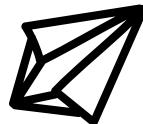


# Every Child Ready Standards & Pennsylvania Learning Standards for Early Childhood Alignment



# **Every Child Ready Standards & Pennsylvania Learning Standards for Early Childhood Alignment**



# APPROACHES TO LEARNING THROUGH PLAY: CONSTRUCTING, ORGANIZING, AND APPLYING KNOWLEDGE

## AL.1 CONSTRUCTING AND GATHERING KNOWLEDGE

Sub-area	Standard	Every Child Ready Standard(s)
A. Curiosity and Initiative	<b>AL.1 PK.A</b> Explore and ask questions to seek meaningful information about a growing range of topics, ideas, and tasks.	<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.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.1.E</b> Evaluates how well materials suit their intended purposes based on their physical characteristics, such as explores using tissue paper to construct a tower and considers how the paper's properties impact the building process.</p> <p><b>SC-LES.1.AA</b> Notices and looks at the natural world around them.</p> <p><b>SC-LES.1.A</b> Identifies different elements of nature, such as rocks, water, air and leaves.</p> <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.1.D</b> Describes how humans affect their environment in positive and negative ways, such as recycling, planting trees, litter, and pollution.</p> <p><b>SC-LES.1.E</b> Discusses how natural elements like wind and water have an impact on the natural world through a variety of processes, such as erosion.</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> <p><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.</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> <p><b>ATL.3.C</b> Asks questions and seeks clarity after attempting a challenging task.</p> <p><b>ATL.3.D</b> Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed.</p> <p><b>ATL.3.E</b> Attempts new challenging tasks and modifies approach to a challenge with teacher assistance.</p>

# APPROACHES TO LEARNING THROUGH PLAY: CONSTRUCTING, ORGANIZING, AND APPLYING KNOWLEDGE

## AL.1 CONSTRUCTING AND GATHERING KNOWLEDGE

Sub-area	Standard	Every Child Ready Standard(s)
B. Risk Taking	<b>AL.1 PK.B</b> Demonstrate a willingness to participate in new and challenging experiences.	<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.C</b> Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.</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> <p><b>ATL.3.C</b> Asks questions and seeks clarity after attempting a challenging task.</p> <p><b>ATL.3.D</b> Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed.</p> <p><b>ATL.3.E</b> Attempts new challenging tasks and modifies approach to a challenge with teacher assistance.</p>
C. Stages of Play	<b>AL.1 PK.C</b> Engage in complex play sequences with two or more children. <sup>1</sup>	<p><b>ATL.2.AA</b> Observes others in play and participates in an activity next to other children (onlooker/parallel play).</p> <p><b>ATL.2.A</b> Engages in activities next to peers using shared materials (parallel 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.D</b> Makes cooperative decisions with peers during play or structured activities (cooperative play).</p> <p><b>ATL.2.E</b> Establishes rules with peers during play or structured activities (cooperative play).</p> <p><b>C-ARTS.2.AA</b> Engages briefly in, or observes others in, dramatic 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.B</b> Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.</p> <p><b>C-ARTS.2.C</b> Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic 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>ATL.1.AA</b> Engages in exploratory or sensory play.</p> <p><b>ATL.1.A</b> Plays simple games and copies the play of others.</p> <p><b>ATL.1.B</b> Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play).</p>

## APPROACHES TO LEARNING THROUGH PLAY: CONSTRUCTING, ORGANIZING, AND APPLYING KNOWLEDGE

### AL.1 CONSTRUCTING AND GATHERING KNOWLEDGE

Sub-area	Standard	Every Child Ready Standard(s)
C. Stages of Play	<p><b>AL.1 PK.C</b> Engage in complex play sequences with two or more children.<sup>2</sup></p> <p><i><sup>2</sup>Part 2 of 2. Continued from page 3.</i></p>	<p><b>ATL.1.C</b> Engages in individual verbal or nonverbal imaginative play or role-play.</p> <p><b>ATL.1.D</b> Carries out familiar roles during individual or collaborative role-play.</p> <p><b>ATL.1.E</b> Coordinates roles and carries out more complex stories during role-play.</p>

## APPROACHES TO LEARNING THROUGH PLAY: CONSTRUCTING, ORGANIZING, AND APPLYING KNOWLEDGE

### AL.2 ORGANIZING AND UNDERSTANDING INFORMATION

Sub-area	Standard	Every Child Ready Standard(s)
A. Engagement and Attention	<p><b>AL.2 PK.A</b> Work toward completing a task, even if challenging, and despite interruptions.</p>	<p><b>ATL.6.AA</b> Follows along with and participates in songs, chants, and simple stories.</p> <p><b>ATL.6.A</b> Sustains interest in a preferred task for a brief amount of time (5–10 minutes).</p> <p><b>ATL.6.B</b> Sustains attention in an assigned task for a brief amount of time (5–10 minutes).</p> <p><b>ATL.6.C</b> Attends to entirety of a short engaging lesson or teacher-led activity (10–15 minutes).</p> <p><b>ATL.6.D</b> Refocuses attention to independent or group activity after minor distraction.</p> <p><b>ATL.6.E</b> Attends to activities or peer engagement for extended periods of time (30+ minutes).</p> <p><b>SE.6.AA</b> Responds to one-on-one support to complete tasks. May attempt or mimic the completion of tasks on own with close support.</p> <p><b>SE.6.A</b> With explicit adult instruction and modeling, completes a task alongside teacher support.</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.6.D</b> Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.</p> <p><b>SE.6.E</b> Seeks out opportunities to complete age-appropriate tasks independently.</p>
B. Task Analysis	<p><b>AL.2 PK.B</b> Independently break simple tasks into steps and complete them one at a time.</p>	<p><b>LL-LC.1.AA</b> Points to familiar objects, people, body parts, or emotions.</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.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>

## APPROACHES TO LEARNING THROUGH PLAY: CONSTRUCTING, ORGANIZING, AND APPLYING KNOWLEDGE

### AL.2 ORGANIZING AND UNDERSTANDING INFORMATION

Sub-area	Standard	Every Child Ready Standard(s)
C. Persistence	<b>AL.2 PK.C</b> Attempt to accomplish challenging tasks by employing familiar and new strategies as needed.	<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.3.AA</b> Exhibits curiosity and interest in activities and materials. Repeats preferred activities. <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>ATL.3.C</b> Asks questions and seeks clarity after attempting a challenging task. <b>ATL.3.D</b> Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed. <b>ATL.3.E</b> Attempts new challenging tasks and modifies approach to a challenge with teacher assistance.
D. Patterning	<b>AL.2 PK.D</b> Recognize and extend simple patterns.	<b>M-PFA.3.AA</b> Copies simple AB patterns through rhythm and movement. <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). <b>M-PFA.3.E</b> Recognizes, describes, and copies patterns that include multiple attributes (e.g., red circle, yellow circle, red square, yellow square) or repeating elements (such as blue-red-blue, blue-red-blue).
E. Memory	<b>AL.2 PK.E</b> Retain and recall information presented over a short period of time.	<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). <b>ATL.9.B</b> Identifies and anticipates materials and expectations needed for everyday and routine activities. <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). <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>LL-NC.3.AA</b> Joins in acting out a book as it's 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.

## APPROACHES TO LEARNING THROUGH PLAY: CONSTRUCTING, ORGANIZING, AND APPLYING KNOWLEDGE

### AL.3 APPLYING KNOWLEDGE

Sub-area	Standard	Every Child Ready Standard(s)
A. Engagement and Attention	<b>AL.3 PK.A</b> Use music, art, and/or stories to express ideas, thoughts, and feelings.	<p><b>C-ARTS.2.AA</b> Engages briefly in, or observes others in, dramatic 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.B</b> Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.</p> <p><b>C-ARTS.2.C</b> Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic 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.4.AA</b> Listens to a variety of music.</p> <p><b>C-ARTS.4.A</b> Participates in a variety of music activities with different tempos, genres, and rhythms.</p> <p><b>C-ARTS.4.B</b> Sings a variety of songs within children's vocal range, independently and with others.</p> <p><b>C-ARTS.4.C</b> Recognizes differences between a variety of music activities with different tempos, genres, and rhythms.</p> <p><b>C-ARTS.4.D</b> Uses their voice or an instrument to express themselves and copy simple tempos.</p> <p><b>C-ARTS.4.E</b> Creates and performs original music or songs for others.</p> <p><b>C-ARTS.3.AA</b> Freely explores a variety of art materials and tools for sensory exploration.</p> <p><b>C-ARTS.3.A</b> Expresses self using a variety of art materials and tools.</p> <p><b>C-ARTS.3.B</b> Creates drawings, paintings, and models with an increasing level of detail.</p> <p><b>C-ARTS.3.C</b> Explores and creates art using different</p> <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>LL-NC.4.AA</b> Says or reenacts one event in a personal narrative by using at least one word.</p> <p><b>LL-NC.4.A</b> Describes or reenacts one event in a personal narrative using a simple phrase.</p> <p><b>LL-NC.4.B</b> Tells a two-event personal narrative using simple phrases.</p> <p><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.</p> <p><b>LL-NC.4.D</b> Constructs a personal narrative with three or more events in a coherent sequence.</p> <p><b>LL-NC.4.E</b> Constructs a personal narrative with three or more events in coherent sequence, adding simple details.</p>

## APPROACHES TO LEARNING THROUGH PLAY: CONSTRUCTING, ORGANIZING, AND APPLYING KNOWLEDGE

### AL.3 APPLYING KNOWLEDGE

Sub-area	Standard	Every Child Ready Standard(s)
B. Invention	<b>AL.3 PK.B</b> Produce and explain the purpose for a new creation.	<p><b>C-ARTS.3.AA</b> Freely explores a variety of art materials and tools for sensory exploration.</p> <p><b>C-ARTS.3.A</b> Expresses self using a variety of art materials and tools.</p> <p><b>C-ARTS.3.B</b> Creates drawings, paintings, and models with an increasing level of detail.</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> <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.8.C</b> With adult support, creates a goal for an activity and follows a simple plan.</p> <p><b>ATL.8.D</b> Creates and follows through with simple plans independently.</p>
C. Representation	<b>AL.3 PK.C</b> Use materials and objects to represent new concepts.	<b>ATL.1.B</b> Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play).

## APPROACHES TO LEARNING THROUGH PLAY: CONSTRUCTING, ORGANIZING, AND APPLYING KNOWLEDGE

### AL.4 LEARNING THROUGH EXPERIENCE

Sub-area	Standard	Every Child Ready Standard(s)
A. Making Connections	<b>AL.4 PK.A</b> Relate knowledge learned from one experience to a similar experience in a new setting.	<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>
B. Resiliency	<b>AL.4 PK.B</b> Recognize that everyone makes mistakes and that using positive coping skills can result in learning from the experience.	<p><b>ATL.5.D</b> With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error).</p> <p><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> <p><b>ATL.3.C</b> Asks questions and seeks clarity after attempting a challenging task.</p> <p><b>ATL.3.D</b> Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed.</p>

## APPROACHES TO LEARNING THROUGH PLAY: CONSTRUCTING, ORGANIZING, AND APPLYING KNOWLEDGE

### AL.4 LEARNING THROUGH EXPERIENCE

Sub-area	Standard	Every Child Ready Standard(s)
C. Problem Solving	<b>AL.4 PK.C</b> Attempt problem solving activities to achieve a positive outcome.	<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>ATL.5.B</b> Shifts between tasks or activities, including ending preferred activities, with adult support.</p> <p><b>ATL.5.C</b> Adjusts to changes in the environment or schedule with adult guidance and advance warning.</p> <p><b>ATL.5.D</b> With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error).</p> <p><b>ATL.5.E</b> Adapts to new rules or circumstances in an age-appropriate game or activity.</p>

## LANGUAGE AND LITERACY DEVELOPMENT: ENGLISH LANGUAGE ARTS

### 1.1 FOUNDATIONAL SKILLS

Sub-area	Standard	Every Child Ready Standard(s)
A. Book Handling	<p><b>1.1 PK.A</b> Practice appropriate book handling skills.<sup>3</sup></p> <p><i><sup>3</sup>Part 1 of 2. Continues on page 9.</i></p>	<p><b>LL-BK.1.AA</b> Requests that books be read by an adult.</p> <p><b>LL-BK.1.A</b> Treats books with care.</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 ask questions about books read by peers.</p> <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.C</b> Uses illustrations to tell a familiar story with intonation and expression, using repeated phrases.</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> <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>

# LANGUAGE AND LITERACY DEVELOPMENT: ENGLISH LANGUAGE ARTS

## 1.1 FOUNDATIONAL SKILLS

Sub-area	Standard	Every Child Ready Standard(s)
A. Book Handling	<p><b>1.1 PK.A</b> Practice appropriate book handling skills.<sup>4</sup></p> <p><i><sup>4</sup>Part 2 of 2. Continued from page 8.</i></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> <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>
B. Print Concepts	<p><b>1.1 PK.B</b> Identify basic features of print.</p>	<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> <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-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-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>
C. Phonological Awareness	<p><b>1.1 PK.C</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).<sup>5</sup></p> <p><i><sup>5</sup>Part 1 of 2. Continues on page 10.</i></p>	<p><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.</p> <p><b>LL-PA.1.A</b> Repeats compound words using visuals.</p> <p><b>LL-PA.1.B</b> Blends two words to make a compound word.</p> <p><b>LL-PA.1.C</b> Segments compound words to identify the two words within the compound word.</p> <p><b>LL-PA.1.D</b> Performs elision of the first or second word in compound words using pictures. For example, "My word is 'butterfly.' 'Butterfly' without 'fly' is 'butter.'"</p> <p><b>LL-PA.1.E</b> Substitutes either the first or second word of a compound word using pictures. For example, "Basketball." Remove 'basket' and replace it with 'foot' to create 'football."</p> <p><b>LL-PA.2.AA</b> Repeats one-syllable words or participates in games and word play involving one-syllable words.</p>

# LANGUAGE AND LITERACY DEVELOPMENT: ENGLISH LANGUAGE ARTS

## 1.1 FOUNDATIONAL SKILLS

Sub-area	Standard	Every Child Ready Standard(s)
C. Phonological Awareness	<p><b>1.1 PK.C</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).<sup>6</sup></p> <p><i><sup>6</sup>Part 2 of 2. Continued from page 9.</i></p>	<p><b>LL-PA.2.A</b> Repeats multisyllabic words or participates in games and word play involving multisyllabic words.</p> <p><b>LL-PA.2.B</b> Segments the syllables in one- and two-syllable words verbally or nonverbally.</p> <p><b>LL-PA.2.C</b> Segments the syllables in three- and four-syllable words verbally or nonverbally.</p> <p><b>LL-PA.2.D</b> Blends the syllables in two- to three-syllable words.</p> <p><b>LL-PA.2.E</b> Blends the syllables in four-syllable words.</p> <p><b>LL-PA.3.AA</b> Imitates common sounds like a duck (quack, quack) or train (choo, choo).</p> <p><b>LL-PA.3.A</b> Listens to and sings favorite classroom songs with simple rhyme patterns like "Twinkle, Twinkle Little Star."</p> <p><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 ____."</p> <p><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?"</p> <p><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."</p> <p><b>LL-PA.3.E</b> Identifies rhyming words from groups of two to three words when given one rhyming word.</p> <p><b>LL-PA.4.AA</b> Listens to and repeats the correct beginning sounds.</p> <p><b>LL-PA.4.A</b> Identifies the initial consonant sounds in familiar words (no blends and digraphs).</p> <p><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).</p> <p><b>LL-PA.4.C</b> Produces words that have the same initial sound when given a consonant sound.</p> <p><b>LL-PA.4.D</b> Identifies the final consonant sound in one-syllable words.</p> <p><b>LL-PA.4.E</b> Adds a new beginning sound to create a new word. For example, adding /c/ to "an" to create the word "can."</p> <p><b>LL-PA.5.AA</b> Participates in onset-rime activities with teachers.</p> <p><b>LL-PA.5.A</b> Repeats a list of three CVC words that have the same rime.</p> <p><b>LL-PA.5.B</b> Isolates the onset of CVC words.</p> <p><b>LL-PA.5.C</b> Isolates the rime of CVC words.</p> <p><b>LL-PA.5.D</b> Blends onset-rimes to form familiar CVC words.</p> <p><b>LL-PA.5.E</b> Segments onset-rimes in familiar CVC words.</p> <p><b>LL-PA.1.AA</b> Participates in phoneme activities with teachers.</p> <p><b>LL-PA.1.A</b> Repeats an individual sound.</p> <p><b>LL-PA.1.B</b> Blends a two-phoneme word with teacher support.</p> <p><b>LL-PA.1.C</b> Segments a two-phoneme word.</p> <p><b>LL-PA.1.D</b> Blends three phonemes in familiar CVC words.</p> <p><b>LL-PA.1.E</b> Segments three phonemes in familiar CVC words to identify the individual phonemes.</p>

# LANGUAGE AND LITERACY DEVELOPMENT: ENGLISH LANGUAGE ARTS

## 1.1 FOUNDATIONAL SKILLS

Sub-area	Standard	Every Child Ready Standard(s)
D. Phonics and Word Recognition	<b>1.1 PK.D</b> Develop beginning phonics and word skills.	<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-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> <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> <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> <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>
E. Fluency	<b>1.1 PK.E</b> Read emergent reader text with purpose and understanding. <sup>7</sup>  <i><sup>7</sup>Part 1 of 2. Continues on page 12.</i>	<p><b>LL-BK.1.AA</b> Requests that books be read by an adult.</p> <p><b>LL-BK.1.A</b> Treats books with care.</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 ask questions about books read by peers.</p> <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.C</b> Uses illustrations to tell a familiar story with intonation and expression, using repeated phrases.</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>

## LANGUAGE AND LITERACY DEVELOPMENT: ENGLISH LANGUAGE ARTS

### 1.1 FOUNDATIONAL SKILLS

Sub-area	Standard	Every Child Ready Standard(s)
E. Fluency	<p><b>1.1 PK.E</b> Read emergent reader text with purpose and understanding.<sup>8</sup></p> <p><sup>8</sup>Part 2 of 2. Continued from page 11.</p>	<p><b>LL-WR.7.A</b> Completes a sentence prompt with a written word using phonetic spelling.</p> <p><b>LL-WR.7.B</b> Writes a phrase to describe a picture, object, person, or event using phonetic spelling.</p> <p><b>LL-WR.7.C</b> Writes a short, dictated sentence using phonetic spelling, leaving spaces between words when writing.</p> <p><b>LL-WR.7.D</b> Writes a short sentence using phonetic spelling, leaving spaces between words when writing.</p> <p><b>LL-WR.7.E</b> Writes a short sentence using phonetic spelling and high frequency words, leaving spaces between words when writing.</p>

## LANGUAGE AND LITERACY DEVELOPMENT: ENGLISH LANGUAGE ARTS

### 1.2 READING INFORMATIONAL TEXT

Sub-area	Standard	Every Child Ready Standard(s)
A. Key Ideas and Details — Main Idea	<p><b>1.2 PK.A</b> With prompting and support, retell key details of text that support a provided main idea.</p>	<p><b>LL-NC.3.AA</b> Joins in acting out a book as it's read aloud.</p> <p><b>LL-NC.3.A</b> Describes one event from a familiar narrative using visuals or gestures.</p> <p><b>LL-NC.3.B</b> Retells two events from a familiar narrative using visuals or gestures.</p> <p><b>LL-NC.3.C</b> Retells three or more events from a familiar story in any order using visuals or gestures.</p> <p><b>LL-NC.3.D</b> Retells three or more events from a familiar narrative in sequence using visuals or gestures.</p> <p><b>LL-NC.3.E</b> With prompting and support, retells familiar stories, including key details.</p>
B. Key Ideas and Details — Text Analysis	<p><b>1.2 PK.B</b> Answer questions about a text.<sup>9</sup></p> <p><sup>9</sup>Page 1 of 2. Continues on page 13.</p>	<p><b>LL-NC.1.AA</b> Identifies characters in a simple story.</p> <p><b>LL-NC.1.A</b> Identifies and describes the main character in a story.</p> <p><b>LL-NC.1.B</b> Identifies the setting in a story.</p> <p><b>LL-NC.1.C</b> Identifies and answers questions about events in a story.</p> <p><b>LL-NC.1.D</b> Identifies the cause and effect relationship between events in a narrative story.</p> <p><b>LL-NC.1.E</b> Identifies the problem, solution, and character motivation in narrative story.</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> <p><b>LL-NC.5.B</b> Recognizes that informational texts are a source of information.</p> <p><b>LL-NC.5.C</b> Makes connections between own experiences, background knowledge, and information presented in an informational text.</p>



## LANGUAGE AND LITERACY DEVELOPMENT: ENGLISH LANGUAGE ARTS

### 1.2 READING INFORMATIONAL TEXT

Sub-area	Standard	Every Child Ready Standard(s)
B. Key Ideas and Details — Text Analysis	<b>1.2 PK.B</b> Answer questions about a text. <sup>10</sup>  <i><sup>10</sup>Page 2 of 2. Continued from page 12.</i>	<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.
C. Key Ideas and Details	<b>1.2 PK.C</b> With prompting and support, make connections between information in a text and personal experience.	<b>LL-BK.1.B</b> Selects and requests that a favorite or familiar book be read by an adult. <b>LL-NC.5.C</b> Makes connections between own experiences, background knowledge, and information presented in an informational text.
E. Craft and Structure — Text Structure	<b>1.2 PK.E</b> Identify the front cover, back cover, and title page of a book.	<b>LL-BK.1.AA</b> Requests that books be read by an adult. <b>LL-BK.1.A</b> Treats books with care. <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 ask questions about books read by peers. <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. <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. <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>LL-BK.2.D</b> Tracks print from left to right and top to bottom while imitating reading a familiar text. <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.
F. Craft and Structure — Vocabulary	<b>1.2 PK.F</b> With prompting and support, answer questions about unfamiliar words read aloud from a text.	<b>LL-LC.3.AA</b> Repeats or attempts to use words heard in the everyday language or environment. <b>LL-LC.3.A</b> Shows interest in new words or asks questions to acquire new vocabulary. <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. <b>LL-LC.3.D</b> Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love"). <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.

## LANGUAGE AND LITERACY DEVELOPMENT: ENGLISH LANGUAGE ARTS

### 1.2 READING INFORMATIONAL TEXT

Sub-area	Standard	Every Child Ready Standard(s)
G. Integration of Knowledge and Ideas — Diverse Media	<b>1.2 PK.G</b> With prompting and support, answer questions to connect illustrations to the written word.	<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.C</b> Uses illustrations to tell a familiar story with intonation and expression, using repeated phrases.</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> <p><b>LL-NC.2.A</b> Uses the book cover, illustrations, or photos to make simple predictions about the topic or text.</p>
I. Integration of Knowledge and Ideas- Analysis Across Texts	<b>1.2 PK.I</b> With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic.	<p><b>ATL.8.B</b> Uses adult-created organization tools to complete steps of a simple task or project.</p> <p><b>LL-NC.5.C</b> Makes connections between own experiences, background knowledge, and information presented in an informational text.</p>
J. Vocabulary Aquisition and Use	<b>1.2 PK.J</b> Use new vocabulary and phrases acquired in conversations and being read to.	<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-LC.3.E</b> Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on classroom reading and content.</p>
K. Vocabulary Aquisition and Use	<b>1.2 PK.K</b> With prompting and support, clarify unknown words or phrases read aloud. <sup>11</sup>	<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>

<sup>11</sup>Part 1 of 2. Continues on page 15.

## LANGUAGE AND LITERACY DEVELOPMENT: ENGLISH LANGUAGE ARTS

### 1.2 READING INFORMATIONAL TEXT

Sub-area	Standard	Every Child Ready Standard(s)
K. Vocabulary Aquisition and Use	<p><b>1.2 PK.K</b> With prompting and support, clarify unknown words or phrases read aloud.<sup>12</sup></p> <p><sup>12</sup><i>Part 2 of 2. Continued from page 14.</i></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>
L. Range of Reading	<p><b>1.2 PK.L</b> With prompting and support, actively engage in group reading activities with purpose and understanding.</p>	<p><b>LL-NC.1.AA</b> Identifies characters in a simple story.</p> <p><b>LL-NC.1.A</b> Identifies and describes the main character in a story.</p> <p><b>LL-NC.1.B</b> Identifies the setting in a story.</p> <p><b>LL-NC.1.C</b> Identifies and answers questions about events in a story.</p> <p><b>LL-NC.1.D</b> Identifies the cause and effect relationship between events in a narrative story.</p> <p><b>LL-NC.1.E</b> Identifies the problem, solution, and character motivation in narrative story.</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>

## LANGUAGE AND LITERACY DEVELOPMENT: ENGLISH LANGUAGE ARTS

### 1.3 READING LITERATURE

Sub-area	Standard	Every Child Ready Standard(s)
A. Key Ideas and Details — Theme	<p><b>1.3 PK.A</b> With prompting and support, retell a familiar story in a sequence with picture support.</p>	<p><b>LL-NC.3.AA</b> Joins in acting out a book as it's read aloud.</p> <p><b>LL-NC.3.A</b> Describes one event from a familiar narrative using visuals or gestures.</p> <p><b>LL-NC.3.B</b> Retells two events from a familiar narrative using visuals or gestures.</p> <p><b>LL-NC.3.C</b> Retells three or more events from a familiar story in any order using visuals or gestures.</p> <p><b>LL-NC.3.D</b> Retells three or more events from a familiar narrative in sequence using visuals or gestures.</p> <p><b>LL-NC.3.E</b> With prompting and support, retells familiar stories, including key details.</p>

## LANGUAGE AND LITERACY DEVELOPMENT: ENGLISH LANGUAGE ARTS

### 1.3 READING LITERATURE

Sub-area	Standard	Every Child Ready Standard(s)
B. Key Ideas and Details — Text Analysis	<b>1.3 PK.B</b> Answer questions about a particular story (who, what, how, when, and where).	LL-NC.1.AA Identifies characters in a simple story. LL-NC.1.A Identifies and describes the main character in a story. LL-NC.1.B Identifies the setting in a story. LL-NC.1.C Identifies and answers questions about events in a story. LL-NC.1.D Identifies the cause and effect relationship between events in a narrative story. LL-NC.1.E Identifies the problem, solution, and character motivation in narrative story.
C. Key Ideas and Details — Literary Elements	<b>1.3 PK.C</b> With prompting and support, answer questions to identify characters, settings, and major events in a story.	LL-NC.1.AA Identifies characters in a simple story. LL-NC.1.A Identifies and describes the main character in a story. LL-NC.1.B Identifies the setting in a story. LL-NC.1.C Identifies and answers questions about events in a story. LL-NC.1.D Identifies the cause and effect relationship between events in a narrative story. LL-NC.1.E Identifies the problem, solution, and character motivation in narrative story.
D. Craft and Structure — Point of View	<b>1.3 PK.D</b> With prompting and support, name the author and illustrator of a story.	LL-BK.1.B Selects and requests that a favorite or familiar book be read by an adult. LL-BK.1.C Listens to a wide variety of age appropriate literature read aloud. LL-BK.1.D Looks at books independently or with peers.
E. Craft and Structure — Text Structure	<b>1.3 PK.E</b> With prompting and support, recognize common types of text. <sup>13</sup>	LL-NC.5.AA Listens to a wide variety of informational texts read aloud. LL-NC.5.A Listens and responds to a wide variety of informational texts read aloud. LL-NC.5.B Recognizes that informational texts are a source of information. LL-NC.5.C Makes connections between own experiences, background knowledge, and information presented in an informational text. LL-NC.5.D Describes the relationship between an informational text and another text about a similar topic. LL-NC.5.E Uses features of informational text such as charts, diagrams, graphs, or maps as a source of information. LL-PA.3.AA Imitates common sounds like a duck (quack, quack) or train (choo, choo). LL-PA.3.A Listens to and sings favorite classroom songs with simple rhyme patterns like "Twinkle, Twinkle Little Star." LL-PA.3.B Listens to and fills in the missing rhyming word from a familiar song, poem, rhyme, fingerplay, or story. For example, "Twinkle, twinkle little star. How I wonder what you ____." LL-PA.3.C Identifies if two words rhyme when given in a pair. For example, "My words are 'cat' and 'hat.' Do these two words rhyme? My words are 'cat' and 'pan.' Do these two words rhyme?"

<sup>13</sup>Part 1 of 2. Continues on page 17.

## LANGUAGE AND LITERACY DEVELOPMENT: ENGLISH LANGUAGE ARTS

### 1.3 READING LITERATURE

Sub-area	Standard	Every Child Ready Standard(s)
E. Craft and Structure — Text Structure	<p><b>1.3 PK.E</b> With prompting and support, recognize common types of text.<sup>14</sup></p> <p><i><sup>14</sup>Part 2 of 2. Continued from page 16.</i></p>	<p><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."</p> <p><b>LL-PA.3.E</b> Identifies rhyming words from groups of two to three words when given one rhyming word.</p> <p><b>LL-NC.1.AA</b> Identifies characters in a simple story.</p> <p><b>LL-NC.1.A</b> Identifies and describes the main character in a story.</p> <p><b>LL-NC.1.B</b> Identifies the setting in a story.</p> <p><b>LL-NC.1.C</b> Identifies and answers questions about events in a story.</p> <p><b>LL-NC.1.D</b> Identifies the cause and effect relationship between events in a narrative story.</p> <p><b>LL-NC.1.E</b> Identifies the problem, solution, and character motivation in narrative story.</p>
F. Craft and Structure — Vocabulary	<p><b>1.3 PK.F</b> Answer questions about unfamiliar words read aloud from a story.</p>	<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-LC.3.E</b> Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on classroom reading and content.</p>
G. Integration of Knowledge and Ideas — Sources of Information	<p><b>1.3 PK.G</b> Describe pictures in books using detail.<sup>15</sup></p> <p><i><sup>15</sup>Part 1 of 2. Continues on page 18.</i></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> <p><b>LL-NC.5.B</b> Recognizes that informational texts are a source of information.</p> <p><b>LL-NC.5.C</b> Makes connections between own experiences, background knowledge, and information presented in an informational text.</p> <p><b>LL-NC.5.D</b> Describes the relationship between an informational text and another text about a similar topic.</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> <p><b>LL-NC.1.AA</b> Identifies characters in a simple story.</p> <p><b>LL-NC.1.A</b> Identifies and describes the main character in a story.</p> <p><b>LL-NC.1.B</b> Identifies the setting in a story.</p> <p><b>LL-NC.1.C</b> Identifies and answers questions about events in a story.</p>

# LANGUAGE AND LITERACY DEVELOPMENT: ENGLISH LANGUAGE ARTS

## 1.3 READING LITERATURE

Sub-area	Standard	Every Child Ready Standard(s)
G. Integration of Knowledge and Ideas — Sources of Information	<p><b>1.3 PK.G</b> Describe pictures in books using detail.<sup>16</sup></p> <p><sup>16</sup>Part 2 of 2. Continued from page 17.</p>	<p><b>LL-NC.1.D</b> Identifies the cause and effect relationship between events in a narrative story.</p> <p><b>LL-NC.1.E</b> Identifies the problem, solution, and character motivation in narrative story.</p>
H. Integration of Knowledge and Ideas — Text Analysis	<p><b>1.3 PK.H</b> Answer questions to compare and contrast the adventures and experiences of characters in familiar stories.</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> <p><b>LL-NC.2.E</b> Makes inferences and provides explanation and reasoning for events in a text or characters' actions.</p>
I. Vocabulary Acquisition and Use — Strategies	<p><b>1.3 PK.I</b> With prompting and support, clarify unknown words or phrases read aloud.</p>	<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-LC.3.E</b> Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on classroom reading and content.</p>
J. Vocabulary Acquisition and Use	<p><b>1.3 PK.J</b> Use new vocabulary and phrases acquired in conversations and being read to.</p>	<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-LC.3.E</b> Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on classroom reading and content.</p>

## LANGUAGE AND LITERACY DEVELOPMENT: ENGLISH LANGUAGE ARTS

### 1.3 READING LITERATURE

Sub-area	Standard	Every Child Ready Standard(s)
K. Range of Reading	<p><b>1.3 PK.K</b> With prompting and support, actively engage in group reading activities with purpose and understanding.</p>	<p><b>LL-BK.1.AA</b> Requests that books be read by an adult.  <b>LL-BK.1.A</b> Treats books with care.  <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 ask questions about books read by peers.  <b>LL-NC.3.AA</b> Joins in acting out a book as it's 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.</p>

## LANGUAGE AND LITERACY DEVELOPMENT: ENGLISH LANGUAGE ARTS

### 1.4 WRITING

Sub-area	Standard	Every Child Ready Standard(s)
A. Informative/Explanatory	<p><b>1.4 PK.A</b> Draw/dictate to compose informative/ explanatory texts examining a topic.</p>	<p><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.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.4.AA</b> Makes any mark on paper.  <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.  <b>LL-WR.4.E</b> Forms correct, intentional, and recognizable letters on the page when writing.</p>

## LANGUAGE AND LITERACY DEVELOPMENT: ENGLISH LANGUAGE ARTS

### 1.4 WRITING

Sub-area	Standard	Every Child Ready Standard(s)
B. Informative/Explanatory – Focus	<b>1.4 PK.B</b> With prompting and support, draw/ dictate about one specific topic.	<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> <p><b>C-ARTS.3.AA</b> Freely explores a variety of art materials and tools for sensory exploration.</p> <p><b>C-ARTS.3.A</b> Expresses self using a variety of art materials and tools.</p> <p><b>C-ARTS.3.B</b> Creates drawings, paintings, and models with an increasing level of detail.</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> <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>
C. Informative/Explanatory – Organization	<b>1.4 PK.C</b> With prompting and support, generate ideas to convey information	<p><b>LL-NC.4.AA</b> Says or reenacts one event in a personal narrative by using at least one word.</p> <p><b>LL-NC.4.A</b> Describes or reenacts one event in a personal narrative using a simple phrase.</p> <p><b>LL-NC.4.B</b> Tells a two-event personal narrative using simple phrases.</p> <p><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.</p> <p><b>LL-NC.4.D</b> Constructs a personal narrative with three or more events in a coherent sequence.</p> <p><b>LL-NC.4.E</b> Constructs a personal narrative with three or more events in coherent sequence, adding simple details.</p>
D. Informative/Explanatory – Organization	<b>1.4 PK.D</b> With prompting and support, make logical connections between drawing and dictation. <sup>17</sup>	<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>

## LANGUAGE AND LITERACY DEVELOPMENT: ENGLISH LANGUAGE ARTS

### 1.4 WRITING

Sub-area	Standard	Every Child Ready Standard(s)
D. Informative/Explanatory – Organization	<p><b>1.4 PK.D</b> With prompting and support, make logical connections between drawing and dictation.<sup>18</sup></p> <p><sup>18</sup>Part 2 of 2. Continued from page 20.</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> <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> <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>
F. Informative/Explanatory – Conventions of Language	<p><b>1.4 PK.F</b> Spell simple words phonetically.</p>	<p><b>LL-WR.3.AA</b> When asked to write their name, child scribbles and makes marks on page. These may be continuous lines or separate shapes. The shapes may include dots, circles, or lines.</p> <p><b>LL-WR.3.A</b> When asked to write their name, child writes letter-like forms. Child makes marks on page that look like conventional shapes or mock letters.</p> <p><b>LL-WR.3.B</b> Writes at least one recognizable letter from their name. The letter may be backward, reversed, or poorly formed and recognized only in context.</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> <p><b>LL-WR.6.C</b> Writes the correct initial sound of a word.</p> <p><b>LL-WR.6.D</b> Writes the final sound or another sound heard in a word.</p> <p><b>LL-WR.6.E</b> Writes the correct initial, medial, and final sound when writing a CVC word.</p>

## LANGUAGE AND LITERACY DEVELOPMENT: ENGLISH LANGUAGE ARTS

### 1.4 WRITING

Sub-area	Standard	Every Child Ready Standard(s)
M. Narrative	<b>1.4 PK.M</b> Dictate narratives to describe real or imagined experiences or events.	<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-NC.4.AA</b> Says or reenacts one event in a personal narrative by using at least one word.</p> <p><b>LL-NC.4.A</b> Describes or reenacts one event in a personal narrative using a simple phrase.</p> <p><b>LL-NC.4.B</b> Tells a two-event personal narrative using simple phrases.</p> <p><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.</p> <p><b>LL-NC.4.D</b> Constructs a personal narrative with three or more events in a coherent sequence.</p> <p><b>LL-NC.4.E</b> Constructs a personal narrative with three or more events in coherent sequence, adding simple details.</p>
N. Narrative — Focus	<b>1.4 PK.N</b> Establish "who" and "what" the narrative will be about.	<b>LL-WR.2.D</b> Draws and/or writes to represent simple events or stories that entertain, and revises when necessary.
O. Narrative — Content	<b>1.4 PK.O</b> With prompting and support, describe experiences and events.	<b>LL-WR.2.D</b> Draws and/or writes to represent simple events or stories that entertain, and revises when necessary.
P. Narrative — Organization	<b>1.4 PK.P</b> Recount a single event and tell about the events in the order in which they occurred.	<p><b>LL-NC.4.AA</b> Says or reenacts one event in a personal narrative by using at least one word.</p> <p><b>LL-NC.4.A</b> Describes or reenacts one event in a personal narrative using a simple phrase.</p> <p><b>LL-NC.4.B</b> Tells a two-event personal narrative using simple phrases.</p> <p><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.</p> <p><b>LL-NC.4.D</b> Constructs a personal narrative with three or more events in a coherent sequence.</p> <p><b>LL-NC.4.E</b> Constructs a personal narrative with three or more events in coherent sequence, adding simple details.</p>

## LANGUAGE AND LITERACY DEVELOPMENT: ENGLISH LANGUAGE ARTS

### 1.4 WRITING

Sub-area	Standard	Every Child Ready Standard(s)
R. Narrative — Conventions of Language	<b>1.4 PK.R</b> Spell simple words phonetically.	<p><b>LL-WR.6.C</b> Writes the correct initial sound of a word.</p> <p><b>LL-WR.6.D</b> Writes the final sound or another sound heard in a word.</p> <p><b>LL-WR.6.E</b> Writes the correct initial, medial, and final sound when writing a CVC word.</p> <p><b>LL-WR.3.AA</b> When asked to write their name, child scribbles and makes marks on page. These may be continuous lines or separate shapes. The shapes may include dots, circles, or lines.</p> <p><b>LL-WR.3.A</b> When asked to write their name, child writes letter-like forms. Child makes marks on page that look like conventional shapes or mock letters.</p> <p><b>LL-WR.3.B</b> Writes at least one recognizable letter from their name. The letter may be backward, reversed, or poorly formed and recognized only in context.</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>
T. Production and Distribution of Writing — Writing Process	<b>1.4 PK.T</b> With guidance and support from adults and peers, respond to questions and suggestions, add details as needed.	<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>
V. Conducting Research	<b>1.4 PK.V</b> Ask questions about topics of personal interest to gain information; with teacher guidance and support, locate information on the chosen topic.	<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> <p><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.</p>
W. Credibility, Reliability, and Validity of Sources	<b>1.4 PK.W</b> With guidance and support, recall information from experiences or books.	<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).

## LANGUAGE AND LITERACY DEVELOPMENT: ENGLISH LANGUAGE ARTS

### 1.4 WRITING

Sub-area	Standard	Every Child Ready Standard(s)
X. Range of Writing	<b>1.4.PK.X</b> Write routinely over short time frames.	<p>LL-WR.2.AA Draws to represent something or to communicate a thought.</p> <p>LL-WR.2.A Draws and/or writes to represent, express, or communicate interests.</p> <p>LL-WR.2.B Draws and/or writes to represent and describe an object, event, or observation.</p> <p>LL-WR.2.C Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme.</p> <p>LL-WR.2.D Draws and/or writes to represent simple events or stories that entertain, and revises when necessary.</p> <p>LL-WR.2.E Draws and/or writes to represent simple events or stories, including more details, that entertain, and revises when necessary.</p> <p>LL-WR.4.AA Makes any mark on paper.</p> <p>LL-WR.4.A Scribbles and makes marks on page. These may be continuous lines or separate shapes. The shapes may include dots, circles, or lines.</p> <p>LL-WR.4.B Writes letter-like forms and makes marks on page that look like conventional shapes or mock letters.</p> <p>LL-WR.4.C Writes letter-like symbols in strings. May leave spaces between symbols to indicate words.</p> <p>LL-WR.4.D Writes random recognizable letters in a row with spaces in between. Letters may be backward, reversed, or poorly formed and recognized only in context.</p> <p>LL-WR.4.E Forms correct, intentional, and recognizable letters on the page when writing.</p>

## LANGUAGE AND LITERACY DEVELOPMENT: ENGLISH LANGUAGE ARTS

### 1.5 SPEAKING AND LISTENING

Sub-area	Standard	Every Child Ready Standard(s)
A. Comprehension and Collaboration — Collaborative Discussion	<b>1.5 PK.A</b> Participate in collaborative conversations with peers and adults in small and larger groups.	<p>LL-LC.4.AA Communicates with peers and teachers using nonverbal gestures like pointing, shrugging shoulders, or giving a thumbs-up.</p> <p>LL-LC.4.A Initiates a brief verbal or nonverbal social interaction with adults or peers engaging in a one-way interaction.</p> <p>LL-LC.4.B Initiates or joins conversations and engages in conversational turn-taking with at least one feedback loop using both verbal and nonverbal communication.</p> <p>LL-LC.4.C Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic.</p> <p>LL-LC.4.D Adds information or appropriately remains on or changes topic during a conversation with multiple feedback loops alternating between speaker and listener.</p> <p>LL-LC.4.E Modifies conversations based on the context or listener.</p>

## LANGUAGE AND LITERACY DEVELOPMENT: ENGLISH LANGUAGE ARTS

### 1.5 SPEAKING AND LISTENING

Sub-area	Standard	Every Child Ready Standard(s)
B. Comprehension and Collaboration — Critical Listening	<b>1.5 PK.B</b> Answer questions about key details in a text read aloud or information presented orally or through other media.	<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.
C. Comprehension and Collaboration — Evaluation	<b>1.5 PK.C</b> Respond to what a speaker says to follow directions, seek help, or gather information.	<b>LL-LC.1.AA</b> Points to familiar objects, people, body parts, or emotions. <b>LL-LC.1.A</b> Responds to simple requests, such as choosing between objects. <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.C</b> Responds to more complex sentences that include descriptive words for unrelated requests they may not have heard before. <b>LL-LC.1.D</b> Shows understanding of more complex sentences or questions through actions, such as following three-step directions. <b>LL-LC.1.E</b> Confirms understanding of spoken language, requests, and complex sentences through verbal or nonverbal requests for clarification.
D. Presentation of Knowledge and Ideas — Purpose, Audience, and Task	<b>1.5 PK.D</b> Use simple sentences; share stories, familiar experiences, and interests, speaking clearly enough to be understood by most audiences.	<b>LL-LC.5.AA</b> Makes an attempt at using correct syntax, but drops the subject of the sentence (i.e., "Throw ball"). <b>LL-LC.5.A</b> Makes an attempt at using correct syntax with a noun and verb (i.e., "Armel throw"). <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"). <b>LL-LC.5.C</b> Continues to develop more complex sentences by using adjectives (i.e., "Armel throws the blue ball"). <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"). <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").
E. Presentation of Knowledge and Ideas — Context	<b>1.5 PK.E</b> Use simple sentences; express thoughts, feelings, and ideas, speaking clearly enough to be understood by most audiences. <sup>19</sup>  <sup>19</sup> Part 1 of 2. Continues on page 26.	<b>LL-LC.5.AA</b> Makes an attempt at using correct syntax, but drops the subject of the sentence (i.e., "Throw ball"). <b>LL-LC.5.A</b> Makes an attempt at using correct syntax with a noun and verb (i.e., "Armel throw"). <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").



## LANGUAGE AND LITERACY DEVELOPMENT: ENGLISH LANGUAGE ARTS

### 1.4 WRITING

Sub-area	Standard	Every Child Ready Standard(s)
E. Presentation of Knowledge and Ideas — Context	<p><b>1.5 PK.E</b> Use simple sentences; express thoughts, feelings, and ideas, speaking clearly enough to be understood by most audiences.<sup>20</sup></p> <p><sup>20</sup>Part 2 of 2. Continued from page 25.</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>
G. Conventions of Standard English	<p><b>1.5 PK.G</b> Demonstrate command of the conventions of standard English when speaking based on prekindergarten level and content.</p>	<p><b>LL-LC.2.AA</b> Verbally labels familiar objects, body parts, people, or emotions using one-word responses.</p> <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>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> <p><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.</p> <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-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.AA</b> Makes an attempt at using correct syntax, but drops the subject of the sentence (i.e., "Throw ball").</p> <p><b>LL-LC.5.A</b> Makes an attempt at using correct syntax with a noun and verb (i.e., "Armel throw").</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>

# MATHEMATICAL THINKING AND EXPRESSION: EXPLORING, PROCESSING, AND PROBLEM-SOLVING

## 2.1 NUMBERS AND OPERATIONS

Sub-area & Strand	Standard	Every Child Ready Standard(s)
A. Counting and Cardinality  1. Cardinality	<b>2.1 PK.A.1</b> Know number names and the count sequence.	<p><b>M-NC.1.AA</b> Says number words in order from 1–2 from memory.</p> <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> <p><b>M-NC.2.AA</b> Nonverbally or verbally matches 1–3 real objects or pictures that are the same or different.</p> <p><b>M-NC.2.A</b> Says numbers in order while matching each number word to each object when counting from 1–3.</p> <p><b>M-NC.2.B</b> Says numbers in order, matching each number word to each object when counting from 1–5.</p> <p><b>M-NC.2.C</b> Says numbers in order, matching each number word to each object when counting from 1–7.</p> <p><b>M-NC.2.D</b> Says numbers in order, matching each number word to each object when counting from 1–10.</p> <p><b>M-NC.2.E</b> Says numbers in order, matching each number word to each object when counting from 1–15.</p> <p><b>M-NC.3.A</b> Subitizes by instantly saying how many are in a set without counting for quantities 1–3.</p> <p><b>M-NC.3.B</b> Creates sets of 0–5 and begins to use cardinality to identify the last number counted.</p> <p><b>M-NC.3.C</b> Creates sets of 0–7 and begins to use cardinality to identify the last number counted.</p> <p><b>M-NC.3.D</b> Creates sets of 0–10 and begins to use cardinality to identify the last number counted.</p> <p><b>M-NC.3.E</b> Create sets of 0–10 and uses cardinality to identify the last number counted.</p> <p><b>M-NC.5.AA</b> Say the names of numerals 0–2 shown in random order.</p> <p><b>M-NC.5.A</b> Says the names of numerals 0–3 shown in random order.</p> <p><b>M-NC.5.B</b> Says the names of numerals 0–5 shown in random order.</p> <p><b>M-NC.5.C</b> Says the names of numerals 0–7 shown in random order.</p> <p><b>M-NC.5.D</b> Says the names of numerals 0–10 shown in random order.</p> <p><b>M-NC.5.E</b> Says the names of numerals 0–20 shown in random order.</p> <p><b>M-NC.6.AA</b> Matches a set of objects with the number symbol to represent the set for quantities 0–2.</p> <p><b>M-NC.6.A</b> Matches a set of objects with the number symbol to represent the set for quantities 0–3.</p> <p><b>M-NC.6.B</b> Matches a set of objects with the number symbol to represent the set for quantities 0–5.</p> <p><b>M-NC.6.C</b> Matches a set of objects with the number symbol to represent the set for quantities 0–7.</p> <p><b>M-NC.6.D</b> Matches a set of objects with the number symbol to represent the set for quantities 0–10.</p> <p><b>M-NC.6.E</b> Matches a set of objects with the number symbol and compares written numerals between 0–10, identifying which numeral is higher, lower, or if they are the same.</p>

# MATHEMATICAL THINKING AND EXPRESSION: EXPLORING, PROCESSING, AND PROBLEM-SOLVING

## 2.1 NUMBERS AND OPERATIONS

Sub-area & Strand	Standard	Every Child Ready Standard(s)
A. Counting and Cardinality  2. Counting	<b>2.1 PK.A.2</b> Count to tell the number of objects.	<p><b>M-NC.2.AA</b> Nonverbally or verbally matches 1–3 real objects or pictures that are the same or different.</p> <p><b>M-NC.2.A</b> Says numbers in order while matching each number word to each object when counting from 1–3.</p> <p><b>M-NC.2.B</b> Says numbers in order, matching each number word to each object when counting from 1–5.</p> <p><b>M-NC.2.C</b> Says numbers in order, matching each number word to each object when counting from 1–7.</p> <p><b>M-NC.2.D</b> Says numbers in order, matching each number word to each object when counting from 1–10.</p> <p><b>M-NC.2.E</b> Says numbers in order, matching each number word to each object when counting from 1–15.</p> <p><b>M-NC.3.AA</b> Subitizes by instantly saying how many are in a set without counting for quantities 1–2.</p> <p><b>M-NC.3.A</b> Subitizes by instantly saying how many are in a set without counting for quantities 1–3.</p> <p><b>M-NC.3.B</b> Creates sets of 0–5 and begins to use cardinality to identify the last number counted.</p> <p><b>M-NC.3.C</b> Creates sets of 0–7 and begins to use cardinality to identify the last number counted.</p> <p><b>M-NC.3.D</b> Creates sets of 0–10 and begins to use cardinality to identify the last number counted.</p> <p><b>M-NC.3.E</b> Create sets of 0–10 and uses cardinality to identify the last number counted.</p>
A. Counting and Cardinality  3. Comparing	<b>2.1 PK.A.3</b> Compare numbers.	<p><b>M-NC.4.AA</b> Compares two groups to identify which has more or less for quantities 0–5 without matching or counting.</p> <p><b>M-NC.4.A</b> Compares two groups to identify which has more or less for quantities 0–10 without matching or counting.</p> <p><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.</p> <p><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.</p> <p><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.</p> <p><b>M-NC.4.E</b> Rational counts and compares the objects in two sets to identify which has more, less, or if they are the same for quantities 0–10.</p>

# MATHEMATICAL THINKING AND EXPRESSION: EXPLORING, PROCESSING, AND PROBLEM-SOLVING

## 2.1 NUMBERS AND OPERATIONS

Sub-area	Standard	Every Child Ready Standard(s)
MP. Mathematical Processes	<p><b>2.1.PK.MP</b> Use mathematical processes when quantifying, comparing, representing, and modeling numbers.<sup>21</sup></p> <p><i><sup>21</sup>Part 1 of 2. Continues on page 30.</i></p>	<p><b>M-NC.1.AA</b> Says number words in order from 1–2 from memory.</p> <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> <p><b>M-NC.2.AA</b> Nonverbally or verbally matches 1–3 real objects or pictures that are the same or different.</p> <p><b>M-NC.2.A</b> Says numbers in order while matching each number word to each object when counting from 1–3.</p> <p><b>M-NC.2.B</b> Says numbers in order, matching each number word to each object when counting from 1–5.</p> <p><b>M-NC.2.C</b> Says numbers in order, matching each number word to each object when counting from 1–7.</p> <p><b>M-NC.2.D</b> Says numbers in order, matching each number word to each object when counting from 1–10.</p> <p><b>M-NC.2.E</b> Says numbers in order, matching each number word to each object when counting from 1–15.</p> <p><b>M-NC.3.AA</b> Subitizes by instantly saying how many are in a set without counting for quantities 1–2.</p> <p><b>M-NC.3.A</b> Subitizes by instantly saying how many are in a set without counting for quantities 1–3.</p> <p><b>M-NC.3.B</b> Creates sets of 0–5 and begins to use cardinality to identify the last number counted.</p> <p><b>M-NC.3.C</b> Creates sets of 0–7 and begins to use cardinality to identify the last number counted.</p> <p><b>M-NC.3.D</b> Creates sets of 0–10 and begins to use cardinality to identify the last number counted.</p> <p><b>M-NC.3.E</b> Create sets of 0–10 and uses cardinality to identify the last number counted.</p> <p><b>M-NC.5.AA</b> Say the names of numerals 0–2 shown in random order.</p> <p><b>M-NC.5.A</b> Says the names of numerals 0–3 shown in random order.</p> <p><b>M-NC.5.B</b> Says the names of numerals 0–5 shown in random order.</p> <p><b>M-NC.5.C</b> Says the names of numerals 0–7 shown in random order.</p> <p><b>M-NC.5.D</b> Says the names of numerals 0–10 shown in random order.</p> <p><b>M-NC.5.E</b> Says the names of numerals 0–20 shown in random order.</p> <p><b>M-NC.6.AA</b> Matches a set of objects with the number symbol to represent the set for quantities 0–2.</p> <p><b>M-NC.6.A</b> Matches a set of objects with the number symbol to represent the set for quantities 0–3.</p>

## MATHEMATICAL THINKING AND EXPRESSION: EXPLORING, PROCESSING, AND PROBLEM-SOLVING

### 2.1 NUMBERS AND OPERATIONS

Sub-area	Standard	Every Child Ready Standard(s)
MP. Mathematical Processes	<p><b>2.1.PK.MP</b> Use mathematical processes when quantifying, comparing, representing, and modeling numbers.<sup>22</sup></p> <p><i><sup>22</sup>Part 2 of 2. Continued from page 29.</i></p>	<p><b>M-NC.6.B</b> Matches a set of objects with the number symbol to represent the set for quantities 0–5.</p> <p><b>M-NC.6.C</b> Matches a set of objects with the number symbol to represent the set for quantities 0–7.</p> <p><b>M-NC.6.D</b> Matches a set of objects with the number symbol to represent the set for quantities 0–10.</p> <p><b>M-NC.6.E</b> Matches a set of objects with the number symbol and compares written numerals between 0–10, identifying which numeral is higher, lower, or if they are the same.</p> <p><b>M-NC.4.AA</b> Compares two groups to identify which has more or less for quantities 0–5 without matching or counting.</p> <p><b>M-NC.4.A</b> Compares two groups to identify which has more or less for quantities 0–10 without matching or counting.</p> <p><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.</p> <p><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.</p> <p><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.</p> <p><b>M-NC.4.E</b> Rational counts and compares the objects in two sets to identify which has more, less, or if they are the same for quantities 0–10.</p>

## MATHEMATICAL THINKING AND EXPRESSION: EXPLORING, PROCESSING, AND PROBLEM-SOLVING

### 2.2 ALGEBRAIC CONCEPTS

Sub-area & Strand	Standard	Every Child Ready Standard(s)
A. Operations and Algebraic Thinking 1. Operations and Algebraic Thinking	<p><b>2.2 .PK.A.1</b> Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.<sup>23</sup></p> <p><i><sup>23</sup>Part 1 of 2. Continues on page 31.</i></p>	<p><b>M-NC.7.AA</b> Demonstrates an understanding that combining two sets increases the total quantity.</p> <p><b>M-NC.7.A</b> Demonstrates an understanding that adding one more increases the amount of a set.</p> <p><b>M-NC.7.B</b> Counts two sets separately, then combines sets and counts the sets together to get the whole. Counts up to a total quantity of 5.</p> <p><b>M-NC.7.C</b> Counts two sets separately, then combines sets and counts the sets together to get the whole. Counts up to a total quantity of 7.</p> <p><b>M-NC.7.D</b> Counts two sets separately, then combines sets and counts the sets together to get the whole. Counts up to a total quantity of 10.</p> <p><b>M-NC.7.E</b> Combines two sets by counting both sets together to get the whole without having to first count them separately. Counts up to a total quantity of 10.</p> <p><b>M-NC.8.AA</b> Demonstrates an understanding that separating one set of objects into two sets decreases the total quantity in the original set.</p>

## MATHEMATICAL THINKING AND EXPRESSION: EXPLORING, PROCESSING, AND PROBLEM-SOLVING

### 2.2 ALGEBRAIC CONCEPTS

Sub-area & Strand	Standard	Every Child Ready Standard(s)
A. Operations and Algebraic Thinking 1. Operations and Algebraic Thinking	<b>2.2.PK.A.1</b> Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. <sup>24</sup>  <i><sup>24</sup>Part 2 of 2. Continued from page 30.</i>	<b>M-NC.8.A</b> Demonstrates an understanding that removing one object decreases the amount in a set. <b>M-NC.8.B</b> Counts a set of 1–5 objects. Takes objects away and counts how many are left. <b>M-NC.8.C</b> Counts a set of 1–7 objects. Takes objects away and counts how many are left. <b>M-NC.8.D</b> Counts a set of 1–10 objects. Takes objects away and counts how many are left. <b>M-NC.8.E</b> Solves subtraction story problems for quantities 1–10 using objects, fingers, drawings, or actions.
MP. Mathematical Processes	<b>2.2.PK.MP</b> Use mathematical processes when representing relationships.	<b>M-NC.7.AA</b> Demonstrates an understanding that combining two sets increases the total quantity. <b>M-NC.7.A</b> Demonstrates an understanding that adding one more increases the amount of a set. <b>M-NC.7.B</b> Counts two sets separately, then combines sets and counts the sets together to get the whole. Counts up to a total quantity of 5. <b>M-NC.7.C</b> Counts two sets separately, then combines sets and counts the sets together to get the whole. Counts up to a total quantity of 7. <b>M-NC.7.D</b> Counts two sets separately, then combines sets and counts the sets together to get the whole. Counts up to a total quantity of 10. <b>M-NC.7.E</b> Combines two sets by counting both sets together to get the whole without having to first count them separately. Counts up to a total quantity of 10. <b>M-NC.8.AA</b> Demonstrates an understanding that separating one set of objects into two sets decreases the total quantity in the original set. <b>M-NC.8.A</b> Demonstrates an understanding that removing one object decreases the amount in a set. <b>M-NC.8.B</b> Counts a set of 1–5 objects. Takes objects away and counts how many are left. <b>M-NC.8.C</b> Counts a set of 1–7 objects. Takes objects away and counts how many are left. <b>M-NC.8.D</b> Counts a set of 1–10 objects. Takes objects away and counts how many are left. <b>M-NC.8.E</b> Solves subtraction story problems for quantities 1–10 using objects, fingers, drawings, or actions.

## MATHEMATICAL THINKING AND EXPRESSION: EXPLORING, PROCESSING, AND PROBLEM-SOLVING

### 2.3 GEOMETRY

Sub-area & Strand	Standard	Every Child Ready Standard(s)
A. Geometry 1. Identification	<b>2.3.PK.A.1</b> Identify and describe shapes. <sup>25</sup>  <i><sup>25</sup>Part 1 of 2. Continues on page 32.</i>	<b>M-GS.1.AA</b> Verbally or nonverbally identifies one to two common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle). <b>M-GS.1.A</b> Verbally or nonverbally identifies at least three common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle).

# MATHEMATICAL THINKING AND EXPRESSION: EXPLORING, PROCESSING, AND PROBLEM-SOLVING

## 2.3 GEOMETRY

Sub-area & Strand	Standard	Every Child Ready Standard(s)
A. Geometry 1. Identification	<b>2.3.PK.A.1</b> Identify and describe shapes. <sup>26</sup>  <i><sup>26</sup>Part 2 of 2. Continued from page 31.</i>	<b>M-GS.1.B</b> Verbally or nonverbally identifies at least five common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle). <b>M-GS.1.C</b> Identifies and describes the properties of common two-dimensional shapes using words like "sides," "corners," "curve." <b>M-GS.1.D</b> Verbally or nonverbally identifies two-dimensional shapes in the environment or in books. <b>M-GS.1.E</b> Verbally or nonverbally identifies three-dimensional shapes (sphere, cone, cylinder, cube). <b>M-GS.3.AA</b> Demonstrates understanding of movement terms (e.g., "up," "down") by using gestures or objects. <b>M-GS.3.A</b> Demonstrates understanding of location terms (e.g., "in," "on," "under," "over") by using gestures or objects. <b>M-GS.3.B</b> Demonstrates understanding of proximity terms (e.g., "beside," "between," "above," "below") by using gestures or objects. <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. <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. <b>M-GS.3.E</b> Demonstrates understanding of direction terms (e.g., "near," "far") using gestures or objects.
A. Geometry 2. Application	<b>2.3.PK.A.2</b> Analyze, compare, create, and compose shapes. <sup>27</sup>  <i><sup>27</sup>Part 1 of 2. Continues on page 33.</i>	<b>M-GS.1.AA</b> Verbally or nonverbally identifies one to two common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle). <b>M-GS.1.A</b> Verbally or nonverbally identifies at least three common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle). <b>M-GS.1.B</b> Verbally or nonverbally identifies at least five common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle). <b>M-GS.1.C</b> Identifies and describes the properties of common two-dimensional shapes using words like "sides," "corners," "curve." <b>M-GS.1.D</b> Verbally or nonverbally identifies two-dimensional shapes in the environment or in books. <b>M-GS.1.E</b> Verbally or nonverbally identifies three-dimensional shapes (sphere, cone, cylinder, cube). <b>M-GS.2.AA</b> Uses simple shape puzzles to create common two-dimensional shapes. <b>M-GS.2.A</b> Constructs any recognizable or unrecognizable shape with materials. <b>M-GS.2.B</b> Constructs common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle) with materials. <b>M-GS.2.C</b> Using a model, constructs two-dimensional shapes and then puts them together to create objects in the environment. Puts together a square and triangle to create a house.

## MATHEMATICAL THINKING AND EXPRESSION: EXPLORING, PROCESSING, AND PROBLEM-SOLVING

### 2.3 GEOMETRY

Sub-area & Strand	Standard	Every Child Ready Standard(s)
A. Geometry  2. Application	<b>2.3.PK.A.2</b> Analyze, compare, create, and compose shapes. <sup>28</sup>  <i><sup>28</sup>Part 2 of 2. Continued from page 32.</i>	<b>M-GS.2.D</b> Independently constructs two-dimensional shapes and then puts them together to create objects in the environment. Puts together a square and triangle to create a house. <b>M-GS.2.E</b> Constructs common three-dimensional shapes (sphere, cone, cylinder, cube) with materials.
MP. Mathematical Processes	<b>2.3.PK.MP</b> Use mathematical processes when drawing, constructing, modeling, and representing shapes.	<b>M-GS.2.AA</b> Uses simple shape puzzles to create common two-dimensional shapes. <b>M-GS.2.A</b> Constructs any recognizable or unrecognizable shape with materials. <b>M-GS.2.B</b> Constructs common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle) with materials. <b>M-GS.2.C</b> Using a model, constructs two-dimensional shapes and then puts them together to create objects in the environment. Puts together a square and triangle to create a house. <b>M-GS.2.D</b> Independently constructs two-dimensional shapes and then puts them together to create objects in the environment. Puts together a square and triangle to create a house. <b>M-GS.2.E</b> Constructs common three-dimensional shapes (sphere, cone, cylinder, cube) with materials.

## MATHEMATICAL THINKING AND EXPRESSION: EXPLORING, PROCESSING, AND PROBLEM-SOLVING

### 2.4 MEASUREMENT, DATA AND PROBABILITY

Sub-area & Strand	Standard	Every Child Ready Standard(s)
A. Measurement and Data  1. Measurement	<b>2.4.PK.A.1</b> Describe and compare measurable attributes of length and weights of everyday objects. <sup>29</sup>  <i><sup>29</sup>Part 1 of 2. Continues on page 34.</i>	<b>M-M.1.AA</b> Demonstrates understanding of length terms (i.e., "longer," "shorter") using gestures or objects. <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. <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. <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?" <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?"

# MATHEMATICAL THINKING AND EXPRESSION: EXPLORING, PROCESSING, AND PROBLEM-SOLVING

## 2.4 MEASUREMENT, DATA AND PROBABILITY

Sub-area & Strand	Standard	Every Child Ready Standard(s)
A. Measurement and Data 1. Measurement	<b>2.4.PK.A.1</b> Describe and compare measurable attributes of length and weights of everyday objects. <sup>30</sup>  <i><sup>30</sup>Part 2 of 2. Continued from page 33.</i>	<b>M-M.1.E</b> Uses standard units (e.g., ruler, scale, balance) to measure and then use comparative language to describe the measurements of two objects. <b>M-PFA.2.AA</b> Correctly orders or stacks at least five rings, nesting cups, boxes, or other toys. <b>M-PFA.2.A</b> Orders up to two objects by one attribute, such as size, shades of color, texture, or sound, using comparative language. <b>M-PFA.2.B</b> Orders up to three objects by one attribute, such as size, shades of color, texture, or sound, using comparative language. <b>M-PFA.2.C</b> Order up to five objects by one attribute, such as size, shades of color, texture, or sound, using comparative language. <b>M-PFA.2.D</b> Uses ordinal numbers to order and describe relative position for up to three objects. <b>M-PFA.2.E</b> Orders groups of different amounts using numerical order. <b>M-PFA.1.AA</b> Matches one item that is similar to a given group with a provided example. <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. <b>M-PFA.1.E</b> Sorts and groups objects into multiple categories such as size and color, or function and category at the same time.
A. Measurement and Data 4. Data	<b>2.4 PK.A.4</b> Classify objects and count the number of objects in each category.	<b>M-PFA.1.AA</b> Matches one item that is similar to a given group with a provided example. <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. <b>M-PFA.1.E</b> Sorts and groups objects into multiple categories such as size and color, or function and category at the same time. <b>M-DAP.1.C</b> Counts and identifies which category has more, less, or if they are the same. Identifies if there is zero in a category.

## MATHEMATICAL THINKING AND EXPRESSION: EXPLORING, PROCESSING, AND PROBLEM-SOLVING

### 2.4 MEASUREMENT, DATA AND PROBABILITY

Strand	Standard	Every Child Ready Standard(s)
MP. Mathematical Processes	<b>2.1.PK.MP</b> Use mathematical processes when measuring; representing, organizing, and understanding data.	<p><b>M-M.1.AA</b> Demonstrates understanding of length terms (i.e., "longer," "shorter") using gestures or objects.</p> <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> <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-M.1.E</b> Uses standard units (e.g., ruler, scale, balance) to measure and then use comparative language to describe the measurements of two objects.</p> <p><b>M-PFA.2.AA</b> Correctly orders or stacks at least five rings, nesting cups, boxes, or other toys.</p> <p><b>M-PFA.2.A</b> Orders up to two objects by one attribute, such as size, shades of color, texture, or sound, using comparative language.</p> <p><b>M-PFA.2.B</b> Orders up to three objects by one attribute, such as size, shades of color, texture, or sound, using comparative language.</p> <p><b>M-PFA.2.C</b> Order up to five objects by one attribute, such as size, shades of color, texture, or sound, using comparative language.</p> <p><b>M-PFA.2.D</b> Uses ordinal numbers to order and describe relative position for up to three objects.</p> <p><b>M-PFA.2.E</b> Orders groups of different amounts using numerical order.</p> <p><b>M-PFA.1.AA</b> Matches one item that is similar to a given group with a provided example.</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.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> <p><b>M-PFA.1.E</b> Sorts and groups objects into multiple categories such as size and color, or function and category at the same time.</p> <p><b>M-DAP.1.C</b> Counts and identifies which category has more, less, or if they are the same. Identifies if there is zero in a category.</p>

## SCIENTIFIC THINKING AND EXPRESSION: EXPLORING, INQUIRY AND DISCOVERY

### 3.1A BIOLOGICAL SCIENCES — LIVING AND NON-LIVING ORGANISMS

Strand	Standard	Every Child Ready Standard(s)
1. Common Characteristics of Life	<b>3.1 PK.A.1</b> Recognize the difference between living and non-living things.	<p>SC-LES.4.AA Points to and observes animals in the environment.</p> <p>SC-LES.4.A Identifies various animals.</p> <p>SC-LES.4.B Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features.</p> <p>SC-LES.4.C Describes the needs of humans and animals and how their characteristics and behaviors support their needs, such as birds have beaks so they can dig for worms.</p> <p>SC-LES.4.D Observes and describes habitats and life cycles.</p> <p>SC-LES.4.E Describes and discusses the relationship between humans and animals.</p> <p>SC-LES.5.AA Points to and observes plants in the environment.</p> <p>SC-LES.5.A Identifies various plants such as trees, flowers, bushes, and so on.</p> <p>SC-LES.5.B Identifies that plants are living and identifies characteristics and features of plants.</p> <p>SC-LES.5.C Identifies that plants are living and describes the needs of plants.</p> <p>SC-LES.5.D Observes and describes plant habitats and life cycles.</p> <p>SC-LES.5.E Describes and discusses ways that plants impact living things and the environment and how humans can impact plants.</p>
2. Energy Flow	<b>3.1. PK.A.2</b> Identify basic needs of plants (water and light) and animals (food, water and light).	<p>SC-LES.4.AA Points to and observes animals in the environment.</p> <p>SC-LES.4.A Identifies various animals.</p> <p>SC-LES.4.B Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features.</p> <p>SC-LES.4.C Describes the needs of humans and animals and how their characteristics and behaviors support their needs, such as birds have beaks so they can dig for worms.</p> <p>SC-LES.4.D Observes and describes habitats and life cycles.</p> <p>SC-LES.4.E Describes and discusses the relationship between humans and animals.</p> <p>SC-LES.5.AA Points to and observes plants in the environment.</p> <p>SC-LES.5.A Identifies various plants such as trees, flowers, bushes, and so on.</p> <p>SC-LES.5.B Identifies that plants are living and identifies characteristics and features of plants.</p> <p>SC-LES.5.C Identifies that plants are living and describes the needs of plants.</p> <p>SC-LES.5.D Observes and describes plant habitats and life cycles.</p> <p>SC-LES.5.E Describes and discusses ways that plants impact living things and the environment and how humans can impact plants.</p>
3. Life Cycles	<b>3.1.PK.A.3</b> Recognize that plants and animals grow and change. <sup>31</sup>	<p>SC-LES.4.AA Points to and observes animals in the environment.</p> <p>SC-LES.4.A Identifies various animals.</p> <p>SC-LES.4.B Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features.</p> <p>SC-LES.4.C Describes the needs of humans and animals and how their characteristics and behaviors support their needs, such as birds have beaks so they can dig for worms.</p>

<sup>31</sup>Part 1 of 2. Continues on page 37.

# SCIENTIFIC THINKING AND EXPRESSION: EXPLORING, INQUIRY AND DISCOVERY

## 3.1A BIOLOGICAL SCIENCES — LIVING AND NON-LIVING ORGANISMS

Strand	Standard	Every Child Ready Standard(s)
3. Life Cycles	<p><b>3.1.PK.A.3</b> Recognize that plants and animals grow and change.<sup>32</sup></p> <p><sup>32</sup>Part 2 of 2. Continued from page 36.</p>	<p><b>SC-LES.4.D</b> Observes and describes habitats and life cycles.</p> <p><b>SC-LES.4.E</b> Describes and discusses the relationship between humans and animals.</p> <p><b>SC-LES.5.AA</b> Points to and observes plants in the environment.</p> <p><b>SC-LES.5.A</b> Identifies various plants such as trees, flowers, bushes, and so on.</p> <p><b>SC-LES.5.B</b> Identifies that plants are living and identifies characteristics and features of plants.</p> <p><b>SC-LES.5.C</b> Identifies that plants are living and describes the needs of plants.</p> <p><b>SC-LES.5.D</b> Observes and describes plant habitats and life cycles.</p> <p><b>SC-LES.5.E</b> Describes and discusses ways that plants impact living things and the environment and how humans can impact plants.</p> <p><b>SOC.5.AA</b> Begins to demonstrate an understanding of present experiences through concrete materials and visual supports.</p> <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> <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>
5. Form and Function	<p><b>3.1.PK.A.5</b> Name basic parts of living things.</p>	<p><b>SC-LES.5.AA</b> Points to and observes plants in the environment.</p> <p><b>SC-LES.5.A</b> Identifies various plants such as trees, flowers, bushes, and so on.</p> <p><b>SC-LES.5.B</b> Identifies that plants are living and identifies characteristics and features of plants.</p> <p><b>SC-LES.5.C</b> Identifies that plants are living and describes the needs of plants.</p> <p><b>SC-LES.5.D</b> Observes and describes plant habitats and life cycles.</p> <p><b>SC-LES.5.E</b> Describes and discusses ways that plants impact living things and the environment and how humans can impact plants.</p> <p><b>SC-LES.4.AA</b> Points to and observes animals in the environment.</p> <p><b>SC-LES.4.A</b> Identifies various animals.</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.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>SC-LES.4.D</b> Observes and describes habitats and life cycles.</p> <p><b>SC-LES.4.E</b> Describes and discusses the relationship between humans and animals.</p>

## SCIENTIFIC THINKING AND EXPRESSION: EXPLORING, INQUIRY AND DISCOVERY

### 3.1A BIOLOGICAL SCIENCES — LIVING AND NON-LIVING ORGANISMS

Strand	Standard	Every Child Ready Standard(s)
9. Science as Inquiry	<b>3.1.PK.A.9</b> Participate in simple investigations about living and/or non-living things to answer a question or to test a prediction.	<p>SC-LES.4.AA Points to and observes animals in the environment.</p> <p>SC-LES.4.A Identifies various animals.</p> <p>SC-LES.4.B Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features.</p> <p>SC-LES.4.C Describes the needs of humans and animals and how their characteristics and behaviors support their needs, such as birds have beaks so they can dig for worms.</p> <p>SC-LES.4.D Observes and describes habitats and life cycles.</p> <p>SC-LES.4.E Describes and discusses the relationship between humans and animals.</p> <p>SC-LES.1.AA Notices and looks at the natural world around them.</p> <p>SC-LES.1.A Identifies different elements of nature, such as rocks, water, air and leaves.</p> <p>SC-LES.2.B Demonstrates understanding of the difference between living and nonliving things.</p> <p>SC-LES.2.C 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>SC-LES.2.D Describes how humans affect their environment in positive and negative ways, such as recycling, planting trees, litter, and pollution.</p> <p>SC-LES.2.E Discusses how natural elements like wind and water have an impact on the natural world through a variety of processes, such as erosion.</p>

## SCIENTIFIC THINKING AND EXPRESSION: EXPLORING, INQUIRY AND DISCOVERY

### 3.1B BIOLOGICAL SCIENCES — GENETICS

Strand	Standard	Every Child Ready Standard(s)
1. Heredity	<b>3.1.PK.B.1</b> Recognize and compare physical characteristics of living things from same species.	<p>SC-LES.4.AA Points to and observes animals in the environment.</p> <p>SC-LES.4.A Identifies various animals.</p> <p>SC-LES.4.B Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features.</p> <p>SC-LES.4.C Describes the needs of humans and animals and how their characteristics and behaviors support their needs, such as birds have beaks so they can dig for worms.</p> <p>SC-LES.4.D Observes and describes habitats and life cycles.</p> <p>SC-LES.4.E Describes and discusses the relationship between humans and animals.</p>
6. Science as Inquiry	<b>3.1.PK.B.6</b> Participate in simple investigations of physical characteristics of living things from same species to answer a question or to test a prediction. <sup>33</sup>	<p>SC-LES.4.AA Points to and observes animals in the environment.</p> <p>SC-LES.4.A Identifies various animals.</p> <p>SC-LES.4.B Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features.</p>

<sup>33</sup>Part 1 of 2. Continues on page 39.

## SCIENTIFIC THINKING AND EXPRESSION: EXPLORING, INQUIRY AND DISCOVERY

### 3.1B BIOLOGICAL SCIENCES — GENETICS

Strand	Standard	Every Child Ready Standard(s)
6. Science as Inquiry	<p><b>3.1.PK.B.6</b> Participate in simple investigations of physical characteristics of living things from same species to answer a question or to test a prediction.<sup>34</sup></p> <p><sup>34</sup>Part 2 of 2. Continued from page 38.</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>SC-LES.4.D</b> Observes and describes habitats and life cycles.</p> <p><b>SC-LES.4.E</b> Describes and discusses the relationship between humans and animals.</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.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.1.E</b> Evaluates how well materials suit their intended purposes based on their physical characteristics, such as explores using tissue paper to construct a tower and considers how the paper's properties impact the building process.</p>

## SCIENTIFIC THINKING AND EXPRESSION: EXPLORING, INQUIRY AND DISCOVERY

### 3.1C BIOLOGICAL SCIENCES — EVOLUTION

Strand	Standard	Every Child Ready Standard(s)
3. Unifying Themes (Constancy and Change)	<p><b>3.1.PK.C.3</b> Describe changes that occur in animals.</p>	<p><b>SC-LES.4.AA</b> Points to and observes animals in the environment.</p> <p><b>SC-LES.4.A</b> Identifies various animals.</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.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>SC-LES.4.D</b> Observes and describes habitats and life cycles.</p> <p><b>SC-LES.4.E</b> Describes and discusses the relationship between humans and animals.</p>

## SCIENTIFIC THINKING AND EXPRESSION: EXPLORING, INQUIRY AND DISCOVERY

### 3.1C BIOLOGICAL SCIENCES — EVOLUTION

Strand	Standard	Every Child Ready Standard(s)
4. Science as Inquiry	<b>3.1.PK.C.4</b> Participate in simple investigations of changes in animals to answer a question or to test a prediction.	<b>SC-LES.4.AA</b> Points to and observes animals in the environment. <b>SC-LES.4.A</b> Identifies various animals. <b>SC-LES.4.B</b> Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features. <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. <b>SC-LES.4.D</b> Observes and describes habitats and life cycles. <b>SC-LES.4.E</b> Describes and discusses the relationship between humans and animals.

## SCIENTIFIC THINKING AND EXPRESSION: EXPLORING, INQUIRY AND DISCOVERY

### 3.2A PHYSICAL SCIENCES — CHEMISTRY

Strand	Standard	Every Child Ready Standard(s)
1. Properties of Matter	<b>3.2.PK.A.1</b> Sort and describe objects according to size, shape, color and texture.	<b>M-PFA.1.AA</b> Matches one item that is similar to a given group with a provided example. <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. <b>M-PFA.1.E</b> Sorts and groups objects into multiple categories such as size and color, or function and category at the same time. <b>SC-P.1.AA</b> Uses senses to explore the colors and textures of materials and objects in the environment. <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. <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.
3. Matter and Energy	<b>3.2.PK.A.3</b> Notice change in matter.	<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.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.

## SCIENTIFIC THINKING AND EXPRESSION: EXPLORING, INQUIRY AND DISCOVERY

### 3.2A PHYSICAL SCIENCES — CHEMISTRY

Strand	Standard	Every Child Ready Standard(s)
5. Unifying Themes	<b>3.2.PK.A.5</b> Recognize that everything is made of matter.	<b>SC-P.1.AA</b> Uses senses to explore the colors and textures of materials and objects in the environment. <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. <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. <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.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. <b>SC-P.1.E</b> Evaluates how well materials suit their intended purposes based on their physical characteristics, such as explores using tissue paper to construct a tower and considers how the paper's properties impact the building process.
6. Science as Inquiry	<b>3.2.PK.A.6</b> Participate in simple investigations of matter to answer a question or to test a prediction.	<b>SC-SP.2.AA</b> Uses senses and tools to explore and manipulate objects and materials 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.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> Make hypotheses, and tests their hypotheses through experimentation. <b>SC-SP.2.E</b> Explains rationale for predictions and hypotheses, and compares findings with predictions and hypotheses.

## SCIENTIFIC THINKING AND EXPRESSION: EXPLORING, INQUIRY AND DISCOVERY

### 3.2B PHYSICAL SCIENCES — PHYSICS

Strand	Standard	Every Child Ready Standard(s)
1. Force and Motion of Practices and Rigid Bodies	<b>3.2.PK.B.1</b> Explore and describe the motion of toys and objects. <sup>35</sup>	<b>SC-P.4.AA</b> Explores the motion of objects by pushing and pulling objects and identifies whether an object is stationary or moving. <b>SC-P.4.A</b> With teacher guidance, recognizes that different factors, such as force, impact how fast and far an object moves when it's pushed or pulled.

# SCIENTIFIC THINKING AND EXPRESSION: EXPLORING, INQUIRY AND DISCOVERY

## 3.2B PHYSICAL SCIENCES — PHYSICS

Strand	Standard	Every Child Ready Standard(s)
1. Force and Motion of Practices and Rigid Bodies	<p><b>3.2.PK.B.1</b> Explore and describe the motion of toys and objects.<sup>36</sup></p> <p><sup>36</sup><i>Part 2 of 2. Continued from page 41.</i></p>	<p><b>SC-P.4.B</b> With teacher guidance, recognizes that when objects collide, the impact can change the speed, direction or stop an object.</p> <p><b>SC-P.4.C</b> With teacher guidance, recognizes that different factors, such as heights or textures, can change the speed of an object, such as racing cars on ramps.</p> <p><b>SC-P.4.D</b> Describes and discusses the motion of objects and that motion can change based on different factors.</p> <p><b>SC-P.4.E</b> Compares and contrasts how different factors change the motion of objects.</p>
5. Nature of Waves (Sound and Light Energy)	<p><b>3.2.PK.B.5</b> Create and describe variations of sound.</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.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.1.E</b> Evaluates how well materials suit their intended purposes based on their physical characteristics, such as explores using tissue paper to construct a tower and considers how the paper's properties impact the building process.</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-SP.2.A</b> Participates in simple explorations and experiments based on a teacher-led inquiry and prior knowledge.</p> <p><b>SC-SP.2.B</b> Participates in teacher-led explorations and experiments and uses prior knowledge to make predictions.</p> <p><b>SC-SP.2.C</b> With teacher guidance, begins to hypothesize before teacher-led experiments.</p> <p><b>SC-SP.2.D</b> Make hypotheses, and tests their hypotheses through experimentation.</p> <p><b>SC-SP.2.E</b> Explains rationale for predictions and hypotheses, and compares findings with predictions and hypotheses.</p>

# SCIENTIFIC THINKING AND EXPRESSION: EXPLORING, INQUIRY AND DISCOVERY

## 3.2B PHYSICAL SCIENCES — PHYSICS

Strand	Standard	Every Child Ready Standard(s)
6. Unifying Themes (Energy)	<b>3.2.PK.B.6</b> Recognize that light from the sun is an important source of energy for living and nonliving systems and some source of energy is needed for all organisms to stay alive and grow.	<p><b>SC-P.2.AA</b> Identifies light and dark and explores shadows and reflections.</p> <p><b>SC-P.2.A</b> Demonstrates understanding that light can be used to see or illuminate things when it is dark.</p> <p><b>SC-P.2.B</b> Recognizes sources of light including natural and human-made, such as the sun, lamps, or flashlights.</p> <p><b>SC-P.2.C</b> Discusses how to manipulate light to create shadows and reflections.</p> <p><b>SC-P.2.D</b> Discusses how light can be brighter or dimmer depending on variables such as the source of light, distance, and so on.</p> <p><b>SC-P.2.E</b> Observes and discusses how light is a form of energy and gives off heat.</p>
7. Science of Inquiry	<b>3.2.PK.B.7</b> Participate in simple investigations of energy and motion to answer a question or to test a prediction.	<p><b>SC-SP.1.AA</b> Uses senses to observe the environment.</p> <p><b>SC-SP.1.A</b> With teacher guidance, participates in activities to formulate simple science-oriented questions based on observations.</p> <p><b>SC-SP.1.B</b> Observes and describes cause and effect.</p> <p><b>SC-SP.1.C</b> With teacher guidance, begins to formulate own questions based on observations.</p> <p><b>SC-SP.1.D</b> Formulates own science-oriented questions based on observations.</p> <p><b>SC-SP.1.E</b> With teacher guidance, uses one's formulated science-oriented questions to plan simple explorations or experiments.</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-SP.2.A</b> Participates in simple explorations and experiments based on a teacher-led inquiry and prior knowledge.</p> <p><b>SC-SP.2.B</b> Participates in teacher-led explorations and experiments and uses prior knowledge to make predictions.</p> <p><b>SC-SP.2.C</b> With teacher guidance, begins to hypothesize before teacher-led experiments.</p> <p><b>SC-SP.2.D</b> Make hypotheses, and tests their hypotheses through experimentation.</p> <p><b>SC-SP.2.E</b> Explains rationale for predictions and hypotheses, and compares findings with predictions and hypotheses.</p> <p><b>SC-SP.3.AA</b> Observes teacher recording of common scientific observations and data.</p> <p><b>SC-SP.3.A</b> With teacher guidance, participates in recording scientific observations and data.</p> <p><b>SC-SP.3.B</b> Begins to identify relevant information and collects and records information in own journal or paper.</p> <p><b>SC-SP.3.C</b> Draws conclusions on prior knowledge and recorded information.</p> <p><b>SC-SP.3.D</b> Discusses conclusions and reflects on the scientific-oriented question and hypothesis based on prior knowledge and recorded information.</p> <p><b>SC-SP.3.E</b> Makes recommendations based on observations and conclusions.</p>

## SCIENTIFIC THINKING AND EXPRESSION: EXPLORING, INQUIRY AND DISCOVERY

### 3.3A EARTH AND SPACE SCIENCES — EARTH STRUCTURES, PROCESSES AND CYCLES

Strand	Standard	Every Child Ready Standard(s)
1. Earth Features and the Processes that Change Them	<b>3.3.PK.A.1</b> Sort different types of earth materials.	<p><b>SC-LES.1.AA</b> Notices and looks at the natural world around them.</p> <p><b>SC-LES.1.A</b> Identifies different elements of nature, such as rocks, water, air and leaves.</p> <p><b>SC-LES.2.B</b> Demonstrates understanding of the difference between living and nonliving things.</p> <p><b>SC-LES.2.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.2.D</b> Describes how humans affect their environment in positive and negative ways, such as recycling, planting trees, litter, and pollution.</p> <p><b>SC-LES.2.E</b> Discusses how natural elements like wind and water have an impact on the natural world through a variety of processes, such as erosion.</p>
4. Water	<b>3.3.PK.A.4</b> Identify a variety of uses for water.	<p><b>SC-P.3.AA</b> Recognizes and explores water in its liquid form.</p> <p><b>SC-P.3.A</b> Recognizes and explores water in its liquid and solid forms.</p> <p><b>SC-P.3.B</b> Recognizes and explores water in its liquid, solid, and gas forms.</p> <p><b>SC-P.3.C</b> Explains water in its three forms, such as ice is frozen water.</p> <p><b>SC-P.3.D</b> Discusses the uses and purpose of water in its different forms, such as ice helps make a drink cold.</p> <p><b>SC-P.3.E</b> Begins to discuss how and why water changes into different forms, such as the water cycle.</p>
5. Weather and Climate	<b>3.3.PK.A.5</b> Identify seasons that correspond with observable conditions and identify how weather affects daily life.	<p><b>SC-LES.2.AA</b> Uses senses to observe and respond to changes in the weather.</p> <p><b>SC-LES.2.A</b> Identifies different types of weather, such as sunny, rainy, cloudy, or snowy.</p> <p><b>SC-LES.2.B</b> Identifies seasons and observes and describes patterns and changes in the weather.</p> <p><b>SC-LES.2.C</b> Compares and contrasts the different seasons.</p> <p><b>SC-LES.2.D</b> Discusses the effects of changes in weather, such as growing different crops or wearing different clothing.</p> <p><b>SC-LES.2.E</b> Discusses the importance of weather forecasting to prepare for inclement or severe weather conditions.</p>
7. Science of Inquiry	<b>3.3.PK.A.7</b> Participate in simple investigations of earth structures, processes, and cycles to answer a question or to test a prediction. <sup>37</sup>	<p><b>SC-LES.1.AA</b> Notices and looks at the natural world around them.</p> <p><b>SC-LES.1.A</b> Identifies different elements of nature, such as rocks, water, air and leaves.</p> <p><b>SC-LES.1.B</b> Demonstrates understanding of the difference between living and nonliving things.</p>

<sup>37</sup>Part 1 of 2. Continues on page 45.

## SCIENTIFIC THINKING AND EXPRESSION: EXPLORING, INQUIRY AND DISCOVERY

### 3.3A EARTH AND SPACE SCIENCES — EARTH STRUCTURES, PROCESSES AND CYCLES

Strand	Standard	Every Child Ready Standard(s)
7. Science of Inquiry	<p><b>3.3.PK.A.7</b> Participate in simple investigations of earth structures, processes, and cycles to answer a question or to test a prediction.<sup>38</sup></p> <p><sup>38</sup>Part 2 of 2. Continued from page 44.</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.1.D</b> Describes how humans affect their environment in positive and negative ways, such as recycling, planting trees, litter, and pollution.</p> <p><b>SC-LES.1.E</b> Discusses how natural elements like wind and water have an impact on the natural world through a variety of processes, such as erosion.</p>

## SCIENTIFIC THINKING AND EXPRESSION: EXPLORING, INQUIRY AND DISCOVERY

### 3.3B EARTH AND SPACE SCIENCES — ORIGIN AND EVOLUTION OF THE UNIVERSE

Strand	Standard	Every Child Ready Standard(s)
1. Comparisons and Structure	<p><b>3.3.PK.B.1</b> Identify objects that can be found in the day or night sky.</p>	<p><b>SC-LES.3.AA</b> Points to and observes the sky.</p> <p><b>SC-LES.3.A</b> Identifies objects in the sky, such as clouds, sun, moon, or stars.</p> <p><b>SC-LES.3.B</b> Describes and discusses objects in the sky, such as clouds, sun, moon, or stars.</p> <p><b>SC-LES.3.C</b> Develops basic understanding about space, such as Earth is a planet and there are other planets.</p> <p><b>SC-LES.3.D</b> Compares and contrasts Earth and space, such as people can breathe on Earth but not in space.</p> <p><b>SC-LES.3.E</b> Uses science tools to research and learn more about Earth and space, such as a telescope or binoculars.</p>
3. Science as Inquiry	<p><b>3.3.PK.B.3</b> Participate in simple investigations of the objects found in the day or night sky to answer a question or to test a prediction.<sup>39</sup></p> <p><sup>39</sup>Part 1 of 2. Continues on page 46.</p>	<p><b>SC-P.2.AA</b> Identifies light and dark and explores shadows and reflections.</p> <p><b>SC-P.2.A</b> Demonstrates understanding that light can be used to see or illuminate things when it is dark.</p> <p><b>SC-P.2.B</b> Recognizes sources of light including natural and human-made, such as the sun, lamps, or flashlights.</p> <p><b>SC-P.2.C</b> Discusses how to manipulate light to create shadows and reflections.</p> <p><b>SC-P.2.D</b> Discusses how light can be brighter or dimmer depending on variables such as the source of light, distance, and so on.</p> <p><b>SC-P.2.E</b> Observes and discusses how light is a form of energy and gives off heat.</p> <p><b>SC-LES.3.AA</b> Points to and observes the sky.</p> <p><b>SC-LES.3.A</b> Identifies objects in the sky, such as clouds, sun, moon, or stars.</p>

## SCIENTIFIC THINKING AND EXPRESSION: EXPLORING, INQUIRY AND DISCOVERY

### 3.3B EARTH AND SPACE SCIENCES — ORIGIN AND EVOLUTION OF THE UNIVERSE

Strand	Standard	Every Child Ready Standard(s)
3. Science as Inquiry	<p><b>3.3.PK.B.3</b> Participate in simple investigations of the objects found in the day or night sky to answer a question or to test a prediction.<sup>40</sup></p> <p><i><sup>40</sup>Part 2 of 2. Continued from page 45.</i></p>	<p><b>SC-LES.3.B</b> Describes and discusses objects in the sky, such as clouds, sun, moon, or stars.</p> <p><b>SC-LES.3.C</b> Develops basic understanding about space, such as Earth is a planet and there are other planets.</p> <p><b>SC-LES.3.D</b> Compares and contrasts Earth and space, such as people can breathe on Earth but not in space.</p> <p><b>SC-LES.3.E</b> Uses science tools to research and learn more about Earth and space, such as a telescope or binoculars.</p>

## SCIENTIFIC THINKING AND EXPRESSION: EXPLORING, INQUIRY AND DISCOVERY

### 4.1 ENVIRONMENT AND ECOLOGY — ECOLOGY

Sub-area	Standard	Every Child Ready Standard(s)
A. The Environment	<p><b>4.1.PK.A</b> Identify living and non-living things in the immediate and surrounding environment.</p>	<p><b>SC-LES.4.AA</b> Points to and observes animals in the environment.</p> <p><b>SC-LES.4.A</b> Identifies various animals.</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.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>SC-LES.4.D</b> Observes and describes habitats and life cycles.</p> <p><b>SC-LES.4.E</b> Describes and discusses the relationship between humans and animals.</p> <p><b>SC-LES.5.AA</b> Points to and observes plants in the environment.</p> <p><b>SC-LES.5.A</b> Identifies various plants such as trees, flowers, bushes, and so on.</p> <p><b>SC-LES.5.B</b> Identifies that plants are living and identifies characteristics and features of plants.</p> <p><b>SC-LES.5.C</b> Identifies that plants are living and describes the needs of plants.</p> <p><b>SC-LES.5.D</b> Observes and describes plant habitats and life cycles.</p> <p><b>SC-LES.5.E</b> Describes and discusses ways that plants impact living things and the environment and how humans can impact plants.</p>
C. Energy Flow	<p><b>4.1.PK.C</b> Identify that plants need the sun to grow.<sup>41</sup></p> <p><i><sup>41</sup>Part 1 of 2. Continues on page 47.</i></p>	<p><b>SC-LES.5.AA</b> Points to and observes plants in the environment.</p> <p><b>SC-LES.5.A</b> Identifies various plants such as trees, flowers, bushes, and so on.</p> <p><b>SC-LES.5.B</b> Identifies that plants are living and identifies characteristics and features of plants.</p>

## SCIENTIFIC THINKING AND EXPRESSION: EXPLORING, INQUIRY AND DISCOVERY

### 4.1 ENVIRONMENT AND ECOLOGY — ECOLOGY

Sub-area	Standard	Every Child Ready Standard(s)
C. Energy Flow	<p><b>4.1.PK.C</b> Identify that plants need the sun to grow.<sup>42</sup></p> <p><i><sup>42</sup>Part 2 of 2. Continued from page 46.</i></p>	<p><b>SC-LES.5.C</b> Identifies that plants are living and describes the needs of plants.</p> <p><b>SC-LES.5.D</b> Observes and describes plant habitats and life cycles.</p> <p><b>SC-LES.5.E</b> Describes and discusses ways that plants impact living things and the environment and how humans can impact plants.</p>
D. Biodiversity	<p><b>4.1.PK.D</b> Identify basic needs of living things.</p>	<p><b>SC-LES.4.AA</b> Points to and observes animals in the environment.</p> <p><b>SC-LES.4.A</b> Identifies various animals.</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.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>SC-LES.4.D</b> Observes and describes habitats and life cycles.</p> <p><b>SC-LES.4.E</b> Describes and discusses the relationship between humans and animals.</p> <p><b>SC-LES.5.AA</b> Points to and observes plants in the environment.</p> <p><b>SC-LES.5.A</b> Identifies various plants such as trees, flowers, bushes, and so on.</p> <p><b>SC-LES.5.B</b> Identifies that plants are living and identifies characteristics and features of plants.</p> <p><b>SC-LES.5.C</b> Identifies that plants are living and describes the needs of plants.</p> <p><b>SC-LES.5.D</b> Observes and describes plant habitats and life cycles.</p> <p><b>SC-LES.5.E</b> Describes and discusses ways that plants impact living things and the environment and how humans can impact plants.</p>
E. Succession	<p><b>4.1.PK.E</b> Identify the change of seasons in the environment.</p>	<p><b>SC-LES.2.AA</b> Uses senses to observe and respond to changes in the weather.</p> <p><b>SC-LES.2.A</b> Identifies different types of weather, such as sunny, rainy, cloudy, or snowy.</p> <p><b>SC-LES.2.B</b> Identifies seasons and observes and describes patterns and changes in the weather.</p> <p><b>SC-LES.2.C</b> Compares and contrasts the different seasons.</p> <p><b>SC-LES.2.D</b> Discusses the effects of changes in weather, such as growing different crops or wearing different clothing.</p> <p><b>SC-LES.2.E</b> Discusses the importance of weather forecasting to prepare for inclement or severe weather conditions.</p>

# SCIENTIFIC THINKING AND EXPRESSION: EXPLORING, INQUIRY AND DISCOVERY

## 4.2 ENVIRONMENT AND ECOLOGY — WATERSHEDS AND WETLANDS

Sub-area	Standard	Every Child Ready Standard(s)
A. Watersheds	<b>4.2.PK.A</b> Identify various types of moving water in Pennsylvania.	<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.4.B</b> Recognizes and describes common geographical features within their region.</p> <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> <p><b>SOC.4.E</b> Recognizes and describes different geographical features in other regions and discusses how they are the same and different.</p>
B. Wetlands	<b>4.2.PK.B</b> Identify a wetland as an ecosystem in Pennsylvania.	<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.4.B</b> Recognizes and describes common geographical features within their region.</p> <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> <p><b>SOC.4.E</b> Recognizes and describes different geographical features in other regions and discusses how they are the same and different.</p>
C. Aquatic Ecosystems	<b>4.2.PK.C</b> Describe an aquatic (water) and terrestrial (land) habitat.	<p><b>SC-LES.4.AA</b> Points to and observes animals in the environment.</p> <p><b>SC-LES.4.A</b> Identifies various animals.</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.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>SC-LES.4.D</b> Observes and describes habitats and life cycles.</p> <p><b>SC-LES.4.E</b> Describes and discusses the relationship between humans and animals.</p>

## SCIENTIFIC THINKING AND EXPRESSION: EXPLORING, INQUIRY AND DISCOVERY

### 4.3 ENVIRONMENT AND ECOLOGY — NATURAL RESOURCES

Sub-area	Standard	Every Child Ready Standard(s)
A. Use of Natural Resources	<b>4.3.PK.A</b> Identify how the environment provides for the needs of people in their daily lives.	<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. <b>SC-LES.1.D</b> Describes how humans affect their environment in positive and negative ways, such as recycling, planting trees, litter, and pollution.
B. Availability of Natural Resources	<b>4.3.PK.B</b> Identify natural resources available to people in their daily life.	<b>SC-LES.1.AA</b> Notices and looks at the natural world around them. <b>SC-LES.1.A</b> Identifies different elements of nature, such as rocks, water, air and leaves. <b>SC-LES.2.B</b> Demonstrates understanding of the difference between living and nonliving things. <b>SC-LES.2.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. <b>SC-LES.2.D</b> Describes how humans affect their environment in positive and negative ways, such as recycling, planting trees, litter, and pollution. <b>SC-LES.2.E</b> Discusses how natural elements like wind and water have an impact on the natural world through a variety of processes, such as erosion.

## SCIENTIFIC THINKING AND EXPRESSION: EXPLORING, INQUIRY AND DISCOVERY

### 4.4 ENVIRONMENT AND ECOLOGY — AGRICULTURE AND SOCIETY

Sub-area	Standard	Every Child Ready Standard(s)
A. Food and Fiber Systems	<b>4.4.PK.A</b> Identify what plants and animals need to grow.	<b>SC-LES.4.AA</b> Points to and observes animals in the environment. <b>SC-LES.4.A</b> Identifies various animals. <b>SC-LES.4.B</b> Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features. <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. <b>SC-LES.4.D</b> Observes and describes habitats and life cycles. <b>SC-LES.4.E</b> Describes and discusses the relationship between humans and animals. <b>SC-LES.5.AA</b> Points to and observes plants in the environment. <b>SC-LES.5.A</b> Identifies various plants such as trees, flowers, bushes, and so on. <b>SC-LES.5.B</b> Identifies that plants are living and identifies characteristics and features of plants. <b>SC-LES.5.C</b> Identifies that plants are living and describes the needs of plants. <b>SC-LES.5.D</b> Observes and describes plant habitats and life cycles. <b>SC-LES.5.E</b> Describes and discusses ways that plants impact living things and the environment and how humans can impact plants.

## SCIENTIFIC THINKING AND EXPRESSION: EXPLORING, INQUIRY AND DISCOVERY

### 4.4 ENVIRONMENT AND ECOLOGY — AGRICULTURE AND SOCIETY

Sub-area	Standard	Every Child Ready Standard(s)
C. Applying Sciences to Agriculture	<b>4.4. PK.C</b> Recognize that plants and animals grow and change.	<p>SC-LES.4.AA Points to and observes animals in the environment.</p> <p>SC-LES.4.A Identifies various animals.</p> <p>SC-LES.4.B Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features.</p> <p>SC-LES.4.C Describes the needs of humans and animals and how their characteristics and behaviors support their needs, such as birds have beaks so they can dig for worms.</p> <p>SC-LES.4.D Observes and describes habitats and life cycles.</p> <p>SC-LES.4.E Describes and discusses the relationship between humans and animals.</p> <p>SC-LES.5.AA Points to and observes plants in the environment.</p> <p>SC-LES.5.A Identifies various plants such as trees, flowers, bushes, and so on.</p> <p>SC-LES.5.B Identifies that plants are living and identifies characteristics and features of plants.</p> <p>SC-LES.5.C Identifies that plants are living and describes the needs of plants.</p> <p>SC-LES.5.D Observes and describes plant habitats and life cycles.</p> <p>SC-LES.5.E Describes and discusses ways that plants impact living things and the environment and how humans can impact plants.</p> <p><b>SOC.5.AA</b> Begins to demonstrate an understanding of present experiences through concrete materials and visual supports.</p> <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> <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>
D. Technology Influences on Agriculture	<b>4.4.PK.D</b> Identify basic tools used in gardening at home and at school.	SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment.

## SCIENTIFIC THINKING AND EXPRESSION: EXPLORING, INQUIRY AND DISCOVERY

### 4.5 ENVIRONMENT AND ECOLOGY — HUMANS AND THE ENVIRONMENT

Sub-area	Standard	Every Child Ready Standard(s)
A. Sustainability	<p><b>4.5.PK.A</b> Identify what people need to survive.<sup>43</sup></p> <p><small><sup>43</sup>Part 1 of 2. Continues on page 51.</small></p>	<p>SC-LES.4.AA Points to and observes animals in the environment.</p> <p>SC-LES.4.A Identifies various animals.</p>

# SCIENTIFIC THINKING AND EXPRESSION: EXPLORING, INQUIRY AND DISCOVERY

## 4.5 ENVIRONMENT AND ECOLOGY — HUMANS AND THE ENVIRONMENT

Sub-area	Standard	Every Child Ready Standard(s)
A. Sustainability	<p><b>4.5.PK.A</b> Identify what people need to survive.<sup>44</sup></p> <p><i><sup>44</sup>Part 2 of 2. Continued from page 50.</i></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.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>SC-LES.4.D</b> Observes and describes habitats and life cycles.</p> <p><b>SC-LES.4.E</b> Describes and discusses the relationship between humans and animals.</p>
B. Integrated Pest Management	<b>4.5.PK.B</b> Identify things in the natural environment that can be harmful to people, pets and other living things.	<p><b>PD.6.AA</b> Begins to recognize and accepts help in 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> <p><b>PD.6.D</b> Understands and describes the importance of safety procedures.</p> <p><b>PD.6.E</b> Understands and describes how to get help when there are unsafe objects, substances, or behaviors.</p>
C. Pollution	<b>4.5.PK.C</b> Identify ways people pollute the environment.	<p><b>SC-LES.1.AA</b> Notices and looks at the natural world around them.</p> <p><b>SC-LES.1.A</b> Identifies different elements of nature, such as rocks, water, air and leaves.</p> <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.1.D</b> Describes how humans affect their environment in positive and negative ways, such as recycling, planting trees, litter, and pollution.</p> <p><b>SC-LES.1.E</b> Discusses how natural elements like wind and water have an impact on the natural world through a variety of processes, such as erosion.</p>
D. Waste	<b>4.5.PK.D</b> Describe how everyday human activities generate waste.	<p><b>SC-LES.1.AA</b> Notices and looks at the natural world around them.</p> <p><b>SC-LES.1.A</b> Identifies different elements of nature, such as rocks, water, air and leaves.</p> <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.1.D</b> Describes how humans affect their environment in positive and negative ways, such as recycling, planting trees, litter, and pollution.</p> <p><b>SC-LES.1.E</b> Discusses how natural elements like wind and water have an impact on the natural world through a variety of processes, such as erosion.</p>

# SCIENTIFIC THINKING AND EXPRESSION: EXPLORING, INQUIRY AND DISCOVERY

## 15.4 COMPUTER AND INFORMATION TECHNOLOGY

Sub-area	Standard	Every Child Ready Standard(s)
A. Influence of Emerging Technologies	<b>15.4.PK.A</b> Identify various technologies used in the classroom and at home.	<p><b>Tech.1.AA</b> Observes adults using technology devices.</p> <p><b>Tech.1.A</b> Identifies a variety of technology devices and begins to use technology devices with adult support.</p> <p><b>Tech.1.B</b> Participates in digital activities that use learning applications and programs with adult support.</p> <p><b>Tech.1.C</b> Demonstrates ability to turn on digital devices and follows instructions to use familiar technology devices.</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>
B. Digital Citizenship	<b>15.4.PK.B</b> Demonstrate responsible use of technology and equipment.	<p><b>Tech.1.AA</b> Observes adults using technology devices.</p> <p><b>Tech.1.A</b> Identifies a variety of technology devices and begins to use technology devices with adult support.</p> <p><b>Tech.1.B</b> Participates in digital activities that use learning applications and programs with adult support.</p> <p><b>Tech.1.C</b> Demonstrates ability to turn on digital devices and follows instructions to use familiar technology devices.</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> <p><b>Tech.2.AA</b> Observes adults using technology with care.</p> <p><b>Tech.2.A</b> Begins to hold and care for technology appropriately with adult support.</p> <p><b>Tech.2.B</b> Independently holds and cares for technology appropriately.</p> <p><b>Tech.2.C</b> Demonstrates simple ways to manage and maintain devices, such as alerting the teacher when the batteries need charging.</p> <p><b>Tech.2.D</b> Demonstrates safe behaviors, such as accessing only approved applications or websites and disconnects from the screen after a set amount of time.</p> <p><b>Tech.2.E</b> Explains why it is important to use safe behaviors when using technology devices and learning applications.</p>
C. Hardware	<b>15.4.PK.C</b> With prompting and support, identify peripheral devices of computer system including input and output devices. <sup>45</sup>	<p><b>Tech.1.AA</b> Observes adults using technology devices.</p> <p><b>Tech.1.A</b> Identifies a variety of technology devices and begins to use technology devices with adult support.</p> <p><b>Tech.1.B</b> Participates in digital activities that use learning applications and programs with adult support.</p>

<sup>45</sup>Part 1 of 2. Continues on page 53.

## SCIENTIFIC THINKING AND EXPRESSION: EXPLORING, INQUIRY AND DISCOVERY

### 15.4 COMPUTER AND INFORMATION TECHNOLOGY

Sub-area	Standard	Every Child Ready Standard(s)
C. Hardware	<p><b>15.4.PK.C</b> With prompting and support, identify peripheral devices of computer system including input and output devices.<sup>46</sup></p> <p><sup>46</sup>Part 2 of 2. Continued from page 52.</p>	<p><b>Tech.1.C</b> Demonstrates ability to turn on digital devices and follows instructions to use familiar technology devices.</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> <p><b>Tech.2.AA</b> Observes adults using technology with care.</p> <p><b>Tech.2.A</b> Begins to hold and care for technology appropriately with adult support.</p> <p><b>Tech.2.B</b> Independently holds and cares for technology appropriately.</p> <p><b>Tech.2.C</b> Demonstrates simple ways to manage and maintain devices, such as alerting the teacher when the batteries need charging.</p> <p><b>Tech.2.D</b> Demonstrates safe behaviors, such as accessing only approved applications or websites and disconnects from the screen after a set amount of time.</p> <p><b>Tech.2.E</b> Explains why it is important to use safe behaviors when using technology devices and learning applications.</p>
D. Input Technologies	<p><b>15.4.PK.D</b> Demonstrate the correct use of simple input technologies (e.g. mouse, touch screen, microphone, etc.).</p>	<p><b>Tech.1.AA</b> Observes adults using technology devices.</p> <p><b>Tech.1.A</b> Identifies a variety of technology devices and begins to use technology devices with adult support.</p> <p><b>Tech.1.B</b> Participates in digital activities that use learning applications and programs with adult support.</p> <p><b>Tech.1.C</b> Demonstrates ability to turn on digital devices and follows instructions to use familiar technology devices.</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> <p><b>Tech.2.AA</b> Observes adults using technology with care.</p> <p><b>Tech.2.A</b> Begins to hold and care for technology appropriately with adult support.</p> <p><b>Tech.2.B</b> Independently holds and cares for technology appropriately.</p> <p><b>Tech.2.C</b> Demonstrates simple ways to manage and maintain devices, such as alerting the teacher when the batteries need charging.</p> <p><b>Tech.2.D</b> Demonstrates safe behaviors, such as accessing only approved applications or websites and disconnects from the screen after a set amount of time.</p> <p><b>Tech.2.E</b> Explains why it is important to use safe behaviors when using technology devices and learning applications.</p>

## SCIENTIFIC THINKING AND EXPRESSION: EXPLORING, INQUIRY AND DISCOVERY

### 15.4 COMPUTER AND INFORMATION TECHNOLOGY

Sub-area	Standard	Every Child Ready Standard(s)
G. Software/Applications	<b>15.4.PK.G</b> With help and support, select and use various software / applications for an intended purpose.	<p><b>Tech.1.AA</b> Observes adults using technology devices.</p> <p><b>Tech.1.A</b> Identifies a variety of technology devices and begins to use technology devices with adult support.</p> <p><b>Tech.1.B</b> Participates in digital activities that use learning applications and programs with adult support.</p> <p><b>Tech.1.C</b> Demonstrates ability to turn on digital devices and follows instructions to use familiar technology devices.</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>
K. Digital Media	<b>15.4.PK.K</b> With help and support, identify similarities and differences between text, graphics, audio, animation, and video.	<p><b>Tech.1.AA</b> Observes adults using technology devices.</p> <p><b>Tech.1.A</b> Identifies a variety of technology devices and begins to use technology devices with adult support.</p> <p><b>Tech.1.B</b> Participates in digital activities that use learning applications and programs with adult support.</p> <p><b>Tech.1.C</b> Demonstrates ability to turn on digital devices and follows instructions to use familiar technology devices.</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>
L. Technology Research	<b>15.4.PK.L</b> With help and support, use web browser to locate content-specific websites.	<p><b>Tech.1.AA</b> Observes adults using technology devices.</p> <p><b>Tech.1.A</b> Identifies a variety of technology devices and begins to use technology devices with adult support.</p> <p><b>Tech.1.B</b> Participates in digital activities that use learning applications and programs with adult support.</p> <p><b>Tech.1.C</b> Demonstrates ability to turn on digital devices and follows instructions to use familiar technology devices.</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>
M. Emerging Technologies in Careers	<b>15.4.PK.M</b> With help and support, identify various technologies used in the workplace.	<p><b>ATL.3.A</b> Explores a variety of available objects and materials to discover what they do and how they work.</p>

## SOCIAL STUDIES THINKING: CONNECTING TO COMMUNITIES

### 5.1 CIVICS AND GOVERNMENT — PRINCIPLES AND DOCUMENTS OF GOVERNMENT

Sub-area	Standard	Every Child Ready Standard(s)
A. Rule of Law	<b>5.1 .PK.A</b> State rules and their consequences.	<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. <b>SOC.2.E</b> Shares how their thoughts, opinions, choices, and actions can impact their community.
F. Symbols	<b>5.1 PK.F</b> Identify basic American symbols. (e.g., American flag)	<b>SE.3.AA</b> Responds to own name. <b>SE.3.A</b> With adult support, verbally or nonverbally identifies something about themselves. <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. <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. <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.

## SOCIAL STUDIES THINKING: CONNECTING TO COMMUNITIES

### 5.2 CIVICS AND GOVERNMENT — RIGHTS AND RESPONSIBILITIES OF CITIZENSHIP

Sub-area	Standard	Every Child Ready Standard(s)
A. Civic Rights and Responsibilities	<b>5.2 PK.A</b> Identify selfmembership of a group such as the class or family. <sup>47</sup>  <i><sup>47</sup>Part 1 of 2. Continues on page 56.</i>	<b>SE.5.AA</b> Mostly engages in play on own, but notices or takes an interest in peer or social situations. <b>SE.5.A</b> Engages with peers with teacher modeling and participates in organized group activities. <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). <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). <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>SOC.2.AA</b> Shows interest in a variety of familiar community members. <b>SOC.2.A</b> Verbally or nonverbally identifies a variety of community members within their community, such as in their neighborhood and school.

## SOCIAL STUDIES THINKING: CONNECTING TO COMMUNITIES

### 5.2 CIVICS AND GOVERNMENT — RIGHTS AND RESPONSIBILITIES OF CITIZENSHIP

Sub-area	Standard	Every Child Ready Standard(s)
A. Civic Rights and Responsibilities	<p><b>5.2 PK.A</b> Identify selfmembership of a group such as the class or family.<sup>48</sup></p> <p><sup>48</sup>Part 2 of 2. Continued from page 55.</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.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>ATL.2.AA</b> Observes others in play and participates in an activity next to other children (onlooker/parallel play).</p> <p><b>ATL.2.A</b> Engages in activities next to peers using shared materials (parallel 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.D</b> Makes cooperative decisions with peers during play or structured activities (cooperative play).</p> <p><b>ATL.2.E</b> Establishes rules with peers during play or structured activities (cooperative play).</p> <p><b>SOC.1.AA</b> Identifies and recognizes self and family members.</p> <p><b>SOC.1.A</b> Understands family relationships in relation to self.</p> <p><b>SOC.1.B</b> Discusses the activities or celebrations that their family does together.</p> <p><b>SOC.1.C</b> Discusses the importance of their own family and the roles and responsibilities of various individuals in the family.</p> <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>
B. Conflict and Resolution	<b>5.2 PK.B</b> Identify a problem and discuss possible solutions with adult assistance.	<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).
C. Leadership and Public Service	<b>5.2 PK.C</b> Identify classroom projects/activities that support leadership and service.	<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.

## SOCIAL STUDIES THINKING: CONNECTING TO COMMUNITIES

### 5.3 CIVICS AND GOVERNMENT — How GOVERNMENT WORKS

Sub-area	Standard	Every Child Ready Standard(s)
C. Government Services	<b>5.3 PK.C</b> Identify community workers through their uniforms and equipment.	<b>SOC.2.AA</b> Shows interest in a variety of familiar community members. <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.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.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. <b>SOC.2.E</b> Shares how their thoughts, opinions, choices, and actions can impact their community.
F. Conflict and the Court System	<b>5.3 PK.F</b> Identify appropriate behaviors for responsible classroom citizens.	<b>SE.2.A</b> Coregulates emotion with one-on-one adult support. <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. <b>SE.6.B</b> Requests or accepts (verbally or nonverbally) adult support with many tasks. <b>SE.7.B</b> When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions. <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>SE.5.AA</b> Mostly engages in play on own, but notices or takes an interest in peer or social situations. <b>SE.5.A</b> Engages with peers with teacher modeling and participates in organized group activities. <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). <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). <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>SE.4.D</b> With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others.

## SOCIAL STUDIES THINKING: CONNECTING TO COMMUNITIES

### 6.1 ECONOMICS — SCARCITY AND CHOICE

Sub-area	Standard	Every Child Ready Standard(s)
A. Scarcity and Choice	<b>6.1 PK.A</b> Identify how scarcity influences choice.	<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>SE.5.AA</b> Mostly engages in play on own, but notices or takes an interest in peer or social situations. <b>SE.5.A</b> Engages with peers with teacher modeling and participates in organized group activities. <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). <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). <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. Limited Resources	<b>6.1 PK.B</b> Identify family wants and needs.	<b>SOC.1.AA</b> Identifies and recognizes self and family members. <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>SOC.1.C</b> Discusses the importance of their own family and the roles and responsibilities of various individuals in the family. <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.1.E</b> Explains why it's important to recognize and celebrate differences in families, such as their languages, music, food, or celebrations.
D. Incentives and Choice	<b>6.1 PK.D</b> Identify a choice based on individual interest.	<b>SOC.2.AA</b> Shows interest in a variety of familiar community members. <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.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.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. <b>SOC.2.E</b> Shares how their thoughts, opinions, choices, and actions can impact their community.

## SOCIAL STUDIES THINKING: CONNECTING TO COMMUNITIES

### 6.2 ECONOMICS — MARKET AND ECONOMIC SYSTEMS

Sub-area	Standard	Every Child Ready Standard(s)
C. Advertising and Media	<b>6.2 PK.C</b> Identify advertisements that encourage us to buy things.	<b>LL-BK.3.AA</b> Identifies familiar images or logos in environmental print.  <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>SOC.3.E</b> Discusses the purpose of saving money for a future purchase. <b>C-ARTS.2.AA</b> Engages briefly in, or observes others in, dramatic play. <b>C-ARTS.2.A</b> Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions. <b>C-ARTS.2.B</b> Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play. <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. <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.
D. Price Determination	<b>6.2 PK.D</b> Explain how money is used.	

## SOCIAL STUDIES THINKING: CONNECTING TO COMMUNITIES

### 6.3 ECONOMICS — FUNCTIONS OF GOVERNMENT

Sub-area	Standard	Every Child Ready Standard(s)
D. Government's Role in International Trade	<b>6.3 PK.D</b> Identify products produced locally. <sup>49</sup>  <i><sup>49</sup>Part 1 of 2. Continues on page 60.</i>	<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.

## SOCIAL STUDIES THINKING: CONNECTING TO COMMUNITIES

### 6.3 ECONOMICS — FUNCTIONS OF GOVERNMENT

Sub-area	Standard	Every Child Ready Standard(s)
D. Government's Role in International Trade	<p><b>6.3 PK.D</b> Identify products produced locally.<sup>50</sup></p> <p><i><sup>50</sup>Part 2 of 2. Continued from page 59.</i></p>	<p><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.</p> <p><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.</p> <p><b>SOC.3.E</b> Discusses the purpose of saving money for a future purchase.</p>

## SOCIAL STUDIES THINKING: CONNECTING TO COMMUNITIES

### 6.5 ECONOMICS — INCOME, PROFIT AND WEALTH

Sub-area	Standard	Every Child Ready Standard(s)
A. Factors Influencing Wages	<p><b>6.5 PK.A</b> Differentiate between work and play.</p>	<p><b>SOC.2.AA</b> Shows interest in a variety of familiar community members.</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>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>SOC.1.AA</b> Identifies and recognizes self and family members.</p> <p><b>SOC.1.A</b> Understands family relationships in relation to self.</p> <p><b>SOC.1.B</b> Discusses the activities or celebrations that their family does together.</p> <p><b>SOC.1.C</b> Discusses the importance of their own family and the roles and responsibilities of various individuals in the family.</p> <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>
C. Types of Businesses	<p><b>6.5 PK.C</b> Identify local businesses.<sup>51</sup></p> <p><i><sup>51</sup>Part 1 of 2. Continues on page 61.</i></p>	<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>

## SOCIAL STUDIES THINKING: CONNECTING TO COMMUNITIES

### 6.5 ECONOMICS — INCOME, PROFIT AND WEALTH

Sub-area	Standard	Every Child Ready Standard(s)
C. Types of Businesses	<p><b>6.5 PK.C</b> Identify local businesses.<sup>52</sup></p> <p><sup>52</sup>Part 2 of 2. Continued from page 60.</p>	<p><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.</p> <p><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.</p> <p><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.</p> <p><b>SOC.3.E</b> Discusses the purpose of saving money for a future purchase.</p> <p><b>C-ARTS.2.AA</b> Engages briefly in, or observes others in, dramatic 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.B</b> Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.</p> <p><b>C-ARTS.2.C</b> Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic 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>

## SOCIAL STUDIES THINKING: CONNECTING TO COMMUNITIES

### 7.1 GEOGRAPHY — BASIC GEOGRAPHIC LITERACY

Sub-area	Standard	Every Child Ready Standard(s)
A. Geographic Tools	<p><b>7.1 PK.A</b> Explain how a map is a representation of places.</p>	<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.4.B</b> Recognizes and describes common geographical features within their region.</p> <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> <p><b>SOC.4.E</b> Recognizes and describes different geographical features in other regions and discusses how they are the same and different.</p>



## SOCIAL STUDIES THINKING: CONNECTING TO COMMUNITIES

### 7.1 GEOGRAPHY — BASIC GEOGRAPHIC LITERACY

Sub-area	Standard	Every Child Ready Standard(s)
B. Location of Places and Regions	<b>7.1 PK.B</b> Describe the location of places in the home, school, and community to gain an understanding of relative location.	<b>SOC.4.AA</b> Verbally or nonverbally identifies familiar places and the features, such as home, classroom, and school building. <b>SOC.4.A</b> Verbally or nonverbally identifies common locations in their neighborhood and community and their features (library, store, park, etc.). <b>SOC.4.B</b> Recognizes and describes common geographical features within their region. <b>SOC.4.C</b> Uses geographic tools, such as maps and globes, with support and guidance to find common geographical features. <b>SOC.4.D</b> Creates representations or maps of familiar places, such as classroom, community, or region. <b>SOC.4.E</b> Recognizes and describes different geographical features in other regions and discusses how they are the same and different.

## SOCIAL STUDIES THINKING: CONNECTING TO COMMUNITIES

### 7.2 GEOGRAPHY — PHYSICAL CHARACTERISTICS OF PLACES AND REGIONS

Sub-area	Standard	Every Child Ready Standard(s)
A. Physical Characteristics	<b>7.2 PK.A</b> Describe the characteristics of home and frequently visited locations to gain an understanding of physical features.	<b>SOC.4.AA</b> Verbally or nonverbally identifies familiar places and the features, such as home, classroom, and school building. <b>SOC.4.A</b> Verbally or nonverbally identifies common locations in their neighborhood and community and their features (library, store, park, etc.). <b>SOC.4.B</b> Recognizes and describes common geographical features within their region. <b>SOC.4.C</b> Uses geographic tools, such as maps and globes, with support and guidance to find common geographical features. <b>SOC.4.D</b> Creates representations or maps of familiar places, such as classroom, community, or region. <b>SOC.4.E</b> Recognizes and describes different geographical features in other regions and discusses how they are the same and different.

## SOCIAL STUDIES THINKING: CONNECTING TO COMMUNITIES

### 8.1 HISTORY — HISTORICAL ANALYSIS AND SKILLS DEVELOPMENT

Sub-area	Standard	Every Child Ready Standard(s)
A. Continuity and Change Over Time	<b>8.1 PK.A</b> Identify a sequence of events through a day. <sup>53</sup>	<b>M-M.2.AA</b> Demonstrates understanding of familiar daily routines. <b>M-M.2.A</b> Sequences up to two to four steps in a familiar daily routine. <b>M-M.2.B</b> Demonstrates the understanding of daily routines (order and general length of components).

## SOCIAL STUDIES THINKING: CONNECTING TO COMMUNITIES

### 8.1 HISTORY — HISTORICAL ANALYSIS AND SKILLS DEVELOPMENT

Sub-area	Standard	Every Child Ready Standard(s)
A. Continuity and Change Over Time	<p><b>8.1 PK.A</b> Identify a sequence of events through a day.<sup>54</sup></p> <p><sup>54</sup><i>Part 2 of 2. Continued from page 62.</i></p>	<p><b>M-M.2.C</b> Demonstrates understanding of passage of time within one day, such as understanding morning, afternoon, earlier, later.</p> <p><b>M-M.2.D</b> Demonstrates the understanding of weekly routines (e.g., specials, home days, school days).</p> <p><b>M-M.2.E</b> Begins to demonstrate basic knowledge that clocks and calendars are related to the passage of time.</p>
C. Research	<p><b>8.1 PK.C</b> Understand that information comes from many sources such as books, computers, and newspapers.</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> <p><b>LL-NC.5.B</b> Recognizes that informational texts are a source of information.</p> <p><b>LL-NC.5.C</b> Makes connections between own experiences, background knowledge, and information presented in an informational text.</p> <p><b>LL-NC.5.D</b> Describes the relationship between an informational text and another text about a similar topic.</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> <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.4.B</b> Recognizes and describes common geographical features within their region.</p> <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> <p><b>SOC.4.E</b> Recognizes and describes different geographical features in other regions and discusses how they are the same and different.</p>

## CREATIVE THINKING AND EXPRESSION: COMMUNICATING THROUGH THE ARTS

### 9.1.M PRODUCTION AND PERFORMANCE — MUSIC AND MOVEMENT

Sub-area	Standard	Every Child Ready Standard(s)
A. Elements and Principles	<p><b>9.1.M PK.A</b> Know and use basic elements and principles of music and movement.<sup>55</sup></p> <p><sup>55</sup><i>Part 1 of 2. Continues on page 64.</i></p>	<p><b>C-ARTS.1.AA</b> Moves body spontaneously to music.</p> <p><b>C-ARTS.1.A</b> Participates in guided movement activities by copying dances and movements introduced by others.</p>

## CREATIVE THINKING AND EXPRESSION: COMMUNICATING THROUGH THE ARTS

### 9.1.M PRODUCTION AND PERFORMANCE — MUSIC AND MOVEMENT

Sub-area	Standard	Every Child Ready Standard(s)
A. Elements and Principles	<p><b>9.1.M PK.A</b> Know and use basic elements and principles of music and movement.<sup>56</sup></p> <p><sup>56</sup><i>Part 2 of 2. Continued from page 63.</i></p>	<p><b>C-ARTS.1.B</b> Recalls short, simple dances and movement sequences previously introduced by others.</p> <p><b>C-ARTS.1.C</b> Creates short dances or movement sequences.</p> <p><b>C-ARTS.1.D</b> Leads dances or movement sequences and demonstrates them to others.</p> <p><b>C-ARTS.1.E</b> Creates and leads dances or movement sequences and begins to synchronize music with movement.</p> <p><b>C-ARTS.4.AA</b> Listens to a variety of music.</p> <p><b>C-ARTS.4.A</b> Participates in a variety of music activities with different tempos, genres, and rhythms.</p> <p><b>C-ARTS.4.B</b> Sings a variety of songs within children's vocal range, independently and with others.</p> <p><b>C-ARTS.4.C</b> Recognizes differences between a variety of music activities with different tempos, genres, and rhythms.</p> <p><b>C-ARTS.4.D</b> Uses their voice or an instrument to express themselves and copy simple tempos.</p> <p><b>C-ARTS.4.E</b> Creates and performs original music or songs for others.</p>
B. Demonstration	<p><b>9.1.M PK.B</b> Respond to different types of music and dance through participation and discussion.</p>	<p><b>C-ARTS.1.AA</b> Moves body spontaneously to music.</p> <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>C-ARTS.1.C</b> Creates short dances or movement sequences.</p> <p><b>C-ARTS.1.D</b> Leads dances or movement sequences and demonstrates them to others.</p> <p><b>C-ARTS.1.E</b> Creates and leads dances or movement sequences and begins to synchronize music with movement.</p> <p><b>C-ARTS.4.AA</b> Listens to a variety of music.</p> <p><b>C-ARTS.4.A</b> Participates in a variety of music activities with different tempos, genres, and rhythms.</p> <p><b>C-ARTS.4.B</b> Sings a variety of songs within children's vocal range, independently and with others.</p> <p><b>C-ARTS.4.C</b> Recognizes differences between a variety of music activities with different tempos, genres, and rhythms.</p> <p><b>C-ARTS.4.D</b> Uses their voice or an instrument to express themselves and copy simple tempos.</p> <p><b>C-ARTS.4.E</b> Creates and performs original music or songs for others.</p>

## CREATIVE THINKING AND EXPRESSION: COMMUNICATING THROUGH THE ARTS

### 9.1.M PRODUCTION AND PERFORMANCE — MUSIC AND MOVEMENT

Sub-area	Standard	Every Child Ready Standard(s)
E. Representation	<b>9.1.M PK.E</b> Use imagination and creativity to express self through music and dance.	<p>C-ARTS.1.AA Moves body spontaneously to music.</p> <p>C-ARTS.1.A Participates in guided movement activities by copying dances and movements introduced by others.</p> <p>C-ARTS.1.B Recalls short, simple dances and movement sequences previously introduced by others.</p> <p>C-ARTS.1.C Creates short dances or movement sequences.</p> <p>C-ARTS.1.D Leads dances or movement sequences and demonstrates them to others.</p> <p>C-ARTS.1.E Creates and leads dances or movement sequences and begins to synchronize music with movement.</p> <p>C-ARTS.4.AA Listens to a variety of music.</p> <p>C-ARTS.4.A Participates in a variety of music activities with different tempos, genres, and rhythms.</p> <p>C-ARTS.4.B Sings a variety of songs within children's vocal range, independently and with others.</p> <p>C-ARTS.4.C Recognizes differences between a variety of music activities with different tempos, genres, and rhythms.</p> <p>C-ARTS.4.D Uses their voice or an instrument to express themselves and copy simple tempos.</p> <p>C-ARTS.4.E Creates and performs original music or songs for others.</p>
J. Technologies	<b>9.1 M.PK.J</b> Use a variety of technologies for producing or performing works of art.	<p>C-ARTS.4.AA Listens to a variety of music.</p> <p>C-ARTS.4.A Participates in a variety of music activities with different tempos, genres, and rhythms.</p> <p>C-ARTS.4.B Sings a variety of songs within children's vocal range, independently and with others.</p> <p>C-ARTS.4.C Recognizes differences between a variety of music activities with different tempos, genres, and rhythms.</p> <p>C-ARTS.4.D Uses their voice or an instrument to express themselves and copy simple tempos.</p> <p>C-ARTS.4.E Creates and performs original music or songs for others.</p>

## CREATIVE THINKING AND EXPRESSION: COMMUNICATING THROUGH THE ARTS

### 9.1.D PRODUCTION AND PERFORMANCE — DRAMATIC AND PERFORMANCE PLAY

Sub-area	Standard	Every Child Ready Standard(s)
B. Demonstration	<b>9.1.D PK.B</b> Recreate a dramatic play experience for an audience. <sup>57</sup> <p><small><sup>57</sup>Part 1 of 2. Continues on page 66.</small></p>	<p>C-ARTS.2.AA Engages briefly in, or observes others in, dramatic play.</p> <p>C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.</p> <p>C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.</p>

## CREATIVE THINKING AND EXPRESSION: COMMUNICATING THROUGH THE ARTS

### 9.1.D PRODUCTION AND PERFORMANCE — DRAMATIC AND PERFORMANCE PLAY

Sub-area	Standard	Every Child Ready Standard(s)
B. Demonstration	<p><b>9.1.D PK.B</b> Recreate a dramatic play experience for an audience.<sup>58</sup></p> <p><sup>58</sup>Part 2 of 2. Continued from page 65.</p>	<p><b>C-ARTS.2.C</b> Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic 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>
E. Representation	<p><b>9.1.D PK.E</b> Use imagination and creativity to express self through dramatic play.</p>	<p><b>C-ARTS.2.AA</b> Engages briefly in, or observes others in, dramatic 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.B</b> Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.</p> <p><b>C-ARTS.2.C</b> Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic 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>

## CREATIVE THINKING AND EXPRESSION: COMMUNICATING THROUGH THE ARTS

### 9.1.V PRODUCTION AND PERFORMANCE — VISUAL ARTS

Sub-area	Standard	Every Child Ready Standard(s)
A. Elements and Principles	<p><b>9.1.V PK.A</b> Know and use basic elements of visual arts.</p>	<p><b>C-ARTS.3.AA</b> Freely explores a variety of art materials and tools for sensory exploration.</p> <p><b>C-ARTS.3.A</b> Expresses self using a variety of art materials and tools.</p> <p><b>C-ARTS.3.B</b> Creates drawings, paintings, and models with an increasing level of detail.</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> <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>

## CREATIVE THINKING AND EXPRESSION: COMMUNICATING THROUGH THE ARTS

### 9.1.V PRODUCTION AND PERFORMANCE — VISUAL ARTS

Sub-area	Standard	Every Child Ready Standard(s)
B. Demonstration	<b>9.1.V PK.B</b> Combine a variety of materials to create a work of 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.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>C-ARTS.3.E</b> Reviews their original art and makes changes to the final product.
E. Representation	<b>9.1.V PK.E</b> Use imagination and creativity to express self through visual arts.	<b>C-ARTS.3.A</b> Expresses self using a variety of art materials and tools.
J. Technologies	<b>9.1.V PK.J</b> Use a variety of technologies for producing works of art.	<b>C-ARTS.3.D</b> Plans for and creates art using preferred art materials, tools, and techniques. <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.

## CREATIVE THINKING AND EXPRESSION: COMMUNICATING THROUGH THE ARTS

### 9.2 HISTORICAL AND CULTURAL CONTEXT OF WORKS IN THE ARTS

Sub-area	Standard	Every Child Ready Standard(s)
D. Perspective	<b>9.2 PK.D</b> Explain that instruments or art forms represent cultural perspectives.	<b>SOC.1.D</b> Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations.

## CREATIVE THINKING AND EXPRESSION: COMMUNICATING THROUGH THE ARTS

### 9.3 CRITICAL RESPONSE TO WORKS IN THE ARTS

Sub-area	Standard	Every Child Ready Standard(s)
F. Identification	<b>9.3 PK.F</b> Recognize and name a variety of art forms. <sup>59</sup>  <small><sup>59</sup>Part 1 of 2. Continues on page 68.</small>	<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.

## CREATIVE THINKING AND EXPRESSION: COMMUNICATING THROUGH THE ARTS

### 9.3 CRITICAL RESPONSE TO WORKS IN THE ARTS

Sub-area	Standard	Every Child Ready Standard(s)
F. Identification	<p><b>9.3 PK.F</b> Recognize and name a variety of art forms.<sup>60</sup></p> <p><sup>60</sup>Part 2 of 2. Continued from page 67.</p>	<p>C-ARTS.5.B Discusses their own artistic creations and chooses artwork for display or performance.</p> <p>C-ARTS.5.C Recognizes and discusses differences in artistic creations.</p> <p>C-ARTS.5.D Expresses opinions about the artistic creations and techniques of others.</p> <p>C-ARTS.5.E Interprets the art of others by describing what they see and identifying a theme.</p>
G. Critical Response	<p><b>9.3 PK.G</b> Formulate and share an opinion about others' art products.</p>	<p>C-ARTS.5.AA Shows enthusiasm and curiosity about different types of creative arts.</p> <p>C-ARTS.5.A Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques.</p> <p>C-ARTS.5.B Discusses their own artistic creations and chooses artwork for display or performance.</p> <p>C-ARTS.5.C Recognizes and discusses differences in artistic creations.</p> <p>C-ARTS.5.D Expresses opinions about the artistic creations and techniques of others.</p> <p>C-ARTS.5.E Interprets the art of others by describing what they see and identifying a theme.</p>

## CREATIVE THINKING AND EXPRESSION: COMMUNICATING THROUGH THE ARTS

### 9.4 AESTHETIC RESPONSE TO WORKS IN THE ARTS

Sub-area	Standard	Every Child Ready Standard(s)
B. Emotional Response	<p><b>9.4 PK.B</b> Demonstrate an emotional response to viewing or creating various art works.</p>	<p>C-ARTS.5.AA Shows enthusiasm and curiosity about different types of creative arts.</p> <p>C-ARTS.5.A Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques.</p> <p>C-ARTS.5.B Discusses their own artistic creations and chooses artwork for display or performance.</p> <p>C-ARTS.5.C Recognizes and discusses differences in artistic creations.</p> <p>C-ARTS.5.D Expresses opinions about the artistic creations and techniques of others.</p> <p>C-ARTS.5.E Interprets the art of others by describing what they see and identifying a theme.</p>

# HEALTH AND WELLNESS AND PHYSICAL DEVELOPMENT: LEARNING ABOUT MY BODY

## 10.1 CONCEPTS OF HEALTH

Sub-area	Standard	Every Child Ready Standard(s)
B. Interaction of Body Systems	<b>10.1 PK.B</b> Identify and locate body parts.	<p>SC-LES.4.AA Points to and observes animals in the environment.</p> <p>SC-LES.4.A Identifies various animals.</p> <p>SC-LES.4.B Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features.</p> <p>SC-LES.4.C Describes the needs of humans and animals and how their characteristics and behaviors support their needs, such as birds have beaks so they can dig for worms.</p> <p>SC-LES.4.D Observes and describes habitats and life cycles.</p> <p>SC-LES.4.E Describes and discusses the relationship between humans and animals.</p>
C. Nutrition	<b>10.1 PK.C</b> Identify foods that keep our body healthy	<p>PD.5.C Begins to understand how eating a variety of foods and proper hydration helps the body grow and be healthy.</p> <p>PD.5.D Demonstrates understanding and categorizes different food types such as vegetables, fruit, grains, protein, and dairy.</p> <p>PD.5.E Understands and describes different foods and how they give our bodies nutrients and energy.</p>
D. Alcohol, Tobacco and Chemical Substances	<b>10.1 PK.D</b> Identify and discuss the purposes of medicine.	<p>PD.4.AA Begins to recognize and accept help in self-care and hygiene routines.</p> <p>PD.4.A With teacher guidance, follows self-care and hygiene routines.</p> <p>PD.4.B Demonstrates understanding of self-care and hygiene routines and begins to initiate.</p> <p>PD.4.C Completes self-care and hygiene routines with minimal assistance.</p> <p>PD.4.D Independently completes self-care and hygiene routines.</p> <p>PD.4.E Understands and describes the importance of self-care and hygiene routines.</p>
E. Health Problems and Disease Prevention	<b>10.1 PK.E</b> Identify and discuss common health problems.	<p>PD.4.AA Begins to recognize and accept help in self-care and hygiene routines.</p> <p>PD.4.A With teacher guidance, follows self-care and hygiene routines.</p> <p>PD.4.B Demonstrates understanding of self-care and hygiene routines and begins to initiate.</p> <p>PD.4.C Completes self-care and hygiene routines with minimal assistance.</p> <p>PD.4.D Independently completes self-care and hygiene routines.</p> <p>PD.4.E Understands and describes the importance of self-care and hygiene routines.</p> <p>PD.6.AA Begins to recognize and accept help in following safety procedures.</p> <p>PD.6.A With teacher guidance, follows safety procedures.</p> <p>PD.6.B Demonstrates understanding of safety procedures and begins to initiate.</p> <p>PD.6.C Independently follows safety procedures.</p> <p>PD.6.D Understands and describes the importance of safety procedures.</p> <p>PD.6.E Understands and describes how to get help when there are unsafe objects, substances, or behaviors.</p>

## HEALTH AND WELLNESS AND PHYSICAL DEVELOPMENT: LEARNING ABOUT MY BODY

### 10.2 HEALTHFUL LIVING

Sub-area	Standard	Every Child Ready Standard(s)
A. Health Practices, Products and Services	<b>10.2 PK.A</b> Identify fundamental practices for good health.	<p>PD.4.AA Begins to recognize and accept help in self-care and hygiene routines.</p> <p>PD.4.A With teacher guidance, follows self-care and hygiene routines.</p> <p>PD.4.B Demonstrates understanding of self-care and hygiene routines and begins to initiate.</p> <p>PD.4.C Completes self-care and hygiene routines with minimal assistance.</p> <p>PD.4.D Independently completes self-care and hygiene routines.</p> <p>PD.4.E Understands and describes the importance of self-care and hygiene routines.</p>
E. Health and the Environment	<b>10.2 PK.E</b> Identify environmental factors that affect health.	<p>PD.6.AA Begins to recognize and accepts help in following safety procedures.</p> <p>PD.6.A With teacher guidance, follows safety procedures.</p> <p>PD.6.B Demonstrates understanding of safety procedures and begins to initiate.</p> <p>PD.6.C Independently follows safety procedures.</p> <p>PD.6.D Understands and describes the importance of safety procedures.</p> <p>PD.6.E Understands and describes how to get help when there are unsafe objects, substances, or behaviors.</p>

## HEALTH AND WELLNESS AND PHYSICAL DEVELOPMENT: LEARNING ABOUT MY BODY

### 10.3 SAFETY AND INJURY PREVENTION

Sub-area	Standard	Every Child Ready Standard(s)
A. Safe and Unsafe Practices	<b>10.3 PK.A</b> Recognize safe and unsafe practices.	<p>PD.6.AA Begins to recognize and accepts help in following safety procedures.</p> <p>PD.6.A With teacher guidance, follows safety procedures.</p> <p>PD.6.B Demonstrates understanding of safety procedures and begins to initiate.</p> <p>PD.6.C Independently follows safety procedures.</p> <p>PD.6.D Understands and describes the importance of safety procedures.</p> <p>PD.6.E Understands and describes how to get help when there are unsafe objects, substances, or behaviors.</p>
B. Emergency Responses	<b>10.3 PK.B</b> Recognize emergency situations and discuss appropriate responses.	<p>PD.6.AA Begins to recognize and accepts help in following safety procedures.</p> <p>PD.6.A With teacher guidance, follows safety procedures.</p> <p>PD.6.B Demonstrates understanding of safety procedures and begins to initiate.</p> <p>PD.6.C Independently follows safety procedures.</p> <p>PD.6.D Understands and describes the importance of safety procedures.</p> <p>PD.6.E Understands and describes how to get help when there are unsafe objects, substances, or behaviors.</p>

## HEALTH AND WELLNESS AND PHYSICAL DEVELOPMENT: LEARNING ABOUT MY BODY

### 10.4 PHYSICAL ACTIVITY — GROSS MOTOR COORDINATION

Sub-area	Standard	Every Child Ready Standard(s)
A. Control and Coordination	<b>10.4 PK.A</b> Demonstrate coordination of body movements in active play.	<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 move 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> <p><b>PD.1.C</b> Begins to coordinate upper and lower body such as 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 travels 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>
B. Balance and Strength	<b>10.4 PK.B</b> Exhibit balance while moving on the ground or using equipment.	<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 move 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> <p><b>PD.1.C</b> Begins to coordinate upper and lower body such as 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 travels 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>

## HEALTH AND WELLNESS AND PHYSICAL DEVELOPMENT: LEARNING ABOUT MY BODY

### 10.5 CONCEPTS, PRINCIPLES AND STRATEGIES OF MOVEMENT — FINE MOTOR DEVELOPMENT

Sub-area	Standard	Every Child Ready Standard(s)
A. Strength, Coordination, and Muscle Control	<b>10.5 PK.A</b> Use hands, fingers, and wrists to manipulate objects.	<p><b>PD.2.AA</b> Uses two hands to hold containers, stacks objects such as blocks with coordination.</p> <p><b>PD.2.A</b> Uses hands and fingers to complete a variety of tasks such as opening drawers and cabinets.</p> <p><b>PD.2.B</b> Uses hands, wrists, and fingers to complete a variety of tasks such as pouring, scooping, opening lids to easy-to-open jars, and simple puzzles.</p> <p><b>PD.2.C</b> Begins to use refined hand movements such as using blunt scissors, buttoning large buttons, connecting small toys such as linking cubes or blocks.</p> <p><b>PD.2.D</b> Demonstrates controlled fine motor movements in a variety of ways such as cuts along lines with accuracy.</p> <p><b>PD.2.E</b> Uses precise hand movements to complete a variety of activities such as building using small blocks, completing lacing card activities, and cutting out simple shapes with accuracy.</p>
B. Eye/Hand Coordination	<b>10.5 PK.B</b> Coordinate eye and hand movements to perform a task.	<p><b>PD.2.AA</b> Uses two hands to hold containers, stacks objects such as blocks with coordination.</p> <p><b>PD.2.A</b> Uses hands and fingers to complete a variety of tasks such as opening drawers and cabinets.</p> <p><b>PD.2.B</b> Uses hands, wrists, and fingers to complete a variety of tasks such as pouring, scooping, opening lids to easy-to-open jars, and simple puzzles.</p> <p><b>PD.2.C</b> Begins to use refined hand movements such as using blunt scissors, buttoning large buttons, connecting small toys such as linking cubes or blocks.</p> <p><b>PD.2.D</b> Demonstrates controlled fine motor movements in a variety of ways such as cuts along lines with accuracy.</p> <p><b>PD.2.E</b> Uses precise hand movements to complete a variety of activities such as building using small blocks, completing lacing card activities, and cutting out simple shapes with accuracy.</p> <p><b>PD.3.AA</b> Uses crayons or markers with some coordination.</p> <p><b>PD.3.A</b> Draws vertical and horizontal lines with a model using a fisted grasp.</p> <p><b>PD.3.B</b> With teacher modeling, draws circles, squares, and crosses.</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>

## HEALTH AND WELLNESS AND PHYSICAL DEVELOPMENT: LEARNING ABOUT MY BODY

### 10.5 CONCEPTS, PRINCIPLES AND STRATEGIES OF MOVEMENT — FINE MOTOR DEVELOPMENT

Sub-area	Standard	Every Child Ready Standard(s)
C. Use of Tools	<b>10.5 PK.C</b> Use tools that require use of fingers, hands, and/or wrists to accomplish a task.	<p><b>PD.2.AA</b> Uses two hands to hold containers, stacks objects such as blocks with coordination.</p> <p><b>PD.2.A</b> Uses hands and fingers to complete a variety of tasks such as opening drawers and cabinets.</p> <p><b>PD.2.B</b> Uses hands, wrists, and fingers to complete a variety of tasks such as pouring, scooping, opening lids to easy-to-open jars, and simple puzzles.</p> <p><b>PD.2.C</b> Begins to use refined hand movements such as using blunt scissors, buttoning large buttons, connecting small toys such as linking cubes or blocks.</p> <p><b>PD.2.D</b> Demonstrates controlled fine motor movements in a variety of ways such as cuts along lines with accuracy.</p> <p><b>PD.2.E</b> Uses precise hand movements to complete a variety of activities such as building using small blocks, completing lacing card activities, and cutting out simple shapes with accuracy.</p>

## SOCIAL AND EMOTIONAL DEVELOPMENT: STUDENT INTERPERSONAL SKILLS

### 16.1 SELF-AWARENESS AND SELF-MANAGEMENT

Sub-area	Standard	Every Child Ready Standard(s)
A. Manages Emotions and Behaviors	<b>16.1 PK.A</b> Distinguish between emotions and identify socially accepted ways to express them.	<p><b>SE.1.AA</b> Verbally or nonverbally expresses basic emotions, such as happy, angry, and sad, while an adult adds emotion labels to that expression.</p> <p><b>SE.1.A</b> Verbally or nonverbally expresses basic emotions, such as happy, surprised, angry, scared, frustrated, and sad, while an adult adds emotion labels to that expression.</p> <p><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.</p> <p><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.</p> <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>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.2.A</b> Coregulates emotion with one-on-one adult support</p> <p><b>SE.2.B</b> Accepts offers of adult assistance to engage in coregulation.</p> <p><b>SE.2.C</b> Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult.</p> <p><b>SE.2.D</b> Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance.</p> <p><b>SE.2.E</b> Supports peers in regulating their emotions through co-regulation. Seeks and accepts co-regulation assistance when needed.</p>

## SOCIAL AND EMOTIONAL DEVELOPMENT: STUDENT INTERPERSONAL SKILLS

### 16.1 SELF-AWARENESS AND SELF-MANAGEMENT

Sub-area	Standard	Every Child Ready Standard(s)
B. Influences of Personal Traits on Life	<b>16.1 PK.B</b> Recognize that everyone has personal traits which guide behavior and choices.	<b>SE.3.AA</b> Responds to own name. <b>SE.3.A</b> With adult support, verbally or nonverbally identifies something about themselves. <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. <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. <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.
C. Resiliency	<b>16.1 PK.C</b> Recognize that everyone makes mistakes and that using positive coping skills can result in learning from the experience.	<b>ATL.8.D</b> Creates and follows through with simple plans independently. <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>ATL.3.D</b> Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed.
D. Goal Setting	<b>16.1 PK.D</b> Establish goals independently and recognize their influence on choices.	<b>ATL.7.E</b> Regulates impulses to complete tasks and engages in goal-directed behavior. <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>ATL.8.D</b> Creates and follows through with simple plans independently.

## SOCIAL AND EMOTIONAL DEVELOPMENT: STUDENT INTERPERSONAL SKILLS

### 16.2 ESTABLISHING AND MAINTAINING RELATIONSHIPS

Sub-area	Standard	Every Child Ready Standard(s)
A. Relationships	<b>16.2 PK.A</b> Interact with peers and adults in a socially acceptable manner. <sup>61</sup>	<b>SE.2.A</b> Coregulates emotion with one-on-one adult support <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. <b>SE.6.B</b> Requests or accepts (verbally or nonverbally) adult support with many tasks. <b>SE.7.B</b> When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.

## SOCIAL AND EMOTIONAL DEVELOPMENT: STUDENT INTERPERSONAL SKILLS

### 16.2 ESTABLISHING AND MAINTAINING RELATIONSHIPS

Sub-area	Standard	Every Child Ready Standard(s)
A. Relationships	<p><b>16.2 PK.A</b> Interact with peers and adults in a socially acceptable manner.<sup>62</sup></p> <p><sup>62</sup>Part 2 of 2. Continued from page 74.</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>SE.5.AA</b> Mostly engages in play on own, but notices or takes an interest in peer or social situations.</p> <p><b>SE.5.A</b> Engages with peers with teacher modeling and participates in organized group activities.</p> <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>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.</p> <p><b>ATL.2.AA</b> Observes others in play and participates in an activity next to other children (onlooker/parallel play).</p> <p><b>ATL.2.A</b> Engages in activities next to peers using shared materials (parallel 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.D</b> Makes cooperative decisions with peers during play or structured activities (cooperative play).</p> <p><b>ATL.2.E</b> Establishes rules with peers during play or structured activities (cooperative play).</p>
B. Diversity	<p><b>16.2 PK.B</b> Identify similarities and differences between self and others.</p>	<p><b>SE.3.AA</b> Responds to own name.</p> <p><b>SE.3.A</b> With adult support, verbally or nonverbally identifies something about themselves.</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>

## SOCIAL AND EMOTIONAL DEVELOPMENT: STUDENT INTERPERSONAL SKILLS

### 16.2 ESTABLISHING AND MAINTAINING RELATIONSHIPS

Sub-area	Standard	Every Child Ready Standard(s)
C. Communication	<p><b>16.2 PK.C</b> Engage in reciprocal communication with adults and peers.</p>	<p><b>LL-LC.2.AA</b> Verbally labels familiar objects, body parts, people, or emotions using one-word responses.</p> <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>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> <p><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.</p> <p><b>LL-LC.4.AA</b> Communicates with peers and teachers using nonverbal gestures like pointing, shrugging shoulders, or giving a thumbs-up.</p> <p><b>LL-LC.4.A</b> Initiates a brief verbal or nonverbal social interaction with adults or peers engaging in a one-way interaction.</p> <p><b>LL-LC.4.B</b> Initiates or joins conversations and engages in conversational turn-taking with at least one feedback loop using both verbal and nonverbal communication.</p> <p><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.</p> <p><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.</p> <p><b>LL-LC.4.E</b> Modifies conversations based on the context or listener.</p>
D. Managing Interpersonal Conflicts	<p><b>16.2 PK.D</b> Recognize that conflict occurs and distinguish between appropriate and inappropriate ways to resolve conflict.</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> <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>

## SOCIAL AND EMOTIONAL DEVELOPMENT: STUDENT INTERPERSONAL SKILLS

### 16.2 ESTABLISHING AND MAINTAINING RELATIONSHIPS

Sub-area	Standard	Every Child Ready Standard(s)
E. Support — Asking for Help	<b>16.2 PK.E</b> Ask for and accept offers of help when needed or appropriate.	<p><b>SE.6.AA</b> Responds to one-on-one support to complete tasks. May attempt or mimic the completion of tasks on own with close support.</p> <p><b>SE.6.A</b> With explicit adult instruction and modeling, completes a task alongside teacher support.</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.6.D</b> Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.</p> <p><b>SE.6.E</b> Seeks out opportunities to complete age-appropriate tasks independently.</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>

## SOCIAL AND EMOTIONAL DEVELOPMENT: STUDENT INTERPERSONAL SKILLS

### 16.3 DECISION MAKING AND RESPONSIBLE BEHAVIOR

Sub-area	Standard	Every Child Ready Standard(s)
A. Decision Making Skills	<b>16.3 PK.A</b> Interpret the consequences of choices.	<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. Understanding Social Norms	<b>16.3 PK.B</b> Recognize there are socially acceptable ways to behave in different places.	<p><b>ATL.5.B</b> Shifts between tasks or activities, including ending preferred activities, with adult support.</p> <p><b>ATL.5.C</b> Adjusts to changes in the environment or schedule with adult guidance and advance warning.</p> <p><b>ATL.5.D</b> With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error).</p> <p><b>ATL.5.E</b> Adapts to new rules or circumstances in an age-appropriate game or activity.</p>

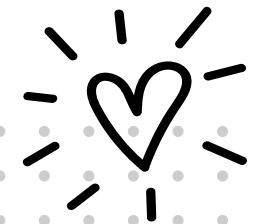
## SOCIAL AND EMOTIONAL DEVELOPMENT: STUDENT INTERPERSONAL SKILLS

### 16.3 DECISION MAKING AND RESPONSIBLE BEHAVIOR

Sub-area	Standard	Every Child Ready Standard(s)
C. Responsible Active Engagement	<b>16.3 PK.C</b> Actively engage in assisting others when appropriate.	<p><b>SE.5.AA</b> Mostly engages in play on own, but notices or takes an interest in peer or social situations.</p> <p><b>SE.5.A</b> Engages with peers with teacher modeling and participates in organized group activities.</p> <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>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.</p>



# Notes





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