

Every Child Ready Standards & New York Early Learning Standards and NYSED Next Generation Standards Alignment



Every Child Ready Standards & New York Early Learning Standards and NYSED Next Generation Standards Alignment



DOMAIN: APPROACHES TO LEARNING

SUBDOMAIN: PLAY AND ENGAGEMENT IN LEARNING

Reference Code and Learning Standard	Indicators	Every Child Ready Standard(s)
PK.AL.1 Actively engages in play as a means of exploration and learning	<p>a. Interacts with a variety of materials and peers through play</p>	<p>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.2.A Engages in activities next to peers using shared materials (parallel play). ATL.2.B Plays, works on tasks, or participates in activities with peers with adult prompts (associative play). ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play). ATL.8.AA Self-selects toy, activity, or Center to engage in when provided with choices. ATL.1.AA Engages in exploratory or sensory play. SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment.</p>
PK.AL.1 Actively engages in play as a means of exploration and learning	<p>b. Participates in multiple play activities with same material</p>	<p>ATL.1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play). ATL.3.AA Exhibits curiosity and interest in activities and materials. Repeats preferred activities. ATL.8.AA Self-selects toy, activity, or Center to engage in when provided with choices. C-ARTS.2.E Continues an originally created scenario over the course of several play periods. Collaborates with others to carry out dramatic play and assumed roles.</p>
PK.AL.1 Actively engages in play as a means of exploration and learning	<p>c. Engages in pretend and imaginative play – testing theories, acting out imagination</p>	<p>ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work. ATL.1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play). ATL.8.D Creates and follows through with simple plans independently. ATL.8.AA Self-selects toy, activity, or Center to engage in when provided with choices. C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.</p>
PK.AL.1 Actively engages in play as a means of exploration and learning	<p>d. Self-selects play activity and demonstrates spontaneity</p>	<p>ATL.8.AA Self-selects toy, activity, or Center to engage in when provided with choices. ATL.8.D Creates and follows through with simple plans independently. ATL.3.AA Exhibits curiosity and interest in activities and materials. Repeats preferred activities. SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment.</p>
PK.AL.1 Actively engages in play as a means of exploration and learning	<p>e. Uses "trial and error" method to figure out a task, problem, etc.</p>	<p>ATL.5.D With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error). ATL.4.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.8.D Creates and follows through with simple plans independently. ATL.3.C Asks questions and seeks clarity after attempting a challenging task. ATL.3.D Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed. ATL.3.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance.</p>

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PK.AL.1 Actively engages in play as a means of exploration and learning	f. Demonstrates awareness of connections between prior and new knowledge	<p>ATL.9.C Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and wants to return, or fell on the slide yesterday, so exercises caution today).</p> <p>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).</p> <p>ATL.9.E Independently applies higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization).</p> <p>LL-NC.5.C Makes connections between own experiences, background knowledge, and information presented in an informational text.</p> <p>SOC.5.C Begins to use knowledge of past and present experiences to make predictions about the future.</p> <p>SOC.5.E Begins to connect past and present experiences and describes events that have happened or will happen in the future.</p> <p>ATL.9.A Recalls one to two pieces of new and relevant information about their lived experiences (e.g., shares two things they did that day, recalls two toys that were in the Dramatic Play Center).</p>
PK.AL.2 Actively engages in problem solving	a. Identifies a problem and tries to solve it independently	<p>SE.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.</p> <p>SE.7.C When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise).</p> <p>SE.7.D With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise).</p> <p>SE.7.E Independently suggests and chooses an adult-provided solution to a personal challenge or challenge with others (e.g. ask for help, compromise). Supports peers by suggesting solutions.</p> <p>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).</p>
PK.AL.2 Actively engages in problem solving	b. Attempts multiple ways to solve a problem	<p>ATL.3.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance.</p> <p>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).</p> <p>ATL.4.E Assesses tasks and makes adjustments to strategies for updates or revisions.</p>
PK.AL.2 Actively engages in problem solving	c. Communicates more than one solution to a problem	<p>SE.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.</p> <p>SE.7.C When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise).</p> <p>SE.7.D With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise).</p> <p>SE.7.E Independently suggests and chooses an adult-provided solution to a personal challenge or challenge with others (e.g. ask for help, compromise). Supports peers by suggesting solutions.</p> <p>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).</p> <p>ATL.4.E Assesses tasks and makes adjustments to strategies for updates or revisions.</p>

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PK.AL.2 Actively engages in problem solving	d. Engages with peers and adults to solve problems	<p>SE.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.</p> <p>SE.7.C When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise).</p> <p>SE.7.D With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise).</p> <p>SE.7.E Independently suggests and chooses an adult-provided solution to a personal challenge or challenge with others (e.g. ask for help, compromise). Supports peers by suggesting solutions.</p>

DOMAIN: APPROACHES TO LEARNING

SUBDOMAIN: CREATIVITY AND IMAGINATION

Reference Code and Learning Standard	Indicators	Every Child Ready Standard(s)
PK.AL.3. Approaches tasks and problems with creativity, imagination and/or willingness to try new experiences	a. Uses materials/props in novel ways to represent ideas, characters and objects	<p>C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.</p> <p>ATL.1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play).</p>
PK.AL.3. Approaches tasks and problems with creativity, imagination and/or willingness to try new experiences	b. Identifies new or additional materials to complete a task	<p>ATL.9.B Identifies and anticipates materials and expectations needed for everyday and routine activities.</p> <p>ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work.</p> <p>ATL.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).</p> <p>ATL.5.E Adapts to new rules or circumstances in an age-appropriate game or activity.</p>
PK.AL.3. Approaches tasks and problems with creativity, imagination and/or willingness to try new experiences	c. Experiments to further knowledge	<p>ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work.</p> <p>SC-SP2.AA Uses senses and tools to explore and manipulate objects and materials in the environment.</p> <p>SC-SP2.A Participates in simple explorations and experiments based on a teacher-led inquiry and prior knowledge.</p> <p>SC-SP2.B Participates in teacher-led explorations and experiments and uses prior knowledge to make predictions.</p> <p>SC-SP2.C With teacher guidance, begins to hypothesize before teacher-led experiments.</p> <p>SC-SP2.D Makes hypotheses, and tests their hypotheses through experimentation.</p>

DOMAIN: APPROACHES TO LEARNING

SUBDOMAIN: CREATIVITY AND IMAGINATION

Reference Code and Learning Standard	Indicators	Every Child Ready Standard(s)
PK.AL.3. Approaches tasks and problems with creativity, imagination and/or willingness to try new experiences	d. Seeks additional clarity to further understanding	ATL.3.C Asks questions and seeks clarity after attempting a challenging task. SE.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges. ATL.3.D Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed.
PK.AL.3. Approaches tasks and problems with creativity, imagination and/or willingness to try new experiences	e. Demonstrates innovative thinking	ATL.3.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance. ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work. ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own.

DOMAIN: APPROACHES TO LEARNING

SUBDOMAIN: CURIOSITY AND INITIATIVE

Reference Code and Learning Standard	Indicators	Every Child Ready Standard(s)
PK.AL.4. Exhibits curiosity, interest, and willingness to learn new things and have new experiences	a. Asks questions using who, what, how, why, when, where, what if	LL-LC.2.D Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic. SC-SP.1.A With teacher guidance, participates in activities to formulate simple science-oriented questions based on observations. LL-LC.2.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information. 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.
PK.AL.4. Exhibits curiosity, interest, and willingness to learn new things and have new experiences	b. Expresses an interest in learning about and discussing a growing range of ideas	ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own. 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.
PK.AL.4. Exhibits curiosity, interest, and willingness to learn new things and have new experiences	c. Actively explores how things in the world work	ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work. SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment.

DOMAIN: APPROACHES TO LEARNING

SUBDOMAIN: CURIOSITY AND INITIATIVE

Reference Code and Learning Standard	Indicators	Every Child Ready Standard(s)
PK.AL.4. Exhibits curiosity, interest, and willingness to learn new things and have new experiences	d. Investigates areas of interest	ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own. ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work. ATL.3.AA Exhibits curiosity and interest in activities and materials. Repeats preferred activities.
PK.AL.4. Exhibits curiosity, interest, and willingness to learn new things and have new experiences	e. Takes objects and materials apart and attempts to reassemble them (e.g., puzzles, models, nuts and bolts)	ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work. SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment.
PK.AL.4. Exhibits curiosity, interest, and willingness to learn new things and have new experiences	f. Willingly engages in new experiences and activities	ATL.1.AA Engages in exploratory or sensory play. ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own. ATL.3.AA Exhibits curiosity and interest in activities and materials. Repeats preferred activities.

DOMAIN: APPROACHES TO LEARNING

SUBDOMAIN: PERSISTENCE

Reference Code and Learning Standard	Indicators	Every Child Ready Standard(s)
PK.AL.5. Demonstrates persistence.	a. Maintains focus on a task	ATL.6.A Sustains interest in a preferred task for a brief amount of time (5–10 minutes). ATL.6.B Sustains attention in an assigned task for a brief amount of time (5–10 minutes). ATL.6.C Attends to entirety of a short engaging lesson or teacher-led activity (10–15 minutes). ATL.6.D Refocuses attention to independent or group activity after minor distraction. ATL.6.E Attends to activities or peer engagement for extended periods of time (30+ minutes).
PK.AL.5. Demonstrates persistence.	b. Seeks assistance when the next step seems unclear or appears too difficult	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. SE.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.
PK.AL.5. Demonstrates persistence.	c. Modifies strategies used to complete a task	ATL.3.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance. 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).

DOMAIN: PHYSICAL DEVELOPMENT AND HEALTH

SUBDOMAIN: PHYSICAL DEVELOPMENT

Reference Code and Learning Standard	Indicators	Every Child Ready Standard(s)
PK.PDH.1. Uses senses to assist and guide learning.	a. Identifies sights, smells, sounds, tastes and textures	<p>SC-P.1.A Uses senses to identify physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.</p> <p>SC-P.1.B Use senses to observe and describe some physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.</p> <p>PD.5.AA Uses senses to experience a variety of food during mealtimes.</p> <p>SC-P.1.AA Uses senses to explore the colors and textures of materials and objects in the environment.</p> <p>SC-SP.1.AA Uses senses to observe the environment.</p> <p>SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment.</p>
PK.PDH.1. Uses senses to assist and guide learning.	b. Compares and contrasts different sights, smells, sounds, tastes, and textures	<p>SC-P.1.B Use senses to observe and describe some physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.</p> <p>PD.5.AA Uses senses to experience a variety of food during mealtimes.</p> <p>SC-P.1.AA Uses senses to explore the colors and textures of materials and objects in the environment.</p> <p>SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment.</p>
PK.PDH.1. Uses senses to assist and guide learning.	c. Communicates to discuss sights, smells, sounds, tastes, and textures	<p>SC-P.1.A Uses senses to identify physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.</p> <p>SC-P.1.B Use senses to observe and describe some physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.</p> <p>PD.5.AA Uses senses to experience a variety of food during mealtimes.</p> <p>SC-P.1.AA Uses senses to explore the colors and textures of materials and objects in the environment.</p> <p>SC-SP.1.AA Uses senses to observe the environment.</p> <p>SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment.</p>
PK.PDH.2. Uses sensory information to plan and carry out movements	a. Demonstrates appropriate body awareness when moving in different spaces (i.e., aware of their own body)	<p>PD.1.AA Sits down and stands up with control. Moves body in a variety of ways such as walking, running, and galloping. Walks up and down the stairs with assistance. Throws balls and attempts to kick balls.</p> <p>PD.1.A Begins to develop balance and coordination in gross motor movements such as moving arms and legs together to climb, push, or pull. Jumps with two feet.</p>

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PK.PDH.2. Uses sensory information to plan and carry out movements	<p>b. Exhibits appropriate body movements when carrying out a task</p>	<p>PD.2.AA Uses two hands to hold containers. Stacks objects such as blocks with coordination.</p> <p>PD.2.A Uses hands and fingers to complete a variety of tasks, such as opening drawers and cabinets.</p> <p>PD.2.B Uses hands, wrists, and fingers to complete a variety of tasks such as pouring, scooping, opening lids to easy-to-open jars, and simple puzzles.</p> <p>PD.2.C Begins to use refined hand movements such as using blunt scissors, buttoning large buttons, and connecting small toys, such as linking cubes or blocks.</p> <p>PD.2.D Demonstrates controlled fine motor movements in a variety of ways such as cutting along lines with accuracy.</p> <p>PD.2.E Uses precise hand movements to complete a variety of activities such as building using small blocks, completing lacing cards, and cutting out simple shapes with accuracy.</p> <p>PD.1.A Begins to develop balance and coordination in gross motor movements such as moving arms and legs together to climb, push, or pull. Jumps with two feet.</p> <p>PD.1.B Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet.</p> <p>PD.6.A With teacher guidance, follows safety procedures.</p> <p>PD.6.B Demonstrates understanding of safety procedures and begins to initiate.</p> <p>PD.6.C Independently follows safety procedures.</p>
PK.PDH.2. Uses sensory information to plan and carry out movements	<p>c. Demonstrates awareness of spatial boundaries and the ability to work within them (i.e., aware of the things around them)</p>	<p>PD.1.E Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target.</p> <p>PD.6.A With teacher guidance, follows safety procedures.</p> <p>PD.6.B Demonstrates understanding of safety procedures and begins to initiate.</p> <p>PD.6.C Independently follows safety procedures.</p>
PK.PDH.3. Demonstrates coordination and control of large muscles	<p>a. Displays an upright posture when standing or seated</p>	<p>PD.1.AA Sits down and stands up with control. Moves body in a variety of ways such as walking, running, and galloping. Walks up and down the stairs with assistance. Throws balls and attempts to kick balls.</p>
PK.PDH.3. Demonstrates coordination and control of large muscles	<p>b. Maintains balance during sitting, standing, and movement activities</p>	<p>PD.1.A Begins to develop balance and coordination in gross motor movements such as moving arms and legs together to climb, push, or pull. Jumps with two feet.</p> <p>PD.1.B Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet.</p> <p>PD.1.E Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target.</p>

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SUBDOMAIN: PHYSICAL DEVELOPMENT

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PK.PDH.3. Demonstrates coordination and control of large muscles	c. Runs, jumps, walks in a straight line, and hops on one foot	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.
PK.PDH.3. Demonstrates coordination and control of large muscles	d. Navigates stairs using alternating feet	PD.1.AA Sits down and stands up with control. Moves body in a variety of ways such as walking, running, and galloping. Walks up and down the stairs with assistance. Throws balls and attempts to kick balls. PD.1.B Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet.
PK.PDH.3. Demonstrates coordination and control of large muscles	e. Puts on age appropriate clothing items, such as shirts, jackets, pants, shoes, etc	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.
PK.PDH.4. Combines a sequence of large motor skills with and without the use of equipment	a. Navigates age appropriate playground equipment	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.
PK.PDH.4. Combines a sequence of large motor skills with and without the use of equipment	b. Explores, practices, and performs skill sets (e.g., throwing, pushing, pulling, catching, balancing, etc.)	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.

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PK.PDH.4. Combines a sequence of large motor skills with and without the use of equipment	c. Participates in a series of large motor movements or activities (e.g., dancing, pedaling, following the leader, participating in games/sports)	<p>PD.1.D Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements.</p> <p>PD.1.E Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target.</p> <p>C-ARTS.1.AA Moves body spontaneously to music.</p> <p>C-ARTS.1.A Participates in guided movement activities by copying dances and movements introduced by others.</p> <p>C-ARTS.1.B Recalls short, simple dances and movement sequences previously introduced by others.</p> <p>C-ARTS.1.C Creates short dances or movement sequences.</p> <p>C-ARTS.1.D Leads dances or movement sequences and demonstrates them to others.</p> <p>C-ARTS.1.E Creates and leads dances or movement sequences and begins to synchronize music with movement.</p>
PK.PDH.5. Demonstrates eye-hand coordination and fine motor skills	a. Demonstrates ability to use fine motor skills (e.g., engages in finger plays, uses materials such as pencils, paint brushes, eating utensils and blunt scissors effectively)	<p>PD.2.AA Uses two hands to hold containers. Stacks objects such as blocks with coordination.</p> <p>PD.2.A Uses hands and fingers to complete a variety of tasks, such as opening drawers and cabinets.</p> <p>PD.2.B Uses hands, wrists, and fingers to complete a variety of tasks such as pouring, scooping, opening lids to easy-to-open jars, and simple puzzles.</p> <p>PD.2.C Begins to use refined hand movements such as using blunt scissors, buttoning large buttons, and connecting small toys, such as linking cubes or blocks.</p> <p>PD.2.D Demonstrates controlled fine motor movements in a variety of ways such as cutting along lines with accuracy.</p> <p>PD.2.E Uses precise hand movements to complete a variety of activities such as building using small blocks, completing lacing cards, and cutting out simple shapes with accuracy.</p>
PK.PDH.5. Demonstrates eye-hand coordination and fine motor skills	b. Manipulates small objects with ease (e.g., fits objects into holes, strings wooden beads, stacks mini blocks, uses geo boards, etc.)	<p>PD.2.C Begins to use refined hand movements such as using blunt scissors, buttoning large buttons, and connecting small toys, such as linking cubes or blocks.</p> <p>PD.2.E Uses precise hand movements to complete a variety of activities such as building using small blocks, completing lacing cards, and cutting out simple shapes with accuracy.</p>
PK.PDH.5. Demonstrates eye-hand coordination and fine motor skills	c. Uses buttons, zippers, snaps, hooks, and tape successfully	<p>PD.2.C Begins to use refined hand movements such as using blunt scissors, buttoning large buttons, and connecting small toys, such as linking cubes or blocks.</p> <p>PD.2.E Uses precise hand movements to complete a variety of activities such as building using small blocks, completing lacing cards, and cutting out simple shapes with accuracy.</p>

DOMAIN: PHYSICAL DEVELOPMENT AND HEALTH

SUBDOMAIN: PHYSICAL FITNESS

Reference Code and Learning Standard	Indicators	Every Child Ready Standard(s)
PK.PDH.6. Engages in a variety of physical fitness activities	<p>a. Engages in rigorous large motor activities (e.g., marching, hopping, running, jumping, dancing) in increasingly longer periods of time as skill and endurance develops</p>	<p>PD.1.AA Sits down and stands up with control. Moves body in a variety of ways such as walking, running, and galloping. Walks up and down the stairs with assistance. Throws balls and attempts to kick balls.</p> <p>PD.1.A Begins to develop balance and coordination in gross motor movements such as moving arms and legs together to climb, push, or pull. Jumps with two feet.</p> <p>PD.1.B Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet.</p> <p>PD.1.D Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements.</p> <p>PD.1.E Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target.</p> <p>C-ARTS.1.AA Moves body spontaneously to music.</p> <p>C-ARTS.1.A Participates in guided movement activities by copying dances and movements introduced by others.</p> <p>C-ARTS.1.B Recalls short, simple dances and movement sequences previously introduced by others.</p> <p>C-ARTS.1.C Creates short dances or movement sequences.</p> <p>C-ARTS.1.D Leads dances or movement sequences and demonstrates them to others.</p> <p>C-ARTS.1.E Creates and leads dances or movement sequences and begins to synchronize music with movement.</p> <p>ATL.6.E Attends to activities or peer engagement for extended periods of time (30+ minutes).</p>
PK.PDH.6. Engages in a variety of physical fitness activities	<p>b. Participates in activities designed to strengthen major muscle groups</p>	<p>PD.1.A Begins to develop balance and coordination in gross motor movements such as moving arms and legs together to climb, push, or pull. Jumps with two feet.</p> <p>PD.1.B Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet.</p> <p>PD.1.D Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements.</p> <p>PD.1.E Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target.</p> <p>PD.1.C Begins to coordinate upper and lower body, such as when riding a scooter or pedaling a bicycle or tricycle. Kicks and throws forward toward another person or target.</p>
PK.PDH.6. Engages in a variety of physical fitness activities	<p>c. Participates in activities to promote balance and flexibility</p>	<p>PD.1.B Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet.</p> <p>PD.1.E Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target.</p>

DOMAIN: PHYSICAL DEVELOPMENT AND HEALTH

SUBDOMAIN: PHYSICAL HEALTH AND WELL-BEING

Reference Code and Learning Standard	Indicators	Every Child Ready Standard(s)
PK.PDH.7. Demonstrates personal care and hygiene skills	a. Demonstrates growing independence in using personal hygiene skills (e.g., washing hands, brushing teeth, toileting, etc.)	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.
PK.PDH.7. Demonstrates personal care and hygiene skills	b. Exhibits self-help skills when dressing, cleaning up, participating in meals, etc.	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.
PK.PDH.7. Demonstrates personal care and hygiene skills	c. Recognizes and communicates the need to use the restroom or when experiencing symptoms of hunger or illness	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. SOC.3.AA Verbally or nonverbally expresses wants and needs with simple phrases or gestures.
PK.PDH.8. Demonstrates awareness and understanding of healthy habits.	a. Recognizes the importance of good nutrition, water, rest and sleep to be healthy	PD.4.E Understands and describes the importance of self-care and hygiene routines. PD.5.C Begins to understand how eating a variety of foods and proper hydration helps the body grow and be healthy. PD.5.E Understands and describes different foods and how they give our bodies nutrients and energy.
PK.PDH.8. Demonstrates awareness and understanding of healthy habits.	b. Demonstrates ways to self-soothe during times of stress	SE.2.A Coregulates emotion with one-on-one adult support. SE.2.B Accepts offers of adult assistance to engage in coregulation. SE.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult. SE.2.D Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance. SE.2.E Supports peers in regulating their emotions through coregulation. Seeks and accepts coregulation assistance when needed.
PK.PDH.8. Demonstrates awareness and understanding of healthy habits.	c. Talks about food choices in relationship to personal allergies and overall health	PD.5.B Demonstrates understanding of types of foods and preferences. PD.5.A Recognizes and identifies a variety of different foods. PD.5.C Begins to understand how eating a variety of foods and proper hydration helps the body grow and be healthy.
PK.PDH.8. Demonstrates awareness and understanding of healthy habits.	d. Relates healthy behaviors to good personal health (e.g., eating a balanced diet, exercising)	PD.4.E Understands and describes the importance of self-care and hygiene routines. PD.5.C Begins to understand how eating a variety of foods and proper hydration helps the body grow and be healthy. PD.5.E Understands and describes different foods and how they give our bodies nutrients and energy. PD.6.D Understands and describes the importance of safety procedures.



DOMAIN: PHYSICAL DEVELOPMENT AND HEALTH

SUBDOMAIN: PHYSICAL SAFETY

Reference Code and Learning Standard	Indicators	Every Child Ready Standard(s)
PK.PDH.9. Demonstrates awareness and understanding of safety rules	a. Verbalizes and demonstrates safety rules (e.g., bus safety, holding an adult's hand when walking on sidewalks or near a street)	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.
PK.PDH.9. Demonstrates awareness and understanding of safety rules	b. Understands and communicates that some practices could be unsafe (e.g., playing with matches, playing near a busy street, not wearing a bike helmet)	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. PD.6.B Demonstrates understanding of safety procedures and begins to initiate. PD.6.C Independently follows safety procedures.
PK.PDH.9. Demonstrates awareness and understanding of safety rules	c. Participates in fire evacuation drills, understands what the alarm bell is and the need to go to a safe location, etc.	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.
PK.PDH.9. Demonstrates awareness and understanding of safety rules	d. Explains how to get help in emergency situations (e.g., communicates their guardian's name and phone number)	PD.6.E Understands and describes how to get help when there are unsafe objects, substances, or behaviors. PD.6.D Understands and describes the importance of safety procedures.

DOMAIN: SOCIAL AND EMOTIONAL LEARNING

SUBDOMAIN: SELF-AWARENESS AND SELF-MANAGEMENT SKILLS

Reference Code and Learning Standard	Indicators	Every Child Ready Standard(s)
PK.SEL.1. Regulates responses to needs, feelings and events	a. Expresses feelings, needs, opinions and desires in a way that is appropriate to the situation	SE.1.AA Verbally or nonverbally expresses basic emotions, such as happy, angry, and sad, while an adult adds emotion labels to that expression. SE.1.A Verbally or nonverbally expresses basic emotions, such as happy, surprised, angry, scared, frustration, and sad, while an adult adds emotion labels to that expression. SE.1.B With adult modeling and visual supports, verbally or nonverbally identifies and labels emotions such as happiness, surprise, anger, fear, and sadness in self. SE.1.C With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations. SE.1.D Independently verbally or nonverbally names and describes their own emotions. SOC.3.AA Verbally or nonverbally expresses wants and needs with simple phrases or gestures. SOC.2.D Recognizes that people have different thoughts and opinions within a community.

DOMAIN: SOCIAL AND EMOTIONAL LEARNING

SUBDOMAIN: SELF-AWARENESS AND SELF-MANAGEMENT SKILLS

Reference Code and Learning Standard	Indicators	Every Child Ready Standard(s)
PK.SEL.1. Regulates responses to needs, feelings and events	<p>b. Appropriately names types of emotions (e.g., happy, excited, sad) and associates them with different words and behaviors</p>	<p>SE.1.B With adult modeling and visual supports, verbally or nonverbally identifies and labels emotions such as happiness, surprise, anger, fear, and sadness in self.</p> <p>SE.1.C With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations.</p> <p>SE.1.C With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations.</p> <p>SE.1.D Independently verbally or nonverbally names and describes their own emotions.</p> <p>SE.1.E Identifies that they can have different emotions about the same s</p>
PK.SEL.1. Regulates responses to needs, feelings and events	<p>c. Demonstrates an ability to independently modify behavior in different situations</p>	<p>ATL.5.E Adapts to new rules or circumstances in an age-appropriate game or activity.</p> <p>SE.2.D Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance.</p> <p>SE.2.E Supports peers in regulating their emotions through coregulation. Seeks and accepts coregulation assistance when needed.</p> <p>ATL.5.C Adjusts to changes in the environment or schedule with adult guidance and advance warning.</p> <p>ATL.5.B Shifts between tasks or activities, including ending preferred activities, with adult support.</p> <p>ATL.7.E Regulates impulses to complete tasks and engages in goal-directed behavior.</p>
PK.SEL.2. Recognizes self as an individual having unique abilities, characteristics, feelings and interests	<p>a. Describes self, using several different characteristics</p>	<p>SE.3.A With adult support, verbally or nonverbally identifies something about themselves.</p> <p>SE.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.</p> <p>SE.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence.</p> <p>SE.3.D Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.</p>
PK.SEL.2. Recognizes self as an individual having unique abilities, characteristics, feelings and interests	<p>b. Identifies self as being part of a family and Identifies being connected to at least one significant adult</p>	<p>SOC.1.AA Identifies and recognizes self and family members.</p> <p>SOC.1.A Understands family relationships in relation to self.</p> <p>SE.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.</p> <p>SE.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence.</p>

DOMAIN: SOCIAL AND EMOTIONAL LEARNING

SUBDOMAIN: SELF-AWARENESS AND SELF-MANAGEMENT SKILLS

Reference Code and Learning Standard	Indicators	Every Child Ready Standard(s)
PK.SEL.2. Recognizes self as an individual having unique abilities, characteristics, feelings and interests	c. Demonstrates knowledge of own uniqueness (e.g., talent, interests, preferences, gender, culture, etc.)	<p>SE.3.A With adult support, verbally or nonverbally identifies something about themselves.</p> <p>SE.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.</p> <p>SE.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence.</p> <p>SE.3.D Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.</p> <p>SOC.1.D Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations.</p> <p>SE.4.B With adult prompts, compares their own characteristics and emotions to those of others.</p> <p>PD.5.B Demonstrates understanding of types of foods and preferences.</p> <p>LL-BK.1.B Selects and requests that a favorite or familiar book be read by an adult.</p>
PK.SEL.2. Recognizes self as an individual having unique abilities, characteristics, feelings and interests	d. Exhibits self-confidence by attempting new tasks independent of prompting or reinforcement	<p>SE.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence.</p> <p>SE.3.D Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.</p> <p>SE.3.E Demonstrates strong self-confidence through words or actions including sharing pride and celebrating others in relation to self, family, community, or culture.</p> <p>ATL.3.AA Exhibits curiosity and interest in activities and materials. Repeats preferred activities.</p> <p>ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own.</p> <p>SE.6.E Seeks out opportunities to complete age-appropriate tasks independently.</p> <p>ATL.8.E Creates and follows through with simple plans independently.</p> <p>ATL.8.AA Self-selects toy, activity, or Center to engage in when provided with choices.</p> <p>ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own.</p> <p>ATL.3.D Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed.</p> <p>ATL.3.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance.</p>

DOMAIN: SOCIAL AND EMOTIONAL LEARNING

SUBDOMAIN: SELF-AWARENESS AND SELF-MANAGEMENT SKILLS

Reference Code and Learning Standard	Indicators	Every Child Ready Standard(s)
PK.SEL.2. Recognizes self as an individual having unique abilities, characteristics, feelings and interests	<p>e. Identifies the range of feelings one experiences over time and that feelings can change</p>	<p>SE.1.AA Verbally or nonverbally expresses basic emotions, such as happy, angry, and sad, while an adult adds emotion labels to that expression.</p> <p>SE.1.A Verbally or nonverbally expresses basic emotions, such as happy, surprised, angry, scared, frustration, and sad, while an adult adds emotion labels to that expression.</p> <p>SE.1.B With adult modeling and visual supports, verbally or nonverbally identifies and labels emotions such as happiness, surprise, anger, fear, and sadness in self.</p> <p>SE.1.C With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations.</p> <p>SE.1.D Independently verbally or nonverbally names and describes their own emotions.</p> <p>SE.1.E Identifies that they can have different emotions about the same situation.</p> <p>SE.4.A With adult modeling and one-on-one support, verbally or nonverbally names observable emotions and experiences of others.</p> <p>SE.4.B With adult prompts, compares their own characteristics and emotions to those of others.</p> <p>SE.4.C With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations.</p> <p>SE.4.D With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others.</p>
PK.SEL.2. Recognizes self as an individual having unique abilities, characteristics, feelings and interests	<p>f. Identifies likes and dislikes, needs and wants, strengths and challenges</p>	<p>SOC.3.AA Verbally or nonverbally expresses wants and needs with simple phrases or gestures.</p> <p>PD.5.B Demonstrates understanding of types of foods and preferences.</p> <p>SE.3.A With adult support, verbally or nonverbally identifies something about themselves.</p> <p>SE.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.</p> <p>SE.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence.</p> <p>SE.3.D Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.</p> <p>SE.3.E Demonstrates strong self-confidence through words or actions including sharing pride and celebrating others in relation to self, family, community, or culture.</p> <p>ATL.3.AA Exhibits curiosity and interest in activities and materials. Repeats preferred activities.</p> <p>ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own.</p> <p>ATL.3.D Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed.</p> <p>LL-BK.1.B Selects and requests that a favorite or familiar book be read by an adult.</p>

DOMAIN: SOCIAL AND EMOTIONAL LEARNING

SUBDOMAIN: SELF-AWARENESS AND SELF-MANAGEMENT SKILLS

Reference Code and Learning Standard	Indicators	Every Child Ready Standard(s)
PK.SEL.2. Recognizes self as an individual having unique abilities, characteristics, feelings and interests	g. Exhibits confidence and pride in home language and culture	<p>SE.3.D Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.</p> <p>SE.3.E Demonstrates strong self-confidence through words or actions including sharing pride and celebrating others in relation to self, family, community, or culture.</p> <p>SOC.1.B Discusses the activities or celebrations that their family does together.</p> <p>SOC.1.C Discusses the importance of their own family and the roles and responsibilities of various individuals in the family.</p> <p>SOC.1.D Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations.</p> <p>SOC.1.E Explains why it's important to recognize and celebrate differences in families, such as their languages, music, food, or celebrations.</p> <p>SE.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence.</p>

DOMAIN: SOCIAL AND EMOTIONAL LEARNING

SUBDOMAIN: SOCIAL AWARENESS AND RELATIONSHIPS WITH OTHERS

Reference Code and Learning Standard	Indicators	Every Child Ready Standard(s)
PK.SEL.3. Demonstrates and continues to develop positive relationships with significant adults (primary caregivers, teachers, and other familiar adults)	a. Interacts with significant adults	<p>SE.2.A Coregulates emotion with one-on-one adult support.</p> <p>SE.2.B Accepts offers of adult assistance to engage in coregulation.</p> <p>SE.2.AA Coregulates emotion with one-on-one adult support and may take an extended period of time (10–15 minutes) to respond.</p> <p>SE.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult.</p> <p>SE.6.B Requests or accepts (verbally or nonverbally) adult support with many tasks.</p> <p>SE.6.C Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers.</p> <p>ATL.8.A With one to one adult support, completes steps of a simple task or project (two to three steps).</p> <p>ATL.8.C With adult support, creates a goal for an activity and follows a simple plan.</p> <p>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).</p> <p>LL-BK.1.B Selects and requests that a favorite or familiar book be read by an adult.</p> <p>SE.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.</p> <p>ATL.4.AA Verbally or nonverbally shares activities they are engaging in with a trusted adult.</p>

DOMAIN: SOCIAL AND EMOTIONAL LEARNING

SUBDOMAIN: SOCIAL AWARENESS AND RELATIONSHIPS WITH OTHERS

Reference Code and Learning Standard	Indicators	Every Child Ready Standard(s)
PK.SEL.3. Demonstrates and continues to develop positive relationships with significant adults (primary caregivers, teachers, and other familiar adults)	b. Seeks guidance from primary caregivers, teachers and other familiar adults	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. SE.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.
PK.SEL.3. Demonstrates and continues to develop positive relationships with significant adults (primary caregivers, teachers, and other familiar adults)	c. Transitions into unfamiliar setting with the assistance of familiar adults	ATL.5.C Adjusts to changes in the environment or schedule with adult guidance and advance warning. SE.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult.
PK.SEL.4. Develops positive relationships with their peers	a. Approaches children already engaged in play	ATL.2.B Plays, works on tasks, or participates in activities with peers with adult prompts (associative play). SE.5.AA Mostly engages in play on own, but notices or takes an interest in peer or social situations. SE.5.A Engages with peers with teacher modeling and participates in organized group activities. SE.5.B With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns). 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.
PK.SEL.4. Develops positive relationships with their peers	b. Interacts with other children (e.g., in play, conversation, etc.) ¹	ATL.2.B Plays, works on tasks, or participates in activities with peers with adult prompts (associative play). ATL.2.C Makes cooperative decisions with peers based on adult provided choices (associative play). ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play). ATL.2.E Establishes rules with peers during play or structured activities (cooperative play). SE.5.A Engages with peers with teacher modeling and participates in organized group activities. SE.5.B With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns). SE.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns). SE.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support. SE.5.E Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others. 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.

¹Part 1 of 2. Continues on page 19.

DOMAIN: SOCIAL AND EMOTIONAL LEARNING

SUBDOMAIN: SOCIAL AWARENESS AND RELATIONSHIPS WITH OTHERS

Reference Code and Learning Standard	Indicators	Every Child Ready Standard(s)
PK.SEL.4. Develops positive relationships with their peers	b. Interacts with other children (e.g., in play, conversation, etc.) ² <i>²Part 2 of 2. Continued from page 18.</i>	C-ARTS.2.E Continues an originally created scenario over the course of several play periods. Collaborates with others to carry out dramatic play and assumed roles. LL-BK.1.D Looks at books independently or with peers. LL-BK.1.E Invites peers to look at books or ask questions about books read by peers.
PK.SEL.4. Develops positive relationships with their peers	c. Shares materials and toys with other children	ATL.2.A Engages in activities next to peers using shared materials (parallel play). 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.
PK.SEL.4. Develops positive relationships with their peers	d. Sustains interactions by cooperating, helping, and suggesting new ideas for play	ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play). ATL.2.E Establishes rules with peers during play or structured activities (cooperative play). ATL.2.C Makes cooperative decisions with peers based on adult provided choices (associative play). 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. SE.5.E Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others. 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. LL-BK.1.D Looks at books independently or with peers. LL-BK.1.E Invites peers to look at books or ask questions about books read by peers.
PK.SEL.4. Develops positive relationships with their peers	e. Develops friendship with one or more peers	SE.5.B With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns). SE.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns). SE.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.

DOMAIN: SOCIAL AND EMOTIONAL LEARNING

SUBDOMAIN: SOCIAL AWARENESS AND RELATIONSHIPS WITH OTHERS

Reference Code and Learning Standard	Indicators	Every Child Ready Standard(s)
PK.SEL.4. Develops positive relationships with their peers	f. Offers support to another child or shows concern when a peer appears distressed	<p>SE.2.E Supports peers in regulating their emotions through coregulation. Seeks and accepts coregulation assistance when needed.</p> <p>SE.4.E With minimal teacher prompts, demonstrates empathy by providing support for others through assistance or advocacy.</p> <p>SE.5.E Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.</p> <p>SE.4.D With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others.</p> <p>SE.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).</p> <p>SE.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.</p> <p>SE.7.E Seeks out opportunities to complete age-appropriate tasks independently.</p>
PK.SEL.5. Demonstrates pro-social problem-solving skills in social interactions	a. Seeks input from others about a problem	<p>SE.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.</p> <p>SE.7.AA Observes or copies an adult modeling a solution to a personal challenge or challenge with others. May communicate discomfort or dysregulation.</p> <p>SE.7.A Listens to or follows a solution provided by an adult. May communicate discomfort or dysregulation and require additional time to regulate while responding.</p> <p>SE.7.C When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise).</p> <p>ATL.3.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance.</p>
PK.SEL.5. Demonstrates pro-social problem-solving skills in social interactions	b. Uses multiple pro-social strategies to resolve conflicts (e.g., trade, take turns, problem solves)	<p>SE.7.C When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise).</p> <p>SE.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.</p> <p>SE.7.A Listens to or follows a solution provided by an adult. May communicate discomfort or dysregulation and require additional time to regulate while responding.</p> <p>SE.7.C When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise).</p> <p>SE.7.AA Observes or copies an adult modeling a solution to a personal challenge or challenge with others. May communicate discomfort or dysregulation.</p> <p>SE.5.B With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).</p> <p>SE.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).</p> <p>SE.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.</p>

DOMAIN: SOCIAL AND EMOTIONAL LEARNING

SUBDOMAIN: SOCIAL AWARENESS AND RELATIONSHIPS WITH OTHERS

Reference Code and Learning Standard	Indicators	Every Child Ready Standard(s)
PK.SEL.5. Demonstrates pro-social problem-solving skills in social interactions	c. Uses and accepts compromise; with assistance	<p>SE.7.AA Observes or copies an adult modeling a solution to a personal challenge or challenge with others. May communicate discomfort or dysregulation.</p> <p>SE.7.A Listens to or follows a solution provided by an adult. May communicate discomfort or dysregulation and require additional time to regulate while responding.</p> <p>SE.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.</p> <p>SE.7.C When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise).</p> <p>SE.7.D With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise).</p> <p>SE.7.E Independently suggests and chooses an adult-provided solution to a personal challenge or challenge with others (e.g. ask for help, compromise). Supports peers by suggesting solutions.</p>

DOMAIN: SOCIAL AND EMOTIONAL LEARNING

SUBDOMAIN: DECISION-MAKING SKILLS

Reference Code and Learning Standard	Indicators	Every Child Ready Standard(s)
PK.SEL.6. Understands and follows routines and rules	a. Displays an understanding of the purpose of rules	<p>ATL.2.E Establishes rules with peers during play or structured activities (cooperative play).</p> <p>ATL.9.B Identifies and anticipates materials and expectations needed for everyday and routine activities.</p> <p>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).</p> <p>ATL.5.E Adapts to new rules or circumstances in an age-appropriate game or activity.</p>
PK.SEL.6. Understands and follows routines and rules	b. Engages easily in routine activities (e.g., story time, snack time, circle time)	<p>ATL.9.B Identifies and anticipates materials and expectations needed for everyday and routine activities.</p> <p>PD.4.A With teacher guidance, follows self-care and hygiene routines.</p> <p>PD.4.B Demonstrates understanding of self-care and hygiene routines and begins to initiate.</p> <p>PD.4.C Completes self-care and hygiene routines with minimal assistance.</p> <p>PD.4.D Independently completes self-care and hygiene routines.</p> <p>M-M.2.AA Demonstrates understanding of familiar daily routines.</p> <p>M-M.2.B Demonstrates the understanding of daily routines (order and general length of components).</p>

DOMAIN: SOCIAL AND EMOTIONAL LEARNING

SUBDOMAIN: DECISION-MAKING SKILLS

Reference Code and Learning Standard	Indicators	Every Child Ready Standard(s)
PK.SEL.6. Understands and follows routines and rules	c. Uses materials purposefully, safely and respectfully as set by group rules	<p>ATL.9.B Identifies and anticipates materials and expectations needed for everyday and routine activities.</p> <p>ATL.2.E Establishes rules with peers during play or structured activities (cooperative play).</p> <p>PD.6.A With teacher guidance, follows safety procedures.</p> <p>PD.6.B Demonstrates understanding of safety procedures and begins to initiate.</p> <p>PD.6.C Independently follows safety procedures.</p> <p>Tech.2.A Begins to hold and care for technology appropriately with adult support.</p> <p>Tech.2.B Independently holds and cares for technology appropriately.</p> <p>Tech.2.D Demonstrates safe behaviors, such as accessing only approved applications or websites and disconnects from the screen after a set amount of time.</p> <p>ATL.5.E Adapts to new rules or circumstances in an age-appropriate game or activity.</p> <p>ATL.9.AA Recalls simple information from familiar environments (e.g., knows where some classroom materials are kept, or remembers names of classmates).</p>
PK.SEL.6. Understands and follows routines and rules	d. With assistance, understands that breaking rules has a consequence	<p>SOC.2.E Shares how their thoughts, opinions, choices, and actions can impact their community.</p> <p>ATL.9.B Identifies and anticipates materials and expectations needed for everyday and routine activities.</p>
PK.SEL.6. Understands and follows routines and rules	e. Applies rules in new, but similar situations	<p>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).</p> <p>ATL.5.E Adapts to new rules or circumstances in an age-appropriate game or activity.</p>
PK.SEL.6. Understands and follows routines and rules	f. Demonstrates the ability to create new rules for different situations	<p>ATL.2.E Establishes rules with peers during play or structured activities (cooperative play).</p> <p>ATL.5.E Adapts to new rules or circumstances in an age-appropriate game or activity.</p>

DOMAIN: SOCIAL AND EMOTIONAL LEARNING

SUBDOMAIN: ADAPTABILITY

Reference Code and Learning Standard	Indicators	Every Child Ready Standard(s)
PK.SEL.7. Adapts to change	a. Easily separates themselves from parent or caregiver	<p>SE.2.D Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance.</p> <p>ATL.5.A Transitions between activities that are part of the routine school day with adult reminders.</p> <p>ATL.5.C Adjusts to changes in the environment or schedule with adult guidance and advance warning.</p>

DOMAIN: SOCIAL AND EMOTIONAL LEARNING

SUBDOMAIN: ADAPTABILITY

Reference Code and Learning Standard	Indicators	Every Child Ready Standard(s)
PK.SEL.7. Adapts to change	<p>b. Transitions, with minimal support, between routine activities and new/unexpected occurrences</p>	<p>ATL.5.C Adjusts to changes in the environment or schedule with adult guidance and advance warning.</p> <p>ATL.5.B Shifts between tasks or activities, including ending preferred activities, with adult support.</p>
PK.SEL.7. Adapts to change	<p>c. When appropriate, adjusts behavior for different settings and/or events</p>	<p>ATL.7.E Regulates impulses to complete tasks and engages in goal-directed behavior.</p> <p>SE.2.D Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance.</p> <p>ATL.4.E Assesses tasks and makes adjustments to strategies for updates or revisions.</p>
PK.SEL.7. Adapts to change	<p>d. Uses multiple adaptive strategies to cope with change (e.g., seeking social support from an adult or peer, taking deep breaths, engaging in another activity)</p>	<p>SE.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult.</p> <p>SE.2.D Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance.</p> <p>ATL.5.AA Stops preferred activities with one on one assistance or coregulation.</p> <p>ATL.5.B Shifts between tasks or activities, including ending preferred activities, with adult support.</p> <p>ATL.5.C Adjusts to changes in the environment or schedule with adult guidance and advance warning.</p>

DOMAIN: COMMUNICATION, LANGUAGE AND LITERACY, PART A: APPROACHES TO COMMUNICATION

SUBDOMAIN: MOTIVATION

Reference Code and Learning Standard	Indicators	Every Child Ready Standard(s)
PK.AC.1. Demonstrates motivation to communicate	<p>a. Participates in small or large group activities for story-telling, singing or finger plays</p>	<p>LL-PA.3.A Listens to and sings favorite classroom songs with simple rhyme patterns like "Twinkle, Twinkle Little Star."</p> <p>LL-PA.3.B Listens to and fills in the missing rhyming word from a familiar song, poem, rhyme, fingerplay, or story. For example, "Twinkle, twinkle little star. How I wonder what you ____."</p> <p>C-ARTS.4.B Sings a variety of songs within children's vocal range, independently and with others.</p> <p>C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.</p> <p>LL-BK.2.B Uses illustrations to tell a familiar story.</p> <p>LL-BK.2.C Uses illustrations to tell a familiar story with intonation and expression, using repeated phrases.</p> <p>LL-BK.1.B Selects and requests that a favorite or familiar book be read by an adult.</p> <p>LL-BK.1.C Listens to a wide variety of age appropriate literature read aloud.</p> <p>LL-BK.1.D Looks at books independently or with peers.</p> <p>LL-BK.1.E Invites peers to look at books or ask questions about books read by peers.</p> <p>LL-NC.3.AA Joins in acting out a book as it's read aloud.</p>

DOMAIN: COMMUNICATION, LANGUAGE AND LITERACY, PART A: APPROACHES TO COMMUNICATION

SUBDOMAIN: MOTIVATION

Reference Code and Learning Standard	Indicators	Every Child Ready Standard(s)
PK.AC.1. Demonstrates motivation to communicate	b. Asks questions	<p>LL-LC.2.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.</p> <p>LL-LC.2.D Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic.</p> <p>SC-SP.1.A With teacher guidance, participates in activities to formulate simple science-oriented questions based on observations.</p> <p>SC-SP.1.C With teacher guidance, begins to formulate own questions based on observations.</p> <p>SC-SP.1.D Formulates own science-oriented questions based on observations.</p>
PK.AC.1. Demonstrates motivation to communicate	c. Listens attentively for a variety of purposes (e.g., enjoyment, to gain information, to perform a task, to learn what happened, to follow directions)	<p>LL-BK.1.C Listens to a wide variety of age appropriate literature read aloud.</p> <p>LL-PA.3.A Listens to and sings favorite classroom songs with simple rhyme patterns like "Twinkle, Twinkle Little Star."</p> <p>SE.5.E Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.</p> <p>LL-PA.3.B Listens to and fills in the missing rhyming word from a familiar song, poem, rhyme, fingerplay, or story. For example, "Twinkle, twinkle little star. How I wonder what you ____."</p> <p>LL-NC.5.AA Listens to a wide variety of informational texts read aloud.</p> <p>LL-NC.5.A Listens and responds to a wide variety of informational texts read aloud.</p> <p>LL-LC.1.A Responds to simple requests, such as choosing between objects.</p> <p>LL-LC.1.B Responds to multipart sentences, such as acting out multiple events, following two-step directions, or finding objects based on a description.</p> <p>LL-LC.1.D Shows understanding of more complex sentences or questions through actions, such as following three-step directions.</p>
PK.AC.1. Demonstrates motivation to communicate	d. Initiates and extends conversations, both verbally and nonverbally	<p>LL-LC.4.AA Communicates with peers and teachers using nonverbal gestures like pointing, shrugging shoulders, or giving a thumbs-up.</p> <p>LL-LC.4.A Initiates a brief verbal or nonverbal social interaction with adults or peers engaging in a one-way interaction.</p> <p>LL-LC.4.B Initiates or joins conversations and engages in conversational turn-taking with at least one feedback loop using both verbal and nonverbal communication.</p> <p>LL-LC.4.C Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic.</p> <p>LL-LC.4.D Adds information or appropriately remains on or changes topic during a conversation with multiple feedback loops alternating between speaker and listener.</p>

DOMAIN: COMMUNICATION, LANGUAGE AND LITERACY, PART A: APPROACHES TO COMMUNICATION

SUBDOMAIN: MOTIVATION

Reference Code and Learning Standard	Indicators	Every Child Ready Standard(s)
PK.AC.1. Demonstrates motivation to communicate	e. Makes choices about how to communicate the ideas they want to share (e.g., gestures, scribbles, home language, sign language, speaking)	<p>LL-WR.2.AA Draws to represent something or to communicate a thought.</p> <p>LL-WR.2.A Draws and/or writes to represent, express, or communicate interests.</p> <p>LL-WR.2.B Draws and/or writes to represent and describe an object, event, or observation.</p> <p>LL-WR.2.C Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme.</p> <p>LL-WR.2.D Draws and/or writes to represent simple events or stories that entertain, and revises when necessary.</p> <p>LL-LC.4.AA Communicates with peers and teachers using nonverbal gestures like pointing, shrugging shoulders, or giving a thumbs-up.</p> <p>LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.</p> <p>LL-LC.1.AA Points to familiar objects, people, body parts, or emotions.</p> <p>ATL.4.AA Verbally or nonverbally shares activities they are engaging in with a trusted adult.</p> <p>ATL.4.A Uses two to three words or nonverbal actions (gestures, body language, facial expressions) to explain activities they are engaging in.</p> <p>ATL.4.B Verbally or nonverbally demonstrates an understanding of accomplishing a task. May verbally explain work product.</p>

DOMAIN: COMMUNICATION, LANGUAGE AND LITERACY, PART A: APPROACHES TO COMMUNICATION

SUBDOMAIN: BACKGROUND KNOWLEDGE

Reference Code and Learning Standard	Indicators	Every Child Ready Standard(s)
PK.AC.2. Demonstrates they are building background knowledge	a. Asks questions related to an item, event or experience	<p>LL-LC.2.D Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic.</p> <p>LL-LC.2.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.</p> <p>SC-SP.1.A With teacher guidance, participates in activities to formulate simple science-oriented questions based on observations.</p> <p>SC-SP.1.C With teacher guidance, begins to formulate own questions based on observations.</p> <p>SC-SP.1.D Formulates own science-oriented questions based on observations.</p>
PK.AC.2. Demonstrates they are building background knowledge	b. Correctly identifies meanings of words in read-alouds, in conversation, and in descriptions of everyday items in the world around them	<p>LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").</p> <p>LL-LC.3.E Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on classroom reading and content.</p> <p>LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults.</p>

DOMAIN: COMMUNICATION, LANGUAGE AND LITERACY, PART A: APPROACHES TO COMMUNICATION

SUBDOMAIN: BACKGROUND KNOWLEDGE

Reference Code and Learning Standard	Indicators	Every Child Ready Standard(s)
PK.AC.2. Demonstrates they are building background knowledge	c. Attempts to use new vocabulary correctly	<p>LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults.</p> <p>LL-LC.3.E Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on classroom reading and content.</p>
PK.AC.2. Demonstrates they are building background knowledge	d. Makes comparisons to words and concepts	<p>LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").</p> <p>LL-NC.5.D Makes connections between own experiences, background knowledge, and information presented in an informational text.</p> <p>LL-NC.5.E Describes the relationship between an informational text and another text about a similar topic.</p> <p>SE.4.B With adult prompts, compares their own characteristics and emotions to those of others.</p>

DOMAIN: COMMUNICATION, LANGUAGE AND LITERACY, PART A: APPROACHES TO COMMUNICATION

SUBDOMAIN: VIEWING

Reference Code and Learning Standard	Indicators	Every Child Ready Standard(s)
PK.AC.3 Demonstrates understanding of what is observed	a. Uses vocabulary relevant to observations	<p>LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions.</p> <p>LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults.</p> <p>SC-P.1.B Use senses to observe and describe some physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.</p>
PK.AC.3 Demonstrates understanding of what is observed	b. Asks questions related to visual text and observations	<p>LL-BK.1.E Invites peers to look at books or ask questions about books read by peers.</p> <p>LL-LC.2.D Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic.</p> <p>LL-LC.2.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.</p> <p>SC-SP.1.A With teacher guidance, participates in activities to formulate simple science-oriented questions based on observations.</p> <p>SC-SP.1.C With teacher guidance, begins to formulate own questions based on observations.</p> <p>SC-SP.1.D Formulates own science-oriented questions based on observations.</p>

DOMAIN: COMMUNICATION, LANGUAGE AND LITERACY, PART A: APPROACHES TO COMMUNICATION

SUBDOMAIN: VIEWING

Reference Code and Learning Standard	Indicators	Every Child Ready Standard(s)
PK.AC.3 Demonstrates understanding of what is observed	c. Makes inferences or draws conclusions based on information from visuals, including observation of situations, peers and adults (e.g., sees another child crying and says, "he is sad")	<p>ATL.9.E Independently applies higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization)</p> <p>LL-NC.2.A Uses the book cover, illustrations, or photos to make simple predictions about the topic or text.</p> <p>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).</p> <p>SE.4.C With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations.</p> <p>LL-NC.3.A Describes one event from a familiar narrative using visuals or gestures.</p> <p>LL-NC.3.B Retells two events from a familiar narrative using visuals or gestures.</p> <p>LL-NC.3.C Retells three or more events from a familiar story in any order using visuals or gestures.</p> <p>LL-NC.3.D Retells three or more events from a familiar narrative in sequence using visuals or gestures.</p> <p>LL-NC.5.E Uses features of informational text such as charts, diagrams, graphs, or maps as a source of information.</p> <p>SC-SP.3.C Draws conclusions on prior knowledge and recorded information.</p>

DOMAIN: COMMUNICATION, LANGUAGE AND LITERACY, PART A: APPROACHES TO COMMUNICATION

SUBDOMAIN: VOCABULARY

Reference Code and Learning Standard	Indicators	Every Child Ready Standard(s)
PK.AC.4. Demonstrates a growing receptive vocabulary	a. Understands and follows spoken directions	<p>LL-LC.1.A Responds to simple requests, such as choosing between objects.</p> <p>LL-LC.1.B Responds to multipart sentences, such as acting out multiple events, following two-step directions, or finding objects based on a description.</p> <p>LL-LC.1.C Responds to more complex sentences that include descriptive words for unrelated requests they may not have heard before.</p> <p>LL-LC.1.D Shows understanding of more complex sentences or questions through actions, such as following three-step directions.</p> <p>ATL.7.AA With adult support, starts or stops a task following a simple one-step direction (e.g., "do" and "don't" commands).</p> <p>ATL.7.A Participates in one- to two-step inhibition games and activities.</p> <p>ATL.7.B Independently follows two- to three-step verbal adult directions.</p>
PK.AC.4. Demonstrates a growing receptive vocabulary	b. Identifies pictures related to words (e.g., points to the correct picture in book if prompted)	<p>LL-NC.2.AA Responds to illustrations or photos by using at least one word.</p> <p>LL-NC.2.A Uses the book cover, illustrations, or photos to make simple predictions about the topic or text.</p> <p>LL-NC.5.E Uses features of informational text such as charts, diagrams, graphs, or maps as a source of information.</p> <p>LL-LC.1.AA Points to familiar objects, people, body parts, or emotions.</p>

DOMAIN: COMMUNICATION, LANGUAGE AND LITERACY, PART A: APPROACHES TO COMMUNICATION

SUBDOMAIN: VOCABULARY

Reference Code and Learning Standard	Indicators	Every Child Ready Standard(s)
PK.AC.4. Demonstrates a growing receptive vocabulary	<p>c. Responds/reacts to questions/comments indicating meaning is understood (e.g., body language, gestures, facial expressions, and words, including home language use)</p>	<p>LL-LC.1.E Confirms understanding of spoken language, requests, and complex sentences through verbal or nonverbal requests for clarification.</p> <p>LL-LC.1.A Responds to simple requests, such as choosing between objects.</p> <p>LL-LC.1.B Responds to multipart sentences, such as acting out multiple events, following two-step directions, or finding objects based on a description.</p> <p>LL-LC.1.C Responds to more complex sentences that include descriptive words for unrelated requests they may not have heard before.</p> <p>LL-LC.1.D Shows understanding of more complex sentences or questions through actions, such as following three-step directions.</p> <p>LL-LC.2.B Demonstrates understanding by answering simple "what" and "who" questions using two to three words when prompted by the teacher or peers.</p> <p>LL-LC.2.C Demonstrates understanding by answering simple "why" and "how" questions using two to three words when prompted by the teacher or peers.</p> <p>LL-LC.2.D Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic.</p> <p>ATL.4.A Uses two to three words or nonverbal actions (gestures, body language, facial expressions) to explain activities they are engaging in.</p>
PK.AC.4. Demonstrates a growing receptive vocabulary	<p>d. Expresses understanding of words used in read-alouds, in conversations and in descriptions of everyday items in the world</p>	<p>LL-LC.2.B Demonstrates understanding by answering simple "what" and "who" questions using two to three words when prompted by the teacher or peers.</p> <p>LL-LC.2.C Demonstrates understanding by answering simple "why" and "how" questions using two to three words when prompted by the teacher or peers.</p> <p>LL-LC.3.A Shows interest in new words or asks questions to acquire new vocabulary.</p> <p>LL-LC.1.E Confirms understanding of spoken language, requests, and complex sentences through verbal or nonverbal requests for clarification.</p> <p>LL-NC.1.C Identifies and answers questions about events in a story.</p> <p>LL-NC.2.B Answers factual questions using a variety of text types (predictable, informational, poetry, etc.).</p> <p>LL-NC.2.C Uses events from the book to make a prediction about what might happen next.</p> <p>LL-NC.2.D Makes inferences to answer simple "why" questions by using background knowledge and events in a text.</p>
PK.AC.5. Demonstrates a growing expressive vocabulary	<p>a. Uses facial expressions, body language, gestures, home language, and/or sign language to engage in reciprocal conversations³</p> <p><i>³Part 1 of 2. Continues on page 29.</i></p>	<p>LL-LC.4.A Initiates a brief verbal or nonverbal social interaction with adults or peers engaging in a one-way interaction.</p> <p>LL-LC.4.AA Communicates with peers and teachers using nonverbal gestures like pointing, shrugging shoulders, or giving a thumbs-up.</p> <p>LL-LC.4.B Initiates or joins conversations and engages in conversational turn-taking with at least one feedback loop using both verbal and nonverbal communication.</p> <p>LL-LC.4.C Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic.</p>

DOMAIN: COMMUNICATION, LANGUAGE AND LITERACY, PART A: APPROACHES TO COMMUNICATION

SUBDOMAIN: VOCABULARY

Reference Code and Learning Standard	Indicators	Every Child Ready Standard(s)
PK.AC.5. Demonstrates a growing expressive vocabulary	<p>a. Uses facial expressions, body language, gestures, home language, and/or sign language to engage in reciprocal conversations⁴</p> <p><i>⁴Part 2 of 2. Continued from page 28.</i></p>	<p>LL-LC.4.D Adds information or appropriately remains on or changes topic during a conversation with multiple feedback loops alternating between speaker and listener.</p> <p>ATL.4.A Uses two to three words or nonverbal actions (gestures, body language, facial expressions) to explain activities they are engaging in.</p> <p>LL-LC.1.E Confirms understanding of spoken language, requests, and complex sentences through verbal or nonverbal requests for clarification.</p>
PK.AC.5. Demonstrates a growing expressive vocabulary	b. Increasingly uses more complex words in conversations	<p>LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults.</p> <p>LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").</p>
PK.AC.5. Demonstrates a growing expressive vocabulary	c. Uses new and rare words introduced by adults or peers	<p>LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults.</p> <p>LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").</p> <p>LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions.</p>
PK.AC.5. Demonstrates a growing expressive vocabulary	d. Begins to use appropriate volume and speed so that the spoken message is understood	<p>ATL.9.B Identifies and anticipates materials and expectations needed for everyday and routine activities.</p> <p>LL-LC.4.E Modifies conversations based on the context or listener.</p>
PK.AC.5. Demonstrates a growing expressive vocabulary	e. Initiates conversations about a book, situation, event or print in the environment	<p>LL-BK.1.E Invites peers to look at books or ask questions about books read by peers.</p> <p>LL-LC.4.A Initiates a brief verbal or nonverbal social interaction with adults or peers engaging in a one-way interaction.</p> <p>LL-LC.4.B Initiates or joins conversations and engages in conversational turn-taking with at least one feedback loop using both verbal and nonverbal communication.</p> <p>LL-LC.4.C Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic.</p>



DOMAIN: COMMUNICATION, LANGUAGE AND LITERACY, PART A: APPROACHES TO COMMUNICATION

SUBDOMAIN: REPRESENTING

Reference Code and Learning Standard	Indicators	Every Child Ready Standard(s)
PK.AC.6. Demonstrates their ability to represent ideas using a variety of methods	a. Uses facial expressions, body language, gestures, or sign language to express ideas	<p>LL-LC.4.A Initiates a brief verbal or nonverbal social interaction with adults or peers engaging in a one-way interaction.</p> <p>LL-LC.4.AA Communicates with peers and teachers using nonverbal gestures like pointing, shrugging shoulders, or giving a thumbs-up.</p> <p>ATL.4.A Uses two to three words or nonverbal actions (gestures, body language, facial expressions) to explain activities they are engaging in.</p> <p>ATL.4.AA Verbally or nonverbally shares activities they are engaging in with a trusted adult.</p>
PK.AC.6. Demonstrates their ability to represent ideas using a variety of methods	b. Uses existing objects to represent desired or imagined objects in play or other purposeful way	<p>ATL.1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play).</p> <p>C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.</p>
PK.AC.6. Demonstrates their ability to represent ideas using a variety of methods	c. Uses visual media to represent an actual experience	<p>C-ARTS.3.A Expresses self using a variety of art materials and tools.</p> <p>Tech.1.D With teacher guidance, uses technology devices and learning applications to play games, access or share information, or express themselves creatively.</p> <p>Tech.1.E Independently uses technology devices and learning applications to play games, access or share information, or express themselves creatively.</p> <p>C-ARTS.3.C Explores and creates art using different techniques, such as dot art, mixed media collages, and clay.</p>
PK.AC.6. Demonstrates their ability to represent ideas using a variety of methods	d. Reviews and reflects on their own representations	<p>LL-WR.2.D Draws and/or writes to represent simple events or stories that entertain, and revises when necessary.</p> <p>LL-WR.2.E Draws and/or writes to represent simple events or stories, including more details, that entertain, and revises when necessary.</p>
PK.AC.6. Demonstrates their ability to represent ideas using a variety of methods	e. Writes and/or draws to communicate meaning with peers and adults during play	<p>LL-WR.2.AA Draws to represent something or to communicate a thought.</p> <p>LL-WR.2.A Draws and/or writes to represent, express, or communicate interests.</p> <p>LL-WR.2.B Draws and/or writes to represent and describe an object, event, or observation.</p> <p>LL-WR.2.C Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme.</p> <p>LL-WR.2.D Draws and/or writes to represent simple events or stories that entertain, and revises when necessary.</p> <p>LL-WR.2.E Draws and/or writes to represent simple events or stories, including more details, that entertain, and revises when necessary.</p>

DOMAIN: COMMUNICATION, LANGUAGE AND LITERACY, PART B: ENGLISH LANGUAGE ARTS AND LITERACY

SUBDOMAIN: READING FOUNDATIONS PRINT CONCEPTS

Reference Code and Learning Standard	Indicators	Every Child Ready Standard(s)
PK.ELAL.1. [PKRF.1.] Demonstrates understanding of the organization and basic features of print	a. Recognizes that words are read from left to right, top to bottom, and page to page	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.D Tracks print from left to right and top to bottom while imitating reading a familiar text. LL-WR.5.A Writes from the top of the page to the bottom when writing, even at the emergent writing stage. LL-WR.5.B Uses left to right directionality when writing, even at the emergent writing stage.
PK.ELAL.1. [PKRF.1.] Demonstrates understanding of the organization and basic features of print	b. Recognizes that spoken words are represented in written language	LL-BK.3.C Demonstrates understanding that print has meaning and begins to connect environmental print with objects or locations in the classroom. LL-BK.3.A Demonstrates understanding that print has meaning.
PK.ELAL.1. [PKRF.1.] Demonstrates understanding of the organization and basic features of print	c. Understands that words are separated by spaces in print	LL-BK.3.E Identifies basic elements of print, like spaces between words or punctuation at the end of a sentence (period, exclamation mark, question mark). LL-WR.5.C Leaves spaces between words when writing.
PK.ELAL.1. [PKRF.1.] Demonstrates understanding of the organization and basic features of print	d. Recognizes and names some uppercase/lowercase letters of the alphabet, especially those in own name	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.
PK.ELAL.1. [PKRF.1.] Demonstrates understanding of the organization and basic features of print	e. Recognizes that letters are grouped to form words	LL-BK.3.D Points to one word and one letter in an unfamiliar text or around the room. LL-WR.6.C Writes the correct initial sound of a word. LL-WR.6.D Writes the final sound or another sound heard in a word. LL-WR.6.E Writes the correct initial, medial, and final sound when writing a CVC word. LL-WR.4.C Writes letter-like symbols in strings. May leave spaces between symbols to indicate words. 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).

DOMAIN: COMMUNICATION, LANGUAGE AND LITERACY, PART B: ENGLISH LANGUAGE ARTS AND LITERACY

SUBDOMAIN: READING FOUNDATIONS PRINT CONCEPTS

Reference Code and Learning Standard	Indicators	Every Child Ready Standard(s)
PK.ELAL.1. [PKRF.1.] Demonstrates understanding of the organization and basic features of print	f. Differentiates letters from numerals	M-NC.5.AA Say the names of numerals 0-2 shown in random order. 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. LL-AK.1.E Identifies all 26 uppercase and lowercase letters in random order. 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.
PK.ELAL.1. [PKRF.1.] Demonstrates understanding of the organization and basic features of print	g. Identifies front cover and back cover	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.

DOMAIN: COMMUNICATION, LANGUAGE AND LITERACY, PART B: ENGLISH LANGUAGE ARTS AND LITERACY

SUBDOMAIN: READING FOUNDATIONS PHONOLOGICAL AWARENESS

Reference Code and Learning Standard	Indicators	Every Child Ready Standard(s)
PK.ELAL.2. [PKRF.2.] Demonstrates an emerging understanding of spoken words, syllables, and sounds (phonemes)	a. Begins to recognize and match spoken words that rhyme (e.g., songs, chants, finger plays)	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?"
PK.ELAL.2. [PKRF.2.] Demonstrates an emerging understanding of spoken words, syllables, and sounds (phonemes)	b. Begins to recognize individual syllables within spoken words (e.g., cup-cake, base-ball)	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.D Blends the syllables in two- to three-syllable words. LL-PA.1.B Blends two words to make a compound word. LL-PA.1.C Segments compound words to identify the two words within the compound word.

DOMAIN: COMMUNICATION, LANGUAGE AND LITERACY, PART B: ENGLISH LANGUAGE ARTS AND LITERACY

SUBDOMAIN: READING FOUNDATIONS PHONOLOGICAL AWARENESS

Reference Code and Learning Standard	Indicators	Every Child Ready Standard(s)
PK.ELAL.2. [PKRF.2.] Demonstrates an emerging understanding of spoken words, syllables, and sounds (phonemes)	c. Isolates and pronounces the initial sounds (phonemes) in spoken one-syllable words (e.g., the/m/in map)	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.

DOMAIN: COMMUNICATION, LANGUAGE AND LITERACY, PART B: ENGLISH LANGUAGE ARTS AND LITERACY

SUBDOMAIN: READING FOUNDATIONS PHONICS AND WORD RECOGNITION

Reference Code and Learning Standard	Indicators	Every Child Ready Standard(s)
PK.ELAL.3. [PKRF.3.] Demonstrates emergent phonics and word analysis skills	a. Demonstrates one-to-one letter-sound correspondence by producing the primary sound of some consonants	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: COMMUNICATION, LANGUAGE AND LITERACY, PART B: ENGLISH LANGUAGE ARTS AND LITERACY

SUBDOMAIN: READING FOUNDATIONS FLUENCY

Reference Code and Learning Standard	Indicators	Every Child Ready Standard(s)
PK.ELAL.4. [PKRF.4.] Displays emergent reading behaviors with purpose and understanding	-	LL-BK.2.D Tracks print from left to right and top to bottom while imitating reading a familiar text. LL-BK.2.E Demonstrates understanding of the title and back cover of a book. Identifies some words, such as those that are repeated regularly or have a known first sound in a familiar text. LL-BK.1.D Looks at books independently or with peers. LL-R.7.A Completes a sentence prompt with a written word using phonetic spelling. LL-R.7.B Writes a phrase to describe a picture, object, person, or event using phonetic spelling. LL-R.7.C Writes a short, dictated sentence using phonetic spelling, leaving spaces between words when writing. LL-R.7.D Writes a short sentence using phonetic spelling, leaving spaces between words when writing. LL-R.7.E Writes a short sentence using phonetic spelling and high frequency words, leaving spaces between words when writing.

DOMAIN: COMMUNICATION, LANGUAGE AND LITERACY, PART B: ENGLISH LANGUAGE ARTS AND LITERACY

SUBDOMAIN: READING KEY IDEAS AND DETAILS

Reference Code and Learning Standard	Indicators	Every Child Ready Standard(s)
PK.ELAL.5. [PKR.1.] Participates in discussions about a text (e.g., during whole or small group interactive read-aloud discussions, during peer sharing, within play scenarios)	-	<p>LL-NC.5.A Listens and responds to a wide variety of informational texts read aloud.</p> <p>LL-NC.3.AA Joins in acting out a book as it's read aloud.</p> <p>LL-NC.3.A Describes one event from a familiar narrative using visuals or gestures.</p> <p>LL-NC.3.B Retells two events from a familiar narrative using visuals or gestures.</p> <p>LL-NC.3.C Retells three or more events from a familiar story in any order using visuals or gestures.</p> <p>LL-NC.3.D Retells three or more events from a familiar narrative in sequence using visuals or gestures.</p> <p>LL-NC.3.E With prompting and support, retells familiar stories, including key details.</p> <p>LL-NC.1.A Identifies and describes the main character in a story.</p> <p>LL-NC.1.B Identifies the setting in a story.</p> <p>LL-NC.1.C Identifies and answers questions about events in a story.</p> <p>LL-NC.5.C Makes connections between own experiences, background knowledge, and information presented in an informational text.</p> <p>LL-NC.2.B Answers factual questions using a variety of text types (predictable, informational, poetry, etc.).</p> <p>LL-NC.1.D Identifies the cause and effect relationship between events in a narrative story.</p> <p>LL-NC.1.E Identifies the problem, solution, and character motivation in narrative story.</p>
PK.ELAL.6. [PKR.2] Retells stories or share information from a text	-	<p>LL-NC.3.A Describes one event from a familiar narrative using visuals or gestures.</p> <p>LL-NC.3.B Retells two events from a familiar narrative using visuals or gestures.</p> <p>LL-NC.3.C Retells three or more events from a familiar story in any order using visuals or gestures.</p> <p>LL-NC.3.D Retells three or more events from a familiar narrative in sequence using visuals or gestures.</p> <p>LL-NC.3.E With prompting and support, retells familiar stories, including key details.</p>
PK.ELAL.7 [PKR.3] Develops and answers questions about characters, major events, and pieces of information in a text	-	<p>LL-NC.1.AA Identifies characters in a simple story.</p> <p>LL-NC.1.A Identifies and describes the main character in a story.</p> <p>LL-NC.1.B Identifies the setting in a story.</p> <p>LL-NC.1.C Identifies and answers questions about events in a story.</p> <p>LL-NC.5.C Makes connections between own experiences, background knowledge, and information presented in an informational text.</p> <p>LL-NC.2.B Answers factual questions using a variety of text types (predictable, informational, poetry, etc.).</p> <p>LL-NC.1.D Identifies the cause and effect relationship between events in a narrative story.</p> <p>LL-NC.1.E Identifies the problem, solution, and character motivation in narrative story.</p>

DOMAIN: COMMUNICATION, LANGUAGE AND LITERACY, PART B: ENGLISH LANGUAGE ARTS AND LITERACY

SUBDOMAIN: READING CRAFT AND STRUCTURE

Reference Code and Learning Standard	Indicators	Every Child Ready Standard(s)
PK.ELAL.8 [PKR.4] Exhibits an interest in learning new vocabulary (e.g., asks questions about unfamiliar words)	-	<p>LL-LC.3.A Shows interest in new words or asks questions to acquire new vocabulary.</p> <p>LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults.</p>

DOMAIN: COMMUNICATION, LANGUAGE AND LITERACY, PART B: ENGLISH LANGUAGE ARTS AND LITERACY

SUBDOMAIN: READING CRAFT AND STRUCTURE

Reference Code and Learning Standard	Indicators	Every Child Ready Standard(s)
PK.ELAL.9 [PKR.5] Interacts with a variety of genres (e.g., storybooks, poems, songs)	-	<p>LL-NC.2.B Answers factual questions using a variety of text types (predictable, informational, poetry, etc.).</p> <p>LL-BK.1.C Listens to a wide variety of age appropriate literature read aloud.</p> <p>LL-NC.5.A Listens and responds to a wide variety of informational texts read aloud.</p> <p>LL-PA.3.A Listens to and sings favorite classroom songs with simple rhyme patterns like "Twinkle, Twinkle Little Star."</p> <p>LL-PA.3.B Listens to and fills in the missing rhyming word from a familiar song, poem, rhyme, fingerplay, or story. For example, "Twinkle, twinkle little star. How I wonder what you ____."</p> <p>C-ARTS.4.B Sings a variety of songs within children's vocal range, independently and with others.</p>
PK.ELAL.10 [PKR.6] Describes the role of an author and illustrator	-	<p>SOC.2.A Verbally or nonverbally identifies a variety of community members within their community, such as in their neighborhood and school.</p> <p>SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community.</p> <p>LL-NC.2.B Answers factual questions using a variety of text types (predictable, informational, poetry, etc.).</p>

DOMAIN: COMMUNICATION, LANGUAGE AND LITERACY, PART B: ENGLISH LANGUAGE ARTS AND LITERACY

SUBDOMAIN: READING INTEGRATION OF KNOWLEDGE AND IDEAS

Reference Code and Learning Standard	Indicators	Every Child Ready Standard(s)
PK.ELAL.11 [PKR.7] Describes the relationship between illustrations and the text (e.g., what person, place, thing or idea in the text an illustration depicts)	-	<p>LL-NC.5.E Uses features of informational text such as charts, diagrams, graphs, or maps as a source of information.</p> <p>LL-NC.2.A Uses the book cover, illustrations, or photos to make simple predictions about the topic or text.</p> <p>LL-BK.2.A Uses illustrations to tell a familiar story.</p> <p>LL-BK.2.C Uses illustrations to tell a familiar story with intonation and expression, using repeated phrases.</p> <p>LL-NC.2.AA Responds to illustrations or photos by using at least one word.</p> <p>LL-BK.3.B Distinguishes between print and images in books and in the environment.</p>
PK.ELAL.12. [PKR.9] Makes connections between self, text, and the world (e.g., what is familiar, what does an event/picture/character make them think of, what do they remember)	-	<p>LL-NC.5.C Makes connections between own experiences, background knowledge, and information presented in an informational text.</p> <p>ATL.9.A Recalls one to two pieces of new and relevant information about their lived experiences (e.g., shares two things they did that day, recalls two toys that were in the Dramatic Play Center).</p> <p>LL-NC.2.D Makes inferences to answer simple "why" questions by using background knowledge and events in a text.</p> <p>LL-NC.2.E Makes inferences and provides explanation and reasoning for events in a text or characters' actions.</p>

DOMAIN: COMMUNICATION, LANGUAGE AND LITERACY, PART B: ENGLISH LANGUAGE ARTS AND LITERACY

SUBDOMAIN: WRITING TEXT TYPES AND PURPOSES

Reference Code and Learning Standard	Indicators	Every Child Ready Standard(s)
PK.ELAL.13 [PKW.1] Uses a combination of drawing, dictating, oral expression, and/or emergent writing to state an opinion about a familiar topic in child-centered, authentic, play-based learning	-	<p>LL-WR.1.B Contributes ideas and opinions to a shared writing experience with teacher support and dictation.</p> <p>LL-WR.1.C Contributes ideas and opinions to a shared writing experience by drawing or writing with teacher support.</p> <p>LL-WR.4.AA Makes any mark on paper.</p> <p>LL-WR.4.A Scribbles and makes marks on page. These may be continuous lines or separate shapes. The shapes may include dots, circles, or lines.</p> <p>LL-WR.4.B Writes letter-like forms and makes marks on page that look like conventional shapes or mock letters.</p> <p>LL-WR.4.C Writes letter-like symbols in strings. May leave spaces between symbols to indicate words.</p> <p>LL-WR.4.D Writes random recognizable letters in a row with spaces in between. Letters may be backward, reversed, or poorly formed and recognized only in context.</p> <p>LL-WR.4.E Forms correct, intentional, and recognizable letters on the page when writing.</p> <p>LL-WR.2.AA Draws to represent something or to communicate a thought.</p> <p>LL-WR.2.A Draws and/or writes to represent, express, or communicate interests.</p> <p>LL-WR.2.B Draws and/or writes to represent and describe an object, event, or observation.</p> <p>LL-WR.2.C Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme.</p> <p>SOC.2.D Recognizes that people have different thoughts and opinions within a community.</p> <p>SOC.2.E Shares how their thoughts, opinions, choices, and actions can impact their community.</p>
PK.ELAL.14. [PKW.2] Uses a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information in child-centered, authentic, play-based learning	-	<p>LL-WR.1.B Contributes ideas and opinions to a shared writing experience with teacher support and dictation.</p> <p>LL-WR.1.C Contributes ideas and opinions to a shared writing experience by drawing or writing with teacher support.</p> <p>LL-WR.4.AA Makes any mark on paper.</p> <p>LL-WR.4.A Scribbles and makes marks on page. These may be continuous lines or separate shapes. The shapes may include dots, circles, or lines.</p> <p>LL-WR.4.B Writes letter-like forms and makes marks on page that look like conventional shapes or mock letters.</p> <p>LL-WR.4.C Writes letter-like symbols in strings. May leave spaces between symbols to indicate words.</p> <p>LL-WR.4.D Writes random recognizable letters in a row with spaces in between. Letters may be backward, reversed, or poorly formed and recognized only in context.</p> <p>LL-WR.4.E Forms correct, intentional, and recognizable letters on the page when writing.</p> <p>LL-WR.2.AA Draws to represent something or to communicate a thought.</p> <p>LL-WR.2.A Draws and/or writes to represent, express, or communicate interests.</p> <p>LL-WR.2.B Draws and/or writes to represent and describe an object, event, or observation.</p> <p>LL-WR.2.C Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme.</p>

DOMAIN: COMMUNICATION, LANGUAGE AND LITERACY, PART B: ENGLISH LANGUAGE ARTS AND LITERACY

SUBDOMAIN: WRITING TEXT TYPES AND PURPOSES

Reference Code and Learning Standard	Indicators	Every Child Ready Standard(s)
PK.ELAL.15. [PKW.3] Uses a combination of drawing, dictating, oral expression, and/or emergent writing to narrate an event or events in a sequence	-	<p>LL-NC.4.B Tells a two-event personal narrative using simple phrases.</p> <p>LL-NC.4.C Constructs a personal narrative with three or more events which may be out of order, includes omissions or deviations to other topics.</p> <p>LL-NC.4.D Constructs a personal narrative with three or more events in a coherent sequence.</p> <p>LL-WR.2.B Draws and/or writes to represent and describe an object, event, or observation.</p> <p>LL-WR.2.AA Draws to represent something or to communicate a thought.</p> <p>LL-NC.4.E Constructs a personal narrative with three or more events in coherent sequence, adding simple details.</p> <p>LL-NC.4.A Describes or reenacts one event in a personal narrative using a simple phrase.</p> <p>LL-WR.1.B Contributes ideas and opinions to a shared writing experience with teacher support and dictation.</p> <p>LL-WR.1.C Contributes ideas and opinions to a shared writing experience by drawing or writing with teacher support.</p> <p>LL-WR.4.AA Makes any mark on paper.</p> <p>LL-WR.4.A Scribbles and makes marks on page. These may be continuous lines or separate shapes. The shapes may include dots, circles, or lines.</p> <p>LL-WR.4.B Writes letter-like forms and makes marks on page that look like conventional shapes or mock letters.</p> <p>LL-WR.4.C Writes letter-like symbols in strings. May leave spaces between symbols to indicate words.</p> <p>LL-WR.4.D Writes random recognizable letters in a row with spaces in between. Letters may be backward, reversed, or poorly formed and recognized only in context.</p> <p>LL-WR.4.E Forms correct, intentional, and recognizable letters on the page when writing.</p> <p>LL-WR.2.D Draws and/or writes to represent simple events or stories that entertain, and revises when necessary.</p> <p>LL-WR.2.E Draws and/or writes to represent simple events or stories, including more details, that entertain, and revises when necessary.</p> <p>LL-WR.2.A Draws and/or writes to represent, express, or communicate interests.</p> <p>LL-WR.2.B Draws and/or writes to represent and describe an object, event, or observation.</p>
PK.ELAL.16. [PKW.4] Creates a response to a text, author, or personal experience (e.g., dramatization, art work or poem)	-	<p>C-ARTS.2 Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.</p> <p>LL-WR.2.A Draws and/or writes to represent, express, or communicate interests.</p> <p>C-ARTS.4.E Creates and performs original music or songs for others.</p> <p>C-ARTS.3.A Expresses self using a variety of art materials and tools.</p> <p>C-ARTS.1.C Creates short dances or movement sequences.</p> <p>C-ARTS.1.E Creates and leads dances or movement sequences and begins to synchronize music with movement.</p>

DOMAIN: COMMUNICATION, LANGUAGE AND LITERACY, PART B: ENGLISH LANGUAGE ARTS AND LITERACY
SUBDOMAIN: WRITING RESEARCH TO BUILD AND PRESENT KNOWLEDGE

Reference Code and Learning Standard	Indicators	Every Child Ready Standard(s)
PK.ELAL.17. [PKW.6] Develops questions and participates in shared research and exploration to answer questions and to build and share knowledge (e.g., record and discuss an experiment of items that float and sink)	-	<p>LL-WR.1.A Observes and nonverbally or verbally responds to a shared writing experience led by a teacher.</p> <p>LL-WR.1.B Contributes ideas and opinions to a shared writing experience with teacher support and dictation.</p> <p>LL-WR.1.C Contributes ideas and opinions to a shared writing experience by drawing or writing with teacher support.</p> <p>SC-SP.1.A With teacher guidance, participates in activities to formulate simple science-oriented questions based on observations.</p> <p>SC-SP.1.E With teacher guidance, uses one's formulated science-oriented questions to plan simple explorations or experiments.</p> <p>SC-SP.2.A Participates in simple explorations and experiments based on a teacher-led inquiry and prior knowledge.</p> <p>SC-SP.2.B Participates in teacher-led explorations and experiments and uses prior knowledge to make predictions.</p> <p>SC-SP.3.A With teacher guidance, participates in recording scientific observations and data.</p> <p>SC-SP.3.B Begins to identify relevant information and collects and records information in own journal or paper.</p>
PK.ELAL.18. [PKW.7] Engages in a discussion using gathered information from experiences or provided resources (e.g., collect materials from a nature walk; record and discuss what they are)	-	<p>LL-NC.5.AA Listens to a wide variety of informational texts read aloud.</p> <p>LL-NC.5.A Listens and responds to a wide variety of informational texts read aloud.</p> <p>SC-SP.3.A With teacher guidance, participates in recording scientific observations and data.</p> <p>SC-SP.3.B Begins to identify relevant information and collects and records information in own journal or paper.</p> <p>ATL.9.A Recalls one to two pieces of new and relevant information about their lived experiences (e.g., shares two things they did that day, recalls two toys that were in the Dramatic Play Center).</p> <p>SC-P.1.B Use senses to observe and describe some physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.</p>

DOMAIN: COMMUNICATION, LANGUAGE AND LITERACY, PART B: ENGLISH LANGUAGE ARTS AND LITERACY

SUBDOMAIN: SPEAKING AND LISTENING COMPREHENSION AND COLLABORATION

Reference Code and Learning Standard	Indicators	Every Child Ready Standard(s)
PK.ELAL.19. [PKSL.1] Participates in collaborative conversations with diverse peers and adults in small and large groups and during play	<p>a. Follows agreed-upon rules for discussions, including listening to others, taking turns, and staying on topic</p>	<p>SE.5.E Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.</p> <p>ATL.7.C Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn).</p> <p>ATL.2.E Establishes rules with peers during play or structured activities (cooperative play).</p> <p>SE.5.B With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).</p> <p>SE.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).</p> <p>SE.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.</p>
PK.ELAL.19. [PKSL.1] Participates in collaborative conversations with diverse peers and adults in small and large groups and during play	<p>b. Participates in conversations through multiple exchanges</p>	<p>LL-LC.4.C Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic.</p> <p>LL-LC.4.D Adds information or appropriately remains on or changes topic during a conversation with multiple feedback loops alternating between speaker and listener.</p> <p>LL-LC.4.B Initiates or joins conversations and engages in conversational turn-taking with at least one feedback loop using both verbal and nonverbal communication.</p>
PK.ELAL.19. [PKSL.1] Participates in collaborative conversations with diverse peers and adults in small and large groups and during play	<p>c. Considers individual differences when communicating with others</p>	<p>LL-LC.4.E Modifies conversations based on the context or listener.</p> <p>SOC.2.D Recognizes that people have different thoughts and opinions within a community.</p>
PK.ELAL.20. [PKSL.2] Interacts with diverse formats and texts (e.g., shared read aloud, video clips, oral storytelling)	-	<p>LL-NC.2.B Answers factual questions using a variety of text types (predictable, informational, poetry, etc.).</p> <p>LL-NC.5.A Listens and responds to a wide variety of informational texts read aloud.</p> <p>LL-BK.1.C Listens to a wide variety of age appropriate literature read aloud.</p> <p>Tech.1.D With teacher guidance, uses technology devices and learning applications to play games, access or share information, or express themselves creatively.</p> <p>Tech.1.E Independently uses technology devices and learning applications to play games, access or share information, or express themselves creatively.</p>
PK.ELAL.21. [PKSL.3] Identifies the speaker	-	<p>SE.5.E Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.</p> <p>SOC.2.D Recognizes that people have different thoughts and opinions within a community.</p> <p>LL-NC.5.A Listens and responds to a wide variety of informational texts read aloud.</p> <p>LL-BK.1.C Listens to a wide variety of age appropriate literature read aloud.</p> <p>LL-WR.1.AA Observes a shared writing experience led by a teacher.</p> <p>LL-WR.1.A Observes and nonverbally or verbally responds to a shared writing experience led by a teacher.</p>

DOMAIN: COMMUNICATION, LANGUAGE AND LITERACY, PART B: ENGLISH LANGUAGE ARTS AND LITERACY
SUBDOMAIN: SPEAKING AND LISTENING PRESENTATION OF KNOWLEDGE AND IDEAS

Reference Code and Learning Standard	Indicators	Every Child Ready Standard(s)
PK.ELAL.22. [PKSL.4] Describes familiar people, places, things and events	-	<p>LL-LC.2.AA Verbally labels familiar objects, body parts, people, or emotions using one-word responses.</p> <p>SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community.</p> <p>SOC.4.AA Verbally or nonverbally identifies familiar places and the features, such as home, classroom, and school building.</p> <p>SOC.4.A Verbally or nonverbally identifies common locations in their neighborhood and community and their features (library, store, park, etc.).</p> <p>SOC.4.B Recognizes and describes common geographical features within their region.</p> <p>LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.</p> <p>LL-NC.4.B Tells a two-event personal narrative using simple phrases.</p> <p>LL-NC.4.C Constructs a personal narrative with three or more events which may be out of order, includes omissions or deviations to other topics.</p> <p>LL-NC.4.D Constructs a personal narrative with three or more events in a coherent sequence.</p> <p>LL-WR.2.B Draws and/or writes to represent and describe an object, event, or observation.</p> <p>LL-NC.4.E Constructs a personal narrative with three or more events in coherent sequence, adding simple details.</p> <p>LL-NC.4.A Describes or reenacts one event in a personal narrative using a simple phrase.</p> <p>SC-P.1.B Use senses to observe and describe some physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.</p>
PK.ELAL.23. [PKSL.5] Creates a visual display (e.g., drawing, art work, building, writing)	-	<p>C-ARTS.3.A Express self using a variety of art materials and tools.</p> <p>C-ARTS.3.B Creates drawings, paintings, and models with an increasing level of detail.</p> <p>C-ARTS.3.C Explores and creates art using different techniques, such as dot art, mixed media collages, and clay.</p> <p>C-ARTS.3.D Plans for and creates art using preferred art materials, tools, and techniques.</p> <p>LL-WR.1.E Explores a variety of digital tools (tablet, computer, etc.) to produce and publish writing, including in collaboration with peers.</p> <p>LL-WR.2.AA Draws to represent something or to communicate a thought.</p> <p>LL-WR.2.A Draws and/or writes to represent, express, or communicate interests.</p> <p>LL-WR.2.B Draws and/or writes to represent and describe an object, event, or observation.</p> <p>LL-WR.2.C Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme.</p> <p>LL-WR.2.D Draws and/or writes to represent simple events or stories that entertain, and revises when necessary.</p> <p>LL-WR.2.E Draws and/or writes to represent simple events or stories, including more details, that entertain, and revises when necessary.</p>

DOMAIN: COMMUNICATION, LANGUAGE AND LITERACY, PART B: ENGLISH LANGUAGE ARTS AND LITERACY
SUBDOMAIN: SPEAKING AND LISTENING PRESENTATION OF KNOWLEDGE AND IDEAS

Reference Code and Learning Standard	Indicators	Every Child Ready Standard(s)
<p>PK.ELAL.24. [PKSL.6] Expresses thoughts, feelings, and ideas (e.g., role-playing, music, drawing, art work, building, writing)</p>	<p>-</p>	<p>C.ARTS.4.E Creates and performs original music or songs for others. C.ARTS.1.C Creates short dances or movement sequences. C.ARTS.1.D Leads dances or movement sequences and demonstrates them to others. LL-WR.2.D Draws and/or writes to represent simple events or stories that entertain, and revises when necessary. LL-WR.2.E Draws and/or writes to represent simple events or stories, including more details, that entertain, and revises when necessary. LL-WR.2.AA Draws to represent something or to communicate a thought. LL-WR.2.A Draws and/or writes to represent, express, or communicate interests. C-ARTS.3.A Express 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.3.D Plans for and creates art using preferred art materials, tools, and techniques. C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions. C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play. 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.4.D Uses their voice or an instrument to express themselves and copy simple tempos. 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.</p>

DOMAIN: COMMUNICATION, LANGUAGE AND LITERACY, PART B: ENGLISH LANGUAGE ARTS AND LITERACY

SUBDOMAIN: SPEAKING AND LISTENING LANGUAGE

Reference Code and Learning Standard	Indicators	Every Child Ready Standard(s)
<p>PK.ELAL.25. [PKL.1] Demonstrates command of the conventions of academic English grammar and usage when writing or speaking.</p> <p><i>*Organized within grade bands. These banded skills can be found in Appendix A at the end of the standards document. For the Core Conventions Skills and Core Punctuation and Spelling Skills for Grades PRE-K - GRADE 2 LEARNING STANDARDS Domain 4 18 P-2, the student is expected to know and be able to use these skills by the end of 2nd grade</i></p>	-	<p>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").</p> <p>LL-LC.5.C Continues to develop more complex sentences by using adjectives (i.e., "Armel throws the blue ball").</p> <p>LL-LC.5.D Uses complex sentence with correct word order and syntax. Begins to use prepositions (i.e., "Armel throws the round blue ball on the roof").</p> <p>LL-LC.5.E Use clauses and conjunctions as part of a complex sentence with correct word order and syntax (i.e., "Armel threw the blue ball, and it got stuck on the roof").</p> <p>LL-LC.5.AA Makes an attempt at using correct syntax, but drops the subject of the sentence (i.e., "Throw ball").</p> <p>LL-LC.5.A Makes an attempt at using correct syntax with a noun and verb (i.e., "Armel throw").</p>
<p>PK.ELAL.26. [PKL.2] Demonstrates command of the conventions of academic English capitalization, punctuation, and spelling when writing.</p> <p><i>*Organized within grade bands. These banded skills can be found in Appendix A at the end of the standards document. For the Core Conventions Skills and Core Punctuation and Spelling Skills for Grades P-2, the student is expected to know and be able to use these skills by the end of 2nd grade.</i></p>	-	<p>LL-WR.5.C Leaves spaces between words when writing.</p> <p>LL-WR.5.D Capitalizes the first letter in name.</p> <p>LL-WR.5.E Identifies and begins using punctuation at the end of a sentence (period, exclamation mark, question mark).</p> <p>LL-WR.6.C Writes the correct initial sound of a word.</p> <p>LL-WR.6.D Writes the final sound or another sound heard in a word.</p> <p>LL-WR.6.E Writes the correct initial, medial, and final sound when writing a CVC word.</p> <p>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).</p>

DOMAIN: COMMUNICATION, LANGUAGE AND LITERACY, PART B: ENGLISH LANGUAGE ARTS AND LITERACY

SUBDOMAIN: SPEAKING AND LISTENING KNOWLEDGE OF LANGUAGE

Reference Code and Learning Standard	Indicators	Every Child Ready Standard(s)
PK.ELAL.27. [PKL.4] Explores and uses new vocabulary in child-centered, authentic, play-based experiences	-	<p>LL-LC.3.AA Repeats or attempts to use words heard in the everyday language or environment.</p> <p>LL-LC.3.A Shows interest in new words or asks questions to acquire new vocabulary.</p> <p>LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults.</p>

DOMAIN: COMMUNICATION, LANGUAGE AND LITERACY, PART B: ENGLISH LANGUAGE ARTS AND LITERACY

SUBDOMAIN: SPEAKING AND LISTENING VOCABULARY ACQUISITION AND USE

Reference Code and Learning Standard	Indicators	Every Child Ready Standard(s)
PK.ELAL.28. [PKL.5] Explores and discusses word relationships and word meanings	<p>a. Sorts common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent</p>	<p>M-PFA.1.A Sorts and groups objects based on one attribute such as visual features like color, size, or shape.</p> <p>M-PFA.1.B Sorts and groups pictures of objects based on one attribute such as visual features like color, size, or shape.</p> <p>M-PFA.1.C Sorts and groups objects based on more complex attributes such as function or category.</p>
PK.ELAL.28. [PKL.5] Explores and discusses word relationships and word meanings	<p>b. Demonstrates understanding of frequently occurring words by relating them to their opposites (e.g., hot/cold)</p>	<p>LL-LC.3.A Shows interest in new words or asks questions to acquire new vocabulary.</p> <p>LL-LC.3.E Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on classroom reading and content.</p>
PK.ELAL.29 [PKL.6] Uses words and phrases acquired through language rich experiences, conversations, reading and being read to, responding to texts, and child-centered, play-based experiences	-	<p>LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults.</p> <p>LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").</p> <p>LL-LC.3.E Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on classroom reading and content.</p> <p>LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions.</p> <p>LL-LC.3.AA Repeats or attempts to use words heard in the everyday language or environment.</p> <p>LL-LC.3.A Shows interest in new words or asks questions to acquire new vocabulary.</p>

DOMAIN: COGNITION AND KNOWLEDGE OF THE WORLD: MATHEMATICS

SUBDOMAIN: COUNTING AND CARDINALITY

KNOW NUMBER NAMES AND THE COUNT SEQUENCE

Reference Code and Learning Standard	Indicators	Every Child Ready Standard(s)
PK.MATH.1. [NY-PK.CC.1.] Counts to 20	-	M-NC.1.E Says number words in order from 1-20 from memory. M-NC.1.D Says number words in order from 1-10 from memory.
PK.MATH.2. [NY-PK.CC.2.] Represents a number of objects (0-5), with a written numeral 0-5 (with 0 representing a count of no objects) Note: Students can select the corresponding number card and/or write the numeral.	-	M-NC.6.B Matches a set of objects with the number symbol to represent the set for quantities 0-5. M-NC.6.AA Matches a set of objects with the number symbol to represent the set for quantities 0-2. M-NC.6.A Matches a set of objects with the number symbol to represent the set for quantities 0-3.

DOMAIN: COGNITION AND KNOWLEDGE OF THE WORLD: MATHEMATICS

SUBDOMAIN: COUNTING AND CARDINALITY

COUNTS TO TELL THE NUMBER OF OBJECTS

Reference Code and Learning Standard	Indicators	Every Child Ready Standard(s)
PK.MATH.3. [NY-PK.CC.3.] Understands the relationship between numbers and quantities to 10, connects counting to cardinality	-	M-NC.3.D Creates sets of 0-10 and begins to use cardinality to identify the last number counted. M-NC.3.E Create sets of 0-10 and uses cardinality to identify the last number counted. M-NC.3.B Creates sets of 0-5 and begins to use cardinality to identify the last number counted. M-NC.3.C Creates sets of 0-7 and begins to use cardinality to identify the last number counted. M-NC.2.D Says numbers in order, matching each number word to each object when counting from 1-10. M-NC.2.C Says numbers in order, matching each number word to each object when counting from 1-7. M-NC.2.B Says numbers in order, matching each number word to each object when counting from 1-5. M-NC.2.A Says numbers in order while matching each number word to each object when counting from 1-3.
PK.MATH.3a. [NY-PK.CC.3a.] When counting objects, says the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. (1:1 correspondence)	-	M-NC.2.D Says numbers in order, matching each number word to each object when counting from 1-10. M-NC.2.C Says numbers in order, matching each number word to each object when counting from 1-7. M-NC.2.B Says numbers in order, matching each number word to each object when counting from 1-5. M-NC.2.A Says numbers in order while matching each number word to each object when counting from 1-3.

DOMAIN: COGNITION AND KNOWLEDGE OF THE WORLD: MATHEMATICS

SUBDOMAIN: COUNTING AND CARDINALITY

COUNTS TO TELL THE NUMBER OF OBJECTS

Reference Code and Learning Standard	Indicators	Every Child Ready Standard(s)
<p>PK. MATH.3b. [NY-PK.CC.3b.] Explores and develops the concept that the last number name said tells the number of objects counted, (cardinality). The number of objects is the same regardless of their arrangement or the order in which they were counted</p>	-	<p>M-NC.3.D Creates sets of 0-10 and begins to use cardinality to identify the last number counted. M-NC.3.E Create sets of 0-10 and uses cardinality to identify the last number counted. M-NC.3.B Creates sets of 0-5 and begins to use cardinality to identify the last number counted. M-NC.3.C Creates sets of 0-7 and begins to use cardinality to identify the last number counted.</p>
<p>PK.MATH.4a. [NY-PK.CC.4a.] Answers counting questions using as many as 10 objects arranged in a line, a rectangular array, and a circle. Answers counting questions using as many as 5 objects in a scattered configuration (e.g., how many ___ are there?)</p>	-	<p>M-NC.3.A Subitizes by instantly saying how many are in a set without counting for quantities 1-3. 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.</p>
<p>PK.MATH.4b. [NY-PK.CC.4b] Given a number from 1-10, counts out that many objects</p>	-	<p>M-NC.3.D Creates sets of 0-10 and begins to use cardinality to identify the last number counted. M-NC.3.B Creates sets of 0-5 and begins to use cardinality to identify the last number counted. M-NC.3.C Creates sets of 0-7 and begins to use cardinality to identify the last number counted. M-NC.3.E Create sets of 0-10 and uses cardinality to identify the last number counted.</p>

DOMAIN: COGNITION AND KNOWLEDGE OF THE WORLD: MATHEMATICS

SUBDOMAIN: COUNTING AND CARDINALITY

COMPARES NUMBERS

Reference Code and Learning Standard	Indicators	Every Child Ready Standard(s)
<p>PK.MATH.6. [NY-PK.CC.5.] Recognizes whether the number of objects in one group is more than, fewer than, or equal to (the same as) the number of objects in another group (e.g., using matching and counting strategies)</p> <p><i>Note: Include groups with up to five objects</i></p>	-	<p>M-NC.4.AA Compares two groups to identify which has more or less for quantities 0–5 without matching or counting.</p> <p>M-NC.4.A Compares two groups to identify which has more or less for quantities 0–10 without matching or counting.</p> <p>M-NC.4.B Matches 0–5 objects from two sets using one-to-one correspondence to understand the concept of the same.</p> <p>M-NC.4.C Matches 0–7 objects from two sets using one-to-one correspondence to identify which set has more, less, or if they are the same.</p> <p>M-NC.4.D Matches 0–10 objects from two sets using one-to-one correspondence to identify which set has more, less, or if they are the same.</p> <p>M-NC.4.E Rational counts and compares the objects in two sets to identify which has more, less, or if they are the same for quantities 0–10.</p>
<p>PK.MATH.7. [NY-PK.CC.6.] Identifies first and last related to order or position</p>	-	<p>M-PFA.2.D Uses ordinal numbers to order and describe relative position for up to three objects.</p>

DOMAIN: COGNITION AND KNOWLEDGE OF THE WORLD: MATHEMATICS

SUBDOMAIN: OPERATIONS AND ALGEBRAIC THINKING

UNDERSTANDS ADDITION AS ADDING TO, AND UNDERSTANDS SUBTRACTION AS TAKING FROM

Reference Code and Learning Standard	Indicators	Every Child Ready Standard(s)
<p>PK.MATH.8. [NY-PK.OA.1.] Explores addition and subtraction by using objects, fingers, and responding to real world situations (e.g., if we have 3 apples and add 2 more, how many apples do we have all together?)⁵</p> <p><i>Part 1 of 2. Continues on page 47.</i></p>	-	<p>M-NC.7.AA Demonstrates an understanding that combining two sets increases the total quantity.</p> <p>M-NC.7.A Demonstrates an understanding that adding one more increases the amount of a set.</p> <p>M-NC.7.B Counts two sets separately, then combines sets and counts the sets together to get the whole. Counts up to a total quantity of 5.</p> <p>M-NC.7.C Counts two sets separately, then combines sets and counts the sets together to get the whole. Counts up to a total quantity of 7.</p> <p>M-NC.7.D Counts two sets separately, then combines sets and counts the sets together to get the whole. Counts up to a total quantity of 10.</p> <p>M-NC.7.E Combines two sets by counting both sets together to get the whole without having to first count them separately. Counts up to a total quantity of 10.</p> <p>M-NC.8.AA Demonstrates an understanding that separating one set of objects into two sets decreases the total quantity in the original set.</p>

DOMAIN: COGNITION AND KNOWLEDGE OF THE WORLD: MATHEMATICS

SUBDOMAIN: OPERATIONS AND ALGEBRAIC THINKING

UNDERSTANDS ADDITION AS ADDING TO, AND UNDERSTANDS SUBTRACTION AS TAKING FROM

Reference Code and Learning Standard	Indicators	Every Child Ready Standard(s)
PK.MATH.8. [NY-PK.OA.1.] Explores addition and subtraction by using objects, fingers, and responding to real world situations (e.g., if we have 3 apples and add 2 more, how many apples do we have all together?) ⁶	-	M-NC.8.A Demonstrates an understanding that removing one object decreases the amount in a set. M-NC.8.B Counts a set of 1-5 objects. Takes objects away and counts how many are left. M-NC.8.C Counts a set of 1-7 objects. Takes objects away and counts how many are left. M-NC.8.D Counts a set of 1-10 objects. Takes objects away and counts how many are left. M-NC.8.E Solves subtraction story problems for quantities 1-10 using objects, fingers, drawings, or actions.

⁶Part 2 of 2. Continued from page 46.

DOMAIN: COGNITION AND KNOWLEDGE OF THE WORLD: MATHEMATICS

SUBDOMAIN: OPERATIONS AND ALGEBRAIC THINKING

UNDERSTANDS SIMPLE PATTERNS

Reference Code and Learning Standard	Indicators	Every Child Ready Standard(s)
PK.MATH.9. [NY-PK.OA.2.] Duplicates and extends simple patterns using concrete objects (e.g., what comes next?)	-	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.D Uses objects, rhythm, or movement to copy and extend simple and advanced patterns (e.g., AB, ABC, ABB, AAB).

DOMAIN: COGNITION AND KNOWLEDGE OF THE WORLD: MATHEMATICS

SUBDOMAIN: MEASUREMENT AND DATA

DESCRIBES AND COMPARES MEASURABLE ATTRIBUTES

Reference Code and Learning Standard	Indicators	Every Child Ready Standard(s)
PK.MATH.10. [NY-PK.MD.1.] Identifies measurable attributes of objects, such as length or weight, and describes them using appropriate vocabulary (e.g., small, big, short, tall, empty, full, heavy, light)	-	M-M.1.AA Demonstrates understanding of length terms (i.e., "longer," "shorter") using gestures or objects. M-M.1.A Demonstrates understanding of length terms (i.e., "longer," "shorter") and height terms (i.e., "taller," "shorter") using gestures or objects. M-M.1.B Demonstrates understanding of length terms (i.e., "longer," "shorter"), height terms (i.e., "taller," "shorter"), volume terms (i.e., "more," "less"), and weight terms (i.e., "heavier," "lighter") using gestures or objects.

DOMAIN: COGNITION AND KNOWLEDGE OF THE WORLD: MATHEMATICS

SUBDOMAIN: MEASUREMENT AND DATA

SORTS OBJECTS AND COUNTS THE NUMBER OF OBJECTS IN EACH CATEGORY

Reference Code and Learning Standard	Indicators	Every Child Ready Standard(s)
PK.MATH.11. [NY-PK.MD.2.] Sorts objects and shapes into categories; counts the objects in each category. Note: Limit category counts to be less than or equal to 10	-	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-DAP.1.C Counts and identifies which category has more, less, or if they are the same. Identifies if there is zero in a category. M-DAP.2.A Collects and organizes data by sorting and classifying groups of objects into clusters (e.g., sort buttons by color).

DOMAIN: COGNITION AND KNOWLEDGE OF THE WORLD: MATHEMATICS

SUBDOMAIN: GEOMETRY

IDENTIFIES AND DESCRIBES SHAPES (SQUARES, CIRCLES, TRIANGLES AND RECTANGLES)

Reference Code and Learning Standard	Indicators	Every Child Ready Standard(s)
PK.MATH.12. [NY-PK.G.1.] Describes objects in the environment using names of shapes and describes the relative positions of these objects using terms such as top, bottom, up, down, above, below, in front of, behind, over, under, next to	-	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.3.AA Demonstrates understanding of movement terms (e.g., "up," "down") by using gestures or objects. M-GS.3.A Demonstrates understanding of location terms (e.g., "in," "on," "under," "over") by using gestures or objects. M-GS.3.B Demonstrates understanding of proximity terms (e.g., "beside," "between," "above," "below") by using gestures or objects. M-GS.3.C Demonstrates understanding of frame of reference terms (e.g., "in back of," "in front of," "behind") by using gestures or objects. M-GS.1.D Verbally or nonverbally identifies two-dimensional shapes in the environment or in books.
PK.MATH.13. [NY-PK.G.2.] Names shapes regardless of size	-	M-GS.1.AA Verbally or nonverbally identifies one to two common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle). M-GS.1.A Verbally or nonverbally identifies at least three common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle). M-GS.1.B Verbally or nonverbally identifies at least five common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle). M-GS.1.D Verbally or nonverbally identifies two-dimensional shapes in the environment or in books.

DOMAIN: COGNITION AND KNOWLEDGE OF THE WORLD: MATHEMATICS

SUBDOMAIN: GEOMETRY

EXPLORES AND CREATES TWO AND THREE-DIMENSIONAL OBJECTS

Reference Code and Learning Standard	Indicators	Every Child Ready Standard(s)
PK.MATH.14. [NY-PK.G.3.] Explores two-and three-dimensional objects and uses informal language to describe their similarities, differences, and other attributes	-	M-GS.1.C Identifies and describes the properties of common two-dimensional shapes using words like "sides," "corners," "curve." SC-P1.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-P1.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.

DOMAIN: COGNITION AND KNOWLEDGE OF THE WORLD: MATHEMATICS

SUBDOMAIN: GEOMETRY

EXPLORES AND CREATES TWO AND THREE-DIMENSIONAL OBJECTS

Reference Code and Learning Standard	Indicators	Every Child Ready Standard(s)
PK.MATH.15. [NY-PK.G.4.] Creates and builds shapes from components (e.g., sticks, blocks, clay)	-	M-GS.2.AA Uses simple shape puzzles to create common two-dimensional shapes. 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 (circle, square, triangle, star, diamond, rectangle) with materials.

DOMAIN: COGNITION AND KNOWLEDGE OF THE WORLD: SCIENCE

SUBDOMAIN: PHYSICAL SCIENCE

Reference Code and Learning Standard	Indicators	Every Child Ready Standard(s)
PK.SCI.1. [P-PS1-1.] Asks questions and uses observations to test the claim that different kinds of matter exist as either solid or liquid	a. Observes and describes similarities and differences between solids and liquids based on their physical properties	SC-P.3.A Recognizes and explores water in its liquid and solid forms. SC-P.3.B Recognizes and explores water in its liquid, solid, and gas forms. SC-P.3.C Explains water in its three forms, such as ice is frozen water. SC-P.3.D Discusses the uses and purpose of water in its different forms, such as ice helps make a drink cold. SC-P.3.E Begins to discuss how and why water changes into different forms, such as the water cycle. 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.
PK.SCI.1. [P-PS1-1.] Asks questions and uses observations to test the claim that different kinds of matter exist as either solid or liquid	b. Compares and categorizes solids and liquids based on their physical properties	SC-P.3.A Recognizes and explores water in its liquid and solid forms. SC-P.3.B Recognizes and explores water in its liquid, solid, and gas forms. SC-P.3.C Explains water in its three forms, such as ice is frozen water. SC-P.3.D Discusses the uses and purpose of water in its different forms, such as ice helps make a drink cold. SC-P.3.E Begins to discuss how and why water changes into different forms, such as the water cycle. 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-SP.2.A Participates in simple explorations and experiments based on a teacher-led inquiry and prior knowledge. M-DAP.2.A Collects and organizes data by sorting and classifying groups of objects into clusters (e.g., sort buttons by color).

DOMAIN: COGNITION AND KNOWLEDGE OF THE WORLD: SCIENCE

SUBDOMAIN: PHYSICAL SCIENCE

Reference Code and Learning Standard	Indicators	Every Child Ready Standard(s)
PK.SCI.2. [P-PS2-1.] Uses tools and materials to design and build a device that causes an object to move faster with a push or a pull	<p>a. Explores forces (pushes and pulls) on objects, such as those caused by gravity, magnetism, and mechanical forces (e.g., a string attached to an object being pulled or a ramp to increase the speed of an object)</p>	<p>SC-P.4.AA Explores the motion of objects by pushing and pulling objects and identifies whether an object is stationary or moving.</p> <p>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.</p> <p>SC-P.4.B With teacher guidance, recognizes that when objects collide, the impact can change the speed, direction or stop an object.</p> <p>SC-P.4.C With teacher guidance, recognizes that different factors, such as heights or textures, can change the speed of an object, such as racing cars on ramps.</p> <p>SC-P.4.D Describes and discusses the motion of objects and that motion can change based on different factors.</p> <p>SC-P.4.E Compares and contrasts how different factors change the motion of objects.</p>
PK.SCI.3. [P-PS4-1.] Plans and conducts investigations to provide evidence that sound is produced by vibrating materials	<p>a. Investigates vibrating materials such as percussion instruments (e.g., drum, triangle), string instruments (e.g., guitar, piano), wind instruments (e.g., recorder, whistle), and audio speakers</p>	<p>SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment.</p> <p>SC-SP.2.A Participates in simple explorations and experiments based on a teacher-led inquiry and prior knowledge.</p> <p>Tech.1.D With teacher guidance, uses technology devices and learning applications to play games, access or share information, or express themselves creatively.</p> <p>Tech.1.E Independently uses technology devices and learning applications to play games, access or share information, or express themselves creatively.</p> <p>C-ARTS.4.D Uses their voice or an instrument to express themselves and copy simple tempos.</p>

DOMAIN: COGNITION AND KNOWLEDGE OF THE WORLD: SCIENCE

SUBDOMAIN: LIFE SCIENCES

Reference Code and Learning Standard	Indicators	Every Child Ready Standard(s)
PK.SCI.4. [P-LS1-1.] Observes familiar plants and animals (including humans) and describes what they need to survive	<p>a. Explores what a variety of living organisms need to live and grow (e.g., water, nutrients, environment)</p>	<p>SC-LES.4.C Describes the needs of humans and animals and how their characteristics and behaviors support their needs, such as birds have beaks so they can dig for worms.</p> <p>SC-LES.5.C Identifies that plants are living and describes the needs of plants.</p>

DOMAIN: COGNITION AND KNOWLEDGE OF THE WORLD: SCIENCE

SUBDOMAIN: LIFE SCIENCES

Reference Code and Learning Standard	Indicators	Every Child Ready Standard(s)
PK.SCI.5. [P-LS1-2.] Plans and conducts investigations to determine how familiar plants and/or animals use their external parts to help them survive in the environment	<p>a. Observes the relationships between the physical and living environment (e.g. views habitats of plants and animals)</p>	<p>SC-LES.4.D Observes and describes habitats and life cycles. SC-LES.5.D Observes and describes plant habitats and life cycles. SC-LES.1.D Describes how humans affect their environment in positive and negative ways, such as recycling, planting trees, litter, and pollution. SC-LES.1.E Discusses how natural elements like wind and water have an impact on the natural world through a variety of processes, such as erosion. SC-LES.5.E Describes and discusses ways that plants impact living things and the environment and how humans can impact plants.</p>
PK.SCI.5. [P-LS1-2.] Plans and conducts investigations to determine how familiar plants and/or animals use their external parts to help them survive in the environment	<p>b. Recognizes the different structures of familiar plants and animals (e.g., roots, stems, leaves for plants and animals)</p>	<p>SC-LES.4.B Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features. SC-LES.5.B Identifies that plants are living and identifies characteristics and features of plants.</p>
PK.SCI.6. [P-LS3-1.] Develops a model to describe that some young plants and animals are similar to, but not exactly like, their parents.	<p>a. Observes and represents familiar plants and animals (e.g., draws pictures, builds and plays with toy or model animals in their habitats)</p>	<p>SC-LES.4.B Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features. SC-LES.5.B Identifies that plants are living and identifies characteristics and features of plants. C-ARTS.3.B Creates drawings, paintings, and models with an increasing level of detail. LL-WR.2.B Draws and/or writes to represent and describe an object, event, or observation.</p>
PK.SCI.6. [P-LS3-1.] Develops a model to describe that some young plants and animals are similar to, but not exactly like, their parents.	<p>b. Compares baby and adult animals and recognizes similarities (e.g., matches adult stuffed animals with their baby in a play setting)</p>	<p>SC-LES.4.D Observes and describes habitats and life cycles. SC-LES.5.D Observes and describes plant habitats and life cycles. SC-LES.4.B Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features. SC-LES.5.B Identifies that plants are living and identifies characteristics and features of plants.</p>

DOMAIN: COGNITION AND KNOWLEDGE OF THE WORLD: SCIENCE

SUBDOMAIN: EARTH AND SPACE SCIENCES

Reference Code and Learning Standard	Indicators	Every Child Ready Standard(s)
PK.SCI.7. [P-ESS1-1.] Observes and describes the apparent motions of the sun, moon, and stars to recognize predictable patterns	a. Explores characteristics and movements of the sun, moon, stars and clouds (e.g., the sun and moon appear to move across the sky in a predictable pathway, day and night follow predictable patterns, seasons change in a cyclical pattern, the moon's shape appears to change in a cyclical pattern, and stars other than our Sun can be visible at night depending on local weather conditions)	SC-LES.3.A Identifies objects in the sky, such as clouds, sun, moon, or stars. SC-LES.3.B Describes and discusses objects in the sky, such as clouds, sun, moon, or stars. SC-LES.3.C Develops basic understanding about space, such as Earth is a planet and there are other planets. SC-LES.2.B Identifies seasons and observes and describes patterns and changes in the weather.
PK.SCI.8. [P-ESS2-1.] Asks questions, makes observations, and collects and records data using simple instruments to recognize patterns about how local weather conditions change daily and seasonally.	a. Discusses daily weather conditions and the impact of weather (e.g., recorded over time and how those conditions impact student activities and what clothes they wear)	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.2.E Discusses the importance of weather forecasting to prepare for inclement or severe weather conditions.
PK.SCI.8. [P-ESS2-1.] Asks questions, makes observations, and collects and records data using simple instruments to recognize patterns about how local weather conditions change daily and seasonally.	b. Uses vocabulary to describe weather conditions (e.g., cloud cover (sunny, partly cloudy, cloudy, foggy), precipitation (no precipitation, snow, hail, rain), wind (no wind, some wind, strong wind), and temperature (cold, cool, warm, hot))	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.E Discusses the importance of weather forecasting to prepare for inclement or severe weather conditions. 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.
PK.SCI.9. [P-PS3-1.] Plans and conducts an investigation to determine the effect of sunlight on Earth's surface.	a. Discusses the effects of the sun (e.g., provides light, creates shadows, and the warming effect on living organisms and nonliving things.)	SC-LES.3.B Describes and discusses objects in the sky, such as clouds, sun, moon, or stars. SC-P.2.B Recognizes sources of light including natural and human-made, such as the sun, lamps, or flashlights. SC-LES.5.C Identifies that plants are living and describes the needs of plants. SC-P.2.C Discusses how to manipulate light to create shadows and reflections. SC-P.2.E Observes and discusses how light is a form of energy and gives off heat.

DOMAIN: COGNITION AND KNOWLEDGE OF THE WORLD: SCIENCE

SUBDOMAIN: ENGINEERING DESIGN

Reference Code and Learning Standard	Indicators	Every Child Ready Standard(s)
PK.SCI.10. [K-2-ETS1-1.] Asks questions, makes observations, and gathers information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool	-	<p>SC-SP.1.A With teacher guidance, participates in activities to formulate simple science-oriented questions based on observations.</p> <p>SC-SP.1.C With teacher guidance, begins to formulate own questions based on observations.</p> <p>SC-SP.1.D Formulates own science-oriented questions based on observations.</p> <p>SC-SP.1.E With teacher guidance, uses one's formulated science-oriented questions to plan simple explorations or experiments.</p> <p>SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment.</p> <p>SC-SP.2.A Participates in simple explorations and experiments based on a teacher-led inquiry and prior knowledge.</p> <p>SC-SP.2.B Participates in teacher-led explorations and experiments and uses prior knowledge to make predictions.</p> <p>SC-LES.1.D Describes how humans affect their environment in positive and negative ways, such as recycling, planting trees, litter, and pollution.</p> <p>SOC.2.E Shares how their thoughts, opinions, choices, and actions can impact their community.</p>
PK.SCI.11. [K-2-ETS1-2.] Develops a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem	-	<p>C-ARTS.3.B Creates drawings, paintings, and models with an increasing level of detail.</p> <p>LL-WR.2.B Draws and/or writes to represent and describe an object, event, or observation.</p> <p>SC-SP.3.A With teacher guidance, participates in recording scientific observations and data.</p> <p>SC-SP.3.B Begins to identify relevant information and collects and records information in own journal or paper.</p> <p>SC-SP.3.C Draws conclusions on prior knowledge and recorded information.</p> <p>SC-SP.3.D Discusses conclusions and reflects on the scientific-oriented question and hypothesis based on prior knowledge and recorded information.</p> <p>M-GS.1.C Identifies and describes the properties of common two-dimensional shapes using words like "sides," "corners," "curve."</p>
PK.SCI.12. [K-2-ETS1-3.] Analyzes data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs	-	<p>SC-SP.3.D Discusses conclusions and reflects on the scientific-oriented question and hypothesis based on prior knowledge and recorded information.</p> <p>SC-SP.2.E Explains rationale for predictions and hypotheses, and compares findings with predictions and hypotheses.</p>

DOMAIN: COGNITION AND KNOWLEDGE OF THE WORLD: SOCIAL STUDIES

SUBDOMAIN: INDIVIDUAL DEVELOPMENT AND CULTURAL IDENTITY

Reference Code and Learning Standard	Indicators	Every Child Ready Standard(s)
PK.SOC.1. Develops a basic awareness of self as an individual, self within the context of group, and self within the context of community	a. Identifies self by using characteristics such as eye color, hair color, age	SE.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities. SE.3.A With adult support, verbally or nonverbally identifies something about themselves. SE.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence.
PK.SOC.1. Develops a basic awareness of self as an individual, self within the context of group, and self within the context of community	b. Describes how each person is unique and important	SOC.1.D Recognizes and celebrates how families differ or are the same, such as their languages, music, food or celebrations. SE.3.D Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.
PK.SOC.1. Develops a basic awareness of self as an individual, self within the context of group, and self within the context of community	c. Identifies as a member of a group	SE.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities. SE.3.A With adult support, verbally or nonverbally identifies something about themselves. SE.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence. SOC.1.C Discusses the importance of their own family and the roles and responsibilities of various individuals in the family. SOC.2.B Recognizes their role within the classroom, neighborhood, and community, such as voting in the classroom or being a member of the soccer team.
PK.SOC.2. Demonstrates awareness and appreciation of their own culture and other cultures	a. Talks about and/or shows items related to cultural traditions . (E.g. Describes some of the dances, foods, and special events related to culture	SOC.1.B Discusses the activities or celebrations that their family does together. SE.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence. SE.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities. SOC.1.D Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations.
PK.SOC.2. Demonstrates awareness and appreciation of their own culture and other cultures	b. Describes own community and/or cultural group	SOC.1.C Discusses the importance of their own family and the roles and responsibilities of various individuals in the family. SE.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence. SE.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities. SOC.2.A Verbally or nonverbally identifies a variety of community members within their community, such as in their neighborhood and school.

DOMAIN: COGNITION AND KNOWLEDGE OF THE WORLD: SOCIAL STUDIES

SUBDOMAIN: CIVIC IDEALS AND PRACTICES

Reference Code and Learning Standard	Indicators	Every Child Ready Standard(s)
PK.SOC.3. Demonstrates an understanding of roles, rights, and responsibilities	a. Recognizes community workers and their roles and responsibilities (e.g., asks questions about and shows an interest in the community jobs	SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community. SOC.2.A Verbally or nonverbally identifies a variety of community members within their community, such as in their neighborhood and school. SOC.2.AA Shows interest in a variety of familiar community members.
PK.SOC.3. Demonstrates an understanding of roles, rights, and responsibilities	b. Recognizes that people depend on community helpers to provide goods and services	SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community. SOC.3.B Shows an understanding of and identifies goods, such as items purchased from a store, and services, such as a haircut from a stylist.
PK.SOC.3. Demonstrates an understanding of roles, rights, and responsibilities	c. Identifies the tools and equipment that correspond to various roles and jobs	SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community. ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work.
PK.SOC.3. Demonstrates an understanding of roles, rights, and responsibilities	d. Recognizes that all children and adults have roles, rights, and responsibilities at home, school, and the an interest in the community jobs	SOC.1.C Discusses the importance of their own family and the roles and responsibilities of various individuals in the family. SOC.2.B Recognizes their role within the classroom, neighborhood, and community, such as voting in the classroom or being a member of the soccer team. SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community. SOC.2.D Recognizes that people have different thoughts and opinions within a community. SOC.2.E Shares how their thoughts, opinions, choices, and actions can impact their community.
PK.SOC.4. Begins to learn basic civic and democratic principles	a. Expresses that rules are for everyone	ATL.9.B Identifies and anticipates materials and expectations needed for everyday and routine activities. PD.6.D Understands and describes the importance of safety procedures. ATL.5.E Adapts to new rules or circumstances in an age-appropriate game or activity. ATL.2.E Establishes rules with peers during play or structured activities (cooperative play). 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).
PK.SOC.4. Begins to learn basic civic and democratic principles	b. Identifies rules that protect themselves and others	ATL.9.B Identifies and anticipates materials and expectations needed for everyday and routine activities. PD.6.D Understands and describes the importance of safety procedures. ATL.7.C Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn).

DOMAIN: COGNITION AND KNOWLEDGE OF THE WORLD: SOCIAL STUDIES

SUBDOMAIN: CIVIC IDEALS AND PRACTICES

Reference Code and Learning Standard	Indicators	Every Child Ready Standard(s)
PK.SOC.4. Begins to learn basic civic and democratic principles	c. Describes possible consequences when rules are not followed	PD.6.D Understands and describes the importance of safety procedures. SOC.2.E Shares how their thoughts, opinions, choices, and actions can impact their community.
PK.SOC.4. Begins to learn basic civic and democratic principles	d. Participates in making group rules and/or rules for daily routines and transitions	ATL.2.E Establishes rules with peers during play or structured activities (cooperative play). ATL.5.E Adapts to new rules or circumstances in an age-appropriate game or activity. ATL.9.B Identifies and anticipates materials and expectations needed for everyday and routine activities.
PK.SOC.4. Begins to learn basic civic and democratic principles	e. Follows rules and may remind others of the rules	ATL.2.E Establishes rules with peers during play or structured activities (cooperative play). ATL.5.E Adapts to new rules or circumstances in an age-appropriate game or activity. ATL.9.B Identifies and anticipates materials and expectations needed for everyday and routine activities. SE.5.E Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others. SE.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.
PK.SOC.4. Begins to learn basic civic and democratic principles	f. Demonstrates preferences and choices by participating when the class votes to make simple decisions	SOC.2.B Recognizes their role within the classroom, neighborhood, and community, such as voting in the classroom or being a member of the soccer team.

DOMAIN: COGNITION AND KNOWLEDGE OF THE WORLD: SOCIAL STUDIES

SUBDOMAIN: GEOGRAPHY, HUMANS AND THE ENVIRONMENT

Reference Code and Learning Standard	Indicators	Every Child Ready Standard(s)
PK.SOC.5 Demonstrates knowledge of the relationship between people, places, and regions	a. Identifies features of own home and familiar places	SOC.4.AA Verbally or nonverbally identifies familiar places and the features, such as home, classroom, and school building. SOC.4.A Verbally or nonverbally identifies common locations in their neighborhood and community and their features (library, store, park, etc.).
PK.SOC.5 Demonstrates knowledge of the relationship between people, places, and regions	b. Names the street, neighborhood, city and/or town where they live	SOC.4.AA Verbally or nonverbally identifies familiar places and the features, such as home, classroom, and school building. SOC.4.A Verbally or nonverbally identifies common locations in their neighborhood and community and their features (library, store, park, etc.). SE.3.A With adult support, verbally or nonverbally identifies something about themselves.

DOMAIN: COGNITION AND KNOWLEDGE OF THE WORLD: SOCIAL STUDIES

SUBDOMAIN: GEOGRAPHY, HUMANS AND THE ENVIRONMENT

Reference Code and Learning Standard	Indicators	Every Child Ready Standard(s)
PK.SOC.5 Demonstrates knowledge of the relationship between people, places, and regions	c. Uses words that indicate direction, position and relative distance	<p>M-GS.3.A Demonstrates understanding of location terms (e.g., "in," "on," "under," "over") by using gestures or objects.</p> <p>M-GS.3.B Demonstrates understanding of proximity terms (e.g., "beside," "between," "above," "below") by using gestures or objects.</p> <p>M-GS.3.C Demonstrates understanding of frame of reference terms (e.g., "in back of," "in front of," "behind") by using gestures or objects.</p> <p>M-GS.3.D Demonstrates understanding of direction terms (e.g., "forward," "backward," "around," "through," "to," "from," "towards") by using gestures or objects.</p> <p>M-GS.3.E Demonstrates understanding of direction terms (e.g., "near," "far") using gestures or objects.</p>
PK.SOC.5 Demonstrates knowledge of the relationship between people, places, and regions	d. Creates representations of topographical features in art work, and/or while playing with blocks, sand or other materials	<p>SOC.4.D Creates representations or maps of familiar places, such as classroom, community, or region.</p> <p>C-ARTS.3.B Creates drawings, paintings, and models with an increasing level of detail.</p>

DOMAIN: COGNITION AND KNOWLEDGE OF THE WORLD: SOCIAL STUDIES

SUBDOMAIN: TIME, CONTINUITY AND CHANGE

Reference Code and Learning Standard	Indicators	Every Child Ready Standard(s)
PK.SOC.6. Develops an understanding of how people and things change over time and how to relate past events to their present and future activities	a. Identifies routines and common occurrences in own life	<p>SOC.5.AA Begins to demonstrate an understanding of present experiences through concrete materials and visual supports.</p> <p>ATL.9.B Identifies and anticipates materials and expectations needed for everyday and routine activities.</p> <p>M-M.2.AA Demonstrates understanding of familiar daily routines.</p> <p>M-M.2.B Demonstrates the understanding of daily routines (order and general length of components).</p>
PK.SOC.6. Develops an understanding of how people and things change over time and how to relate past events to their present and future activities	b. Identifies changes over time in themselves, their families, and in the wider community	<p>SOC.5.D Describes how people and things change over time and will continue to change into the future.</p>

DOMAIN: COGNITION AND KNOWLEDGE OF THE WORLD: SOCIAL STUDIES

SUBDOMAIN: TIME, CONTINUITY AND CHANGE

Reference Code and Learning Standard	Indicators	Every Child Ready Standard(s)
PK.SOC.6. Develops an understanding of how people and things change over time and how to relate past events to their present and future activities	c. Retells important events in sequential order	<p>M-M.2.A Sequences up to two to four steps in a familiar daily routine.</p> <p>LL-NC.4.D Constructs a personal narrative with three or more events in a coherent sequence.</p> <p>LL-NC.4.E Constructs a personal narrative with three or more events in coherent sequence, adding simple details.</p> <p>LL-NC.3.D Retells three or more events from a familiar narrative in sequence using visuals or gestures.</p>
PK.SOC.6. Develops an understanding of how people and things change over time and how to relate past events to their present and future activities	d. Demonstrates interest in current events that relate to family, culture, and community	<p>ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own.</p> <p>ATL.3.AA Exhibits curiosity and interest in activities and materials. Repeats preferred activities.</p> <p>SOC.5.AA Begins to demonstrate an understanding of present experiences through concrete materials and visual supports.</p> <p>SOC.1.B Discusses the activities or celebrations that their family does together.</p>
PK.SOC.6. Develops an understanding of how people and things change over time and how to relate past events to their present and future activities	e. Uses words and phrases that differentiate between events that happen in the past, present and future, e.g., uses phrases like "when I was a baby" or "before I moved to my new house"	<p>SOC.5.B Begins to sequence past and present experiences using visual supports.</p> <p>M-M.2.C Demonstrates understanding of passage of time within one day, such as understanding morning, afternoon, earlier, later.</p> <p>M-M.2.D Demonstrates the understanding of weekly routines (e.g., specials, home days, school days).</p> <p>SOC.5.C Begins to use knowledge of past and present experiences to make predictions about the future.</p> <p>SOC.5.D Describes how people and things change over time and will continue to change into the future.</p> <p>SOC.5.E Begins to connect past and present experiences and describes events that have happened or will happen in the future.</p>

DOMAIN: COGNITION AND KNOWLEDGE OF THE WORLD: SOCIAL STUDIES

SUBDOMAIN: ECONOMIC SYSTEMS

Reference Code and Learning Standard	Indicators	Every Child Ready Standard(s)
PK.SOC.7. Develops a basic understanding of economic concepts within a community	a. Recognizes that goods and services may be purchased using different forms of payment, (e.g., coins, paper money, checks, electronic payment, credit cards, vouchers, food assistance programs)	<p>SOC.3.D - Shows an understanding of buying and selling, including that money is needed to buy goods and services, such as using money in a restaurant in Dramatic Play.</p>

DOMAIN: COGNITION AND KNOWLEDGE OF THE WORLD: THE ARTS

SUBDOMAIN: DANCE

Reference Code and Learning Standard	Indicators	Every Child Ready Standard(s)
PK.ARTS.1. [IDA:Cr1-3.PK] Creates Dance	<p>a. Expresses and engages using movement elements and skills (locomotor and non-locomotor) to a series of sensory stimuli (e.g., music, visual cues)</p>	<p>C-ARTS.1.AA Moves body spontaneously to music. C-ARTS.1.A Participates in guided movement activities by copying dances and movements introduced by others. C-ARTS.1.B Recalls short, simple dances and movement sequences previously introduced by others. C-ARTS.1.C Creates short dances or movement sequences. C-ARTS.1.D Leads dances or movement sequences and demonstrates them to others. C-ARTS.1.E Creates and leads dances or movement sequences and begins to synchronize music with movement.</p>
PK.ARTS.1. [IDA:Cr1-3.PK] Creates Dance	<p>b. Moves in spontaneous and imaginative ways to music, songs, rhythm, and silence</p>	<p>C-ARTS.1.AA Moves body spontaneously to music. C-ARTS.1.A Participates in guided movement activities by copying dances and movements introduced by others. C-ARTS.1.B Recalls short, simple dances and movement sequences previously introduced by others. C-ARTS.1.C Creates short dances or movement sequences. C-ARTS.1.D Leads dances or movement sequences and demonstrates them to others. C-ARTS.1.E Creates and leads dances or movement sequences and begins to synchronize music with movement.</p>
PK.ARTS.2. [IDA:Pr4-6.PK] Performs Dance	<p>a. Demonstrates basic full-body locomotor movements (crawl, walk, run), non-locomotor movements (bend, twist, reach) and spatial relationships (over, under, around) while moving in general space</p>	<p>C-ARTS.1.AA Moves body spontaneously to music. C-ARTS.1.A Participates in guided movement activities by copying dances and movements introduced by others. C-ARTS.1.B Recalls short, simple dances and movement sequences previously introduced by others. C-ARTS.1.C Creates short dances or movement sequences. C-ARTS.1.D Leads dances or movement sequences and demonstrates them to others. C-ARTS.1.E Creates and leads dances or movement sequences and begins to synchronize music with movement. PD.1.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. 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.</p>
PK.ARTS.2. [IDA:Pr4-6.PK] Performs Dance	<p>b. Identifies the speed of a dance (for example fast vs. slow) and move to varied rhythmic sounds at different tempo</p>	<p>C-ARTS.1.AA Moves body spontaneously to music. C-ARTS.1.A Participates in guided movement activities by copying dances and movements introduced by others. C-ARTS.1.E Creates and leads dances or movement sequences and begins to synchronize music with movement. C-ARTS.4.C Recognizes differences between a variety of music activities with different tempos, genres, and rhythms.</p>

DOMAIN: COGNITION AND KNOWLEDGE OF THE WORLD: THE ARTS

SUBDOMAIN: DANCE

Reference Code and Learning Standard	Indicators	Every Child Ready Standard(s)
PK.ARTS.2. [DA:Pr4-6.PK] Performs Dance	c. Moves with opposing qualities (loose/tight, light/heavy, shaky/smooth) and explores movement with simple props in response to verbal cues or expressive music	C-ARTS.1.AA Moves body spontaneously to music. C-ARTS.1.A Participates in guided movement activities by copying dances and movements introduced by others. C-ARTS.1.E Creates and leads dances or movement sequences and begins to synchronize music with movement.
PK.ARTS.3. [DA:Re7-9.PK] Responds to Dance	a. Identifies a movement in a dance by repeating it	C.ARTS.1.A Participates in guided movement activities by copying dances and movements introduced by others. C.ARTS.1.B Recalls short, simple dances and movement sequences previously introduced by others.
PK.ARTS.3. [DA:Re7-9.PK] Responds to Dance	b. Demonstrates observed or performed movements originating from diverse dance genres (e.g., tap, ballet, contemporary) and imitate those dance movements	C.ARTS.1.B Recalls short, simple dances and movement sequences previously introduced by others. C.ARTS.1.A Participates in guided movement activities by copying dances and movements introduced by others.
PK.ARTS.3. [DA:Re7-9.PK] Responds to Dance	c. Observes a movement and shares impressions	C-ARTS.5.A Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques. 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.
PK.ARTS.4. [DA:Cn10-11.PK] Connects to Dance	a. Recognizes the expression of emotion while watching or performing a dance	C-ARTS.1.AA Moves body spontaneously to music. 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.
PK.ARTS.4. [DA:Cn10-11.PK] Connects to Dance	b. Demonstrates a dance movement experienced at home or elsewhere	C.ARTS.1.D Leads dances or movement sequences and demonstrates them to others. C-ARTS.1.C Creates short dances or movement sequences. C-ARTS.1.E Creates and leads dances or movement sequences and begins to synchronize music with movement.
PK.ARTS.4. [DA:Cn10-11.PK] Connects to Dance	c. Observes a work of dance, replicates movements and asks questions about the choreography	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.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.1.B Recalls short, simple dances and movement sequences previously introduced by others. C.ARTS.1.A Participates in guided movement activities by copying dances and movements introduced by others.

DOMAIN: COGNITION AND KNOWLEDGE OF THE WORLD: THE ARTS

SUBDOMAIN: MEDIA ARTS

Reference Code and Learning Standard	Indicators	Every Child Ready Standard(s)
PK.ARTS.5. [IMA:Cr1-3.PK] Creates Media Arts	a. Discovers and explores media arts tools	<p>C.ARTS.3.AA Freely explores a variety of art materials and tools for sensory exploration.</p> <p>C.ARTS.3.B Creates drawings, paintings, and models with an increasing level of detail.</p> <p>C.ARTS.3.C Explores and creates art using different techniques, such as dot art, mixed media collages, and clay.</p> <p>C-ARTS.3.A Expresses self using a variety of art materials and tools.</p> <p>C-ARTS.3.D Plans for and creates art using preferred art materials, tools, and techniques.</p> <p>Tech.1.D With teacher guidance, uses technology devices and learning applications to play games, access or share information, or express themselves creatively.</p> <p>Tech.1.E Independently uses technology devices and learning applications to play games, access or share information, or express themselves creatively.</p>
PK.ARTS.6. [MA:Cr4-6.PK] Produces Media Arts	a. Explores various ways to present media artwork	<p>C-ARTS.3.D Plans for and creates art using preferred art materials, tools, and techniques.</p> <p>C-ARTS.3.E Reviews their original art and makes changes to the final product.</p> <p>C-ARTS.5.B Discusses their own artistic creations and chooses artwork for display or performance.</p>
PK.ARTS.7. [MA:Re7-9.PK] Responds and Connects to Media Arts	a. Explores and discusses the components of a variety of media artwork (i.e., still and moving images, human-made images (like drawings, Claymation) or characters (puppets), real-life video, text, etc.)	<p>C.ARTS..3.C Explores and creates art using different techniques, such as dot art, mixed media collages, and clay.</p> <p>Tech.1.D With teacher guidance, uses technology devices and learning applications to play games, access or share information, or express themselves creatively.</p> <p>Tech.1.E Independently uses technology devices and learning applications to play games, access or share information, or express themselves creatively.</p> <p>C-ARTS.3.D Plans for and creates art using preferred art materials, tools, and techniques.</p> <p>C-ARTS.5.AA Shows enthusiasm and curiosity about different types of creative arts.</p> <p>C-ARTS.5.A Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques.</p> <p>C-ARTS.5.C Recognizes and discusses differences in artistic creations.</p> <p>C-ARTS.5.D Expresses opinions about the artistic creations and techniques of others.</p> <p>C-ARTS.5.E Interprets the art of others by describing what they see and identifying a theme.</p>
PK.ARTS.7. [MA:Re7-9.PK] Responds and Connects to Media Arts	b. Identifies personal experiences with media artwork (e.g., talks about where they have seen media artwork, such as tablets, TV, computers, museums, concerts, classroom	<p>Tech.1.D With teacher guidance, uses technology devices and learning applications to play games, access or share information, or express themselves creatively.</p> <p>Tech.1.E Independently uses technology devices and learning applications to play games, access or share information, or express themselves creatively.</p> <p>C-ARTS.5.AA Shows enthusiasm and curiosity about different types of creative arts.</p> <p>C-ARTS.5.A Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques.</p> <p>C-ARTS.5.C Recognizes and discusses differences in artistic creations.</p> <p>C-ARTS.5.D Expresses opinions about the artistic creations and techniques of others.</p> <p>C-ARTS.5.E Interprets the art of others by describing what they see and identifying a theme.</p>

DOMAIN: COGNITION AND KNOWLEDGE OF THE WORLD: THE ARTS

SUBDOMAIN: MUSIC

Reference Code and Learning Standard	Indicators	Every Child Ready Standard(s)
PK.ARTS.8. [MU:Cr1-3.PK] Creates Music	<p>a. Explores and experiences a variety of music and favorite musical ideas (e.g., experiments with musical instruments, makes up silly and rhyming verses, imitates rhythmic patterns, uses music to tell stories and express feelings)</p>	<p>C-ARTS.4.AA Listens to a variety of music.</p> <p>C-ARTS.4.A Participates in a variety of music activities with different tempos, genres, and rhythms.</p> <p>C-ARTS.4.B Sings a variety of songs within children's vocal range, independently and with others.</p> <p>C-ARTS.4.C Recognizes differences between a variety of music activities with different tempos, genres, and rhythms.</p> <p>C-ARTS.4.D Uses their voice or an instrument to express themselves and copy simple tempos.</p> <p>C-ARTS.4.E Creates and performs original music or songs for others.</p>
PK.ARTS.8. [MU:Cr1-3.PK] Creates Music	<p>b. Shares musical ideas with peers</p>	<p>C-ARTS.4.E Creates and performs original music or songs for others.</p> <p>C-ARTS.5.B Discusses their own artistic creations and chooses artwork for display or performance.</p>
PK.ARTS.9. [MU:Pr4-6.PK] Performs Music	<p>a. Performs music with expression (e.g., keeping rhythm using instruments, performing through oral, or visual expression- singing songs, moving in time to the music with dance props or bodily movements)</p>	<p>C-ARTS.4.E Creates and performs original music or songs for others.</p> <p>C-ARTS.4.A Participates in a variety of music activities with different tempos, genres, and rhythms.</p> <p>C-ARTS.4.B Sings a variety of songs within children's vocal range, independently and with others.</p> <p>C-ARTS.4.D Uses their voice or an instrument to express themselves and copy simple tempos.</p> <p>C-ARTS.5.B Discusses their own artistic creations and chooses artwork for display or performance.</p>
PK.ARTS.9. [MU:Pr4-6.PK] Performs Music	<p>b. Practices and demonstrates what they like about their own performances</p>	<p>SE.3.D Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.</p> <p>SE.3.E Demonstrates strong self-confidence through words or actions including sharing pride and celebrating others in relation to self, family, community, or culture.</p> <p>C-ARTS.5.B Discusses their own artistic creations and chooses artwork for display or performance.</p> <p>C-ARTS.4.E Creates and performs original music or songs for others.</p> <p>C-ARTS.4.A Participates in a variety of music activities with different tempos, genres, and rhythms.</p> <p>C-ARTS.4.B Sings a variety of songs within children's vocal range, independently and with others.</p> <p>C-ARTS.4.D Uses their voice or an instrument to express themselves and copy simple tempos.</p>
PK.ARTS.10. [MU:Re7-9.PK] Responds to Music	<p>a. Demonstrates and states personal preference for varied musical selections provided by the teacher</p>	<p>C-ARTS.5.D Expresses opinions about the artistic creations and techniques of others.</p> <p>C-ARTS.4.C Recognizes differences between a variety of music activities with different tempos, genres, and rhythms.</p> <p>C-ARTS.5.AA Shows enthusiasm and curiosity about different types of creative arts.</p> <p>C-ARTS.5.A Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques.</p> <p>C-ARTS.5.C Recognizes and discusses differences in artistic creations.</p>

DOMAIN: COGNITION AND KNOWLEDGE OF THE WORLD: THE ARTS

SUBDOMAIN: MUSIC

Reference Code and Learning Standard	Indicators	Every Child Ready Standard(s)
PK.ARTS.10. [MU:Re7-9.PK] Responds to Music	b. Explores and demonstrates awareness of the contrasts and expressive qualities of music (i.e., voice/sound quality, tone, dynamics, pitch, and tempo)	C.ARTS.4.D Uses their voice or an instrument to express themselves and copy simple tempos. C-ARTS.4.C Recognizes differences between a variety of music activities with different tempos, genres, and rhythms. C-ARTS.4.A Participates in a variety of music activities with different tempos, genres, and rhythms. 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.
PK.ARTS.10. [MU:Re7-9.PK] Responds to Music	c. Responds appropriately to aural and visual cues	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. C-ARTS.4.C Recognizes differences between a variety of music activities with different tempos, genres, and rhythms. C-ARTS.4.B Sings a variety of songs within children's vocal range, independently and with others.
PK.ARTS.11. [MU:Cn10-11.PK] Connects to Music	a. Explores and imitates sounds found in the environment	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.
PK.ARTS.11. [MU:Cn10-11.PK] Connects to Music	b. Imagines and describes places, times, and reasons for making and listening to music	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.C Recognizes and discusses differences in artistic creations. C-ARTS.5.D Expresses opinions about the artistic creations and techniques of others.
PK.ARTS.11. [MU:Cn10-11.PK] Connects to Music	c. Performs/explores folk music from a variety of cultures	C-ARTS.5.A Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques. C.ARTS.4.D Uses their voice or an instrument to express themselves and copy simple tempos. C-ARTS.4.A Participates in a variety of music activities with different tempos, genres, and rhythms. C-ARTS.4.B Sings a variety of songs within children's vocal range, independently and with others. C-ARTS.4.C Recognizes differences between a variety of music activities with different tempos, genres, and rhythms.
PK.ARTS.11. [MU:Cn10-11.PK] Connects to Music	d. Performs/explores music that tells a story, adding physical movements and/or experimenting with loudness and softness (dynamics) and tempo to add expressivity and enhance story	C.ARTS.4.D Uses their voice or an instrument to express themselves and copy simple tempos. C-ARTS.1.E Creates and leads dances or movement sequences and begins to synchronize music with movement. C-ARTS.4.A Participates in a variety of music activities with different tempos, genres, and rhythms.

DOMAIN: COGNITION AND KNOWLEDGE OF THE WORLD: THE ARTS

SUBDOMAIN: THEATER

Reference Code and Learning Standard	Indicators	Every Child Ready Standard(s)
PK.ARTS.12. [TH:Cr1-3.PK] Creates Theatrical Arts	<p>a. Transitions between imagination and reality in dramatic play</p>	<p>ATL.1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play).</p> <p>ATL.1.C Engages in individual verbal or nonverbal imaginative play or role-play.</p> <p>ATL.1.D Carries out familiar roles during individual or collaborative role-play.</p> <p>ATL.1.E Coordinates roles and carries out more complex stories during role-play.</p> <p>C-ARTS.2.AA Engages briefly in, or observes others in, dramatic play.</p> <p>C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.</p> <p>C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.</p> <p>C-ARTS.2.C Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.</p> <p>C-ARTS.2.D Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.</p> <p>C-ARTS.2.E Continues an originally created scenario over the course of several play periods. Collaborates with others to carry out dramatic play and assumed roles.</p>
PK.ARTS.12. [TH:Cr1-3.PK] Creates Theatrical Arts	<p>b. Uses non-representational materials to create props, puppets, and costume pieces for dramatic play</p>	<p>ATL.1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play).</p> <p>C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.</p>
PK.ARTS.12. [TH:Cr1-3.PK] Creates Theatrical Arts	<p>c. Uses gestures, words, sounds, and movements in dramatic play</p>	<p>C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.</p> <p>ATL.1.C Engages in individual verbal or nonverbal imaginative play or role-play.</p> <p>ATL.1.D Carries out familiar roles during individual or collaborative role-play.</p> <p>ATL.1.E Coordinates roles and carries out more complex stories during role-play.</p> <p>C-ARTS.2.AA Engages briefly in, or observes others in, dramatic play.</p> <p>ATL.1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play).</p> <p>C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.</p> <p>C-ARTS.2.C Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.</p> <p>C-ARTS.2.D Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.</p> <p>C-ARTS.2.E Continues an originally created scenario over the course of several play periods. Collaborates with others to carry out dramatic play and assumed roles.</p> <p>LL-BK.2.C Uses illustrations to tell a familiar story with intonation and expression, using repeated phrases.</p>

DOMAIN: COGNITION AND KNOWLEDGE OF THE WORLD: THE ARTS

SUBDOMAIN: THEATER

Reference Code and Learning Standard	Indicators	Every Child Ready Standard(s)
PK.ARTS.13. [TH:Pr4-6.PK] Performs Theatrical Arts	a. Identifies characters and setting in dramatic play or guided drama	<p>C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.</p> <p>C-ARTS.2.C Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.</p> <p>C-ARTS.2.D Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.</p> <p>C-ARTS.2.E Continues an originally created scenario over the course of several play periods. Collaborates with others to carry out dramatic play and assumed roles.</p> <p>ATL.1.C Engages in individual verbal or nonverbal imaginative play or role-play.</p> <p>ATL.1.D Carries out familiar roles during individual or collaborative role-play.</p> <p>ATL.1.E Coordinates roles and carries out more complex stories during role-play.</p> <p>C-ARTS.2.AA Engages briefly in, or observes others in, dramatic play.</p> <p>ATL.1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play).</p> <p>C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.</p> <p>LL-NC.1.B Identifies the setting in a story.</p> <p>LL-NC.1.AA Identifies characters in a simple story.</p> <p>LL-NC.1.A Identifies and describes the main character in a story.</p> <p>LL-BK.2.C Uses illustrations to tell a familiar story with intonation and expression, using repeated phrases.</p>
PK.ARTS.13. [TH:Pr4-6.PK] Performs Theatrical Arts	b. Engages in dramatic play to tell known stories and newly imagined stories (i.e., re-enacts a story or creates their own story to act out)	<p>LL-NC.3.AA Joins in acting out a book as it's read aloud.</p> <p>LL-NC.4.AA Says or reenacts one event in a personal narrative by using at least one word.</p> <p>LL-NC.4.A Describes or reenacts one event in a personal narrative using a simple phrase.</p> <p>C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.</p> <p>ATL.1.E Coordinates roles and carries out more complex stories during role-play.</p> <p>C-ARTS.2.C Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.</p> <p>C-ARTS.2.D Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.</p> <p>C-ARTS.2.E Continues an originally created scenario over the course of several play periods. Collaborates with others to carry out dramatic play and assumed roles.</p> <p>ATL.1.C Engages in individual verbal or nonverbal imaginative play or role-play.</p> <p>ATL.1.D Carries out familiar roles during individual or collaborative role-play.</p> <p>ATL.1.E Coordinates roles and carries out more complex stories during role-play.</p> <p>C-ARTS.2.AA Engages briefly in, or observes others in, dramatic play.</p> <p>ATL.1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play).</p> <p>LL-BK.2.C Uses illustrations to tell a familiar story with intonation and expression, using repeated phrases.</p>

DOMAIN: COGNITION AND KNOWLEDGE OF THE WORLD: THE ARTS

SUBDOMAIN: THEATER

Reference Code and Learning Standard	Indicators	Every Child Ready Standard(s)
PK.ARTS.13. [TH:Pr4-6.PK] Performs Theatrical Arts	c. Uses body and voice to communicate emotions in dramatic play	C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions. LL-BK.2.C Uses illustrations to tell a familiar story with intonation and expression, using repeated phrases.
PK.ARTS.14. [TH:Re7-9.PK] Responds to Theatrical Arts	a. Identifies preferences in dramatic play (i.e., express their own feelings, roles, and use of materials)	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.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions. ATL.1.E Coordinates roles and carries out more complex stories during role-play.
PK.ARTS.14. [TH:Re7-9.PK] Responds to Theatrical Arts	b. Discusses the experiences of characters in dramatic play	LL-NC.1.AA Identifies characters in a simple story. LL-NC.1.A Identifies and describes the main character in a story. C-ARTS.2.C Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play. C-ARTS.2.D Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play. C-ARTS.2.E Continues an originally created scenario over the course of several play periods. Collaborates with others to carry out dramatic play and assumed roles. ATL.1.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. LL-BK.2.C Uses illustrations to tell a familiar story with intonation and expression, using repeated phrases.
PK.ARTS.14. [TH:Re7-9.PK] Responds to Theatrical Arts	c. Makes connections between themselves and a character	LL-NC.1.A Identifies and describes the main character in a story. C-ARTS.2.C Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play. C-ARTS.2.D Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play. C-ARTS.2.E Continues an originally created scenario over the course of several play periods. Collaborates with others to carry out dramatic play and assumed roles. ATL.1.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. LL-NC.1.E Identifies the problem, solution, and character motivation in narrative story. LL-BK.2.C Uses illustrations to tell a familiar story with intonation and expression, using repeated phrases. C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.

DOMAIN: COGNITION AND KNOWLEDGE OF THE WORLD: THE ARTS

SUBDOMAIN: THEATER

Reference Code and Learning Standard	Indicators	Every Child Ready Standard(s)
PK.ARTS.15. [TH:Cn10-11.PK] Connects to Theatrical Arts	a. Identifies the similarities between a story and personal experiences in dramatic play	<p>ATL.1.D Carries out familiar roles during individual or collaborative role-play. C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play. LL-NC.1.E Identifies the problem, solution, and character motivation in narrative story. LL-NC.5.C Makes connections between own experiences, background knowledge, and information presented in an informational text.</p>
PK.ARTS.15. [TH:Cn10-11.PK] Connects to Theatrical Arts	b. Identifies stories that are similar to one another in dramatic play	<p>ATL.1.D Carries out familiar roles during individual or collaborative role-play. C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play. LL-NC.5.C Makes connections between own experiences, background knowledge, and information presented in an informational text. LL-NC.5.D Describes the relationship between an informational text and another text about a similar topic.</p>
PK.ARTS.15. [TH:Cn10-11.PK] Connects to Theatrical Arts	c. Tells a short story in dramatic play	<p>LL-NC.3.AA Joins in acting out a book as it's read aloud. LL-NC.4.AA Says or reenacts one event in a personal narrative by using at least one word. LL-NC.4.A Describes or reenacts one event in a personal narrative using a simple phrase. C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play. ATL.1.E Coordinates roles and carries out more complex stories during role-play. C-ARTS.2.C Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play. C-ARTS.2.D Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play. C-ARTS.2.E Continues an originally created scenario over the course of several play periods. Collaborates with others to carry out dramatic play and assumed roles. ATL.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.AA Engages briefly in, or observes others in, dramatic play. ATL.1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play). LL-BK.2.C Uses illustrations to tell a familiar story with intonation and expression, using repeated phrases.</p>

DOMAIN: COGNITION AND KNOWLEDGE OF THE WORLD: THE ARTS

SUBDOMAIN: VISUAL ARTS

Reference Code and Learning Standard	Indicators	Every Child Ready Standard(s)
PK.ARTS.16. [VA:Cr1-3.PK] Creates Visual Arts	<p>a. Engages in self-directed imaginative play with a variety of materials and/or art-making tools</p>	<p>C-ARTS.3.AA Freely explores a variety of art materials and tools for sensory exploration.</p> <p>C-ARTS.3.A Expresses self using a variety of art materials and tools.</p> <p>C-ARTS.3.B Creates drawings, paintings, and models with an increasing level of detail.</p> <p>C-ARTS.3.C Explores and creates art using different techniques, such as dot art, mixed media collages, and clay.</p> <p>C-ARTS.3.D Plans for and creates art using preferred art materials, tools, and techniques.</p>
PK.ARTS.16. [VA:Cr1-3.PK] Creates Visual Arts	<p>b. Creates, shares and/or talks about art that communicates a familiar place or object (e.g., using blocks to build a castle or clay to create a snake)</p>	<p>C-ARTS.3.A Expresses self using a variety of art materials and tools.</p> <p>C-ARTS.3.B Creates drawings, paintings, and models with an increasing level of detail.</p> <p>C-ARTS.5.B Discusses their own artistic creations and chooses artwork for display or performance.</p> <p>ATL.1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play).</p> <p>SOC.4.D Creates representations or maps of familiar places, such as classroom, community, or region.</p>
PK.ARTS.16. [VA:Cr1-3.PK] Creates Visual Arts	<p>c. Shares and talks about personal artwork</p>	<p>C-ARTS.5.B Discusses their own artistic creations and chooses artwork for display or performance.</p>
PK.ARTS.17. [VA:Pr4-6.PK] Presents Visual Arts	<p>a. Selects art objects for saving or display, explaining why they are chosen</p>	<p>C-ARTS.5.B Discusses their own artistic creations and chooses artwork for display or performance.</p>
PK.ARTS.17. [VA:Pr4-6.PK] Presents Visual Arts	<p>b. Identifies places, both inside and outside of school, where art can be displayed or saved</p>	<p>C-ARTS.5.B Discusses their own artistic creations and chooses artwork for display or performance.</p> <p>SOC.4.AA Verbally or nonverbally identifies familiar places and the features, such as home, classroom, and school building.</p> <p>SOC.4.A Verbally or nonverbally identifies common locations in their neighborhood and community and their features (library, store, park, etc.).</p>
PK.ARTS.18. [VA:Re7-9.PK] Responds to Visual Arts	<p>a. Recognizes and shares preferences and/or reactions to art in one's environment</p>	<p>C-ARTS.5.D Expresses opinions about the artistic creations and techniques of others.</p> <p>C-ARTS.5.A Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques.</p> <p>C-ARTS.5.C Recognizes and discusses differences in artistic creations.</p> <p>C-ARTS.5.E Interprets the art of others by describing what they see and identifying a theme.</p>

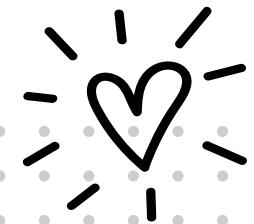
DOMAIN: COGNITION AND KNOWLEDGE OF THE WORLD: THE ARTS

SUBDOMAIN: VISUAL ARTS

Reference Code and Learning Standard	Indicators	Every Child Ready Standard(s)
PK.ARTS.18. [VA:Re7-9.PK] Responds to Visual Arts	b. Distinguishes between images and real objects	C.ARTS.5.C Recognizes and discusses differences in artistic creations. 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.
PK.ARTS.18. [VA:Re7-9.PK] Responds to Visual Arts	c. Selects a preferred artwork	C.ARTS.5.B Discusses their own artistic creations and chooses artwork for display or performance. C.ARTS.3.E Reviews their original art and makes changes to the final product.
PK.ARTS.19. [Cn10-11.PK] Connects to Visual Arts	a. Imagines, invents, and creates art that tells a story about life	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.3.D Plans for and creates art using preferred art materials, tools, and techniques. C.ARTS.5.B Discusses their own artistic creations and chooses artwork for display or performance.
PK.ARTS.19. [Cn10-11.PK] Connects to Visual Arts	b. Recognizes that people make works of art and design	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.5.A Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques.



Notes





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