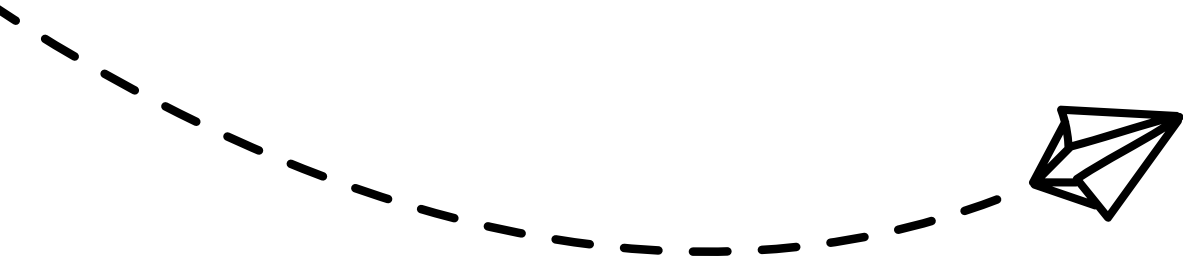


Every Child Ready Standards & Ohio Early Learning and Development Standards Alignment



Every Child Ready Standards & Ohio Early Learning and Development Standards Alignment



APPROACHES TO LEARNING

Standard	Every Child Ready Standard(s)
AL 1.a. Engages in new and unfamiliar experiences and activities.	ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work. ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own. ATL.1.AA Engages in exploratory or sensory play.
AL 1.b. Completes activities with increasingly complex steps.	ATL.8.A With one to one adult support, completes steps of a simple task or project (two to three steps). ATL.8.B Uses adult-created organization tools to complete steps of a simple task or project. ATL.8.D Creates and follows through with simple plans independently. ATL.3.D Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed. SE.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.
AL 1.c. Persists in completing a task with increasing concentration.	ATL.3.D Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed. 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.6.D Refocuses attention to independent or group activity after minor distraction. SE.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.
AL 2.a. Develops a growth mindset.	ATL.3.D Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed. ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own. ATL.4.D Assesses or reflects upon activity or task outcome or product. SE.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.

COGNITIVE DEVELOPMENT

Standard	Every Child Ready Standard(s)
CO 1.a. Develops the ability to recall information about objects, people, and past experiences.	ATL.9.A Recalls one to two pieces of new and relevant information about their lived experiences (e.g., shares two things they did that day, recalls two toys that were in the Dramatic Play Center). ATL.9.C Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and wants to return, or fell on the slide yesterday, so exercises caution today). ATL.9.D With adult support, applies explicitly taught and practiced higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization). LL-NC.3.D Retells three or more events from a familiar narrative in sequence using visuals or gestures.
CO 2.a. Demonstrates increasing ability to think symbolically.	ATL.1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play). ATL.9.D With adult support, applies explicitly taught and practiced higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization).
CO 3.a. Uses increasingly complex strategies to solve problems.	SE.7.B With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations. SE.7.C When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise). SE.7.D With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise).
CO 4.a. Develops ability to be flexible in own thinking and behavior.	ATL.5.A Transitions between activities that are part of the routine school day with adult reminders. ATL.5.B Shifts between tasks or activities, including ending preferred activities, with adult support. ATL.5.C Adjusts to changes in the environment or schedule with adult guidance and advance warning. ATL.5.D With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error).

CREATIVE DEVELOPMENT

Standard	Every Child Ready Standard(s)
CR 1.a. Expresses ideas and feelings through visual art.	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.
CR 1.b. Expresses self creatively through music and dance.	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. C-ARTS.1.AA Moves body spontaneously to music. C-ARTS.1.C Creates short dances or movement sequences. C-ARTS.1.D Leads dances or movement sequences and demonstrates them to others.
CR 2.a. Develops ability to express new ideas through imaginative and inventive play.	C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions. C-ARTS.2.D Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play. ATL.1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play). ATL.1.C Engages in individual verbal or nonverbal imaginative play or role-play. ATL.1.D Carries out familiar roles during individual or collaborative role-play.

LANGUAGE AND LITERACY

Standard	Every Child Ready Standard(s)
LL 1.a. Demonstrates understanding of increasingly complex language.	LL-LC.1.B Responds to multipart sentences, such as acting out multiple events, following two-step directions, or finding objects based on a description. LL-LC.1.C Responds to more complex sentences that include descriptive words for unrelated requests they may not have heard before. LL-LC.1.D Shows understanding of more complex sentences or questions through actions, such as following three-step directions. ATL.7.B Independently follows two- to three-step verbal adult directions.
LL 1.b. Develops and expands understanding of vocabulary and concepts.	LL-LC.3.A Shows interest in new words or asks questions to acquire new vocabulary. LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions. LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults. LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").
LL 1.c. Communicates using increasingly complex language.	LL-LC.5.C Continues to develop more complex sentences by using adjectives (i.e., "Armel throws the blue ball"). LL-LC.5.D Uses complex sentences with correct word order and syntax. Begins to use prepositions (i.e., "Armel throws the round blue ball on the roof"). LL-LC.5.E Use clauses and conjunctions as part of a complex sentence with correct word order and syntax (i.e., "Armel threw the blue ball, and it got stuck on the roof"). LL-C.2.B Demonstrates understanding by answering simple "what" and "who" questions using two to three words when prompted by the teacher or peers. LL-C.2.C Demonstrates understanding by answering simple "why" and "how" questions using two to three words when prompted by the teacher or peers. LL-C.2.D Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic.
LL 1.d. Participates in conversations with increasing application of turn-taking skills.	LL-LC.4.B Initiates or joins conversations and engages in conversational turn-taking with at least one feedback loop using both verbal and nonverbal communication. LL-LC.4.C Initiates or joins conversations and engages in conversational turn-taking with at least one feedback loop using both verbal and nonverbal communication. LL-LC.4.D Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic.

LANGUAGE AND LITERACY

Standard	Every Child Ready Standard(s)
LL 1.e. Develops comprehension of read-aloud text.	LL-BK.1.C Listens to a wide variety of age appropriate literature read aloud. LL-NC.3.AA Joins in acting out a book as it's read aloud. LL-NC.3.C Retells three or more events from a familiar story in any order using visuals or gestures. LL-NC.5.A Listens and responds to a wide variety of informational texts read aloud. LL-NC.5.C Makes connections between own experiences, background knowledge, and information presented in an informational text. LL-NC.1.C Identifies and answers questions about events in a story. LL-NC.1.D Identifies the cause and effect relationship between events in a narrative story.
LL 2.a. Develops awareness of syllables in spoken words.	LL-PA.2.A Repeats multisyllabic words or participates in games and word play involving multisyllabic words. LL-PA.2.B Segments the syllables in one- and two-syllable words verbally or nonverbally. LL-PA.2.C Segments the syllables in three- and four-syllable words verbally or nonverbally. LL-PA.2.D Blends the syllables in two- to three-syllable words.
LL 2.b. Develops awareness of initial sounds, onsets, and rimes in spoken words.	LL-PA.4.A Identifies the initial consonant sounds in familiar words (no blends and digraphs). LL-PA.4.B Identifies if a pair of given words have the same initial consonant sound with picture support (no blends or digraphs). LL-PA.4.C Produces words that have the same initial sound when given a consonant sound. LL-PA.5.B Isolates the onset of CVC words. LL-PA.5.C Isolates the rime of CVC words. LL-PA.5.D Blends onset-rimes to form familiar CVC words. LL-PA.5.E Segments onset-rimes in familiar CVC words.
LL 2.c. Develops understanding of rhyme.	LL-PA.3.A Listens to and sings favorite classroom songs with simple rhyme patterns like "Twinkle, Twinkle Little Star." LL-PA.3.B Listens to and fills in the missing rhyming word from a familiar song, poem, rhyme, fingerplay, or story. For example, "Twinkle, twinkle little star. How I wonder what you ____." LL-PA.3.C Identifies if two words rhyme when given in a pair. For example, "My words are 'cat' and 'hat.' Do these two words rhyme? My words are 'cat' and 'pan.' Do these two words rhyme?" LL-PA.3.D Produces at least one real or nonsense rhyming word when given a pair of CVC words, like "cat" and "hat."

LANGUAGE AND LITERACY

Standard	Every Child Ready Standard(s)
LL 3.a. Develops knowledge of print organization.	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-BK.3.D Points to one word and one letter in an unfamiliar text or around the room. LL-WR.5.A Writes from the top of the page to the bottom when writing, even at the emergent writing stage. LL-WR.5.B Uses left to right directionality when writing, even at the emergent writing stage. LL-WR.5.C Leaves spaces between words when writing.
LL 3.b. Develops knowledge of the alphabet.	LL-AK.1.A Identifies up to five uppercase or lowercase letters. Some letters may be in own name. LL-AK.1.D Identifies up to 30 uppercase or lowercase letters. LL-AK.2.A Produces up to two 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 4.a. Develops understanding that writing represents spoken language.	LL-BK.3.A Demonstrates understanding that print has meaning. LL-WR.2.A Draws and/or writes to represent, express, or communicate interests. LL-WR.1.B Contributes ideas and opinions to a shared writing experience with teacher support and dictation. LL-WR.1.C Contributes ideas and opinions to a shared writing experience by drawing or writing with teacher support. LL-WR.2.B Draws and/or writes to represent and describe an object, event, or observation. LL-WR.2.D Draws and/or writes to represent simple events or stories that entertain, and revises when necessary.
LL 4.b. Draws and writes using increasingly sophisticated grasp.	PD.3.A Draws vertical and horizontal lines with a model using a fistful grasp. PD.3.D Begins to use a tripod grasp when writing and copies complex designs. LL-WR.4.C Writes letter-like symbols in strings. May leave spaces between symbols to indicate words. LL-WR.4.D Writes random recognizable letters in a row with spaces in between. Letters may be backward, reversed, or poorly formed and recognized only in context. LL-WR.4.E Forms correct, intentional, and recognizable letters on the page when writing.

MATHEMATICS

Standard	Every Child Ready Standard(s)
MA 1.a. Develops understanding of the stable order of the counting sequence and learns to recite numbers in order.	M-NC.1.A Says number words in order from 1–3 from memory. M-NC.1.B Says number words in order from 1–5 from memory. M-NC.1.C Says number words in order from 1–7 from memory. M-NC.1.D Says number words in order from 1–10 from memory. M-NC.1.E Says number words in order from 1–20 from memory.
MA 1.b. Develops understanding of one-to-one correspondence and cardinality.	M-NC.2.C Says numbers in order, matching each number word to each object when counting from 1–7. M-NC.2.D Says numbers in order, matching each number word to each object when counting from 1–10. M-NC.3.B Creates sets of 0–5 and begins to use cardinality to identify the last number counted. M-NC.3.D Creates sets of 0–10 and begins to use cardinality to identify the last number counted. M-NC.3.E Create sets of 0–10 and uses cardinality to identify the last number counted.
MA 1.c. Develops ability to subitize small quantities.	M-NC.3.AA Subitizes by instantly saying how many are in a set without counting for quantities 1–2. M-NC.3.A Subitizes by instantly saying how many are in a set without counting for quantities 1–3.
MA 1.d. Develops ability to recognize and name written numerals.	M-NC.5.A Says the names of numerals 0–3 shown in random order. M-NC.5.C Says the names of numerals 0–7 shown in random order. M-NC.5.D Says the names of numerals 0–10 shown in random order. M-NC.5.E Says the names of numerals 0–20 shown in random order.
MA 2.a. Develops understanding of number relationships and operations.	M-NC.6.B Matches a set of objects with the number symbol to represent the set for quantities 0–5. M-NC.6.D Matches a set of objects with the number symbol to represent the set for quantities 0–5. M-NC.7.A Demonstrates an understanding that adding one more increases the amount of a set. 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.A Demonstrates an understanding that removing one object decreases the amount in a set. M-NC.8.D Counts a set of 1–10 objects. Takes objects away and counts how many are left.
MA 3.a. Develops knowledge of measurement to compare and describe objects.	M-M.1.B Demonstrates understanding of length terms (i.e., “longer,” “shorter”), height terms (i.e., “taller,” “shorter”), volume terms (i.e., “more,” “less”), and weight terms (i.e., “heavier,” “lighter”) using gestures or objects. M-M.1.C Uses nonstandard units to measure objects by filling, covering, or matching, like when answering “How many scoops of sand fill a container?” M-M.1.D Uses nonstandard units to measure and then comparative language to describe the measurements of two objects, like when answering “Which container holds more beans?” M-M.1.E Uses standard units (e.g., ruler, scale, balance) to measure and then use comparative language to describe the measurements of two objects.

MATHEMATICS

Standard	Every Child Ready Standard(s)
MA 3.b. Develops the ability to sort.	M-PFA.1.A Sorts and groups objects based on one attribute such as visual features like color, size, or shape. M-PFA.1.B Sorts and groups pictures of objects based on one attribute such as visual features like color, size, or shape. M-PFA.1.C Sorts and groups objects based on more complex attributes such as function or category. M-PFA.1.D Sorts and groups objects or pictures that belong together by one attribute, then regroups according to a different attribute. M-PFA.1.E Sorts and groups objects into multiple categories such as size and color, or function and category at the same time
MA 3.c. Develops understanding of patterns.	M-PFA.3.A Uses objects, rhythm, or movement to copy simple AB patterns. M-PFA.3.B Uses objects, rhythm, or movement to copy and extend simple AB patterns. M-PFA.3.C Uses rhythm and movement to copy simple and advanced patterns (e.g., AB, ABC, ABB, AAB). M-PFA.3.D Uses objects, rhythm, or movement to copy and extend simple and advanced patterns (e.g., AB, ABC, ABB, AAB).
MA 4.a. Develops ability to recognize shapes and their attributes.	M-GS.1.A Verbally or nonverbally identifies at least three common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle). M-GS.1.B Verbally or nonverbally identifies at least five common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle). M-GS.1.C Identifies and describes the properties of common two-dimensional shapes using words like "sides," "corners," "curve." M-GS.1.D Verbally or nonverbally identifies two-dimensional shapes in the environment or in books.
MA 4.b. Develops understanding of spatial relationships.	M-GS.3.A Demonstrates understanding of location terms (e.g., "in," "on," "under," "over") by using gestures or objects. M-GS.3.B Demonstrates understanding of proximity terms (e.g., "beside," "between," "above," "below") by using gestures or objects. M-GS.3.C Demonstrates understanding of frame of reference terms (e.g., "in back of," "in front of," "behind") by using gestures or objects. M-GS.3.D Demonstrates understanding of direction terms (e.g., "forward," "backward," "around," "through," "to," "from," "towards") by using gestures or objects.

PHYSICAL DEVELOPMENT AND WELLNESS

Standard	Every Child Ready Standard(s)
PW 1.a. Develops competency in a variety of locomotor skills and non-locomotor skills.	PD.1.A Begins to develop balance and coordination in gross motor movements such as moving arms and legs together to climb, push, or pull. Jumps with two feet. PD.1.B Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet. PD.1.C Begins to coordinate upper and lower body, such as when riding a scooter or pedaling a bicycle or tricycle. Kicks and throws forward toward another person or target. PD.1.D Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements. PD.1.E Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target.
PW 1.b. Demonstrates developing control of fundamental fine motor skills, including hand-eye coordination.	PD.2.B Uses hands, wrists, and fingers to complete a variety of tasks such as pouring, scooping, opening lids to easy-to-open jars, and simple puzzles. PD.2.C Begins to use refined hand movements such as using blunt scissors, buttoning large buttons, and connecting small toys, such as linking cubes or blocks. PD.2.D Demonstrates controlled fine motor movements in a variety of ways such as cutting along lines with accuracy. PD.3.B With teacher modeling, draws circles, squares, and crosses. PD.3.C Copies simple designs such as a picture of a person that includes a head, body, arms, and legs. PD.3.D Begins to use a tripod grasp when writing and copies complex designs.
PW 1.c. Develops oral motor skills.	LL-LC.2.AA Verbally labels familiar objects, body parts, people, or emotions using one-word responses.
PW 1.d. Uses senses and movement to guide motions and interactions with objects and other people.	SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment. ATL.1.AA Engages in exploratory or sensory play. 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. PD.2.D Demonstrates controlled fine motor movements in a variety of ways such as cutting along lines with accuracy. PD.2.E Uses precise hand movements to complete a variety of activities such as building using small blocks, completing lacing cards, and cutting out simple shapes with accuracy.

PHYSICAL DEVELOPMENT AND WELLNESS

Standard	Every Child Ready Standard(s)
PW 2.a. Develops knowledge about the body, its parts, and how it functions in relation to health and well-being.	PD.4.B Demonstrates understanding of self-care and hygiene routines and begins to initiate. PD.4.C Completes self-care and hygiene routines with minimal assistance. PD.4.D Independently completes self-care and hygiene routines. PD.5.C Begins to understand how eating a variety of foods and proper hydration helps the body grow and be healthy. SC-LES.4.C Describes the needs of humans and animals and how their characteristics and behaviors support their needs, such as birds have beaks so they can dig for worms.
PW 2.b. Demonstrates personal health and self-care practices with increasing independence.	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.
PW 2.c. Consumes healthy food and develops healthy eating habits.	PD.5.A Recognizes and identifies a variety of different foods. PD.5.B Demonstrates understanding of types of foods 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.
PW 2.d. Develops healthy sleep and rest behaviors.	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.
PW 2.e. Participates in preferred physical activities and develops understanding that being physically active is healthy.	PD.1.A Begins to develop balance and coordination in gross motor movements such as moving arms and legs together to climb, push, or pull. Jumps with two feet. PD.1.B Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet. PD.1.C Begins to coordinate upper and lower body, such as when riding a scooter or pedaling a bicycle or tricycle. Kicks and throws forward toward another person or target. PD.1.D Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements. PD.1.E Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target. C-ARTS.1.AA Moves body spontaneously to music.

PHYSICAL DEVELOPMENT AND WELLNESS

Standard	Every Child Ready Standard(s)
PW 2.f. Demonstrates increasing understanding of safety practices and behaviors.	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.

SCIENCE

Standard	Every Child Ready Standard(s)
SC 1.a. Explores and investigates objects and events in the environment.	SC-SP.1.AA Uses senses to observe the environment. SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment. SC-LES.1.AA Notices and looks at the natural world around them. SC-SP.2.A Participates in simple explorations and experiments based on a teacher-led inquiry and prior knowledge. ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work.
SC 1.b. Develops ability to reason about cause and effect.	SC-SP.1.B Observes and describes cause and effect. LL-NC.1.D Identifies the cause and effect relationship between events in a narrative story.

SOCIAL EMOTIONAL DEVELOPMENT

Standard	Every Child Ready Standard(s)
SE 1.a. Develops and expands understanding of oneself as a unique person.	SE.3.A With adult support, verbally or nonverbally identifies something about themselves. SE.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities. SE.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence. SE.3.D Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others. SE.3.E Demonstrates strong self-confidence through words or actions including sharing pride and celebrating others in relation to self, family, community, or culture.

SOCIAL EMOTIONAL DEVELOPMENT

Standard	Every Child Ready Standard(s)
SE 1.b. Develops understanding of emotions.	SE.1.B With adult modeling and visual supports, verbally or nonverbally identifies and labels emotions such as happiness, surprise, anger, fear, and sadness in self. SE.1.C With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations. SE.1.D Independently verbally or nonverbally names and describes their own emotions. SE.1.E Identifies that they can have different emotions about the same situation.
SE 2.a. Begins to manage emotions and actions.	SE.2.B Accepts offers of adult assistance to engage in coregulation. SE.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult. SE.2.D Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance.
SE 3.a. Develops empathy toward and understanding of others.	SE.4.A With adult modeling and one-on-one support, verbally or nonverbally names observable emotions and experiences of others. SE.4.B With adult prompts, compares their own characteristics and emotions to those of others. SE.4.C With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations. SE.4.D With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others. SE.5.E Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.
SE 4.a. Develops secure, trusting relationships with adults.	SE.2.B Accepts offers of adult assistance to engage in coregulation. SE.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult. 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).

SOCIAL EMOTIONAL DEVELOPMENT

Standard	Every Child Ready Standard(s)
SE 4.b. Develops socially competent behaviors with peers.	SE.5.A Engages with peers with teacher modeling and participates in organized group activities. SE.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns). SE.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support. SE.5.E Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others. ATL.2.C Makes cooperative decisions with peers based on adult provided choices (associative play). ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play).
SE 4.c. Develops ability to use simple strategies to resolve conflicts with peers.	SE.7.C When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise). SE.7.D With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise).

SOCIAL STUDIES

Standard	Every Child Ready Standard(s)
SS 1.a. Develops awareness of own culture and other characteristics of groups of people.	SE.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence. SE.3.D Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others. SOC.1.D Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations. SOC.1.E Explains why it's important to recognize and celebrate differences in families, such as their languages, music, food, or celebrations.
SS 1.b. Develops a basic understanding of needs and wants.	SOC.3.A Shows an understanding of supply and demand, such as, "We are out of paint at the Art Easel. We need more." SC-LES.4.C Describes the needs of humans and animals and how their characteristics and behaviors support their needs, such as birds have beaks so they can dig for worms.

SOCIAL STUDIES

Standard	Every Child Ready Standard(s)
SS 1.c. Develops understanding that everyone has rights and responsibilities within a group.	SOC.2.B Recognizes their role within the classroom, neighborhood, and community, such as voting in the classroom or being a member of the soccer team. SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community. SOC.2.D Recognizes that people have different thoughts and opinions within a community. SOC.2.E Shares how their thoughts, opinions, choices, and actions can impact their community.
SS 1.d. Develops the ability to take care of the materials in the environment.	ATL.9.B Identifies and anticipates materials and expectations needed for everyday and routine activities. SOC.2.B Recognizes their role within the classroom, neighborhood, and community, such as voting in the classroom or being a member of the soccer team.



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