

**North Dakota Early Learning (2018) & Every Child Ready Standards Alignment**

North Dakota Early Learning Standards (2018) Domain I: Approaches to Learning					Every Child Ready Standards					
Sub-Domain	Goal	Age	Developmental Progressions	Indicators: By 60 Months:	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6
<b>Emotional and Behavioral Self-Regulation</b>	Goal P-APL 1. Child manages emotions with increasing independence. (36-60 months)	36-48 Months	Manages less intense emotions, such as mild frustration, independently. May require adult support to manage more intense emotions.	<ul style="list-style-type: none"> <li>Expresses emotions in ways that are appropriate to the situation.</li> <li>Looks for adult assistance when emotions are most intense.</li> </ul>	IS.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult.	IS.1.C With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations.				
		48-60 Months	Has an expanding range of strategies for managing emotions, both less intense emotions as well as those that cause greater distress. May still look to adults for support in managing the most intense emotions but shows increasing skill in successfully using strategies suggested by adults.	<ul style="list-style-type: none"> <li>Uses a range of coping strategies to manage emotions with the support of an adult, such as using words or taking deep breaths.</li> </ul>	IS.2.D Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance.	IS.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.				
	Goal P-APL 2. Child follows classroom rules and routines with increasing independence. (36-60 months)	36-48 Months	Follows simple rules and routines with assistance from adults, such as hanging up their coat or sitting at the table when asked by an adult.	<ul style="list-style-type: none"> <li>Demonstrates awareness of classroom rules when asked and is able to follow these rules most of the time.</li> <li>Follows most classroom routines, such as putting away backpack when entering the room or sitting on the rug after outside time.</li> </ul>	ATL.7.AA With adult support, starts or stops a task following a simple one-step direction (e.g., "do" and "don't" commands).	ATL.7.C Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn).	M-M.2.AA Demonstrates understanding of familiar daily routines.	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.		
		48-60 Months	Usually follows classroom rules and routines with occasional reminders from adults, such as following an end-of-lunch routine that includes putting away their plate, washing hands, and lining up at the door to go outside.	<ul style="list-style-type: none"> <li>Responds to signals when transitioning from one activity to another.</li> </ul>	ATL.7.C Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn).	ATL.5.A Transitions between activities that are part of the routine school day with adult reminders.	M-M.2.B Demonstrates the understanding of daily routines (order and general length of components).			
	Goal P-APL 3. Child appropriately handles and takes care of classroom materials. (36-60 months)	36-48 Months	Handles classroom materials, such as putting them where they belong, with adult support.	<ul style="list-style-type: none"> <li>Appropriately handles materials during activities.</li> <li>Cleans up and puts materials away appropriately, such as places blocks back on correct shelf or places markers in the correct bin.</li> </ul>	ATL.9.B Identifies and anticipates materials and expectations needed for everyday and routine activities.	ATL.9.AA Recalls simple information from familiar environments (e.g., knows where some classroom materials are kept, or remembers names of classmates).				
		48-60 Months	Usually handles, takes care of, and manages classroom materials, such as using them in appropriate ways and not throwing them from the sensory table onto the floor.		ATL.9.B Identifies and anticipates materials and expectations needed for everyday and routine activities.	ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work.	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).			
	Goal P-APL 4. Child manages actions, words, and behavior with increasing independence. (36-60 months)	36-48 Months	Manages own actions, words, and behavior with frequent support from adults, such as reminders to use gentle touches and friendly words.	<ul style="list-style-type: none"> <li>Demonstrates control over actions and words in response to a challenging situation, such as wanting to use the same materials as another child, or frustration over not being able to climb to the top of a structure. May need support from adults.</li> <li>Manages behavior according to expectations, such as using quiet feet when asked or sitting on the rug during circle time.</li> </ul>	IS.2.B Accepts offers of adult assistance to engage in coregulation.	ATL.7.AA With adult support, starts or stops a task following a simple one-step direction (e.g., "do" and "don't" commands).	IS.5.B With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).			
		48-60 Months	Manages own actions, words, and behavior with occasional support from adults.	<ul style="list-style-type: none"> <li>Waits for turn, such as waits in line to wash hands or waits for turn on swings.</li> <li>Refrains from aggressive behavior towards others.</li> <li>Begins to understand the consequences of behavior, such as hitting leads to an adult giving you quiet time. Can describe the effects their behavior may have on others, such as noticing that another child feels sad when you hit him.</li> </ul>	IS.2.D Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance.	IS.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.	IS.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).			
	Goal P-APL 6. Child maintains focus and sustains attention with minimal adult support. (36-60 months)	36-48 Months	With adult support, focuses attention on tasks and experiences for short periods of time, despite interruptions or distractions.	<ul style="list-style-type: none"> <li>Maintains focus on activities for extended periods of time, such as 15 minutes or more.</li> <li>Engages in purposeful play for extended periods of time.</li> </ul>	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).				
		48-60 Months	With increasing independence, focuses attention on tasks and experiences for longer periods of time, despite interruptions or distractions.	<ul style="list-style-type: none"> <li>Attends to adult during large and small group activities with minimal support.</li> </ul>	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).			

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Cognitive Self-Regulation	Goal P-APL 7. Child persists in tasks. (36-60 months)	36-48 Months	Persists on preferred tasks when presented with small challenges with or without adult support, such as continuing to try to build a tall tower with blocks, even when some pieces fall.	<ul style="list-style-type: none"> <li>Completes tasks that are challenging or less preferred despite frustration, either by persisting independently or seeking help from an adult or other child.</li> <li>Returns with focus to an activity or project after having been away from it.</li> </ul>	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.	IS.6.C Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers.				
		48-60 Months	Frequently persists on preferred tasks. Sometimes persists on less preferred activities with or without adult support, such as working to clean up an activity area.		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.7.D Independently completes simple assignment or task despite normal classroom environment distractions.				
	Goal P-APL 5. Child demonstrates an increasing ability to control impulses. (36-60 months)	36-48 Months	Frequently engages in impulsive behaviors but inhibits them when directly supported by an adult.	<ul style="list-style-type: none"> <li>Tries different strategies to complete work or solve problems, including with other children.</li> <li>Applies different rules in contexts that require different behaviors, such as using indoor voices or feet instead of outdoor voices or feet.</li> <li>Transitions between activities without getting upset.</li> </ul>	ATL.7.A Participates in one- to two-step inhibition games and activities.	ATL.7.AA With adult support, starts or stops a task following a simple one-step direction (e.g., "do" and "don't" commands).					
		48-60 Months	Sometimes controls impulses independently, while at other times needs support from an adult.		ATL.7.C Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn).	ATL.7.E Regulates impulses to complete tasks and engages in goal-directed behavior.					
	Goal P-APL 8. Child holds information in mind and manipulates it to perform tasks. (36-60 months)	36-48 Months	Holds small amounts of information in mind, such as two-step directions, to successfully complete simple tasks.		ATL.7.A Participates in one- to two-step inhibition games and activities.	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.	C-ARTS.1.B Recalls short, simple dances and movement sequences previously introduced by others.	LL-NC.3.B Retells two events from a familiar narrative using visuals or gestures.			
		48-60 Months	Holds an increasing amount of information in mind in order to successfully complete tasks.	<ul style="list-style-type: none"> <li>Accurately recounts recent experiences in the correct order and includes relevant details.</li> <li>Successfully follows detailed, multi-step directions, sometimes with reminders.</li> <li>Remembers actions to go with stories or songs shortly after being taught.</li> </ul>	ATL.7.B Independently follows two- to three-step verbal adult directions.	ATL.9.E Independently applies higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization).	LL-LC.1.D Shows understanding of more complex sentences or questions through actions, such as following three-step directions.	ATL.9.A Recalls one to two pieces of new and relevant information about their lived experiences (e.g., shares two things they did that day, recalls two toys that were in Dramatic Play).	LL-NC.3.E With prompting and support, retells familiar stories, including key details.		
	Goal P-APL 9. Child holds information in mind and manipulates it to perform tasks. (36-60 months) Child demonstrates initiative and independence. (36-60 months)	36-48 Months	Demonstrates flexibility, or the ability to switch gears, in thinking and behavior when prompted by an adult, such as trying a new way to climb a structure when the first attempt does not work.	<ul style="list-style-type: none"> <li>Tries different strategies to complete work or solve problems, including with other children.</li> <li>Applies different rules in contexts that require different behaviors, such as using indoor voices or feet instead of outdoor voices or feet.</li> <li>Transitions between activities without getting upset.</li> </ul>	ATL.5.AA Stops preferred activities with one on one assistance or coregulation.	ATL.5.B Shifts between tasks or activities, including ending preferred activities, with adult support.	ATL.6.D Refocuses attention to independent or group activity after minor distraction.				
		48-60 Months	Demonstrates flexibility in thinking and behavior without prompting at times. Also responds consistently to adult suggestions to show flexibility in approaching tasks or solving problems, such as taking turns to share toys when many children want to use them.		ATL.5.C Adjusts to changes in the environment or schedule with adult guidance and advance warning.	ATL.5.D With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error).	ATL.5.E Adapts to new rules or circumstances in an age-appropriate game or activity.	ATL.3.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance.			
	Initiative and Curiosity	Goal P-APL 10. Child holds information in mind and manipulates it to perform tasks. (36-60 months) Child demonstrates initiative and independence. (36-60 months)	36-48 Months	Regularly shows initiative, particularly in interactions with familiar adults. Works independently for brief periods of time without adult prompting.	<ul style="list-style-type: none"> <li>Engages in independent activities.</li> <li>Makes choices and communicates these to adults and other children.</li> <li>Independently identifies and seeks things to complete activities or tasks, such as gathering art supplies to make a mask or gathering cards to play a matching activity.</li> <li>Plans play scenarios, such as dramatic play or construction, by establishing roles for play, using appropriate materials, and generating appropriate scenarios to be enacted.</li> </ul>	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.7.D Independently completes simple assignment or task despite normal classroom environment distractions.	PD.4.D Independently completes self-care and hygiene routines.		
			48-60 Months	Frequently shows initiative, particularly when engaged in preferred activities. Demonstrates a willingness and capability to work independently for increasing amounts of time.		ATL.7.D Independently completes simple assignment or task despite normal classroom environment distractions.	ATL.8.D Creates and follows through with simple plans independently.	Tech.1.E Independently uses technology devices and learning applications to play games, access or share information, or express themselves creatively.	ATL.6.E Attends to activities or peer engagement for extended periods of time (30+ minutes).	C-ARTS.2.D Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.	

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	Goal P-APL 11. Child shows interest in and curiosity about the world around them. (36-60 months)	36-48 Months	Seeks out new information and explores new play and tasks with adult support.	<ul style="list-style-type: none"> <li>Asks questions and seeks new information.</li> <li>Is willing to participate in new activities or experiences even if they are perceived as challenging.</li> <li>Demonstrates eagerness to learn about and discuss a range of topics, ideas, and activities.</li> </ul>	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.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance.	SC-SP.3.B Begins to identify relevant information and collects and records information in own journal or paper.		
		48-60 Months	Seeks out new information and explores new play and tasks both independently and with adult support.		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.D Formulates own science-oriented questions based on observations.	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.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance.	ATL.3.C Asks questions and seeks clarity after attempting a challenging task.
Creativity	Goal P-APL 12. Child expresses creativity in thinking and communication. (36-60 months)	36-48 Months	Responds to adults' prompts to express creative ideas in words and/or actions.	<ul style="list-style-type: none"> <li>Asks questions related to tasks or activities that indicate thinking about new ways to accomplish the task or activity.</li> <li>Approaches tasks, activities, and play in ways that show creative problem solving.</li> <li>Uses multiple means of communication (verbal and non-verbal) to creatively express thoughts, feelings, or ideas.</li> </ul>	ATL.4.A Uses two to three words or nonverbal actions (gestures, body language, facial expressions) to explain activities they are engaging in.	C-ARTS.3.A Expresses self using a variety of art materials and tools.	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.	IS.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).		
		48-60 Months	Communicates creative ideas and actions both with and without prompting from adults.		C-ARTS.3.A Expresses self using a variety of art materials and tools.	C-ARTS.1.C Creates short dances or movement sequences.	C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.	LL-WR.2.A Draws and/or writes to represent, express, or communicate interests.	ATL.4.A Uses two to three words or nonverbal actions (gestures, body language, facial expressions) to explain activities they are engaging in.	C-ARTS.2.D Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.
	Goal P-APL 13. Child uses imagination in play and interactions with others. (36-60 months)	36-48 Months	Consistently uses imagination in play and other creative works. Begins to communicate creative ideas to other children and adults.	<ul style="list-style-type: none"> <li>Engages in social and pretend play.</li> <li>Uses imagination with materials to create stories or works of art.</li> <li>Uses objects or materials to represent something else during play, such as using a paper plate or Frisbee as a steering wheel.</li> </ul>	ATL.1.C Engages in individual verbal or nonverbal imaginative play or role-play.	ATL.1.D Carries out familiar roles during individual or collaborative role-play.	C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.	C-ARTS.3.A Expresses self using a variety of art materials and tools.	C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.	
		48-60 Months	Develops more elaborate imaginary play, stories, and other creative works with children and adults.		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.		

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North Dakota Early Learning Standards (2018) Domain II: Social and Emotional Development					Every Child Ready Standards						
Sub-Domain	Goal	Age	Developmental Progressions	Indicators: By 60 Months:	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7
Relationships with Adults	Goal P-SE 1. Child engages in and maintains positive relationships and interactions with adults. (36-60 months)	36-48 Months	Engages in positive interactions with adults, by demonstrating affection or talking about ideas. Is able to separate from trusted adults when in familiar settings. Uses adults as a resource to solve problems.	<ul style="list-style-type: none"> <li>Interacts readily with trusted adults.</li> <li>Engages in some positive interactions with less familiar adults, such as parent volunteers.</li> <li>Shows affection and preference for adults who interact with them on a regular basis.</li> <li>Seeks help from adults when needed.</li> </ul>	IS.6.C Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers.	IS.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.	LL-LC.4.B Initiates or joins conversations and engages in conversational turn-taking with at least one feedback loop using both verbal and nonverbal communication.	IS.2.B Accepts offers of adult assistance to engage in coregulation.			
		48-60 Months	Clearly shows enjoyment in interactions with trusted adults while also demonstrating skill in separating from these adults with minimal distress when in a familiar setting. Initiates interactions with adults and participates in longer and more reciprocal interactions with both trusted and new adults.	<ul style="list-style-type: none"> <li>Engages in prosocial behaviors with adults, such as using respectful language or greetings.</li> <li>Attends to an adult when asked.</li> <li>Follows adult guidelines and expectations for appropriate behavior.</li> <li>Asks or waits for adult permission before doing something when they are unsure.</li> </ul>	IS.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.	LL-LC.4.C Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic.	IS.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.				
	Goal P-SE 2. Child engages in prosocial and cooperative behavior with adults. (36-60 months)	36-48 Months	Sometimes engages in prosocial behavior with adults, such as greeting the teacher or saying goodbye, and responds to adult requests and directions that may include assistance or prompting. Sometimes demonstrates uncooperative behavior with familiar adults, such as saying "No" to requests, but these moments are typically resolved with support from adults.	<ul style="list-style-type: none"> <li>Engages in prosocial behaviors with adults, such as using respectful language or greetings.</li> <li>Attends to an adult when asked.</li> <li>Follows adult guidelines and expectations for appropriate behavior.</li> <li>Asks or waits for adult permission before doing something when they are unsure.</li> </ul>	ATL.7.AA With adult support, starts or stops a task following a simple one-step direction (e.g., "do" and "don't" commands).	ATL.7.B Independently follows two- to three-step verbal adult directions.	LL-LC.1.A Responds to simple requests, such as choosing between objects.	IS.5.B With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).			
		48-60 Months	Often engages in prosocial behavior with adults and usually responds appropriately to adult requests and directions without significant assistance or prompting. Uncooperative behavior with familiar adults is rare and the child is able to resolve minor conflicts with adults with support, such as being given reminders to use a quiet voice or follow directions.	<ul style="list-style-type: none"> <li>Engages in prosocial behaviors with other children, such as sharing and taking turns with materials and in conversations or may engage in these with prompting from adults.</li> <li>Uses a variety of skills for entering social situations with other children, such as suggesting something to do together, joining an existing activity, or sharing a toy.</li> <li>Takes turns in conversations and interactions with other children.</li> <li>Develops friendships with one or two preferred other children.</li> </ul>	ATL.7.B Independently follows two- to three-step verbal adult directions.	ATL.7.C Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn).	LL-LC.1.D Shows understanding of more complex sentences or questions through actions, such as following three-step directions.	IS.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).			
Relationships with Other Children	Goal P-SE 3. Child engages in and maintains positive interactions and relationships with other children. (36-60 months)	36-48 Months	Sometimes engages in and maintains interactions with other children without support from an adult or demonstrates skills in doing this when prompted by an adult. May spontaneously engage in prosocial behaviors with other children, such as sharing and taking turns with materials and in conversations or may engage in these with prompting from adults.	<ul style="list-style-type: none"> <li>Engages in and maintains positive interactions with other children.</li> <li>Uses a variety of skills for entering social situations with other children, such as suggesting something to do together, joining an existing activity, or sharing a toy.</li> <li>Takes turns in conversations and interactions with other children.</li> <li>Develops friendships with one or two preferred other children.</li> </ul>	ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play).	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.	ATL.2.B Plays, works on tasks, or participates in activities with peers with adult prompting (associative play).	IS.5.B With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).			
		48-60 Months	Sustains interactions with other children more often and for increasing periods of time. Demonstrates prosocial behaviors with other children with and without prompting from adults. Likely to show at least some preference for playing with particular children.	<ul style="list-style-type: none"> <li>Engages in and maintains positive interactions with other children.</li> <li>Uses a variety of skills for entering social situations with other children, such as suggesting something to do together, joining an existing activity, or sharing a toy.</li> <li>Takes turns in conversations and interactions with other children.</li> <li>Develops friendships with one or two preferred other children.</li> </ul>	IS.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	IS.5.E Often helps others, encourages others to join in activities, or engages in thoughtful active listening with others.	C-ARTS.2.D Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.	LL-LC.4.C Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic.	ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play).		
	Goal P-SE 4. Child engages in cooperative play with other children. (36-60 months)	36-48 Months	Often plays cooperatively with other children. For at least short periods during this play, works with other children to plan and enact this play in a coordinated way.	<ul style="list-style-type: none"> <li>Engages in joint play, such as using coordinated goals, planning, roles, and games with rules, with at least one other child at a time.</li> <li>Demonstrates willingness to include others' ideas during interactions and play.</li> <li>Shows enjoyment of play with other children, such as through verbal exchanges, smiles, and laughter.</li> <li>Engages in reflection and conversation about past play experiences.</li> </ul>	ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play).	ATL.2.E Establishes rules with peers during play or structured activities (cooperative play).	C-ARTS.2.C Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.	IS.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.			
		48-60 Months	Cooperatively plays with other children in an increasingly coordinated way. Works with other children to make plans for what and how they will play together. When given the opportunity, these coordinated play periods get longer.	<ul style="list-style-type: none"> <li>Engages in joint play, such as using coordinated goals, planning, roles, and games with rules, with at least one other child at a time.</li> <li>Demonstrates willingness to include others' ideas during interactions and play.</li> <li>Shows enjoyment of play with other children, such as through verbal exchanges, smiles, and laughter.</li> <li>Engages in reflection and conversation about past play experiences.</li> </ul>	ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play).	ATL.2.E Establishes rules with peers during play or structured activities (cooperative play).	C-ARTS.2.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	ATL.8.E Plans simple steps for future activity goal.	C-ARTS.2.C Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.	LL-WR.1.E Explores a variety of digital tools (tablet, computer, etc.) to produce and publish writing, including in collaboration with peers.
	Goal P-SE 5. Child uses basic problem-solving	36-48 Months	Begins to recognize and describe social problems. Suggests solutions to conflicts with adult guidance and support.	<ul style="list-style-type: none"> <li>Recognizes and describes basic social problems in books or pictures, such as both children wanting the same toy, and during interactions with other children, such as "Why do you think your friend might be sad?"</li> <li>Uses basic strategies for dealing with common</li> </ul>	IS.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.	IS.7.C When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise).	IS.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).				

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	skills to resolve conflicts with other children.	48-60 Months	Often recognizes and describes social problems, suggests solutions to conflicts, and compromises when working or playing in a group. Although simple conflicts may be resolved without adult assistance, may seek out or need adult support in more challenging moments.	<ul style="list-style-type: none"> <li>Conflicts, such as sharing, taking turns, and compromising.</li> <li>Expresses feelings, needs, and opinions in conflict situations.</li> <li>Seeks adult help when needed to resolve conflicts.</li> </ul>	IS.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).	IS.7.D With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise).	IS.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.	ATL.2.E Establishes rules with peers during play or structured activities (cooperative play).	ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play).	SOC.2.D Recognizes that people have different thoughts and opinions within a community.		
Emotional Functioning	Goal P-SE 6. Child expresses a broad range of emotions and recognizes these emotions in self and others. (36-60 months)	36-48 Months	Expresses a broad range of emotions across contexts, such as during play and in interactions with adults. Notices when strong emotions are exhibited by others and begins to use words to describe some of these emotions, such as happy, sad, or mad.	<ul style="list-style-type: none"> <li>Recognizes and labels basic emotions in books or photographs.</li> <li>Uses words to describe own feelings.</li> <li>Uses words to describe the feelings of adults or other children.</li> </ul>	IS.1.A Verbally or nonverbally expresses basic emotions, such as happy, excited, angry, scared, frustrated, and sad, while an adult adds emotion labels to that expression.	IS.1.B With adult modeling and visual supports, verbally or nonverbally identifies and labels emotions such as happiness, excitement, anger, fear, and sadness in self.	IS.4.A With adult modeling and one-on-one support, verbally or nonverbally names observable emotions and experiences of others.					
		48-60 Months	Expresses a broad range of emotions and begins to notice more subtle or complex emotions in self and others, such as embarrassed or worried. Uses words to describe own feelings when prompted, and may at times use these words without prompting, such as saying "Don't be mad" when engaged in play with other children.		IS.1.C With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations.	IS.1.D Independently verbally or nonverbally names and describes their own emotions.	LL-LC.4.E Modifies conversations based on the context or listener.	IS.4.B With adult prompts, compares their own characteristics and emotions to those of others.	IS.4.E With minimal teacher prompts, demonstrates empathy by providing support for others through assistance or advocacy.			
	Goal P-SE 7. Child expresses care and concern toward others. (36-60 months)	36-48 Months	Often pays attention when others are distressed, but attention and response to this distress may be brief. May seek out adult support to help another child who is distressed.	<ul style="list-style-type: none"> <li>Makes empathetic statements to adults or other children.</li> <li>Offers support to adults or other children who are distressed.</li> </ul>	IS.4.C With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations.	IS.4.D With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others.	IS.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.	IS.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.				
		48-60 Months	Consistently pays attention when others are distressed and often responds with care, either by seeking out adult support or providing reassurance or support themselves.		IS.4.D With adult prompts, demonstrates empathy by verbally or nonverbally reading or responding to the emotions of others.	IS.4.E With minimal teacher prompts, demonstrates empathy by providing support for others through assistance or advocacy.	IS.5.E Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.	IS.4.D With adult prompts, demonstrates empathy by verbally or nonverbally reading or responding to the emotions of others.	IS.2.E Supports peers in regulating their emotions through coregulation. Seeks and accepts coregulation assistance when needed.			
	Goal P-SE 8. Child manages emotions with increasing independence. (36-60 months)	36-48 Months	Manages less intense emotions, such as mild frustration, independently. May require adult support to manage more intense emotions.	<ul style="list-style-type: none"> <li>Expresses feelings in ways that are appropriate to the situation.</li> <li>Looks for adult assistance when feelings are most intense.</li> <li>Uses a range of coping strategies to manage emotions with the support of an adult, such as using words or taking a deep breath.</li> </ul>	IS.2.D Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance.	IS.1.C With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations.	IS.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.					
		48-60 Months	Has an expanding range of strategies for managing emotions, both less intense emotions and those that cause greater distress. Sometimes looks to adults for support in managing the most intense emotions but shows increasing skill in managing emotions independently.		IS.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.	IS.2.D Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance.	IS.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.					
Goal P-SE 9. Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests. (36-60 months)	36-48 Months	Describes own physical characteristics and behaviors and indicates likes when asked.	<ul style="list-style-type: none"> <li>Describes self by using several different characteristics.</li> <li>Demonstrates knowledge of uniqueness of self, such as talents, interests, preferences, or culture.</li> </ul>	IS.3.A With adult support, verbally or nonverbally identifies something about themselves.	IS.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.	IS.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.	IS.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence.	ATL.4.A Uses two to three words or nonverbal actions (gestures, body language, facial expressions) to explain activities they are engaging in.	LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.			
	48-60 Months	Describes a larger range of individual characteristics and interests and communicates how these are similar or different from those of other people.		IS.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.	IS.4.B With adult prompts, compares their own characteristics and emotions to those of others.	IS.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence.	IS.3.D Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.					

North Dakota Early Learning Standards (2018) & Every Child Ready Standards Alignment											
North Dakota Early Learning Standards (2018) Domain II: Social and Emotional Development					Every Child Ready Standards						
Sub-Domain	Goal	Age	Developmental Progressions	Indicators: By 60 Months:	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7
Sense of Identity and Belonging	Goal P-SE 10. Child expresses confidence in own skills and positive feelings about self. (36-60 months)	36-48 Months	Expresses enjoyment in accomplishing daily routines and new skills and may draw adult attention to these accomplishments. May share own ideas or express positive feelings about self, particularly when prompted by an adult.	<ul style="list-style-type: none"> <li>Shows satisfaction or seeks acknowledgment when completing a task or solving a problem.</li> <li>Expresses own ideas or beliefs in group contexts or in interactions with others.</li> <li>Uses positive words to describe self, such as kind or hard-worker.</li> </ul>	ATL.4.C Monitors the completion of a task and identifies preferred elements of a work product or task.	IS.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence.	ATL.4.AA Verbally or nonverbally shares activities they are engaging in with a trusted adult.	ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own.	ATL.4.B Verbally or nonverbally demonstrates an understanding of accomplishing a task. May verbally explain work product.		
		48-60 Months	Enjoys accomplishing a greater number of tasks and sharing these accomplishments with other children and adults. Makes increasing number of contributions to group discussion and may share ideas with or without adult prompting.		ATL.4.B Verbally or nonverbally demonstrates an understanding of accomplishing a task. May verbally explain work product.	ATL.4.D Assesses or reflects upon activity or task outcome or product.	IS.6.E Seeks out opportunities to complete age-appropriate tasks independently.	ATL.4.AA Verbally or nonverbally shares activities they are engaging in with a trusted adult.	IS.5.A Engages with peers with teacher modeling and participates in organized group activities.	LL-WR.1.C Contributes ideas and opinions to a shared writing experience by drawing or writing with teacher support.	
	Goal P-SE 11. Child has sense of belonging to family, community, and other groups. (36-60 months)	36-48 Months	Communicates feeling a sense of belonging to family and an emerging sense of connections to other communities through words or other forms of expression, such as drawing a picture of their family or sharing a special object related to their cultural heritage.	<ul style="list-style-type: none"> <li>Identifies self as being a part of different groups, such as family, community, culture, faith, or preschool.</li> <li>Relates personal stories about being a part of different groups.</li> <li>Identifies similarities and differences about self across familiar environments and settings.</li> </ul>	SOC.1.AA Identifies and recognizes self and family members.	SOC.1.B Discusses the activities or celebrations that their family does together.	SOC.1.B Discusses the activities or celebrations that their family does together.	SOC.2.B Recognizes their role within the classroom, neighborhood, and community, such as by voting in the classroom or being a member of the soccer team.	IS.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.	LL-WR.2.A Draws and/or writes to represent, express, or communicate interests.	
		48-60 Months	Has a sense of belonging to family and community and communicates details about these connections, such as sharing a story about a family gathering, both spontaneously and when prompted by an adult or other child.		SOC.2.B Recognizes their role within the classroom, neighborhood, and community, such as by voting in the classroom or being a member of the soccer team.	SOC.1.B Discusses the activities or celebrations that their family does together.	SOC.1.C Discusses the importance of their own family and the roles and responsibilities of various individuals in the family.	SOC.2.A Verbally or nonverbally identifies a variety of community members within their community, such as in their neighborhood and school.			

North Dakota Early Learning (2018) & Every Child Ready Standards Alignment										
North Dakota Early Learning Standards (2018) Domain III: Language, Communication, and Literacy					Every Child Ready Standards					
Sub-Domain	Goal	Age	Developmental Progressions	Indicators: By 60 Months:	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6
Language - Attending and Understanding	Goal P-LC 1. Child attends to communication and language from others. (36-60 months)	36-48 Months	Shows acknowledgment of comments or questions and is able to attend to conversations, either spoken or signed.	<ul style="list-style-type: none"> <li>• Uses verbal and non-verbal signals appropriately to acknowledge the comments or questions of others.</li> <li>• Shows ongoing connection to a conversation, group discussion, or presentation</li> </ul>	LL-LC.1.A Responds to simple requests, such as choosing between objects.	LL-LC.4.B Initiates or joins conversations and engages in conversational turn-taking with at least one feedback loop using both verbal and nonverbal communication.	LL-LC.4.A Initiates a brief verbal or nonverbal social interaction with adults or peers engaging in a one-way interaction.	LL-LC.2.B Demonstrates understanding by answering simple "what" and "who" questions using two to three words when prompted by the teacher or peers.	LL-LC.2.C Demonstrates understanding by answering simple "why" and "how" questions using two to three words when prompted by the teacher or peers.	
		48-60 Months	Shows acknowledgment of complex comments or questions. Is able to attend to longer, multi-turn conversations, either spoken or signed.		LL-LC.1.E Confirms understanding of spoken language, requests, and complex sentences through verbal or nonverbal requests for clarification.	LL-LC.1.D Shows understanding of more complex sentences or questions through actions, such as following three-step directions.	LL-LC.4.D Adds information or appropriately remains on, or changes, topic during a conversation with multiple feedback loops alternating between speaker and listener.	LL-LC.4.C Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic.		
	Goal P-LC 2. Child understands and responds to increasingly complex communication and language from others. (36-60 months)	36-48 Months	Understands and responds (verbally and non-verbally) to increasingly longer sentences, simple questions, and simple stories.	<ul style="list-style-type: none"> <li>• Shows an ability to recall (in order) multiple step directions.</li> <li>• Demonstrates understanding of a variety of question types, such as "Yes/No?" or "Who/What/When/Where?" or "How/ Why?"</li> <li>• Shows an understanding of talk related to the past or future.</li> <li>• Shows understanding, such as nodding or gestures, in response to the content of books read aloud, stories that are told, or lengthy explanations given on a topic.</li> </ul>	LL-LC.1.B Responds to multipart sentences, such as acting out multiple events, following two-step directions, or finding objects based on a description.	LL-LC.1.C Responds to more complex sentences that include descriptive words for unrelated requests they may not have heard before.	LL-NC.1.C Identifies and answers questions about events in a story.	LL-NC.2.B Answers factual questions using a variety of text types (predictable, informational, poetry, etc.).	LL-LC.1.D Shows understanding of more complex sentences or questions through actions, such as following three-step directions.	LL-NC.1.C Identifies and answers questions about events in a story.
		48-60 Months	Shows an understanding of complex statements, questions, and stories containing multiple phrases and ideas, and responds appropriately.	<ul style="list-style-type: none"> <li>• Children who are DLLs may demonstrate more complex communication and language in their home language than in English.</li> </ul>	LL-LC.1.D Shows understanding of more complex sentences or questions through actions, such as following three-step directions.	LL-LC.1.E Confirms understanding of spoken language, requests, and complex sentences through verbal or nonverbal requests for clarification.	LL-NC.2.D Makes inferences to answer simple "why" questions by using background knowledge and events in a text.	LL-NC.2.E Makes inferences and provides explanation and reasoning for events in a text or characters' actions.	LL-NC.2.B Answers factual questions using a variety of text types (predictable, informational, poetry, etc.).	LL-NC.3.E With prompting and support, retells familiar stories, including key details.
Language – Communicating and Speaking	Goal P-LC 3. Child varies the amount of information provided to meet the demands of the situation. (36-60 months)	36-48 Months	Uses language, spoken or sign, for different purposes and is sometimes able to provide sufficient detail to get needs met from a variety of adults.	<ul style="list-style-type: none"> <li>• Usually provides sufficient detail in order to get needs met, such as explaining a point of difficulty in a task or sharing a request from home with the teacher.</li> <li>• Uses language, spoken or sign, to clarify a word or statement when misunderstood.</li> <li>• Children who are DLLs may switch between their languages.</li> </ul>	LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.	LL-LC.2.D Answers questions from adults and peers using multivord responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic.	LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults.	SOC.3.AA Verbally or nonverbally expresses wants and needs with simple phrases or gestures.		
		48-60 Months	Uses language, spoken or sign, for a variety of purposes and can typically provide sufficient detail in order to get needs met from a variety of adults.		LL-LC.2.D Answers questions from adults and peers using multivord responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic.	LL-LC.2.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.	LL-LC.4.D Adds information or appropriately remains on, or changes, topic during a conversation with multiple feedback loops alternating between speaker and listener.	LL-LC.5.D Uses complex sentences with correct word order and syntax. Begins to use prepositions (i.e., "Armel throws the round blue ball on the roof").		
	Goal P-LC 4. Child understands, follows, and uses appropriate social and conversational rules. (36-60 months)	36-48 Months	Engages in conversations with adults, other children, or within the group setting lasting two or three conversational turns, and, with support, will sometimes use appropriate tone and volume for different situations.	<ul style="list-style-type: none"> <li>• Maintains multi-turn conversations with adults, other children, and within larger groups by responding in increasingly sophisticated ways, such as asking related questions or expressing agreement.</li> <li>• With increasing independence, matches the tone and volume of expression to the content and social situation, such as by using a whisper to tell a secret.</li> </ul>	LL-LC.4.C Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic.	LL-LC.4.D Adds information or appropriately remains on, or changes, topic during a conversation with multiple feedback loops alternating between speaker and listener.	LL-LC.4.E Modifies conversations based on the context or listener.			
		48-60 Months	Maintains multi-turn conversations with adults or other children by being responsive to the conversational partner in a variety of ways, such as by asking a question. With increasing independence, varies tone and volume of expression to match the social situation.	<ul style="list-style-type: none"> <li>• Communicates clearly enough to be understood by familiar adults but may make some pronunciation and grammatical errors. Typically uses three- to five-word phrases/sentences when communicating. With some prompting, can offer multiple (two or three) pieces of information on a single topic.</li> </ul>	LL-LC.4.C Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic.	LL-LC.4.D Adds information or appropriately remains on, or changes, topic during a conversation with multiple feedback loops alternating between speaker and listener.	LL-LC.4.E Modifies conversations based on the context or listener.	LL-LC.2.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.	LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").	
	Goal P-LC 5. Child expresses self in increasingly long, detailed, and sophisticated ways. (36-60 months)	36-48 Months	Communicates clearly enough to be understood by familiar adults but may make some pronunciation and grammatical errors. Typically uses three- to five-word phrases/sentences when communicating. With some prompting, can offer multiple (two or three) pieces of information on a single topic.	<ul style="list-style-type: none"> <li>• Communicates clearly enough to be understood by adults across a range of situations. Pronunciation errors and grammatical errors are isolated and infrequent. Shows proficiency with prepositions, regular/irregular past tense, possessives, and noun-verb agreement.</li> <li>• Typically, uses complete sentences of more than five words with complex structures, such as sentences involving sequence and causal relations.</li> <li>• Can produce and organize multiple sentences on a topic, such as giving directions or telling a story, including information about the past or present or things not physically present, and answer a variety of question types.</li> </ul>	LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.	LL-LC.5.B Continues to develop more complex sentences using syntax with a noun and verb and object (i.e., "Armel throws the blue ball.>").	LL-LC.5.C Continues to develop more complex sentences by using adjectives (i.e., "Armel throws the blue ball.>").	LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults.		
		48-60 Months	Communicates clearly enough to be understood by familiar and unfamiliar adults but may make some pronunciation errors and some isolated grammatical errors. Uses longer sentences, as well as sentences that are slightly more complex, such as "I need a pencil because this one broke." Can offer multiple pieces of information on a topic with increasing independence and answer simple questions.	<ul style="list-style-type: none"> <li>• Communicates clearly enough to be understood by familiar adults but may make some pronunciation and grammatical errors. Typically uses three- to five-word phrases/sentences when communicating. With some prompting, can offer multiple (two or three) pieces of information on a single topic.</li> </ul>	LL-LC.5.D Uses complex sentences with correct word order and syntax. Begins to use prepositions (i.e., "Armel throws the round blue ball on the roof.>").	LL-LC.5.E Use clauses and conjunctions as part of a complex sentence with correct word order and syntax (i.e., "Armel threw the blue ball, and it got stuck on the roof.>").	LL-LC.2.D Answers questions from adults and peers using multivord responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic.	LL-LC.4.D Adds information or appropriately remains on, or changes, topic during a conversation with multiple feedback loops alternating between speaker and listener.		
Goal P-LC 6. Child understands and uses a wide variety of	36-48 Months	Shows a rapid increase in acquisition of new vocabulary words that describe actions, emotions, things, or ideas that are meaningful within the everyday environment. Uses new vocabulary words to describe relations among things or ideas.	<ul style="list-style-type: none"> <li>• Demonstrates the use of multiple (two or three) new words or signs a day during play and other activities.</li> <li>• Shows recognition of and/or familiarity with key domain-specific words heard during reading or discussions.</li> <li>• With multiple exposures, uses new domain-specific vocabulary during</li> </ul>	LL-LC.3.A Shows interest in new words or asks questions to acquire new vocabulary.	LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions.	LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults.	LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").			

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Domain III: Language, Communication, and Literacy				Alignment 1		Alignment 2		Alignment 3		Alignment 4		Alignment 5		Alignment 6	
Sub-Domain	Goal	Age	Developmental Progressions	Indicators: By 60 Months:	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6					
Language – Vocabulary	words for a variety of purposes. (36-60 months)	48-60 Months	Shows repetition of new words offered by adults. Shows a steady increase in vocabulary through the acquisition of words with increasing specificity and variety. Shows repetition of new words offered by adults and may ask about the meaning of unfamiliar words.	<ul style="list-style-type: none"> <li>• Domain-specific vocabulary during activities, such as using the word "cocoon" when learning about the life cycle of caterpillars, or "cylinder" when learning about 3-D shapes.</li> <li>• With support, forms guesses about the meaning of new words from context clues.</li> </ul>	LL-LC.3.AA Repeats or attempts to use words heard in everyday language or the environment.	LL-LC.3.A Shows interest in new words or asks questions to acquire new vocabulary.	LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults.	LL-LC.2.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.	LL-LC.3.A Shows interest in new words or asks questions to acquire new vocabulary.						
	Goal P-LC 7. Child shows understanding of word categories and relationships among words. (36-60 months)	36-48 Months	Typically uses known words in the correct context and, with support, shows an emerging understanding of how words are related to broader categories, such as sorting things by color.	<ul style="list-style-type: none"> <li>• Demonstrates the use of multiple (two or three) new words or signs a day during play and other activities.</li> <li>• Shows recognition of and/or familiarity with key domain-specific words heard during reading or discussions.</li> <li>• With multiple exposures, uses new domain-specific vocabulary during activities, such as using the word "cocoon" when learning about the life cycle of caterpillars, or "cylinder" when learning about 3-D shapes.</li> <li>• With support, forms guesses about the meaning of new words from context clues.</li> </ul>	LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults.	LL-LC.5.C Continues to develop more complex sentences by using adjectives (i.e., "Armel throws the blue ball.").	LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").	M-PFA.1.A Sorts and groups 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.						
		48-60 Months	Demonstrates an increasingly sophisticated understanding of words and word categories with support, such as listing multiple examples of a familiar category or identifying a synonym or antonym.	<ul style="list-style-type: none"> <li>• Demonstrates an increasingly sophisticated understanding of words and word categories with support, such as listing multiple examples of a familiar category or identifying a synonym or antonym.</li> <li>• With support, forms guesses about the meaning of new words from context clues.</li> </ul>	LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").	LL-LC.3.E Uses various resources to identify new meanings for familiar words or clarify the meaning of unknown words and phrases.	M-PFA.1.C Sorts and groups objects based on more complex attributes such as function or category.	M-PFA.1.E Sorts and groups objects into multiple categories such as size and color, or function and category at the same time.	LL-LC.5.D Uses complex sentences with correct word order and syntax. Begins to use prepositions (i.e., "Armel throws the round blue ball on the roof.").						
Literacy - Phonological Awareness	Goal P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound. (36-60 months)	36-48 Months	Shows rote imitation and enjoyment of rhyme and alliteration. With support, distinguishes when two words rhyme and when two words begin with the same sound.	<ul style="list-style-type: none"> <li>• Provides one or more words that rhyme with a single given target, such as "What rhymes with log?"</li> <li>• Produces the beginning sound in a spoken word, such as "Dog begins with /d/."</li> <li>• Provides a word that fits with a group of words sharing an initial sound, with adult support, such as "Sock, Sara, and song all start with the /s/ sound. What else starts with the /s/ sound?" Uses senses and simple tools to observe, gather, and record data, such as gathering data on where children's families are from and creating a graph that shows the number of children from different countries.</li> </ul>	LL-PA.3.A Listens to and sings favorite classroom songs with simple rhyme patterns like "Twinkle, Twinkle Little Star."	LL-PA.3.B Listens to and fills in the missing rhyming word from a familiar song, poem, rhyme, fingerplay, or story. For example, "Twinkle, twinkle little star. How I wonder what you _____."	LL-PA.3.C Identifies if two words rhyme when given in a pair. For example, "My words are 'cat' and 'hat.' Do these two words rhyme? My words are 'cat' and 'pan.' Do these two words rhyme?"	LL-PA.4.B Identifies if a pair of given words have the same initial consonant sound with picture support (no blends or digraphs).							
		48-60 Months	Demonstrates rhyme recognition, such as identifying which words rhyme from a group of three: hat, cat, log. Recognizes phonemic changes in words, such as noticing the problem with "Old McDonald had a charm." Is able to count syllables and understand sounds in spoken words.	<ul style="list-style-type: none"> <li>• Identifies which words rhyme from a group of three: hat, cat, log. Recognizes phonemic changes in words, such as noticing the problem with "Old McDonald had a charm." Is able to count syllables and understand sounds in spoken words.</li> </ul>	LL-PA.3.E Identifies rhyming words from groups of two to three words when given one rhyming word.	LL-PA.2.C Segments the syllables in one- and two-syllable words verbally or nonverbally.	LL-PA.2.C Segments the syllables in three- and four-syllable words verbally or nonverbally.	LL-PA.3.D Produces at least one real or nonsense rhyming word when given a pair of CVC words, like "cat" and "hat."	LL-PA.3.E Identifies rhyming words from groups of two to three words when given one rhyming word.						
Literacy – Print and Alphabet Knowledge	Goal P-LIT 2. Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print). (36-60 months)	36-48 Months	Distinguishes print from pictures and shows an understanding that print is something meaningful, such as asking an adult "What does this say?" or "Read this."	<ul style="list-style-type: none"> <li>• Understands that print is organized differently for different purposes, such as a note, list, or storybook.</li> <li>• Understands that written words are made up of a group of individual letters.</li> <li>• Begins to point to single-syllable words while reading simple, memorized texts.</li> <li>• Identifies book parts and features, such as the front, back, title, and author.</li> </ul>	LL-BK.3.A Demonstrates understanding that print has meaning.	LL-BK.3.B Distinguishes between print and images in books and in the environment.	LL-BK.3.C Demonstrates understanding that print has meaning and begins to connect environmental print with objects or locations in the classroom.	LL-LC.2.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.	LL-BK.1.AA Requests that books be read by an adult.	LL-BK.1.A Treats books with care.					
		48-60 Months	Begins to demonstrate an understanding of the connection between speech and print. Shows a growing awareness that print is a system that has rules and conventions, such as holding a book correctly or following a book left to right.	<ul style="list-style-type: none"> <li>• Begins to point to single-syllable words while reading simple, memorized texts.</li> <li>• Identifies book parts and features, such as the front, back, title, and author.</li> </ul>	LL-BK.3.C Demonstrates understanding that print has meaning and begins to connect environmental print with objects or locations in the classroom.	LL-BK.2.A Demonstrates understanding of proper book orientation by holding books right side up and turning one page at a time, starting from the first page.	LL-BK.2.D Tracks print from left to right and top to bottom while imitating reading a familiar text.	LL-BK.3.D Points to one word and one letter in an unfamiliar text or around the room.	LL-BK.3.E Identifies basic elements of print, like spaces between words or punctuation at the end of a sentence (period, exclamation mark, question mark).						
	Goal P-LIT 3. Child identifies letters of the alphabet and produces correct sounds associated with letters. (36-60 months)	36-48 Months	Shows an awareness of alphabet letters, such as singing the ABC song, recognizing letters from one's name, or naming some letters that are encountered often.	<ul style="list-style-type: none"> <li>• Names most upper and lower-case letters.</li> <li>• Knows the sounds associated with several letters</li> </ul>	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-BK.3.C Demonstrates understanding that print has meaning and begins to connect environmental print with objects or locations in the classroom.							
	48-60 Months	Recognizes and names at least half of the letters in the alphabet, including letters in own name (first name and last name), as well as letters encountered often in the environment. Produces the sound of many recognized letters.	<ul style="list-style-type: none"> <li>• Recognizes and names at least half of the letters in the alphabet, including letters in own name (first name and last name), as well as letters encountered often in the environment. Produces the sound of many recognized letters.</li> </ul>	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.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-BK.3.C Demonstrates understanding that print has meaning and begins to connect environmental print with objects or locations in the classroom.							
Literacy – Comprehension and Text Structure	Goal P-LIT 4. Child demonstrates an understanding of narrative structure through storytelling/re-telling. (36-60 months)	36-48 Months	With support, may be able to tell one or two key events from a story or may act out a story with pictures or props.	<ul style="list-style-type: none"> <li>• Re-tells or acts out a story that was read, putting events in the appropriate sequence, and demonstrating more sophisticated understanding of how events relate, such as cause and effect relationships.</li> <li>• Tells fictional or personal stories using a sequence of at least two or three connected events.</li> <li>• Identifies characters and main events in books and stories.</li> </ul>	LL-NC.3.AA Joins in acting out a book as it's read aloud.	LL-NC.3.A Describes one event from a familiar narrative using visuals or gestures.	LL-NC.3.B Retells two events from a familiar narrative using visuals or gestures.	LL-BK.2.B Uses illustrations to tell a familiar story.							
		48-60 Months	Retells two or three key events from a well-known story, typically in the right temporal order and using some simple sequencing terms, such as first... and then.	<ul style="list-style-type: none"> <li>• Tells fictional or personal stories using a sequence of at least two or three connected events.</li> <li>• Identifies characters and main events in books and stories.</li> </ul>	LL-NC.3.B Retells two events from a familiar narrative using visuals or gestures.	LL-NC.3.C Retells three or more events from a familiar story in any order using visuals or gestures.	LL-NC.3.D Retells three or more events from a familiar narrative in sequence using visuals or gestures.	M-M.2.A Sequences up to two to four steps in a familiar daily routine.							
	Goal P-LIT 5. Child asks and answers questions about a book that was read aloud. (36-60 months)	36-48 Months	Can answer basic questions about likes or dislikes in a book or story. Asks and answers questions about main characters or events in a familiar story. With modeling and support, makes predictions about events that might happen next.	<ul style="list-style-type: none"> <li>• Answers questions about details of a story with increasingly specific information, such as when asked "Who was Mary?" responds "She was the girl who was riding the horse and then got hurt."</li> <li>• Answers increasingly complex inferential questions that require making predictions based on multiple pieces of information from the story: inferring characters' feelings or intentions; or providing evaluations of judgments that are grounded in the text.</li> <li>• Provides a summary of a story, highlighting a number of the key ideas in the story and how they relate.</li> </ul>	ATL.4.C Monitors the completion of a task and identifies preferred elements of a work product or task.	LL-NC.1.A Identifies and describes the main character in a story.	LL-NC.1.C Identifies and answers questions about events in a story.	LL-NC.2.B Answers factual questions using a variety of text types (predictable, informational, poetry, etc.).	LL-NC.2.C Uses events from the book to make a prediction about what might happen next.						
	48-60 Months	With support, provides basic answers to specific questions about details of a story, such as who, what, when, or where. With support, can answer inferential questions about stories, such as predictions or how/why something is happening in a particular moment.	<ul style="list-style-type: none"> <li>• Answers questions about details of a story with increasingly specific information, such as when asked "Who was Mary?" responds "She was the girl who was riding the horse and then got hurt."</li> <li>• Answers increasingly complex inferential questions that require making predictions based on multiple pieces of information from the story: inferring characters' feelings or intentions; or providing evaluations of judgments that are grounded in the text.</li> <li>• Provides a summary of a story, highlighting a number of the key ideas in the story and how they relate.</li> </ul>	LL-NC.1.C Identifies and answers questions about events in a story.	LL-NC.2.B Answers factual questions using a variety of text types (predictable, informational, poetry, etc.).	LL-NC.2.C Uses events from the book to make a prediction about what might happen next.	LL-NC.2.D Makes inferences to answer simple "why" questions by using background knowledge and events in a text.								

North Dakota Early Learning (2018) & Every Child Ready Standards Alignment										
North Dakota Early Learning Standards (2018) Domain III: Language, Communication, and Literacy					Every Child Ready Standards					
Sub-Domain	Goal	Age	Developmental Progressions	Indicators: By 60 Months:	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6
Literacy – Writing	Goal P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks. (36-60 months)	36–48 Months	Engages in writing activities that consist largely of drawing and scribbling. Begins to convey meaning. With modeling and support, writes some letter-like forms and letters.	<ul style="list-style-type: none"> <li>Creates a variety of written products that may or may not phonetically relate to intended messages.</li> <li>Shows an interest in copying simple words posted in the classroom.</li> <li>Attempts to independently write some words using invented spelling, such as K for kite.</li> </ul>	LL-WR.4.A Scribbles and makes marks on page. These may be continuous lines or separate shapes. The shapes may include dots, circles, or lines.	LL-WR.4.B Writes letter-like forms and makes marks on page that look like conventional shapes or mock letters.	LL-WR.3.A When asked to write their name, writes letter-like forms. Makes marks on page that look like conventional shapes or mock letters.	LL-WR.2.A Draws and/or writes to represent, express, or communicate interests.		
		48-60 Months	Progressively uses drawing, scribbling, letterlike forms, and letters to intentionally convey meaning. With support, may use invented spelling consisting of salient or beginning sounds, such as L for elevator or B for bug.	<ul style="list-style-type: none"> <li>Writes first name correctly or close to correctly.</li> <li>Writes (draws, illustrates) for a variety of purposes and demonstrates evidence of many aspects of print conventions, such as creating a book that moves left to right.</li> </ul>	LL-WR.4.C Writes letter-like symbols in strings. May leave spaces between symbols to indicate words.	LL-WR.4.D Writes random recognizable letters in a row with spaces in between. Letters may be backward, reversed, or poorly formed and recognized only in context.	LL-WR.6.C Writes the correct initial sound of a word.	LL-WR.7.A Completes a sentence prompt with a written word using phonetic spelling.	LL-WR.2.A Draws and/or writes to represent, express, or communicate interests.	LL-WR.2.B Draws and/or writes to represent and describe an object, event, or observation.

North Dakota Early Learning (2018) & Every Child Ready Standards Alignment																					
North Dakota Early Learning Standards (2018)				Every Child Ready Standards																	
Domain IV: Cognition				Alignment 1		Alignment 2		Alignment 3		Alignment 4		Alignment 5		Alignment 6		Alignment 7		Alignment 8			
Sub-Domain	Goal	Age	Developmental Progressions	Indicators: By 60 Months:		Alignment 1		Alignment 2		Alignment 3		Alignment 4		Alignment 5		Alignment 6		Alignment 7		Alignment 8	
Mathematics Development – Counting and Cardinality	Goal P-MATH 1. Child knows number names and the count sequence. (36-60 months)	36–48 Months	Says or signs some number words in sequence (up to 10), starting with one. Understands that counting words are separate words, such as "one," "two," "three" versus "one two three".	• Counts verbally or signs to at least 20 by ones.	M-NC.1.A Says number words in order from 1–3 from memory.	M-NC.1.B Says number words in order from 1–5 from memory.	M-NC.1.C Says number words in order from 1–7 from memory.	M-NC.1.D Says number words in order from 1–10 from memory.													
		48-60 Months	Says or signs more number words in sequence.			M-NC.1.D Says number words in order from 1–10 from memory.	M-NC.1.E Says number words in order from 1–20 from memory.														
	Goal P-MATH 2. Child recognizes the number of objects in a small set. (36-60 months)	36–48 Months	Develops an understanding of what whole numbers mean. Begins to recognize the number of small objects in groups without counting (referred to as "subitizing").	• Instantly recognizes, without counting, small quantities of up to five objects and says or signs the number.	M-NC.3.AA Sublizes by instantly saying how many are in a set without counting for quantities 1–2.	M-NC.3.A Sublizes by instantly saying how many are in a set without counting for quantities 1–3.	M-NC.3.A Sublizes by instantly saying how many are in a set without counting for quantities 1–3.	M-NC.3.A Sublizes by instantly saying how many are in a set without counting for quantities 1–3.													
		48-60 Months	Quickly recognizes the number of objects in a small set (referred to as "subitizing").			M-NC.3.AA Sublizes by instantly saying how many are in a set without counting for quantities 1–2.	M-NC.3.A Sublizes by instantly saying how many are in a set without counting for quantities 1–3.														
	Goal P-MATH 3. Child understands the relationship between numbers and quantities. (36-60 months)	36–48 Months	Begins to coordinate verbal counting with objects by pointing to or moving objects for small groups of objects laid in a line (referred to as one-to-one correspondence). Begins to understand that the last number represents how many objects are in a group (referred to as "cardinality").	• When counting objects, says or signs the number names in order, pairing one number word that corresponds with one object, up to at least 10. • Counts and answers "How many?" questions for approximately 10 objects. • Accurately counts as many as five objects in a scattered configuration. • Understands that each successive number name refers to a quantity that is one larger. • Understands that the last number said represents the number of objects in a set.	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.3.B Creates sets of 0–5 and begins to use cardinality to identify the last number counted.														
		48-60 Months	Understands that number words refer to quantity. May point to or move objects while counting objects to 10 and beyond (one-to-one correspondence). Understands that the last number represents how many objects are in a group (cardinality).			M-NC.2.D Says numbers in order, matching each number word to each object when counting from 1–10.	M-NC.2.E Says numbers in order, matching each number word to each object when counting from 1–15.	M-NC.3.D Creates sets of 0–10 and uses cardinality to identify the last number counted.	M-NC.3.E Creates sets of 0–10 and uses cardinality to identify the last number counted.												
	Goal P-MATH 4. Child compares numbers. (36-60 months)	36–48 Months	Begins to accurately count and compare objects that are about the same size and are in small groups with adult assistance, such as counts a pile of two blocks and a pile of four and determines whether the piles have the same or different numbers of blocks. Identifies the first and second objects in a sequence.	• Identifies whether the number of objects in one group is more than, less than, or the same as objects in another group for up to at least five objects. • Identifies and uses numbers related to order or position from first to tenth.	M-NC.4.B Matches 0–5 objects from two sets using one-to-one correspondence to understand the concept of the same.	M-NC.4.C Matches 0–7 objects from two sets using one-to-one correspondence to identify which set has more, less, or if they are the same.	M-PFA.2.D Uses ordinal numbers to order and describe relative position for up to three objects.														
		48-60 Months	Counts to determine and compare number amounts even when the larger group's objects are smaller in size, such as buttons, compared with the smaller group's objects that are larger in size, such as markers. Uses numbers related to order or position.			M-NC.4.C Matches 0–7 objects from two sets using one-to-one correspondence to identify which set has more, less, or if they are the same.	M-NC.4.D Matches 0–10 objects from two sets using one-to-one correspondence to identify which set has more, less, or if they are the same.	M-NC.4.E Rational counts and compares the objects in two sets to identify which has more, less, or if they are the same for quantities 0–10.	M-PFA.2.D Uses ordinal numbers to order and describe relative position for up to three objects.	M-PFA.2.E Orders groups of different amounts using numerical order.											
	Goal P-MATH 5. Child associates a quantity with written numerals up to 5 and begins to write numerals. (36-60 months)	36–48 Months	Begins to understand that a written numeral represents a quantity and may draw objects or use informal symbols to represent numbers.	• Associates a number of objects with a written numeral 0–5. • Recognizes and, with support, writes some numerals up to 10.	M-NC.6.A Matches a set of objects with the number symbol to represent the set for quantities 0–3.	M-NC.6.B Matches a set of objects with the number symbol to represent the set for quantities 0–5.	M-NC.6.C Matches a set of objects with the number symbol to represent the set for quantities 0–7.	M-NC.6.C Matches a set of objects with the number symbol to represent the set for quantities 0–10.													
		48-60 Months	Understands that written numerals represent quantities of objects, and uses information symbols, such as a tally, to represent numerals. With adult support, writes some numerals up to 10.			M-NC.6.C Matches a set of objects with the number symbol to represent the set for quantities 0–7.	M-NC.6.D Matches a set of objects with the number symbol to represent the set for quantities 0–10.	M-NC.6.E Matches a set of objects with the number symbol and compares written numerals between 0–10, identifying which numeral is higher, lower, or if they are the same.	M-DAP.2.D Graphs using symbols such as paper squares, tally marks, or Xs to organize and display information. Compares two to three groups.												
Goal P-MATH 6. Child understands addition as adding to and understands subtraction as taking away from. (36-60 months)	36–48 Months	Begins to add and subtract very small collections of objects with adult support. For example, the teacher says, "You have three grapes and get one more. How many in all?" Child counts out three, then counts out one more, then counts all four: "One, two, three, four, I have four!"	• Represents addition and subtraction in different ways, such as with fingers, objects, and drawings. • Solves addition and subtraction word problems. Adds and subtracts up to five to or from a given number. • With adult assistance, begins to use counting on from the larger number for addition. For example, when adding a group of three and a group of two, counts "One, two, three, . . ." and then counts on "Four, five!" (keeping track with fingers). • When counting back for subtraction such as taking away three from five, counts, "Five, four, three, . . .two" (keeping track with fingers).	M-NC.7.A Demonstrates an understanding that adding one more increases the amount of a set.	M-NC.7.B Counts two sets separately, then combines sets and counts the sets together to get the whole. Counts up to a total quantity of 5.	M-NC.8.A Demonstrates an understanding that removing one object decreases the amount in a set.	M-NC.8.B Counts a set of 1–5 objects. Takes objects away and counts how many are left.														
	48-60 Months	Solves addition problems by joining objects together and subtraction problems by separating, using manipulatives and fingers to represent objects.			M-NC.7.C Counts two sets separately, then combines sets and counts the sets together to get the whole. Counts up to a total quantity of 7.	M-NC.7.D Counts two sets separately, then combines sets and counts the sets together to get the whole. Counts up to a total quantity of 10.	M-NC.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.	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.												
Goal P-MATH 7. Child understands simple patterns. (36-60 months)	36–48 Months	Recognizes a simple pattern, and with adult assistance, fills in the missing element of a pattern, such as boy, girl, boy, ____ girl. Duplicates and extends ABABAB patterns.	• Fills in missing elements of simple patterns. • Duplicates simple patterns in a different location than demonstrated, such as making the same alternating color pattern with blocks at a table that was demonstrated on the rug. Extends patterns, such as making an eight-block tower of the same pattern that was demonstrated with four blocks. • Identifies the core unit of sequentially repeating patterns, such as color in a sequence of alternating red and blue blocks.	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.																
	48-60 Months	Creates, identifies, extends, and duplicates simple repeating patterns in different forms, such as with objects, numbers, sounds, and movements.			M-PFA.3.B Uses objects, rhythm, or movement to copy simple and advanced patterns (e.g., AB, ABC, ABB, AAB).	M-PFA.3.C Uses rhythm and movement to copy simple and advanced patterns (e.g., AB, ABC, ABB, AAB).	M-PFA.3.D Uses objects, rhythm, or movement to copy and extend simple and advanced patterns (e.g., AB, ABC, ABB, AAB).	M-PFA.3.E Recognizes, describes, and copies patterns that include multiple attributes (e.g., red circle, yellow circle, red square, yellow square) or repeating elements (e.g., blue-red-blue, blue-red-blue).													
Goal P-MATH 8. Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons. (36-60 months)	36–48 Months	With adult support, begins to understand that attributes can be compared, such as one child can be taller than another child.	• Measures using the same unit, such as putting together snap cubes to see how tall a book is. • Compares or orders up to five objects based on their measurable attributes, such as height or weight. • Uses comparative language, such as shortest, heavier, or bigger.	M-M.1.A Demonstrates understanding of length terms (i.e., "longer," "shorter") and height terms (i.e., "taller," "shorter") using gestures or objects.	M-M.1.B Demonstrates understanding of length terms (i.e., "longer," "shorter"), height terms (i.e., "taller," "shorter"), volume terms (i.e., "more," "less"), and weight terms (i.e., "heavier," "lighter") using gestures or objects.	M-PFA.2.A Orders up to two objects by one attribute, such as size, shades of color, texture, or sound, using comparative language.	M-PFA.2.B Orders up to three objects by one attribute, such as size, shades of color, texture, or sound, using comparative language.														
	48-60 Months	With some adult support, uses measurable attributes to make comparisons, such as identifies objects as the same/different and more/less.			M-M.1.B Demonstrates understanding of length terms (i.e., "longer," "shorter"), height terms (i.e., "taller," "shorter"), volume terms (i.e., "more," "less"), and weight terms (i.e., "heavier," "lighter") using gestures or objects.	M-M.1.D Uses nonstandard units to measure and then comparative language to describe the measurements of two objects, like when answering "Which container holds more beans?"	M-PFA.2.C Orders up to five objects by one attribute, such as size, shades of color, texture, or sound, using comparative language.	M-NC.4.D Matches 0–10 objects from two sets using one-to-one correspondence to identify which set has more, less, or if they are the same.	M-PFA.1.D Sorts and groups objects or pictures that belong together by one attribute, then regrouping according to a different attribute.												

North Dakota Early Learning (2018) & Every Child Ready Standards Alignment													
North Dakota Early Learning Standards (2018)				Every Child Ready Standards									
Sub-Domain	Goal	Age	Developmental Progressions	Indicators: By 60 Months:	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	Alignment 8	
Mathematics Development – Geometry and Spatial Sense	Goal P-MATH 9. Child identifies, describes, compares, and composes shapes. (36-60 months)	36–48 Months	Recognizes and names typical circle, square, and sometimes a triangle. With adult support, matches some shapes that are different sizes and orientations.	<ul style="list-style-type: none"> <li>Names and describes shapes in terms of length of sides, number of sides, and number of angles.</li> <li>Correctly names basic shapes regardless of size and orientation.</li> <li>Analyzes, compares and sorts two-and three-dimensional shapes and objects in different sizes. Describes their similarities, differences, and other attributes, such as size and shape.</li> <li>Creates and builds shapes from components.</li> </ul>	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 five 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).						
		48-60 Months	Recognizes and compares a greater number of shapes of different sizes and orientations. Begins to identify sides and angles as distinct parts of shapes.		M-GS.1.B Verbally or nonverbally identifies at least five common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle).	M-GS.1.C Identifies and describes the properties of common two-dimensional shapes using words like "sides," "corners," "curve."	M-GS.1.D Verbally or nonverbally identifies two-dimensional shapes in the environment or in books.	M-GS.2.B Constructs common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle) with materials.					
	Goal P-MATH 10. Child explores the positions of objects in space. (36-60 months)	36–48 Months	Begins to understand spatial vocabulary. With adult support, follows directions involving their own position in space, such as "Stand up and stretch your arms to the sky."	<ul style="list-style-type: none"> <li>Understands and uses language related to directionality, order, and the position of objects, including up/down and in front/behind.</li> </ul>	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 direction terms (e.g., "forward," "backward," "around," "through," "to," "from," "towards").	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.	ATL.7.AA With adult support, starts or stops a task following a simple one-step direction (e.g., "do" and "don't" commands).				
		48-60 Months	Increasingly understands spatial vocabulary. Follows directions involving their own position in space, such as "Move to the front of the line."	<ul style="list-style-type: none"> <li>Correctly follows directions involving their own position in space, such as "Stand up" and "Move forward."</li> </ul>	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.	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.					
	Goal P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms, and events). (36-60 months)	36–48 Months	Uses the five senses to observe objects, materials, organisms, and events. Provides simple verbal or signed descriptions. With adult support, represents observable phenomena, such as draws a picture.	<ul style="list-style-type: none"> <li>Identifies the five senses (smell, touch, sight, sound, taste) and uses them to make observations.</li> <li>Uses observational tools to extend the five senses, such as a magnifying glass, microscope, binoculars, or stethoscope.</li> <li>Describes observable phenomena using adjectives and labels, such as lemons taste sour and play dough feels sticky.</li> </ul>	SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment.	SC-P.1.A Uses senses to identify physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.	SC-P.1.B Use senses to observe and describe some physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.	SC-P.1.B Use senses to observe and describe some physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.	LL-WR.2.B Draws and/or writes to represent and describe an object, event, or observation.	LL-WR.2.C Draws and/or writes to represent and describe an object, event, or observation.	LL-WR.2.D Draws and/or writes to represent and describe an object, event, or observation.		
		48-60 Months	Makes increasingly complex observations of objects, materials, organisms, and events. Provides greater detail in descriptions. Represents observable phenomena in more complex ways, such as pictures that include more detail.	<ul style="list-style-type: none"> <li>Represents observable phenomena with pictures, diagrams, and 3-D models.</li> </ul>	SC-SP.2.AA Repeats or attempts to use words heard in everyday language or the environment.	SC-SP.3.B Begins to identify relevant information and collects and records information in own journal or paper.	LL-WR.2.C Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme.	G-ARTS.3.B Creates drawings, paintings, and models with an increasing level of detail.	SC-P.1.D Describes and discusses various ways that the physical properties or characteristics of objects can change, such as the playground was soft, but became hard when exposed to air for a long time.	SC-SP.3.A With teacher guidance, participates in recording scientific observations and data.	C-ARTS.3.B Creates drawings, paintings, and models with an increasing level of detail.		
Scientific Reasoning – Scientific Inquiry	Goal P-SCI 2. Child engages in scientific talk. (36-60 months)	36–48 Months	Begins to use scientific vocabulary words with modeling and support from an adult. Sometimes repeats new words offered by adults.	<ul style="list-style-type: none"> <li>Uses scientific practice words or signs, such as observe, describe, compare, contrast, question, predict, experiment, reflect, cooperate, or measure.</li> </ul>	LL-LC.3.AA Repeats or attempts to use words heard in everyday language or the environment.	LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults.	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.	SC-P.1.D Describes and discusses various ways that the physical properties or characteristics of objects can change, such as the playground was soft, but became hard when exposed to air for a long time period.	SC-P.3.C Explains water in its three forms, such as how ice is frozen water.	SC-LES.4.B Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features.		
		48-60 Months	Uses a greater number of scientific vocabulary words. Repeats new words offered by adults and may ask questions about unfamiliar words.	<ul style="list-style-type: none"> <li>Uses scientific content words when investigating and describing observable phenomena, such as parts of a plant, animal, or object.</li> </ul>	LL-LC.3.A Shows interest in new words or asks questions to acquire new vocabulary.	LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults.	LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions.	SC-P.1.D Describes and discusses various ways that the physical properties or characteristics of objects can change, such as the playground was soft, but became hard when exposed to air for a long time period.	SC-LES.4.C Describes the needs of humans and animals and how their characteristics and behaviors support their needs, such as birds having beaks so they can dig for worms.	SC-LES.5.D Observes and describes plant habitats and life cycles.			
Goal P-SCI 3. Child compares and categorizes observable phenomena. (36-60 months)	36–48 Months	Sorts objects into groups based on simple attributes, such as color. With support, uses measurement tools to quantify similarities and differences of observable phenomena, such as when a child scoops sand into two containers and, with adult assistance, determines which container holds more scoops.	<ul style="list-style-type: none"> <li>Categorizes by sorting observable phenomena into groups based on attributes such as appearance, weight, function, ability, texture, color, and sound.</li> <li>Uses measurement tools, such as a ruler, balance scale, eyedropper, unit blocks, thermometer, or measuring cup, to quantify similarities and differences of observable phenomena</li> </ul>	M-PFA.1.A Sorts and groups 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-M.1.C Uses nonstandard units to measure objects by filling, covering, or matching, like when answering "How many scoops of sand fill a container?"	M-M.1.D Uses nonstandard units to measure and then comparative language to describe the measurements of two objects, like when answering "Which container holds more beans?"						
	48-60 Months	With increasing independence, sorts objects into groups based on more complex attributes, such as weight, sound, or texture. Uses measurement tools to assess the properties of and compare observable phenomena.		M-PFA.1.C Sorts and groups objects based on more complex attributes such as function or category.	M-PFA.1.E Sorts and groups objects into multiple categories such as size and color, or sound, using comparative language at the same time.	M-M.1.E Uses standard units (e.g., ruler, scale, balance) to measure and then uses comparative language to describe the measurements of two objects.							
Goal P-SCI 4. Child asks a question, gathers information, and makes predictions. (36-60 months)	36–48 Months	Asks simple questions. Uses adults as primary resources to gather information about questions. With adult support and modeling, makes simple predictions, such as "I think that the golf ball will be heavier than the ping pong ball."	<ul style="list-style-type: none"> <li>Asks questions that can be answered through an investigation, such as "What do plants need to grow?" or "What countries do the children in our class come from?"</li> <li>Gathers information about a question by looking at books or discussing prior knowledge and observations.</li> </ul>	SC-SP.1.A With teacher guidance, participates in activities to formulate simple science-oriented questions based on observations.	SC-SP.1.C With teacher guidance, begins to formulate own questions based on observations.	SC-SP.2.B Participates in teacher-led explorations and experiments and uses prior knowledge to make predictions.							
	48-60 Months	Asks more complex questions. Uses other sources besides familiar adults to gather information, such as books or other experts (community workers). Uses background knowledge and experiences to make predictions.	<ul style="list-style-type: none"> <li>Makes predictions and brainstorm solutions based on background knowledge and experiences, such as "I think that plants need water to grow," or "I think adding yellow paint to purple will make brown."</li> </ul>	SC-SP.1.D Formulates own science-oriented questions based on observations.	LL-NC.5.B Recognizes that informational texts are a source of information.	LL-NC.5.E Uses features of informational text such as charts, diagrams, graphs, or maps as a source of information.	SC-SP.2.B Participates in teacher-led explorations and experiments and uses prior knowledge to make predictions.	SOC.5.C Begins to use knowledge of past and present experiences to make predictions about the future.	LL-LC.2.E Use question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.				
Scientific Reasoning – Reasoning and Problem Solving	Goal P-SCI 5. Child plans and conducts investigations and experiments. (36-60 months)	36–48 Months	With adult support, engages in simple investigations and experiments, such as building a "bridge" out of classroom materials and seeing how many dolls it will hold before it collapses. Records data with teacher assistance, mostly using pictures and marks on a page.	<ul style="list-style-type: none"> <li>Articulates steps to be taken and lists materials needed for an investigation or experiment.</li> <li>Implements steps and uses materials to explore testable questions, such as "Do plants need water to grow?" by planting seeds and giving water to some but not to others.</li> <li>Uses senses and simple tools to observe, gather, and record data, such as gathering data on where children's families are from and creating a graph that shows the number of children from different countries.</li> </ul>	SC-SP.2.A Participates in simple explorations and experiments based on a teacher-led inquiry and prior knowledge.	SC-SP.3.A With teacher guidance, participates in recording scientific observations and data.	LL-WR.2.B Draws and/or writes to represent and describe an object, event, or observation.	SC-SP.1.E With teacher guidance, uses formulated science-oriented questions to plan simple explorations or experiments.					
		48-60 Months	With increasing independence, engages in some parts of conducting complex investigations or experiments. Increasingly able to articulate the steps that need to be taken to conduct an investigation. Uses more complex ways to gather and record data, such as with adult support, makes a graph that shows children's favorite snacks.		SC-SP.2.D Makes hypotheses, and tests their hypotheses through experimentation.	SC-SP.3.B Begins to identify relevant information and collects and records information in own journal or paper.	M-DAP.2.C Graphs using pictures of objects to organize and display information. Compares two to three groups (e.g., pictures of front covers of books, or pictures of students to represent children's votes).	ATL.8.C With adult support, creates a goal for an activity and follows a simple plan.	SC-SP.2.E Explains rationale for conclusions and hypotheses, and compares findings with predictions and hypotheses.	M-DAP.2.D Graphs using symbols such as paper squares, tally marks, or Xs to organize and display information. Compares two to three groups.			
Goal P-SCI 6. Child analyzes results,	36–48 Months	With adult assistance, analyzes and interprets data. Draws conclusions and provides simple descriptions of results. For example, an adult suggests counting how many dolls can be supported by a bridge before it breaks and along with the children counts, "One, two, three dolls. What happened when we put on the next doll?" A child says, "The bridge broke!"	<ul style="list-style-type: none"> <li>Analyzes and interprets data and summarizes results of investigation.</li> <li>Draws conclusions, constructs explanations, and verbalizes cause and effect relationships.</li> <li>With adult support, compares results to initial prediction and offers evidence to</li> </ul>	SC-SP.3.C Draws conclusions on prior knowledge and recorded information.	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.	SC-SP.1.B Observes and describes cause and effect.	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.	SC-SP.3.D Discusses conclusions and reflects on the scientific-oriented question and hypothesis based on prior knowledge and recorded information.	M-DAP.1.D Uses comparative language to describe the quantities in each category. For example, answers "Did more people bike or walk to school?" or "Which column has fewer responses?"				

North Dakota Early Learning Standards (2018) & Every Child Ready Standards Alignment												
North Dakota Early Learning Standards (2018)					Every Child Ready Standards							
Domain IV: Cognition												
Sub-Domain	Goal	Age	Developmental Progressions	Indicators: By 60 Months:	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	Alignment 8
	draws conclusions, and communicates results. (36-60 months)	48-60 Months	With increasing independence, analyzes and interprets data and draws conclusions. With adult support, compares results to initial prediction and generates new questions or designs. For example, after putting multiple magnets together to create one magnet that is not strong enough to lift 10 paperclips, builds another and tries again. Communicates results, solutions, and conclusions in increasingly complex ways through multiple methods.	initial prediction and offers evidence as to why they do or do not work. Generates new testable questions based on results. • Communicates results, solutions, and conclusions through a variety of methods, such as telling an adult that plants need water to grow or putting dots on a map that show the number of children from each country.	SC-SP.3.D Discusses conclusions and reflects on the scientific-oriented question and hypothesis based on prior knowledge and recorded information.	SC-SP.2.E Explains rationale for predictions and hypotheses, and compares findings with predictions and hypotheses.	SC-SP.3.E Makes recommendations based on observations and conclusions.	ATL.4.E Assesses tasks and makes adjustments to strategies for updates or revisions.	SC-SP.1.D Formulates own science-oriented questions based on observations.	SC-SP.2.D Makes hypotheses, and tests their hypotheses through experimentation.		

North Dakota Early Learning (2018) & Every Child Ready Standards Alignment											
North Dakota Early Learning Standards (2018) Domain V: Social Studies				Every Child Ready Standards							
Sub-Domain	Goal	Age	Developmental Progressions	Indicators: By 60 Months:	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7
Concepts of Time	Goal P-SS 1. Child demonstrates a basic understanding of past, present, and future and how things, people, and places change over time. (36-60 months)	36-48 Months	Children may describe how they have grown over time. Demonstrate a simple sequence in time.	<ul style="list-style-type: none"> <li>• Uses "ed" on verbs to include past tense (e.g., walked, cooked).</li> <li>• Responds appropriately to terms related to time (e.g. before, after, now, soon, later, first/last, yesterday/today/tomorrow, morning/night, in a few minutes).</li> <li>• Anticipates recurring activities</li> </ul>	SOC.5.A Begins to demonstrate an understanding of past and present experiences through concrete materials and visual supports.	SOC.5.B Begins to sequence past and present experiences using visual supports.	SOC.5.D Describes how people and things change over time and will continue to change into the future.	M-M.2.A Sequences up to two to four steps in a familiar daily routine.	M-M.2.C Demonstrates understanding of passage of time within one day, such as understanding morning, afternoon, earlier, later.		
		48-60 Months	Able to look outside themselves and identify changes over time. Demonstrates a more complex sequence in time.		SOC.5.B Begins to sequence past and present experiences using visual supports.	SOC.5.C Begins to use knowledge of past and present experiences to make predictions about the future.	SOC.5.D Describes how people and things change over time and will continue to change into the future.	SOC.5.E Begins to connect past and present experiences and describes events that have happened or	M-M.2.D Demonstrates the understanding of weekly routines (e.g., specials, home days, school days).		
Citizenship	Goal P-SS 4. Child demonstrates and exhibits an awareness of rules and routines in the classroom, community, and family life. (36-60 months)	36-48 Months	Follows simple rules and routines with assistance from adults, such as hanging up their coat or sitting at the table when asked by an adult.	<ul style="list-style-type: none"> <li>• Demonstrates awareness of classroom rules when asked and is able to follow these rules most of the time.</li> <li>• Follows most classroom routines, such as putting away backpack when entering the room or sitting on the rug after outside time.</li> <li>• Responds to signals when transitioning from one activity to another.</li> </ul>	ATL.7.AA With adult support, starts or stops a task following a simple one-step direction (e.g., "do" and "don't" commands).	ATL.7.C Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn).	ATL.5.A Transitions between activities that are part of the routine school day with adult reminders.	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).	M-M.2.AA Demonstrates understanding of familiar daily routines.		
		48-60 Months	Usually follows classroom rules and routines with occasional reminders from adults, such as following an end-of-lunch routine that includes putting away their plate, washing hands, and lining up at the door to go outside.		ATL.5.A Transitions between activities that are part of the routine school day with adult reminders.	ATL.7.C Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn).	ATL.9.B Identifies and anticipates materials and expectations needed for everyday and routine activities.	M-M.2.A Sequences up to two to four steps in a familiar daily routine.	M-M.2.B Demonstrates the understanding of daily routines (order and general length of components).		
	Goal P-SS 3. Child shares responsibility for caring for their environment. (36-60 months)	36-48 Months	Handles classroom materials, such as putting them where they belong, with adult support.	<ul style="list-style-type: none"> <li>• Appropriately handles materials during activities.</li> <li>• Cleans up and puts materials away appropriately, such as places blocks back on correct shelf or places markers in the correct bin.</li> </ul>	ATL.9.AA Recalls simple information from familiar environments (e.g., knows where some classroom materials are kept, or remembers names of classmates).	ATL.9.B Identifies and anticipates materials and expectations needed for everyday and routine activities.	ATL.8.A With one to one adult support, completes steps of a simple task or project (two to three steps).	ATL.7.AA With adult support, starts or stops a task following a simple one-step direction (e.g., "do" and "don't" commands).			
		48-60 Months	Usually handles, takes care of, and manages classroom materials, such as using them in appropriate ways and not throwing them from the sensory table onto the floor.		ATL.9.AA Recalls simple information from familiar environments (e.g., knows where some classroom materials are kept, or remembers names of classmates).	ATL.9.B Identifies and anticipates materials and expectations needed for everyday and routine activities.	ATL.7.C Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn).	IS.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.	ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work.		
	Goal P-SS 5. Child begins to understand various group decision-making processes. (36-60 months)	36-48 Months	Sometimes engages in and maintains interactions with other children without support from an adult or demonstrates skills in doing this when prompted by an adult. May spontaneously engage in prosocial behaviors with other children, such as sharing and taking turns with materials and in conversations or may engage in these with prompting from adults.	<ul style="list-style-type: none"> <li>• Engages in and maintains positive interactions with other children.</li> <li>• Uses a variety of skills for entering social situations with other children, such as suggesting something to do together, joining an existing activity, or sharing a toy.</li> <li>• Takes turns in conversations and interactions with other children.</li> <li>• Develops friendships with one or two preferred other children.</li> </ul>	IS.5.B With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	IS.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	ATL.2.B Plays, works on tasks, or participates in activities with peers with adult prompting (associative play).	ATL.2.C Makes cooperative decisions with peers based on adult provided choices (associative play).	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.		
		48-60 Months	Sustains interactions with other children more often and for increasing periods of time. Demonstrates prosocial behaviors with other children with and without prompting from adults. Likely to show at least some preference for playing with particular children.		IS.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	IS.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.	IS.5.E Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.	ATL.2.C Makes cooperative decisions with peers based on adult provided choices (associative play).	LL-LC.4.C Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic.	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).
Identity and Culture	Goal P-SS 6. Child understands relationships and roles within families, homes, and classroom, and demonstrate awareness of differences among families. (36-60 months)	36-48 Months	Communicates feeling a sense of belonging to family and an emerging sense of connections to other communities through words or other forms of expression, such as drawing a picture of their family or sharing a special object related to their cultural heritage.	<ul style="list-style-type: none"> <li>• Identifies self as being a part of different groups, such as family, community, culture, faith, or preschool.</li> <li>• Relates personal stories about being a part of different groups.</li> </ul>	SOC.1.AA Identifies and recognizes self and family members.	SOC.1.B Discusses the activities or celebrations that their family does together.	IS.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.	LL-WR.2.A Draws and/or writes to represent, express, or communicate interests.	IS.3.D Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.		
		48-60 Months	Has a sense of belonging to family and community and communicates details about these connections, such as sharing a story about a family gathering, both spontaneously and when prompted by an adult or other child.		SOC.1.B Discusses the activities or celebrations that their family does together.	SOC.1.C Discusses the importance of their own family and the roles and responsibilities of various individuals in the family.	SOC.2.A Verbally or nonverbally identifies a variety of community members within their community, such as in their neighborhood and school.	LL-NC.4.C Constructs a personal narrative with three or more events which may be out of order and include omissions or deviations to other topics.	LL-NC.4.D Constructs a personal narrative with three or more events in a coherent sequence.	IS.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence.	

North Dakota Early Learning Standards (2018) & Every Child Ready Standards Alignment															
North Dakota Early Learning Standards (2018) Domain VI: Creative Arts				Every Child Ready Standards											
Sub-Domain	Goal	Age	Developmental Progressions	Indicators: By 60 Months:	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	Alignment 8			
Music	Goal P-CA 1. Child sings and plays simple musical instruments. (36-60 months)	36-48 Months	Repeats sound and rhythm patterns. Sings simple songs.	<ul style="list-style-type: none"> <li>Experiments with musical instruments.</li> <li>Responds to rhythmic patterns and elements of music using expressive movement.</li> <li>Improves movement and sound responses to music.</li> <li>Explores using a singing voice.</li> <li>Demonstrates beat awareness.</li> </ul>	LL-PA.3.A Listens to and sings favorite classroom songs with simple rhyme patterns like "Twinkle, Twinkle Little Star."	C-ARTS.4.B Sings a variety of songs within children's vocal range, independently and with others.	C-ARTS.4.D Uses their voice or an instrument to express themselves and copy simple tempos.	M-PFA.3.A Copies simple AB patterns through rhythm and movement.							
		48-60 Months	Creates own songs and movements, includes musical instruments. Vocalizes and uses instruments in more complex music songs.		C-ARTS.4.D Uses their voice or an instrument to express themselves and copy simple tempos.	C-ARTS.4.E Creates and performs original music or songs for others.	C-ARTS.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.							
	Goal P-CA 2. Child listens to music with attention. (36-60 months)	36-48 Months	Repeats song patterns and rhythmic movements to music.	<ul style="list-style-type: none"> <li>Participates in music activities, such as listening, singing, or performing.</li> <li>Describes and responds to musical elements.</li> <li>Recognizes a wide variety of sounds and sound sources.</li> <li>Expresses feeling responses to music.</li> <li>Recognizes music in daily life.</li> <li>Explores musical opposites (long/slow, fast/slow, loud/soft).</li> </ul>	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.	M-PFA.3.A Uses objects, rhythm, or movement to copy simple AB patterns.	M-PFA.3.C Uses rhythm and movement to copy simple and advanced patterns (e.g., AB, ABC, ABB, AAB).	C-ARTS.1.AA Moves body spontaneously to music.						
		48-60 Months	Participates in more complex songs and involves physical movement - finger plays, chants, etc.		ATL.6.AA Follows along with and participates in songs, chants, and simple stories.	C-ARTS.4.A Participates in a variety of music activities with different tempos, genres, and rhythms.	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.							
Dance and Movement	Goal P-CA 3. Child coordinates movements in response to beat or rhythm. (36-60 months)	36-48 Months	Moves one body part in response to a simple rhythm pattern. Demonstrates the difference between still and moving. Moves over, under and around objects. Follows and tracks various types of music through movement, facial expressions, and voice. Creates rhythmic patterns (e.g., rhythmic poems, simple songs, etc.).	<ul style="list-style-type: none"> <li>Expresses what is felt and heard in various musical tempos and styles.</li> <li>Moves to different patterns of beat and rhythm in music.</li> <li>Uses creative movement to express concepts, ideas, or feelings.</li> <li>Demonstrates simple phrases of movement in time and space.</li> <li>Attentively observes a dance performance.</li> <li>Recognizes dances from around the world.</li> </ul>	C-ARTS.1.A Participates in guided movement activities by copying dances and movements introduced by others.	C-ARTS.1.C Creates short dances or movement sequences.	C-ARTS.4.A Participates in a variety of music activities with different tempos, genres, and rhythms.	C-ARTS.4.C Recognizes differences between a variety of music activities with different tempos, genres, and rhythms.	C-ARTS.4.D Uses their voice or an instrument to express themselves and copy simple tempos.	M-GS.3.A Demonstrates understanding of location terms (e.g., "in," "on," "under," "over") by using gestures or objects.	M-GS.3.D Demonstrates understanding of direction terms (e.g., "forward," "backward," "around," "through," "to," "from," "towards").	C-ARTS.4.E Creates and performs original music or songs for others.			
		48-60 Months	Dances to music with varying tempos. Creates simple rhythm patterns and is able to repeat them. Moves through combinations of pathways, straight, zigzag, diagonal, curve. Expands movement vocabulary by exploring words (e.g., suspend, swing, point, burst, float, droop, creep, open and close). Demonstrates understanding of concepts using vocal and physical movement and instruments: soft/loud, high/low, fast/slow.		C-ARTS.4.A Participates in a variety of music activities with different tempos, genres, and rhythms.	C-ARTS.4.C Recognizes differences between a variety of music activities with different tempos, genres, and rhythms.	C-ARTS.1.C Creates short dances or movement sequences.	M-PFA.3.D Uses objects, rhythm, or movement to copy and extend simple and advanced patterns (e.g., AB, ABC, ABB, AAB).	C-ARTS.4.D Uses their voice or an instrument to express themselves and copy simple tempos.	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.	M-PFA.3.C Uses rhythm and movement to copy simple and advanced patterns (e.g., AB, ABC, ABB, AAB).			
Visual Arts	creates art work that depicts objects and events and/or expresses feelings, thoughts, and ideas through a variety of two-dimensional and three-dimensional processes and share about them. (e.g., painting, printing, drawing, coloring, observation, cutting, shaping, rolling, pulling, patting, observing, imitation, patterning).	36-48 Months	Mixes two basic shapes - abstract rather than representational. Uses beginning process in their art creations. Distinguish between pictures and real objects.	<ul style="list-style-type: none"> <li>Uses different materials and techniques to make art creations.</li> <li>Discusses one's own artistic creations and those of others.</li> <li>Knows that works of art can represent people, places, and things.</li> <li>Identifies art in daily life.</li> <li>Understands that artists have an important role in communities</li> </ul>	M-GS.2.A Constructs any recognizable or unrecognizable shape 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	C-ARTS.3.AA Freely explores a variety of art materials and tools for sensory exploration.	C-ARTS.3.A Expresses self using a variety of art materials and tools.	C-ARTS.3.C Explores and creates art using different techniques, such as dot art, mixed media collages, and clay.	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.	ATL.1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play).	LL-BK.3.B Distinguishes between print and images in books and in the environment.	M-GS.2.E Constructs common three-dimensional shapes (sphere, cone, cylinder, cube) with materials.
		48-60 Months	Recognizes and describes various art forms - sculpture, painting, printing. Drawings suggest real life. Drawings becoming better defined, more detail. Uses both 2-dimensional and 3-dimensional processes to create art that represents various objects like people, places and things. Begins to share about their own creations.		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.						
Dramatic Play	Goal P-CA 5. Child incorporates a variety of elements (e.g., character, theme, setting, idea, plot, props, costume, and make-up) into dramatic play while using a collection of processes (e.g., role-play, imitation, observation, listening, giving objects attributes they do not have, personification, pretend, vocalize environmental sounds, dramatize). (36-60 months)	36-48 Months	Follows simple instructions to recreate story and dramatic movement. Uses costumes to disguise self and become a character in everyday environment.	<ul style="list-style-type: none"> <li>Uses dialogue, actions, and objects to tell a story or express thoughts and feelings about one's self or a character.</li> <li>Uses creativity and imagination to manipulate materials and assume roles in dramatic play situations.</li> <li>Responds to stories and plays.</li> <li>Identifies/describes characters.</li> </ul>	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.	ATL.1.D Carries out familiar roles during individual or collaborative role-play.	LL-NC.3.AA Joins in acting out a book as it's read aloud.							
		48-60 Months	Dictates a story. Repeats dialogue and movement to tell a story. Creates roles for self and others in dramatic play situations using body and dialogue. Uses costumes to create character with dialogue. Creates and executes complicated plot with conflict and resolution verbally and physically. Uses props/objects in creative way.		C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.	C-ARTS.2.C Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.	ATL.1.E Coordinates roles and carries out more complex stories during role-play.	ATL.1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play).	C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.	ATL.1.C Engages in individual verbal or nonverbal imaginative play or role-play.	C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.				

North Dakota Early Learning Standards (2018) & Every Child Ready Standards Alignment										
North Dakota Early Learning Standards (2018) Domain VII: Perceptual, Motor, and Physical Development					Every Child Ready Standards					
Sub-Domain	Goal	Age	Developmental Progressions	Indicators: By 60 Months:	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6
Gross Motor	Goal P-PMP 1. Child demonstrates control, strength, and coordination of large muscles. (36-60 months)	36-48 Months	Balances, such as on one leg or a beam, for short periods with some assistance. Performs some skills, such as jumping for height and hopping, but these skills may not be consistently demonstrated. Engages in physical activity that requires strength and stamina for at least brief periods.	<ul style="list-style-type: none"> <li>• Demonstrates balance in large-muscle movement, such as walking on a log without falling or balancing on one leg.</li> <li>• Performs activities that combine and coordinate large muscle movements, including swinging on a swing, climbing a ladder, or dancing to music.</li> <li>• Demonstrates strength and stamina that allow for participation in a range of physical activities, such as running around playing tag.</li> </ul>	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.D Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements.	ATL.6.A Sustains interest in a preferred task for a brief amount of time (5-10 minutes).		
		48-60 Months	Balances, such as on one leg, for longer periods of time both when standing still and when moving from one position to another. Demonstrates more coordinated movement when engaging in skills, such as jumping for height and distance, hopping, and running. Engages in more complex movements, such as riding a tricycle, with ease. Engages in physical activities of increasing levels of intensity for sustained periods of time.	<ul style="list-style-type: none"> <li>• Demonstrates awareness of own body and other people's space during interactions.</li> <li>• Moves body in relation to objects to effectively perform tasks, such as moving body in position to kick a ball.</li> <li>• When asked, can move own body in front of, to the side, or behind something or someone else, such as getting in line with other children.</li> <li>• Changes directions when moving with little difficulty.</li> </ul>	PD.1.AA Sits down and stands up with control. Moves body in a variety of ways such as walking, running, and galloping. Walks up and down the stairs with assistance. Throws balls and attempts to kick balls.	PD.1.B Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet.	PD.1.C Begins to coordinate upper and lower body, such as when riding a scooter or pedaling a bicycle or tricycle. Kicks and throws forward toward another person or target.	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.	ATL.6.E Attends to activities or peer engagement for extended periods of time (30+ minutes).
	Goal P-PMP 2. Child demonstrates knowledge of personal safety practices and routines. (36-60 months)	36-48 Months	Somewhat aware of own body, space, and relationship to other objects. May have difficulty consistently coordinating motions and interactions with objects and other people.	<ul style="list-style-type: none"> <li>• Demonstrates awareness of own body and other people's space during interactions.</li> <li>• Moves body in relation to objects to effectively perform tasks, such as moving body in position to kick a ball.</li> <li>• When asked, can move own body in front of, to the side, or behind something or someone else, such as getting in line with other children.</li> <li>• Changes directions when moving with little difficulty.</li> </ul>	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.	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.D Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements.		
		48-60 Months	Shows increasing awareness of body, space, and relationship to other objects in ways that allow for more coordinated movements, actions, and interactions with others.	<ul style="list-style-type: none"> <li>• Identifies a variety of healthy and unhealthy foods.</li> <li>• Demonstrates basic understanding that eating a variety of foods helps the body grow and be healthy.</li> <li>• Moderates food consumption based on awareness of own hunger and fullness.</li> </ul>	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.	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.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.	
Fine Motor	Goal P-PMP 3. Child demonstrates increasing control, strength, and coordination of small muscles. (36-60 months)	36-48 Months	Performs simple hand-eye tasks, such as drawing simple shapes like circles and cutting paper with scissors. May demonstrate limited precision and control in more complex tasks.	<ul style="list-style-type: none"> <li>• Identifies a variety of healthy and unhealthy foods.</li> <li>• Demonstrates basic understanding that eating a variety of foods helps the body grow and be healthy.</li> <li>• Moderates food consumption based on awareness of own hunger and fullness.</li> </ul>	PD.3.B With teacher modeling, draws circles, squares, and crosses.	PD.2.C Begins to use refined hand movements such as using blunt scissors, buttoning large buttons, and connecting small toys, such as linking cubes or blocks.	PD.2.D Demonstrates controlled fine motor movements in a variety of ways such as cutting along lines with accuracy.	PD.2.D Demonstrates controlled fine motor movements in a variety of ways such as cutting along lines with accuracy.	PD.3.C Copies simple designs such as a picture of a person that includes a head, body, arms, and legs.	
		48-60 Months	Performs tasks that require more complex hand-eye coordination, such as cutting out shapes and drawing letter-like forms, with moderate levels of precision and control.	<ul style="list-style-type: none"> <li>• Identifies a variety of healthy and unhealthy foods.</li> <li>• Demonstrates basic understanding that eating a variety of foods helps the body grow and be healthy.</li> <li>• Moderates food consumption based on awareness of own hunger and fullness.</li> </ul>	PD.2.D Demonstrates controlled fine motor movements in a variety of ways such as cutting along lines with accuracy.	PD.2.E Uses precise hand movements to complete a variety of activities such as building using small blocks, stringing lacing beads, and cutting out simple shapes with accuracy.	LL-WR.4.B Writes letter-like forms and makes marks on page that look like conventional shapes or mock letters.	PD.3.D Begins to use a tripod grasp when writing and copies complex designs.		
	Goal P-PMP 4. Child demonstrates personal hygiene and self-care skills. (36-60 months)	36-48 Months	Shows an awareness of personal hygiene and self-care skills, such as telling an adult it is important to wash hands before eating. May not complete or exhibit these skills regularly without adult guidance and supervision.	<ul style="list-style-type: none"> <li>• Washes hands with soap and water. Knows to do this before eating, after using the bathroom, or after blowing nose.</li> <li>• Demonstrates increasing ability to take responsibility for participating in personal self-care skills, such as brushing teeth or getting dressed.</li> </ul>	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.E Understands and describes the importance of self-care and hygiene routines.	IS.6.C Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers.		
		48-60 Months	Begins to take more responsibility for personal hygiene and self-care skills. Sometimes completes them without adult prompting.	<ul style="list-style-type: none"> <li>• Washes hands with soap and water. Knows to do this before eating, after using the bathroom, or after blowing nose.</li> <li>• Demonstrates increasing ability to take responsibility for participating in personal self-care skills, such as brushing teeth or getting dressed.</li> </ul>	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.	IS.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.		

North Dakota Early Learning (2018) & Every Child Ready Standards Alignment

North Dakota Early Learning Standards (2018) Domain VII: Perceptual, Motor, and Physical Development											
Sub-Domain	Goal	Age	Developmental Progressions	Indicators: By 60 Months:	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	
Health, Safety, and Nutrition	Goal P-PMP 6. Child demonstrates knowledge of personal safety practices and routines. (36-60 months)	36-48 Months	Shows awareness of a growing number of personal safety practices and routines. Looks to adults for support in enacting these.	<ul style="list-style-type: none"> <li>Identifies, avoids, and alerts others to danger, such as keeping a safe distance from swings.</li> <li>Identifies and follows basic safety rules with adult guidance and support, such as transportation and street safety practices.</li> </ul>	PD.6.AA Begins to recognize and accept help when following safety procedures.	PD.6.A With teacher guidance, follows safety procedures.	PD.6.B Demonstrates understanding of safety procedures and begins to initiate.	IS.6.C Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers.			
		48-60 Months	Exhibits increasing independence in following basic personal safety practices and routines. Follows adult guidance around more complex practices.		PD.6.B Demonstrates understanding of safety procedures and begins to initiate.	PD.6.C Independently follows safety procedures.	PD.6.D Understands and describes the importance of safety procedures.	PD.6.E Understands and describes how to get help when there are unsafe objects, substances, or behaviors.			
	Goal P-PMP 5. Child develops knowledge and skills that help promote nutritious food choices and eating habits. (36-60 months)	36-48 Months	Demonstrates a basic knowledge of the role of foods and nutrition in healthy development. Often requires adult guidance and supervision to make healthy eating choices.	<ul style="list-style-type: none"> <li>Identifies a variety of healthy and unhealthy foods.</li> <li>Demonstrates basic understanding that eating a variety of foods helps the body grow and be healthy.</li> <li>Moderates food consumption based on awareness of own hunger and fullness.</li> </ul>	PD.5.A Recognizes and identifies a variety of different food.	PD.5.B Demonstrates understanding of types of food and preferences.	PD.5.C Begins to understand how eating a variety of foods and proper hydration helps the body grow and be healthy.	PD.5.D Demonstrates understanding and categorizes different food types such as vegetables, fruit, grains, protein, and dairy.	IS.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.		
		48-60 Months	Demonstrates an increasing understanding of the ways in which foods and nutrition help the body grow and be healthy. Makes healthy eating choices both independently and with support.		PD.5.C Begins to understand how eating a variety of foods and proper hydration helps the body grow and be healthy.	PD.5.D Demonstrates understanding and categorizes different food types such as vegetables, fruit, grains, protein, and dairy.	PD.5.E Understands and describes different foods and how they give our bodies nutrients and energy.				