictures of objects based on one attribute such as visual features like color, size, or shape.	M-PFA.1.C Sorts and groups objects based on more complex attributes such as function or category.	M-PFA.1.D Sorts and groups objects or pictures that belong together by one attribute, then regrouping according to a different attribute.	M-DAP.1.A Verbally or nonverbally participates in graphing discussions and demonstrates understanding of the purpose of a graph.	M-DAP.1.B Visually compares the amounts in each category without counting. Identifies the category with more, less, or the same.	M-DAP.2.AA Observes and collects data in their environment (e.g., colors, movement, sounds) with teacher support.	M-DAP.2.A Collects and organizes data by sorting and classifying groups of objects into clusters (e.g., sorts buttons by color).	M-PFA.1.D Sorts and groups objects or pictures that belong together by one attribute, then regrouping according to a different attribute.
Time and Sequence	Concept of time as it relates to daily routines, and sequencing of events	Can remember and describe daily sequence of events	Begin to differentiate between yesterday, today, and tomorrow	M-M.2.AA Demonstrates understanding of familiar daily routines.	M-M.2.A Sequences up to two to four steps in a familiar daily routine.	M-M.2.B Demonstrates the understanding of daily routines (order and general length of components).	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).	M-M.2.E Begins to demonstrate basic knowledge that clocks and calendars are related to the passage of time.	LL-NC.4.D Constructs a personal narrative with three or more events in a coherent sequence.	SOC.5.B Begins to sequence past and present experiences using visual supports.	

New Hampshire Early Learning Standards and Every Child Ready Standards Alignment

New Hampshire Early Learning Standards and Every Child Ready Standards Alignment											
New Hampshire Early Learning Standards Domain: Cognitive Development – Science and Social Studies How Do Young Children Develop Understandings of Their Physical and Social Worlds?				Every Child Ready Standards							
Domain	Constructs	Indicators We Know That Young Preschoolers (three years) are Making Progress When They:	Indicators We Know That Four- and Five-Year-Olds are Making Progress When They:	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	Alignment 8
Key Concepts	Object permanence	Play simple memory games	- Talk about things or people that are not present - Use a variety of forms (drawings, block structures, movement, and other materials) to represent their ideas and feelings	ATL.9.AA Recalls simple information from familiar environments (e.g., knows where some classroom materials are kept, or remembers names of classmates).	ATL.9.A Recalls one to two pieces of new and relevant information about their lived experiences (e.g., shares two things they did that day, recalls two toys that were in Dramatic Play).	ATL.9.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).				
Exploring the Physical World	Physical world	Ask many questions about the physical world and investigate with adult guidance	- Begin to identify the properties of various living things and what living things need to be able to survive - Begin to talk about environmental changes and phenomena (weather, seasons, sun, and moon) - Show interest in caring for the earth and environment - Explore simple physical science concepts such as force, motion, and gravity (E.g. Three children in the preschool room build an elaborate structure with blocks and ramps and then run different marbles through it to see which is the fastest.)	SC-LES.1.AA Notices and looks at the natural world around them.	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.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-LES.2.B Identifies seasons and observes and describes patterns and changes in the weather.	SC-LES.4.C Describes the needs of humans and animals and how their characteristics and behaviors support their needs, such as birds having beaks so they can dig for worms.	SC-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.
Exploring the Social World	Social conventions	Demonstrate and follow different customs in different settings	- Show interest in caring for the classroom environment - Participate in developing classroom rules - Practice culturally appropriate social conventions (E.g. Satori uses chopsticks when eating meals at home.) - With guidance from adults, can engage in problem-solving to resolve difference in perspectives - Know basic personal information - Are aware of own family relationships and show curiosity about others' families - Notice similarities and differences in people, families, and social groups - Recognize some people, places, and occupations in their communities - Act out family roles and occupations in dramatic play - Show interest in issues of friendship and fairness	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.	SOC.2.D Recognizes that people have different thoughts and opinions within a community.	ATL.5.E Adapts to new rules or circumstances in an age-appropriate game or activity.	ATL.7.C Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn).	IS.5.B With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	IS.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	IS.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.
	Self, family, and community	Ask questions about other people's experiences in their families and communities	- Know basic personal information - Are aware of own family relationships and show curiosity about others' families - Notice similarities and differences in people, families, and social groups - Recognize some people, places, and occupations in their communities - Act out family roles and occupations in dramatic play - Show interest in issues of friendship and fairness	IS.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.	IS.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence.	SOC.1.A Understands family relationships in relation to self.	SOC.1.B Discusses the activities or celebrations that their family does together.	SOC.1.C Discusses the importance of their own family and the roles and responsibilities of various individuals in the family.	SOC.2.A Verbally or nonverbally identifies a variety of community members within their community, such as in their neighborhood and school.	SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community.	LL-LC.2.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.

New Hampshire Early Learning Standards and Every Child Ready Standards Alignment

New Hampshire Early Learning Standards Domain: Cognitive Development – Approaches to Learning How Do Young Children Develop and Use Strategies to Learn?				New Hampshire Early Learning Standards and Every Child Ready Standards Alignment								
Strand	Constructs	Indicators We Know That Young Preschoolers (three years) are Making Progress When They	Indicators We Know That Four- and Five-Year-Olds are Making Progress When They	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	Alignment 8	Alignment 9
Inquiry and Exploration	Curiosity and sensory exploration	Persist in asking "Why?"	NA	ATL 3.B Demonstrates an interest in learning new information or starting a new activity on their own.	ATL 3.C Asks questions and seeks clarity after attempting a challenging task.	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-4.C 2.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.	LL-4.C 3.A Shows interest in new words or asks questions to acquire new vocabulary.		
	Conjecture, scientific inquiry process, curiosity, and sensory exploration	NA	- Observe, wonder, and/or ask questions, make guesses, and explore hypotheses - Use senses and tools/technology to aid in investigation	SC-SP 1.AA Uses senses to observe the environment.	SC-SP 1.A With teacher guidance, participates in activities to formulate simple science-oriented questions based on observations.	SC-SP 1.C With teacher guidance, begins to formulate own questions based on observations.	SC-SP 1.D Formulates own science-oriented questions based on observations.	SC-SP 1.E With teacher guidance, uses formulated science-oriented questions to plan simple explorations or experiments.	SC-SP 2.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-SP 2.B Participates in teacher-led explorations and experiments and uses prior knowledge to make predictions.	
	Cause and effect	Use variations on previous actions in new environments and with different objects to create new and desired effects	- Sometimes use magical thinking, showing misunderstanding of cause and effect (E.g. Zeke puts his snow pants by the front door, believing that this will make it snow overnight.) - Continue to experiment with cause and effect - Engage in repeated actions to make something happen (E.g. Dannie notices that Marie buttons her own coat, so Dannie tries several methods before succeeding in buttoning her own coat.)	SC-SP 1.B Observes and describes cause and effect.	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 as the playground seesaw or the ball that is pushed or pulled.	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 height or textures, can change the speed of an object, such as racing cars on ramps.	SC-P 4.D Describes and discusses the motion of objects and that motion can change based on different factors.	SC-P 4.E Compares and contrasts how different factors change the motion of objects.	
Reasoning and Problem Solving	Theories about the world and how things work (Reflection, critical thinking, and trial and error)	Remember strategies that have worked and apply them to new situations (E.g. At home, Davis moves a stool to the sink so that he can reach for his toothbrush. At child care the next day, Davis struggles to reach a pencil on the counter so he picks up a chair and puts it near the counter.)	- Talk about own ideas, predictions, and plans, building on prior experiences either self-initiated or guided by adults - Can figure out more than one solution to a problem (if the first one doesn't work (E.g. In trying to get a ball down from the tree, Marlow first throws a shoe to get it down and when that doesn't work, gets a rake to try to poke it down.)	ATL 4.D Assesses or reflects upon activity or task outcome or product.	ATL 4.E Assesses tasks and makes adjustments to strategies for updates or revisions.	ATL 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.C Accesses prior knowledge to make an independent or social decision (e.g. lists reasons why they like a Center and want to return to it or that they fell on the slide yesterday, so exercises caution today).	SC-SP 2.E Explains rationale for predictions and hypotheses, and compares findings with predictions and hypotheses.	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.	
	Imitation, risk taking, and experimentation	Engage in pretend play that includes roles and experiences that they find challenging (E.g. After a visit to the doctor, Brett gives her doll a shot.)	NA	ATL 1.A Plays simple games and copies the play of others.	ATL 1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play).	ATL 1.C Engages in individual verbal or nonverbal imaginative play or role-play.	ATL 3.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance.	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.	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.	C-ARTS 2.C Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.
	Imitation, risk taking, experimentation, spontaneous learning, and play with others	NA	- Co-create elaborate pretend play with other children, including scenarios with multiple roles, ideas, and co-negotiated rules - Engage in pretend play with others to explore and understand life experience and roles - Create sophisticated structures alone and with others, using various constructive materials, sometimes used in pretend play - Tell elaborate stories of their own invention or add details to stories - Create games that continue to evolve as they plan - Pretend to be characters from stories, books, television shows, movies, or their own invention	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.	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).	C-ARTS 2.E Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.	C-ARTS 2.F Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.	IS 5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.	IS 5.D With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.	IS 5.E Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.
Play	Creativity, imagination, and inventiveness	Invent stories and characters	- Tell elaborate stories of their own invention or add details to stories - Create games that continue to evolve as they plan - Pretend to be characters from stories, books, television shows, movies, or their own invention	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 1.D Carries out familiar roles during individual or collaborative role-play.	ATL 1.E Coordinates roles and carries out more complex stories during role-play.	C-ARTS 2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.	C-ARTS 2.C Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.	ATL 5.D With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.	ATL 5.E With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.	ATL 5.F Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.
	Sense of delight and humor	Laugh at themselves when they do something silly and humor	- Show delight in all aspects of play from planning to describing the experience - May play with language including "bathroom" words - Begin to understand simple jokes - May share physical humor with one another	IS 1.A Verbally or nonverbally expresses basic emotions, such as happy, excited, angry, scared, frustrated, and sad, while an adult adds emotion labels to that expression.	IS 1.C With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations.	IS 3.D Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.	C-ARTS 2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.	C-ARTS 5.AA Shows enthusiasm and curiosity about different types of creative arts.				
	Adaptability of thought processes, planning, and intentionality	Can adapt plans to incorporate new materials	- Begin to show ability to adapt their plans when they can't follow through with their original idea - Can adapt their plan to include other children with adult guidance - Can engage in increasingly complex planning (E.g. The 4-year-olds create very complex rules for the game they are playing on the playground.) - May ask for help on own or with teacher prompting or seek more information 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.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 With adult support, creates a goal for an activity and follows a simple plan.	ATL 5.F Creates and follows through with simple plans independently.	ATL 5.G Plans simple steps for future activity goal.	IS 7.D With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise).	
Executive Function	Working memory and focus and attention	Can play simple memory games such as matching pictures on cards	- Pay attention to and remember details - Keep track of more than one thing at a time - Stay focused for longer periods of time on activities that interest them and return to those activities	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 task, engaging less or more, (10–15 minutes).	ATL 6.D Refocuses attention to independent or group activity after minor distraction.	ATL 6.E Attends to activities or peer engagement for extended periods of time (30+ minutes).	ATL 6.F Recalls simple information from familiar environments (e.g., knows where some classroom materials are kept, or remembers names of classmates).	ATL 6.G 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 6.H Independently applies higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization).	ATL 6.I Seeks out opportunities to complete age-appropriate tasks independently.
	Motivation, initiative, and persistence	Show initiative in a variety of ways including offering to help	- Demonstrate a desire to please adults and may seek adult attention (E.g. 4-year-old Zara yells "Watch me! Watch me!" as she walks across the balance beam.) - Take the initiative carrying out their own plans and persist until the goal is achieved - May get frustrated if they cannot carry out their goals to the level of mastery they desire	ATL 3.B Demonstrates an interest in learning new information or starting a new activity on their own.	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 6.A Sustains interest in a preferred task for a brief amount of time (5–10 minutes).	ATL 6.B Sustains attention in a preferred task for a brief amount of time (5–10 minutes).	ATL 7.E Regulates impulses to complete tasks and engages in goal-directed behavior.	IS 6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.	IS 6.E Seeks out opportunities to complete age-appropriate tasks independently.	
	Symbolic Representation	Representational process	Are aware that some symbols represent words and numbers	- Use objects to represent other objects in their pretend play (E.g. Hadley and Kayla build an elaborate castle using couch cushions and blankets.) - Understand that symbols on pictographs and bar graphs indicate quantity (E.g., Chetan puts a sticker on the class graph to show that he has a cat at home and remarks, "More children have a dog at home than a cat.")	ATL 1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play).	M-NC 6.B Matches a set of objects with the number symbol to represent the set for quantities 0–5.	M-NC 6.D Matches a set of objects with the number symbol to represent the set for quantities 0–10.	M-NC 6.E Matches a set of objects with the number symbol and compares written numerals between 0–10, identifying which numeral is higher, lower, or if they are the same.	M-DAP 2.C Graphs using pictures of objects to organize and display information. Compares two to three groups (e.g., pictures of front covers of books, or pictures of students to represent children's votes).	M-DAP 2.D Graphs using symbols such as paper squares, tally marks, or Xs to organize and display information. Compares two to three groups.	LL-BK 3.A Demonstrates understanding that print has meaning.	LL-BK 3.C Demonstrates understanding that print has meaning and begins to connect environmental print with objects or locations in the classroom.
Reasoning and Problem Solving	Theories about the world and how things work, reflection, critical thinking, and trial and error	NA	- Talk about own ideas, predictions, and plans, building on prior experiences either self-initiated or guided by adults - Can figure out more than one solution to a problem (if the first one doesn't work (E.g. In trying to get a ball down from the tree, Marlow first throws a shoe to get it down and when that doesn't work, gets a rake to try to poke it down.)	ATL 4.D Assesses or reflects upon activity or task outcome or product.	ATL 4.E Assesses tasks and makes adjustments to strategies for updates or revisions.	ATL 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.C Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and want to return to it or that they fell on the slide yesterday, so exercises caution today).	SC-SP 2.E Explains rationale for predictions and hypotheses, and compares findings with predictions and hypotheses.	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.	
	Cooperative Learning	Cooperative learning	Work with others to plan or problem solve toward a shared goal and can describe the reasons for their shared decisions (E.g. Aaron, Chuck, and Jill make a complex track for a train and discuss how sharp curves make trains derail.)	ATL 2.B Plays, works on tasks, or participates in activities with peers with adult prompting (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).	ATL 2.E Establishes rules with peers during play or structured activities (cooperative play).	IS 5.B With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	IS 5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	IS 5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.	IS 5.E Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.	

New Hampshire Early Learning Standards and Every Child Ready Standards Alignment

New Hampshire Early Learning Standards Domain: Physical Development and Health How Do Young Children Use Their Bodies to Explore and Participate in Their World? How Do Young Children Assess and Navigate Risks and Develop Healthy Behaviors?				New Hampshire Early Learning Standards and Every Child Ready Standards Alignment							
				Every Child Ready Standards							
Strand	Constructs	Indicators We Know That Young Preschoolers (three years) are Making Progress When They:	Indicators We Know That Four- and Five-Year-Olds are Making Progress When They:	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	Alignment 8
Body Awareness and Control	Spatial awareness	Move with confidence and stability, coordinating movements to accomplish simple tasks (E.g. Outside on the playground, a small group of children play a game of Duck, Duck, Goose.)	NA	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.	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.	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.D Demonstrates understanding of direction terms (e.g., "forward," "backward," "around," "through," "to," "from," "towards").	
	Spatial awareness, development of the senses, orientation to stimuli, sensory integration, physical fitness, knowledge for participation in physical education	NA	- Participate in a variety of physical activities to enhance personal health and physical fitness - Continue to develop their ability to move their body in space and control their bodily movements (E.g. Tanya maneuvers her wheelchair up a ramp and around a corner to join her friends.) - Increasingly use eye-hand coordination to perform a variety of tasks	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.	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.	SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment.		
	Development of the senses, orientation to stimuli, and sensory integration	Develop the ability to use one sense to predict what they would perceive with another (E.g. Jowanna reaches into the mystery bag and guesses that she is holding a teddy bear based on the way it feels.)	NA	SC-SP.1.AA Uses senses to observe the environment.	SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment.	SC-P.1.AA Uses senses to explore the colors and textures of materials and objects in the environment.	SC-P.1.A Uses senses to identify physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.	SC-P.1.B Use senses to observe and describe some physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.	SC-LES.1.AA Notices and looks at the natural world around them.	SC-LES.2.AA Uses senses to observe and respond to changes in the weather.	SC-P.2.AA Identifies light and dark and explores shadows and reflections.
	Physical state regulation	May be able to identify the need to eliminate	NA	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.	PD.4.D Independently completes self-care and hygiene routines.	PD.4.E Understands and describes the importance of self-care and hygiene routines.	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.
Large Muscle Development and Coordination	Gross motor skills	Show increased confidence in their ability to coordinate large muscles and interest in new ways to use large muscles	- Continue to develop large muscle control and coordination to play more complex games and/or perform more controlled actions (E.g. Juanita, 5 years old, tosses a stone on the hopscotch game, hops on one foot through two squares and then jumps on two feet to complete the game.) - Increase their strength, balance, flexibility, and stamina - Use a variety of materials and equipment in gross motor activities	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.	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.		
Small Muscle Development and Coordination	Fine motor skills	Show increased confidence in ability to coordinate small muscles and interest in new ways to use small muscles	- Continue to develop small muscle control and coordination (E.g. 4-year-old Emily uses her index finger and her thumb to form the clay into animal like shapes.) - Demonstrate greater dexterity with a variety of tools such as eating utensils, crayons, keyboards, paint brushes, and scissors	PD.2.AA Uses two hands to hold containers. Stacks objects, such as blocks, with coordination.	PD.2.A Uses hands and fingers to complete a variety of tasks, such as opening drawers and cabinets.	PD.2.B Uses hands, wrists, and fingers to complete a variety of tasks such as pouring, scooping opening lids to easy-to-open jars, and simple puzzles.	PD.2.C Begins to use refined hand movements such as using blunt scissors, buttoning large buttons, and connecting small toys, such as linking cubes or blocks.	PD.2.D Demonstrates controlled fine motor movements in a variety of ways such as cutting along lines with accuracy.	PD.2.E Uses precise hand movements to complete a variety of activities such as building using small blocks, stringing lacing beads, and cutting out simple shapes with accuracy.	PD.3.AA Uses crayons or markers with some coordination.	
Nutrition	Nutrition	Try healthy foods from a variety of cultures when given the opportunity	- Recognize and eat a variety of nutritious foods - When asked, are able to name nutritious alternatives	PD.5.AA Uses senses to experience a variety of food during mealtimes.	PD.5.A Recognizes and identifies a variety of different food.	PD.5.B Demonstrates understanding of types of food and preferences.	PD.5.C Begins to understand how eating a variety of foods and proper hydration helps the body grow and be healthy.	PD.5.D Demonstrates understanding and categorizes different food types such as vegetables, fruit, grains, protein, and dairy.	PD.5.E Understands and describes different foods and how they give our bodies nutrients and energy.	SOC.1.D Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations.	
Basic safety	Basic safety	Can identify and explain familiar health and safety signs in the community	Follow basic health and safety rules with some reminders and/or guidance from adults (E.g. 5-year-old Miles stops at the curb while on a walk with his mother. He looks both ways, holds his mom's hand, and then crosses the street at the crosswalk.)	PD.6.AA Begins to recognize and accept help when following safety procedures.	PD.6.A With teacher guidance, follows safety procedures.	PD.6.B Demonstrates understanding of safety procedures and begins to initiate.	PD.6.C Independently follows safety procedures.	PD.6.D Understands and describes the importance of safety procedures.	PD.6.E Understands and describes how to get help when there are unsafe objects, substances, or behaviors.	LL-BK.3.AA Identifies familiar images or logos in environmental print.	
Self-care	Self-care	Seek to accomplish self-care and house-keeping tasks with reminders, if culturally appropriate	Demonstrate increasing independence with basic health care skills, if culturally appropriate (E.g. 4-year-old Saygan blows his nose using a tissue and then goes to the sink to wash his hands with soap and water.)	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.	PD.4.D Independently completes self-care and hygiene routines.	PD.4.E Understands and describes the importance of self-care and hygiene routines.	IS.6.C Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers.	IS.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.

New Hampshire Early Learning Standards and Every Child Ready Standards Alignment

New Hampshire Early Learning Standards and Every Child Ready Standards Alignment											
New Hampshire Early Learning Standards Domain: Creative Expression and Aesthetic Appreciation How Do Young Children Express Creativity and Experience Beauty?				Every Child Ready Standards							
Strand	Constructs	Indicators We Know That Young Preschoolers (three years) are Making Progress When They:	Indicators We Know That Four- and Five-Year-Olds are Making Progress When They:	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	Alignment 8
Exploration and Creation of Artistic Works	Invention and imagination	Create more elaborate three dimensional structures, songs, rhymes, and dances with a combination of materials	• Act out elaborate pretend play scenarios with objects, create representational and abstract art, and play with musical instruments individually and with peers	C-ARTS.2.C Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.	C-ARTS.2.D Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.	C-ARTS.2.E Continues an originally created scenario over the course of several play periods. Collaborates with others to carry out dramatic play and assumed roles.	C-ARTS.3.B Creates drawings, paintings, and models with an increasing level of detail.	C-ARTS.3.C Explores and creates art using different techniques, such as dot art, mixed media collages, and clay.	C-ARTS.3.D Plans for and creates art using preferred art materials, tools, and techniques.	C-ARTS.4.E Creates and performs original music or songs for others.	C-ARTS.1.E Creates and leads dances or movement sequences and begins to synchronize music with movement.
	Curiosity and interest	Ask how to produce a particular sound, visual image, or movement	• Show interest in learning new skills related to art, music, dance, and drama (E.g. Doug asks his teacher to show him how to play more chords on the guitar.) • Participate in experiences in art, music, creative movement, drama, and dance	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.3.AA Freely explores a variety of art materials and tools for sensory exploration.	C-ARTS.4.AA Listens to a variety of music.	C-ARTS.4.A Participates in a variety of music activities with different tempos, genres, and rhythms.	ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own.	ATL.3.C Asks questions and seeks clarity after attempting a challenging task.	LL-LC.2.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.
	Confidence	Show adults and peers what they can do or have created, including short individual performances or artistic creations	• Display or perform for others and/or talk about what they have made or done • Show an interest in participating in group performances, but may become anxious and choose not to participate	C-ARTS.5.B Discusses their own artistic creations and chooses artwork for display or performance.	C-ARTS.4.E Creates and performs original music or songs for others.	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.	IS.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence.	IS.3.D Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.	IS.3.E Demonstrates strong self-confidence through words or actions including sharing pride and celebrating others in relation to self, family, community, or culture.	ATL.4.D Assesses or reflects upon activity or task outcome or product.
Appreciation of and Response to the Creations of Others and the Natural World	Awareness and attention	Share opinions about likes and dislikes in art and creative expression	• Discuss and evaluate the music, art, drama, dance, and natural phenomena they have witnessed	C-ARTS.5.C Recognizes and discusses differences in artistic creations.	C-ARTS.5.D Expresses opinions about the artistic creations and techniques of others.	C-ARTS.5.E Interprets the art of others by describing what they see and identifying a theme.	C-ARTS.4.C Recognizes differences between a variety of music activities with different tempos, genres, and rhythms.	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).		IS.3.E Demonstrates strong self-confidence through words or actions including sharing pride and celebrating others in relation to self, family, community, or culture.
	Sense of joy and wonder	Use descriptive words to express their response to an aesthetic experience (E.g. Using his communication device, Mark tells Tory he really likes the colors in her painting.)	• Show interest and respect for the creative work of self and others, and share experiences and ideas about art and creative expression	C-ARTS.5.AA Shows enthusiasm and curiosity about different types of creative arts.	C-ARTS.5.A Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques.	C-ARTS.5.B Discusses their own artistic creations and chooses artwork for display or performance.	C-ARTS.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.	IS.1.A Verbally or nonverbally expresses basic emotions, such as happy, excited, angry, scared, frustrated, and sad, while an adult adds emotion labels to that expression.	IS.1.C With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations.	