

# Every Child Ready Standards & Rhode Island Early Learning and Development Standards Alignment





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## DOMAIN 1: PHYSICAL HEALTH AND MOTOR DEVELOPMENT

| Component                         | Rhode Island Early Learning and Development Standard   | Curriculum Submission Alignment Evidence  |
|-----------------------------------|--|---|
| PH 1: Health and Safety Practices | PH 1.a: Children engage in structured and unstructured physical activity.  | <p><b>PD.1 Gross Motor:</b> Children's ability to use gross motor movements with increasing levels of control and coordination.</p> <p><b>PD.1.AA</b> Sits down and stands up with control. Moves body in a variety of ways such as walking, running, and galloping. Walks up and down the stairs with assistance. Throws balls and attempts to kick balls.</p> <p><b>PD.1.A</b> Begins to develop balance and coordination in gross motor movements such as moving arms and legs together to climb, push or pull. Jumps with two feet.</p> <p><b>PD.1.B</b> Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet.</p> <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> |
| PH 1: Health and Safety Practices | PH 1.b: Children become increasingly able to identify unsafe situations and gradually learn strategies for responding to them. | <p><b>PD.6 Safety:</b> Children's understanding and description of ways to stay safe.</p> <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>  |
| PH 1: Health and Safety Practices | PH 1.c: Children develop self-help skills.   | <p><b>PD.4 Self-Care and Hygiene:</b> Children's ability to follow and eventually independently complete self-care and hygiene routines.</p> <p><b>PD.4.AA</b> Begins to recognize and accept help in self-care and hygiene routines.</p> <p><b>PD.4.A</b> With teacher guidance, follows self-care and hygiene routines.</p> <p><b>PD.4.B</b> Demonstrates understanding of self-care and hygiene routines and begins to initiate.</p> <p><b>PD.4.C</b> Completes self-care and hygiene routines with minimal assistance.</p> <p><b>PD.4.D</b> Independently completes self-care and hygiene routines.</p> <p><b>PD.4.E</b> Understands and describes the importance of self-care and hygiene routines.</p>  |

## DOMAIN 1: PHYSICAL HEALTH AND MOTOR DEVELOPMENT

| Component                     | Rhode Island Early Learning and Development Standard                       | Curriculum Submission Alignment Evidence   |
|-------------------------------|--|--|
| PH 2: Gross Motor Development | PH 2.a: Children develop large-muscle control, strength, and coordination. | <p><b>PD.1 Gross Motor:</b> Children's ability to use gross motor movements with increasing levels of control and coordination.</p> <p><b>PD.1.AA</b> Sits down and stands up with control. Moves body in a variety of ways such as walking, running, and galloping. Walks up and down the stairs with assistance. Throws balls and attempts to kick balls.</p> <p><b>PD.1.A</b> Begins to develop balance and coordination in gross motor movements such as moving arms and legs together to climb, push or pull. Jumps with two feet.</p> <p><b>PD.1.B</b> Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet.</p> <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> |
| PH 2: Gross Motor Development | PH 2.b: Children develop traveling skills.                                 | <p><b>PD.1 Gross Motor:</b> Children's ability to use gross motor movements with increasing levels of control and coordination.</p> <p><b>PD.1.AA</b> Sits down and stands up with control. Moves body in a variety of ways such as walking, running, and galloping. Walks up and down the stairs with assistance. Throws balls and attempts to kick balls.</p> <p><b>PD.1.A</b> Begins to develop balance and coordination in gross motor movements such as moving arms and legs together to climb, push or pull. Jumps with two feet.</p> <p><b>PD.1.B</b> Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet.</p> <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> |
| PH 3: Fine Motor Development  | PH 3.a: Children develop small-muscle control, strength, and coordination. | <p><b>PD.2 Fine Motor Manipulation:</b> Children's ability to use their hands and fingers to complete tasks with increasing levels of coordination, control, and precision.</p> <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>  |

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| <p><b>PH 3:</b> Fine Motor Development</p> | <p><b>PH 3.b:</b> Children develop writing and drawing skills.</p> | <p><b>LL-WR.4 Emergent Writing:</b> Children's early attempts at written communication. Emergent writing follows a progression from scribbling to writing controlled marks to writing letter-like forms to writing recognizable letters to inventive spelling.</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>C-ARTS.3 Visual Arts:</b> Children's use of artistic tools and techniques to create visual art mediums, including drawing, painting, sculpture, and prop-making.</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> <p><b>LL-WR.3 Name Writing:</b> Children's ability to print their names using scribbles, letter-like forms, or recognizable letters. The end-of-year PK4 expectation is that children will be able to write all the letters of their name in the correct order, while the end-of-year PK3 expectation is that children will be able to write one letter from their name.</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> |

## DOMAIN 2: SOCIAL AND EMOTIONAL DEVELOPMENT

| Component                       | Rhode Island Early Learning and Development Standard   | Curriculum Submission Alignment Evidence  |
|---------------------------------|--|---|
| SE 1: Relationships with Others | SE 1.a: Children develop trust in and engage positively with adults who are familiar and consistently present in children's lives. | <p><b>SE.2 Coregulation and Self-Regulation of Emotions:</b> Children coregulate their emotions and behaviors with explicitly taught strategies and varying degrees of adult support.</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 coregulation. Seeks and accepts coregulation assistance when needed.</p> <p><b>ATL.7 Cognitive Self-Regulation and Inhibition:</b> Children's ability to apply self-regulation strategies to follow directions, complete tasks, and meet goals.</p> <p><b>ATL.7.E</b> Regulates impulses to complete tasks and engages in goal-directed behavior.</p>   |
| SE 1: Relationships with Others | SE 1.b: Children engage in positive relationships and interactions with other children.  | <p><b>SE.5 Foundational Relationship Skills:</b> Children demonstrate friendship or teamwork skills with varying degrees of adult support.</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 Cooperative Learning and Play:</b> Children's learning through cooperative play, decision making, and goal setting.</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> |

## DOMAIN 2: SOCIAL AND EMOTIONAL DEVELOPMENT

| Component           | Rhode Island Early Learning and Development Standard   | Curriculum Submission Alignment Evidence  |
|---------------------|--|---|
| SE 2: Sense of Self | SE 2.a: Children develop an awareness of themselves as an individual with unique thoughts, feelings, and perspectives. | <p><b>SE.3 Positive Self-Concept and Community:</b> Children verbally or nonverbally identify, describe, and demonstrate pride in their own characteristics, family, community, and culture with varying degrees of adult support.</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> <p><b>SE.3.E</b> Demonstrates strong self-confidence through words or actions including sharing pride and celebrating others in relation to self, family, community, or culture.</p> <p><b>SE.1 Considering Thoughts and Emotions of Self:</b> Children verbally or nonverbally express, identify, and describe their own emotions with varying degrees of adult support.</p> <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> |
| SE 2: Sense of Self | SE 2.b: Children develop the confidence to complete an action successfully or independently.                           | <p><b>SE.3 Positive Self-Concept and Community:</b> Children's ability to verbally or nonverbally identify something about themselves and describe characteristics of themselves, their family, community or culture. This also includes children's ability to demonstrate positive self-confidence or pride in these characteristics and celebrate similarities and differences with others.</p> <p><b>SE.3.C</b> Verbally or nonverbally describes their own culture and positive characteristics of themselves, family or community and begins to develop feelings of confidence.</p> <p><b>SE.3.D</b> Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.</p> <p><b>SE.6 Independence and Initiative:</b> Children complete age-appropriate tasks with varying degrees of adult support.</p> <p><b>SE.6.C</b> Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers.</p> <p><b>SE.7 Navigating Challenges and Social Decision-Making:</b> When faced with a personal challenge or challenge with others, children use problem-solving or conflict-resolution strategies with varying degrees of adult support.</p> <p><b>SE.7.C</b> Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.</p>  |

## DOMAIN 2: SOCIAL AND EMOTIONAL DEVELOPMENT

| Component             | Rhode Island Early Learning and Development Standard   | Curriculum Submission Alignment Evidence   |
|-----------------------|--|--|
| SE 3: Self-Regulation | SE 3.a: Children develop the ability to identify, express, and manage their emotions.                                      | <p><b>SE.3 Positive Self-Concept and Community:</b> Children's ability to verbally or nonverbally identify something about themselves and describe characteristics of themselves, their family, community or culture. This also includes children's ability to demonstrate positive self-confidence or pride in these characteristics and celebrate similarities and differences with others.</p> <p><b>SE.3.C</b> Verbally or nonverbally describes their own culture and positive characteristics of themselves, family or community and begins to develop feelings of confidence.</p> <p><b>SE.3.D</b> Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.</p> <p><b>SE.6 Independence and Initiative:</b> Children complete age-appropriate tasks with varying degrees of adult support.</p> <p><b>SE.6.C</b> Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers.</p> <p><b>SE.7 Navigating Challenges and Social Decision-Making:</b> When faced with a personal challenge or challenge with others, children use problem-solving or conflict-resolution strategies with varying degrees of adult support.</p> <p><b>SE.7.C</b> Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.</p> |
| SE 3: Self-Regulation | SE 3.b: Children develop the ability to manage impulses and express emotions appropriately even in challenging situations. | <p><b>SE.2 Coregulation and Self-Regulation of Emotions:</b> Children coregulate their emotions and behaviors with explicitly taught strategies and varying degrees of adult support.</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 coregulation. Seeks and accepts coregulation assistance when needed.</p> <p><b>ATL.7 Cognitive Self-Regulation and Inhibition:</b> Children's ability to apply self-regulation strategies to follow directions, complete tasks, and meet goals.</p> <p><b>ATL.7.E</b> Regulates impulses to complete tasks and engages in goal-directed behavior.</p>  |

## DOMAIN 3: LANGUAGE DEVELOPMENT

| Component                              | Rhode Island Early Learning and Development Standard   | Curriculum Submission Alignment Evidence   |
|--|--|--|
| LD 1: Receptive/ Interpretive Language | LD 1.a: Children attend to, understand, and respond to increasingly complex language.                    | <p><b>LL-LC.1 Receptive Language:</b> Children's ability to demonstrate understanding of spoken language.</p> <p><b>LL-LC.1AA</b> Points to familiar objects, people, body parts, or emotions.</p> <p><b>LL-LC.1A</b> Responds to simple requests, such as choosing between objects.</p> <p><b>LL-LC.1B</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.1C</b> Responds to more complex sentences that include descriptive words for unrelated requests they may not have heard before.</p> <p><b>LL-LC.1D</b> Shows understanding of more complex sentences or questions through actions, such as following three-step directions.</p> <p><b>LL-LC.1E</b> Confirms understanding of spoken language, requests, and complex sentences through verbal or nonverbal requests for clarification.</p>   |
| LD 2: Expressive Language              | LD 2.a: Children use increasingly complex vocabulary, grammar, and syntax to express thoughts and needs. | <p><b>LL-LC.2 Expressive Language:</b> Children's ability to verbally communicate requests, questions, and responses.</p> <p><b>LL-LC.2AA</b> Verbally labels familiar objects, body parts, people, or emotions using one-word responses.</p> <p><b>LL-LC.2A</b> Uses two to three words to make a request, provide a description, or say a phrase/sentence.</p> <p><b>LL-LC.2B</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.2C</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.2D</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.2E</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 Vocabulary:</b> Children's use and integration of new words in verbal communication.</p> <p><b>LL-LC.3AA</b> Repeats or attempts to use words heard in the everyday language or environment.</p> <p><b>LL-LC.3A</b> Shows interest in new words or asks questions to acquire new vocabulary.</p> <p><b>LL-LC.3B</b> Attempts to use words to label familiar objects, people, places, emotions, and actions.</p> <p><b>LL-LC.3C</b> Attempts to integrate new vocabulary into oral communication with peers and adults.</p> <p><b>LL-LC.3D</b> Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").</p> <p><b>LL-LC.3E</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 Sentence Structure:</b> Children's use of vocabulary, word order, and syntax to verbally communicate.</p> <p><b>LL-LC.5AA</b> Makes an attempt at using correct syntax, but drops the subject of the sentence (i.e., "Throw ball").</p> <p><b>LL-LC.5A</b> Makes an attempt at using correct syntax with a noun and verb (i.e., "Armel throw").</p> <p><b>LL-LC.5B</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.5C</b> Continues to develop more complex sentences by using adjectives (i.e., "Armel throws the blue ball").</p> <p><b>LL-LC.5D</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.5E</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> |

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| LD 3: Pragmatics                                    | LD 3.a: Children understand, follow, and use appropriate social and conversational rules.  | <p><b>LL-LC.2 Expressive Language:</b> Children's ability to verbally communicate requests, questions, and responses.</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 Conversations:</b> Children's verbal and nonverbal back-and-forth communication skills.</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> |
| LD 4: Language Development of Multilingual Learners | LD 4.a: Multilingual children attend to, understand, and respond to increasingly complex language on a range of topics, including personally meaningful experiences and texts (including digital texts) in English and their home language(s). | <p><b>SE.2 Coregulation and Self-Regulation of Emotions:</b> Children coregulate their emotions and behaviors with explicitly taught strategies and varying degrees of adult support.</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 coregulation. Seeks and accepts coregulation assistance when needed.</p> <p><b>ATL.7 Cognitive Self-Regulation and Inhibition:</b> Children's ability to apply self-regulation strategies to follow directions, complete tasks, and meet goals.</p> <p><b>ATL.7.E</b> Regulates impulses to complete tasks and engages in goal-directed behavior.</p>   |

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| Component   | Rhode Island Early Learning and Development Standard   | Curriculum Submission Alignment Evidence  |
|---|--|---|
| LD 4: Language Development of Multilingual Learners | LD 4.b: Multilingual children become increasingly proficient in expressing their thoughts and ideas in English and their home language(s). | <p><b>LL-LC.2 Expressive Language:</b> Children's ability to verbally communicate requests, questions, and responses.</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.1 Receptive Language:</b> Children's ability to demonstrate understanding of spoken language.</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> |

## DOMAIN 4: LITERACY

| Component                   | Rhode Island Early Learning and Development Standard   | Curriculum Submission Alignment Evidence   |
|-----------------------------|--|--|
| L 1: Phonological Awareness | <p><b>L 1.a:</b> Children demonstrate awareness of spoken words, syllables, and sounds (phonemes).<sup>1</sup></p> <p><sup>1</sup>Part 1 of 2. Continues on page 11.</p> | <p><b>LL-PA.1 Compound Words:</b> Children's ability to identify, blend, segment and manipulate compound words.</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 Syllables:</b> Children's ability to blend and segment sounds in words at the syllable level.</p> <p><b>LL-PA.2.AA</b> Repeats one-syllable words or participates in games and word play involving one-syllable words.</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 Rhyme:</b> Children's ability to identify and produce rhyming 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> |

## DOMAIN 4: LITERACY

| Component                                 | Rhode Island Early Learning and Development Standard   | Curriculum Submission Alignment Evidence  |
|---|--|---|
| <p><b>L 1:</b> Phonological Awareness</p> | <p><b>L 1.a:</b> Children demonstrate awareness of spoken words, syllables, and sounds (phonemes).<sup>2</sup></p> <p><sup>2</sup>Part 2 of 2. Continued from page 10.</p> | <p><b>LL-PA.4 Isolating Sounds:</b> Children's ability to identify, produce, and manipulate words that have the same initial or ending consonant sounds.</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 Onset-Rime:</b> Children's ability to distinguish, blend, and segment the initial consonant or consonant cluster before the vowel (onset) and consonants following the onset (rime) in consonant-vowel-consonant (CVC) words.</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.6 Phonemes:</b> Children's ability to isolate, identify, blend, and segment two or three phonemes in words.</p> <p><b>LL-PA.6.AA</b> Participates in phoneme activities with teachers.</p> <p><b>LL-PA.6.A</b> Repeats an individual sound.</p> <p><b>LL-PA.6.B</b> Blends a two-phoneme word with teacher support.</p> <p><b>LL-PA.6.C</b> Segments a two-phoneme word.</p> <p><b>LL-PA.6.D</b> Blends three phonemes in familiar CVC words.</p> <p><b>LL-PA.6.E</b> Segments three phonemes in familiar CVC words to identify the individual phonemes.</p> |
| <p><b>L 2:</b> Print Concepts</p>         | <p><b>L 2.a:</b> Children develop letter-sound correspondence and identify letters by sounds (phonemes) and names.</p>   | <p><b>LL-AK.1 Letter Identification:</b> Children's ability to identify the letters of the alphabet with a letter name.</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> <p><b>LL-AK.2 Letter Sounds:</b> Children's ability to identify the sounds associated with a letter in the alphabet.</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>  |

## DOMAIN 4: LITERACY

| Component                       | Rhode Island Early Learning and Development Standard  | Curriculum Submission Alignment Evidence   |
|---------------------------------|---|--|
| L 2: Print Concepts             | <p><b>L 2.b:</b> Children demonstrate book awareness and knowledge of basic print conventions; they understand that print carries meaning and spoken words are represented by text.</p> | <p><b>LL-BK.1 Book Appreciation:</b> Children's interest in and appreciation for books.<br/> <b>LL-BK.1.AA</b> Requests that books be read by an adult.<br/> <b>LL-BK.1.A</b> Treats books with care.<br/> <b>LL-BK.1.B</b> Selects and requests that a favorite or familiar book be read by an adult.<br/> <b>LL-BK.1.C</b> Listens to a wide variety of age appropriate literature read aloud.<br/> <b>LL-BK.1.D</b> Looks at books independently or with peers.<br/> <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 Book Exploration:</b> Children's ability to demonstrate understanding of how to hold and use a book appropriately. This includes their ability to identify print and illustrations.<br/> <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.<br/> <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.<br/> <b>LL-BK.2.B</b> Uses illustrations to tell a familiar story.<br/> <b>LL-BK.2.C</b> Uses illustrations to tell a familiar story with intonation and expression, using repeated phrases.<br/> <b>LL-BK.2.D</b> Tracks print from left to right and top to bottom while imitating reading a familiar text.<br/> <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 Print Awareness:</b> Children's ability to identify print and demonstrate understanding that print has meaning while distinguishing between print and images.<br/> <b>LL-BK.3.AA</b> Identifies familiar images or logos in environmental print.<br/> <b>LL-BK.3.A</b> Demonstrates understanding that print has meaning.<br/> <b>LL-BK.3.B</b> Distinguishes between print and images in books and in the environment.<br/> <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.<br/> <b>LL-BK.3.D</b> Points to one word and one letter in an unfamiliar text or around the room.<br/> <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> |
| L 3: Comprehension and Interest | <p><b>L 3.a:</b> Children show interest in and an understanding of a variety of literacy experiences.<sup>3</sup></p> <p><sup>3</sup>Part 1 of 2. Continues on page 13.</p>             | <p><b>LL-NC.1 Story Structure:</b> Children's ability to identify aspects of a story such as the character, setting and events.<br/> <b>LL-NC.1.AA</b> Identifies characters in a simple story.<br/> <b>LL-NC.1.A</b> Identifies and describes the main character in a story.<br/> <b>LL-NC.1.B</b> Identifies the setting in a story.<br/> <b>LL-NC.1.C</b> Identifies and answers questions about events in a story.<br/> <b>LL-NC.1.D</b> Identifies the cause and effect relationship between events in a narrative story.<br/> <b>LL-NC.1.E</b> Identifies the problem, solution, and character motivation in narrative story.</p>  |

## DOMAIN 4: LITERACY

| Component  | Rhode Island Early Learning and Development Standard  | Curriculum Submission Alignment Evidence   |
|--|---|--|
| <p><b>L 3:</b> Comprehension and Interest</p>                    | <p><b>L 3.a:</b> Children show interest in and an understanding of a variety of literacy experiences.<sup>4</sup></p> <p><i><sup>4</sup>Part 2 of 2. Continued from page 12.</i></p>                          | <p><b>LL-NC.3 Narrative Retell:</b> Children’s ability to describe or retell events in familiar narratives or stories.</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> <p><b>LL-NC.5 Informational Texts:</b> Children’s ability to engage with informational texts through methods such as listening to texts, making connections with the information in the text and their own experiences or knowledge, or information found in another text.</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>L 4:</b> Language Development of Multilingual Learners</p> | <p><b>L 4.a:</b> Multilingual children become increasingly engaged in literacy experiences in English and their home language(s).<sup>5</sup></p> <p><i><sup>5</sup>Part 1 of 2. Continues on page 14</i></p> | <p><b>ATL.8.C</b> With adult support, creates a goal for an activity and follows a simple plan.</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>Flexible Small Groups follow a progression that builds upon skills gradually and includes multimodal literacy experiences for children learning English.</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>All literacy lessons are transadapted into Spanish and available to all schools. This includes Flexible Small Group Lessons, which could be taught to children whose home language is Spanish. Phonological Awareness skills are taught in a Spanish-specific progression.</p> <p><b>SPN LL-PA.2.AA</b> Repite palabras de una sílaba o participa en juegos de palabras con palabras de una sílaba.</p> <p><b>SPN LL-PA.2.A</b> Repite palabras de varias sílabas o participa en juegos de palabras con palabras de varias sílabas.</p> <p><b>SPN LL-PA.2.B</b> Separa de manera verbal o no verbal las sílabas en palabras de una y dos sílabas.</p> <p><b>SPN LL-PA.2.C</b> Separa de manera verbal o no verbal las sílabas en palabras de tres y cuatro sílabas.</p> <p><b>SPN LL-PA.2.D</b> Combina las sílabas en palabras de dos a cuatro sílabas.</p> |

## DOMAIN 4: LITERACY

| Component  | Rhode Island Early Learning and Development Standard   | Curriculum Submission Alignment Evidence  |
|--|--|---|
| <p><b>L 4:</b> Language Development of Multilingual Learners</p> | <p><b>L 4.a:</b> Multilingual children become increasingly engaged in literacy experiences in English and their home language(s).<sup>6</sup></p> <p><sup>6</sup>Part 2 of 2. Continued from page 13.</p>  | <p>Super sounds teaches Phonological Awareness and Letter Knowledge in an explicit progression that spirals throughout the year.</p> <p><b>LL-AK.1.D</b> Identifies up to 30 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-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>Spanish Super Sounds lessons follow a Spanish-specific progression of skills for Phonological Awareness and Letter Knowledge.</p> <p><b>SPN LL-PA.3.B</b> Aísla la primera sílaba en una palabra conocida de CVCV.</p> <p><b>SPN LL-PA.3.C</b> Aísla la segunda sílaba en una palabra conocida de CVCV.</p> <p><b>SPN LL-PA.3.D</b> Hace elisión de la primera o la segunda sílaba de las palabras CVCV.</p>   |
| <p><b>L 5:</b> Emergent Writing</p>                              | <p><b>L 5.a:</b> Children use a combination of drawing, dictating, and writing to show knowledge of writing conventions and demonstrate writing as a means of communication.<sup>7</sup></p> <p><sup>7</sup>Part 1 of 2. Continues on page 15.</p> | <p><b>LL-WR.2 Purposes of Writing:</b> Children's understanding that writing and drawing has meaning and can be used to convey thoughts, ideas, and information. In PK3 and PK4, it is appropriate for children to use drawing or writing to convey meaning.</p> <p><b>LL-WR.2.AA</b> Draws to represent something or to communicate a thought.</p> <p><b>LL-WR.2.A</b> Draws and/or writes to represent, express, or communicate interests.</p> <p><b>LL-WR.2.B</b> Draws and/or writes to represent and describe an object, event, or observation.</p> <p><b>LL-WR.2.C</b> Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme.</p> <p><b>LL-WR.2.D</b> Draws and/or writes to represent simple events or stories that entertain, and revises when necessary.</p> <p><b>LL-WR.2.E</b> Draws and/or writes to represent simple events or stories, including more details, that entertain, and revises when necessary.</p> <p><b>LL-WR.4 Emergent Writing:</b> Children's early attempts at written communication. Emergent writing follows a progression from scribbling to writing controlled marks to writing letter-like forms to writing recognizable letters to inventive spelling.</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> |

## DOMAIN 4: LITERACY

| Component             | Rhode Island Early Learning and Development Standard   | Curriculum Submission Alignment Evidence  |
|-----------------------|--|---|
| L 5: Emergent Writing | <p><b>L 5.a:</b> Children use a combination of drawing, dictating, and writing to show knowledge of writing conventions and demonstrate writing as a means of communication.<sup>8</sup></p> <p><sup>8</sup>Part 2 of 2. Continued from page 14.</p> | <p><b>LL-WR.3 Name Writing:</b> Children's ability to print their names using scribbles, letter-like forms, or recognizable letters. The end-of-year PK4 expectation is that children will be able to write all the letters of their name in the correct order, while the end-of-year PK3 expectation is that children will be able to write one letter from their name.</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> |

## DOMAIN 5: COGNITIVE DEVELOPMENT

| Component                 | Rhode Island Early Learning and Development Standard   | Curriculum Submission Alignment Evidence  |
|---------------------------|--|---|
| CD 1: Logic and Reasoning | <p><b>CD 1.a:</b> Children apply strategies and draw upon past knowledge and experiences to meet goals and solve problems.</p> | <p><b>ATL.9 Integrating Knowledge:</b> Children's ability to recall information, access prior knowledge, and apply higher order working memory to make decisions and complete tasks.</p> <p><b>ATL.9.C</b> Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and wants to return, or fell on the slide yesterday, so exercises caution today).</p> <p><b>ATL.9.D</b> With adult support, applies explicitly taught and practiced higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization).</p> <p><b>ATL.8 Planning and Organization:</b> Children's ability to plan and follow steps to meet a goal with varying adult support.</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> |

## DOMAIN 5: COGNITIVE DEVELOPMENT

| Component                              | Rhode Island Early Learning and Development Standard   | Curriculum Submission Alignment Evidence   |
|--|--|--|
| CD 2: Memory and Working Memory        | CD 2.a: Children hold information in their mind and manipulate it to perform tasks.                  | <p><b>ATL.9 Integrating Knowledge:</b> Children's ability to recall information, access prior knowledge, and apply higher order working memory to make decisions and complete tasks.</p> <p><b>ATL.9.A:</b> Recalls one to two pieces of new and relevant information about their lived experiences (e.g., shares two things they did that day, recalls two toys that were in the Dramatic Play Center).</p> <p><b>ATL.9.B:</b> Identifies and anticipates materials and expectations needed for everyday and routine activities.</p>  |
| CD 3: Attention and Inhibitory Control | CD 3.a: Children's skills increase in filtering impulses and sustaining attention on a task.         | <p><b>ATL.6 Attention:</b> Children's ability to sustain attention on child or teacher-directed tasks for an age-appropriate amount of time and refocus attention after a minor distraction.</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>  |
| CD 4: Cognitive Flexibility            | CD 4.a: Children's skills increase at adjusting to changes in demands, priorities, and perspectives. | <p><b>ATL.5 Flexible Thinking:</b> Children's ability to adjust to transitions between activities, adjust to changes in routine, and adapt different approaches to different situations.</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> <p><b>SE.7 Navigating Challenges and Social Decision-Making:</b> Developing skills to solve personal challenges and challenges with others.</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> |

## DOMAIN 6: MATHEMATICS

| Component                      | Rhode Island Early Learning and Development Standard  | Curriculum Submission Alignment Evidence   |
|--------------------------------|---|--|
| M 1: Number Sense and Quantity | <p>M 1.a: Children develop number recognition and counting skills and learn the relationship between numbers and the quantity they represent.<sup>9</sup></p> <p><sup>9</sup>Part 1 of 2. Continues on page 17.</p> | <p><b>M-NC.1 Rote Counting:</b> Children's ability to verbally recite numbers in the correct order. From the AA–D (PK3 and PK4) levels, children focus on rote counting from one to ten; while in the E level (K), children rote count from 1–20.</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> |

## DOMAIN 6: MATHEMATICS

| Component  | Rhode Island Early Learning and Development Standard   | Curriculum Submission Alignment Evidence  |
|--|--|---|
| <p><b>M 1:</b> Number Sense and Quantity</p>           | <p><b>M 1.a:</b> Children develop number recognition and counting skills and learn the relationship between numbers and the quantity they represent.<sup>10</sup></p> <p><sup>10</sup>Part 2 of 2. Continued from page 16.</p> | <p><b>M-NC.2 Rational Counting:</b> Children's ability to attach a number name to each number name to each object counted one-by-one. From the AA–D (PK3 and PK4) levels, children focus on rational counting from one to ten; while at the E level (K), children rational count from 1–15.</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 Quantification:</b> Children's ability to create a set and identify the quantity of that set by understanding that the last number counted is the number of objects in that set.</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 Numeral Identification:</b> Children's ability to verbally say the names of numbers shown in random order. From the AA–D (PK3 and PK4) levels, children focus on identifying the numerals one to ten; while at the E level (K), children identify the numerals 1–20.</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 2:</b> Number Relationships and Operations</p> | <p><b>M 2.a:</b> Children learn to use numbers to compare quantities and solve mathematical situations.<sup>11</sup></p> <p><sup>11</sup>Part 1 of 2. Continues on page 18.</p>  | <p><b>M-NC.4 Comparative Value:</b> Children's ability to compare the quantities of two sets of objects to determine which has more, less, or if they are the same amount.</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>  |

## DOMAIN 6: MATHEMATICS

| Component  | Rhode Island Early Learning and Development Standard   | Curriculum Submission Alignment Evidence  |
|--|--|---|
| <p><b>M 2:</b> Number Relationships and Operations</p> | <p><b>M 2.a:</b> Children learn to use numbers to compare quantities and solve mathematical situations.<sup>12</sup></p> <p><sup>12</sup>Part 2 of 2. Continued from page 17.</p>  | <p><b>M-NC.7 Combining:</b> Children's ability to combine two sets of objects to count the total quantity for quantities up to ten.</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 Separating:</b> Children's ability to remove objects from a set and count how many remain for quantities up to ten.</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> <p><b>M-NC.8.A</b> Demonstrates an understanding that removing one object decreases the amount in a set.</p> <p><b>M-NC.8.B</b> Counts a set of 1–5 objects. Takes objects away and counts how many are left.</p> <p><b>M-NC.8.C</b> Counts a set of 1–7 objects. Takes objects away and counts how many are left.</p> <p><b>M-NC.8.D</b> Counts a set of 1–10 objects. Takes objects away and counts how many are left.</p> <p><b>M-NC.8.E</b> Solves subtraction story problems for quantities 1–10 using objects, fingers, drawings, or actions.</p> |
| <p><b>M 3:</b> Classification and Patterning</p>       | <p><b>M 3.a:</b> Children learn to order and sort objects by common attributes, to identify patterns, and to predict the next sequence in a pattern.<sup>13</sup></p> <p><sup>13</sup>Part 1 of 2. Continues on page 19.</p> | <p><b>M-PFA.2 Ordering:</b> Children's ability to order an increasing number of objects by different attributes, and eventually use ordinal numbers to describe relative position.</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>  |

## DOMAIN 6: MATHEMATICS

| Component   | Rhode Island Early Learning and Development Standard   | Curriculum Submission Alignment Evidence   |
|---|--|--|
| <p><b>M 3:</b> Classification and Patterning</p>        | <p><b>M 3.a:</b> Children learn to order and sort objects by common attributes, to identify patterns, and to predict the next sequence in a pattern.<sup>14</sup></p> <p><sup>14</sup>Part 2 of 2. Continued from page 18.</p> | <p><b>M-PFA.1 Classification:</b> Children’s ability to sort and group objects based on different attributes.</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-PFA.3 Patterns:</b> Children’s ability to copy and extend simple and advanced patterns.</p> <p><b>M-PFA.3.AA</b> Copies simple AB patterns through rhythm and movement.</p> <p><b>M-PFA.3.A</b> Uses objects, rhythm, or movement to copy simple AB patterns.</p> <p><b>M-PFA.3.B</b> Uses objects, rhythm, or movement to copy and extend simple AB patterns.</p> <p><b>M-PFA.3.C</b> Uses rhythm and movement to copy simple and advanced patterns (e.g., AB, ABC, ABB, AAB).</p> <p><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).</p> <p><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).</p> |
| <p><b>M 4:</b> Measurement, Comparison and Ordering</p> | <p><b>M 4.a:</b> Children learn to measure objects by their various attributes to make comparisons.</p>  | <p><b>M-M.1 Measurement:</b> Length, Height, Weight and Volume: Children’s ability to demonstrate understanding of length, height, weight, and volume terms; and to use nonstandard and standard units and comparative language to measure and compare measurements.</p> <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>   |

## DOMAIN 6: MATHEMATICS

| Component                                     | Rhode Island Early Learning and Development Standard   | Curriculum Submission Alignment Evidence   |
|---|--|--|
| <p><b>M 5:</b> Geometry and Spatial Sense</p> | <p><b>M 5.a:</b> Children learn to identify shapes and their attributes, solve problems using shapes, and explore the positions of objects in space.</p> | <p><b>M-GS.1 Shape Identification:</b> The ability to name and describe two-dimensional shapes in and out of context. The Shape Identification standard also includes the ability to verbally or nonverbally identify three-dimensional shapes at the E (kindergarten) level.</p> <p><b>M-GS.1.AA</b> Verbally or nonverbally identifies one to two common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle).</p> <p><b>M-GS.1.A</b> Verbally or nonverbally identifies at least three common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle).</p> <p><b>M-GS.1.B</b> Verbally or nonverbally identifies at least five common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle).</p> <p><b>M-GS.1.C</b> Identifies and describes the properties of common two-dimensional shapes using words like “sides,” “corners,” “curve.”</p> <p><b>M-GS.1.D</b> Verbally or nonverbally identifies two-dimensional shapes in the environment or in books.</p> <p><b>M-GS.1.E</b> Verbally or nonverbally identifies three-dimensional shapes (sphere, cone, cylinder, cube).</p> <p><b>M-GS.2 Shape Composition:</b> The ability to construct two-dimensional shapes with materials and construct two-dimensional forms with shapes. The Shape Identification standard also includes the ability to construct three-dimensional shapes at the E (kindergarten) level.</p> <p><b>M-GS.2.AA</b> Uses simple shape puzzles to create common two-dimensional shapes.</p> <p><b>M-GS.2.A</b> Constructs any recognizable or unrecognizable shape with materials.</p> <p><b>M-GS.2.B</b> Constructs common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle) with materials.</p> <p><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.</p> <p><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.</p> <p><b>M-GS.2.E</b> Constructs common three-dimensional shapes (sphere, cone, cylinder, cube) with materials.</p> <p><b>M-GS.3 Spatial Positions:</b> The ability to understand and identify the position of objects in relation to its surroundings by using gestures or concrete objects.</p> <p><b>M-GS.3.AA</b> Demonstrates understanding of movement terms (e.g., “up,” “down”) by using gestures or objects.</p> <p><b>M-GS.3.A</b> Demonstrates understanding of location terms (e.g., “in,” “on,” “under,” “over”) by using gestures or objects.</p> <p><b>M-GS.3.B</b> Demonstrates understanding of proximity terms (e.g., “beside,” “between,” “above,” “below”) by using gestures or objects.</p> <p><b>M-GS.3.C</b> Demonstrates understanding of frame of reference terms (e.g., “in back of,” “in front of,” “behind”) by using gestures or objects.</p> <p><b>M-GS.3.D</b> Demonstrates understanding of direction terms (e.g., “forward,” “backward,” “around,” “through,” “to,” “from,” “towards”) by using gestures or objects.</p> <p><b>M-GS.3.E</b> Demonstrates understanding of direction terms (e.g., “near,” “far”) using gestures or objects.</p> |

## DOMAIN 7: SCIENCE

| Component   | Rhode Island Early Learning and Development Standard  | Curriculum Submission Alignment Evidence   |
|---|---|--|
| <p><b>S 1:</b> Scientific Practices and Application</p> | <p><b>S 1.a:</b> Children are increasingly able to engage with the inquiry process by developing questions, planning and carrying out investigations, collecting and analyzing data, generating and sharing findings and ideas, and using and applying new knowledge to solve problems.</p> | <p><b>SC-SP.1 Observe and Question:</b> Children's ability to observe the environment and formulate science-oriented questions with teacher guidance.</p> <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 Hypothesize and Experiment:</b> Children's ability to form hypotheses and experiment with teacher guidance.</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> Makes 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 Record and Conclude:</b> Children's ability to record observations, data, and conclusions with teacher guidance.</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> |

## DOMAIN 7: SCIENCE

| Component                           | Rhode Island Early Learning and Development Standard   | Curriculum Submission Alignment Evidence   |
|-------------------------------------|--|--|
| <p><b>S 2:</b> Physical Science</p> | <p><b>S 2.a:</b> Children gain increasing knowledge of basic concepts related to the properties of objects and materials, forces and motion, and energy (light and sound).<sup>45</sup></p> <p><sup>45</sup>Part 1 of 2. Continues on page 23.</p> | <p><b>SC-P.1 Physical Properties and Changes:</b> Children's understanding of the properties of a variety of physical materials. Children may also describe and evaluate changes and intended purposes of physical materials.</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 as 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-P.4 Motion:</b> Children's understanding of motion concepts, including push, pull, force, and speed. Children may also discuss factors that affect the motion of objects.</p> <p><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.</p> <p><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.</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> <p><b>SC-P.2 Light:</b> Children's understanding of different light sources, shadows, and reflections. Children may also discuss light as a form of energy and heat.</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> |

## DOMAIN 7: SCIENCE

| Component                                  | Rhode Island Early Learning and Development Standard   | Curriculum Submission Alignment Evidence  |
|--|--|---|
| <p><b>S 2:</b> Physical Science</p>        | <p><b>S 2.a:</b> Children gain increasing knowledge of basic concepts related to the properties of objects and materials, forces and motion, and energy (light and sound).<sup>16</sup></p> <p><sup>16</sup>Part 2 of 2. Continued from page 22.</p>         | <p><b>SC-SP.2 Hypothesize and Experiment:</b> Children's ability to form hypotheses and experiment with teacher guidance.</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> Makes 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>S 3:</b> Earth and Space Science</p> | <p><b>S 3.a:</b> Children gain increasing knowledge of the features of earth and space, the components of weather, and how all living things depend on natural resources to survive.<sup>17</sup></p> <p><sup>17</sup>Part 1 of 2. Continues on page 24.</p> | <p><b>SOC.4 Places and Geographical Features:</b> Children's knowledge of common geographic features, use of geographic tools, like maps and globes, and ability to create representation maps of familiar places. Children may also be able to compare and contrast geographic features from diverse regions.</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> <p><b>SC-LES.1 Nature:</b> Children's understanding of the natural world, including living and nonliving things. Children may also discuss the impact of humans and natural elements on the environment.</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> |

## DOMAIN 7: SCIENCE

| Component                                  | Rhode Island Early Learning and Development Standard   | Curriculum Submission Alignment Evidence   |
|--|--|--|
| <p><b>S 3:</b> Earth and Space Science</p> | <p><b>S 3.a:</b> Children gain increasing knowledge of the features of earth and space, the components of weather, and how all living things depend on natural resources to survive.<sup>18</sup></p> <p><sup>18</sup>Part 2 of 2. Continued from page 23.</p> | <p><b>SC-LES.3 Sky and Space:</b> Children's understanding of objects in the sky including the clouds, sun, moon, stars, and planets. Children may also compare conditions on Earth and space, as well as use scientific tools like binoculars or telescopes.</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> <p><b>SC-LES.2 Weather:</b> Children's understanding of different types of weather and the four seasons. Children may also discuss the effects of changes in weather and importance of weather forecasting.</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> |
| <p><b>S 4:</b> Life Science</p>            | <p><b>S 4.a:</b> Children begin to learn about the characteristics, needs, and life cycles of living things and how they get their needs met within a particular environment.</p>  | <p><b>SC-LES.4 Animals:</b> Children's understanding of various animal features, characteristics, behaviors, needs, habitats, and life cycles. Children may also discuss relationships between humans and 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> <p><b>SC-LES.5 Plants:</b> Children's understanding of various plant needs, characteristics, habitat, and life cycles. Children may also discuss the relationship between humans and plants.</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>  |

## DOMAIN 8: SOCIAL STUDIES

| Component                                   | Rhode Island Early Learning and Development Standard   | Curriculum Submission Alignment Evidence   |
|---|--|--|
| <p><b>SS 1:</b> Civics &amp; Government</p> | <p><b>SS 1.a:</b> Children develop awareness that care of the community through personal responsibility, agreed-upon rules, and conflict resolution are important components of a fair and just society.</p> | <p><b>SC-LES.1 Nature:</b> Children’s understanding of the natural world, including living and nonliving things. Children may also discuss the impact of humans and natural elements on the environment.</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>SE.5 Foundational Relationship Skills:</b> Children’s ability to engage with peers and demonstrate friendship and teamwork skills.</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>SOC.2 Community:</b> Children’s ability to identify community members and demonstrate understanding about the roles and responsibilities of community members, including themselves.</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>ATL.2 Cooperative Learning and Play:</b> Children’s ability to play or participate in activities alongside or cooperatively with their peers.</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> |

## DOMAIN 8: SOCIAL STUDIES

| Component              | Rhode Island Early Learning and Development Standard   | Curriculum Submission Alignment Evidence   |
|------------------------|--|--|
| <p>SS 2: Economics</p> | <p><b>SS 2.a:</b> Children demonstrate increasing knowledge of basic economic concepts such as supply and demand, occupations, and currency.</p> | <p><b>SOC.2 Community:</b> Children's ability to recognize the roles, responsibilities, and impact of different members in their community.</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.3 Economy:</b> Children's understanding of supply and demand, goods and services, and the purposes of buying, selling, and trading.</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> <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 Dramatic Play:</b> Children's creative expressions through drama and imaginative play. With dramatic play, children pretend their imaginary world is real and explore possibilities in a range of situations.</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> |

## DOMAIN 8: SOCIAL STUDIES

| Component     | Rhode Island Early Learning and Development Standard  | Curriculum Submission Alignment Evidence   |
|---------------|---|--|
| SS 3: History | <p><b>SS 3.a:</b> Children develop an understanding of the passage of time as it relates to historical changes in events, people, and the world.</p>  | <p><b>M-M.2 Time:</b> Children's ability to demonstrate understanding of familiar daily or weekly routines and the passage of time within a day.</p> <p><b>M-M.2.AA</b> Demonstrates understanding of familiar daily routines.</p> <p><b>M-M.2.A</b> Sequences up to two to four steps in a familiar daily routine.</p> <p><b>M-M.2.B</b> Demonstrates the understanding of daily routines (order and general length of components).</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> <p><b>SOC.5 History:</b> Children's understanding of past, present, and future events. Children may also be able to make predictions and connections across time periods.</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> |
| SS 3: History | <p><b>SS 3.b:</b> Children gain awareness of themselves and others as members of diverse families, communities, and cultures.<sup>19</sup></p> <p><sup>19</sup>Part 1 of 2. Continues on page 28.</p> | <p><b>SE.3 Positive Self-Concept and Community:</b> Children's ability to verbally or nonverbally identify something about themselves and describe characteristics of themselves, their family, community or culture. This also includes children's ability to demonstrate positive self-confidence or pride in these characteristics and celebrate similarities and differences with 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> <p><b>SE.3.E</b> Demonstrates strong self-confidence through words or actions including sharing pride and celebrating others in relation to self, family, community, or culture.</p>  |

## DOMAIN 8: SOCIAL STUDIES

| Component       | Rhode Island Early Learning and Development Standard  | Curriculum Submission Alignment Evidence   |
|-----------------|---|--|
| SS 3: History   | <p><b>SS 3.b:</b> Children gain awareness of themselves and others as members of diverse families, communities, and cultures.<sup>20</sup></p> <p><sup>20</sup>Part 2 of 2. Continued from page 27.</p> | <p><b>SOC.1 Families:</b> Children's ability to identify, discuss, and appreciate different familial characteristics, including families' activities, celebrations, languages, and food.</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> <p><b>SOC.4 Places and Geographical Features:</b> Children's knowledge of common geographic features, use of geographic tools, like maps and globes, and ability to create representation maps of familiar places. Children may also be able to compare and contrast geographic features from diverse regions.</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> |
| SS 4: Geography | <p><b>SS 4.a:</b> Children demonstrate knowledge of geographical concepts of location and physical characteristics of the environments in which they live.</p>  | <p><b>SOC.4 Places and Geographical Features:</b> Children's knowledge of common geographic features, use of geographic tools, like maps and globes, and ability to create representation maps of familiar places. Children may also be able to compare and contrast geographic features from diverse regions.</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>   |

## DOMAIN 9: CREATIVE ARTS

| Component  | Rhode Island Early Learning and Development Standard  | Curriculum Submission Alignment Evidence   |
|--|---|--|
| <p><b>CA 1:</b><br/>Experimentation and Participation in the Creative Arts</p> | <p><b>CA 1.a:</b> Children gain an appreciation for and participate in the creative arts related to music &amp; movement, drama, and the visual arts.<sup>21</sup></p> <p><sup>21</sup>Part 1 of 2. Continues on page 30.</p> | <p><b>C-ARTS.1 Dance and Movement:</b> Children's creative expression through bodily movement sequences or dance. Children may often creatively move or dance in response to music.</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.2 Dramatic Play:</b> Children's creative expressions through drama and imaginative play. With dramatic play, children pretend their imaginary world is real and explore possibilities in a range of situations.</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>C-ARTS.3 Visual Arts:</b> Children's use of artistic tools and techniques to create visual art mediums, including drawing, painting, sculpture, and prop-making.</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> <p><b>C-ARTS.4 Music:</b> Children's creative expression through singing or performing with a musical instrument. Children may perform a variety of musical songs or create their own original tempos, rhythms, or melodies.</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> |

## DOMAIN 9: CREATIVE ARTS

| Component  | Rhode Island Early Learning and Development Standard  | Curriculum Submission Alignment Evidence  |
|--|---|---|
| <p><b>CA 1:</b><br/>Experimentation and Participation in the Creative Arts</p> | <p><b>CA 1.a:</b> Children gain an appreciation for and participate in the creative arts related to music &amp; movement, drama, and the visual arts.<sup>22</sup></p> <p><sup>22</sup>Part 2 of 2. Continued from page 29.</p> | <p><b>C-ARTS.5 Creative Art Appreciation:</b> Children's appreciation and discussion of a variety of creative arts. Children may begin to express options or identify themes in artistic creations.</p> <p><b>C-ARTS.5.AA</b> Shows enthusiasm and curiosity about different types of creative arts.</p> <p><b>C-ARTS.5.A</b> Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques.</p> <p><b>C-ARTS.5.B</b> Discusses their own artistic creations and chooses artwork for display or performance.</p> <p><b>C-ARTS.5.C</b> Recognizes and discusses differences in artistic creations.</p> <p><b>C-ARTS.5.D</b> Expresses opinions about the artistic creations and techniques of others.</p> <p><b>C-ARTS.5.E</b> Interprets the art of others by describing what they see and identifying a theme.</p> |







## Contact Us

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