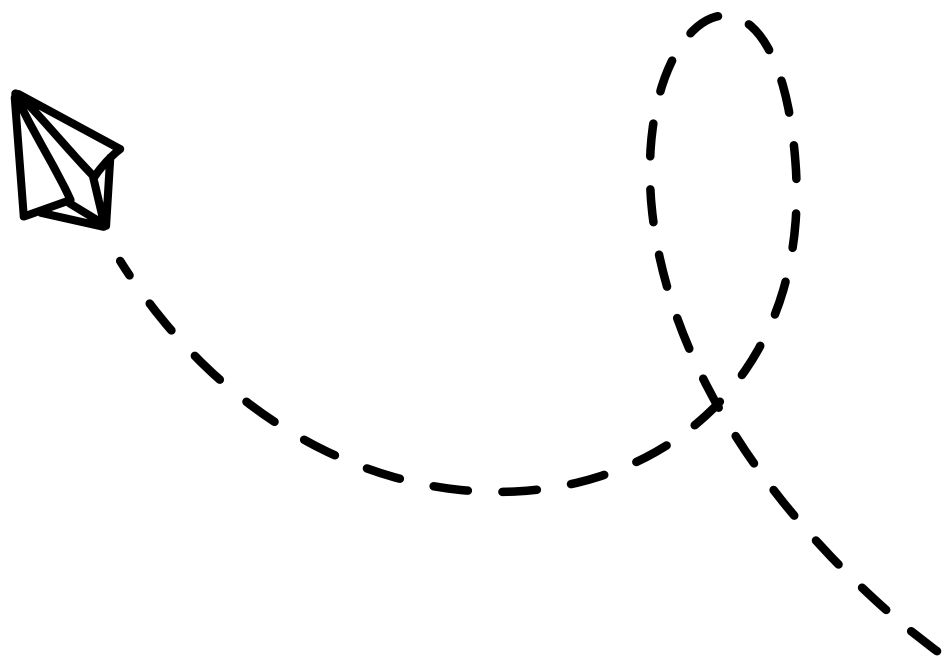


# **Every Child Ready Standards & Oklahoma Academic Standards Alignment**



# **Every Child Ready Standards & Oklahoma Academic Standards Alignment**



## ENGLISH LANGUAGE ARTS

Standard	Strand	Objective	Every Child Ready Standard(s)
Standard 1: Listening and Speaking	Listening	PK.1.L.1 Students will actively listen using agreed-upon rules with prompting.	<p><b>ATL.7.C</b> Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn).</p> <p><b>ATL.7.AA</b> With adult support, starts or stops a task following a simple one-step direction (e.g., "do" and "don't" commands).</p> <p><b>ATL.7.A</b> Participates in one- to two-step inhibition games and activities.</p> <p><b>ATL.7.B</b> Independently follows two- to three-step verbal adult directions.</p> <p><b>LL-LC.1.A</b> Responds to simple requests, such as choosing between objects.</p> <p><b>LL-LC.1.B</b> Responds to multipart sentences, such as acting out multiple events, following two-step directions, or finding objects based on a description.</p> <p><b>LL-LC.1.D</b> Shows understanding of more complex sentences or questions through actions, such as following three-step directions.</p>
Standard 1: Listening and Speaking	Listening	PK.1.L.2 Students will follow simple one-step oral directions.	<p><b>ATL.7.AA</b> With adult support, starts or stops a task following a simple one-step direction (e.g., "do" and "don't" commands).</p> <p><b>LL-LC.1.A</b> Responds to simple requests, such as choosing between objects.</p>
Standard 1: Listening and Speaking	Speaking	PK.1.S.1 Students will work respectfully with peers with prompting.	<p><b>SE.5.B</b> With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).</p> <p><b>SE.5.C</b> With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).</p> <p><b>SE.5.D</b> Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.</p> <p><b>ATL.2.D</b> Makes cooperative decisions with peers during play or structured activities (cooperative play).</p> <p><b>ATL.2.B</b> Plays, works on tasks, or participates in activities with peers with adult prompts (associative play).</p> <p><b>ATL.2.C</b> Makes cooperative decisions with peers based on adult provided choices (associative play).</p> <p><b>ATL.2.E</b> Establishes rules with peers during play or structured activities (cooperative play).</p>

## ENGLISH LANGUAGE ARTS

Standard	Strand	Objective	Every Child Ready Standard(s)
Standard 1: Listening and Speaking	Speaking	<b>PK.1.S.2</b> Students will engage in collaborative discussions about various topics and texts, including their own writing, with peers and adults in small and large groups with prompting.	<b>ATL.2.D</b> Makes cooperative decisions with peers during play or structured activities (cooperative play). <b>ATL.2.C</b> Makes cooperative decisions with peers based on adult provided choices (associative play). <b>LL-WR.1.B</b> Contributes ideas and opinions to a shared writing experience with teacher support and dictation. <b>LL-WR.1.C</b> Contributes ideas and opinions to a shared writing experience by drawing or writing with teacher support. <b>LL-WR.1.D</b> Helps lead a shared writing experience with teacher or peers.
Standard 1: Listening and Speaking	Speaking	<b>PK.1.S.3</b> Students will ask and answer questions with prompting.	<b>LL-LC.2.B</b> Demonstrates understanding by answering simple "what" and "who" questions using two to three words when prompted by the teacher or peers. <b>LL-LC.2.C</b> Demonstrates understanding by answering simple "what" and "who" questions using two to three words when prompted by the teacher or peers. <b>LL-LC.2.D</b> 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. <b>LL-LC.2.E</b> Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information. <b>LL-LC.3.A</b> Shows interest in new words or asks questions to acquire new vocabulary. <b>LL-NC.1.C</b> Identifies and answers questions about events in a story. <b>ATL.3.C</b> Asks questions and seeks clarity after attempting a challenging task.
Standard 1: Listening and Speaking	Speaking	<b>PK.1.S.4</b> Students will orally describe personal interests or tell stories to peers and adults with prompting.	<b>LL-LC.2.A</b> Uses two to three words to make a request, provide a description, or say a phrase/sentence. <b>LL-NC.4.A</b> Describes or reenacts one event in a personal narrative using a simple phrase. <b>LL-NC.4.B</b> Tells a two-event personal narrative using simple phrases. <b>LL-NC.4.C</b> Constructs a personal narrative with three or more events which may be out of order, includes omissions or deviations to other topics. <b>LL-NC.4.D</b> Constructs a personal narrative with three or more events in a coherent sequence. <b>LL-NC.4.E</b> Constructs a personal narrative with three or more events in coherent sequence, adding simple details.



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<b>Standard 2:</b> Reading and Writing Foundations	Phonological Awareness	<b>PK.2.PA.1</b> Students will count spoken words in a three-to four-word sentence with one-syllable words.	<b>LL-PA.1.AA</b> Demonstrates understanding of a word by repeating a simple two to three word sentence or phrase, or jumping and clapping to each word. <b>LL-PA.2.AA</b> Repeats one-syllable words or participates in games and word play involving one-syllable words.
<b>Standard 2:</b> Reading and Writing Foundations	Phonological Awareness	<b>PK.2.PA.2</b> Students will recognize spoken words that rhyme (e.g., wall & fall).	<b>LL-PA.3.A</b> Listens to and sings favorite classroom songs with simple rhyme patterns like "Twinkle, Twinkle Little Star." <b>LL-PA.3.B</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 ____." <b>LL-PA.3.C</b> 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?" <b>LL-PA.3.D</b> Produces at least one real or nonsense rhyming word when given a pair of CVC words, like "cat" and "hat." <b>LL-PA.3.E</b> Identifies rhyming words from groups of two to three words when given one rhyming word.
<b>Standard 2:</b> Reading and Writing Foundations	Phonological Awareness	<b>PK.2.PA.3</b> Students will recognize syllables in spoken words (e.g., pony = po + ny).	<b>LL-PA.1.A</b> Repeats multisyllabic words or participates in games and word play involving multisyllabic words. <b>LL-PA.2.B</b> Segments the syllables in one- and two-syllable words verbally or nonverbally. <b>LL-PA.2.C</b> Segments the syllables in three- and four-syllable words verbally or nonverbally. <b>LL-PA.2.D</b> Blends the syllables in two- to three-syllable words. <b>LL-PA.2.E</b> Blends the syllables in four-syllable words.
<b>Standard 2:</b> Reading and Writing Foundations	Phonological Awareness	<b>PK.2.PA.4</b> Students will isolate the common initial sound when given a set of alliterative spoken words (e.g., <i>the puppy pounces</i> ).	<b>LL-PA.4.A</b> Identifies the initial consonant sounds in familiar words (no blends and digraphs). <b>LL-PA.4.B</b> Identifies if a pair of given words have the same initial consonant sound with picture support (no blends or digraphs). <b>LL-PA.4.C</b> Produces words that have the same initial sound when given a consonant sound.

## ENGLISH LANGUAGE ARTS

Standard	Strand	Objective	Every Child Ready Standard(s)
<b>Standard 2:</b> Reading and Writing Foundations	Print Concepts	<b>PK.2.PC.1</b> Students will begin to understand that print carries a message by recognizing labels, signs, and other print in the environment.	<p><b>LL-BK.3.AA</b> Identifies familiar images or logos in environmental print.</p> <p><b>LL-BK.3.A</b> Demonstrates understanding that print has meaning.</p> <p><b>LL-BK.3.B</b> Distinguishes between print and images in books and in the environment.</p> <p><b>LL-BK.3.C</b> Demonstrates understanding that print has meaning and begins to connect environmental print with objects or locations in the classroom.</p>
<b>Standard 2:</b> Reading and Writing Foundations	Print Concepts	<b>PK.2.PC.2</b> Students will demonstrate correct book orientation and identify the front and back covers of a book.	<p><b>LL-BK.2.AA</b> Identifies a book and turns pages appropriately from right to left and may include multiple pages at one time.</p> <p><b>LL-BK.2.A</b> Demonstrates understanding of proper book orientation by holding books right side up and turning one page at a time, starting from the first page.</p> <p><b>LL-BK.2.B</b> Uses illustrations to tell a familiar story.</p> <p><b>LL-BK.2.D</b> Tracks print from left to right and top to bottom while imitating reading a familiar text.</p> <p><b>LL-BK.2.E</b> Demonstrates understanding of the title and back cover of a book. Identifies some words, such as those that are repeated regularly or have a known first sound in a familiar text.</p>
<b>Standard 2:</b> Reading and Writing Foundations	Print Concepts	<b>PK.2.PC.3</b> Students will begin to understand that print moves from top to bottom, left to right, and front to back.	<p><b>LL-BK.2.AA</b> Identifies a book and turns pages appropriately from right to left and may include multiple pages at one time.</p> <p><b>LL-BK.2.A</b> Demonstrates understanding of proper book orientation by holding books right side up and turning one page at a time, starting from the first page.</p> <p><b>LL-BK.2.D</b> Tracks print from left to right and top to bottom while imitating reading a familiar text.</p> <p><b>LL-WR.5.A</b> Writes from the top of the page to the bottom when writing, even at the emergent writing stage.</p> <p><b>LL-WR.5.B</b> Uses left to right directionality when writing, even at the emergent writing stage.</p>

## ENGLISH LANGUAGE ARTS

Standard	Strand	Objective	Every Child Ready Standard(s)
Standard 2: Reading and Writing Foundations	Print Concepts	<b>PK.2.PC.4</b> Students will begin to recognize that written words are made up of letters and are separated by spaces.	<p><b>LL-BK.3.D</b> Points to one word and one letter in an unfamiliar text or around the room.</p> <p><b>LL-BK.3.E</b> Identifies basic elements of print, like spaces between words or punctuation at the end of a sentence (period, exclamation mark, question mark).</p> <p><b>LL-WR.4.C</b> Writes letter-like symbols in strings. May leave spaces between symbols to indicate words.</p> <p><b>LL-WR.5.C</b> Leaves spaces between words when writing.</p>
Standard 2: Reading and Writing Foundations	Print Concepts	<b>PK.2.PC.5</b> Students will begin to recognize ending punctuation marks in print during shared reading or other text experiences.	<p><b>LL-BK.3.E</b> Identifies basic elements of print, like spaces between words or punctuation at the end of a sentence (period, exclamation mark, question mark).</p> <p><b>LL-WR.5.E</b> Identifies and begins using punctuation at the end of a sentence (period, exclamation mark, question mark).</p>
Standard 2: Reading and Writing Foundations	Print Concepts	<b>PK.2.PC.6</b> Students will begin to write some uppercase and lowercase letters including the majority of the letters in their first name with prompting.	<p><b>LL-WR.4.D</b> Writes random recognizable letters in a row with spaces in between. Letters may be backward, reversed, or poorly formed and recognized only in context.</p> <p><b>LL-WR.4.E</b> Forms correct, intentional, and recognizable letters on the page when writing.</p> <p><b>LL-WR.3.C</b> Writes uppercase or lowercase letters that correspond to at least half of the letters in their name. Letters may be backward, reversed, or poorly formed and recognized only in context.</p> <p><b>LL-WR.3.D</b> Writes all letters using uppercase or lowercase letters in his or her name in correct order. Letters may be backward, reversed, or poorly formed and recognized only in context.</p> <p><b>LL-WR.3.E</b> Writes all letters in their name in correct order. All letters are correct and could be recognized out of context.</p>

## ENGLISH LANGUAGE ARTS

Standard	Strand	Objective	Every Child Ready Standard(s)
<b>Standard 2:</b> Reading and Writing Foundations	Phonics and Word Study	<b>PK.2.PWS.1</b> Students will name the letters in their first name.	<p><b>LL-AK.1.AA</b> Identifies the first letter in their name.</p> <p><b>LL-AK.1.A</b> Identifies up to five uppercase or lowercase letters. Some letters may be in own name.</p> <p><b>LL-WR.3.C</b> Writes uppercase or lowercase letters that correspond to at least half of the letters in their name. Letters may be backward, reversed, or poorly formed and recognized only in context.</p> <p><b>LL-WR.3.D</b> Writes all letters using uppercase or lowercase letters in his or her name in correct order. Letters may be backward, reversed, or poorly formed and recognized only in context.</p> <p><b>LL-WR.3.E</b> Writes all letters in their name in correct order. All letters are correct and could be recognized out of context.</p>
<b>Standard 2:</b> Reading and Writing Foundations	Phonics and Word Study	<b>PK.2.PWS.2</b> Students will name a majority of uppercase and lowercase letters.	<p><b>LL-AK.1.B</b> Identifies up to ten uppercase or lowercase letters.</p> <p><b>LL-AK.1.C</b> Identifies up to 20 uppercase or lowercase letters.</p> <p><b>LL-AK.1.D</b> Identifies up to 30 uppercase or lowercase letters.</p> <p><b>LL-AK.1.E</b> Identifies all 26 uppercase and lowercase letters in random order.</p>
<b>Standard 2:</b> Reading and Writing Foundations	Phonics and Word Study	<b>PK.2.PWS.3</b> Students will produce some sounds represented by letters.	<p><b>LL-AK.2.AA</b> Produces the first letter sound in their name with teacher support.</p> <p><b>LL-AK.2.A</b> Produces up to two letter sounds when shown uppercase or lowercase letters.</p> <p><b>LL-AK.2.B</b> Produces up to five letter sounds when shown uppercase or lowercase letters.</p> <p><b>LL-AK.2.C</b> Produces up to ten letter sounds when shown uppercase or lowercase letters.</p> <p><b>LL-AK.2.D</b> Produces up to 15 letter sounds when shown uppercase or lowercase letters.</p> <p><b>LL-AK.2.E</b> Produces up to 26 uppercase and lowercase letter sounds when shown letters in random order.</p>
<b>Standard 2:</b> Reading and Writing Foundations	Fluency	<b>PK.2.F.1</b> Students will read their first name in print.	<p><b>LL-WR.3.D</b> Writes all letters using uppercase or lowercase letters in his or her name in correct order. Letters may be backward, reversed, or poorly formed and recognized only in context.</p> <p><b>LL-WR.3.E</b> Writes all letters in their name in correct order. All letters are correct and could be recognized out of context.</p>



## ENGLISH LANGUAGE ARTS

Standard	Strand	Objective	Every Child Ready Standard(s)
<b>Standard 2:</b> Reading and Writing Foundations	Fluency	<b>PK.2.F.2</b> Students will chorally recite familiar texts (e.g., rhymes, songs, poetry, etc.).	<b>LL-PA.3.A</b> Listens to and sings favorite classroom songs with simple rhyme patterns like "Twinkle, Twinkle Little Star." <b>C-ARTS.4.B</b> Sings a variety of songs within children's vocal range, independently and with others.
<b>Standard 2:</b> Reading and Writing Process	Reading	<b>PK.2.R</b> Students will begin to retell or reenact major events or details from a read-aloud.	<b>LL-NC.3.A</b> Describes one event from a familiar narrative using visuals or gestures. <b>LL-NC.3.B</b> Retells two events from a familiar narrative using visuals or gestures. <b>LL-NC.3.C</b> Retells three or more events from a familiar story in any order using visuals or gestures. <b>LL-NC.3.D</b> Retells three or more events from a familiar narrative in sequence using visuals or gestures. <b>LL-NC.3.E</b> With prompting and support, retells familiar stories, including key details. <b>LL-BK.2.B</b> Uses illustrations to tell a familiar story. <b>LL-BK.2.C</b> Uses illustrations to tell a familiar story with intonation and expression, using repeated phrases. <b>C-ARTS.2.B</b> Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.
<b>Standard 2:</b> Reading and Writing Process	Writing	<b>PK.2.W</b> Students will begin to express themselves through drawing and emergent writing.	<b>LL-WR.2.AA</b> Draws to represent something or to communicate a thought. <b>LL-WR.2.A</b> Draws and/or writes to represent, express, or communicate interests. <b>LL-WR.2.B</b> Draws and/or writes to represent and describe an object, event, or observation. <b>LL-WR.2.C</b> Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme. <b>LL-WR.4.A</b> Scribbles and makes marks on page. These may be continuous lines or separate shapes. The shapes may include dots, circles, or lines. <b>LL-WR.4.B</b> Writes letter-like forms and makes marks on page that look like conventional shapes or mock letters. <b>LL-WR.4.C</b> Writes letter-like symbols in strings. May leave spaces between symbols to indicate words. <b>LL-WR.4.D</b> Writes random recognizable letters in a row with spaces in between. Letters may be backward, reversed, or poorly formed and recognized only in context.

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Standard	Strand	Objective	Every Child Ready Standard(s)
<b>Standard 3:</b> Critical Reading and Writing	Reading	<b>PK.3.R.1</b> Students will describe the roles of an author and illustrator with prompting.	<b>SOC.2.C</b> Recognizes and describes that different people have different roles and responsibilities in the community.
<b>Standard 3:</b> Critical Reading and Writing	Reading	<b>PK.3.R.2</b> Students will answer basic questions (e.g., who, what, where, and when) about texts, photographs, or illustrations during shared reading or other text experiences with prompting.	<b>LL-NC.1.AA</b> Identifies characters in a simple story. <b>LL-NC.1.A</b> Identifies and describes the main character in a story. <b>LL-NC.1.B</b> Identifies the setting in a story. <b>LL-NC.1.C</b> Identifies and answers questions about events in a story. <b>LL-NC.1.D</b> Identifies the cause and effect relationship between events in a narrative story. <b>LL-NC.1.E</b> Identifies the problem, solution, and character motivation in narrative story. <b>LL-NC.2.B</b> Answers factual questions using a variety of text types (predictable, informational, poetry, etc.).
<b>Standard 3:</b> Critical Reading and Writing	Reading	<b>PK.3.R.3</b> Students will identify characters in a story with prompting.	<b>LL-NC.1.AA</b> Identifies characters in a simple story. <b>LL-NC.1.A</b> Identifies and describes the main character in a story.
<b>Standard 3:</b> Critical Reading and Writing	Writing	<b>PK.3.W</b> Students will use drawing and labeling to tell a story to share information with prompting.	<b>LL-WR.2.D</b> Draws and/or writes to represent simple events or stories that entertain, and revises when necessary. <b>LL-WR.2.E</b> Draws and/or writes to represent simple events or stories, including more details, that entertain, and revises when necessary. <b>LL-WR.2.AA</b> Draws to represent something or to communicate a thought. <b>LL-WR.2.A</b> Draws and/or writes to represent, express, or communicate interests. <b>LL-WR.2.B</b> Draws and/or writes to represent and describe an object, event, or observation. <b>LL-WR.2.C</b> Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme.

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Standard	Strand	Objective	Every Child Ready Standard(s)
Standard 4: Vocabulary	Reading	PK.4.R.1 Students will name and sort familiar objects into categories based on similarities and differences with prompting.	<p><b>M-PFA.1.A</b> Sorts and groups objects based on one attribute such as visual features like color, size, or shape.</p> <p><b>M-PFA.1.B</b> Sorts and groups pictures of objects based on one attribute such as visual features like color, size, or shape.</p> <p><b>M-PFA.1.C</b> Sorts and groups objects based on more complex attributes such as function or category.</p> <p><b>M-PFA.1.D</b> Sorts and groups objects or pictures that belong together by one attribute, then regroups according to a different attribute.</p>
Standard 4: Vocabulary	Reading	PK.4.R.2 Students will begin to develop an awareness of context clues through read-alouds and other text experiences.	<p><b>LL-NC.2.AA</b> Responds to illustrations or photos by using at least one word.</p> <p><b>LL-NC.2.A</b> Uses the book cover, illustrations, or photos to make simple predictions about the topic or text.</p> <p><b>LL-NC.2.B</b> Answers factual questions using a variety of text types (predictable, informational, poetry, etc.).</p> <p><b>LL-NC.2.C</b> Uses events from the book to make a prediction about what might happen next.</p> <p><b>LL-NC.2.D</b> Makes inferences to answer simple “why” questions by using background knowledge and events in a text.</p>
Standard 4: Vocabulary	Reading	PK4.R.3 Students will begin to acquire new vocabulary and relate new words to prior knowledge.	<p><b>LL-LC.3.A</b> Shows interest in new words or asks questions to acquire new vocabulary.</p> <p><b>LL-LC.3.B</b> Attempts to use words to label familiar objects, people, places, emotions, and actions.</p> <p><b>LL-LC.3.C</b> Attempts to integrate new vocabulary into oral communication with peers and adults.</p> <p><b>LL-LC.3.D</b> Explains meaning or attempts to use descriptive words and abstract nouns (“friendship”) and verbs (“love”).</p> <p><b>LL-LC.3.E</b> Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on classroom reading and content.</p>

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Standard	Strand	Objective	Every Child Ready Standard(s)
Standard 4: Vocabulary	Writing	PK.4.W.1 Students will begin to use new vocabulary to produce and expand complete sentences in shared language activities.	<p><b>LL-LC.3.B</b> Attempts to use words to label familiar objects, people, places, emotions, and actions.</p> <p><b>LL-LC.3.C</b> Attempts to integrate new vocabulary into oral communication with peers and adults.</p> <p><b>LL-LC.3.D</b> Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").</p> <p><b>LL-LC.3.E</b> Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on classroom reading and content.</p> <p><b>LL-LC.5.B</b> Continues to develop more complex sentences using syntax with a noun and verb and object (i.e., "Armel throws the ball").</p> <p><b>LL-LC.5.C</b> Continues to develop more complex sentences by using adjectives (i.e., "Armel throws the blue ball").</p> <p><b>LL-LC.5.D</b> Uses complex sentences with correct word order and syntax. Begins to use prepositions (i.e., "Armel throws the round blue ball on the roof").</p> <p><b>LL-LC.5.E</b> Use clauses and conjunctions as part of a complex sentence with correct word order and syntax (i.e., "Armel threw the blue ball, and it got stuck on the roof").</p>
Standard 4: Vocabulary	Writing	PK4.W.2 Students will begin to use language according to purpose in shared writing experiences.	<p><b>LL-WR.1.A</b> Observes and nonverbally or verbally responds to a shared writing experience led by a teacher.</p> <p><b>LL-WR.1.B</b> Contributes ideas and opinions to a shared writing experience with teacher support and dictation.</p> <p><b>LL-WR.1.C</b> Contributes ideas and opinions to a shared writing experience by drawing or writing with teacher support.</p> <p><b>LL-WR.1.D</b> Helps lead a shared writing experience with teacher or peers.</p>
Standard 5: Language	Reading	PK.5.R.1 Students will hear different sentence structures through conversations, read-alouds, and interactive reading.	<p><b>LL-LC.1.B</b> Responds to multipart sentences, such as acting out multiple events, following two-step directions, or finding objects based on a description.</p> <p><b>LL-LC.1.C</b> Responds to more complex sentences that include descriptive words for unrelated requests they may not have heard before.</p> <p><b>LL-LC.1.D</b> Shows understanding of more complex sentences or questions through actions, such as following three-step directions.</p> <p><b>LL-LC.1.E</b> Confirms understanding of spoken language, requests, and complex sentences through verbal or nonverbal requests for clarification.</p> <p><b>LL-NC.5.A</b> Listens and responds to a wide variety of informational texts read aloud.</p> <p><b>LL-BK.1.C</b> Listens to a wide variety of age appropriate literature read aloud.</p>

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Standard	Strand	Objective	Every Child Ready Standard(s)
<b>Standard 5: Language</b>	Reading	<p><b>PK.5.R.2</b> Students will hear different parts of speech through conversations, read-alouds, and interactive reading:</p> <ul style="list-style-type: none"> <li>• concrete objects as persons, place, or things (i.e., nouns)</li> <li>• words as actions (i.e., verbs)</li> <li>• color adjectives</li> <li>• spatial and time relationships such as <i>up</i>, <i>down</i>, <i>before</i>, and <i>after</i></li> </ul>	<p><b>LL-LC.3.AA</b> Repeats or attempts to use words heard in the everyday language or environment.</p> <p><b>LL-LC.3.A</b> Shows interest in new words or asks questions to acquire new vocabulary.</p> <p><b>LL-LC.3.B</b> Attempts to use words to label familiar objects, people, places, emotions, and actions.</p> <p><b>LL-LC.3.C</b> Attempts to integrate new vocabulary into oral communication with peers and adults.</p> <p><b>LL-LC.3.D</b> Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").</p> <p><b>LL-BK.1.C</b> Listens to a wide variety of age appropriate literature read aloud.</p> <p><b>LL-NC.5.A</b> Listens and responds to a wide variety of informational texts read aloud.</p> <p><b>ATL.3.B</b> Demonstrates an interest in learning new information or starting a new activity on their own.</p>
<b>Standard 6: Research</b>	Reading	<p><b>PK.6.R</b> Students will begin to identify pictures, charts, grade-level texts, or people as sources of information on a topic of interest.</p>	<p><b>LL-BK.2.B</b> Uses illustrations to tell a familiar story.</p> <p><b>LL-BK.2.C</b> Uses illustrations to tell a familiar story with intonation and expression, using repeated phrases.</p> <p><b>LL-NC.5.B</b> Recognizes that informational texts are a source of information.</p> <p><b>LL-NC.5.E</b> Uses features of informational text such as charts, diagrams, graphs, or maps as a source of information.</p>
<b>Standard 6: Research</b>	Writing	<p><b>PK.6.W</b> Students will generate topics of interest and decide if a friend, teacher, or expert can answer their questions with prompting.</p>	<p><b>ATL.3.B</b> Demonstrates an interest in learning new information or starting a new activity on their own.</p> <p><b>ATL.3.C</b> Asks questions and seeks clarity after attempting a challenging task.</p> <p><b>SOC.2.D</b> Recognizes that people have different thoughts and opinions within a community.</p> <p><b>ATL.9.C</b> Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and wants to return, or fell on the slide yesterday, so exercises caution today).</p> <p><b>SE.6.B</b> Requests or accepts (verbally or nonverbally) adult support with many tasks.</p> <p><b>SE.6.C</b> Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers.</p> <p><b>SE.7.B</b> When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.</p>



## ENGLISH LANGUAGE ARTS

Standard	Strand	Objective	Every Child Ready Standard(s)
<b>Standard 7: Multimodal Literacies</b>	Reading	<b>PK.7.R</b> Students will explore ideas and topics in a variety of media and formats with prompting.	<p><b>LL-WR.1.B</b> Contributes ideas and opinions to a shared writing experience with teacher support and dictation.</p> <p><b>LL-WR.1.C</b> Contributes ideas and opinions to a shared writing experience by drawing or writing with teacher support.</p> <p><b>LL-WR.1.D</b> Helps lead a shared writing experience with a teacher or peers.</p> <p><b>LL-WR.1.E</b> Explores a variety of digital tools (tablet, computer, etc.) to produce and publish writing, including in collaboration with peers.</p> <p><b>C-ARTS.3.C</b> Explores and creates art using different techniques, such as dot art, mixed media collages, and clay.</p>
<b>Standard 7: Multimodal Literacies</b>	Writing	<b>PK.7.W</b> Students will begin to combine movement with relevant props, images, or illustrations to support their writing and speaking.	<p><b>LL-WR.2.A</b> Draws and/or writes to represent, express, or communicate interests.</p> <p><b>LL-WR.2.B</b> Draws and/or writes to represent and describe an object, event, or observation.</p> <p><b>LL-WR.2.C</b> Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme.</p> <p><b>PD.3.C</b> Copies simple designs such as a picture of a person that includes a head, body, arms, and legs.</p> <p><b>PD.3.D</b> Begins to use a tripod grasp when writing and copies complex designs.</p> <p><b>PD.3.E</b> Consistently uses a tripod grasp when writing and copies and creates complex designs.</p>
<b>Standard 8: Independent Reading and Writing</b>	Reading	<b>PK.8.R</b> Students will listen and respond to read-alouds, participate in shared reading, and interact independently with texts.	<p><b>LL-BK.1.AA</b> Requests that books be read by an adult.</p> <p><b>LL-BK.1.B</b> Selects and requests that a favorite or familiar book be read by an adult.</p> <p><b>LL-BK.1.C</b> Listens to a wide variety of age appropriate literature read aloud.</p> <p><b>LL-BK.1.D</b> Looks at books independently or with peers.</p> <p><b>LL-BK.1.E</b> Invites peers to look at books or asks questions about books read by peers.</p> <p><b>LL-NC.2.AA</b> Responds to illustrations or photos by using at least one word.</p> <p><b>LL-NC.2.B</b> Answers factual questions using a variety of text types (predictable, informational, poetry, etc.).</p> <p><b>LL-NC.5.AA</b> Listens to a wide variety of informational texts read aloud.</p> <p><b>LL-NC.5.A</b> Listens and responds to a wide variety of informational texts read aloud.</p>

## ENGLISH LANGUAGE ARTS

Standard	Strand	Objective	Every Child Ready Standard(s)
<b>Standard 8:</b> Independent Reading and Writing	Writing	<b>PK.8.W</b> Students will begin to express their ideas using a combination of drawing and emergent writing with prompting.	<p><b>LL-WR.2.AA</b> Draws to represent something or to communicate a thought.</p> <p><b>LL-WR.2.A</b> Draws and/or writes to represent, express, or communicate interests.</p> <p><b>LL-WR.2.B</b> Draws and/or writes to represent and describe an object, event, or observation.</p> <p><b>LL-WR.2.C</b> Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme.</p> <p><b>LL-WR.2.D</b> Draws and/or writes to represent simple events or stories that entertain, and revises when necessary.</p> <p><b>LL-WR.2.E</b> Draws and/or writes to represent simple events or stories, including more details, that entertain, and revises when necessary.</p> <p><b>LL-WR.4.AA</b> Makes any mark on paper.</p> <p><b>LL-WR.4.A</b> Scribbles and makes marks on page. These may be continuous lines or separate shapes. The shapes may include dots, circles, or lines.</p> <p><b>LL-WR.4.B</b> Writes letter-like forms and makes marks on page that look like conventional shapes or mock letters.</p> <p><b>LL-WR.4.C</b> Writes letter-like symbols in strings. May leave spaces between symbols to indicate words.</p> <p><b>LL-WR.4.D</b> Writes random recognizable letters in a row with spaces in between. Letters may be backward, reversed, or poorly formed and recognized only in context.</p> <p><b>LL-WR.4.E</b> Forms correct, intentional, and recognizable letters on the page when writing.</p>

## MATHEMATICS

Strand	Standard	Objective	Every Child Ready Standard(s)
Number & Operations (N)	<b>PK.N.1</b> Know number names and count in sequence.	<b>PK.N.1.1</b> Count aloud forward in sequence by 1s to 20.	<p><b>M-NC.1.A</b> Says number words in order from 1–3 from memory.</p> <p><b>M-NC.1.B</b> Says number words in order from 1–5 from memory.</p> <p><b>M-NC.1.C</b> Says number words in order from 1–7 from memory.</p> <p><b>M-NC.1.D</b> Says number words in order from 1–10 from memory.</p> <p><b>M-NC.1.E</b> Says number words in order from 1–20 from memory.</p>

# MATHEMATICS

Strand	Standard	Objective	Every Child Ready Standard(s)
Number & Operations (N)	<b>PK.N.1</b> Know number names and count in sequence.	<b>PK.N.1.2</b> Recognize and name written numerals 0-10.	<b>M-NC.5.A</b> Says the names of numerals 0-3 shown in random order. <b>M-NC.5.B</b> Says the names of numerals 0-5 shown in random order. <b>M-NC.5.C</b> Says the names of numerals 0-7 shown in random order. <b>M-NC.5.D</b> Says the names of numerals 0-10 shown in random order.
Number & Operations (N)	<b>PK.N.1</b> Know number names and count in sequence.	<b>PK.N.1.3</b> Recognize that 0 (zero) represents the count of no objects.	<b>M-NC.6.AA</b> Matches a set of objects with the number symbol to represent the set for quantities 0-2. <b>M-NC.6.A</b> Matches a set of objects with the number symbol to represent the set for quantities 0-3. <b>M-NC.6.B</b> Matches a set of objects with the number symbol to represent the set for quantities 0-5. <b>M-NC.6.C</b> Matches a set of objects with the number symbol to represent the set for quantities 0-7. <b>M-NC.6.D</b> Matches a set of objects with the number symbol to represent the set for quantities 0-10.
Number & Operations (N)	<b>PK.N.2</b> Count to tell the number of objects.	<b>PK.N.2.1</b> Identify the number of objects, up to 10, in a row or column.	<b>M-NC.2.A</b> Says numbers in order while matching each number word to each object when counting from 1-3. <b>M-NC.2.B</b> Says numbers in order, matching each number word to each object when counting from 1-5. <b>M-NC.2.C</b> Says numbers in order, matching each number word to each object when counting from 1-7. <b>M-NC.2.D</b> Says numbers in order, matching each number word to each object when counting from 1-10.
Number & Operations (N)	<b>PK.N.2</b> Count to tell the number of objects.	<b>PK.N.2.2</b> Use one-to-one correspondence in counting objects and matching groups of objects up to 10.	<b>M-NC.4.A</b> Compares two groups to identify which has more or less for quantities 0-10 without matching or counting. <b>M-NC.4.B</b> Matches 0-5 objects from two sets using one-to-one correspondence to understand the concept of the same. <b>M-NC.4.C</b> 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. <b>M-NC.4.D</b> 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.

## MATHEMATICS

Strand	Standard	Objective	Every Child Ready Standard(s)
Number & Operations (N)	<b>PK.N.2</b> Count to tell the number of objects.	<b>PK.N.2.3</b> Understand the last numeral spoken, when counting aloud, tells how many total objects are in a set up to 10.	<b>M-NC.3.B</b> Creates sets of 0–5 and begins to use cardinality to identify the last number counted. <b>M-NC.3.C</b> Creates sets of 0–7 and begins to use cardinality to identify the last number counted. <b>M-NC.3.D</b> Creates sets of 0–10 and begins to use cardinality to identify the last number counted.
Number & Operations (N)	<b>PK.N.2</b> Count to tell the number of objects.	<b>PK.N.2.4</b> Count up to 5 items in a scattered configuration, not in a row or column.	<b>M-NC.2.A</b> Says numbers in order while matching each number word to each object when counting from 1–3. <b>M-NC.2.B</b> Says numbers in order, matching each number word to each object when counting from 1–5.
Number & Operations (N)	<b>PK.N.3</b> Compare sets using numbers.	<b>PK.N.3.1</b> Compare two sets of 0–5 objects using comparative language such as “same,” “more,” or “fewer.”	<b>M-NC.4.A</b> Compares two groups to identify which has more or less for quantities 0–10 without matching or counting. <b>M-NC.4.B</b> Matches 0–5 objects from two sets using one-to-one correspondence to understand the concept of the same. <b>M-NC.4.C</b> 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.
Algebraic Reasoning & Algebra (A)	<b>PK.A.1</b> Recognize, duplicate, and extend patterns.	<b>PK.A.1.1</b> Sort and group up to 5 objects into a set based upon characteristics such as color, size, and shape. Explain verbally what the objects have in common.	<b>M-PFA.1.A</b> Sorts and groups objects based on one attribute such as visual features like color, size, or shape. <b>M-PFA.1.B</b> Sorts and groups pictures of objects based on one attribute such as visual features like color, size, or shape. <b>M-PFA.1.C</b> Sorts and groups objects based on more complex attributes such as function or category. <b>M-PFA.1.D</b> Sorts and groups objects or pictures that belong together by one attribute, then regroups according to a different attribute.
Algebraic Reasoning & Algebra (A)	<b>PK.A.1</b> Recognize, duplicate, and extend patterns.	<b>PK.A.1.2</b> Recognize, duplicate, and extend repeating patterns involving manipulatives, sound, movement, and other contexts.	<b>M-PFA.3.A</b> Uses objects, rhythm, or movement to copy simple AB patterns. <b>M-PFA.3.B</b> Uses objects, rhythm, or movement to copy and extend simple AB patterns. <b>M-PFA.3.C</b> Uses rhythm and movement to copy simple and advanced patterns (e.g., AB, ABC, ABB, AAB). <b>M-PFA.3.D</b> Uses objects, rhythm, or movement to copy and extend simple and advanced patterns (e.g., AB, ABC, ABB, AAB).

## MATHEMATICS

Strand	Standard	Objective	Every Child Ready Standard(s)
Geometry & Measurement (GM)	<b>PK.GM.1</b> Identify common shapes.	<b>PK.GM.1.1</b> Identify circles, squares, rectangles, and triangles by pointing to the shape when given the name.	<p><b>M-GS.1.A</b> Verbally or nonverbally identifies at least three common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle).</p> <p><b>M-GS.1.B</b> Verbally or nonverbally identifies at least five common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle).</p> <p><b>M-GS.1.D</b> Verbally or nonverbally identifies two-dimensional shapes in the environment or in books.</p>
Geometry & Measurement (GM)	<b>PK.GM.2</b> Describe and compare measurable attributes.	<b>PK.GM.2.1</b> Identify measurable attributes of objects. Describe them using age-appropriate vocabulary (i.e., little, big, long, short, tall, heavy, light).	<p><b>M-M.1.A</b> Demonstrates understanding of length terms (i.e., "longer," "shorter") and height terms (i.e., "taller," "shorter") using gestures or objects.</p> <p><b>M-M.1.B</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.</p>
Geometry & Measurement (GM)	<b>PK.GM.2</b> Describe and compare measurable attributes.	<b>PK.GM.2.2</b> Directly compare two objects with a common measurable attribute using age-appropriate vocabulary (e.g., longer/shorter, heavier/lighter, taller/shorter).	<p><b>M-M.1.C</b> Uses nonstandard units to measure objects by filling, covering, or matching, like when answering "How many scoops of sand fill a container?"</p> <p><b>M-M.1.D</b> Uses nonstandard units to measure and then comparative language to describe the measurements of two objects, like when answering "Which container holds more beans?"</p>
Geometry & Measurement (GM)	<b>PK.GM.2</b> Describe and compare measurable attributes.	<b>PK.GM.2.3</b> Sort objects into sets by one or more attributes.	<p><b>M-M.1.C</b> Uses nonstandard units to measure objects by filling, covering, or matching, like when answering "How many scoops of sand fill a container?"</p> <p><b>M-M.1.D</b> Uses nonstandard units to measure and then comparative language to describe the measurements of two objects, like when answering "Which container holds more beans?"</p> <p><b>M-PFA.1.A</b> Sorts and groups objects based on one attribute such as visual features like color, size, or shape.</p> <p><b>M-PFA.1.C</b> Sorts and groups objects based on more complex attributes such as function or category.</p> <p><b>M-PFA.1.D</b> Sorts and groups objects or pictures that belong together by one attribute, then regroups according to a different attribute.</p>



## MATHEMATICS

Strand	Standard	Objective	Every Child Ready Standard(s)
Data & Probability (D)	<b>PK.D.1</b> Collect and organize categorical data.	<b>PK.D.1.1</b> Collect and organize information about objects and events in the environment.	<b>M-DAP.2.AA</b> Observes and collects data in their environment (e.g., colors, movement, sounds) with teacher support. <b>M-DAP.2.A</b> Collects and organizes data by sorting and classifying groups of objects into clusters (e.g., sort buttons by color). <b>M-DAP.2.B</b> Graphs using real objects to organize and display information one-to-one (e.g., place coins, buttons, or shells on a graphing mat).
Data & Probability (D)	<b>PK.D.1</b> Collect and organize categorical data.	<b>PK.D.1.2</b> Use categorical data to create real-object graphs, with guidance and support.	<b>M-DAP.2.C</b> 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 children to represent their votes). <b>M-DAP.2.D</b> Graphs using symbols such as paper squares, tally marks, or Xs to organize and display information. Compares two to three groups. <b>M-DAP.2.E</b> Graphs using symbols such as paper squares, tally marks, or Xs to organize and display information. Compares four groups.

## SCIENCE

Standard	Objective	Every Child Ready Standard(s)
Science Exploration (S)	<b>PK.2.1</b> Engage in play to explore the physical and natural world.	<b>SC-SP.1.AA</b> Uses senses to observe the environment. <b>SC-SP.2.AA</b> Uses senses and tools to explore and manipulate objects and materials in the environment. <b>SC-LES.1.AA</b> Notices and looks at the natural world around them. <b>SC-P.1.AA</b> Uses senses to explore the colors and textures of materials and objects in the environment. <b>SC-SP.2.A</b> Participates in simple explorations and experiments based on a teacher-led inquiry and prior knowledge. <b>SC-SP.1.A</b> With teacher guidance, participates in activities to formulate simple science-oriented questions based on observations.

## SCIENCE

Standard	Objective	Every Child Ready Standard(s)
Science Exploration (S)	<b>PK.S.2</b> Make observations of the physical and natural world.	<p><b>SC-P.1.A</b> Uses senses to identify physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.</p> <p><b>SC-P.1.B</b> Use senses to observe and describe some physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.</p> <p><b>SC-P.1.C</b> Participates in activities related to changing physical properties of objects, such as crumpling a piece of paper to change the texture from smooth to bumpy.</p> <p><b>SC-P.1.D</b> Describes and discusses various ways that the physical properties or characteristics of objects can change, such the playdough was soft, but became hard when exposed to air for a long time period.</p> <p><b>SC-P.3.D</b> Recognizes and explores water in its liquid, solid, and gas forms.</p> <p><b>SC-SP.3.C</b> Draws conclusions on prior knowledge and recorded information.</p> <p><b>SC-LES.2.AA</b> Uses senses to observe and respond to changes in the weather.</p>
Science Exploration (S)	<b>PK.S.3</b> Notice and describe similarities and differences among plants, animals, and objects.	<p><b>SC-LES.1.B</b> Demonstrates understanding of the difference between living and nonliving things.</p> <p><b>SC-LES.1.C</b> Compares and contrasts the natural world and the human-made world, such as the wind provides a breeze outside and so does a fan.</p> <p><b>SC-LES.4.B</b> Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features.</p> <p><b>SC-LES.5.B</b> Identifies that plants are living and identifies characteristics and features of plants.</p> <p><b>SC-P.1.AA</b> Uses senses to explore the colors and textures of materials and objects in the environment.</p> <p><b>SC-P.1.A</b> Uses senses to identify physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.</p> <p><b>SC-P.1.B</b> Use senses to observe and describe some physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.</p>
Science Exploration (S)	<b>PK.S.4</b> Share noticings and wonderings about the physical and natural world.	<p><b>SC-SP.1.AA</b> Uses senses to observe the environment.</p> <p><b>SC-SP.2.AA</b> Uses senses and tools to explore and manipulate objects and materials in the environment.</p> <p><b>SC-LES.1.AA</b> Notices and looks at the natural world around them.</p> <p><b>SC-P.1.AA</b> Uses senses to explore the colors and textures of materials and objects in the environment.</p> <p><b>SC-P.1.A</b> Uses senses to identify physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.</p> <p><b>SC-P.1.B</b> Use senses to observe and describe some physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.</p> <p><b>SC-P.3.D</b> Recognizes and explores water in its liquid, solid, and gas forms.</p> <p><b>ATL.3.AA</b> Exhibits curiosity and interest in activities and materials. Repeats preferred activities.</p> <p><b>ATL.3.A</b> Explores a variety of available objects and materials to discover what they do and how they work.</p> <p><b>ATL.3.B</b> Demonstrates an interest in learning new information or starting a new activity on their own.</p>

## SCIENCE

Standard	Objective	Every Child Ready Standard(s)
Science Exploration (S)	<b>PK.S.5</b> Ask questions based on curiosity about the physical and natural world.	<b>SC-SP.1.A</b> With teacher guidance, participates in activities to formulate simple science-oriented questions based on observations. <b>SC-SP.1.C</b> With teacher guidance, begins to formulate own questions based on observations. <b>SC-SP.1.D</b> Formulates own science-oriented questions based on observations. <b>LL-LC.2.D</b> 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. <b>LL-LC.2.E</b> Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information. <b>ATL.3.AA</b> Exhibits curiosity and interest in activities and materials. Repeats preferred activities.
Science Exploration (S)	<b>PK.S.6</b> Engage in investigations based on curiosity and wondering about the physical and natural world.	<b>ATL.3.A</b> Explores a variety of available objects and materials to discover what they do and how they work. <b>SC-SP.2.A</b> Participates in simple explorations and experiments based on a teacher-led inquiry and prior knowledge. <b>SC-SP.2.B</b> Participates in teacher-led explorations and experiments and uses prior knowledge to make predictions. <b>SC-SP.2.C</b> With teacher guidance, begins to hypothesize before teacher-led experiments. <b>SC-SP.2.D</b> Makes hypotheses, and tests their hypotheses through experimentation. <b>SC-P.1.C</b> Participates in activities related to changing physical properties of objects, such as crumpling a piece of paper to change the texture from smooth to bumpy. <b>SC-P.3.B</b> Recognizes and explores water in its liquid, solid, and gas forms.

## SOCIAL STUDIES

Standard	Objective	Every Child Ready Standard(s)
<b>PK.1</b> The student will exhibit traits of good citizenship.	<b>PK.1.1</b> Describe the importance of rules and personal responsibilities including working together to make decisions as a member of a family and classroom community.	<b>SOC.2.B</b> Recognizes their role within the classroom, neighborhood, and community, such as voting in the classroom or being a member of the soccer team. <b>SOC.1.C</b> Discusses the importance of their own family and the roles and responsibilities of various individuals in the family. <b>ATL.2.E</b> Establishes rules with peers during play or structured activities (cooperative play). <b>ATL.2.D</b> Makes cooperative decisions with peers during play or structured activities (cooperative play). <b>ATL.5.E</b> Adapts to new rules or circumstances in an age-appropriate game or activity. <b>ATL.2.C</b> Makes cooperative decisions with peers based on adult provided choices (associative play). <b>SOC.2.E</b> Shares how their thoughts, opinions, choices, and actions can impact their community.

## SOCIAL STUDIES

Standard	Objective	Every Child Ready Standard(s)
<b>PK.1</b> The student will exhibit traits of good citizenship.	<b>PK.1.2</b> Explain the need to respect the uniqueness of individuals in our class and community.	<p><b>SOC.1.D</b> Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations.</p> <p><b>SOC.1.E</b> Explains why it's important to recognize and celebrate differences in families, such as their languages, music, food, or celebrations.</p> <p><b>SOC.2.C</b> Recognizes and describes that different people have different roles and responsibilities in the community.</p> <p><b>SOC.2.D</b> Recognizes that people have different thoughts and opinions within a community.</p> <p><b>SE.3.D</b> Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.</p>
<b>PK.1</b> The student will exhibit traits of good citizenship.	<b>PK.1.3</b> Describe the concept of being a citizen.	<p><b>SOC.2.B</b> Recognizes their role within the classroom, neighborhood, and community, such as voting in the classroom or being a member of the soccer team.</p> <p><b>SOC.2.C</b> Recognizes and describes that different people have different roles and responsibilities in the community.</p> <p><b>SOC.2.D</b> Recognizes that people have different thoughts and opinions within a community.</p> <p><b>SOC.2.E</b> Shares how their thoughts, opinions, choices, and actions can impact their community.</p> <p><b>SE.3.D</b> Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.</p> <p><b>SE.3.C</b> Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence.</p>
<b>PK.1</b> The student will exhibit traits of good citizenship.	<b>PK.1.4</b> Identify the United States Flag as a symbol of the country.	<p><b>SE.3.B</b> With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.</p> <p><b>SE.3.C</b> Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence.</p>
<b>PK.2</b> The student will demonstrate knowledge of basic physical and human geographic concepts.	<b>PK.2.1</b> Explain that a map is a drawing of a place.	<p><b>SOC.4.C</b> Uses geographic tools, such as maps and globes, with support and guidance to find common geographical features.</p> <p><b>SOC.4.D</b> Creates representations or maps of familiar places, such as classroom, community, or region.</p>
<b>PK.2</b> The student will demonstrate knowledge of basic physical and human geographic concepts.	<b>PK.2.2</b> Use basic directional terms in relation to the student's relative location.	<p><b>M-GS.3.AA</b> Demonstrates understanding of movement terms (e.g., "up," "down") by using gestures or objects.</p> <p><b>M-GS.3.A</b> Demonstrates understanding of location terms (e.g., "in," "on," "under," "over") by using gestures or objects.</p> <p><b>M-GS.3.B</b> Demonstrates understanding of proximity terms (e.g., "beside," "between," "above," "below") by using gestures or objects.</p> <p><b>M-GS.3.C</b> Demonstrates understanding of frame of reference terms (e.g., "in back of," "in front of," "behind") by using gestures or objects.</p> <p><b>M-GS.3.D</b> Demonstrates understanding of direction terms (e.g., "forward," "backward," "around," "through," "to," "from," "towards") by using gestures or objects.</p> <p><b>M-GS.3.E</b> Demonstrates understanding of direction terms (e.g., "near," "far") using gestures or objects.</p>

## SOCIAL STUDIES

Standard	Objective	Every Child Ready Standard(s)
<b>PK.2</b> The student will demonstrate knowledge of basic physical and human geographic concepts.	<b>PK.2.3</b> Describe a classroom as a community.	<p><b>SOC.4.AA</b> Verbally or nonverbally identifies familiar places and the features, such as home, classroom, and school building.</p> <p><b>SOC.4.A</b> Verbally or nonverbally identifies common locations in their neighborhood and community and their features (library, store, park, etc.).</p> <p><b>SOC.2.B</b> Recognizes their role within the classroom, neighborhood, and community, such as voting in the classroom or being a member of the soccer team.</p> <p><b>SOC.2.C</b> Recognizes and describes that different people have different roles and responsibilities in the community.</p> <p><b>SOC.2.E</b> Shares how their thoughts, opinions, choices, and actions can impact their community.</p> <p><b>SE.3.C</b> Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence.</p>
<b>PK.2</b> The student will demonstrate knowledge of basic physical and human geographic concepts.	<b>PK.2.4</b> Identify family customs and traditions as basic elements of culture.	<p><b>SOC.1.D</b> Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations.</p> <p><b>SOC.1.E</b> Explains why it's important to recognize and celebrate differences in families, such as their languages, music, food, or celebrations.</p> <p><b>SE.3.B</b> With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.</p> <p><b>SE.3.C</b> Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence.</p> <p><b>SE.3.D</b> Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.</p> <p><b>SE.3.E</b> Demonstrates strong self-confidence through words or actions including sharing pride and celebrating others in relation to self, family, community, or culture.</p>
<b>PK.3</b> The student will understand that history relates to events and people of other times and places.	<b>PK.3.1</b> Explain history as things that happened in the past.	<p><b>SOC.5.A</b> Begins to demonstrate an understanding of past and present experiences through concrete materials and visual supports.</p> <p><b>SOC.5.B</b> Begins to sequence past and present experiences using visual supports.</p> <p><b>SOC.5.C</b> Begins to use knowledge of past and present experiences to make predictions about the future.</p>
<b>PK.3</b> The student will understand that history relates to events and people of other times and places.	<b>PK.3.2</b> Describe how we honor people and events of the past.	<p><b>SOC.5.D</b> Describes how people and things change over time and will continue to change into the future.</p> <p><b>SOC.5.E</b> Begins to connect past and present experiences and describes events that have happened or will happen in the future.</p> <p><b>SE.3.D</b> Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.</p> <p><b>SE.3.E</b> Demonstrates strong self-confidence through words or actions including sharing pride and celebrating others in relation to self, family, community, or culture.</p>



## SOCIAL STUDIES

Standard	Objective	Every Child Ready Standard(s)
<b>PK.3</b> The student will understand that history relates to events and people of other times and places.	<b>PK.3.3</b> Use words and phrases, such as before and after, as they relate to chronology and time in order to explain how things change.	<p><b>SOC.5.B</b> Begins to sequence past and present experiences using visual supports.</p> <p><b>SOC.5.C</b> Begins to use knowledge of past and present experiences to make predictions about the future.</p> <p><b>SOC.5.D</b> Describes how people and things change over time and will continue to change into the future.</p> <p><b>SOC.5.E</b> Begins to connect past and present experiences and describes events that have happened or will happen in the future.</p> <p><b>LL-LC.3.C</b> Attempts to integrate new vocabulary into oral communication with peers and adults.</p> <p><b>LL-LC.3.D</b> Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").</p>
<b>PK.3</b> The student will understand that history relates to events and people of other times and places.	<b>PK.3.4</b> Explain that lessons can be learned from the past.	<p><b>SOC.5.C</b> Begins to use knowledge of past and present experiences to make predictions about the future.</p> <p><b>SOC.5.D</b> Describes how people and things change over time and will continue to change into the future.</p> <p><b>SOC.5.E</b> Begins to connect past and present experiences and describes events that have happened or will happen in the future.</p> <p><b>ATL.9.A</b> Recalls one to two pieces of new and relevant information about their lived experiences (e.g., shares two things they did that day, recalls two toys that were in the Dramatic Play Center).</p> <p><b>ATL.9.C</b> Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and wants to return, or fell on the slide yesterday, so exercises caution today).</p> <p><b>ATL.9.D</b> With adult support, applies explicitly taught and practiced higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization).</p> <p><b>ATL.9.E</b> Independently applies higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization).</p>
<b>PK.4</b> The student will identify basic economic concepts.	<b>PK4.1</b> Identify basic needs all people share.	<p><b>SOC.3.AA</b> Verbally or nonverbally expresses wants and needs with simple phrases or gestures.</p> <p><b>SOC.3.A</b> Shows an understanding of supply and demand, such as, "We are out of paint at the Art Easel. We need more."</p> <p><b>ATL.9.B</b> Identifies and anticipates materials and expectations needed for everyday and routine activities.</p> <p><b>SC-LES.4.C</b> Describes the needs of humans and animals and how their characteristics and behaviors support their needs, such as birds have beaks so they can dig for worms.</p> <p><b>PD.5.C</b> Begins to understand how eating a variety of foods and proper hydration helps the body grow and be healthy.</p> <p><b>PD.5.E</b> Understands and describes different foods and how they give our bodies nutrients and energy.</p>

## SOCIAL STUDIES

Standard	Objective	Every Child Ready Standard(s)
<b>PK.4</b> The student will identify basic economic concepts.	<b>PK.4.2</b> Explain that people work to earn money to buy things they need and want.	<b>SOC.3.B</b> Shows an understanding of and identifies goods, such as items purchased from a store, and services, such as a haircut from a stylist. <b>SOC.3.D</b> Shows an understanding of buying and selling, including that money is needed to buy goods and services, such as using money in a restaurant in Dramatic Play. <b>SOC.3.E</b> Discusses the purpose of saving money for a future purchase. <b>SOC.2.C</b> Recognizes and describes that different people have different roles and responsibilities in the community.
<b>PK.4</b> The student will identify basic economic concepts.	<b>PK.4.3</b> Explain how resources are used by people to meet their needs.	<b>SOC.3.AA</b> Verbally or nonverbally expresses wants and needs with simple phrases or gestures. <b>SOC.3.A</b> Shows an understanding of supply and demand, such as, "We are out of paint at the Art Easel. We need more." <b>SOC.3.B</b> Shows an understanding of and identifies goods, such as items purchased from a store, and services, such as a haircut from a stylist. <b>SOC.3.C</b> Shows an understanding of the concepts of trading and bartering, such as trading corn for broccoli at a market in Dramatic Play. <b>SOC.3.D</b> Shows an understanding of buying and selling, including that money is needed to buy goods and services, such as using money in a restaurant in Dramatic Play. <b>ATL.9.B</b> Identifies and anticipates materials and expectations needed for everyday and routine activities.
<b>PK.4</b> The student will identify basic economic concepts.	<b>PK.4.4</b> Describe how various school personnel provide needed services.	<b>SOC.2.A</b> Verbally or nonverbally identifies a variety of community members within their community, such as in their neighborhood and school. <b>SOC.2.C</b> Recognizes and describes that different people have different roles and responsibilities in the community. <b>SOC.2.D</b> Recognizes that people have different thoughts and opinions within a community.

## FINE ARTS

Discipline or Subject	Creative Process	Standard	Objective	Every Child Ready Standard(s)
Dance (D)	Performing (PR)	<b>D.PR.1:</b> Develop and refine dance techniques and work for presentation.	<b>PK.D.PR.1.1</b> Identify and move body parts and imitate movements upon request.	<b>C-ARTS.1.A</b> Participates in guided movement activities by copying dances and movements introduced by others. <b>C-ARTS.1.B</b> Recalls short, simple dances and movement sequences previously introduced by others. <b>LL-LC.2.AA</b> Verbally labels familiar objects, body parts, people, or emotions using one-word responses.

## FINE ARTS

Discipline or Subject	Creative Process	Standard	Objective	Every Child Ready Standard(s)
Dance (D)	Performing (PR)	<b>D.PR.1:</b> Develop and refine dance techniques and work for presentation.	<b>PK.D.PR.1.2</b> Imitate basic locomotor and non-locomotor movements.	<p><b>C-ARTS.1.A</b> Participates in guided movement activities by copying dances and movements introduced by others.</p> <p><b>C-ARTS.1.B</b> Recalls short, simple dances and movement sequences previously introduced by others.</p> <p><b>PD.1.AA</b> Sits down and stands up with control. Moves body in a variety of ways such as walking, running, and galloping. Walks up and down the stairs with assistance. Throws balls and attempts to kick balls.</p> <p><b>PD.1.A</b> Begins to develop balance and coordination in gross motor movements, such as moving arms and legs together to climb, push, or pull. Jumps with two feet.</p> <p><b>PD.1.B</b> Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet.</p>
Dance (D)	Performing (PR)	<b>D.PR.1:</b> Develop and refine dance techniques and work for presentation.	<b>PK.D.PR.1.3</b> Move safely in general space and start and stop on cue while maintaining personal space.	<p><b>ATL.7.A</b> Participates in one- to two-step inhibition games and activities.</p> <p><b>PD.6.C</b> Independently follows safety procedures.</p>
Dance (D)	Performing (PR)	<b>D.PR.1:</b> Develop and refine dance techniques and work for presentation.	<b>PK.D.PR.1.4</b> Recognize food provides energy for physical activity	<p><b>PD.5.A</b> Recognizes and identifies a variety of different food.</p> <p><b>PD.5.C</b> Begins to understand how eating a variety of foods and proper hydration helps the body grow and be healthy.</p> <p><b>PD.5.E</b> Understands and describes different foods and how they give our bodies nutrients and energy.</p>
Dance (D)	Performing (PR)	<b>D.PR.2:</b> Select, analyze, and interpret dance for presentation.	<b>PK.D.PR.2.1</b> Imitate and follow directional cues for moving the body in general space (e.g., forward, backward, sideways, up, down, turning) and finding and returning to a place in space.	<p><b>PD.1.B</b> Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet.</p> <p><b>PD.1.C</b> Begins to coordinate upper and lower body, such as when riding a scooter or pedaling a bicycle or tricycle. Kicks and throws forward toward another person or target.</p> <p><b>PD.1.D</b> Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements.</p> <p><b>PD.1.E</b> Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target.</p>

## FINE ARTS

Discipline or Subject	Creative Process	Standard	Objective	Every Child Ready Standard(s)
Dance (D)	Performing (PR)	<b>D.PR.2:</b> Select, analyze, and interpret dance for presentation.	<b>PK.D.PR.2.2</b> Imitate speed of dance as fast or slow. Move to varied rhythmic sounds at different tempi.	<b>C-ARTS.4.A</b> Participates in a variety of music activities with different tempos, genres, and rhythms. <b>C-ARTS.1.AA</b> Moves body spontaneously to music. <b>C-ARTS.1.C</b> Creates short dances or movement sequences. <b>C-ARTS.1.D</b> Leads dances or movement sequences and demonstrates them to others. <b>C-ARTS.1.E</b> Creates and leads dances or movement sequences and begins to synchronize music with movement.
Dance (D)	Performing (PR)	<b>D.PR.2:</b> Select, analyze, and interpret dance for presentation.	<b>PK.D.PR.2.3</b> Identify and apply different movement qualities (e.g., slow, smooth, wavy).	<b>PD.1.A</b> 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. <b>C-ARTS.1.C</b> Creates short dances or movement sequences. <b>C-ARTS.1.D</b> Leads dances or movement sequences and demonstrates them to others.
Dance (D)	Performing (PR)	<b>D.PR.3:</b> Convey meaning through the presentation of dance.	<b>PK.D.PR.3.1</b> Dance with others in a designated area or space.	<b>C-ARTS.1.D</b> Leads dances or movement sequences and demonstrates them to others. <b>C-ARTS.1.E</b> Creates and leads dances or movement sequences and begins to synchronize music with movement. <b>PD.6.B</b> Demonstrates understanding of safety procedures and begins to initiate. <b>PD.6.C</b> Independently follows safety procedures. <b>ATL.2.B</b> Plays, works on tasks, or participates in activities with peers with adult prompts (associative play).
Dance (D)	Performing (PR)	<b>D.PR.3:</b> Convey meaning through the presentation of dance.	<b>PK.D.PR.3.2</b> Use a simple prop as part of a dance.	<b>C-ARTS.1.E</b> Creates and leads dances or movement sequences and begins to synchronize music with movement. <b>C-ARTS.2.A</b> Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.

## FINE ARTS

Discipline or Subject	Creative Process	Standard	Objective	Every Child Ready Standard(s)
Dance (D)	Creating (CR)	<b>D.CR.1:</b> Generate and conceptualize dance ideas and work.	<b>PK.D.CR.1.1</b> Respond in movement to a variety of sensory stimuli (e.g., music/sound, visual, tactile).	<b>C-ARTS.1.AA</b> Moves body spontaneously to music. <b>C-ARTS.1.A</b> Participates in guided movement activities by copying dances and movements introduced by others. <b>C-ARTS.3.AA</b> Expresses self using a variety of art materials and tools.
Dance (D)	Creating (CR)	<b>D.CR.1:</b> Generate and conceptualize dance ideas and work.	<b>PK.D.CR.1.2</b> Explore basic locomotor and non-locomotor movements.	<b>PD.1.AA</b> 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. <b>PD.1.A</b> 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. <b>PD.1.B</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. <b>C-ARTS.1.AA</b> Moves body spontaneously to music. <b>C-ARTS.1.A</b> Participates in guided movement activities by copying dances and movements introduced by others.
Dance (D)	Creating (CR)	<b>D.CR.2:</b> Organize and develop dance work.	<b>PK.D.CR.2.1</b> Improvise dance that starts and stops on cue.	<b>C-ARTS.1.AA</b> Moves body spontaneously to music. <b>C-ARTS.1.C</b> Creates short dances or movement sequences. <b>ATL.7.AA</b> With adult support, starts or stops a task following a simple one-step direction (e.g., "do" and "don't" commands). <b>ATL.7.A</b> Participates in one- to two-step inhibition games and activities.
Dance (D)	Creating (CR)	<b>D.CR.2:</b> Organize and develop dance work.	<b>PK.D.CR.2.2</b> Engage in dance experiences moving alone or with a partner.	<b>C-ARTS.1.A</b> Participates in guided movement activities by copying dances and movements introduced by others. <b>C-ARTS.1.B</b> Recalls short, simple dances and movement sequences previously introduced by others. <b>ATL.2.A</b> Engages in activities next to peers using shared materials (parallel play). <b>ATL.2.B</b> Plays, works on tasks, or participates in activities with peers with adult prompts (associative play).



## FINE ARTS

Discipline or Subject	Creative Process	Standard	Objective	Every Child Ready Standard(s)
Dance (D)	Creating (CR)	<b>D.CR.3:</b> Refine and complete dance work.	<b>PK.D.CR.3.1</b> Follow verbal cues for changing movement through guided improvisational experiences.	<b>ATL.7.A</b> Participates in one- to two-step inhibition games and activities. <b>ATL.7.B</b> Independently follows two- to three-step verbal adult directions. <b>C-ARTS.1.A</b> Participates in guided movement activities by copying dances and movements introduced by others. <b>LL-LC.1.B</b> Responds to multipart sentences, such as acting out multiple events, following two-step directions, or finding objects based on a description.
Dance (D)	Creating (CR)	<b>D.CR.3:</b> Refine and complete dance work.	<b>PK.D.CR.3.2</b> Identify parts of the body and draw a picture of a body shape or position.	<b>LL-LC.2.AA</b> Verbally labels familiar objects, body parts, people, or emotions using one-word responses. <b>LL-WR.2.AA</b> Draws to represent something or to communicate a thought. <b>LL-WR.2.A</b> Draws and/or writes to represent, express, or communicate interests. <b>LL-WR.2.B</b> Draws and/or writes to represent and describe an object, event, or observation.
Dance (D)	Responding (RE)	<b>D.RE.1:</b> Perceive and analyze dance.	<b>PK.D.RE.1.1</b> Identify a learned movement in a dance.	<b>LL-LC.2.AA</b> Verbally labels familiar objects, body parts, people, or emotions using one-word responses. <b>LL-LC.2.A</b> Uses two to three words to make a request, provide a description, or say a phrase/sentence.
Dance (D)	Responding (RE)	<b>D.RE.1:</b> Perceive and analyze dance.	<b>PK.D.RE.1.2</b> Demonstrate an observed or performed dance movement.	<b>C-ARTS.1.A</b> Participates in guided movement activities by copying dances and movements introduced by others. <b>C-ARTS.1.B</b> Recalls short, simple dances and movement sequences previously introduced by others.
Dance (D)	Responding (RE)	<b>D.RE.2:</b> Construct meaningful interpretations of dance.	<b>PK.D.RE.2.1</b> Observe a shape or movement and describe it.	<b>LL-LC.2.AA</b> Verbally labels familiar objects, body parts, people, or emotions using one-word responses. <b>LL-LC.2.A</b> Uses two to three words to make a request, provide a description, or say a phrase/sentence. <b>C-ARTS.5.E</b> Interprets the art of others by describing what they see and identifying a theme.

## FINE ARTS

Discipline or Subject	Creative Process	Standard	Objective	Every Child Ready Standard(s)
Dance (D)	Responding (RE)	<b>D.RE.3:</b> Apply criteria to evaluate dance.	<b>PK.D.RE.3.1</b> Imitate a movement from a dance and explain how it feels to perform it.	<b>C-ARTS.1.A</b> Participates in guided movement activities by copying dances and movements introduced by others. <b>SE.1.B</b> With adult modeling and visual supports, verbally or nonverbally identifies and labels emotions such as happiness, surprise, anger, fear, and sadness in self. <b>SE.1.C</b> With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations.
Dance (D)	Connecting (CN)	<b>D.CN.1:</b> Synthesize and relate knowledge and personal experiences to make dance.	<b>PK.D.CN.1.1</b> Recognize emotions expressed in dance movements watched or performed.	<b>SE.4.C</b> With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations. <b>SE.4.D</b> With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others. <b>SE.1.D</b> Independently verbally or nonverbally names and describes their own emotions.
Dance (D)	Connecting (CN)	<b>D.CN.1:</b> Synthesize and relate knowledge and personal experiences to make dance.	<b>PK.D.CN.1.2</b> Observe a dance work. Imitate a movement from the dance and ask a question about the dance.	<b>ATL.2.AA</b> Observes others in play and participates in an activity next to other children (onlooker/parallel play). <b>C-ARTS.1.A</b> Participates in guided movement activities by copying dances and movements introduced by others. <b>LL-LC.2.E</b> Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.
Dance (D)	Connecting (CN)	<b>D.CN.2:</b> Relate dance ideas and works with societal, cultural and historical contexts to deepen understanding.	<b>PK.D.CN.2.1</b> Imitate a dance movement experienced at home or elsewhere.	<b>C-ARTS.1.A</b> Participates in guided movement activities by copying dances and movements introduced by others. <b>C-ARTS.1.B</b> Recalls short, simple dances and movement sequences previously introduced by others.
Drama/Theatre (DT)	Creating (CR)	<b>DT.CR.1:</b> Generate and conceptualize dramatic ideas and work.	<b>PK.DT.CR.1.1</b> Tell stories, and/or imagine variations of existing stories, utilizing a variety of literature.	<b>LL-NC.1.AA</b> Joins in acting out a book as it's read aloud. <b>C-ARTS.2.B</b> Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.

## FINE ARTS

Discipline or Subject	Creative Process	Standard	Objective	Every Child Ready Standard(s)
Drama/Theatre (DT)	Creating (CR)	<b>DT.CR.1:</b> Generate and conceptualize dramatic ideas and work.	<b>PK.DT.CR.1.2</b> Imagine technical elements for a unified drama/theatre concept by using simple everyday objects to create costumes, props, and puppets.	<b>ATL.3.B</b> Demonstrates an interest in learning new information or starting a new activity on their own. <b>C-ARTS.2.A</b> Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.
Drama/Theatre (DT)	Creating (CR)	<b>DT.CR.1:</b> Generate and conceptualize dramatic ideas and work.	<b>PK.DT.CR.1.3</b> Develop characters authentic to drama/theatre work by using the body and voice to create vivid characters appropriate to the story.	<b>C-ARTS.2.C</b> Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play. <b>C-ARTS.2.D</b> Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.
Drama/Theatre (DT)	Creating (CR)	<b>DT.CR.2:</b> Organize, develop, and rehearse dramatic ideas and work.	<b>PK.DT.CR.2.1</b> Sequence plot events in dramatic play or guided drama experience.	<b>M-M.2A</b> Sequences up to two to four steps in a familiar daily routine. <b>ATL.1.B</b> Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play). <b>C-ARTS.2.B</b> Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.
Drama/Theatre (DT)	Creating (CR)	<b>DT.CR.2:</b> Organize, develop, and rehearse dramatic ideas and work.	<b>PK.DT.CR.2.2</b> Demonstrate collaborative skills and interdisciplinary skills by engaging in unstructured free play and playing appropriately with others.	<b>ATL.1.B</b> Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play). <b>ATL.1.D</b> Carries out familiar roles during individual or collaborative role-play. <b>ATL.2.D</b> Makes cooperative decisions with peers during play or structured activities (cooperative play).
Drama/Theatre (DT)	Creating (CR)	<b>DT.CR.3:</b> Revise, refine, and complete dramatic work.	<b>PK.DT.CR.3.1</b> Prepare a unified drama/theatre work for presentation by demonstrating imagination, focus, and concentration.	<b>C-ARTS.2.D</b> Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play. <b>ATL.8.D</b> Creates and follows through with simple plans independently.

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Discipline or Subject	Creative Process	Standard	Objective	Every Child Ready Standard(s)
Drama/Theatre (DT)	Creating (CR)	<b>DT.CR.3:</b> Revise, refine, and complete dramatic work.	<b>PK.DT.CR.3.2</b> Use the body to create a vivid character with energy and movement and use the voice to create a vivid character with volume, pitch, and tone.	<p><b>ATL.1.E</b> Coordinates roles and carries out more complex stories during role-play.</p> <p><b>C-ARTS.2.A</b> Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.</p> <p><b>C-ARTS.2.D</b> Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.</p> <p><b>C-ARTS.2.E</b> Continues an originally created scenario over the course of several play periods. Collaborates with others to carry out dramatic play and assumed roles.</p> <p><b>C-ARTS.4.D</b> Uses their voice or an instrument to express themselves and copy simple tempos.</p>
Drama/Theatre (DT)	Creating (CR)	<b>DT.CR.3:</b> Revise, refine, and complete dramatic work.	<b>PK.DT.CR.3.3</b> Integrate technical elements to create an emotional impact or convey meaning by imaginatively transforming common objects (e.g., fabric, blocks, kitchen utensils, etc.) into scenery and props supporting the story.	<p><b>ATL.1.B</b> Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play).</p> <p><b>C-ARTS.2.A</b> Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.</p>
Drama/Theatre (DT)	Performing (PR)	<b>DT.PR.1:</b> Select, analyze, and interpret dramatic work for presentation.	<b>PK.DT.PR.1.1</b> Explore choices for movement and speaking voice and select the most supportable choice for the moment through identification of essential events.	<p><b>C-ARTS.2.A</b> Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.</p> <p><b>ATL.1.E</b> Coordinates roles and carries out more complex stories during role-play.</p>
Drama/Theatre (DT)	Performing (PR)	<b>DT.PR.2:</b> Develop and refine dramatic techniques and work for presentation.	<b>PK.DT.PR.2.1</b> Assume roles in a variety of dramatic forms (e.g., dramatic play, guided drama, pantomime, tableau, puppetry, story enactment, etc.) and observe, listen, and respond to the work of others.	<p><b>ATL.1.E</b> Coordinates roles and carries out more complex stories during role-play.</p> <p><b>C-ARTS.2.D</b> Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.</p> <p><b>C-ARTS.2.E</b> Continues an originally created scenario over the course of several play periods. Collaborates with others to carry out dramatic play and assumed roles.</p> <p><b>C-ARTS.5.E</b> Interprets the art of others by describing what they see and identifying a theme.</p>

## FINE ARTS

Discipline or Subject	Creative Process	Standard	Objective	Every Child Ready Standard(s)
Drama/Theatre (DT)	Performing (PR)	<b>DT.PR.2:</b> Develop and refine dramatic techniques and work for presentation.	<b>PK.DT.PR.2.2</b> Make choices for multiple aspects of drama/ theatre work (including technical elements of playing space).	<b>ATL.1.E</b> Coordinates roles and carries out more complex stories during role-play. <b>C-ARTS.2.E</b> Continues an originally created scenario over the course of several play periods. Collaborates with others to carry out dramatic play and assumed roles.
Drama/Theatre (DT)	Performing (PR)	<b>DT.PR.3:</b> Convey meaning through the presentation of a dramatic work.	<b>PK.DT.PR.3.1</b> Perform a non-exhibitional drama/ theatre work (dramatic play and guided drama) with characters that are part of recognizable and shared human experiences (e.g., family, workers, community helpers, etc.).	<b>ATL.1.D</b> Carries out familiar roles during individual or collaborative role-play. <b>ATL.1.E</b> Coordinates roles and carries out more complex stories during role-play. <b>SOC.1.D</b> Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations. <b>SOC.2.C</b> Recognizes and describes that different people have different roles and responsibilities in the community.
Drama/Theatre (DT)	Responding (RE)	<b>DT.RE.1:</b> Perceive and analyze dramatic work.	<b>PK.DT.RE.1.1</b> Identify choices in a drama/theatre work to understand personal reactions as a participant in a drama/theatre event (e.g., play plans, dramatic play, guided drama, and/or in developmentally appropriate theatrical performances) through discussion or drawing.	<b>C-ARTS.5.D</b> Expresses opinions about the artistic creations and techniques of others. <b>C-ARTS.5.E</b> Interprets the art of others by describing what they see and identifying a theme. <b>LL-LC.4.C</b> Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic. <b>LL-WR.2.B</b> Draws and/or writes to represent and describe an object, event, or observation.
Drama/Theatre (DT)	Responding (RE)	<b>DT.RE.2:</b> Interpret intent and meaning in dramatic work.	<b>PK.DT.RE.2.1</b> Discuss feelings about and reactions to what was enacted, seen, heard, and felt in dramatic play, guided drama, and/or in developmentally appropriate theatrical performances viewed.	<b>C-ARTS.5.E</b> Interprets the art of others by describing what they see and identifying a theme. <b>SE.4.C</b> With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations.

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Drama/Theatre (DT)	Responding (RE)	<b>DT.RE.3:</b> Apply criteria to evaluate dramatic work.	<b>PK.DT.RE.3.1</b> Identify favorite or least favorite parts of a drama/theatre experience (dramatic play, guided drama, and/or developmentally appropriate theatrical performances viewed).	<b>C-ARTS.5.D</b> Expresses opinions about the artistic creations and techniques of others.
Drama/Theatre (DT)	Responding (RE)	<b>DT.RE.3:</b> Apply criteria to evaluate dramatic work.	<b>PK.DT.RE.3.2</b> Describe and recognize technical elements (e.g., costumes, props, sets, sound effects, etc.).	<b>C-ARTS.5.C</b> Recognizes and discusses differences in artistic creations. <b>C-ARTS.5.D</b> Expresses opinions about the artistic creations and techniques of others.
Drama/Theatre (DT)	Responding (RE)	<b>DT.RE.3:</b> Apply criteria to evaluate dramatic work.	<b>PK.DT.RE.3.3</b> Practice audience etiquette and appropriate audience behavior for a variety of drama/theatre experiences.	<b>SE.5.E</b> Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.
Drama/Theatre (DT)	Connecting (CN)	<b>DT.CN.1:</b> Synthesize and relate knowledge and personal experiences to drama/theatre.	<b>PK.DT.CN.1.1</b> Identify similarities between characters and stories and personal experiences in dramatic play, guided drama, and/or in developmentally appropriate theatrical performances viewed.	<b>C-ARTS.5.E</b> Interprets the art of others by describing what they see and identifying a theme. <b>LL-NC.2.E</b> Makes inferences and provides explanation and reasoning for events in a text or characters' actions.
Drama/Theatre (DT)	Connecting (CN)	<b>DT.CN.2:</b> Relate dramatic ideas and works with societal, cultural, and historical context to deepen understanding.	<b>PK.DT.CN.2.1</b> Recognize the reciprocal influence that drama/theatre works have on personal and societal contexts, such as family, workers, and community helpers.	<b>C-ARTS.5.A</b> Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques. <b>C-ARTS.5.C</b> Recognizes and discusses differences in artistic creations. <b>C-ARTS.5.E</b> Interprets the art of others by describing what they see and identifying a theme. <b>SOC.2.D</b> Recognizes that people have different thoughts and opinions within a community. <b>SOC.2.E</b> Shares how their thoughts, opinions, choices, and actions can impact their community.

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Drama/Theatre (DT)	Connecting (CN)	<b>DT.CN.2:</b> Relate dramatic ideas and works with societal, cultural, and historical context to deepen understanding.	<b>PK.DT.CN.2.2</b> With prompting and support, explore the stories of Oklahoma American Indian Tribes.	<b>C-ARTS.5.A</b> Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques.
Drama/Theatre (DT)	Connecting (CN)	<b>DT.CN.3:</b> Research and relate dramatic ideas/works and societal, cultural, and historical context to deepen understanding.	<b>PK.DT.CN.3.1</b> Identify pictures, grade-appropriate stories, and real people or fictional characters as sources for dramatic play or guided drama.	<b>LL-BK.2.B</b> Uses illustrations to tell a familiar story. <b>LL-BK.2.C</b> Uses illustrations to tell a familiar story with intonation and expression, using repeated phrases. <b>C-ARTS.2.B</b> Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.
Media Arts (MA)	Creating (CR)	<b>MA.CR.1:</b> Generate and conceptualize media art ideas and work.	<b>E.MA.CR.1.1</b> Use appropriate vocabulary, develop, and share multiple ideas for media art using a variety of tools, methods, and/or materials.	<b>C-ARTS.3.C</b> Explores and creates art using different techniques, such as dot art, mixed media collages, and clay. <b>C-ARTS.3.D</b> Plans for and creates art using preferred art materials, tools, and techniques. <b>ATL.8.B</b> Uses adult-created organization tools to complete steps of a simple task or project. <b>ATL.8.D</b> Creates and follows through with simple plans independently. <b>Tech.1.D</b> With teacher guidance, uses technology devices and learning applications to play games, access or share information, or express themselves creatively. <b>Tech.1.E</b> Independently uses technology devices and learning applications to play games, access or share information, or express themselves creatively.
Media Arts (MA)	Creating (CR)	<b>MA.CR.2:</b> Organize and develop media art ideas and work.	<b>E.MA.CR.2.1</b> Create, share, and test ideas, plans, and models to prepare for media arts productions.	<b>C-ARTS.3.A</b> Expresses self using a variety of art materials and tools. <b>C-ARTS.3.B</b> Creates drawings, paintings, and models with an increasing level of detail. <b>C-ARTS.3.C</b> Explores and creates art using different techniques, such as dot art, mixed media collages, and clay. <b>C-ARTS.3.D</b> Plans for and creates art using preferred art materials, tools, and techniques. <b>ATL.8.D</b> Creates and follows through with simple plans independently.



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Media Arts (MA)	Creating (CR)	<b>MA.CR.3:</b> Refine and complete media arts productions.	<b>E.MA.CR.3.1</b> Create, organize, and edit content into unified, meaningful media art utilizing discipline-specific elements and principles (e.g., movement, force, time, space, etc.).	<p><b>C-ARTS.3.D</b> Plans for and creates art using preferred art materials, tools, and techniques.</p> <p><b>C-ARTS.3.E</b> Reviews their original art and makes changes to the final product.</p> <p><b>C-ARTS.5.B</b> Discusses their own artistic creations and chooses artwork for display or performance.</p> <p><b>ATL.8.D</b> Creates and follows through with simple plans independently.</p> <p><b>ATL.8.E</b> Plans simple steps for future activity goal.</p> <p><b>Tech.1.D</b> With teacher guidance, uses technology devices and learning applications to play games, access or share information, or express themselves creatively.</p> <p><b>Tech.1.E</b> Independently uses technology devices and learning applications to play games, access or share information, or express themselves creatively.</p>
Media Arts (MA)	Producing (P)	<b>MA.P.1:</b> Select, analyze, and interpret media art for presentation.	<b>E.MA.P.1.1</b> Combine varied academic media content into unified media art.	<p><b>C-ARTS.3.D</b> Plans for and creates art using preferred art materials, tools, and techniques.</p> <p><b>ATL.9.D</b> With adult support, applies explicitly taught and practiced higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization).</p> <p><b>ATL.9.E</b> Independently applies higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization)</p>
Media Arts (MA)	Producing (P)	<b>MA.P.2:</b> Develop and refine media arts techniques and work for presentation.	<b>E.MA.P.2.1</b> Exhibit developing ability in a variety of artistic roles, such as making compositional decisions, using competency tools and techniques, and collaborating with others to produce media art.	<p><b>C-ARTS.3.D</b> Plans for and creates art using preferred art materials, tools, and techniques.</p> <p><b>C-ARTS.3.E</b> Reviews their original art and makes changes to the final product.</p> <p><b>ATL.2.D</b> Makes cooperative decisions with peers during play or structured activities (cooperative play).</p>

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Media Arts (MA)	Producing (P)	<b>MA.P.2:</b> Develop and refine media arts techniques and work for presentation.	<b>E.MA.P.2.2</b> Use creative and innovative strategies to develop media art.	<b>C-ARTS.3.AA</b> Freely explores a variety of art materials and tools for sensory exploration. <b>C-ARTS.3.A</b> Expresses self using a variety of art materials and tools. <b>C-ARTS.3.C</b> Explores and creates art using different techniques, such as dot art, mixed media collages, and clay. <b>Tech.1.D</b> With teacher guidance, uses technology devices and learning applications to play games, access or share information, or express themselves creatively. <b>Tech.1.E</b> Independently uses technology devices and learning applications to play games, access or share information, or express themselves creatively.
Media Arts (MA)	Producing (P)	<b>MA.P.2:</b> Develop and refine media arts techniques and work for presentation.	<b>E.MA.P.2.3</b> Use tools and techniques to communicate in the production of media art.	<b>C-ARTS.3.C</b> Explores and creates art using different techniques, such as dot art, mixed media collages, and clay. <b>C-ARTS.3.D</b> Plans for and creates art using preferred art materials, tools, and techniques.
Media Arts (MA)	Producing (P)	<b>MA.P.3:</b> Convey meaning through the presentation of media art.	<b>E.MA.P.3.1</b> Take on roles and processes in preparing, presenting, and distributing media art.	<b>ATL.2.D</b> Makes cooperative decisions with peers during play or structured activities (cooperative play). <b>ATL.2.E</b> Establishes rules with peers during play or structured activities (cooperative play).
Media Arts (MA)	Producing (P)	<b>MA.P.3:</b> Convey meaning through the presentation of media art.	<b>E.MA.P.3.2</b> Analyze the presentation experience and share improvements for presenting media art.	<b>C-ARTS.3.E</b> Reviews their original art and makes changes to the final product. <b>ATL.8.E</b> Plans simple steps for future activity goal.
Media Arts (MA)	Responding (RE)	<b>MA.R.1:</b> Perceive and analyze media art.	<b>E.MA.R.1.1</b> Identify and describe how messages are created through the components of media art.	<b>C-ARTS.5.E</b> Interprets the art of others by describing what they see and identifying a theme.

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Media Arts (MA)	Responding (RE)	<b>MA.R.1:</b> Perceive and analyze media art.	<b>E.MA.R.1.2</b> Recognize and share how meaning and style in media art affect audience experience.	<b>C-ARTS.5.C</b> Recognizes and discusses differences in artistic creations. <b>C-ARTS.5.D</b> Expresses opinions about the artistic creations and techniques of others.
Media Arts (MA)	Responding (RE)	<b>MA.R.2:</b> Interpret intent and meaning in media art.	<b>E.MA.R.2.1</b> Identify and discuss the purpose and meaning of various media art considering the context in which they were made.	<b>C-ARTS.5.AA</b> Shows enthusiasm and curiosity about different types of creative arts.
Media Arts (MA)	Responding (RE)	<b>MA.R.3:</b> Apply criteria to evaluate media art.	<b>E.MA.R.3.1</b> Identify basic criteria for evaluating media art, considering possible improvements and context.	<b>C-ARTS.5.A</b> Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques. <b>C-ARTS.5.C</b> Recognizes and discusses differences in artistic creations. <b>C-ARTS.5.D</b> Expresses opinions about the artistic creations and techniques of others.
Media Arts (MA)	Connecting (CN)	<b>MA.CN.1:</b> Synthesize and relate knowledge and personal experiences to make media art.	<b>E.MA.CN.1.1</b> Use personal and external resources, such as interests, information, and models, to create media art.	<b>C-ARTS.3.B</b> Creates drawings, paintings, and models with an increasing level of detail.
Media Arts (MA)	Connecting (CN)	<b>MA.CN.1:</b> Synthesize and relate knowledge and personal experiences to make media art.	<b>E.MA.CN.1.2</b> Identify and show how media art form meanings, impact and shape culture, and provide opportunities for self-expression.	<b>C-ARTS.5.A</b> Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques. <b>C-ARTS.3.A</b> Expresses self using a variety of art materials and tools.
Media Arts (MA)	Connecting (CN)	<b>MA.CN.2:</b> Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	<b>E.MA.CN.2.1</b> Identify how media art and ideas relate to everyday life and can influence values and behavior.	<b>C-ARTS.5.AA</b> Shows enthusiasm and curiosity about different types of creative arts. <b>C-ARTS.5.C</b> Recognizes and discusses differences in artistic creations. <b>ATL.9.D</b> 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). <b>ATL.9.E</b> Independently applies higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization)

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Media Arts (MA)	Connecting (CN)	<b>MA.CN.2:</b> Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	<b>E.MA.CN.2.2</b> Examine and interact appropriately with media arts tools and environments, considering safety, rules (such as copyright), and fairness, including the personal and social responsibility of media creation and sharing.	<b>SE.5.D</b> Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support. <b>SE.5.E</b> Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.
Music (M)	Creating (CR)	<b>M.CR.1:</b> Generate musical ideas through reading, notating, and/or interpreting music.	<b>PK.M.CR.1.1</b> Explore the elements of music, including: A. Beat/Meter (steady beat) B. Pitch (high/low) C. Tempo (fast/slow) D. Dynamics (loud/quiet)	<b>C.ARTS.4.A</b> Participates in a variety of music activities with different tempos, genres, and rhythms. <b>C.ARTS.4.C</b> Recognizes differences between a variety of music activities with different tempos, genres, and rhythms.
Music (M)	Creating (CR)	<b>M.CR.1:</b> Generate musical ideas through reading, notating, and/or interpreting music.	<b>PK.M.CR.1.2</b> Explore melodic and rhythmic answers using voice and classroom instruments.	<b>C.ARTS.4.A</b> Participates in a variety of music activities with different tempos, genres, and rhythms. <b>C.ARTS.4.B</b> Sings a variety of songs within children's vocal range, independently and with others. <b>C.ARTS.4.D</b> Uses their voice or an instrument to express themselves and copy simple tempos.
Music (M)	Creating (CR)	<b>M.CR.1:</b> Generate musical ideas through reading, notating, and/or interpreting music.	<b>PK.M.CR.1.3</b> Explore movement (non-locomotor and locomotor) appropriate for the musical elements heard in various listening examples.	<b>C.ARTS.1.AA</b> Moves body spontaneously to music. <b>C.ARTS.1.E</b> Creates and leads dances or movement sequences and begins to synchronize music with movement.
Music (M)	Creating (CR)	<b>M.CR.1:</b> Generate musical ideas through reading, notating, and/or interpreting music.	<b>PK.M.CR.1.4</b> With guidance, explore rhythmic and melodic notation through icons and pictures.	<b>C.ARTS.4.A</b> Participates in a variety of music activities with different tempos, genres, and rhythms. <b>C.ARTS.4.C</b> Recognizes differences between a variety of music activities with different tempos, genres, and rhythms.

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Music (M)	Performing (PR)	<b>M.PR.1:</b> Present or demonstrate an existing musical work, formally or informally, with appropriate expressive and technical skills.	<b>PK.M.PR.1.1</b> Participate in music through singing (individually and in groups, as well as accompanied and unaccompanied) and playing instruments.	<b>C.ARTS.4.B</b> Sings a variety of songs within children's vocal range, independently and with others. <b>C.ARTS.4.D</b> Uses their voice or an instrument to express themselves and copy simple tempos.
Music (M)	Performing (PR)	<b>M.PR.1:</b> Present or demonstrate an existing musical work, formally or informally, with appropriate expressive and technical skills.	<b>PK.M.PR.1.2</b> Experience matching pitches, approach singing in tune, and use appropriate tone and expression.	<b>C.ARTS.4.B</b> Sings a variety of songs within children's vocal range, independently and with others. <b>C.ARTS.4.D</b> Uses their voice or an instrument to express themselves and copy simple tempos.
Music (M)	Performing (PR)	<b>M.PR.1:</b> Present or demonstrate an existing musical work, formally or informally, with appropriate expressive and technical skills.	<b>PK.M.PR.1.3</b> Explore steady beat using instruments or body percussion to accompany songs and rhythm activities.	<b>C.ARTS.4.A</b> Participates in a variety of music activities with different tempos, genres, and rhythms. <b>C.ARTS.4.C</b> Recognizes differences between a variety of music activities with different tempos, genres, and rhythms. <b>C.ARTS.1.E</b> Creates and leads dances or movement sequences and begins to synchronize music with movement.
Music (M)	Responding (RE)	<b>M.RE.1:</b> Respond to music while demonstrating respect for others' music preferences and music performances.	<b>PK.M.RE.1.1</b> Respond to the beat or rhythm in music by using non-locomotor or locomotor movement, body percussion, and playing classroom instruments.	<b>C.ARTS.1.E</b> Creates and leads dances or movement sequences and begins to synchronize music with movement. <b>C.ARTS.4.D</b> Uses their voice or an instrument to express themselves and copy simple tempos.
Music (M)	Responding (RE)	<b>M.RE.1:</b> Respond to music while demonstrating respect for others' music preferences and music performances.	<b>PK.M.RE.1.2</b> Recognize and practice appropriate audience and performer behavior appropriate for the context and style of music performed.	<b>SE.5.D</b> Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support. <b>SE.5.E</b> Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.
Music (M)	Responding (RE)	<b>M.RE.1:</b> Respond to music while demonstrating respect for others' music preferences and music performances.	<b>PK.M.RE.1.3</b> With guidance, respond, using directional movements or manipulatives, to the melodic contour of familiar songs.	<b>C-ARTS.1.E</b> Creates and leads dances or movement sequences and begins to synchronize music with movement.

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Discipline or Subject	Creative Process	Standard	Objective	Every Child Ready Standard(s)
Music (M)	Connecting (CN)	<b>M.CN.1:</b> Recognize the development of music from a social, cultural, and historical context.	<b>PK.M.CN.1.1</b> Sing and perform songs, chants, rhymes, singing games, and dances from a variety of cultures.	<b>C-ARTS.4.E</b> Creates and performs original music or songs for others.
Visual Arts (VA)	Creative Process (CP)	<b>VA.CP.1:</b> Learn and use vocabulary and concepts related to visual arts.	<b>PK.VA.CP.1.1</b> With guidance, show and describe personal artwork using introductory art vocabulary (e.g., basic language and materials - shape, color, draw, paint, collage, primary, secondary, texture, etc.).	<b>C-ARTS.5.B</b> Discusses their own artistic creations and chooses artwork for display or performance. <b>LL-LC.3.B</b> Attempts to use words to label familiar objects, people, places, emotions, and actions. <b>LL-LC.3.C</b> Attempts to integrate new vocabulary into oral communication with peers and adults.
Visual Arts (VA)	Creative Process (CP)	<b>VA.CP.1:</b> Learn and use vocabulary and concepts related to visual arts.	<b>PK.VA.CP.1.2</b> Share observations of others' artwork.	<b>C-ARTS.5.C</b> Recognizes and discusses differences in artistic creations. <b>C-ARTS.5.D</b> Expresses opinions about the artistic creations and techniques of others.
Visual Arts (VA)	Creative Process (CP)	<b>VA.CP.2:</b> Practice and refine techniques and skills related to visual arts.	<b>PK.VA.CP.2.1</b> Engage in self-directed creative play with art materials.	<b>C-ARTS.3.AA</b> Freely explores a variety of art materials and tools for sensory exploration. <b>ATL.1.AA</b> Engages in exploratory or sensory play.
Visual Arts (VA)	Creative Process (CP)	<b>VA.CP.2:</b> Practice and refine techniques and skills related to visual arts.	<b>PK.VA.CP.2.2</b> Identify common tools and materials in art making (e.g., scissors, rulers, etc.).	<b>C-ARTS.3.A</b> Expresses self using a variety of art materials and tools. <b>C-ARTS.3.D</b> Plans for and creates art using preferred art materials, tools, and techniques.
Visual Arts (VA)	Creative Process (CP)	<b>VA.CP.3:</b> Apply concepts, vocabulary, techniques, and skills to make creative choices and practice individual expression.	<b>PK.VA.CP.3.1</b> Describe choices involved in creating artwork through imaginative play.	<b>C-ARTS.3.C</b> Explores and creates art using different techniques, such as dot art, mixed media collages, and clay. <b>ATL.1.C</b> Engages in individual verbal or nonverbal imaginative play or role-play.

## FINE ARTS

Discipline or Subject	Creative Process	Standard	Objective	Every Child Ready Standard(s)
Visual Arts (VA)	Creative Process (CP)	<b>VA.CP.3:</b> Apply concepts, vocabulary, techniques, and skills to make creative choices and practice individual expression.	<b>PK.VA.CP.3.2</b> Express feelings involved in creating personal work.	<b>C-ARTS.3.B</b> Creates drawings, paintings, and models with an increasing level of detail. <b>SE.1.D</b> Independently verbally or nonverbally names and describes their own emotions. <b>SE.1.E</b> Identifies that they can have different emotions about the same situation.
Visual Arts (VA)	Production (P)	<b>VA.P.1:</b> Utilize a variety of ideas and subject matter in creation of original works of visual art.	<b>PK.VA.P.1.1</b> Practice creating works from selected ideas.	<b>C-ARTS.3.D</b> Plans for and creates art using preferred art materials, tools, and techniques. <b>ALT.8.D</b> Creates and follows through with simple plans independently. <b>ATL.8.E</b> Plans simple steps for future activity goal.
Visual Arts (VA)	Production (P)	<b>VA.P.1:</b> Utilize a variety of ideas and subject matter in creation of original works of visual art.	<b>PK.VA.P.1.2</b> Create and tell about art that communicates a story about a familiar place or object.	<b>C-ARTS.5.B</b> Discusses their own artistic creations and chooses artwork for display or performance. <b>LL-NC.4.D</b> Constructs a personal narrative with three or more events in a coherent sequence. <b>LL-NC.4.E</b> Constructs a personal narrative with three or more events in coherent sequence, adding simple details.
Visual Arts (VA)	Production (P)	<b>VA.P.2:</b> Use different media, supplies, and tools in an appropriate and safe manner in the creation of original visual artworks.	<b>PK.VA.P.2.1</b> Practice creative exploration using a variety of art materials, supplies, and tools.	<b>C-ARTS.3.AA</b> Freely explores a variety of art materials and tools for sensory exploration. <b>C-ARTS.3.A</b> Expresses self using a variety of art materials and tools. <b>C-ARTS.3.C</b> Explores and creates art using different techniques, such as dot art, mixed media collages, and clay. <b>C-ARTS.3.D</b> Plans for and creates art using preferred art materials, tools, and techniques.
Visual Arts (VA)	Production (P)	<b>VA.P.2:</b> Use different media, supplies, and tools in an appropriate and safe manner in the creation of original visual artworks.	<b>PK.VA.P.2.2</b> Use supplies and tools in a safe and responsible manner to create original art.	<b>C-ARTS.3.A</b> Expresses self using a variety of art materials and tools. <b>PD.6.C</b> Independently follows safety procedures.



## FINE ARTS

Discipline or Subject	Creative Process	Standard	Objective	Every Child Ready Standard(s)
Visual Arts (VA)	Production (P)	<b>VA.P.3:</b> Demonstrate appropriate skill level in the application of knowledge, techniques, skills, and concepts, through the creation of original visual artworks.	<b>PK.VA.P.3.1</b> Engage in safe, creative exploration of art materials.	<b>C-ARTS.3.AA</b> Freely explores a variety of art materials and tools for sensory exploration. <b>PD.6.C</b> Independently follows safety procedures.
Visual Arts (VA)	Production (P)	<b>VA.P.4:</b> Revise and refine artworks to create finished works of art.	<b>PK.VA.P.4.1</b> Follow teacher established criteria to decide when a piece of original artwork is complete.	<b>ATL.4.C</b> Monitors the completion of a task and identifies preferred elements of a work product or task. <b>ATL.4.D</b> Assesses or reflects upon activity or task outcome or product. <b>ATL.4.E</b> Assesses tasks and makes adjustments to strategies for updates or revisions. <b>C-ARTS.3.E</b> Reviews their original art and makes changes to the final product.
Visual Arts (VA)	Cultural and Historical Perspectives (CHP)	<b>VA.CHP.1:</b> Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.	<b>PK.VA.CHP.1.1</b> Recognize that people make art.	<b>C-ARTS.5.AA</b> Shows enthusiasm and curiosity about different types of creative arts. <b>C-ARTS.5.A</b> Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques. <b>SOC.2.C</b> Recognizes and describes that different people have different roles and responsibilities in the community.
Visual Arts (VA)	Cultural and Historical Perspectives (CHP)	<b>VA.CHP.1:</b> Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.	<b>PK.VA.CHP.1.2</b> Interpret art by identifying and describing subject matter (e.g., color, shape, size, etc.).	<b>C-ARTS.5.E</b> Interprets the art of others by describing what they see and identifying a theme.
Visual Arts (VA)	Aesthetic Response & Critique Methodologies (ARCM)	<b>VA.ARCM.1:</b> Perceive, analyze, interpret, and evaluate artistic work.	<b>PK.VA.ARCM.1.1</b> Demonstrate respect for personal artwork and the artwork of others.	<b>C-ARTS.5.C</b> Recognizes and discusses differences in artistic creations. <b>C-ARTS.5.D</b> Expresses opinions about the artistic creations and techniques of others. <b>SE.5.D</b> Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support. <b>SE.5.E</b> Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.

## FINE ARTS

Discipline or Subject	Creative Process	Standard	Objective	Every Child Ready Standard(s)
Visual Arts (VA)	Aesthetic Response & Critique Methodologies (ARCM)	<b>VA.ARCM.1:</b> Perceive, analyze, interpret, and evaluate artistic work.	<b>PK.VA.ARCM.1.2</b> With guidance, identify choices made in personal works of art.	<b>C-ARTS.5.C</b> Recognizes and discusses differences in artistic creations. <b>C-ARTS.5.E</b> Interprets the art of others by describing what they see and identifying a theme.
Visual Arts (VA)	Aesthetic Response & Critique Methodologies (ARCM)	<b>VA.ARCM.1:</b> Perceive, analyze, interpret, and evaluate artistic work.	<b>PK.VA.ARCM.1.3</b> With guidance, explore potential art-related careers.	<b>SOC.2.C</b> Recognizes and describes that different people have different roles and responsibilities in the community.

## HEALTH

Standard	Strand	Objective	Every Child Ready Standard(s)
<b>Standard 1</b> Students will comprehend concepts related to health promotion and disease prevention to enhance health.	Nutrition (NU)	<b>1.NU.2.1</b> Explain what foods are in a healthy breakfast.	<b>PD.5.A</b> Recognizes and identifies a variety of different food. <b>PD.5.B</b> Demonstrates understanding of types of food and preferences. <b>PD.5.C</b> Begins to understand how eating a variety of foods and proper hydration helps the body grow and be healthy. <b>PD.5.D</b> Demonstrates understanding and categorizes different food types such as vegetables, fruit, grains, protein, and dairy. <b>PD.5.E</b> Understands and describes different foods and how they give our bodies nutrients and energy.
<b>Standard 1</b> Students will comprehend concepts related to health promotion and disease prevention to enhance health.	Nutrition (NU)	<b>1.NU.2.2</b> Identify a variety of healthy foods and snacks.	<b>PD.5.A</b> Recognizes and identifies a variety of different food. <b>PD.5.B</b> Demonstrates understanding of types of food and preferences. <b>PD.5.C</b> Begins to understand how eating a variety of foods and proper hydration helps the body grow and be healthy. <b>PD.5.D</b> Demonstrates understanding and categorizes different food types such as vegetables, fruit, grains, protein, and dairy. <b>PD.5.E</b> Understands and describes different foods and how they give our bodies nutrients and energy.
<b>Standard 1</b> Students will comprehend concepts related to health promotion and disease prevention to enhance health.	Nutrition (NU)	<b>1.NU.2.3</b> Identify the benefits of drinking water and limiting sugary beverages.	<b>PD.5.C</b> Begins to understand how eating a variety of foods and proper hydration helps the body grow and be healthy.

## HEALTH

Standard	Strand	Objective	Every Child Ready Standard(s)
<b>Standard 1</b> Students will comprehend concepts related to health promotion and disease prevention to enhance health.	Physical Activity (PA)	<b>1.PA.2.1</b> Identify the recommended amount of physical activity for children.	<b>PD.5.E</b> Understands and describes the importance of self-care and hygiene routines. <b>LL-LC.2.C</b> Demonstrates understanding by answering simple “why” and “how” questions using two to three words when prompted by the teacher or peers.
<b>Standard 1</b> Students will comprehend concepts related to health promotion and disease prevention to enhance health.	Physical Activity (PA)	<b>1.PA.2.2</b> Describe a variety of ways to be physically active.	<b>PD.5.E</b> Understands and describes the importance of self-care and hygiene routines. <b>LL-LC.2.B</b> Demonstrates understanding by answering simple “what” and “who” questions using two to three words when prompted by the teacher or peers. <b>LL-LC.2.C</b> Demonstrates understanding by answering simple “why” and “how” questions using two to three words when prompted by the teacher or peers. <b>LL-LC.2.D</b> 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.
<b>Standard 1</b> Students will comprehend concepts related to health promotion and disease prevention to enhance health.	Physical Activity (PA)	<b>1.PA.2.3</b> Describe the benefits of being physically active.	<b>PD.5.E</b> Understands and describes the importance of self-care and hygiene routines. <b>LL-LC.2.C</b> Demonstrates understanding by answering simple “why” and “how” questions using two to three words when prompted by the teacher or peers. <b>LL-LC.2.D</b> 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.
<b>Standard 1</b> Students will comprehend concepts related to health promotion and disease prevention to enhance health.	Mental Health and Wellness (MH)	<b>1.MH.2.1</b> Identify healthy ways to express and cope with needs, wants, emotions, feelings, and/or trauma.	<b>SE.1.C</b> With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations. <b>SE.1.D</b> Independently verbally or nonverbally names and describes their own emotions. <b>SE.1.E</b> Identifies that they can have different emotions about the same situation. <b>SE.2.C</b> Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult. <b>SE.2.D</b> Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance.

# HEALTH

Standard	Strand	Objective	Every Child Ready Standard(s)
<b>Standard 1</b> Students will comprehend concepts related to health promotion and disease prevention to enhance health.	Mental Health and Wellness (MH)	<b>1.MH.2.2</b> Explain the relationship between feelings and behavior.	<p><b>SE.1.D</b> Independently verbally or nonverbally names and describes their own emotions.</p> <p><b>SE.1.E</b> Identifies that they can have different emotions about the same situation.</p> <p><b>LL-LC.2.C</b> Demonstrates understanding by answering simple “why” and “how” questions using two to three words when prompted by the teacher or peers.</p> <p><b>LL-LC.2.D</b> Answers questions from adults and peers using multiword responses and uses question words (“who,” “what,” “where,” “why,” and “how”) to ask simple questions related to a topic.</p>
<b>Standard 1</b> Students will comprehend concepts related to health promotion and disease prevention to enhance health.	Mental Health and Wellness (MH)	<b>1.MH.2.3</b> Explain the importance of respecting the boundaries of others.	<p><b>SE.4.D</b> With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others.</p> <p><b>LL-LC.2.B</b> Demonstrates understanding by answering simple “what” and “who” questions using two to three words when prompted by the teacher or peers.</p> <p><b>LL-LC.2.C</b> Demonstrates understanding by answering simple “why” and “how” questions using two to three words when prompted by the teacher or peers.</p> <p><b>LL-LC.2.D</b> Answers questions from adults and peers using multiword responses and uses question words (“who,” “what,” “where,” “why,” and “how”) to ask simple questions related to a topic.</p>
<b>Standard 1</b> Students will comprehend concepts related to health promotion and disease prevention to enhance health.	Substance Use and Abuse (SU)	<b>1.SU.2.1</b> Identify safe and unsafe use of medicines.	<p><b>PD.6.AA</b> Begins to recognize and accept help when following safety procedures.</p> <p><b>PD.6.A</b> With teacher guidance, follows safety procedures.</p> <p><b>PD.6.B</b> Demonstrates understanding of safety procedures and begins to initiate.</p> <p><b>PD.6.C</b> Independently follows safety procedures.</p>
<b>Standard 1</b> Students will comprehend concepts related to health promotion and disease prevention to enhance health.	Substance Use and Abuse (SU)	<b>1.SU.2.2</b> Identify school rules about the use of medicines.	<p><b>PD.6.AA</b> Begins to recognize and accept help when following safety procedures.</p> <p><b>PD.6.A</b> With teacher guidance, follows safety procedures.</p> <p><b>PD.6.B</b> Demonstrates understanding of safety procedures and begins to initiate.</p> <p><b>PD.6.C</b> Independently follows safety procedures.</p>

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Standard	Strand	Objective	Every Child Ready Standard(s)
<b>Standard 1</b> Students will comprehend concepts related to health promotion and disease prevention to enhance health.	Substance Use and Abuse (SU)	<b>1.SU.2.3</b> Identify a variety of tobacco products (e.g., cigarettes, cigars, electronic cigarettes (e-cigarettes), vaping products, hookah, heated tobacco products, smokeless tobacco) that have health effects.	<b>PD.6.B</b> Demonstrates understanding of safety procedures and begins to initiate. <b>PD.6.C</b> Independently follows safety procedures. <b>PD.6.D</b> Understands and describes the importance of safety procedures. <b>PD.6.E</b> Understands and describes how to get help when there are unsafe objects, substances, or behaviors.
<b>Standard 1</b> Students will comprehend concepts related to health promotion and disease prevention to enhance health.	Healthy Relationships (HR)	<b>1.HR.2.1</b> Define a trusted adult (e.g., parent, guardian, health professional) and identify characteristics of a trusted adult.	<b>SE.2.B</b> Accepts offers of adult assistance to engage in coregulation. <b>LL-LC.2.B</b> Demonstrates understanding by answering simple "what" and "who" questions using two to three words when prompted by the teacher or peers.
<b>Standard 1</b> Students will comprehend concepts related to health promotion and disease prevention to enhance health.	Healthy Relationships (HR)	<b>1.HR.2.2</b> Identify the characteristics of healthy family and peer relationships.	<b>SOC.1.A</b> Understands family relationships in relation to self. <b>SOC.1.B</b> Discusses the activities or celebrations that their family does together. <b>SE.5.D</b> Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support. <b>SE.5.E</b> Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.
<b>Standard 1</b> Students will comprehend concepts related to health promotion and disease prevention to enhance health.	Healthy Relationships (HR)	<b>1.HR.2.3</b> Distinguish between wanted and unwanted touch (e.g., high-five, handshake, hug).	<b>PD.6.B</b> Demonstrates understanding of safety procedures and begins to initiate. <b>PD.6.D</b> Understands and describes the importance of safety procedures. <b>PD.6.E</b> Understands and describes how to get help when there are unsafe objects, substances, or behaviors.
<b>Standard 1</b> Students will comprehend concepts related to health promotion and disease prevention to enhance health.	Injury Prevention and Personal Health (IP)	<b>1.IP.2.1</b> Identify the benefits of personal health care practices (e.g., protection from germs, healthy teeth).	<b>PD.4.B</b> Demonstrates understanding of self-care and hygiene routines and begins to initiate. <b>PD.4.C</b> Completes self-care and hygiene routines with minimal assistance. <b>PD.4.D</b> Independently completes self-care and hygiene routines. <b>PD.4.E</b> Understands and describes the importance of self-care and hygiene routines.

## HEALTH

Standard	Strand	Objective	Every Child Ready Standard(s)
<b>Standard 1</b> Students will comprehend concepts related to health promotion and disease prevention to enhance health.	Injury Prevention and Personal Health (IP)	<b>1.IP.2.2</b> Identify responsible decision making in situations with risk of injuries at home, school, and in the community. (e.g., pedestrian, motor vehicle, playground, fire, firearms, bike, water).	<b>PD.6.B</b> Demonstrates understanding of safety procedures and begins to initiate. <b>PD.6.C</b> Independently follows safety procedures. <b>PD.6.D</b> Understands and describes the importance of safety procedures.
<b>Standard 1</b> Students will comprehend concepts related to health promotion and disease prevention to enhance health.	Injury Prevention and Personal Health (IP)	<b>1.IP.2.3</b> Identify people who can help when someone is injured or suddenly ill.	<b>PD.6.E</b> Understands and describes how to get help when there are unsafe objects, substances, or behaviors.
<b>Standard 2</b> Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.	Analyze Influences (AN)	<b>2.AN.2.1</b> Identify and describe how the family influences personal health practices and behaviors.	<b>SOC.1.B</b> Discusses the activities or celebrations that their family does together. <b>PD.4.E</b> Understands and describes the importance of self-care and hygiene routines. <b>LL-LC.2.A</b> Uses two to three words to make a request, provide a description, or say a phrase/sentence.
<b>Standard 2</b> Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.	Analyze Influences (AN)	<b>2.AN.2.2</b> Identify how school can support personal health practices and behaviors.	<b>SOC.2.A</b> Verbally or nonverbally identifies a variety of community members within their community, such as in their neighborhood and school. <b>PD.4.E</b> Understands and describes the importance of self-care and hygiene routines. <b>LL-LC.2.A</b> Uses two to three words to make a request, provide a description, or say a phrase/sentence.
<b>Standard 2</b> Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.	Analyze Influences (AN)	<b>2.AN.2.3</b> Identify how peers, media, and technology (e.g., television/film, video games, advertisements, social media, and other screen time) influence health practices and behaviors.	<b>SOC.2.A</b> Verbally or nonverbally identifies a variety of community members within their community, such as in their neighborhood and school. <b>PD.4.E</b> Understands and describes the importance of self-care and hygiene routines. <b>LL-LC.2.A</b> Uses two to three words to make a request, provide a description, or say a phrase/sentence.

## HEALTH

Standard	Strand	Objective	Every Child Ready Standard(s)
<b>Standard 3</b> Students will demonstrate the ability to access valid information, products and services to enhance health.	Access Information (AC)	<b>3.AC.2.1</b> Identify trusted adults and professionals who can help promote health.	<b>SE.2.C</b> Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult. <b>LL-LC.2.B</b> Demonstrates understanding by answering simple "what" and "who" questions using two to three words when prompted by the teacher or peers.
<b>Standard 3</b> Students will demonstrate the ability to access valid information, products and services to enhance health.	Access Information (AC)	<b>3.AC.2.2</b> Locate school and community health helpers.	<b>SOC.2.A</b> Verbally or nonverbally identifies a variety of community members within their community, such as in their neighborhood and school. <b>PD.6.E</b> Understands and describes how to get help when there are unsafe objects, substances, or behaviors. <b>SE.2.C</b> Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult.
<b>Standard 4</b> Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	Interpersonal Communication (IC)	<b>4.IC.2.1</b> Identify healthy ways to express needs, wants, and feelings.	<b>SE.2.C</b> Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult. <b>SE.2.D</b> Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance. <b>SE.2.E</b> Supports peers in regulating their emotions through coregulation. Seeks and accepts coregulation assistance when needed.
<b>Standard 4</b> Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	Interpersonal Communication (IC)	<b>4.IC.2.2</b> Demonstrate effective listening and communication skills (e.g., paying attention, and verbal and nonverbal feedback) to enhance health.	<b>SE.5.E</b> Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others. <b>LL-LC.4.D</b> Adds information or appropriately remains on, or changes, topic during a conversation with multiple feedback loops alternating between speaker and listener. <b>LL-LC.2.E</b> Modifies conversations based on the context or listener.
<b>Standard 4</b> Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	Interpersonal Communication (IC)	<b>4.IC.2.3</b> Identify safe and effective ways to respond when dealing with conflict (e.g., unwanted, threatening, or dangerous situation).	<b>PD.6.E</b> Understands and describes how to get help when there are unsafe objects, substances, or behaviors. <b>SE.7.C</b> 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). <b>SE.7.D</b> With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise). <b>SE.7.E</b> 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.



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Standard	Strand	Objective	Every Child Ready Standard(s)
<b>Standard 4</b> Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	Interpersonal Communication (IC)	<b>4.IC.2.4</b> Identify ways to tell a trusted adult when assistance is needed (e.g., enhance personal health, or are in an unwanted, threatening, or dangerous situation).	<b>PD.6.E</b> Understands and describes how to get help when there are unsafe objects, substances, or behaviors.
<b>Standard 5</b> Students will demonstrate the ability to use decision-making skills to enhance health.	Decision Making (DM)	<b>5.DM.2.1</b> Identify situations that need a health-related decision (e.g., dealing with interpersonal conflict, managing anger, nutrition, hygiene).	<p><b>PD.6.E</b> Understands and describes how to get help when there are unsafe objects, substances, or behaviors.</p> <p><b>SE.7.C</b> When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise).</p> <p><b>SE.7.D</b> With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise).</p> <p><b>SE.7.E</b> Independently suggests and chooses an adult-provided solution to a personal challenge or challenge with others (e.g., ask for help, compromise). Supports peers by suggesting solutions.</p>
<b>Standard 5</b> Students will demonstrate the ability to use decision-making skills to enhance health.	Decision Making (DM)	<b>5.DM.2.2</b> Describe when help is needed and when it is not needed to make a healthy decision.	<p><b>LL-LC.2.A</b> Uses two to three words to make a request, provide a description, or say a phrase/sentence.</p> <p><b>PD.6.E</b> Understands and describes how to get help when there are unsafe objects, substances, or behaviors.</p>
<b>Standard 5</b> Students will demonstrate the ability to use decision-making skills to enhance health.	Decision Making (DM)	<b>5.DM.2.3</b> Identify how family, peers, culture, technology, or media influence a health related decision.	<p><b>LL-LC.2.B</b> Demonstrates understanding by answering simple "what" and "who" questions using two to three words when prompted by the teacher or peers.</p> <p><b>SOC.1.A</b> Understands family relationships in relation to self.</p> <p><b>SOC.2.A</b> Verbally or nonverbally identifies a variety of community members within their community, such as in their neighborhood and school.</p> <p><b>Tech.2.E</b> Explains why it is important to use safe behaviors when using technology devices and learning applications.</p> <p><b>PD.4.E</b> Understands and describes the importance of self-care and hygiene routines.</p>

## HEALTH

Standard	Strand	Objective	Every Child Ready Standard(s)
<b>Standard 6</b> Students will demonstrate the ability to use goal setting skills to enhance health.	Goal Setting (GS)	<b>6.GS.2.1</b> Identify a short-term personal health goal.	<b>ATL.8.C</b> With adult support, creates a goal for an activity and follows a simple plan. <b>PD.4.E</b> Understands and describes the importance of self-care and hygiene routines.
<b>Standard 6</b> Students will demonstrate the ability to use goal setting skills to enhance health.	Goal Setting (GS)	<b>6.GS.2.2</b> Identify who can help when assistance is needed to achieve a personal health goal.	<b>ATL.8.B</b> Uses adult-created organization tools to complete steps of a simple task or project. <b>ATL.8.C</b> With adult support, creates a goal for an activity and follows a simple plan. <b>PD.4.E</b> Understands and describes the importance of self-care and hygiene routines.
<b>Standard 6</b> Students will demonstrate the ability to use goal setting skills to enhance health.	Goal Setting (GS)	<b>6.GS.2.3</b> Describe what steps to take in order to achieve a personal health goal.	<b>ATL.8.C</b> With adult support, creates a goal for an activity and follows a simple plan. <b>ATL.8.D</b> Creates and follows through with simple plans independently. <b>ATL.8.E</b> Plans simple steps for future activity goal. <b>PD.4.E</b> Understands and describes the importance of self-care and hygiene routines.
<b>Standard 7</b> Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	Self Management (SM)	<b>7.SM.2.1</b> Identify practices that prevent or reduce health risks.	<b>PD.4.B</b> Demonstrates understanding of self-care and hygiene routines and begins to initiate. <b>PD.4.E</b> Understands and describes the importance of self-care and hygiene routines. <b>PD.6.C</b> Independently follows safety procedures. <b>PD.6.D</b> Understands and describes the importance of safety procedures.
<b>Standard 7</b> Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	Self Management (SM)	<b>7.SM.2.2</b> Demonstrate healthy practices and behaviors to maintain or improve personal health.	<b>PD.4.A</b> With teacher guidance, follows self-care and hygiene routines. <b>PD.4.B</b> Demonstrates understanding of self-care and hygiene routines and begins to initiate. <b>PD.4.C</b> Completes self-care and hygiene routines with minimal assistance. <b>PD.4.D</b> Independently completes self-care and hygiene routines.

## HEALTH

Standard	Strand	Objective	Every Child Ready Standard(s)
<b>Standard 8</b> Students will demonstrate the ability to advocate for personal, family and community health.	Advocacy (AD)	<b>8.AD.2.1</b> Make requests to promote personal health (e.g., requesting healthy foods and drinks, avoiding second-hand smoke, practicing proper hygiene).	<b>PD.4.AA</b> Begins to recognize and accept help in self-care and hygiene routines. <b>PD.4.A</b> With teacher guidance, follows self-care and hygiene routines. <b>PD.6.AA</b> Begins to recognize and accepts help in following safety procedures. <b>PD.6.A</b> With teacher guidance, follows safety procedures. <b>LL-LC.2.A</b> Uses two to three words to make a request, provide a description, or say a phrase/sentence.
<b>Standard 8</b> Students will demonstrate the ability to advocate for personal, family and community health.	Advocacy (AD)	<b>8.AD.2.2</b> Encourage peers to make positive health choices.	<b>PD.4.E</b> Understands and describes the importance of self-care and hygiene routines. <b>SE.5.E</b> Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.

## PHYSICAL EDUCATION

Standard	Skill	Objective	Grade-Level Objective	Every Child Ready Standard(s)
<b>Standard 1</b> Demonstrates competency in a variety of motor skills and movement patterns.	Locomotor	<b>S1.E1</b> Hopping, galloping, running, sliding, skipping, leaping	Performs locomotor skills (e.g., hopping, galloping, running, sliding, skipping, leaping) while maintaining balance.	<b>PD.1.AA</b> 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.
<b>Standard 1</b> Demonstrates competency in a variety of motor skills and movement patterns.	Locomotor	<b>S1.E3</b> Jumping and landing, horizontal	Performs jumping and landing actions with balance.	<b>PD.1.B</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.
<b>Standard 1</b> Demonstrates competency in a variety of motor skills and movement patterns.	Locomotor	<b>S1.E4</b> Jumping and landing, vertical	Performs jumping and landing actions with balance.	<b>PD.1.B</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.

## PHYSICAL EDUCATION

Standard	Skill	Objective	Grade-Level Objective	Every Child Ready Standard(s)
<b>Standard 1</b> Demonstrates competency in a variety of motor skills and movement patterns.	Locomotor	<b>S1.E5</b> Dance	Performs locomotor skills in response to teacher-led creative dance.	<b>C-ARTS.1.A</b> Participates in guided movement activities by copying dances and movements introduced by others. <b>C-ARTS.1.B</b> Recalls short, simple dances and movement sequences previously introduced by others.
<b>Standard 1</b> Demonstrates competency in a variety of motor skills and movement patterns.	Non-locomotor (Stability)	<b>S1.E7</b> Balance	Balance Maintains momentary stillness on different bases of support. Forms wide, narrow, curled, and twisted body shapes.	<b>PD.1.B</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. <b>PD.1.E</b> 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.
<b>Standard 1</b> Demonstrates competency in a variety of motor skills and movement patterns.	Non-locomotor (Stability)	<b>S1.E9</b> Weight transfer,rolling	Roll sideways in a narrow body shape.	<b>PD.1.B</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.
<b>Standard 1</b> Demonstrates competency in a variety of motor skills and movement patterns.	Non-locomotor (Stability)	<b>S1.E10</b> Curling and stretching; twisting and bending	Differentiates the actions of curling and stretching.	<b>PD.1.A</b> 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.
<b>Standard 1</b> Demonstrates competency in a variety of motor skills and movement patterns.	Manipulatives	<b>S1.E13</b> Throwing; underhand and overhand	Throws underhand and overhand with opposite foot forward (opposition). <i>*Pre-K: Throws underhand and overhand without opposition.</i>	<b>PD.1.C</b> 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. <b>PD.1.E</b> Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target.

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Standard	Skill	Objective	Grade-Level Objective	Every Child Ready Standard(s)
<b>Standard 1</b> Demonstrates competency in a variety of motor skills and movement patterns.	Manipulatives	<b>S1.E15</b> Catching	<b>Ka.</b> Drops a ball or object and catches it before it bounces again.	<b>PD.1.C</b> 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. <b>PD.1.E</b> 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.
<b>Standard 1</b> Demonstrates competency in a variety of motor skills and movement patterns.	Manipulatives	<b>S1.E15</b> Catching	<b>Kb.</b> Catches a large ball or object tossed by a skilled thrower.	<b>PD.1.C</b> 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. <b>PD.1.E</b> 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.
<b>Standard 1</b> Demonstrates competency in a variety of motor skills and movement patterns.	Manipulatives	<b>S1.E16</b> Dribbling/Ball Control with hands	Dribbles a ball with one hand attempting second contact.	<b>PD.1.D</b> Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements.
<b>Standard 1</b> Demonstrates competency in a variety of motor skills and movement patterns.	Manipulatives	<b>S1.E17</b> Dribbling/Ball Control with feet	Taps a ball using the inside of the foot, sending it forward.	<b>PD.1.C</b> 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. <b>PD.1.E</b> 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.

## PHYSICAL EDUCATION

Standard	Skill	Objective	Grade-Level Objective	Every Child Ready Standard(s)
<b>Standard 1</b> Demonstrates competency in a variety of motor skills and movement patterns.	Manipulatives	<b>S1.E20</b> Kicking	Kicks a stationary ball from a stationary position demonstrating two of the five critical elements of mature kicking.	<b>PD.1.D</b> Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements.
<b>Standard 1</b> Demonstrates competency in a variety of motor skills and movement patterns.	Manipulatives	<b>S1.E21</b> Volley, underhand	Volleys a lightweight object (balloon), sending it upward.	<b>PD.1.C</b> 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. <b>PD.1.E</b> 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.
<b>Standard 1</b> Demonstrates competency in a variety of motor skills and movement patterns.	Manipulatives	<b>S1.E23</b> Striking, short implement	Strikes a lightweight object with a paddle or short-handled racket.	<b>PD.1.C</b> 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. <b>PD.1.D</b> Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements.
<b>Standard 1</b> Demonstrates competency in a variety of motor skills and movement patterns.	Manipulatives	<b>S1.E26</b> Jumping rope	<b>Ka.</b> Executes a single jump with a selfturned rope.	<b>PD.1.B</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. <b>PD.1.C</b> 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.
<b>Standard 1</b> Demonstrates competency in a variety of motor skills and movement patterns.	Manipulatives	<b>S1.E26</b> Jumping rope	<b>Kb.</b> Jumps a long rope with teacher assisted turning.	<b>PD.1.B</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. <b>PD.1.C</b> 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.

## PHYSICAL EDUCATION

Standard	Skill	Objective	Grade-Level Objective	Every Child Ready Standard(s)
<b>Standard 1</b> Demonstrates competency in a variety of motor skills and movement patterns.	Manipulatives	<b>S1.E27</b> Outdoor Pursuits	Identifies outdoor activities (e.g., scavenger hunt, nature walk) for physical activity and enjoyment.	<b>LL-LC.2.A</b> Uses two to three words to make a request, provide a description, or say a phrase/sentence.
<b>Standard 2</b> Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.	Movement Concepts	<b>S2.E1</b> Space	<b>Ka.</b> Differentiates between movement in personal (self-space) and general space.	<b>SE.5.D</b> Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.
<b>Standard 2</b> Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.	Movement Concepts	<b>S2.E1</b> Space	<b>Kb.</b> Moves in personal space to a rhythm.	<b>PD.1.E</b> 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.
<b>Standard 2</b> Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.	Movement Concepts	<b>S2.E2</b> Pathways, shapes, levels	Travels in three different pathways (straight, zig-zag, and weaving).	<b>PD.1.E</b> 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.
<b>Standard 2</b> Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.	Movement Concepts	<b>S2.E3</b> Speed, direction, force	Travels in general space with different speeds.	<b>PD.1.E</b> 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.
<b>Standard 3</b> Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	Physical Activity Knowledge	<b>S3.E1</b>	Identifies active-play opportunities outside physical education class. (e.g., before and after school, at home, at the park, with friends, with family).	<b>LL-LC.2.A</b> Uses two to three words to make a request, provide a description, or say a phrase/sentence.



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Standard	Skill	Objective	Grade-Level Objective	Every Child Ready Standard(s)
<b>Standard 3</b> Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	Physical Activity Knowledge	<b>S3.E2</b>	<b>Ka.</b> Actively participates in physical education class.	<b>ATL.2.B</b> Plays, works on tasks, or participates in activities with peers with adult prompting (associative play). <b>ATL.6.A</b> Sustains interest in a preferred task for a brief amount of time (5–10 minutes). <b>ATL.6.B</b> Sustains attention in an assigned task for a brief amount of time (5–10 minutes). <b>ATL.6.C</b> Attends to entirety of a short, engaging lesson or teacher-led activity (10–15 minutes).
<b>Standard 3</b> Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	Physical Activity Knowledge	<b>S3.E2</b>	<b>Kb.</b> Engaged in MVPA 50% of class time.	<b>ATL.6.A</b> Sustains interest in a preferred task for a brief amount of time (5–10 minutes). <b>ATL.6.B</b> Sustains attention in an assigned task for a brief amount of time (5–10 minutes).
<b>Standard 3</b> Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	Fitness Knowledge	<b>S3.E3</b>	Recognizes that when you move fast, your heart beats faster and you breathe faster.	<b>PD.4.E</b> Understands and describes the importance of self-care and hygiene routines.
<b>Standard 3</b> Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	Nutrition	<b>S3.E6</b>	Recognizes that food provides energy for physical activity.	<b>PD.5.E</b> Understands and describes different foods and how they give our bodies nutrients and energy.
<b>Standard 4</b> Exhibits responsible personal and social behavior that respects self and others.	Personal Responsibility	<b>S4.E1</b>	Follows directions in group settings (e.g., safe behaviors, expectations).	<b>ATL.7.B</b> Independently follows two- to three-step verbal adult directions. <b>ATL.7.C</b> Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn). <b>LL-LC.1.B</b> Responds to multipart sentences, such as acting out multiple events, following two-step directions, or finding objects based on a description. <b>LL-LC.1.D</b> Shows understanding of more complex sentences or questions through actions, such as following three-step directions.

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Standard	Skill	Objective	Grade-Level Objective	Every Child Ready Standard(s)
<b>Standard 4</b> Exhibits responsible personal and social behavior that respects self and others.	Personal Responsibility	<b>S4.E2</b>	Acknowledges responsibility for behavior when prompted.	<b>ATL.4.A</b> Uses two to three words or nonverbal actions (gestures, body language, facial expressions) to explain activities they are engaging in.
<b>Standard 4</b> Exhibits responsible personal and social behavior that respects self and others.	Accepting Feedback	<b>S4.E3</b>	Follows instruction/ directions when prompted.	<b>ATL.7.B</b> Independently follows two- to three-step verbal adult directions. <b>ATL.7.C</b> Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn). <b>LL-LC.1.B</b> Responds to multipart sentences, such as acting out multiple events, following two-step directions, or finding objects based on a description. <b>LL-LC.1.D</b> Shows understanding of more complex sentences or questions through actions, such as following three-step directions.
<b>Standard 4</b> Exhibits responsible personal and social behavior that respects self and others.	Working with Others	<b>S4.E4</b>	Shares equipment and space with others.	<b>SE.5.D</b> Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support. <b>SE.5.E</b> Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.
<b>Standard 4</b> Exhibits responsible personal and social behavior that respects self and others.	Rules and Etiquette	<b>S4.E5</b>	Recognizes the established protocols for class activities.	<b>ATL.2.E</b> Establishes rules with peers during play or structured activities (cooperative play).
<b>Standard 4</b> Exhibits responsible personal and social behavior that respects self and others.	Safety	<b>S4.E6</b>	Follows teacher directions for safe participation and proper use of equipment with minimal reminders.	<b>ATL.7.B</b> Independently follows two- to three-step verbal adult directions. <b>ATL.7.C</b> Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn). <b>LL-LC.1.B</b> Responds to multipart sentences, such as acting out multiple events, following two-step directions, or finding objects based on a description. <b>LL-LC.1.D</b> Shows understanding of more complex sentences or questions through actions, such as following three-step directions.

## PHYSICAL EDUCATION

Standard	Skill	Objective	Grade-Level Objective	Every Child Ready Standard(s)
<b>Standard 5</b> Recognizes the value of physical activity for health, mental health, enjoyment, challenge, self-expression and/or social interaction.	Health	<b>S5.E1</b>	Recognizes that physical activity is important for good physical and mental health.	<b>PD.4.E</b> Understands and describes the importance of self-care and hygiene routines. <b>LL-LC.2.A</b> Uses two to three words to make a request, provide a description, or say a phrase/sentence.
<b>Standard 5</b> Recognizes the value of physical activity for health, mental health, enjoyment, challenge, self-expression and/or social interaction.	Challenge	<b>S5.E2</b>	Acknowledges that some physical activities are challenging/difficult.	<b>SE.7.B</b> When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions. <b>SE.7.C</b> 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). <b>SE.7.D</b> With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise). <b>SE.7.E</b> 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.
<b>Standard 5</b> Recognizes the value of physical activity for health, mental health, enjoyment, challenge, self-expression and/or social interaction.	Self-expression and Enjoyment	<b>S5.E3</b>	<b>Ka.</b> Identifies physical activities that are enjoyable.	<b>ATL.3.B</b> Demonstrates an interest in learning new information or starting a new activity on their own.
<b>Standard 5</b> Recognizes the value of physical activity for health, mental health, enjoyment, challenge, self-expression and/or social interaction.	Self-expression and Enjoyment	<b>S5.E3</b>	<b>Kb.</b> Discusses the enjoyment of playing with friends.	<b>LL-LC.4.C</b> Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic.

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Standard	Skill	Objective	Grade-Level Objective	Every Child Ready Standard(s)
<b>Standard 5</b> Recognizes the value of physical activity for health, mental health, enjoyment, challenge, self-expression and/or social interaction.	Social Interaction	<b>S5.E4</b>	Demonstrates socially acceptable conflict resolution skills.	<p><b>SE.7.B</b> When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.</p> <p><b>SE.7.C</b> When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise).</p> <p><b>SE.7.D</b> With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise).</p> <p><b>SE.7.E</b> Independently suggests and chooses an adult-provided solution to a personal challenge or challenge with others (e.g., ask for help, compromise). Supports peers by suggesting solutions.</p>

## INFORMATION LITERACY

Standard	Objective	Every Child Ready Standard(s)
<b>1. Read &amp; Grow</b> Consume a variety of texts and resources, and plan for future reading.	<b>1.2.1</b> Visit the school library, in person or virtually, to access resources.	<p><b>SOC.2.C</b> Recognizes and describes that different people have different roles and responsibilities in the community.</p> <p><b>LL-BK.1.A</b> Treats books with care.</p>
<b>1. Read &amp; Grow</b> Consume a variety of texts and resources, and plan for future reading.	<b>1.2.2</b> Read literary and informational texts suited to ability and interest.	<p><b>LL-BK.1.B</b> Selects and requests that a favorite or familiar book be read by an adult.</p> <p><b>LL-BK.1.C</b> Listens to a wide variety of age appropriate literature read aloud.</p> <p><b>LL-BK.1.D</b> Looks at books independently or with peers.</p> <p><b>LL-BK.1.E</b> Invites peers to look at books or asks questions about books read by peers.</p> <p><b>LL-NC.5.AA</b> Listens to a wide variety of informational texts read aloud.</p> <p><b>LL-NC.5.A</b> Listens and responds to a wide variety of informational texts read aloud.</p>
<b>1. Read &amp; Grow</b> Consume a variety of texts and resources, and plan for future reading.	<b>1.2.3</b> Listen to or view resources for enjoyment and/or information.	<p><b>LL-BK.1.B</b> Selects and requests that a favorite or familiar book be read by an adult.</p> <p><b>LL-BK.1.C</b> Listens to a wide variety of age appropriate literature read aloud.</p> <p><b>LL-BK.1.D</b> Looks at books independently or with peers.</p> <p><b>LL-BK.1.E</b> Invites peers to look at books or asks questions about books read by peers.</p> <p><b>LL-NC.5.AA</b> Listens to a wide variety of informational texts read aloud.</p> <p><b>LL-NC.5.A</b> Listens and responds to a wide variety of informational texts read aloud.</p>

## INFORMATION LITERACY

Standard	Objective	Every Child Ready Standard(s)
<b>1. Read &amp; Grow</b> Consume a variety of texts and resources, and plan for future reading.	<b>1.2.4</b> Listen to and read award-winning works by authors, illustrators, and creators.	<b>LL-BK.1.B</b> Selects and requests that a favorite or familiar book be read by an adult. <b>LL-BK.1.C</b> Listens to a wide variety of age appropriate literature read aloud. <b>LL-BK.1.D</b> Looks at books independently or with peers. <b>LL-BK.1.E</b> Invites peers to look at books or asks questions about books read by peers. <b>LL-NC.5.AA</b> Listens to a wide variety of informational texts read aloud. <b>LL-NC.5.A</b> Listens and responds to a wide variety of informational texts read aloud.
<b>1. Read &amp; Grow</b> Consume a variety of texts and resources, and plan for future reading.	<b>1.2.5</b> With guidance, set and monitor goals to expand or continue volume or variety of titles, authors, and genres consumed.	<b>ATL.7.E</b> Regulates impulses to complete tasks and engages in goal-directed behavior. <b>ATL.8.C</b> With adult support, creates a goal for an activity and follows a simple plan. <b>ATL.8.D</b> Creates and follows through with simple plans independently. <b>ATL.8.E</b> Plans simple steps for future activity goal. <b>ATL.4.C</b> Monitors the completion of a task and identifies preferred elements of a work product or task. <b>ATL.4.E</b> Assesses tasks and makes adjustments to strategies for updates or revisions.
<b>2. Question &amp; Plan</b> Set research goals, form research plans, and compose questions.	<b>2.2.1</b> With guidance, discuss reasons and ways to locate information.	<b>LL-NC.5.B</b> Recognizes that informational texts are a source of information. <b>LL-NC.5.D</b> Uses features of informational text such as charts, diagrams, graphs, or maps as a source of information. <b>LL-LC.2.B</b> Demonstrates understanding by answering simple "what" and "who" questions using two to three words when prompted by the teacher or peers. <b>LL-LC.2.C</b> Demonstrates understanding by answering simple "why" and "how" questions using two to three words when prompted by the teacher or peers. <b>LL-LC.2.D</b> 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. <b>LL-LC.2.E</b> Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.
<b>2. Question &amp; Plan</b> Set research goals, form research plans, and compose questions.	<b>2.2.2</b> Brainstorm and choose a topic.	<b>ATL.3.A</b> Explores a variety of available objects and materials to discover what they do and how they work. <b>ATL.3.B</b> Demonstrates an interest in learning new information or starting a new activity on their own.
<b>2. Question &amp; Plan</b> Set research goals, form research plans, and compose questions.	<b>2.2.3</b> With guidance, generate and discuss possible research questions.	<b>ATL.3.C</b> Asks questions and seeks clarity after attempting a challenging task. <b>LL-LC.4.C</b> Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic. <b>LL-LC.4.D</b> Adds information or appropriately remains on, or changes, topic during a conversation with multiple feedback loops alternating between speaker and listener. <b>LL-LC.2.E</b> Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.

## INFORMATION LITERACY

Standard	Objective	Every Child Ready Standard(s)
<b>2. Question &amp; Plan</b> Set research goals, form research plans, and compose questions.	<b>2.2.4</b> With guidance, list questions to expand and narrow a research topic.	<b>LL-WR.1.B</b> Contributes ideas and opinions to a shared writing experience with teacher support and dictation. <b>LL-WR.1.C</b> Contributes ideas and opinions to a shared writing experience by drawing or writing with teacher support.
<b>3. Research &amp; Explore</b> Use resources to search for and evaluate information in context.	<b>3.2.1</b> With guidance, use internet search engines to locate information.	<b>Tech.1.D</b> With teacher guidance, uses technology devices and learning applications to play games, access or share information, or express themselves creatively.
<b>3. Research &amp; Explore</b> Use resources to search for and evaluate information in context.	<b>3.2.2</b> Identify the author or creator of a work or source.	<b>LL-LC.2.B</b> Demonstrates understanding by answering simple "what" and "who" questions using two to three words when prompted by the teacher or peers. <b>SOC.2.C</b> Recognizes and describes that different people have different roles and responsibilities in the community.
<b>3. Research &amp; Explore</b> Use resources to search for and evaluate information in context.	<b>3.2.3</b> With guidance, determine facts related to a topic.	<b>LL-NC.5.B</b> Recognizes that informational texts are a source of information. <b>LL-NC.5.C</b> Makes connections between own experiences, background knowledge, and information presented in an informational text.
<b>4. Collect &amp; Organize</b> Record, classify, and use information and resources in meaningful and ethical ways.	<b>4.2.1</b> With guidance, discuss the importance of locating information from multiple resources.	<b>LL-NC.5.B</b> Recognizes that informational texts are a source of information. <b>LL-NC.5.D</b> Describes the relationship between an informational text and another text about a similar topic. <b>LL-NC.5.E</b> Uses features of informational text such as charts, diagrams, graphs, or maps as a source of information.
<b>4. Collect &amp; Organize</b> Record, classify, and use information and resources in meaningful and ethical ways.	<b>4.2.2</b> Identify or read for key ideas related to an identified topic.	<b>LL-NC.5.E</b> Uses features of informational text such as charts, diagrams, graphs, or maps as a source of information. <b>LL-NC.5.D</b> Describes the relationship between an informational text and another text about a similar topic.

## INFORMATION LITERACY

Standard	Objective	Every Child Ready Standard(s)
<b>4. Collect &amp; Organize</b> Record, classify, and use information and resources in meaningful and ethical ways.	<b>4.2.3</b> With guidance, discuss and classify key ideas into groups or categories orally or with graphic organizers.	<b>LL-WR.1.D</b> Helps lead a shared writing experience with a teacher or peers. <b>LL-NC.5.E</b> Uses features of informational text such as charts, diagrams, graphs, or maps as a source of information. <b>LL-BK.1.E</b> Invites peers to look at books or asks questions about books read by peers.
<b>5. Share &amp; Reflect</b> Create and distribute information with others. Reflect on the inquiry process.	<b>5.2.1</b> Cooperate with group members to answer questions or solve problems.	<b>LL-BK.1.E</b> Invites peers to look at books or asks questions about books read by peers. <b>ATL.2.C</b> Makes cooperative decisions with peers based on adult provided choices (associative play). <b>ATL.2.D</b> Makes cooperative decisions with peers during play or structured activities (cooperative play). <b>ATL.2.E</b> Establishes rules with peers during play or structured activities (cooperative play).
<b>5. Share &amp; Reflect</b> Create and distribute information with others. Reflect on the inquiry process.	<b>5.2.2</b> With guidance, create products to share learning with an intended audience.	<b>Tech.1.D</b> With teacher guidance, uses technology devices and learning applications to play games, access or share information, or express themselves creatively. <b>Tech.1.E</b> Independently uses technology devices and learning applications to play games, access or share information, or express themselves creatively. <b>LL-WR.1.E</b> Explores a variety of digital tools (tablet, computer, etc.) to produce and publish writing, including in collaboration with peers.
<b>5. Share &amp; Reflect</b> Create and distribute information with others. Reflect on the inquiry process.	<b>5.2.3</b> With guidance, seek and provide constructive feedback, revising products as needed.	<b>LL-WR.2.D</b> Draws and/or writes to represent simple events or stories that entertain, and revises when necessary. <b>LL-WR.2.E</b> Draws and/or writes to represent simple events or stories, including more details, that entertain, and revises when necessary. <b>ATL.4.E</b> Assesses tasks and makes adjustments to strategies for updates or revisions.
<b>5. Share &amp; Reflect</b> Create and distribute information with others. Reflect on the inquiry process.	<b>5.2.4</b> With guidance, use multiple communication tools and methods to share information.	<b>LL-WR.1.E</b> Explores a variety of digital tools (tablet, computer, etc.) to produce and publish writing, including in collaboration with peers. <b>Tech.1.B</b> Participates in digital activities that use learning applications and programs with adult support. <b>Tech.1.D</b> With teacher guidance, uses technology devices and learning applications to play games, access or share information, or express themselves creatively.



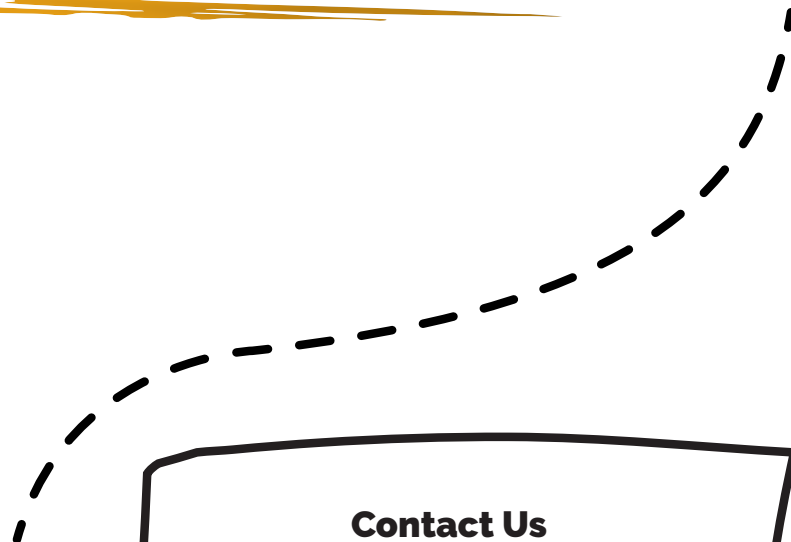
[illegible]A grid of dots with a stylized sun in the top right corner. The sun is composed of a central circle and several radiating lines of varying lengths, some solid and some dashed. The grid of dots is composed of small, light gray circles arranged in a regular pattern. The sun is located in the upper right quadrant of the grid.



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