

Every Child Ready Standards & New Mexico Early Learning Guidelines Alignment



**Every Child Ready Standards &
New Mexico Early Learning Guidelines
Alignment**

DOMAIN 1: PHYSICAL DEVELOPMENT, HEALTH, AND WELL-BEING

Outcome	Indicator	Every Child Ready Standard(s)
1. The child uses gross motor control independently, including balance, spatial awareness, and stability.	1.1 Demonstrates body coordination and strength in activities such as climbing stairs with alternating feet, marching, running, jumping, hopping, dancing, riding tricycles and scooters.	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.
1. The child uses gross motor control independently, including balance, spatial awareness, and stability.	1.2 Demonstrates balance and spatial awareness in many situations (running and stopping, climbing, ball-handling, and/or simple group games [i.e., "Duck, duck, goose"]).	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.
2. The child independently uses fine motor skills.	2.1a Develops manual coordination to use writing and crafting tools.	PD.3.AA Uses crayons or markers with some coordination. PD.3.A Draws vertical and horizontal lines with a model using a fist grasp. PD.3.B With teacher modeling, draws circles, squares, and crosses. PD.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.

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Outcome	Indicator	Every Child Ready Standard(s)
2. The child independently uses fine motor skills.	2.1b Demonstrates self-help fine motor skills such as buttoning and zipping.	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, completing lacing cards, and cutting out simple shapes with accuracy. 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.

DOMAIN 2: LITERACY

Outcome	Indicator	Every Child Ready Standard(s)
5. The child demonstrates the understanding and function of both receptive and expressive vocabulary.	5.2 Demonstrates the ability to attend, understand, and follow increasingly complex directions.	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. 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. 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).
5. The child demonstrates the understanding and function of both receptive and expressive vocabulary.	5.3 Demonstrates increasing abilities to understand and use language by the number, variety and complexity of words across varied purposes.¹ ¹Part 1 of 2. Continues on page 4.	LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence. LL-LC.2.B Demonstrates understanding by answering simple "what" and "who" questions using two to three words when prompted by the teacher or peers. LL-LC.2.C Demonstrates understanding by answering simple "why" and "how" questions using two to three words when prompted by the teacher or peers.

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Outcome	Indicator	Every Child Ready Standard(s)
5. The child demonstrates the understanding and function of both receptive and expressive vocabulary.	5.3 Demonstrates increasing abilities to understand and use language by the number, variety and complexity of words across varied purposes.² ²Part 2 of 2. Continued from page 3.	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. 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 Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on classroom reading and content.
6. The child communicates experiences, ideas, and feelings through speaking or American Sign Language (ASL).	6.1 Demonstrates the ability to effectively engage in a range of conversational skills in his or her home language (including ASL) for a variety of purposes relating to real experiences and different audiences.	LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence. 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.4.E Modifies conversations based on the context or listener.
7. The child engages in activities that promote the acquisition of foundational reading skills.	7.2 Demonstrates comprehension of a story "read aloud" by asking relevant questions and providing key details in literary texts.	LL-NC.1.AA Identifies characters in a simple story. LL-NC.1.A Identifies and describes the main character in a story. LL-NC.1.B Identifies the setting in a story. LL-NC.1.C Identifies and answers questions about events in a story. LL-NC.1.D Identifies the cause and effect relationship between events in a narrative story. LL-NC.1.E Identifies the problem, solution, and character motivation in narrative story. LL-NC.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.

DOMAIN 2: LITERACY

Outcome	Indicator	Rubric	Every Child Ready Standard(s)
7. The child engages in activities that promote the acquisition of foundational reading skills.	7.3 Demonstrates the knowledge to make sense of print.	7.3a Shows an understanding of the basic concepts of print.	LL-BK.3.AA Identifies familiar images or logos in environmental print. LL-BK.3.B Distinguishes between print and images in books and in the environment. LL-BK.2.AA Identifies a book and turns pages appropriately from right to left and may include multiple pages at one time. LL-BK.2.A Demonstrates understanding of proper book orientation by holding books right side up and turning one page at a time, starting from the first page. LL-BK.2.B Uses illustrations to tell a familiar story. LL-BK.2.C Uses illustrations to tell a familiar story with intonation and expression, using repeated phrases.
7. The child engages in activities that promote the acquisition of foundational reading skills.	7.3 Demonstrates the knowledge to make sense of print.	7.3b Understands that print carries meaning.	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. 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.
7. The child engages in activities that promote the acquisition of foundational reading skills.	7.4 Hears and discriminates the sounds of language in words to develop phonological awareness.	7.4a Recognizes and generates rhyming sounds in spoken language.	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.3.C Identifies if two words rhyme when given in a pair. For example, "My words are 'cat' and 'hat.' Do these two words rhyme? My words are 'cat' and 'pan.' Do these two words rhyme?" LL-PA.3.D Produces at least one real or nonsense rhyming word when given a pair of CVC words, like "cat" and "hat." LL-PA.3.E Identifies rhyming words from groups of two to three words when given one rhyming word.
7. The child engages in activities that promote the acquisition of foundational reading skills.	7.4 Hears and discriminates the sounds of language in words to develop phonological awareness.	7.4b Demonstrates understanding of spoken words, syllables and sounds (phonemes).³ ³Part 1 of 2. Continues on page 6.	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.

DOMAIN 2: LITERACY

Outcome	Indicator	Rubric	Every Child Ready Standard(s)
7. The child engages in activities that promote the acquisition of foundational reading skills.	7.4 Hears and discriminates the sounds of language in words to develop phonological awareness.	7.4b Demonstrates understanding of spoken words, syllables and sounds (phonemes).⁴ ⁴Part 2 of 2. Continued from page 5.	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.2.E Blends the syllables in four-syllable words. 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.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. LL-PA.6.E Segments three phonemes in familiar CVC words to identify the individual phonemes.
7. The child engages in activities that promote the acquisition of foundational reading skills.	7.5 Demonstrates an understanding of alphabet principle and word recognition skills.	7.5a Shows an understanding of alphabetic knowledge.	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. LL-AK.1.D Identifies up to 30 uppercase or lowercase letters. LL-AK.1.E Identifies all 26 uppercase and lowercase letters in random order. LL-AK.2.AA Produces the first letter sound in their name with teacher support. LL-AK.2.A Produces up to two letter sounds when shown uppercase or lowercase letters. LL-AK.2.B Produces up to five letter sounds when shown uppercase or lowercase letters. LL-AK.2.C Produces up to ten letter sounds when shown uppercase or lowercase letters. LL-AK.2.D Produces up to 15 letter sounds when shown uppercase or lowercase letters. LL-AK.2.E Produces up to 26 uppercase and lowercase letter sounds when shown letters in random order.

DOMAIN 2: LITERACY

Outcome	Indicator	Rubric	Every Child Ready Standard(s)
7. The child engages in activities that promote the acquisition of foundational reading skills.	7.5 Demonstrates an understanding of alphabet principle and word recognition skills.	7.5b Knows and applies letter-sound correspondence and beginning sound-recognition skills.	LL-PA.4.A Identifies the initial consonant sounds in familiar words (no blends and digraphs). LL-PA.4.B Identifies if a pair of given words have the same initial consonant sound with picture support (no blends or digraphs). LL-PA.4.C Produces words that have the same initial sound when given a consonant sound. LL-WR.6.C Writes the correct initial sound of a word. LL-WR.6.E Writes the correct initial, medial, and final sound when writing a CVC word.

DOMAIN 2: LITERACY

Outcome	Indicator	Every Child Ready Standard(s)
8. The child demonstrates that writing is a way of communicating for a variety of purposes.	8.3 Understands how to apply the early stages of drawing and writing to convey meaning.	LL-WR.4.AA Makes any mark on paper. LL-WR.4.A Scribbles and makes marks on page. These may be continuous lines or separate shapes. The shapes may include dots, circles, or lines. LL-WR.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. LL-WR.4.E Forms correct, intentional, and recognizable letters on the page when writing. 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.3.AA When asked to write their name, child 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, child writes letter-like forms. Child makes marks on page that look like conventional shapes or mock letters. LL-WR.3.B Writes at least one recognizable letter from their name. The letter may be backward, reversed, or poorly formed and recognized only in context. LL-WR.3.C Writes uppercase or lowercase letters that correspond to at least half of the letters in their name. Letters may be backward, reversed, or poorly formed and recognized only in context. LL-WR.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.

DOMAIN 3: MATHEMATICS

Outcome	Indicator	Every Child Ready Standard(s)
9. The child understands numbers, ways of representing numbers, and relationships between quantities and numerals.	9.1 Uses numbers and counting as means for solving problems and determine quantity.	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. M-NC.2.E Says numbers in order, matching each number word to each object when counting from 1–15. 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 3: MATHEMATICS

Outcome	Indicator	Rubric	Every Child Ready Standard(s)
9. The child understands numbers, ways of representing numbers, and relationships between quantities and numerals.	9.3 Progresses in understanding of number words and numeral recognition skills.	9.3a Rote count in sequence.	M-NC.1.A Says number words in order from 1–3 from memory. M-NC.1.B Says number words in order from 1–5 from memory. M-NC.1.C Says number words in order from 1–7 from memory. M-NC.1.D Says number words in order from 1–10 from memory. M-NC.1.E Says number words in order from 1–20 from memory.
9. The child understands numbers, ways of representing numbers, and relationships between quantities and numerals.	9.3 Progresses in understanding of number words and numeral recognition skills.	9.3b Names and identifies written numerals.	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. M-NC.5.E Says the names of numerals 0–20 shown in random order.

DOMAIN 3: MATHEMATICS

Outcome	Indicator	Every Child Ready Standard(s)
10. The child demonstrates understanding of geometrical and spatial concepts.	10.1 Recognizes, names, describes, compares, and creates familiar shapes.	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.1.E Verbally or nonverbally identifies three-dimensional shapes (sphere, cone, cylinder, cube). 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. 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.
11. The child demonstrates an understanding of nonstandard units to measure and make comparisons.	11.3 Demonstrates emerging knowledge of measurement.	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?"
12. The child demonstrates the ability to investigate, organize, and create representations.	12.1 Sorts, classifies, and groups materials by one or more attributes.	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 regroups according to a different attribute. 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.

DOMAIN 4: AESTHETIC CREATIVITY

Outcome	Indicator	Every Child Ready Standard(s)
13. The child demonstrates appreciation for the arts (movement, music, visual, and dramatic).	13.1 Communicates ideas and/or feelings through creative activities (for example, making up a song, acting out a story, creating a piece of art work or a set of movements).	C-ARTS.1.AA Moves body spontaneously to music. C-ARTS.1.C Creates short dances or movement sequences. 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.2.C Collaborates with peers to create original scenarios and settings and assigns appropriate roles for 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.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.4.A Participates in a variety of music activities with different tempos, genres, and rhythms. C-ARTS.4.D Uses their voice or an instrument to express themselves and copy simple tempos.

DOMAIN 5: SCIENTIFIC CONCEPTUAL UNDERSTANDINGS

Outcome	Indicator	Every Child Ready Standard(s)
14. The child uses a process of inquiry to investigate the physical and natural worlds and to hypothesize and make predictions.	14.1 Uses senses to investigate characteristics and behaviors in the physical and natural worlds and begins to form explanations of observations and explorations.	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-LES.1.AA Notices and looks at the natural world around them. 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-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.3.B Recognizes and explores water in its liquid, solid, and gas forms. SC-SP.2.A Participates in simple explorations and experiments based on a teacher-led inquiry and prior knowledge. SC-SP.1.A With teacher guidance, participates in activities to formulate simple science-oriented questions based on observations. SC-SP.3.C Draws conclusions on prior knowledge and recorded information.

DOMAIN 5: SCIENTIFIC CONCEPTUAL UNDERSTANDINGS

Outcome	Indicator	Every Child Ready Standard(s)
14. The child uses a process of inquiry to investigate the physical and natural worlds and to hypothesize and make predictions.	14.3 Makes predictions and forms hypothesis.	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.
16. The child acquires scientific knowledge related to earth science.	16.1 Investigates, compares, and contrasts seasonal and weather changes in the immediate environment.	SC-LES.2.AA Uses senses to observe and respond to changes in the weather. SC-LES.2.A Identifies different types of weather, such as sunny, rainy, cloudy, or snowy. SC-LES.2.B Identifies seasons and observes and describes patterns and changes in the weather. SC-LES.2.C Compares and contrasts the different seasons. SC-LES.2.D Discusses the effects of changes in weather, such as growing different crops or wearing different clothing. SC-LES.1.AA Notices and looks at the natural world around them. SC-LES.1.A Identifies different elements of nature, such as rocks, water, air and leaves.

DOMAIN 6: SELF, FAMILY, AND COMMUNITY

Outcome	Indicator	Every Child Ready Standard(s)
18. The child develops self control.	18.1 Adapts behavior to fill different situations (for example, accepts transitions, follows daily routines, and/or incorporates cultural expectations).	ATL.5.A Transitions between activities that are part of the routine school day with adult reminders. ATL.5.B Shifts between tasks or activities, including ending preferred activities, with adult support. ATL.5.C Adjusts to changes in the environment or schedule with adult guidance and advance warning. ATL.5.D With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error). ATL.5.E Adapts to new rules or circumstances in an age-appropriate game or activity. ATL.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.D Independently completes simple assignment or task despite normal classroom environment distractions. ATL.7.E Regulates impulses to complete tasks and engages in goal-directed behavior.

DOMAIN 6: SELF, FAMILY, AND COMMUNITY

Outcome	Indicator	Every Child Ready Standard(s)
19. The child demonstrates personal responsibility.	19.1 Cares for personal and group possessions.	ATL.9.B Identifies and anticipates materials and expectations needed for everyday and routine activities. 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. 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.
20. The child works cooperatively with other children and adults.	20.1 Plays and interacts with various children, sharing experiences and ideas with others.	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. ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play). ATL.2.B Plays, works on tasks, or participates in activities with peers with adult prompts (associative play). ATL.2.C Makes cooperative decisions with peers based on adult provided choices (associative play). ATL.2.E Establishes rules with peers during play or structured activities (cooperative play). C-ARTS.2.C Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play. C-ARTS.2.D Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play. C-ARTS.2.E Continues an originally created scenario over the course of several play periods. Collaborates with others to carry out dramatic play and assumed roles.
20. The child works cooperatively with other children and adults.	20.2 Uses and accepts negotiation, compromise, and discussion to resolve conflicts.	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 6: SELF, FAMILY, AND COMMUNITY

Outcome	Indicator	Every Child Ready Standard(s)
21. The child develops relationships of mutual trust and respect with others.	21.2 Accepts guidance from a variety of appropriate adults and seeks their support when needed.	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.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.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.

DOMAIN 7: APPROACHES TO LEARNING

Outcome	Indicator	Every Child Ready Standard(s)
24. The child takes initiative.	24.2 Develops increasing independence during activities, routines, and play.	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.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. C-ARTS.1.D Leads dances or movement sequences and demonstrates them to others. C-ARTS.2.D Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic 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).
25. The child exhibits imagination and creativity.	25.3 Role-plays to express feelings to dramatize stories, to try out social behaviors observed in adults, and reenact real-life roles and experiences.	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.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 7: APPROACHES TO LEARNING

Outcome	Indicator	Every Child Ready Standard(s)
27. The child displays persistence and pursues challenges.	27.1 Focuses and completes a variety of tasks, activities, projects, and experiences.	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.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.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.

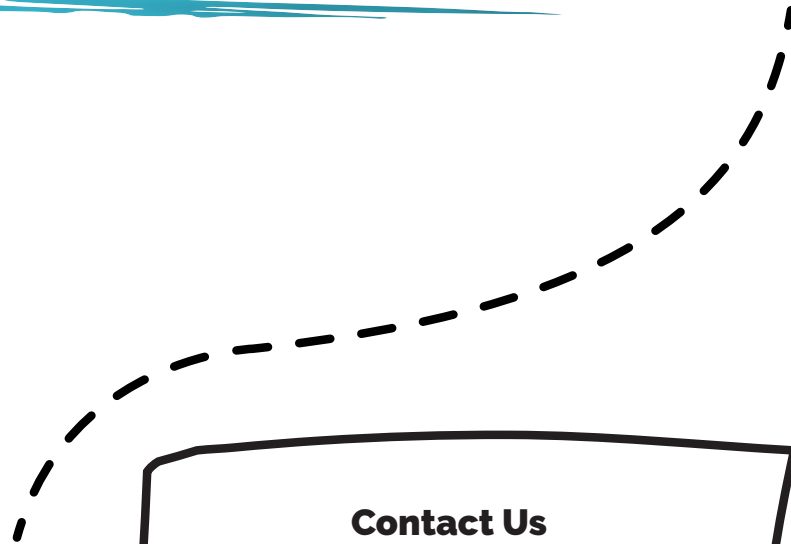
[illegible]A grid of dots with a stylized sun in the top right corner. The sun is drawn with a simple black outline and several short lines radiating from it to represent rays. The grid consists of small, evenly spaced dots arranged in a rectangular pattern.



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