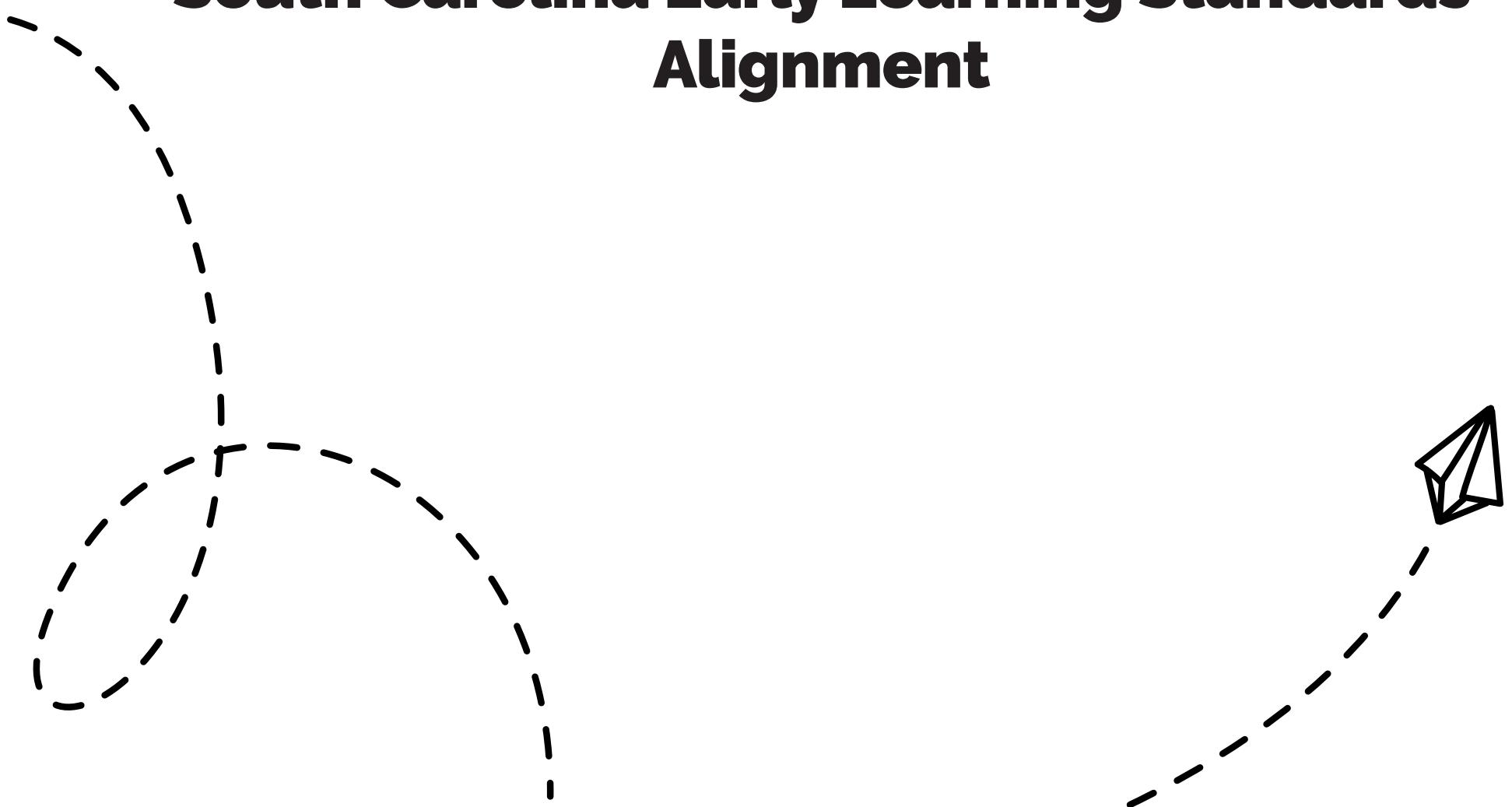


Every Child Ready Standards & South Carolina Early Learning Standards Alignment



Every Child Ready Standards & South Carolina Early Learning Standards Alignment



DOMAIN: APPROACHES TO PLAY AND LEARNING

SUB-DOMAIN: CURIOSITY, INFORMATION-SEEKING, AND EAGERNESS

| Goal | Developmental Indicators: 36 to 48 months | Developmental Indicators: 48 to 60+ months | Every Child Ready Standard(s) |
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| Goal APL-1: Children show curiosity and express interest in the world around them. | <ul style="list-style-type: none"> Communicate interest to others through verbal and nonverbal means (take teacher to the science center to see a new animal). APL-1j Discover things that interest and amaze them, and seek to share them with others. APL-1k Show interest in a growing range of topics, ideas, and tasks. APL-1l | <ul style="list-style-type: none"> Communicate interest to others through verbal and nonverbal means (take teacher to the science center to see a new animal). APL-1m Discover things that interest and amaze them, and seek to share them with others. APL-1n Show interest in a growing range of topics, ideas, and tasks. APL-1o Demonstrate interest in mastering new skills (e.g., writing name, riding a bike, dance moves, building skills). APL-1p | ATL.3.AA Exhibits curiosity and interest in activities and materials. Repeats preferred activities. ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work. ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own. |
| Goal APL-2: Children actively seek to understand the world around them. | <ul style="list-style-type: none"> Ask questions about the people and things around them. APL-2i Use all available senses, tools, and a variety of strategies to explore the environment (drop objects in water to see if they sink or float). APL-2j Purposely try different ways of doing things to see what and how they work (adjust blocks used as a ramp to make a ball roll faster and farther). APL-2k | <ul style="list-style-type: none"> Ask questions to find out more about the things that interest them, including questions about future events. APL-2l Choose among different ways to explore the environment based on experience (use a magnifying glass that the class used before to explore something new). APL-2m Use what they know from experience to understand what is happening now (get an umbrella to go outside because it is raining). APL-2n | ATL.3.AA Exhibits curiosity and interest in activities and materials. Repeats preferred activities. ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work. ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own. SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment. ATL.9.C Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and wants to return, or fell on the slide yesterday, so exercises caution today). SC-SP.1.C With teacher guidance, begins to formulate own questions based on observations. |

DOMAIN: APPROACHES TO PLAY AND LEARNING

SUB-DOMAIN: PLAY AND IMAGINATION

| Goal | Developmental Indicators: 36 to 48 months | Developmental Indicators: 48 to 60+ months | Every Child Ready Standard(s) |
|---|--|---|--|
| Goal APL-3: Children engage in increasingly complex play. | <ul style="list-style-type: none"> Engage in dramatic play themes that include interacting with other children, but often are not coordinated. APL-3m Talk to peers and share materials during play. APL-3n Engage in make-believe play with imaginary objects. APL-3o Use language to begin and carry on play with others. APL-3p Express knowledge of their everyday lives and cultures through play (use chopsticks to eat, pretend to fix hair the way their family styles hair). APL-3q | <ul style="list-style-type: none"> Develop and sustain more complex pretend play themes in cooperation with peers. APL-3r Use more complex and varied language to share ideas and influence others during play. APL-3s Choose to use new knowledge and skills during play (add features to dramatic play scene related to class project, write list, build structure like displayed picture). APL-3t Demonstrate their cultural values and "rules" through play (tell another child, "That's not what we eat for breakfast."). APL-3u | ATL.1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play). ATL.1.D Carries out familiar roles during individual or collaborative role-play. ATL.2.B Plays, works on tasks, or participates in activities with peers with adult prompts (associative play). ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play). ATL.2.E Establishes rules with peers during play or structured activities (cooperative play). C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions. C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play. C-ARTS.2.D Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play. |
| Goal APL-4: Children demonstrate creativity, imagination, and inventiveness. | <ul style="list-style-type: none"> Offer new ideas about how to do or make things. APL-4h Add new actions, props, or dress-up items to pretend play. APL-4i Use materials (e.g., art materials, instruments, construction paper, writing implements) or actions to represent experiences or ideas in novel ways. APL-4j Experiment with language, musical sounds, and movement. APL-4k | <ul style="list-style-type: none"> Plan play scenarios (dramatic play, construction), and use or create a variety of props or tools to enact them. APL-4l Expand the variety of roles taken during dramatic play and add more actions, language, or props to enact roles. APL-4m Use materials or actions in increasingly varied and resourceful ways to represent experiences or ideas. APL-4n Make up stories, songs, or dances for fun during play. APL-4o Invent new games. APL-4p | ATL.1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play). C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions. C-ARTS.2.D Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play. C-ARTS.3.A Expresses self using a variety of art materials and tools. C-ARTS.4.E Creates and performs original music or songs for others. LL-WR.2.D Draws and/or writes to represent simple events or stories that entertain, and revises when necessary. |

DOMAIN: APPROACHES TO PLAY AND LEARNING

SUB-DOMAIN: RISK-TAKING, PROBLEM-SOLVING, AND FLEXIBILITY

| Goal | Developmental Indicators: 36 to 48 months | Developmental Indicators: 48 to 60+ months | Every Child Ready Standard(s) |
|---|--|---|---|
| Goal APL-5: Children are willing to try new and challenging experiences. | <ul style="list-style-type: none"> Express a belief that they can do things that are hard. APL-5k Choose to participate in an increasing variety of familiar and new experiences. APL-5l Accept new challenges when offered. APL-5m Try things they are not sure they can do, while avoiding dangerous risks. APL-5n | <ul style="list-style-type: none"> Express a belief that they can do things that are hard. APL-5o Approach new experiences independently. APL-5p Ask to participate in new experiences that they have observed or heard about. APL-5q Independently seek new challenges. APL-5r | ATL.3.C Asks questions and seeks clarity after attempting a challenging task. ATL.3.D Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed. ATL.3.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance. ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own. |
| Goal APL-6: Children use a variety of strategies to solve problems. | <ul style="list-style-type: none"> Seek and make use of ideas and help from adults and peers to solve problems ("How can I make this paint get off my pants?"). APL-6k Purposefully use a variety of strategies to solve different types of problems. APL-6l Talk to themselves to work through the steps to solve a problem. APL-6m | <ul style="list-style-type: none"> Seek and make use of ideas and help from adults and peers to solve problems ("How can I make this paint get off my pants?"). APL-6n Describe the steps they will use to solve a problem. APL-6o Evaluate different strategies for solving a problem and select the strategy they feel will work without having to try it. APL-6p Explain how they solved a problem to another person. APL-6q | SE.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions. SE.7.C When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise). SE.7.D With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise). SE.7.E Independently suggests and chooses an adult-provided solution to a personal challenge or challenge with others (e.g. ask for help, compromise). Supports peers by suggesting solutions. |

DOMAIN: APPROACHES TO PLAY AND LEARNING

SUB-DOMAIN: ATTENTIVENESS, EFFORT AND PERSISTENCE

| Goal | Developmental Indicators: 36 to 48 months | Developmental Indicators: 48 to 60+ months | Every Child Ready Standard(s) |
|---|---|--|---|
| Goal APL-7: Children demonstrate initiative. | <ul style="list-style-type: none"> Show increasing independence and purpose when making choices ("I want to go to blocks."). APL-7h Express goals or plans and follow through on them ("I'm going to draw my house."). APL-7i Make decisions about materials needed to carry out a task. APL-7j | <ul style="list-style-type: none"> Show increasing independence and purpose when making choices ("I'm going to the block area to make a track for my race car."). APL-7k Independently identify and seek things they need to complete activities or tasks (gather supplies and make a birthday card with a message). APL-7l Set simple goals that extend over time, make plans and follow through ("Let's make a rocket ship. We need blocks."). APL-7m | ATL.8.AA Self-selects toy, activity, or Center to engage in when provided with choices. ATL.8.A With one to one adult support, completes steps of a simple task or project (two to three steps). ATL.8.B Uses adult-created organization tools to complete steps of a simple task or project. ATL.8.C With adult support, creates a goal for an activity and follows a simple plan. ATL.8.D Creates and follows through with simple plans independently. ATL.9.B Identifies and anticipates materials and expectations needed for everyday and routine activities. |
| Goal APL-8: Children maintain attentiveness and focus. | <ul style="list-style-type: none"> Focus on age-appropriate activities for a short period of time, even with interruptions (continue working on a puzzle even though another child sitting nearby is laughing and talking). APL-8h Remain engaged in more complex activities that they have chosen. APL-8i Maintain focus and return to an activity after a break. APL-8j | <ul style="list-style-type: none"> Sometimes able to focus on what is relevant to a task (sort multicolored wooden beads by shape). APL-8k Consistently remain engaged in self-directed activities. APL-8l Shift attention back to a task after having been diverted from it. APL-8m | ATL.6.A Sustains interest in a preferred task for a brief amount of time (5–10 minutes). ATL.6.B Sustains attention in an assigned task for a brief amount of time (5–10 minutes). ATL.6.C Attends to entirety of a short engaging lesson or teacher-led activity (10–15 minutes). ATL.6.D Refocuses attention to independent or group activity after minor distraction. |
| Goal APL-9: Children persist in challenging activities. | <ul style="list-style-type: none"> Seek help from others to complete a challenging activity (ask a teacher for help putting a puzzle away on a high shelf; ask a friend for help in naming an unfamiliar animal in a picture). APL-9e When something does not work, try different ways to complete the task (when a block tower falls, try putting the blocks together in a different way to build the tower again). APL-9f Keep working to complete tasks, including those that are somewhat difficult. APL-9g | <ul style="list-style-type: none"> Seek help from others to complete a challenging activity (ask a teacher for help putting a puzzle away on a high shelf; ask a friend for help in naming an unfamiliar animal in a picture). APL-9h When something does not work, try different ways to complete the task (when a block tower falls, try putting the blocks together in a different way to build the tower again). APL-9i Plan and follow through on longer-term tasks (planting a seed and caring for the plant). APL-9j Keep trying until a challenging activity is complete despite distractions or interruptions (multi-piece puzzle started before lunch and completed later). APL-9k | ATL.3.C Asks questions and seeks clarity after attempting a challenging task. ATL.3.D Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed. ATL.5.D With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error). SE.6.C Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers. SE.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges. |

DOMAIN: EMOTIONAL AND SOCIAL DEVELOPMENT

SUB-DOMAIN: DEVELOPING A SENSE OF SELF

| Goal | Developmental Indicators: 36 to 48 months | Developmental Indicators: 48 to 60+ months | Every Child Ready Standard(s) |
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| Goal ESD-1: Children demonstrate a positive sense of self-identity and self-awareness. | <ul style="list-style-type: none"> Describe self (characteristics that can be seen, things they can do, things they like, possessions). ESD-1k Express a sense of belonging to a group (say "There's Kirby from my class," move to stand with own group upon request, "I am a girl."). ESD-1l Use own first and last name. ESD-1m Choose activities they like and name their favorite activities. ESD-1n | <ul style="list-style-type: none"> Describe themselves in concrete ways, with greater detail and accuracy ("My eyes are brown." "I am tall"). ESD-1o Express awareness that they are members of different groups (e.g., family, preschool class, ethnic group). ESD-1p Choose to spend more time on preferred activities, and express awareness of skills they are developing. ESD-1q | <p>SOC.3.AA Verbally or nonverbally expresses wants and needs with simple phrases or gestures.</p> <p>SE.3.A With adult support, verbally or nonverbally identifies something about themselves.</p> <p>SE.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.</p> <p>SE.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence.</p> <p>SE.3.D Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.</p> |
| Goal ESD-2: Children express positive feelings about themselves and confidence in what they can do. | <ul style="list-style-type: none"> Express positive feelings about themselves by showing and/or telling others about themselves, things they like, or things they have done. ESD-2k Express the belief that they can do many things. ESD-2l Try new activities and attempt new challenges. ESD-2m | <ul style="list-style-type: none"> Express positive feelings about themselves by showing and/or telling others about themselves, things they like, or things they have done. ESD-2n Express the belief that they can do many things. ESD-2o Stick with tasks even when they are challenging. ESD-2p Express opinions about their abilities in different areas ("I'm a good friend." "I can run fast." "I know all my letters!"). ESD-2q | <p>SE.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence.</p> <p>SE.3.D Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.</p> <p>SE.3.E Demonstrates strong self-confidence through words or actions including sharing pride and celebrating others in relation to self, family, community, or culture.</p> <p>ATL.3.D Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed.</p> |

DOMAIN: EMOTIONAL AND SOCIAL DEVELOPMENT

SUB-DOMAIN: DEVELOPING A SENSE OF SELF WITH OTHERS

| Goal | Developmental Indicators: 36 to 48 months | Developmental Indicators: 48 to 60+ months | Every Child Ready Standard(s) |
|--|---|---|---|
| <p>Goal ESD-3: Children form relationships and interact positively with familiar adults who are consistent and responsive to their needs.</p> | <ul style="list-style-type: none"> Seek out trusted teachers and caregivers as needed (for emotional support, physical assistance, social interaction, problem solving, and approval). ESD-3o Show affection for adults they are close to. ESD-3p Given time, form positive relationships with new teachers or caregivers. ESD-3q Show ease and comfort in their interactions with familiar adults. ESD-3r Ask for assistance from adults. ESD-3s | <ul style="list-style-type: none"> Seek out trusted teachers and caregivers as needed (for emotional support, physical assistance, social interaction, problem solving, and approval). ESD-3t Form positive relationships with new teachers or caregivers over time. ESD-3u Use language effectively to continue conversations with familiar adults and to influence their behavior (ask for help, ask an adult to do something). ESD-3v | <p>SOC.2.AA Shows interest in a variety of familiar community members.</p> <p>SOC.2.A Verbally or nonverbally identifies a variety of community members within their community, such as in their neighborhood and school.</p> <p>ATL.4.AA Verbally or nonverbally shares activities they are engaging in with a trusted adult.</p> <p>SE.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult.</p> <p>SE.6.A With explicit adult instruction and modeling, completes a task alongside teacher support.</p> <p>SE.6.B Requests or accepts (verbally or nonverbally) adult support with many tasks.</p> <p>SE.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.</p> |
| <p>Goal ESD-4: Children form relationships and interact positively with other children.</p> | <ul style="list-style-type: none"> Demonstrate social skills when interacting with other children (turn-taking, conflict resolution, sharing). ESD-4k Form and maintain friendships with a few other children. ESD-4l Identify another child as a friend. ESD-4m Approach other children easily, expecting positive interactions. ESD-4n Show ease and comfort in their interactions with familiar children. ESD-4o | <ul style="list-style-type: none"> Demonstrate social skills when interacting with other children (turn-taking, conflict resolution, sharing). ESD-4p Form and maintain friendships with other children of diverse cultural backgrounds and abilities. ESD-4q Seek and give support to children they identify as friends. ESD-4r Use language effectively to have conversations with other children and influence another child's behavior (negotiate sharing a toy, plan how to build a block tower together). ESD-4s Play and interact cooperatively with other children (work on project together, exchange ideas). ESD-4t | <p>SE.5.B With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).</p> <p>SE.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).</p> <p>SE.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.</p> <p>SE.5.E Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.</p> <p>ATL.2.B Plays, works on tasks, or participates in activities with peers with adult prompts (associative play).</p> <p>ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play).</p> |

DOMAIN: EMOTIONAL AND SOCIAL DEVELOPMENT

SUB-DOMAIN: DEVELOPING A SENSE OF SELF WITH OTHERS

| Goal | Developmental Indicators: 36 to 48 months | Developmental Indicators: 48 to 60+ months | Every Child Ready Standard(s) |
|---|--|--|---|
| <p>Goal ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups.</p> | <ul style="list-style-type: none"> Follow social rules, transitions, and routines that have been explained to them, with reminders and practice. ESD-5k Often make requests clearly and effectively. ESD-5l Show awareness that their actions affect others (move carefully around classmate's block structure). ESD-5m Wait for a short time to get what they want (a turn with a toy, a snack). ESD-5n Work to resolve conflicts effectively, with guidance and support. ESD-5o Notice and accept similarities and differences among all people, including people with disabilities. ESD-5p Recognize and honor cultural differences. ESD-5q | <ul style="list-style-type: none"> Follow social rules, transitions, and routines that have been explained to them. ESD-5r Make requests clearly and effectively most of the time. ESD-5s Balance their own needs with those of others in the group. ESD-5t Anticipate consequences and plan ways to solve problems effectively, with guidance and support. ESD-5u Use a variety of strategies to solve problems and conflicts with increasing independence. ESD-5v Express respect and caring for all people, including people with disabilities. ESD-5w Recognize and honor cultural differences. ESD-5x | <p>SE.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.</p> <p>SE.5.E Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.</p> <p>ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play).</p> <p>ATL.7.C Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn).</p> <p>SE.7.E Independently suggests and chooses an adult-provided solution to a personal challenge or challenge with others (e.g. ask for help, compromise). Supports peers by suggesting solutions.</p> |

DOMAIN: EMOTIONAL AND SOCIAL DEVELOPMENT

SUB-DOMAIN: LEARNING ABOUT FEELINGS

| Goal | Developmental Indicators: 36 to 48 months | Developmental Indicators: 48 to 60+ months | Every Child Ready Standard(s) |
|---|--|---|---|
| <p>Goal ESD-6: Children identify, manage, and express their feelings.</p> | <ul style="list-style-type: none"> Express a range of emotions (happiness, sadness, fear, anger, disgust, tenderness, hostility, shame, guilt, satisfaction, and love) with their face, body, vocal sounds, and words. ESD-6l Use a variety of words or signs to express and manage feelings more clearly. ESD-6m Describe reasons for their feelings ("I'm sad because Grandma's leaving." "That makes me mad when you do that!"). ESD-6n | <ul style="list-style-type: none"> Express a range of emotions (happiness, sadness, fear, anger, disgust, tenderness, hostility, shame, guilt, satisfaction, and love) with their face, body, vocal sounds, and words. ESD-6o Independently manage and express feelings effectively most of the time. ESD-6p Use a larger vocabulary for talking about different feelings ("I'm frustrated with that puzzle!" "I'm excited about our trip."). ESD-6q Give reasons for their feelings that may include thoughts and beliefs as well as outside events ("I'm happy because I wanted to win and I did."). ESD-6r Use problem-solving strategies when feeling angry or frustrated. ESD-6s | <p>SE.1.B With adult modeling and visual supports, verbally or nonverbally identifies and labels emotions such as happiness, surprise, anger, fear, and sadness in self.</p> <p>SE.1.C With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations.</p> <p>SE.1.D Independently verbally or nonverbally names and describes their own emotions.</p> <p>SE.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult.</p> <p>SE.2.D Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance.</p> |
| <p>Goal ESD-7: Children recognize and respond appropriately to the needs and feelings of others.</p> | <ul style="list-style-type: none"> Try to comfort another child or an adult who is upset (bring a comfort object, pat the person on the back). ESD-7j Communicate concern for others (share a toy with someone who doesn't have one, ask, "Are you OK?"). ESD-7k Offer help to meet the needs of others (pick up item someone dropped, help another child who is having trouble building a block tower). ESD-7l Show awareness that other people have different feelings ("I like raisins but he doesn't." "I'm scared on that ride but she isn't."). ESD-7m | <ul style="list-style-type: none"> Communicate understanding and empathy for others' feelings. ESD-7n Show awareness that their behavior can affect the feelings of others (say, "I didn't mean to scare you when I yelled."). ESD-7o Choose to act in ways that show respect for others' feelings and points of view most of the time with guidance and support (compliment each other during play, work out conflicts, show respect for opinions expressed by others). ESD-7p | <p>SE.2.E Supports peers in regulating their emotions through co-regulation. Seeks and accepts co-regulation assistance when needed.</p> <p>SE.1.E Identifies that they can have different emotions about the same situation.</p> <p>SE.4.B With adult prompts, compares their own characteristics and emotions to those of others.</p> <p>SE.4.C With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations.</p> <p>SE.4.D With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others.</p> |

DOMAIN: HEALTH AND PHYSICAL DEVELOPMENT

SUB-DOMAIN: PHYSICAL HEALTH AND GROWTH

| Goal | Developmental Indicators: 36 to 48 months | Developmental Indicators: 48 to 60+ months | Every Child Ready Standard(s) |
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| Goal HPD-1: Children develop healthy eating habits. | <ul style="list-style-type: none"> Try new foods. HPD-1p Feed themselves independently with utensils. HPD-1q Communicate that some foods are good for them (fruits, vegetables, milk) and some are not healthy (potato chips, soda). HPD-1r | <ul style="list-style-type: none"> Try new foods. HPD-1s Feed themselves independently with utensils. HPD-1t Given a selection of familiar foods, identify which foods are nutritious and which are not. HPD-1u Talk about variety and amount of foods needed to be healthy (can identify what is missing from their meal). HPD-1v Name foods and beverages that help to build healthy bodies. HPD-1w | <p>PD.5.AA Uses senses to experience a variety of food during mealtimes.</p> <p>PD.5.A Recognizes and identifies a variety of different foods.</p> <p>PD.5.B Demonstrates understanding of types of foods and preferences.</p> <p>PD.5.C Begins to understand how eating a variety of foods and proper hydration helps the body grow and be healthy.</p> <p>PD.5.D Demonstrates understanding and categorizes different food types such as vegetables, fruit, grains, protein, and dairy.</p> <p>PD.5.E Understands and describes different foods and how they give our bodies nutrients and energy.</p> |
| Goal HPD-2: Children engage in and sustain various forms of physical play indoors and out. | <ul style="list-style-type: none"> Develop strength and stamina by spending moderate periods of time engaged in active physical play indoors and out. HPD-2k Choose a variety of structured and unstructured physical activities indoors and outdoors. HPD-2l Participate in simple games and other structured motor activities that enhance physical fitness (songs with movement, throwing and catching). HPD-2m Transition from active to quiet activities with limited guidance and support. HPD-2n | <ul style="list-style-type: none"> Develop strength and stamina by spending extended periods of time engaged in active physical play indoors and out. HPD-2o Communicate ways physical activity keeps us healthy and makes us feel good. HPD-2p Participate in structured and unstructured motor activities that build strength, speed, flexibility, and coordination (red light, green light; chase; free play). HPD-2q Transition independently from active to quiet activities most of the time. HPD-2r | <p>PD.1.B Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet.</p> <p>PD.1.C Begins to coordinate upper and lower body, such as when riding a scooter or pedaling a bicycle or tricycle. Kicks and throws forward toward another person or target.</p> <p>PD.1.D Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements.</p> <p>ATL.1.A Plays simple games and copies the play of others.</p> |
| Goal HPD-3: Children develop healthy sleeping habits. | <ul style="list-style-type: none"> Recognize and communicate signs of being tired. HPD-3i With increasing independence, start and participate in sleep routines. HPD-3j | <ul style="list-style-type: none"> Communicate ways sleep keeps us healthy and makes us feel good. HPD-3k Independently start and participate in sleep routines most of the time. HPD-3l | <p>PD.4.C Completes self-care and hygiene routines with minimal assistance.</p> <p>PD.4.D Independently completes self-care and hygiene routines.</p> <p>PD.4.E Understands and describes the importance of self-care and hygiene routines.</p> |

DOMAIN: HEALTH AND PHYSICAL DEVELOPMENT

SUB-DOMAIN: MOTOR DEVELOPMENT

| Goal | Developmental Indicators: 36 to 48 months | Developmental Indicators: 48 to 60+ months | Every Child Ready Standard(s) |
|---|--|---|--|
| <p>Goal HPD-4: Children develop the large muscle control and abilities needed to move through and explore their environment.</p> | <ul style="list-style-type: none"> Demonstrate strength and balance by managing uneven surfaces such as hills, ramps, and steps. HPD-4l Refine movements and show generally good coordination (e.g., throwing and catching). HPD-4m Demonstrate large muscle control by throwing balls accurately, sliding down slides, pedaling riding toys, and using assistive technology effectively. HPD-4n Move in space with good coordination (running, hopping in place, galloping). HPD-4o | <ul style="list-style-type: none"> Coordinate movement of upper and lower body. HPD-4p Perform complex movements smoothly (skipping, balancing on beams, hopping from one place to another). HPD-4q Move quickly through the environment and stop (run fast, pedal fast). HPD-4r Show awareness of own body in relation to other people and objects while moving through space. HPD-4s | <p>PD.1.A Begins to develop balance and coordination in gross motor movements such as moving arms and legs together to climb, push, or pull. Jumps with two feet.</p> <p>PD.1.B Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet.</p> <p>PD.1.C Begins to coordinate upper and lower body, such as when riding a scooter or pedaling a bicycle or tricycle. Kicks and throws forward toward another person or target.</p> <p>PD.1.D Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements.</p> <p>PD.1.E Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target.</p> |
| <p>Goal HPD-5: Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools.</p> | <ul style="list-style-type: none"> Draw simple shapes and figures (square for block, circles). HPD-5j Engage in activities that require hand-eye coordination (build with manipulatives, mold Play-Doh®, work puzzles with smaller pieces). HPD-5k Use tools that require strength, control, and dexterity of small muscles (forks, crayons, markers, safety scissors, adapted tools). HPD-5l | <ul style="list-style-type: none"> Draw and write smaller figures with more detail (faces with features, letters, or letter-like forms). HPD-5m Engage in complex hand-eye coordination activities with a moderate degree of precision and control (fasten clothing, cut shapes, put together small pieces). HPD-5n Use tools that require strength and dexterity of small muscles with a moderate degree of control (spray bottle, hole puncher). HPD-5o | <p>PD.2.C Begins to use refined hand movements such as using blunt scissors, buttoning large buttons, and connecting small toys, such as linking cubes or blocks.</p> <p>PD.2.D Demonstrates controlled fine motor movements in a variety of ways such as cutting along lines with accuracy.</p> <p>PD.2.E Uses precise hand movements to complete a variety of activities such as building using small blocks, completing lacing cards, and cutting out simple shapes with accuracy.</p> <p>PD.3.AA Uses crayons or markers with some coordination.</p> <p>PD.3.A Draws vertical and horizontal lines with a model using a fisted grasp.</p> <p>PD.3.C Copies simple designs such as a picture of a person that includes a head, body, arms, and legs.</p> <p>PD.3.D Begins to use a tripod grasp when writing and copies complex designs.</p> <p>PD.3.E Consistently uses a tripod grasp when writing and copies and creates complex designs.</p> |

DOMAIN: HEALTH AND PHYSICAL DEVELOPMENT

SUB-DOMAIN: SELF-CARE

| Goal | Developmental Indicators: 36 to 48 months | Developmental Indicators: 48 to 60+ months | Every Child Ready Standard(s) |
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| Goal HPD-6: Children develop awareness of their needs and the ability to communicate their needs. | <ul style="list-style-type: none"> Use words, signs, or sign language to ask for the things they need (food when hungry, drink when thirsty, go outdoors when they need to be physically active). HPD-6g Use different strategies to calm themselves when needed (self-talk, deep breathing, cozy corner). HPD-6h | <ul style="list-style-type: none"> Use language to ask adults or peers specifically for the kind of help needed in a particular situation. HPD-6i Consistently use strategies to calm themselves when needed. HPD-6j | <p>SOC.3.AA Verbally or nonverbally expresses wants and needs with simple phrases or gestures.</p> <p>SE.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult.</p> <p>SE.2.D Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance.</p> <p>SE.6.C Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers.</p> <p>SE.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.</p> |
| Goal HPD-7: Children develop independence in caring for themselves and their environment. | <ul style="list-style-type: none"> Use adaptive equipment, ask for help with positioning and movement, and/or participate in medical care routines as needed. HPD-7j Dress and undress themselves with occasional assistance. HPD-7k Follow basic hygiene practices with reminders (brush teeth, wash hands, use toilet, cough into elbow). HPD-7l Gain independence in hygiene practices (throw tissues away and wash hands, flush toilet). HPD-7m Serve food for themselves. HPD-7n Help with routine care of the indoor and outdoor learning environment (recycle, care for garden). HPD-7o Name people who help children stay healthy. HPD-7p | <ul style="list-style-type: none"> Use adaptive equipment, ask for help with positioning and movement, and/or participate in medical care routines as needed. HPD-7q Dress and undress themselves independently. HPD-7r Perform tasks to maintain the indoor and outdoor learning environment independently. HPD-7s Describe the value of good health practices (wash hands to get rid of germs, drink milk to build strong bones). HPD-7t | <p>PD.4.C Completes self-care and hygiene routines with minimal assistance.</p> <p>PD.4.D Independently completes self-care and hygiene routines.</p> <p>PD.4.E Understands and describes the importance of self-care and hygiene routines.</p> <p>ATL.9.B Identifies and anticipates materials and expectations needed for everyday and routine activities.</p> <p>SC-LES.1.D Describes how humans affect their environment in positive and negative ways, such as recycling, planting trees, litter, and pollution.</p> <p>SOC.2.B Recognizes their role within the classroom, neighborhood, and community, such as voting in the classroom or being a member of the soccer team.</p> <p>SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community.</p> |
| Goal HPD-8: Children develop awareness of basic safety rules and begin to follow them. | <ul style="list-style-type: none"> Know what their bodies can do, and play within their abilities to avoid injury to self or others. HPD-8i Usually recognize and avoid objects and situations that might cause harm. HPD-8j Usually follow established safety rules. HPD-8k Call a trusted adult when someone gets injured or is in an unsafe situation. HPD-8l | <ul style="list-style-type: none"> Avoid potentially dangerous behaviors. HPD-8m Consistently recognize and avoid objects, substances, and activities within the environment that might cause harm. HPD-8n Independently follow established safety rules. HPD-8o Identify people who can help them in the community (police, firefighter, nurse). HPD-8 | <p>PD.6.B Demonstrates understanding of safety procedures and begins to initiate.</p> <p>PD.6.C Independently follows safety procedures.</p> <p>PD.6.D Understands and describes the importance of safety procedures.</p> <p>PD.6.E Understands and describes how to get help when there are unsafe objects, substances, or behaviors.</p> <p>SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community.</p> |



DOMAIN: LANGUAGE DEVELOPMENT AND COMMUNICATION

SUB-DOMAIN: LEARNING TO COMMUNICATE

| Goal | Developmental Indicators: 36 to 48 months | Developmental Indicators: 48 to 60+ months | Every Child Ready Standard(s) |
|---|--|--|---|
| Goal LDC-1: Children understand communications from others. | <ul style="list-style-type: none">Show understanding of increasingly complex sentences. LDC-1kWith prompting and support, respond to requests for information or action. LDC-1lFollow simple multistep directions with visual cues, if needed. LDC-1m | <ul style="list-style-type: none">Show understanding of increasingly complex sentences. LDC-1nRespond to requests for information or action. LDC-1oFollow more detailed multistep directions. LDC-1p | <p>LL-LC.1.A Responds to simple requests, such as choosing between objects.</p> <p>LL-LC.1.B Responds to multipart sentences, such as acting out multiple events, following two-step directions, or finding objects based on a description.</p> <p>LL-LC.1.C Responds to more complex sentences that include descriptive words for unrelated requests they may not have heard before.</p> <p>LL-LC.1.D Shows understanding of more complex sentences or questions through actions, such as following three-step directions.</p> <p>LL-LC.1.E Confirms understanding of spoken language, requests, and complex sentences through verbal or nonverbal requests for clarification.</p> <p>ATL.7.B Independently follows two- to three-step verbal adult directions.</p> |
| Goal LDC-2: Children participate in conversations with peers and adults. | <ul style="list-style-type: none">Demonstrate an understanding that people communicate in many ways (gestures, facial expressions, multiple spoken languages, sign language, augmentative communication). LDC-2iInitiate and carry on conversations and ask questions about things that interest them. LDC-2jWith prompting and support, make comments and ask questions related to the topic of discussion. LDC-2k | <ul style="list-style-type: none">Express an understanding that people communicate in many ways (gestures, facial expressions, multiple spoken languages, sign language, and augmentative communication). LDC-2lInitiate and carry on conversations that involve multiple back and forth communications or turns between the persons involved in the conversation. LDC-2mInitiate and participate in conversations related to interests of their own or the persons they are communicating with. LDC-2nParticipate in a group discussion, making comments and asking questions related to the topic. LDC-2oShow an appreciation for and can use humor appropriately. LDC-2p | <p>LL-LC.4.AA Communicates with peers and teachers using nonverbal gestures like pointing, shrugging shoulders, or giving a thumbs-up.</p> <p>LL-LC.4.A Initiates a brief verbal or nonverbal social interaction with adults or peers engaging in a one-way interaction.</p> <p>LL-LC.4.B Initiates or joins conversations and engages in conversational turn-taking with at least one feedback loop using both verbal and nonverbal communication.</p> <p>LL-LC.4.C Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic.</p> <p>LL-LC.4.D Adds information or appropriately remains on or changes topic during a conversation with multiple feedback loops alternating between speaker and listener.</p> <p>LL-LC.4.E Modifies conversations based on the context or listener.</p> <p>ATL.4.A Uses two to three words or nonverbal actions (gestures, body language, facial expressions) to explain activities they are engaging in.</p> |

DOMAIN: LANGUAGE DEVELOPMENT AND COMMUNICATION

SUB-DOMAIN: LEARNING TO COMMUNICATE

| Goal | Developmental Indicators: 36 to 48 months | Developmental Indicators: 48 to 60+ months | Every Child Ready Standard(s) |
|--|---|---|---|
| <p>Goal LDC-3: Children ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> | <ul style="list-style-type: none"> Answer longer questions using more detail. LDC-3d Use sentences or questions to ask for things (people, actions, objects, pets) or gain information. LDC-3e | <ul style="list-style-type: none"> Answer more complex questions with an explanation ("I didn't like camping out because it rained." "Emily is my friend because she's nice to me"). LDC-3f Ask specific questions to learn more about their world, understand tasks, and solve problems. LDC-3g | <p>LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.</p> <p>LL-LC.2.B Demonstrates understanding by answering simple "what" and "who" questions using two to three words when prompted by the teacher or peers.</p> <p>LL-LC.2.C Demonstrates understanding by answering simple "why" and "how" questions using two to three words when prompted by the teacher or peers.</p> <p>LL-LC.2.D Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic.</p> <p>LL-LC.2.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.</p> <p>LL-LC.5.D Uses complex sentences with correct word order and syntax. Begins to use prepositions (i.e., "Armel throws the round blue ball on the roof").</p> |
| <p>Goal LDC-4: Children communicate thoughts, feelings, and ideas clearly.</p> | <ul style="list-style-type: none"> Communicate messages with expression, tone, and inflection appropriate the situation. LDC-4i Speak clearly enough to be understood by familiar adults and children. LDC-4j | <ul style="list-style-type: none"> Use language and nonverbal cues to communicate thoughts, beliefs, feelings, and intentions. LDC-4k Adapt their communication to meet social expectations (speak quietly in library, speak politely to older relative). LDC-4l Speak clearly enough to be understood by most people. LDC-4m State point of view, likes and dislikes. LDC-4n Relay messages accurately. LDC-4o | <p>LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.</p> <p>LL-BK.2.C Uses illustrations to tell a familiar story with intonation and expression, using repeated phrases.</p> <p>ATL.9.B Identifies and anticipates materials and expectations needed for everyday and routine activities.</p> <p>SOC.3.AA Verbally or nonverbally expresses wants and needs with simple phrases or gestures.</p> <p>LL-LC.4.E Modifies conversations based on the context or listener.</p> |

DOMAIN: LANGUAGE DEVELOPMENT AND COMMUNICATION

SUB-DOMAIN: LEARNING TO COMMUNICATE

| Goal | Developmental Indicators: 36 to 48 months | Developmental Indicators: 48 to 60+ months | Every Child Ready Standard(s) |
|---|---|--|--|
| Goal LDC-5: Children describe familiar people, places, things, and events. | <ul style="list-style-type: none"> Talk to themselves and others about what they are “working on,” what they are doing, routines, and events of the day. LDC-5d Describe experiences and create or retell short narratives. LDC-5e | <ul style="list-style-type: none"> Describe experiences and create and/or retell longer narratives. LDC-5f | <p>ATL.4.A Uses two to three words or nonverbal actions (gestures, body language, facial expressions) to explain activities they are engaging in.</p> <p>LL-NC.4.AA Says or reenacts one event in a personal narrative by using at least one word.</p> <p>LL-NC.4.A Describes or reenacts one event in a personal narrative using a simple phrase.</p> <p>LL-NC.4.B Tells a two-event personal narrative using simple phrases.</p> <p>LL-NC.4.C Constructs a personal narrative with three or more events which may be out of order, includes omissions or deviations to other topics.</p> <p>LL-NC.4.D Constructs a personal narrative with three or more events in a coherent sequence.</p> |
| Goal LDC-6: Children use most grammatical constructions of their home language well. | <ul style="list-style-type: none"> Communicate in longer sentences and use more conventional grammar in their home language (plurals, tenses, prepositions). LDC-6g Make grammatical errors that follow language rules (say, “mouses” instead of “mice”). LDC-6h | <ul style="list-style-type: none"> Speak in full sentences that are grammatically correct most of the time. LDC-6i | <p>LL-LC.5.B Continues to develop more complex sentences using syntax with a noun and verb and object (i.e., “Armel throws the ball”).</p> <p>LL-LC.5.C Continues to develop more complex sentences by using adjectives (i.e., “Armel throws the blue ball”).</p> <p>LL-LC.5.D Uses complex sentences with correct word order and syntax. Begins to use prepositions (i.e., “Armel throws the round blue ball on the roof”).</p> <p>LL-LC.5.E Use clauses and conjunctions as part of a complex sentence with correct word order and syntax (i.e., “Armel threw the blue ball, and it got stuck on the roof”).</p> |
| Goal LDC-7: Children respond to and use a growing vocabulary. | <ul style="list-style-type: none"> Repeat familiar songs, chants, or rhymes. LDC-7l Use more than one word for the same object and use words for parts of objects (e.g., dog, beagle, Rover; arm, leg). LDC-7m Make up names for things using words they know (e.g., dog doctor for veterinarian). LDC-7n Use many kinds of cues in the environment to figure out what words mean. LDC-7o | <ul style="list-style-type: none"> Repeat familiar songs, chants, or rhymes. LDC-7p Use a growing vocabulary that includes many kinds of words to express ideas clearly. LDC-7q Infer the meaning of different kinds of new words from the context in which they are used (for example, hear “sandals” and “boots” used to describe two pairs of shoes, and infer that the unfamiliar shoes must be sandals because they know that the other pair of shoes are boots). LDC-7r Distinguish between real and made up words. LDC-7s | <p>C-ARTS.4.B Sings a variety of songs within children’s vocal range, independently and with others.</p> <p>ATL.6.AA Follows along with and participates in songs, chants, and simple stories.</p> <p>LL-LC.3.AA Repeats or attempts to use words heard in the everyday language or environment.</p> <p>LL-LC.3.A Shows interest in new words or asks questions to acquire new vocabulary.</p> <p>LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions.</p> <p>LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults.</p> <p>LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns (“friendship”) and verbs (“love”).</p> |

DOMAIN: LANGUAGE DEVELOPMENT AND COMMUNICATION

SUB-DOMAIN: FOUNDATIONS FOR READING

| Goal | Developmental Indicators: 36 to 48 months | Developmental Indicators: 48 to 60+ months | Every Child Ready Standard(s) |
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| Goal LDC-8: Children develop interest in books and motivation to read. | <ul style="list-style-type: none"> Engage in reading behaviors independently (choose books, turn pages but not always in order, tell the story). LDC-8j Show an interest in books, other print, and reading related activities. LDC-8k Listen to and discuss storybooks, simple information books, and poetry. LDC-8l | <ul style="list-style-type: none"> Engage in reading behaviors independently with increased focus for longer periods of time. LDC-8m Use and share books and print in their play. LDC-8n Listen to and discuss increasingly complex storybooks, information books, and poetry. LDC-8o | <p>LL-BK.1.C Listens to a wide variety of age appropriate literature read aloud.</p> <p>LL-BK.1.D Looks at books independently or with peers.</p> <p>LL-BK.1.E Invites peers to look at books or ask questions about books read by peers.</p> <p>LL-BK.2.A Demonstrates understanding of proper book orientation by holding books right side up and turning one page at a time, starting from the first page.</p> <p>LL-BK.2.D Tracks print from left to right and top to bottom while imitating reading a familiar text.</p> <p>LL-NC.2.B Answers factual questions using a variety of text types (predictable, informational, poetry, etc.).</p> <p>LL-NC.5.A Listens and responds to a wide variety of informational texts read aloud.</p> |
| Goal LDC-9: Children develop book knowledge and print awareness. | <ul style="list-style-type: none"> Hold a book upright while turning pages one by one front to back, but not always in order. LDC-9h With prompting and support, recognize print occurs in different forms and is used for a variety of functions (sign naming block structure, "message" on card for family member). LDC-9i Demonstrate an understanding that print and symbols can tell people what to do (to organize classroom activities—where to store things, when they will have a turn). LDC-9j | <ul style="list-style-type: none"> Hold a book upright while turning pages one by one from front to back. LDC-9k Recognize print in different forms for a variety of functions (writing a message to friend, pointing to print and saying, "Those words tell the story," or reading familiar signs in the environment). LDC-9l Recognize print and symbols used to organize classroom activities and show understanding of their meaning (put toys in box with correct symbol and name; check sign-up sheet for popular activity; check schedule to learn next activity). LDC-9m With prompting and support, run their finger under or over print as they pretend to read text. LDC-9n Demonstrate an understanding of some basic print conventions (the concept of what a letter is, the concept of words, directionality of print). LDC-9o Identify their name and the names of some friends when they see them in print. LDC-9p | <p>LL-BK.2.A Demonstrates understanding of proper book orientation by holding books right side up and turning one page at a time, starting from the first page.</p> <p>LL-BK.2.D Tracks print from left to right and top to bottom while imitating reading a familiar text.</p> <p>LL-BK.2.E 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>LL-BK.3.AA Identifies familiar images or logos in environmental print.</p> <p>LL-BK.3.A Demonstrates understanding that print has meaning.</p> <p>LL-BK.3.B Distinguishes between print and images in books and in the environment.</p> <p>LL-BK.3.C Demonstrates understanding that print has meaning and begins to connect environmental print with objects or locations in the classroom.</p> <p>LL-BK.3.D Points to one word and one letter in an unfamiliar text or around the room.</p> |

DOMAIN: LANGUAGE DEVELOPMENT AND COMMUNICATION

SUB-DOMAIN: FOUNDATIONS FOR READING

| Goal | Developmental Indicators: 36 to 48 months | Developmental Indicators: 48 to 60+ months | Every Child Ready Standard(s) |
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| <p>Goal LDC-10 Children comprehend and use information presented in books and other print media.</p> | <ul style="list-style-type: none"> Imitate the special language in storybooks and story dialogue with some accuracy and detail. LDC-10i With prompting and support, use books and other media that communicate information to learn about the world by looking at pictures, asking questions, and talking about the information. LDC-10j Use their knowledge of the world (what things are, how things work) to make sense of stories and informational texts. LDC-10k Relate personal experiences to events described in familiar books, with prompting and support. LDC-10l Ask questions about a story or the information in a book. LDC-10m With prompting and support, discuss storybooks by responding to questions about what is happening and predicting what will happen next. LDC-10n | <ul style="list-style-type: none"> Imitate the special language in storybooks and story dialogue with accuracy and detail. LDC-10o Use informational texts and other media to learn about the world, and infer from illustrations, ask questions and talk about the information. LDC-10p Use knowledge of the world to make sense of more challenging texts. LDC-10q Relate personal experiences to an increasing variety of events described in familiar and new books. LDC-10r Ask more focused and detailed questions about a story or the information in a book. LDC-10s Discuss storybooks by responding to questions about what is happening and predicting what will happen next. LDC-10t Discuss storybooks by responding to questions about the beginning, middle, and end of the story. LDC-10u | <p>LL-NC.2.B Answers factual questions using a variety of text types (predictable, informational, poetry, etc.).</p> <p>LL-NC.5.C Makes connections between own experiences, background knowledge, and information presented in an informational text.</p> <p>LL-NC.1.C Identifies and answers questions about events in a story.</p> <p>LL-NC.2.A Uses the book cover, illustrations, or photos to make simple predictions about the topic or text.</p> <p>LL-NC.2.C Uses events from the book to make a prediction about what might happen next.</p> <p>LL-NC.2.D Makes inferences to answer simple "why" questions by using background knowledge and events in a text.</p> <p>LL-BK.2.C Uses illustrations to tell a familiar story with intonation and expression, using repeated phrases.</p> |

DOMAIN: LANGUAGE DEVELOPMENT AND COMMUNICATION

SUB-DOMAIN: FOUNDATIONS FOR READING

| Goal | Developmental Indicators: 36 to 48 months | Developmental Indicators: 48 to 60+ months | Every Child Ready Standard(s) |
|---|--|--|---|
| Goal LDC-11: Children develop phonological awareness. | <ul style="list-style-type: none"> Participate in experiences with songs, poems, and books that have rhyme and wordplay, and learn words well enough to complete refrains and fill in missing words and sounds. LDC-11g Repeat rhythmic patterns in poems and songs using words, clapping, marching, and/or using instruments. LDC-11h Play with the sounds of language and begin to identify rhymes (make up silly-sounding words, repeat rhyming words). LDC-11i | <ul style="list-style-type: none"> Distinguish between similar sounding words (e.g. tree and three). LDC-11j Enjoy rhymes and wordplay with songs, poems, and books and sometimes add their own variations. LDC-11k Repeat a variety of rhythmic patterns in poems and songs using words, clapping, marching, and/or instruments to repeat the rhythm or beat syllables. LDC-11l Play with the sounds of language, identify a variety of rhymes, create some rhymes, and recognize the first sounds in some words. LDC-11m Associate sounds with specific words, such as awareness that different words begin with the same sound. LDC-11n | <p>LL-PA.3.A Listens to and sings favorite classroom songs with simple rhyme patterns like "Twinkle, Twinkle Little Star."</p> <p>LL-PA.3.B Listens to and fills in the missing rhyming word from a familiar song, poem, rhyme, fingerplay, or story. For example, "Twinkle, twinkle little star. How I wonder what you ____."</p> <p>LL-PA.3.C Identifies if two words rhyme when given in a pair. For example, "My words are 'cat' and 'hat.' Do these two words rhyme? My words are 'cat' and 'pan.' Do these two words rhyme?"</p> <p>LL-PA.3.D Produces at least one real or nonsense rhyming word when given a pair of CVC words, like "cat" and "hat."</p> <p>LL-PA.1.B Blends two words to make a compound word.</p> <p>LL-PA.4.A Identifies the initial consonant sounds in familiar words (no blends and digraphs).</p> <p>LL-PA.4.B Identifies if a pair of given words have the same initial consonant sound with picture support (no blends or digraphs).</p> |
| Goal LDC-12: Children begin to develop knowledge of the alphabet and the alphabetic principle. | <ul style="list-style-type: none"> Demonstrate an interest in learning the alphabet. LDC-12b Recognize letters of the alphabet as a special category of print, different from pictures, shapes, and numerals. LDC-12c Recognize and name some letters of the alphabet, especially those in their own name. LDC-12d | <ul style="list-style-type: none"> Demonstrate an interest in learning the alphabet. LDC-12e Show they know that letters function to represent sounds in spoken words. LDC-12f Recognize and name many letters of the alphabet, especially those in their own name and in the names of others who are important to them. LDC-12g Make some sound-to-letter matches, using letter name knowledge (notice the letter B with picture of ball and say, "Ball"; say, "A-a-apple."). LDC-12h Associate sounds with the letters at the beginning of some words, such as awareness that two words begin with the same letter and the same sound. LDC-12i | <p>LL-AK.1.A Identifies up to five uppercase or lowercase letters. Some letters may be in own name.</p> <p>LL-AK.1.B Identifies up to ten uppercase or lowercase letters.</p> <p>LL-AK.1.C Identifies up to 20 uppercase or lowercase letters.</p> <p>LL-AK.1.D Identifies up to 30 uppercase or lowercase letters.</p> <p>LL-AK.2.AA Produces the first letter sound in their name with teacher support.</p> <p>LL-AK.2.B Produces up to five letter sounds when shown uppercase or lowercase letters.</p> <p>LL-AK.2.C Produces up to ten letter sounds when shown uppercase or lowercase letters.</p> <p>LL-AK.2.D Produces up to 15 letter sounds when shown uppercase or lowercase letters.</p> |

DOMAIN: LANGUAGE DEVELOPMENT AND COMMUNICATION

SUB-DOMAIN: FOUNDATIONS FOR WRITING

| Goal | Developmental Indicators: 36 to 48 months | Developmental Indicators: 48 to 60+ months | Every Child Ready Standard(s) |
|--|---|---|--|
| <p>Goal LDC-13: Children use writing and other symbols to record information and communicate for a variety of purposes.</p> | <ul style="list-style-type: none"> Represent thoughts and ideas through marks, scribbles, drawings, and paintings (draw a picture of something they did during the day, indicate what they want for lunch with a mark under the picture of the food they want). LDC-13c With prompting and support, communicate their thoughts for an adult to write. LDC-13d Engage in writing behaviors that imitate real-life situations (e.g., make marks to take food order during pretend restaurant play). LDC-13e | <ul style="list-style-type: none"> Represent thoughts and ideas in drawings and by writing letters or letter-like forms. LDC-13f Incorporate representations of signs, logos, or other commonly used symbols into their drawing or writing to communicate the messages that they convey. LDC-13g Communicate their thoughts for an adult to write. LDC-13h Independently engage in writing behaviors for various purposes (e.g., write symbols or letters for names, use materials at writing center, write lists with symbols/ letters in pretend play, write messages that include letters or symbols). LDC-13i Engage in discussions regarding different purposes (enjoyment, information) and forms of writing (narrative, informational, and opinion). LDC-13j | <p>LL-WR.1.B Contributes ideas and opinions to a shared writing experience with teacher support and dictation.</p> <p>LL-WR.1.C Contributes ideas and opinions to a shared writing experience by drawing or writing with teacher support.</p> <p>LL-WR.2.AA Draws to represent something or to communicate a thought.</p> <p>LL-WR.2.A Draws and/or writes to represent, express, or communicate interests.</p> <p>LL-WR.3.A 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>LL-WR.4.A Scribbles and makes marks on page. These may be continuous lines or separate shapes. The shapes may include dots, circles, or lines.</p> <p>LL-WR.4.B Writes letter-like forms and makes marks on page that look like conventional shapes or mock letters.</p> <p>LL-WR.4.C Writes letter-like symbols in strings. May leave spaces between symbols to indicate words.</p> |
| <p>Goal LDC-14: Children use knowledge of letters in their attempts to write.</p> | <ul style="list-style-type: none"> Begin to use letters and approximations of letters to write their name. LDC-14a Distinguish letters from different kinds of drawings/graphics. LDC-14b Show they know that written words are made up of particular letters (point to the first letter of their own name, find the first letter of their own name in a list of letters). LDC-14c | <ul style="list-style-type: none"> Use known letters and approximations of letters to write their own name and some familiar words. LDC-14d Try to connect the sounds in a spoken word with letters in the written word (write "M" and say, "This is Mommy."). LDC-14e | <p>LL-WR.3.A 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>LL-WR.3.C 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>LL-WR.3.D 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>LL-WR.6.C Writes the correct initial sound of a word.</p> <p>LL-WR.6.D Writes the final sound or another sound heard in a word.</p> |

DOMAIN: LANGUAGE DEVELOPMENT AND COMMUNICATION

SUB-DOMAIN: FOUNDATIONS FOR WRITING

| Goal | Developmental Indicators: 36 to 48 months | Developmental Indicators: 48 to 60+ months | Every Child Ready Standard(s) |
|---|--|---|--|
| <p>Goal LDC-15: Children use writing skills and conventions.</p> | <ul style="list-style-type: none"> Use a variety of writing tools and materials with purpose and control (pencils, chalk, markers, crayons, paintbrushes, finger paint, computers). LDC-15 Make marks they call "writing" that look different from drawings (vertical series of marks for a "grocery list," horizontal line of marks for a "story"). LDC-15g Play with writing letters and make letter-like forms. LDC-15h | <ul style="list-style-type: none"> Use a variety of writing tools and materials with increasing precision. LDC-15i Imitate adult writing conventions that they have observed (write groups of letter-like forms separated by spaces, try to write on a line, press Enter key on computer after typing a series of "words"). LDC-15j Use some conventional letters in their writing. LDC-15k | <p>LL-WR.4.A Scribbles and makes marks on page. These may be continuous lines or separate shapes. The shapes may include dots, circles, or lines.</p> <p>LL-WR.4.B Writes letter-like forms and makes marks on page that look like conventional shapes or mock letters.</p> <p>LL-WR.4.C Writes letter-like symbols in strings. May leave spaces between symbols to indicate words.</p> <p>LL-WR.4.D Writes random recognizable letters in a row with spaces in between. Letters may be backward, reversed, or poorly formed and recognized only in context.</p> <p>LL-WR.1.E Explores a variety of digital tools (tablet, computer, etc.) to produce and publish writing, including in collaboration with peers.</p> <p>LL-WR.5.A Writes from the top of the page to the bottom when writing, even at the emergent writing stage.</p> <p>LL-WR.5.B Uses left to right directionality when writing, even at the emergent writing stage.</p> <p>LL-WR.5.C Leaves spaces between words when writing.</p> |

DOMAIN: MATHEMATICAL THINKING AND EXPRESSION

SUB-DOMAIN: FOUNDATIONS FOR NUMBER SENSE

| Goal | Developmental Indicators: 36 to 48 months | Developmental Indicators: 48 to 60+ months | Every Child Ready Standard(s) |
|--|---|---|--|
| <p>Goal MTE-1: Children demonstrate a beginning understanding of numbers and quantity during play and other activities.</p> | <ul style="list-style-type: none"> Visually compare two groups of objects that are obviously equal or unequal in quantity and communicate that they are the same or different, and, if appropriate, which one has more and/or which one has less. (If child is offered two plates of crackers can select the preferred amount and can explain that he wanted more or less). MTE-1k Rote count to 10 with increasing accuracy. MTE-1l Count up to 5 objects arranged in a line using one-to-one correspondence with increasing accuracy and answer the question, "How many are there?" MTE-1m Recognize numerals up to 5 during play and daily activities. MTE-1n Match numerals 1-5 to sets of objects, with guidance and support. MTE-1o Write numerals or number- like forms up to 5 during play and daily activities. MTE-1p | <ul style="list-style-type: none"> Compare the amount of items in small sets of objects (up to 5 objects) by matching or counting and use language such as "more than" and "less than" to describe the sets of objects. MTE-1q Show an understanding of magnitude by recognizing larger sets when compared to smaller sets and describe how they are different. MTE-1r Rote count to 20 with increasing accuracy. MTE-1s Count up to 10 objects in a variety of ways (for example, left to right, right to left, in stacks, etc.). MTE-1t Count up to 10 objects arranged in a line using one-to-one correspondence with increasing accuracy, and answer the question "How many are there?" MTE-1u Recognize numerals up to 10 and attempt to write them or number-like forms during play and daily activities. MTE-1v Match numerals 1-10 to sets of objects, with guidance and support. MTE-1w Recognize that objects can be counted as part of different groups (forks can be counted alone, or as part of a set of utensils). MTE-1x Given a number 0-5, count out that many objects. MTE-1y State the number of objects in a small collection (1-5) without counting (when a friend holds up two fingers, look at her hand and say, "Two fingers" without counting). MTE-1z Tell what number comes next or what number came before another number when counting 1-5. MTE-1aa Show understanding of first, next, and last during play and daily activities (answer questions about who is first and last to slide down the slide; say, "The engine is first, and the caboose is last" when making a train). MTE-1ab | <p>M-NC.1.D Says number words in order from 1-10 from memory.</p> <p>M-NC.1.E Says number words in order from 1-20 from memory.</p> <p>M-NC.2.B Says numbers in order, matching each number word to each object when counting from 1-5.</p> <p>M-NC.2.D Says numbers in order, matching each number word to each object when counting from 1-10.</p> <p>M-NC.4.D Matches 0-10 objects from two sets using one-to-one correspondence to identify which set has more, less, or if they are the same.</p> <p>M-NC.6.B Matches a set of objects with the number symbol to represent the set for quantities 0-5.</p> <p>M-NC.6.D Matches a set of objects with the number symbol to represent the set for quantities 0-10.</p> <p>M-NC.5.D Says the names of numerals 0-10 shown in random order.</p> <p>M-PFA.2.D Uses ordinal numbers to order and describe relative position for up to three objects.</p> <p>M-NC.3.A Subitizes by instantly saying how many are in a set without counting for quantities 1-3.</p> |

DOMAIN: MATHEMATICAL THINKING AND EXPRESSION

SUB-DOMAIN: FOUNDATIONS FOR NUMBER SENSE

| Goal | Developmental Indicators: 36 to 48 months | Developmental Indicators: 48 to 60+ months | Every Child Ready Standard(s) |
|--|--|--|---|
| <p>Goal MTE-2: Children demonstrate a beginning understanding of numbers and operations during play and other activities.</p> | <ul style="list-style-type: none"> “Use observation and counting (not always correctly) to find out how many things are needed during play and other daily activities (figure out how many spoons are needed for snack, find enough dolls so each person has one when playing in the dramatic play area). MTE-2b Show they understand that putting objects together in a set will make a bigger set, and removing objects from a set will make a smaller set. MTE-2c | <ul style="list-style-type: none"> Use observation and counting with increasing accuracy to answer questions such as “How many do we need?” and “How many more do we need?” during play and other daily activities (count new children to see how many more plates are needed for snack; return extra drinks to cooler at picnic to arrive at the correct number). MTE-2d Show different ways a set of up to five objects can be decomposed (broken apart) or composed (put together) (e.g., 5 objects can be broken into 2 and 3 objects and 2 and 3 can be combined to make 5 objects). MTE-2e | <p>M-NC.3.D Creates sets of 0–10 and begins to use cardinality to identify the last number counted.</p> <p>M-NC.2.D Says numbers in order, matching each number word to each object when counting from 1–10.</p> <p>M-NC.7.AA Demonstrates an understanding that combining two sets increases the total quantity.</p> <p>M-NC.7.A Demonstrates an understanding that adding one more increases the amount of a set.</p> <p>M-NC.7.D Counts two sets separately, then combines sets and counts the sets together to get the whole. Counts up to a total quantity of 10.</p> <p>M-NC.8.AA Demonstrates an understanding that separating one set of objects into two sets decreases the total quantity in the original set.</p> <p>M-NC.8.A Demonstrates an understanding that removing one object decreases the amount in a set.</p> <p>M-NC.8.D Counts a set of 1–10 objects. Takes objects away and counts how many are left.</p> |

DOMAIN: MATHEMATICAL THINKING AND EXPRESSION

SUB-DOMAIN: FOUNDATIONS FOR ALGEBRAIC THINKING

| Goal | Developmental Indicators: 36 to 48 months | Developmental Indicators: 48 to 60+ months | Every Child Ready Standard(s) |
|--|---|---|---|
| <p>Goal MTE-3: Children demonstrate a beginning understanding of algebraic thinking by sorting, describing, extending, and creating simple patterns during play and other activities.</p> | <ul style="list-style-type: none"> Sort familiar objects into categories (cars with cars, plates separated from cups; rectangle blocks on one shelf and square blocks on another). MTE-3e Identify familiar objects as the same or different. MTE-3f Recognize simple repeating patterns (AB type patterns) and attempt to repeat or extend them during play (repeat a movement pattern during a song, extend a line of blocks in alternating colors). MTE-3g | <ul style="list-style-type: none"> Sort a group of objects (0–10) using one attribute (color, size, shape, quantity) with increasing accuracy (sort blocks by shape and place like-shaped blocks on the shelf; sort beads by color or another attribute). MTE-3h Describe, duplicate and extend simple repeating patterns (two-part patterns) using concrete objects (look at a pattern of beads and tell what bead comes next in the pattern). MTE-3i Show beginning abilities to create simple repeating patterns. MTE-3j | <p>M-PFA.1.B Sorts and groups pictures of objects based on one attribute such as visual features like color, size, or shape.</p> <p>M-PFA.1.C Sorts and groups objects based on more complex attributes such as function or category.</p> <p>M-PFA.3.D Uses objects, rhythm, or movement to copy and extend simple and advanced patterns (e.g., AB, ABC, ABB, AAB).</p> <p>M-PFA.3.E Recognizes, describes, and copies patterns that include multiple attributes (e.g., red circle, yellow circle, red square, yellow square) or repeating elements (such as blue-red-blue, blue-red-blue).</p> |

DOMAIN: MATHEMATICAL THINKING AND EXPRESSION

SUB-DOMAIN: FOUNDATIONS FOR GEOMETRY AND SPATIAL UNDERSTANDING

| Goal | Developmental Indicators: 36 to 48 months | Developmental Indicators: 48 to 60+ months | Every Child Ready Standard(s) |
|---|---|--|--|
| <p>Goal MTE-4: Children begin to identify, describe, classify, and understand shape, size, direction, and movement during play and other activities.</p> | <ul style="list-style-type: none"> Respond to and begin to use words describing positions (in, on, over, under, etc.). MTE-4i Name or match a few 2- and 3-dimensional shapes (circle, sphere, square, triangle, cone) and describe their differences. MTE-4j Stack or line up blocks that are the same shape. MTE-4k | <ul style="list-style-type: none"> Consistently use a variety of words for positions in space (in, on, over, under, etc.), and follow directions using these words. MTE-4l Use 2- and 3-dimensional shapes to represent real world objects (say, "We are building a castle and we need a round block for the tunnel." "I glued a circle and a square on my picture to make a house."). MTE-4m Identify basic 2- and 3-dimensional shapes (square, circle, triangle) in the environment. MTE-4n Name basic 2 and 3-dimensional shapes (square, prism, circle, sphere, triangle, pyramid, hexagon), and describe their characteristics using informal descriptive and geometric attributes ("That's a triangle; it's pointy." "It's a circle because it's round."). MTE-4o | <p>M-GS.1.B Verbally or nonverbally identifies at least five common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle).</p> <p>M-GS.1.C Identifies and describes the properties of common two-dimensional shapes using words like "sides," "corners," "curve."</p> <p>M-GS.1.D Verbally or nonverbally identifies two-dimensional shapes in the environment or in books.</p> <p>M-GS.1.E Verbally or nonverbally identifies three-dimensional shapes (sphere, cone, cylinder, cube).</p> <p>M-GS.2.B Constructs common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle) with materials.</p> <p>M-GS.2.C 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>M-GS.2.D 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>M-GS.2.E Constructs common three-dimensional shapes (sphere, cone, cylinder, cube) with materials.</p> |

DOMAIN: MATHEMATICAL THINKING AND EXPRESSION

SUB-DOMAIN: FOUNDATIONS OF MEASUREMENT AND DATA ANALYSIS

| Goal | Developmental Indicators: 36 to 48 months | Developmental Indicators: 48 to 60+ months | Every Child Ready Standard(s) |
|--|--|--|-------------------------------|
| <p>Goal MTE-5: Children demonstrate a beginning understanding of measurement (the idea of repeating the use of an object to measure) and a beginning understanding of data analysis through comparing and interpreting data during play and other activities.</p> | <ul style="list-style-type: none"> Use descriptive language for size, length, or weight (short, tall, long, heavy, big). MTE-5f Compare the size or weight of two objects and identify which one is longer/taller/ heavier than the other ("That rock is heavier than this one. I can lift it." "The snake is longer than the worm"). MTE-5g Use simple measurement tools with guidance and support to informally measure objects (a ruler, measuring cup, scale). MTE-5h Describe the weather as hot or cold. (Engage in explorations with temperature). MTE-5i Recognize routines with time passing throughout the day (identifying circle time, snack time, outside play, etc.). MTE-5j | <ul style="list-style-type: none"> Use descriptive language for size, length, or weight (short, tall, long, heavy, big). MTE-5k Directly compare more than two objects by size, length, or weight ("That rock is heavier than these others; I can't lift it." Look at three strings that are different lengths and select the longest string). MTE-5l Put a few objects in order by size, length or weight (arrange a group of 3 blocks in order from the shortest to the longest). MTE-5m Use simple measurement tools with guidance and support to informally measure objects (a ruler, measuring cup, scale). MTE-5n Describe the weather as hot or cold. (Continue to engage in explorations with temperature). MTE-5o Recognize routines with time passing throughout the day (identifying circle time, snack time, outside play, etc.). MTE-5p <p>M-M.1.D Uses nonstandard units to measure and then comparative language to describe the measurements of two objects, like when answering "Which container holds more beans?"</p> <p>M-M.1.E Uses standard units (e.g., ruler, scale, balance) to measure and then use comparative language to describe the measurements of two objects.</p> <p>M-M.1.B Demonstrates understanding of length terms (i.e., "longer," "shorter"), height terms (i.e., "taller," "shorter"), volume terms (i.e., "more," "less"), and weight terms (i.e., "heavier," "lighter") using gestures or objects.</p> <p>M-PFA.2.C Order up to five objects by one attribute, such as size, shades of color, texture, or sound, using comparative language.</p> <p>SC-LES.2.B Identifies seasons and observes and describes patterns and changes in the weather.</p> <p>SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment.</p> <p>M-M.2.B Demonstrates the understanding of daily routines (order and general length of components).</p> <p>M-M.2.C Demonstrates understanding of passage of time within one day, such as understanding morning, afternoon, earlier, later.</p> <p>M-M.2.C Demonstrates understanding of passage of time within one day, such as understanding morning, afternoon, earlier, later.</p> <p>M-M.2.E Begins to demonstrate basic knowledge that clocks and calendars are related to the passage of time.</p> | |

DOMAIN: MATHEMATICAL THINKING AND EXPRESSION

SUB-DOMAIN: MATHEMATICAL THINKING AND REASONING

| Goal | Developmental Indicators: 36 to 48 months | Developmental Indicators: 48 to 60+ months | Every Child Ready Standard(s) |
|--|--|---|---|
| <p>Goal MTE-6 Children use mathematical thinking to solve problems in their everyday environment.</p> <ul style="list-style-type: none"> Seek answers to questions by using mathematical thinking (i.e. reasoning and problem solving) during play and daily activities (determine who is taller by standing next to classmate; find two smaller blocks to replace larger block). MTE-6a Use drawing and concrete materials to represent and communicate mathematical ideas (draw many circles to show "lots of people;" put craft sticks in a pile to show the number of children who want crackers for snack). MTE-6b Develop and consistently use intentional strategies when working with knobbed puzzles and similar materials. MTE-6c | <ul style="list-style-type: none"> Seek answers to questions during play and daily activities using an increasing variety of mathematical strategies (figure out how to balance a block structure; to build a bridge; to create a pattern with Legos®). MTE-6d Use drawing, writing, and concrete materials to represent and communicate a variety of mathematical ideas (draw shapes to represent pattern; stack different-colored blocks to represent classmates' answers to a survey question). MTE-6e Begin to explain how a mathematical problem was solved ("I saw that there was always a blue flower after a red flower so I knew to put a blue one next." "I counted four friends who didn't have crackers so I got four more."). MTE-6f Identify and describe strategies used to complete increasingly difficult puzzles (for example, when completing a floor puzzle, working on the edges first). MTE-6g | | <p>ATL.9.D With adult support, applies explicitly taught and practiced higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization).</p> <p>M-NC.3.D Creates sets of 0–10 and begins to use cardinality to identify the last number counted.</p> <p>M-DAP.2.A Collects and organizes data by sorting and classifying groups of objects into clusters (e.g., sort buttons by color).</p> <p>M-DAP.2.D Graphs using symbols such as paper squares, tally marks, or Xs to organize and display information. Compares two to three groups.</p> <p>M-DAP.1.D Uses comparative language to describe the quantities in each category. For example, answers "Did more people bike or walk to school?" or "Which column has fewer responses?"</p> <p>M-M.1.D Uses nonstandard units to measure and then comparative language to describe the measurements of two objects, like when answering "Which container holds more beans?"</p> <p>M-NC.8.E Solves subtraction story problems for quantities 1–10 using objects, fingers, drawings, or actions.</p> <p>ATL.4.A Uses two to three words or nonverbal actions (gestures, body language, facial expressions) to explain activities they are engaging in.</p> <p>ATL.4.B Verbally or nonverbally demonstrates an understanding of accomplishing a task. May verbally explain work product.</p> |

DOMAIN: COGNITIVE DEVELOPMENT

SUB-DOMAIN: CONSTRUCTION OF KNOWLEDGE: THINKING AND REASONING

| Goal | Developmental Indicators: 36 to 48 months | Developmental Indicators: 48 to 60+ months | Every Child Ready Standard(s) |
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| <p>Goal CD-1: Children use their senses to construct knowledge about the world around them.</p> | <ul style="list-style-type: none"> Explore objects, tools, and materials systematically to learn about their properties (weigh an object, observe something from the top of the object to the bottom). CD-1h Express knowledge gathered with their senses using play, various art forms, language, and other forms of representation. (Show an understanding that one block is heavier than another, that play dough can be modeled into longer and shorter logs, that blocks can be used to represent a telephone). CD-1i Enjoy fantasy and make-believe and can sometimes distinguish appearance from reality (the person behind the mask remains the same person). CD-1j Group familiar objects that go together (shoe and sock, brush and paint, hammer and nail). CD-1k | <ul style="list-style-type: none"> Explore objects, tools, and materials systematically to learn about their properties (weigh an object, observe something from the top of the object to the bottom). CD-1l Express knowledge gathered with their senses using play, various art forms, language, and other forms of representation. (Show an understanding that one block is heavier than another, that play dough can be modeled into longer and shorter logs, that blocks can be used to represent a telephone). CD-1m Distinguish appearance from reality (the person behind a mask is still the same person; recognize that a fantasy story could not be real). CD-1n Organize and use information through matching, grouping, and sequencing. CD-1o | <p>SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment. ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work. M-M.1.C Uses nonstandard units to measure objects by filling, covering, or matching, like when answering "How many scoops of sand fill a container?" M-M.1.C Uses nonstandard units to measure objects by filling, covering, or matching, like when answering "How many scoops of sand fill a container?" M-M.1.D Uses nonstandard units to measure and then comparative language to describe the measurements of two objects, like when answering "Which container holds more beans?" M-M.1.E Uses standard units (e.g., ruler, scale, balance) to measure and then use comparative language to describe the measurements of two objects. SC-P.1.B Use senses to observe and describe some physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on. M-PFA.2.C Order up to five objects by one attribute, such as size, shades of color, texture, or sound, using comparative language.</p> |

DOMAIN: COGNITIVE DEVELOPMENT

SUB-DOMAIN: CONSTRUCTION OF KNOWLEDGE: THINKING AND REASONING

| Goal | Developmental Indicators: 36 to 48 months | Developmental Indicators: 48 to 60+ months | Every Child Ready Standard(s) |
|---|---|--|---|
| <p>Goal CD-2: Children recall information and use it for addressing new situations and problems.</p> | <ul style="list-style-type: none"> Recognize whether a picture or object is the same as or different from something they have seen before. CD-2o Apply what they know about everyday experiences to new situations (look for the seatbelt on the bus). CD-2p Describe or act out a memory of a situation or action, with adult support. CD-2q Make predictions about what will happen using what they know. CD-2r Introduce ideas or actions in play based on previous knowledge or experience. CD-2s Ask questions about why things happen and try to understand cause and effect. CD-2t | <ul style="list-style-type: none"> Demonstrate their ability to apply what they know about everyday experiences. CD-2u Describe past events in an organized way, including details or personal reactions. CD-2v Improve their ability to make predictions and explain why things happen using what they know. CD-2w Introduce more elaborate or detailed ideas or actions into play based on previous knowledge or experience. CD-2x Try to reach logical conclusions (including conclusions regarding cause and effect) about familiar situations and materials, based on information gathered with their senses. CD-2y Speculate and imagine what might happen next. CD-2z | <p>ATL.9.C Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and wants to return, or fell on the slide yesterday, so exercises caution today).</p> <p>ATL.9.D With adult support, applies explicitly taught and practiced higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization).</p> <p>SC-SP.1.B Observes and describes cause and effect.</p> <p>SC-SP.1.C With teacher guidance, begins to formulate own questions based on observations.</p> <p>SC-SP.1.D Formulates own science-oriented questions based on observations.</p> <p>SC-SP.2.B Participates in teacher-led explorations and experiments and uses prior knowledge to make predictions.</p> <p>SC-SP.2.C With teacher guidance, begins to hypothesize before teacher-led experiments.</p> <p>SOC.5.C Begins to use knowledge of past and present experiences to make predictions about the future.</p> |

DOMAIN: COGNITIVE DEVELOPMENT

SUB-DOMAIN: CONSTRUCTION OF KNOWLEDGE: THINKING AND REASONING

| Goal | Developmental Indicators: 36 to 48 months | Developmental Indicators: 48 to 60+ months | Every Child Ready Standard(s) |
|--|--|--|---|
| <p>Goal CD-3: Children demonstrate the ability to think about their own thinking: reasoning, taking perspectives, and making decisions.</p> | <ul style="list-style-type: none"> Use language to identify pretend or fantasy situations (say, "Let's pretend we're going on a trip." "That's a pretend story."). CD-3f Use words like "think" and "know" to talk about thoughts and beliefs. CD-3g Recognize that beliefs and desires can determine what people do (e.g., a person will look for a missing object based on where they think it is rather than where it actually is). CD-3h Remember and describe at the end of the day what they had done while at school. CD-3i | <ul style="list-style-type: none"> Use language to identify pretend or fantasy situations (say, "Let's pretend we're going on a trip." "That's a pretend story."). CD-3j Express understanding that others may have different thoughts, beliefs, or feelings than their own ("I like ketchup and you don't."). CD-3k Use language to describe their thinking processes with adult support. CD-3l Work on a project over several days, solving problems and making their work more elaborate. CD-3m | <p>ATL.9.C Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and wants to return, or fell on the slide yesterday, so exercises caution today).</p> <p>ATL.9.D With adult support, applies explicitly taught and practiced higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization).</p> <p>SOC.2.D Recognizes that people have different thoughts and opinions within a community.</p> <p>SOC.2.E Shares how their thoughts, opinions, choices, and actions can impact their community.</p> <p>ATL.1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play).</p> <p>C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.</p> <p>C-ARTS.2.D Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.</p> <p>ATL.9.A Recalls one to two pieces of new and relevant information about their lived experiences (e.g., shares two things they did that day, recalls two toys that were in the Dramatic Play Center).</p> |

DOMAIN: COGNITIVE DEVELOPMENT

SUB-DOMAIN: CREATIVE EXPRESSION

| Goal | Developmental Indicators: 36 to 48 months | Developmental Indicators: 48 to 60+ months | Every Child Ready Standard(s) |
|---|--|---|---|
| Goal CD-4: Children demonstrate appreciation for different forms of artistic expression. | <ul style="list-style-type: none"> Express pleasure in different forms of art (express preferences, choose to look at book of photographs or listen to music again). CD-4g Participate in, describe and ask questions about art, music, dance, drama, or other aesthetic experiences (describe dancers spinning round and round; talk about colors in a painting). CD-4h | <ul style="list-style-type: none"> Express pleasure in different forms of art (express preferences, choose to look at book of photographs or listen to music again). CD-4i Participate in, describe and ask questions about art, music, dance, drama, or other aesthetic experiences (describe dancers spinning round and round; talk about colors in a painting). CD-4j Use art-specific vocabulary to express ideas and thoughts about artistic creations more clearly (say, "We need a stage for our puppet show."). CD-4k Recognize the value of artistic expression and the role the arts play in people's lives. CD-4l | <p>C-ARTS.5.AA Shows enthusiasm and curiosity about different types of creative arts.</p> <p>C-ARTS.5.A Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques.</p> <p>C-ARTS.5.B Discusses their own artistic creations and chooses artwork for display or performance.</p> <p>C-ARTS.5.C Recognizes and discusses differences in artistic creations.</p> <p>C-ARTS.5.D Expresses opinions about the artistic creations and techniques of others.</p> <p>C-ARTS.5.E Interprets the art of others by describing what they see and identifying a theme.</p> |
| Goal CD-5: Children demonstrate self-expression and creativity in a variety of forms and contexts, including play, visual arts, music, theater, and dance. | <ul style="list-style-type: none"> Choose to participate and express themselves through a variety of creative experiences, such as art, music, movement, dance, and dramatic play. CD-5m Show creativity and imagination when using materials and assuming roles during pretend play. CD-5n Explore the properties of art materials and use them with purpose to draw, paint, sculpt, and create in other ways. CD-5o Show awareness of different musical instruments, rhythms, and tonal patterns as they make music or participate in music activities. CD-5p Show awareness of various patterns of beat, rhythm, and movement through music and dance activities. CD-5q | <ul style="list-style-type: none"> Choose to participate and express themselves through a variety of creative experiences, such as art, music, movement, dance, and dramatic play. CD-5r Plan and act out scenes based on books, stories, everyday life, and imagination. CD-5s Plan and complete artistic creations such as drawings, paintings, collages, and sculptures. CD-5t Recall and imitate different musical tones, rhythms, rhymes, and songs as they make music or participate in musical activities (clap previous beat to a new song). CD-5u Recall and imitate patterns of beat, rhythm, and movement as they create dances or participate in movement and dance activities. CD-5v | <p>C-ARTS.1.AA Moves body spontaneously to music.</p> <p>C-ARTS.1.C Creates short dances or movement sequences.</p> <p>C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.</p> <p>C-ARTS.2.C Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.</p> <p>C-ARTS.3.A Expresses self using a variety of art materials and tools.</p> <p>C-ARTS.3.C Explores and creates art using different techniques, such as dot art, mixed media collages, and clay.</p> <p>C-ARTS.4.B Sings a variety of songs within children's vocal range, independently and with others.</p> <p>C-ARTS.4.C Recognizes differences between a variety of music activities with different tempos, genres, and rhythms.</p> <p>C-ARTS.4.C Recognizes differences between a variety of music activities with different tempos, genres, and rhythms.</p> |

DOMAIN: COGNITIVE DEVELOPMENT

SUB-DOMAIN: SOCIAL CONNECTIONS

| Goal | Developmental Indicators: 36 to 48 months | Developmental Indicators: 48 to 60+ months | Every Child Ready Standard(s) |
|--|---|--|---|
| Goal CD-6: Children demonstrate knowledge of relationships and roles within their own families, homes, classrooms, and communities. | <ul style="list-style-type: none"> Talk about close family members, name their relationships to each other, and describe family routines ("Marika is my sister." "My grandma takes care of me at night."). CD-6h Adopt roles of family and community members during play, given support and realistic props. CD-6i Identify and talk about the roles of some community helpers (police, fire fighters, garbage collectors). CD-6j | <ul style="list-style-type: none"> Talk about a wide circle of family members and other people important to the family, their relationships to each other, and shared experiences. CD-6k Adopt roles of a wide variety of family and community members during dramatic play, using props, language, and actions to add detail to their play. CD-6l Recognize and identify the roles of a wide variety of community helpers (police, firefighters, garbage collectors, doctors, dentists). CD-6m | <p>SOC.2.A Verbally or nonverbally identifies a variety of community members within their community, such as in their neighborhood and school.</p> <p>SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community.</p> <p>SOC.1.A Understands family relationships in relation to self.</p> <p>SOC.1.C Discusses the importance of their own family and the roles and responsibilities of various individuals in the family.</p> <p>SOC.1.D Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations.</p> <p>C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.</p> |
| Goal CD-7: Children recognize that they are members of different groups (e.g., family, preschool class, cultural group). | <ul style="list-style-type: none"> Identify self as a part of a specific family, preschool class, or other familiar group (e.g., point to picture and say, "That's my family," or "I'm in Ms. Emily's class."). CD-7d | <ul style="list-style-type: none"> Identify and express self as a part of several groups (e.g., family, preschool class, faith community). CD-7e | <p>SOC.1.A Understands family relationships in relation to self.</p> <p>SOC.2.B Recognizes their role within the classroom, neighborhood, and community, such as voting in the classroom or being a member of the soccer team.</p> <p>SE.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.</p> |
| Goal CD-8: Children identify and demonstrate acceptance of similarities and differences between themselves and others. | <ul style="list-style-type: none"> Show acceptance of people who are different from themselves as well as people who are similar. CD-8d Given support and guidance, explore different cultural practices during play and planned activities. CD-8e | <ul style="list-style-type: none"> Show acceptance of people who are different from themselves as well as people who are similar. CD-8f Talk about how other children have different family members and family structures than their own ("I live with my Grandma and Shanika lives with her Mom and Dad." "David's dad works but my Daddy stays home and takes care of me."). CD-8g Show acceptance of different cultures through exploration of varying customs and traditions, past and present (how people dress, how people speak, food, music, art, etc.). CD-8h | <p>SE.3.D Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.</p> <p>SE.3.E Demonstrates strong self-confidence through words or actions including sharing pride and celebrating others in relation to self, family, community, or culture.</p> <p>SOC.1.D Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations.</p> <p>SOC.1.E Explains why it's important to recognize and celebrate differences in families, such as their languages, music, food, or celebrations.</p> |

DOMAIN: COGNITIVE DEVELOPMENT

SUB-DOMAIN: SOCIAL CONNECTIONS

| Goal | Developmental Indicators: 36 to 48 months | Developmental Indicators: 48 to 60+ months | Every Child Ready Standard(s) |
|---|---|--|---|
| <p>Goal CD-9: Children explore concepts connected with their daily experiences in their community.</p> | <ul style="list-style-type: none"> Describe characteristics of the places where they live and play (say, "My house is big and there are trees in my yard." "The playground has swings and a sandbox."). CD-9b Notice changes that happen over time (seasons, self or others growing bigger). CD-9c Notice and talk about weather conditions. CD-9d With prompting and support, participate as a member of a democratic classroom community (vote for name of class pet, wait turn to paint when easels are full). CD-9e | <ul style="list-style-type: none"> Describe characteristics of the places where they live and play (say, "My house is big and there are trees in my yard." "The playground has swings and a sandbox."). CD-9f Observe and talk about changes in themselves and their families over time. CD-9g Observe and talk about how people adapt to seasons and weather conditions (put on sunscreen on sunny days, wear rain gear). CD-9h Show awareness of the basic needs all families have (food, shelter, clothing) and how needs are met (work, help each other). CD-9i Demonstrate positive social behaviors and take personal responsibility as a member of a group (share, take turns, follow rules, take responsibility for classroom jobs). CD-9j | <p>SOC.2.B Recognizes their role within the classroom, neighborhood, and community, such as voting in the classroom or being a member of the soccer team.</p> <p>SOC.4.AA Verbally or nonverbally identifies familiar places and the features, such as home, classroom, and school building.</p> <p>SOC.4.A Verbally or nonverbally identifies common locations in their neighborhood and community and their features (library, store, park, etc.).</p> <p>ATL.9.A Recalls one to two pieces of new and relevant information about their lived experiences (e.g., shares two things they did that day, recalls two toys that were in the Dramatic Play Center).</p> <p>ATL.9.B Identifies and anticipates materials and expectations needed for everyday and routine activities.</p> <p>SC-LES.2.AA Uses senses to observe and respond to changes in the weather.</p> <p>SC-LES.2.D Discusses the effects of changes in weather, such as growing different crops or wearing different clothing.</p> |

DOMAIN: COGNITIVE DEVELOPMENT

SUB-DOMAIN: SCIENTIFIC EXPLORATION AND KNOWLEDGE

| Goal | Developmental Indicators: 36 to 48 months | Developmental Indicators: 48 to 60+ months | Every Child Ready Standard(s) |
|--|---|---|---|
| <p>Goal CD-10: Children observe and describe characteristics of living things and the physical world.</p> | <ul style="list-style-type: none"> Participate in the care of living things, with guidance and support (water plants, help to feed classroom pet). CD-10e Notice and react to the natural world and the outdoor environment. CD-10f Notice and describe characteristics of plants and animals, such as appearance, similarities, differences, behavior, and habitat. CD-10g Notice and describe current weather conditions. CD-10h Notice and describe properties of materials and changes in substances (water freezes into ice, pudding thickens, clay hardens). CD-10i Participate in activities that help to care for the environment, with guidance and support (pick up trash, recycle paper). CD-10j | <ul style="list-style-type: none"> Collect items from nature (rocks, leaves, insects) and classify them using physical characteristics (color, size, shape, texture). CD-10k Notice and react to the natural world and the outdoor environment. CD-10l Describe some things plants and animals need to live and grow (sunlight, water, food). CD-10m Take responsibility for the care of living things (independently feed classroom pet as daily chore, water plant when dry, weed vegetable garden). CD-10n Notice and describe weather conditions, position of the sun and moon at different times, and seasonal changes. CD-10o Notice, describe, and attempt to explain properties of materials and changes in substances (metal railing is hot because the sun shines on it; ice melts when it gets warmer). CD-10p Participate in activities that help to care for the environment and explain why they are important with guidance and support (gathering cans for recycling, planting trees). CD-10q | <p>SC-LES.1.B Demonstrates understanding of the difference between living and nonliving things.</p> <p>SC-LES.4.B Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features.</p> <p>SC-LES.5.B Identifies that plants are living and identifies characteristics and features of plants.</p> <p>SC-P.1.B Use senses to observe and describe some physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.</p> <p>SC-LES.2.B Identifies seasons and observes and describes patterns and changes in the weather.</p> <p>SC-LES.1.D Describes how humans affect their environment in positive and negative ways, such as recycling, planting trees, litter, and pollution.</p> <p>SC-P.3.B Recognizes and explores water in its liquid, solid, and gas forms.</p> |

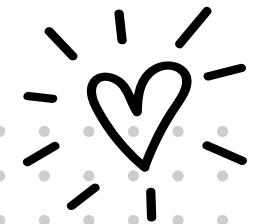
DOMAIN: COGNITIVE DEVELOPMENT

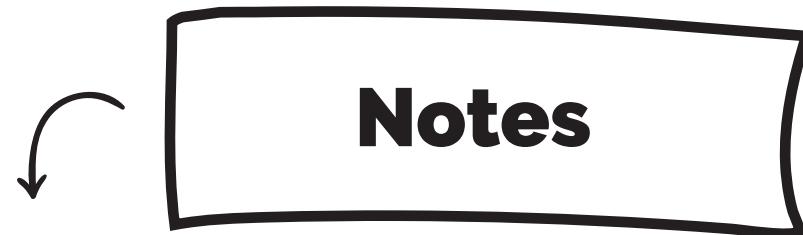
SUB-DOMAIN: SCIENTIFIC EXPLORATION AND KNOWLEDGE

| Goal | Developmental Indicators: 36 to 48 months | Developmental Indicators: 48 to 60+ months | Every Child Ready Standard(s) |
|--|--|--|--|
| <p>Goal CD-11: Children explore the world by observing, manipulating objects, asking questions, making predictions, and developing generalizations.</p> | <ul style="list-style-type: none"> Represent what they learn during scientific exploration through drawing, modeling, building, movement, or other methods. CD-11i Observe objects, materials, and everyday events, and describe what they notice (temperature, texture, size, weight, color, etc.). CD-11j Ask questions to find out more about the natural world. CD-11k With guidance and support, use simple tools to investigate objects and materials (magnifying glass, sifter, ramps for rolling balls and cars). CD-11l Describe and predict changes that take place when mixing and manipulating materials. CD-11m | <ul style="list-style-type: none"> Represent what they learn during scientific exploration through drawing, modeling, building, movement, or other methods. CD-11n Ask questions and identify ways to find answers (look in a book, use the computer, try something and watch what happens). CD-11o Compare objects, materials, and phenomena by observing and describing their physical characteristics. CD-11p Use an increasing variety of tools to investigate the world around them (measuring tools, balance, prism, droppers). CD-11q Make and check predictions through observations and experimentation, with adult support and guidance. CD-11r Manipulate the environment to produce desired effects and invent solutions to problems (attach a piece of string to the light switch so they can independently turn off the lights). CD-11s Engage in the scientific process by observing, making predictions, recording predictions (through photographs, drawings or dictations), developing plans for testing hypotheses, trying out ideas and communicating outcomes. CD-11t Analyze the result of an attempted solution and use new information to solve a problem (e.g. after observing a paper boat sinking in the water, making a new boat out of a different material to see if it would float). CD-11u | <p>SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment.</p> <p>SC-SP.2.C With teacher guidance, begins to hypothesize before teacher-led experiments.</p> <p>SC-SP.1.C With teacher guidance, begins to formulate own questions based on observations.</p> <p>SC-SP.3.A With teacher guidance, participates in recording scientific observations and data.</p> <p>M-M.1.E Uses standard units (e.g., ruler, scale, balance) to measure and then use comparative language to describe the measurements of two objects.</p> <p>SC-P.1.B Use senses to observe and describe some physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.</p> <p>SC-SP.3.D Discusses conclusions and reflects on the scientific-oriented question and hypothesis based on prior knowledge and recorded information.</p> <p>SC-SP.3.E Makes recommendations based on observations and conclusions.</p> <p>ATL.5.D With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error).</p> |

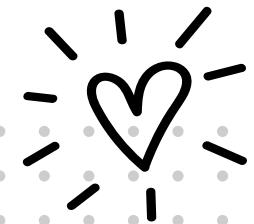


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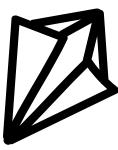




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