

Every Child Ready Standards & South Dakota Early Learning and Development Guidelines Alignment									
South Dakota Early Learning and Development Guidelines					Every Child Ready Standards				
Domain	Component	Goal	Age	Developmental Indicator Continuum	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5
Approaches to Learning (AL)	1: Curiosity, Information-Seeking, and Eagerness	1. Children demonstrate curiosity and eagerness and express interest in the world around them.	Younger Preschoolers (33-48 months)	Seek out a trusted person to approach something new.	IS.2.B Accepts offers of adult assistance to engage in coregulation.	IS.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult.	ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own.		
				Discover things that interest and amaze them and express that interest to others.	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.	LL-LC.4.A Initiates a brief verbal or nonverbal social interaction with adults or peers engaging in a one-way interaction.	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.	
				Share what they have done with others through verbal and nonverbal means (take adult or peer to the easel to see a painting).	ATL.4.A Uses two to three words or nonverbal actions (gestures, body language, facial expressions) to explain activities they are engaging in.	ATL.4.A Verbally or nonverbally demonstrates an understanding of accomplishing a task. May verbally explain work product.	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 Dramatic Play).	LL-NC.4.A Describes or reenacts one event in a personal narrative using a simple phrase.	
				Show interest in a growing range of topic ideas, and tasks.	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.	LL-LC.3.A Shows interest in new words or asks questions to acquire new vocabulary.		
				Share discoveries with a trusted person when reunited with that person at a later time.	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 Dramatic Play).	LL-NC.4.A Describes or reenacts one event in a personal narrative using a simple phrase.			
				Demonstrate eagerness to find out more about other people, discover new things in their environment, and talk about these things with others.	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.	LL-LC.3.A Shows interest in new words or asks questions to acquire new vocabulary.	IS.4.C With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations.		
			Older Preschoolers (45-60+ months)	Choose to participate in a wide assortment of activities and demonstrate willingness to try new experiences.	ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own.	ATL.5.D With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error).	ATL.8.C With adult support, creates a goal for an activity and follows a simple plan.		
				Demonstrate interest in mastering new skills (writing name, riding a bike, dancing, building skills).	LL-WR.3.B Writes at least one recognizable letter from their name. The letter may be backward, reversed, or poorly formed and recognized only in context.	ATL.3.A Asks questions and seeks clarity after attempting a challenging task.	ATL.8.D Creates and follows through with simple plans independently.	C-ARTS.1.C Creates short dances or movement sequences.	
				Ask questions about the people and things around them.	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.	LL-LC.2.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.	LL-LC.3.A Shows interest in new words or asks questions to acquire new vocabulary.	ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own.	
				Use all available senses, tools, and multiple strategies to actively explore the environment (drop objects in water to see if they sink or float).	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.	LL-LC.2.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.	LL-LC.3.A Shows interest in new words or asks questions to acquire new vocabulary.		
				Purposefully try different ways of doing things to see how they work (adjust blocks used as a ramp to make a ball roll faster and farther).	SC-SP.2.B Participates in teacher-led explorations and experiments and uses prior knowledge to make predictions.	SC-SP.2.C With teacher guidance, begins to hypothesize before teacher-led experiments.	SC-SP.2.D Makes hypotheses, and tests their hypotheses through experimentation.	SC-P.4.C With teacher guidance, recognizes that different factors, such as heights or textures, can change the speed of an object, such as racing cars on ramps.	
				Ask questions and wonder about things that interest them (ask questions about future events, describe changes they notice in the seasons).	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.	LL-LC.2.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.	LL-LC.3.A Shows interest in new words or asks questions to acquire new vocabulary.	SC-LES.2.A Identifies different types of weather, such as sunny, rainy, cloudy, or snowy.	SC-LES.2.B Identifies seasons and observes and describes patterns and changes in the weather.
			Older Preschoolers (45-60+ months)	Choose among different ways to explore the environment based on past experience (use a magnifying glass that they saw being used previously to explore something new).	ATL.9.C Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and want to return to it, or that they fell on the slide yesterday, so exercises caution today).	SC-SP.1.A With teacher guidance, participates in activities to formulate simple science-oriented questions based on observations.			
				Use what they know from past experience to understand a current situation (get an umbrella to go outside because it is raining).	ATL.9.C Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and want to return to it, or that they fell on the slide yesterday, so exercises caution today).	ATL.9.B Identifies and anticipates materials and expectations needed for everyday and routine activities.	SC-LES.2.D Discusses the effects of changes in weather, such as growing different crops or wearing different clothing.		
				Show increasing independence and initiative when making choices ("I want to go to blocks").	ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own.	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).		
				Express goals or plans and follow through on them ("I'm going to build a really tall tower").	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.4.B Verbally or nonverbally demonstrates an understanding of accomplishing a task. May verbally explain work product.		
				Expand self-help skills, interest, and enjoyment in doing things on their own (brushing teeth, putting on boots).	IS.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.	IS.6.E Seeks out opportunities to complete age-appropriate tasks independently.	ATL.3.C Asks questions and seeks clarity after attempting a challenging task.		
				Demonstrate increasing independence, initiative, self-direction, and purpose when making choices. ("I'm going to the block area to make a track for my race car").	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.3.B Demonstrates an interest in learning new information or starting a new activity on their own.		
Older Preschoolers (45-60+ months)	Demonstrate self-help skills, independently identifying and seeking things they need to complete activities or carry out play scenarios (gather supplies and create a sign for the block building they created).	IS.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.	IS.6.E Seeks out opportunities to complete age-appropriate tasks independently.	ATL.8.B Uses adult-created organization tools to complete steps of a simple task or project.					
	Set simple goals that extend over time, make plans and put effort into following through ("Let's make a rocket ship. We need blocks").	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.8.E Plans simple steps for future activity goal.					
	Move independently to another activity once their current activity is completed.	ATL.5.A Transitions between activities that are part of the routine school day with adult reminders.	ATL.5.B Shifts between tasks or activities, including ending preferred activities, with adult support.	ATL.7.C Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn).					

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Approaches to Learning (AL)	2: Initiative, Effort, Engagement, and Persistence	4: Children are engaged and maintain focus in play and everyday tasks.	Younger Preschoolers (33-48 months)	Remain engaged in more complex activities they have chosen.	ATL.6.D Refocuses attention to independent or group activity after minor distraction.	ATL.6.E Attends to activities or peer engagement for extended periods of time (30+ minutes).	ATL.8.D Creates and follows through with simple plans independently.		
				Focus on age-appropriate activities for a short period of time, even with interruptions (continue painting after answering another child's question).	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.			
				Maintain interest and focus and return to an activity after a break.	ATL.6.D Refocuses attention to independent or group activity after minor distraction.	ATL.5.B Shifts between tasks or activities, including ending preferred activities, with adult support.			
			Older Preschoolers (45-60+ months)	Consistently remain engaged in self-directed activities (finishes a card they chose to make for a loved one).	ATL.8.D Creates and follows through with simple plans independently.	ATL.6.E Attends to activities or peer engagement for extended periods of time (30+ minutes).			
				Sometimes able to ignore irrelevant information when focusing on a task (sorting buttons by color regardless of shape).	ATL.7.D Independently completes simple assignment or task despite normal classroom environment distractions.	ATL.6.D Refocuses attention to independent or group activity after minor distraction.	ATL.3.D Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed.		
				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).	ATL.5.D With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error).	ATL.8.D Creates and follows through with simple plans independently.			
		5: Children persist at challenging activities in play and everyday tasks.	Younger Preschoolers (33-48 months)	When experiencing difficulty with a challenging task, ask for and accept help from peers or adults (ask for help putting materials away on a high shelf, ask a friend for help in naming an unfamiliar animal in a book).	IS.6.C Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers.	IS.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.	IS.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.		
				Persists in working to complete tasks, trying different ways until successful (when a block tower falls, try putting the blocks together in a different way to build the tower again).	ATL.3.D Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed.	ATL.5.D With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error).	ATL.8.D Creates and follows through with simple plans independently.		
				Plan and follow through on longer-term tasks (planting a seed and caring for the plant).	ATL.8.E Plans simple steps for future activity goal.	ATL.9.B Identifies and anticipates materials and expectations needed for everyday and routine activities.	SC-LES.5.C Identifies that plants are living and describes the needs of plants.		
			Older Preschoolers (45-60+ months)	Keep trying until a challenging activity is completed, despite distractions or interruptions (multi-piece puzzle started before lunch and completed later).	ATL.6.D Refocuses attention to independent or group activity after minor distraction.	ATL.7.D Independently completes simple assignment or task despite normal classroom environment distractions.	ATL.8.D Creates and follows through with simple plans independently.		
				Seek help and work cooperatively with others to complete a challenging activity (ask and work with peers to build a block bridge across the water table).	IS.6.C Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers.	IS.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.	ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play).		
Approaches to Learning (AL)	3: Risk-Taking, Problem-Solving, Flexibility, and Resiliency	6: Children are willing to try new and challenging experiences in play and everyday tasks.	Younger Preschoolers (33-48 months)	Express a belief that they can do things that are hard.	IS.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.	IS.3.E Demonstrates strong self-confidence through words or actions including sharing pride and celebrating others in relation to self, family, community, or culture.			
				Choose to participate in an increasing variety of new experiences when offered.	ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own.	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).			
				Show flexibility by adapting to changes in routines and situations.	ATL.5.C Adjusts to changes in the environment or schedule with adult guidance and advance warning.	ATL.5.E Adapts to new rules or circumstances in an age-appropriate game or activity.			
				Accept new challenges and opportunities when offered.	ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own.	ATL.3.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance.			
				Try things they are not sure they can do, while avoiding dangerous risks.	ATL.3.C Asks questions and seeks clarity after attempting a challenging task.	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).	PD.6.B Demonstrates understanding of safety procedures and begins to initiate.		
				Expand their sense of self-reliance.	IS.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.	IS.6.E Seeks out opportunities to complete age-appropriate tasks independently.			
			Older Preschoolers (45-60+ months)	Approach new experiences independently.	ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own.	ATL.8.A With one to one adult support, completes steps of a simple task or project (two to three steps).			
				Ask to participate in new experiences that they have observed or heard about.	ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own.	LL-LC.2.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.			
				Independently seek new challenges.	ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own.	ATL.3.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance.			
				Demonstrate resiliency and coping skills when faced with challenges (after spilling paint on their favorite shirt are able to help clean up and continue painting).	IS.7.A Listens to or follows a solution provided by an adult. May communicate discomfort or dysregulation and require additional time to regulate while responding.	IS.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.	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).		
		Younger Preschoolers (33-48 months)	Welcome new challenges (add additional pieces to a new construction toy).	ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own.	ATL.3.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance.				
			Seek and make use of ideas and help from adults and peers to solve problems.	IS.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.	IS.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).				
			Purposefully attempt several different strategies when encountering difficulty during daily routines or when using materials.	ATL.5.D With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error).	ATL.3.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance.				

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Approaches to Learning (AL)	4: Play and Imagination	7: Children use a variety of strategies to solve problems in play and everyday tasks.	Older Preschoolers (45-60+ months)	Talk to themselves to work through the steps to solve a problem.	ATL.3.D Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed.	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).				
				Recovers from setbacks with the support of an adult ("What happened?" "It fell over." "Should we build it again?" "Yeah, it's okay, let's build it again.")	IS.7.A Listens to or follows a solution provided by an adult. May communicate discomfort or dysregulation and require additional time to regulate while responding.	IS.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.				
				Describe the steps they will use to solve a problem.	ATL.8.C With adult support, creates a goal for an activity and follows a simple plan.	ATL.8.E Plans simple steps for future activity goal.	ATL.4.D Assesses or reflects upon activity or task outcome or product.			
			Apply their prior knowledge to evaluate different strategies for solving a problem.	ATL.9.C Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and want to return to it, or that they fell on the slide yesterday, so exercises caution today).	ATL.9.D With adult support, applies explicitly taught and practiced higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization).					
			Explain how they reasoned and solved a problem to another person.	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.	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.					
			Demonstrate satisfaction or delight when solving a problem or completing a task.	ATL.4.C Monitors the completion of a task and identifies preferred elements of a work product or task.	IS.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.					
			Exhibit flexibility in considering alternative suggestions offered by others.	ATL.5.E Adapts to new rules or circumstances in an age-appropriate game or activity.	IS.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.					
			Quickly recover from setbacks when working and playing with others.	IS.2.D Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance.	ATL.5.D With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error).	ATL.3.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance.	IS.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.			
			8: Children engage in increasingly complex play.	Younger Preschoolers (33-48 months)	Engage in pretend play themes that include interacting with peers, but often these are not coordinated.	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 prompting (associative play).	C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.	ATL.2.A Engages in activities next to peers using shared materials (parallel play).	
		Talk to peers and share materials during play.			IS.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).	ATL.2.B Plays, works on tasks, or participates in activities with peers with adult prompting (associative play).	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.			
		Engage in make-believe play with imaginary objects.			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.				
		Older Preschoolers (45-60+ months)		Use language to begin and carry on play with others.	LL-LC.4.A Initiates a brief verbal or nonverbal social interaction with adults or peers engaging in a one-way interaction.	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.				
				Express knowledge of their everyday lives and culture through play (pretends to shop at a farmer's market and prepare a meal, pretends to fix hair the way their family styles hair).	IS.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.	C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.	SOC.1.B Discusses the activities or celebrations that their family does together.			
				Develop and sustain more complex pretend play themes in cooperation with peers.	ATL.1.E Coordinates roles and carries out more complex stories during role-play.	ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play).	C-ARTS.2.C Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.			
		Younger Preschoolers (33-48 months)		Use more complex and varied language to share ideas and influence others during play.	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.	LL-LC.4.E Modifies conversations based on the context or listener.				
				Choose to use new knowledge and skills during play (add features to pretend play scene related to current project, write list, build a structure like that displayed in a book they have read).	ATL.9.C Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and want to return to it, or that they fell on the slide yesterday, so exercises caution today).	ATL.8.D Creates and follows through with simple plans independently.				
				Demonstrate their cultural values and "roles" through play (uses a blanket as a shawl while dancing).	IS.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence.	C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.				
		Younger Preschoolers (33-48 months)	Explore and experiment with a wide variety of materials and activities.	ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work.	SC-SP.2.A Participates in simple explorations and experiments based on a teacher-led inquiry and prior knowledge.					
Use imagination to try new ways of doing things and work with materials in creative ways.	ATL.1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play).		C-ARTS.3.C Explores and creates art using different techniques, such as dot art, mixed media collages, and clay.	ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work.	SC-SP.2.AA. Uses senses and tools to explore and manipulate objects and materials in the environment.					
Use materials (art materials, instruments, construction, writing implements) or actions to represent experiences or ideas in inventive ways.	C-ARTS.3.D Plans for and creates art using preferred art materials, tools, and techniques.		C-ARTS.2.D Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.							

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		9. Children demonstrate creativity, imagination, and inventiveness in play and everyday tasks.		Experiment with language, musical sounds, and movement.	C-ARTS.1.C Creates short dances or movement sequences.	C-ARTS.4.D Uses their voice or an instrument to express themselves and copy simple tempos.			
			Older Preschoolers (45-60+ months)	Play pretend play scenarios and use or create a variety of roles, props, or tools to bring them to life.	C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.	ATL.1.D Carries out familiar roles during individual or collaborative role-play.	ATL.1.C Engages in individual verbal or nonverbal imaginative play or role-play.	ATL.1.E Coordinates roles and carries out more complex stories during role-play.	
				Use materials or actions in increasingly varied, creative, and resourceful ways to represent experiences or ideas.	C-ARTS.3.E Reviews their original art and makes changes to the final product.	ATL.4.E Assesses tasks and makes adjustments to strategies for updates or revisions.			
				Develop creative solutions in play and daily situations.	IS.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).	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).			
				Make up stories, songs or dances for fun during play.	C-ARTS.1.D Leads dances or movement sequences and demonstrates them to others.	C-ARTS.4.E Creates and performs original music or songs for others.			

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Social Dev. and Emotional Dev. Domain (SDED)	1: Developing a Positive Sense of Self	1: Children demonstrate a positive sense of themselves as unique and capable individuals in play and everyday tasks.	Younger Preschoolers (33 – 48 months)	Use more complex terms to describe body parts and physical characteristics (accurately identify "where it hurts").	IS.3.A With adult support, verbally or nonverbally identifies something about themselves.	IS.1.B With adult modeling and visual supports, verbally or nonverbally identifies and labels emotions such as happiness, excitement, anger, fear, and sadness in self.			
				Identify self by first and last name.	SE.3.AA Responds to own name.	LL-WR.3.E Writes all letters in their name in correct order. All letters are correct and could be recognized out of context.			
				Aware of the idea of ownership ("This is mine, that is yours.").	IS.3.A With adult support, verbally or nonverbally identifies something about themselves.	SOC.2.B Recognizes their role within the classroom, neighborhood, and community, such as by voting in the classroom or being a member of the soccer team.	IS.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).		
				Describe self in positive terms, including what they like and dislike, what they can do, and what they have done.	IS.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.	IS.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence.	IS.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.		
				Demonstrate emerging sense of independence in their choices and confidence that they can do many things.	IS.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.	IS.6.E Seeks out opportunities to complete age-appropriate tasks independently.	IS.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.		
				Express a sense of belonging to a group ("There's Destiny from my class. ").	SOC.2.B Recognizes their role within the classroom, neighborhood, and community, such as by voting in the classroom or being a member of the soccer team.	IS.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.	SOC.1.A Understands family relationships in relation to self.	IS.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).	
	Older Preschoolers (45 – 60+ months)	Use detail to describe positive feelings about self, their physical characteristics, what they can do, and what they have accomplished in a variety of areas.	IS.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence.	ATL.4.B Verbally or nonverbally demonstrates an understanding of accomplishing a task. May verbally explain work product.					
		Express preferences and explain reasons for choices.	ATL.9.C Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and want to return to it, or that they fell on the slide yesterday, so exercises caution today).	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.	LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").	ATL.4.B Verbally or nonverbally demonstrates an understanding of accomplishing a task. May verbally explain work product.	IS.3.A With adult support, verbally or nonverbally identifies something about themselves.		
		Express awareness that they are members of different groups (family, dan, preschool class).	SOC.2.B Recognizes their role within the classroom, neighborhood, and community, such as by voting in the classroom or being a member of the soccer team.	SOC.1.A Understands family relationships in relation to self.	IS.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.				
		Seek out trusted adults for approval, emotional support, assistance, and help solving problems when needed.	IS.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult.	IS.2.B Requests or accepts (verbally or nonverbally) adult support with many tasks.	IS.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.				
		Show affection for adults they are close to and refer to them by name ("Hi Nana!").	LL-LC.4.A Initiates a brief verbal or nonverbal social interaction with adults or peers engaging in a one-way interaction.	IS.1.B With adult modeling and visual supports, verbally or nonverbally identifies and labels emotions such as happiness, excitement, anger, fear, and sadness in self.	IS.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.	SOC.1.A Understands family relationships in relation to self.			
		Given time, form positive relationships with new teachers or caregivers.	IS.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) with minimal teacher support.	IS.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.	IS.2.B Accepts offers of adult assistance to engage in coregulation.	IS.6.C Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers.			
Social Dev. and Emotional Dev. Domain (SDED)	2: Developing Relationships	2: Children form relationships and interact positively with familiar adults in play and everyday tasks.	Younger Preschoolers (33 – 48 months)	Show ease and comfort in their interactions with familiar adults.	IS.2.A Coregulates emotion with one-on-one adult support.	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.	IS.1.C With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations.	IS.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).	
				Seek out and accept help from trusted adults as needed for emotional support, approval, assistance, social interaction, and help solving problems.	IS.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult.	IS.2.B Requests or accepts (verbally or nonverbally) adult support with many tasks.	IS.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.		
				Build and strengthen positive relationships with new teachers or caregivers over time.	IS.2.B Accepts offers of adult assistance to engage in coregulation.	IS.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.	IS.5.A Engages with peers with teacher modeling and participates in organized group activities.	IS.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).	IS.6.B Requests or accepts (verbally or nonverbally) adult support with many tasks.
				Use language effectively to converse with familiar adults, to ask for help, or to do something.	LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.	LL-LC.4.B Initiates or joins conversations and engages in conversational turn-taking with at least one feedback loop using both verbal and nonverbal communication.	LL-LC.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.		
				Demonstrate developing social skills with guidance and support when interacting with other children (improving turn-taking, conflict-resolution, sharing).	IS.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).	IS.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).	IS.5.E Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.	ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play).	
				Form and maintain friendships with a few other children.	IS.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.	IS.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).	IS.5.E Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.	SOC.2.B Recognizes their role within the classroom, neighborhood, and community, such as by voting in the classroom or being a member of the soccer team.	
	Older Preschoolers (45 – 60+ months)	Identify another child as a friend.	IS.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).	IS.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).	IS.5.E Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.				
		Begin to initiate positive interactions and play with other children.	IS.5.A Engages with peers with teacher modeling and participates in organized group activities.	IS.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).	IS.5.E Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.	IS.5.E Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.			
		Seek comfort from and give support to familiar children.	IS.4.E With minimal teacher prompts, demonstrates empathy by providing support for others through assistance or advocacy.	IS.4.D With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others.	IS.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).	IS.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.	IS.5.E Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.		
		Begin to demonstrate a respect for the rights and property of others (ask to play with someone else's toy).	IS.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).	IS.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).	ATL.2.C Makes cooperative decisions with peers based on adult provided choices (associative play).				
		Notice and accept similarities and differences among people, including people who have disabilities and those from different cultures (hair color, gender, or favorite activities).	IS.3.D Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.	SOC.1.D Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations.	IS.4.B With adult prompts, compares their own characteristics and emotions to those of others.				
		Demonstrate social skills when interacting with other children (turn-taking, conflict-resolution, sharing).	IS.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).	IS.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).	IS.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.	IS.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).			
Older Preschoolers (45 – 60+ months)	Form and maintain friendships with other children of diverse cultural backgrounds, abilities, and genders.	IS.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.	IS.5.E Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.	SOC.1.D Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations.	IS.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.	IS.4.B With adult prompts, compares their own characteristics and emotions to those of others.			
	Can name qualities that make a good friend.	IS.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).	IS.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).	IS.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.	LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").				

Every Child Ready Standards & South Dakota Early Learning and Development Guidelines Alignment									
South Dakota Early Learning and Development Guidelines									
Domain	Component	Goal	Age	Developmental Indicator Continuum	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5
				Have effective back-and-forth conversations, negotiate, and plan with other children.	LL.C.4.C Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic.	LL.C.4.D Adds information or appropriately remains on, or changes, topic during a conversation with multiple feedback loops alternating between speaker and listener.	IS.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).		
				Play, interact, and make decisions collaboratively with other children in pairs and small groups (work on project together, exchange ideas).	ATL.2.C Makes cooperative decisions with peers based on adult provided choices (associative play).	ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play).	ATL.2.E Establishes rules with peers during play or structured activities (cooperative play).		
				Express respect and caring for all people, celebrating similarities and differences among people of all abilities and cultures.	IS.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.	IS.4.C With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations.	IS.4.D With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others.	SOC.1.D Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations.	
			Younger Preschoolers (33 – 48 months)	Demonstrate pro-social behaviors (waiting for a turn), participate in routines, and transition smoothly from one activity to the next with some adult guidance and support.	IS.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).	ATL.5.A Transitions between activities that are part of the routine school day with adult reminders.	ATL.5.B Shifts between tasks or activities, including ending preferred activities, with adult support.	ATL.7.C Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn).	
				Often make requests clearly and effectively.	LL.C.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.	LL.C.2.D Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic.	IS.4.D With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others.	ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play).	IS.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).
				Show awareness that their actions affect others (move carefully around peer's block structure).	IS.4.B With adult prompts, compares their own characteristics and emotions to those of others.	ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play).	IS.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).	ATL.2.C Makes cooperative decisions with peers based on adult provided choices (associative play).	
				Wait for a short time to get what they want (a turn with a toy).	ATL.7.A Participates in one- to two-step inhibition games and activities.	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).	IS.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).		
				Work to resolve conflicts effectively, with guidance and support.	IS.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.	IS.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).	IS.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).		
			Older Preschoolers (45 – 60 months)	Demonstrates pro-social behaviors, participate in routines, and transition smoothly from one activity to the next with minimal support.	IS.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.	ATL.5.A Transitions between activities that are part of the routine school day with adult reminders.	ATL.5.B Shifts between tasks or activities, including ending preferred activities, with adult support.		
				Make requests clearly and effectively most of the time.	LL.C.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.	LL.C.2.D Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic.	LL.C.4.D Adds information or appropriately remains on, or changes, topic during a conversation with multiple feedback loops alternating between speaker and listener.		
				Balance own needs with those of others in the group most of the time.	IS.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.	ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play).	IS.4.B With adult prompts, compares their own characteristics and emotions to those of others.	SOC.2.D Recognizes that people have different thoughts and opinions within a community.	
				Anticipate consequences of their actions and plan ways to solve problems effectively, with a small amount of guidance and support.	IS.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).	ATL.8.C Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and want to return to it, or that they fell on the slide yesterday, so exercises caution today).	ATL.5.D With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error).	ATL.8.C With adult support, creates a goal for an activity and follows a simple plan.	ATL.4.E Assesses tasks and makes adjustments to strategies for updates or revisions.
				Use a variety of strategies to solve conflicts with increasing independence and show greater understanding of when to bring a problem to an adult.	IS.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).	IS.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.			
				Defend self while respecting the rights of others.	IS.4.D With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others.	IS.7.D 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).	IS.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).	IS.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.	SOC.2.D Recognizes that people have different thoughts and opinions within a community.
				Play independently, in pairs, and cooperatively in small groups.	ATL.2.A Engages in activities next to peers using shared materials (parallel play).	ATL.2.B Plays, works on tasks, or participates in activities with peers with adult prompting (associative play).	ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play).		
				Initiate play and know how to enter a group of children who are already involved in play.	ATL.2.B Plays, works on tasks, or participates in activities with peers with adult prompting (associative play).	ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play).	IS.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) with minimal teacher support.	IS.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.	
				Show social support through encouraging words or actions ("I'll be your friend!").	IS.5.E Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.	IS.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).	IS.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.	IS.4.D With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others.	IS.4.E With minimal teacher prompts, demonstrates empathy by providing support for others through assistance or advocacy.
			Younger Preschoolers (33 – 48 months)	Use words or signs to express their needs and feelings most of the time.	LL.C.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.	IS.1.A Verbally or nonverbally expresses basic emotions, such as happy, excited, angry, scared, frustrated, and sad, while an adult adds emotion labels to that expression.	IS.1.C With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations.	LL.C.2.D Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic.	
				Suggest reasons for their feelings ("I'm sad because Grandma's leaving." "That makes me mad when you do that!").	IS.1.C With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations.	LL.C.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").	LL.C.2.D Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic.		
				Manage emotions, control impulses, and calm themselves with adult support and guidance.	IS.2.A Coregulates emotion with one-on-one adult support.	ATL.7.A Participates in one- to two-step inhibition games and activities.	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).	IS.1.B With adult modeling and visual supports, verbally or nonverbally identifies and labels emotions such as happiness, excitement, anger, fear, and sadness in self.	IS.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.
				Use increasingly more complex vocabulary to express their feelings, as well as to identify the emotions of others.	LL.C.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").	LL.C.3.C Attempts to integrate new vocabulary into oral communication with peers and adults. ("friendship") and verbs ("love").	IS.4.C With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations.		
			Older Preschoolers (45 – 60 months)	Describe 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!").	IS.1.C With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations.	LL.C.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").	LL.C.2.D Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic.	IS.1.E Identifies that they can have different emotions about the same situation.	
				Manage emotions, control impulses, and delay gratification with minimal support, coming up with possible problem-solving strategies and solutions for managing their frustrations, calming, and regulating themselves.	IS.2.D Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance.	IS.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).	ATL.5.D With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error).	ATL.4.E Assesses tasks and makes adjustments to strategies for updates or revisions.	IS.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.
				Use words to comfort another child or adult who is upset (bring a comfort object, pat the person on the back and ask, "Are you okay?").	IS.4.D With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others.	IS.4.E With minimal teacher prompts, demonstrates empathy by providing support for others through assistance or advocacy.	IS.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.	IS.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) with minimal teacher support.	

Every Child Ready Standards & South Dakota Early Learning and Development Guidelines Alignment												
South Dakota Early Learning and Development Guidelines												
Domain	Component	Goal	Age	Developmental Indicator Continuum	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5			
6. Children recognize and respond to the needs and feelings of others in play and everyday tasks.			Younger Preschoolers (33 – 48 months)	Use words and/or actions to meet the needs of others (pick up item someone dropped, help another child who is having trouble building a block tower).	IS.5.E Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.	IS.4.E With minimal teacher prompts, demonstrates empathy by providing support for others through assistance or advocacy.	IS.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.	IS.4.D With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others.	ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play).			
				With guidance and support, show respect for others' feelings and points of view (work out conflicts, listen to opinions expressed by others).	IS.4.C With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations.	IS.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.	SOC.2.D Recognizes that people have different thoughts and opinions within a community.	IS.4.D With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others.	IS.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).			
			Older Preschoolers (45 – 60+ months)	Communicate understanding, empathy, and support for others' feelings.	IS.4.D With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others.	IS.4.E With minimal teacher prompts, demonstrates empathy by providing support for others through assistance or advocacy.	IS.4.C With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations.	IS.4.C With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations.	IS.4.D With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others.	IS.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.		
				Show awareness that their behavior can affect the feelings of others ("I didn't mean to hurt you when I threw that.").	IS.4.B With adult prompts, compares their own characteristics and emotions to those of others.	IS.4.C With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations.	IS.4.D With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others.	ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play).	IS.1.C With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations.			
				Choose to act in ways that show respect for others' feelings and points of view most of the time (complement each other during play, work out conflicts, show respect for opinions expressed by others).	IS.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.	IS.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).	SOC.2.D Recognizes that people have different thoughts and opinions within a community.					
				Recognize that everyone has emotions, and that other people may not feel the same way they do about everything.	SOC.2.D Recognizes that people have different thoughts and opinions within a community.	IS.4.C With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations.						

South Dakota Early Learning and Development Guidelines						Every Child Ready Standards & South Dakota Early Learning and Development Guidelines Alignment					
Domain	Component	Goal	Age	Developmental Indicator Continuum	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	
Com., Lang., & Literacy Domain (CLL)	1. Through their explorations, play, and social interactions, children successfully communicate for multiple purposes.	Younger Preschoolers (33 – 48 months)	With prompting and support, initiate and carry on conversations, make comments, and ask questions related to the topic of discussion.	LL-LC.4.A Initiates a brief verbal or nonverbal social interaction with adults or peers engaging in a one-way interaction.	LL-LC.4.B Initiates or joins conversations and engages in conversational turn-taking with at least one feedback loop using both verbal and nonverbal communication.	LL-LC.4.C Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic.					
			With prompting and support, provide responses to questions and pose questions to learn new information, clarify ideas, and have their needs met.	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.	LL-LC.2.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.	LL-LC.1.E Confirms understanding of spoken language, requests, and complex sentences through verbal or nonverbal requests for clarification.					
			Follow simple multi-step directions with visual cues if needed.	LL-LC.1.B Responds to multipart sentences, such as acting out multiple events, following two-step directions, or finding objects based on a description.	LL-LC.1.C Responds to more complex sentences that include descriptive words for unrelated requests they may not have heard before.	LL-LC.1.D Shows understanding of more complex sentences or questions through actions, such as following three-step directions.					
			Show understanding of increasingly complex sentences.	LL-LC.1.D Shows understanding of more complex sentences or questions through actions, such as following three-step directions.	LL-LC.1.E Confirms understanding of spoken language, requests, and complex sentences through verbal or nonverbal requests for clarification.	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.					
			Demonstrate motivation to communicate in play and everyday activities (excitedly describe block structure they are working on as adult sits down to join them).	LL-LC.3.A Shows interest in new words or asks questions to acquire new vocabulary.	LL-LC.4.A Initiates a brief verbal or nonverbal social interaction with adults or peers engaging in a one-way interaction.	ATL-4.A Uses two to three words or nonverbal actions (gestures, body language, facial expressions) to explain activities they are engaging in.	ATL-3.A Explores a variety of available objects and materials to discover what they do and how they work.				
			Initiate and engage in conversation and discussions with adults and other children that include multiple back-and-forth exchanges.	LL-LC.4.C Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic.	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.	LL-LC.4.E Modifies conversations based on the context or listener.					
		Older Preschoolers (45 – 60+ months)	Participate in a group discussion, making comments and asking questions related to the topic.	LL-LC.4.C Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic.	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.						
			Provide meaningful responses to questions and pose questions to learn new information, clarify ideas, and have their needs met.	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.	LL-LC.2.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.	LL-LC.1.E Confirms understanding of spoken language, requests, and complex sentences through verbal or nonverbal requests for clarification.					
			Follow multi-step directions that contain details ("Please go to your room, find your blue shirt and put the dirty one in the laundry basket").	LL-LC.1.D Shows understanding of more complex sentences or questions through actions, such as following three-step directions.	ATL-7.B Independently follows two- to three-step verbal adult directions.	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).					
			Appreciate and use humor.	LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").	LL-PA.3.D Produces at least one real or nonsense rhyming word when given a pair of CVC words, like "cat" and "hat."						
			Communicate messages with expression, tone, volume, and inflection appropriate to the situation most of the time.	LL-LC.4.E Modifies conversations based on the context or listener.	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.>").						
			Speak clearly enough to be understood by familiar adults and children.	LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.	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.>").						
	2. Through their explorations, play, and social interactions, children speak clearly and use the grammar of their home language.	Younger Preschoolers (33 – 48 months)	Communicate in longer sentences and use many of the conventions of grammar in their home language (idioms, tenses, prepositions), although may over-generalize grammatical rules. ("There are lots of chids in our room." or "Hims sad.")	LL-LC.5.C Continues to develop more complex sentences by using adjectives (i.e., "Armel throws the blue ball.>").	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.>").						
			Adapt their communication to meet social expectations (speak quietly in library, speak politely to older relative).	LL-LC.4.E Modifies conversations based on the context or listener.	IS-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.						
			Speak clearly enough to be understood by most people, although may make some pronunciation errors.	LL-LC.5.D Uses complex sentences with correct word order and syntax. Begins to use prepositions (i.e., "Armel throws the round blue ball on the roof.>").	LL-LC.2.D Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic.	LL-LC.4.E Modifies conversations based on the context or listener.	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.>").				
			Use complete sentences that are grammatically correct most of the time to express ideas, feelings, and intentions.	LL-LC.5.E Use clauses and conjunctions as part of a complex sentence with correct word order and syntax (i.e., "Armel throws the blue ball, and it got stuck on the roof.>").	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.>").						
			Use many newly acquired words to describe meaningful objects and activities in their environment, including words for parts of objects (ball, paw) and more than one word for the same object (cat, kitty).	LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults.	LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").	LL-LC.3.E Uses various resources to identify new meanings for familiar words or clarify the meaning of unknown words and phrases.					
			Describe experiences and create short stories.	LL-NC.4.D Constructs a personal narrative with three or more events in a coherent sequence.	LL-NC.4.E Constructs a personal narrative with three or more events in coherent sequence, adding simple details.						
		Older Preschoolers (45 – 60+ months)	Repeat familiar songs, chants, or rhymes.	LL-PA.3.A Listens to and sings favorite classroom songs with simple rhyme patterns like "Twinkle, Twinkle Little Star."	LL-PA.3.B Listens to and fills in the missing rhyming word from a familiar song, poem, rhyme, fingerplay or story. For example, "Twinkle, twinkle little star. How I wonder what you _____."						
			Use simple phrases and responses to peers in their dramatic play as they imitate familiar people and events.	C-ARTS.2.A Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.	C-ARTS.2.B Participates in dramatic play and engages in conversational turn-taking with at least one feedback loop using both verbal and nonverbal communication.	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.					
			Demonstrate understanding of an increasingly rich vocabulary.	LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions.	LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").						
			Use cues in the environment to figure out what words mean (such as the word "breeze" when out flying kites and adult says, "Wow, look at your kite flying in the breeze!").	LL-LC.3.A Shows interest in new words or asks questions to acquire new vocabulary.	LL-LC.3.E Uses various resources to identify new meanings for familiar words or clarify the meaning of unknown words and phrases.						
			Make up names for things using words they know (froggy-fish for tadpole).	LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").	LL-PA.1.E Substitutes either the first or second word of a compound word using picture. For example, "Basketball." Remove "basket" and replace it with "foot" to create "fooball."						
			Use increasingly rich and sophisticated vocabulary to clearly express their thoughts (using two or more new words each day in play and meaningful contexts).	LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults.	LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").	LL-LC.3.E Uses various resources to identify new meanings for familiar words or clarify the meaning of unknown words and phrases.					
3. Through their explorations, play, and social interactions, children understand and use an ever-expanding vocabulary.	Tell real or imaginary stories with more detail.	LL-NC.4.D Constructs a personal narrative with three or more events in a coherent sequence.	LL-NC.4.E Constructs a personal narrative with three or more events in coherent sequence, adding simple details.								
	Independently sing or create their own songs, chants, and rhymes.	LL-PA.3.A Listens to and sings favorite classroom songs with simple rhyme patterns like "Twinkle, Twinkle Little Star."	C-ARTS.2.B Sings a variety of songs within children's vocal range, independently and with others.								
	Act out defined roles and storylines in dramatic play with back-and-forth dialogue with each other.	C-ARTS.2.C Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.	C-ARTS.2.D Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.								

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4. Through their explorations, play and social interactions, children develop interest, motivation, and appreciation for literacy-based materials and activities.			Older Preschoolers (45 – 60+ months)	Use new subject-specific words after repeated exposure to meaningful experiences and vocabulary (after playing with books, ramps and balls with an adult, talks about ramps and inclines).	LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults.	LL-LC.3.E Uses various resources to identify new meanings for familiar words or clarify the meaning of unknown words and phrases.	SC-SP.1.B Observes and describes cause and effect.							
				Infer the meaning of new words from the context in which they are used (figuring out the correct names for two new foods when the adult says, "Today we're having tortillas with beans and empanadas with sauce" by distinguishing between the beans and sauce).	LL-LC.3.E Makes inferences and provides explanation and reasoning for events in a text or characters' actions.	LL-LC.3.E Uses various resources to identify new meanings for familiar words or clarify the meaning of unknown words and phrases.	LL-LC.3.A Shows interest in new words or asks questions to acquire new vocabulary.							
				Name other words for objects and actions (walk - strof) and accurately choose the most appropriate term from two similar words ("It's not just warm, it's burning hot!").	LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").	LL-LC.3.E Uses various resources to identify new meanings for familiar words or clarify the meaning of unknown words and phrases.	LL-LC.3.E Uses various resources to identify new meanings for familiar words or clarify the meaning of unknown words and phrases.							
				Put similar words into categories (hat, mitten, coat, boot).	LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions.	LL-LC.3.E Uses various resources to identify new meanings for familiar words or clarify the meaning of unknown words and phrases.								
				Name common opposites for some words.	LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").	LL-LC.3.E Uses various resources to identify new meanings for familiar words or clarify the meaning of unknown words and phrases.								
				Engage in reading behaviors independently for several minutes at a time.	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).								
				Show an interest in words and printed materials and other reading-related activities.	LL-NC.5.A Listens and responds to a wide variety of informational texts read aloud.	LL-BK.3.C Demonstrates understanding that print has meaning and begins to connect environmental print with objects or locations in the classroom.	LL-NC.5.B Recognizes that informational texts are a source of information.	LL-NC.3.AA. Joins in acting out a book as it's read aloud.						
				Listen to and discuss storybooks, simple information books, and poetry with a small group or individually with an adult.	LL-NC.3.E With prompting and support, retells familiar stories, including key details.	LL-NC.5.A Listens and responds to a wide variety of informational texts read aloud.								
				Identify an assortment of print resources, such as books and magazines.	LL-NC.5.B Recognizes that informational texts are a source of information.	LL-LC.1.A Responds to simple requests, such as choosing between objects.								
				Engage in reading behaviors independently with increased focus for longer periods of time.	ATL.6.C Attends to entirety of a short, engaging lesson or teacher-led activity (10–15 minutes).	ATL.6.E Attends to activities or peer engagement for extended periods of time (20+ minutes).								
				Demonstrate motivation, interest and enjoyment in reading books and other printed materials, acting out stories while engaged in play independently and with others.	LL-NC.3.A Describes one event from a familiar narrative using visuals or gestures.	C-ARTS.3.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.								
				5. Through their explorations, play and social interactions, children comprehend, use, and begin to reflect on and analyze information in books and other media.			Older Preschoolers (45 – 60+ months)	Listen to and discuss increasingly complex storybooks, information books, and poetry.	LL-NC.5.A Listens and responds to a wide variety of informational texts read aloud.	LL-NC.2.E Makes inferences and provides explanation and reasoning for events in a text or characters' actions.				
Identify an assortment of print resources, including books, magazines, invitations, and cards, as well as e-books and other electronic media if available.	LL-NC.5.B Recognizes that informational texts are a source of information.	LL-NC.5.E Uses features of informational text such as charts, diagrams, graphs, or maps as a source of information.												
Point to title of book when asked after adult has read title and author.	LL-NC.2.A Uses the book cover, illustrations, or photos to make simple predictions about the topic or text.	LL-BK.3.C Demonstrates understanding that print has meaning and begins to connect environmental print with objects or locations in the classroom.	LL-LC.1.D Shows understanding of more complex sentences or questions through actions, such as following three-step directions.											
Imitate repeated phrases in storybooks and story dialogue with some accuracy and detail.	LL-NC.3.E With prompting and support, retells familiar stories, including key details.	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 are."	LL-NC.3.AA. Joins in acting out a book as it's read aloud.											
Discuss storybooks by responding to questions about what is happening and predicting what will happen next, with prompting and support from an adult.	LL-NC.2.C Uses events from the book to make a prediction about what might happen next.	LL-NC.2.D Makes inferences to answer simple "why" questions by using background knowledge and events in a text.												
Use books and other media that communicate information to learn about the world by looking at pictures, asking questions, and talking about the information, with prompting and support from an adult.	LL-NC.5.A Listens and responds to a wide variety of informational texts read aloud.	LL-NC.2.E Makes inferences and provides explanation and reasoning for events in a text or characters' actions.												
Use their knowledge of the world (what things are, how things work) to make sense of stories and informational texts.	LL-NC.2.D Makes inferences to answer simple "why" questions by using background knowledge and events in a text.	LL-NC.5.C Makes connections between own experiences, background knowledge, and information presented in an informational text.	LL-NC.2.E Makes inferences and provides explanation and reasoning for events in a text or characters' actions.											
Relate personal experiences to events described in familiar books, with prompting and support.	LL-NC.5.C Makes connections between own experiences, background knowledge, and information presented in an informational text.	LL-NC.4.A Describes or retells one event in a personal narrative using a simple phrase.												
Ask questions about a story or the information in a book.	LL-LC.2.D Answers questions from adults and peers using multiview responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic.	LL-LC.2.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.	LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").											
Describe what they like or don't like in a story or book.	LL-NC.2.E Makes inferences and provides explanation and reasoning for events in a text or characters' actions.	IS.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family or community, and begins to display feelings of confidence.												
Retell a story from a familiar book and relate it to real-life experiences, with prompting and support from an adult.	LL-NC.3.E With prompting and support, retells familiar stories, including key details.	LL-NC.5.C Makes connections between own experiences, background knowledge, and information presented in an informational text.												
Make predictions of next steps in a story.	LL-NC.2.C Uses events from the book to make a prediction about what might happen next.	ATL.9.D With adult support, applies explicitly taught and practiced higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization).	LL-NC.2.A Uses the book cover, illustrations, or photos to make simple predictions about the topic or text.											
6. Through their explorations, play and social interactions, children begin to recognize			Older Preschoolers (45 – 60+ months)	Name two or more similarities and differences between two characters, their experiences, or settings, when prompted by an adult.	LL-NC.1.D Identifies the cause and effect relationship between events in a narrative story.	LL-NC.2.E Makes inferences and provides explanation and reasoning for events in a text or characters' actions.								
				Use informational texts and other media to learn about the world, infer from illustrations, ask questions, and talk about the information.	LL-NC.5.C Makes connections between own experiences, background knowledge, and information presented in an informational text.	LL-NC.5.E Uses features of informational text such as charts, diagrams, graphs, or maps as a source of information.								
				Use knowledge of the world to make sense of more challenging texts.	LL-NC.2.D Makes inferences to answer simple "why" questions by using background knowledge and events in a text.	LL-NC.5.C Makes connections between own experiences, background knowledge, and information presented in an informational text.								
				Relate personal experiences to an increasing variety of events described in familiar and new books.	LL-NC.5.C Makes connections between own experiences, background knowledge, and information presented in an informational text.	LL-NC.4.E Constructs a personal narrative with three or more events in coherent sequence, adding simple details.								
				Ask more focused and detailed questions about a story or the information in a book.	LL-LC.2.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.	LL-LC.2.D Answers questions from adults and peers using multiview responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic.								
				Give a reason for liking, or not liking, a story or book.	ATL.4.C Monitors the completion of a task and identifies preferred elements of a work product or task.	LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").	LL-LC.2.D Answers questions from adults and peers using multiview responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic.							
				Younger Preschoolers (33 – 48 months)	Demonstrate book-handling skills, such as holding a book right-side up and turning pages from front to back.	LL-BK.2.AA Identifies a book and turns pages appropriately from right to left and may include multiple pages at one time.	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.							
					Recognize that print occurs in different forms and is used for a range of functions, such as telling people what to do, where to store things, and when they will have a turn with prompting and support from an adult.	LL-LC.1.B Responds to multipart sentences, such as acting out multiple events, following two-step directions, or finding objects based on a description.	LL-BK.3.C Recognizes that informational texts are a source of information.	LL-BK.3.C Demonstrates understanding that print has meaning and begins to connect environmental print with objects or locations in the classroom.						
					Recognize familiar environmental print, such as "STOP" signs, and realize the meaning of the words.	LL-LC.1.A Responds to simple requests, such as choosing between objects.	LL-BK.3.C Demonstrates understanding that print has meaning and begins to connect environmental print with objects or locations in the classroom.	LL-NC.5.B Recognizes that informational texts are a source of information.						
					Hold a book upright while turning pages one by one from front to back.	LL-BK.2.AA Identifies a book and turns pages appropriately from right to left and may include multiple pages at one time.	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.							

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Com., Lang., & Literacy Domain (CLL)	3. Foundations for Writing	7. Through their explorations, play, and social interactions, children develop knowledge of letters and the alphabetic principle.	Older Preschoolers (45 – 60+ months)	Demonstrate understanding of some basic print conventions (the concept of what a letter is, the concept of words, directionality of print).	LL-BK.3.B Distinguishes between print and images in books and in the environment.	LL-WR.5.B Uses left to right directionality when writing, even at the emergent writing stage.	LL-BK.2.D Tracks print from left to right and top to bottom while imitating reading a familiar text.	LL-BK.3.D Points to one word and one letter in an unfamiliar text or around the room.	LL-BK.3.E Identifies basic elements of print, like spaces between words or punctuation at the end of a sentence (period, exclamation mark).																					
				Run their finger under or over print as they pretend to read text, with prompting and support from an adult.	LL-BK.3.D Tracks print from left to right and top to bottom while imitating reading a familiar text.	LL-WR.3.C Demonstrates understanding that print has meaning and begins to connect environmental print with objects or locations in the classroom.	LL-PA.1.AA Identifies the first letter in their name.	LL-PA.1.AA Identifies the first letter in their name.																						
				Recognize own first name in print and that of some friends.	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.	LL-WR.3.E Writes all letters in their name in correct order. All letters are correct and could be recognized out of context.	LL-AK.1.A Identifies up to five uppercase or lowercase letters. Some letters may be in own name.	LL-AK.1.A Identifies up to five uppercase or lowercase letters. Some letters may be in own name.																						
				Demonstrate knowledge that a symbol can represent something else; a word can stand for an object, a name for a person, or a picture for the real object (put blocks away on shelf labeled "blocks").	LL-BK.3.A Demonstrates understanding that print has meaning.	LL-BK.3.C Demonstrates understanding that print has meaning and begins to connect environmental print with objects or locations in the classroom.	LL-BK.3.B Distinguishes between print and images in books and in the environment.	SOC.3.B Shows an understanding of and identifies goods, such as items purchased from a store, and services, such as a haircut from a stylist.																						
				8. Through their explorations, play, and social interactions, children develop knowledge of letters and the alphabetic principle.	Older Preschoolers (45 – 60+ months)	7. Through their explorations, play, and social interactions, children develop knowledge of letters and the alphabetic principle.	Younger Preschoolers (33 – 48 months)	Play with the sounds of language and begin to identify rhymes (make up silly-sounding words, repeat rhyming words).	LL-PA.3.C Identifies if two words rhyme when given in a pair. For example, "My words are 'cat' and 'hat.' Do these two words rhyme? My words are 'cat' and 'pan.' Do these two words rhyme?"	LL-PA.3.D Produces at least one real or nonsense rhyming word when given a pair of CVC words, like "cat" and "hat."																				
								Participate in rhyming and rhythmic experiences with books and other media, learning words and refrains well enough to repeat them and fill in missing words and sounds.	LL-PA.3.B Listens to and fits in the missing rhyming word from a familiar song, poem, rhyme, fingerplay, or story. For example, "Twinkle, twinkle little star. How I wonder what you _____."	LL-PA.3.A Listens to and sings favorite classroom songs with simple rhyme patterns like "Twinkle, Twinkle Little Star."																				
								Repeat rhythmic patterns in poems and songs using words, clapping, marching, and/or using instruments.	LL-PA.2.AA Repeats one-syllable words or participates in games and word play involving one-syllable words.	C-ARTS.1.B Recalls short, simple dances and movement sequences previously introduced by others.																				
								Identify sounds and words in their daily environment.	LL-C.5.A Shows interest in new words or asks questions to acquire new vocabulary.	LL-NC.5.B Recognizes that informational texts are a source of information.																				
								9. Through their explorations, play, and social interactions, children grow in their understanding of letters and writing skills.	Younger Preschoolers (33 – 48 months)	8. Through their explorations, play, and social interactions, children grow in their understanding of letters and writing skills.	Older Preschoolers (45 – 60+ months)	Show joy in playing with the sounds of language, repeating songs, poems, finger plays, and rhymes, occasionally adding their own rhymes.	LL-PA.3.A Listens to and sings favorite classroom songs with simple rhyme patterns like "Twinkle, Twinkle Little Star."	LL-PA.3.D Produces at least one real or nonsense rhyming word when given a pair of CVC words, like "cat" and "hat."																
												Demonstrate the ability to hear individual parts of words and separate the parts using clapping, finger snapping, or other movement (clapping out each syllable of puppy, di-no-saur).	LL-PA.2.B Segments the syllables in one- and two-syllable words verbally or nonverbally.	LL-PA.2.C Segments the syllables in three- and four-syllable words verbally or nonverbally.																
												Repeat familiar songs, rhymes, and phrases from favorite storybooks.	LL-PA.3.A Listens to and sings favorite classroom songs with simple rhyme patterns like "Twinkle, Twinkle Little Star."	LL-NC.3.E With prompting and support, retells familiar stories, including key details.																
												Discriminate sounds in spoken language, recognizing rhyming sounds and the first sounds in some words.	LL-PA.3.C Identifies if two words rhyme when given in a pair. For example, "My words are 'cat' and 'hat.' Do these two words rhyme? My words are 'cat' and 'pan.' Do these two words rhyme?"	LL-PA.4.A Identifies the initial consonant sounds in familiar words (no blends and digraphs).																
												10. Through their explorations, play, and social interactions, children grow in their understanding of letters and writing skills.	Younger Preschoolers (33 – 48 months)	8. Through their explorations, play, and social interactions, children grow in their understanding of letters and writing skills.	Older Preschoolers (45 – 60+ months)	Listen and respond to conversations with adults and other children during play.	LL-C.4.B Initiates or joins conversations and engages in conversational turn-taking with at least one feedback loop using both verbal and nonverbal communication.	LL-LC.4.C Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic.												
																Listen attentively to books and stories.	LL-NC.5.A Listens and responds to a wide variety of informational texts read aloud.	ATL.6.B Sustains attention in an assigned task for a brief amount of time (5–10 minutes).												
																Demonstrate interest in learning the alphabet (draw abstract symbols on paper and ask adult, "What does this say?").	LL-AK.1.A Identifies up to five uppercase or lowercase letters. Some letters may be in own name.	LL-AK.2.A Produces up to two letter sounds when shown uppercase or lowercase letters.	LL-BK.3.A Demonstrates understanding that print has meaning.	LL-WR.4.B Writes letter-like forms and makes marks on page that look like conventional shapes or mock letters.										
																Recognize and name some letters of the alphabet, especially those in their own name (may initially think all words starting with the first letter in their name IS their name).	LL-AK.1.A Identifies up to five uppercase or lowercase letters. Some letters may be in own name.	LL-AK.1.C Identifies up to ten uppercase or lowercase letters.	LL-AK.1.C Identifies up to 20 uppercase or lowercase letters.											
																3. Foundations for Writing	Younger Preschoolers (33 – 48 months)	8. Through their explorations, play, and social interactions, children grow in their understanding of letters and writing skills.	Older Preschoolers (45 – 60+ months)	Recognize letters of the alphabet as a special category of print, different from pictures, shapes, and numerals.	LL-BK.3.B Distinguishes between print and images in books and in the environment.	LL-BK.3.D Points to one word and one letter in an unfamiliar text or around the room.	LL-AK.1.A Identifies up to five uppercase or lowercase letters. Some letters may be in own name.							
																				Demonstrate knowledge of the alphabetic principle, the concept that the sounds of speech can be represented by one or more letters of the alphabet.	LL-AK.2.A Produces up to two letter sounds when shown uppercase or lowercase letters.	LL-AK.2.B Produces up to five letter sounds when shown uppercase or lowercase letters.	LL-WR.6.C Writes the correct initial sound of a word.	LL-AK.2.C Produces up to ten letter sounds when shown uppercase or lowercase letters.	LL-AK.2.D Produces up to 15 letter sounds when shown uppercase or lowercase letters.					
																				Recognize and name at least half of both upper- and lower-case letters of the alphabet, including those in their own name and other words that are the most meaningful to them.	LL-AK.1.B Identifies up to ten uppercase or lowercase letters.	LL-AK.1.C Identifies up to 20 uppercase or lowercase letters.	LL-AK.1.D Identifies up to 30 uppercase or lowercase letters.	LL-AK.1.E Identifies all 26 uppercase and lowercase letters in random order.	LL-AK.1.A Identifies up to five uppercase or lowercase letters. Some letters may be in own name.					
																				Make some sound-to-letter matches, using letter name knowledge (notice the letter "b" with a ball and say, "b-ball," say, "b-apple").	LL-AK.2.A Produces up to two letter sounds when shown uppercase or lowercase letters.	LL-WR.6.C Writes the correct initial sound of a word.								
																				3. Foundations for Writing	Younger Preschoolers (33 – 48 months)	8. Through their explorations, play, and social interactions, children grow in their understanding of letters and writing skills.	Older Preschoolers (45 – 60+ months)	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.	LL-PA.4.A Identifies the consonant sounds in familiar words (no blends and digraphs).	LL-PA.2.B Produces up to five letter sounds when shown uppercase or lowercase letters.				
																								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).	LL-WR.2.A Draws and/or writes to represent, express, or communicate interests.	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.	C-ARTS.3.A Expresses self using a variety of art materials and tools.			
																								Communicate their thoughts for an adult to write, with prompting and support.	LL-WR.1.B Contributes ideas and opinions to a shared writing experience with teacher support and dictation.	LL-WR.2.A Draws and/or writes to represent, express, or communicate interests.	LL-WR.7.C Writes a short, dictated sentence using phonetic spelling, leaving spaces between words when writing.			
																								Engage in writing behaviors that imitate real-life situations (make marks to take food order during pretend restaurant play).	LL-WR.2.A Draws and/or writes to represent, express, or communicate interests.	LL-WR.1.B Contributes ideas and opinions to a shared writing experience with teacher support and dictation.	LL-WR.4.A Scribbles and makes marks on page. These may be continuous lines or separate shapes. The shapes may include dots, circles, or lines.			
3. Foundations for Writing	Younger Preschoolers (33 – 48 months)	8. Through their explorations, play, and social interactions, children grow in their understanding of letters and writing skills.	Older Preschoolers (45 – 60+ months)																					Explore typing letters on keyboard or another electronic device.	Tech.1.B Participates in digital activities that use learning applications and programs with adult support.	Tech.1.C Demonstrates ability to turn on digital devices and follows instructions to use familiar technology devices.				
																								Represent thoughts and ideas in drawings and by writing letters or letter-like forms.	LL-WR.2.A Draws and/or writes to represent, express, or communicate interests.	LL-WR.4.B Writes letter-like forms and makes marks on page that look like conventional shapes or mock letters.				
																								Demonstrate understanding that their spoken words can be represented with written letters or symbols as they dictate their thoughts, stories, and experiences for an adult to write.	LL-WR.1.B Contributes ideas and opinions to a shared writing experience with teacher support and dictation.	LL-WR.7.C Writes a short, dictated sentence using phonetic spelling, leaving spaces between words when writing.				
																								Independently engage in writing behaviors for various purposes (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).	LL-WR.1.D Helps lead a shared writing experience with a teacher or peers.	LL-WR.4.B Writes letter-like forms and makes marks on page that look like conventional shapes or mock letters.	LL-WR.2.B Draws and/or writes to represent and describe an object, event, or observation.	LL-WR.4.C Writes letter-like symbols in strings. May leave spaces between symbols to indicate words.		
				3. Foundations for Writing	Younger Preschoolers (33 – 48 months)	8. Through their explorations, play, and social interactions, children grow in their understanding of letters and writing skills.	Older Preschoolers (45 – 60+ months)																	Demonstrate motivation to draw and write during play, experimenting with writing tools, such as pencils, crayons, markers, computers and other electronic devices.	LL-WR.2.A Draws and/or writes to represent, express, or communicate interests.	LL-WR.1.E Explores a variety of digital tools (tablet, computer, etc.) to produce and publish writing, including in collaboration with peers.	C-ARTS.3.A Expresses self using a variety of art materials and tools.			
																								Use an assortment of writing tools and materials with purpose and control (pencils, chalk, markers, crayons, paintbrushes, finger paint, computers).	C-ARTS.3.A Expresses self using a variety of art materials and tools.	LL-WR.1.E Explores a variety of digital tools (tablet, computer, etc.) to produce and publish writing, including in collaboration with peers.	LL-WR.4.E Forms correct, intentional, and recognizable letters on the page when writing.			
																								Make marks they call "writing" that look different from drawings (vertical series of marks for a "grocery list" or horizontal line of marks for a "story").	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.	LL-WR.4.B Writes letter-like forms and makes marks on page that look like conventional shapes or mock letters.	LL-WR.4.C Writes letter-like symbols in strings. May leave spaces between symbols to indicate words.	LL-BK.3.B Distinguishes between print and images in books and in the environment.		
																								Play with writing letters and making letter-like forms, using letters and letter-like marks to write their name.	LL-WR.3.A When asked to write their name, writes letter-like forms. Makes marks on page that look like conventional shapes or mock letters.	LL-WR.3.B Writes at least one recognizable letter from their name. The letter may be backward, reversed, or poorly formed and recognized only in context.	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.			
								3. Foundations for Writing	Younger Preschoolers (33 – 48 months)	8. Through their explorations, play, and social interactions, children grow in their understanding of letters and writing skills.	Older Preschoolers (45 – 60+ months)													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 book or where multiple letters are present).	LL-AK.1.A Identifies up to five uppercase or lowercase letters. Some letters may be in own name.	LL-WR.3.B Writes at least one recognizable letter from their name. The letter may be backward, reversed, or poorly formed and recognized only in context.				
																								Use an assortment of writing tools and materials with increasing precision.	LL-WR.4.E Forms correct, intentional, and recognizable letters on the page when writing.	LL-WR.5.B Uses left to right directionality when writing, even at the emergent writing stage.				
																								Use drawing to represent their ideas and begin to use some recognizable letters and approximations of letters to attempt to write some familiar words and communicate a message.	LL-WR.2.B Draws and/or writes to represent and describe an object, event, or observation.	LL-WR.7.A Completes a sentence prompt with a written word using phonetic spelling.				

Every Child Ready Standards & South Dakota Early Learning and Development Guidelines Alignment											
South Dakota Early Learning and Development Guidelines					Every Child Ready Standards						
Domain	Component	Goal	Age	Developmental Indicator Continuum	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	
4. Learning New Languages	11. Through their explorations, play, and social interactions, children demonstrate an understanding that there are multiple languages and begin to communicate in another language other than their home language.	Older Preschoolers (45 – 60+ months)	Attempt to write their own name using a variety of materials (crayons, markers, in sand or shaving cream). Try to connect the sounds in spoken words with letters in the written word (write "M" and say, "This is Mommy"). Use environmental print (such as signs, labels on food, and general print around them) to help in their writing, and ask adults for help in writing messages, lists, and stories.	LL-WR.3.A When asked to write their name, writes letter-like forms. Makes marks on page that look like conventional shapes or mock letters.	LL-WR.3.B Writes at least one recognizable letter from their name. The letter may be backward, reversed, or poorly formed and recognized only in context.	LL-WR.1.E Explores a variety of digital tools (tablet, computer, etc.) to produce and publish writing, including in collaboration with peers.					
				LL-AK.2.A Produces up to two letter sounds when shown uppercase or lowercase letters.	LL-WR.6.C Writes the correct initial sound of a word.						
				LL-NC.5.B Recognizes that informational texts are a source of information.	LL-WR.1.B Contributes ideas and opinions to a shared writing experience with teacher support and dictation.						
				LL-LC.1.C Responds to more complex sentences that include descriptive words for unrelated requests they may not have heard before.	LL-LC.3.A Shows interest in new words or asks questions to acquire new vocabulary.	LL-LC.1.D Shows understanding of more complex sentences or questions through actions, such as following three-step directions.	SOC.1.D Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations.	LL-NC.5.C Makes connections between own experiences, background knowledge, and information presented in an informational text.			
				LL-LC.4.A Initiates a brief verbal or nonverbal social interaction with adults or peers engaging in a one-way interaction.	LL-LC.4.AA Communicates with peers and readers using nonverbal gestures like pointing, shrugging shoulders, or giving a thumbs-up.						
				LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.	LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions.						
		Younger Preschoolers (33 – 48 months)	Engage in nonverbal communication with those who speak a language other than their home language. Use simple words and phrases in a language other than their home language to communicate with adults and other children.	LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions.	SOC.1.D Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations.	IS.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.					
				LL-LC.4.A Initiates a brief verbal or nonverbal social interaction with adults or peers engaging in a one-way interaction.							
				LL-PA.3.A Listens to and sings favorite classroom songs with simple rhyme patterns like "Twinkle, Twinkle Little Star."	LL-LC.3.A Shows interest in new words or asks questions to acquire new vocabulary.						
				LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions.							
Older Preschoolers (45 – 60+ months)	Say simple greetings in another language, such as "Hola" ("hello" in Spanish) and "Adios" ("goodbye" in Spanish) or use sign language to express a greeting. Play with sounds and intonation of new languages as well as their home language. Identify names of common objects in the environment in a language other than their home language.	LL-LC.4.A Initiates a brief verbal or nonverbal social interaction with adults or peers engaging in a one-way interaction.									
		LL-PA.3.A Listens to and sings favorite classroom songs with simple rhyme patterns like "Twinkle, Twinkle Little Star."	LL-LC.3.A Shows interest in new words or asks questions to acquire new vocabulary.								
		LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions.									

Every Child Ready Standards & South Dakota Early Learning and Development Guidelines Alignment										
South Dakota Early Learning and Development Guidelines				Every Child Ready Standards						
Domain	Component	Goal	Age	Developmental Indicator Continuum	Alignment 1	Alignment 2	Alignment 3			
Cognitive Development Domain (CD)	1: Construction of Knowledge: Thinking and Reasoning	1: Through their explorations, play, and social interactions, children use their senses to discover and construct knowledge about the world around them.	Younger Preschoolers (33 – 48 months)	Intentionally explore and investigate objects, tools, and materials to learn about their properties (weigh an object, observe something from the top and from the bottom).	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.	SC-SP.2.A Participates in simple explorations and experiments based on a teacher-led inquiry and prior knowledge.	SC-SP.1.B Observes and describes cause and effect.			
				Share something they have discovered through their senses using play, art, language, and other forms of representation ("This smells like the flower at Grandma's.").	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.	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.	C-ARTS.3.A Expresses self using a variety of art materials and tools.			
				Group familiar objects that go together (shoe and sock, brush and paint, hammer and nail).	M-PFA.1.A Sorts and groups objects based on one attribute such as visual features like color, size, or shape.	M-PFA.1.C Sorts and groups objects based on more complex attributes such as function or category.	M-PFA.1.D Sorts and groups objects or pictures that belong together by one attribute, then regroups according to a different attribute.			
			Older Preschoolers (45 – 60+ months)	Intentionally explore objects, tools, and materials and make simple comparisons about their properties (compare the weight of two objects on a balance scale).	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.	SC-SP.2.B Participates in teacher-led explorations and experiments and uses prior knowledge to make predictions.				
				Express knowledge gathered through their senses using play, art, language, and other forms of representation in a way that communicates their thoughts to others (dance like a thunderstorm).	C-ARTS.1.C Creates short dances or movement sequences.	C-ARTS.3.A Expresses self using a variety of art materials and tools.	LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults.			
				Distinguish appearance from reality (the person behind a mask is still the same person, recognize that a make-believestory was not real).	ATL.3.C Asks questions and seeks clarity after attempting a challenging task.	LL-NC.2.D Makes inferences to answer simple "why" questions by using background knowledge and events in a text.	IS.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.			
			2: Through their explorations, play, and social interactions, children recall information and apply it to new situations and problems.	2: Through their explorations, play, and social interactions, children recall information and apply it to new situations and problems.	2: Through their explorations, play, and social interactions, children recall information and apply it to new situations and problems.	Younger Preschoolers (33 – 48 months)	Organize and use information through matching, grouping, and sequencing.	M-PFA.1.A Sorts and groups objects based on one attribute such as visual features like color, size, or shape.	M-PFA.2.B Orders up to three objects by one attribute, such as size, shades of color, texture, or sound, using comparative language.	M-M.2.A Sequences up to two to four steps in a familiar daily routine.
							Recognize whether a picture or object is the same as or different from something they have seen before.	M-NC.2.AA Nonverbally or verbally matches 1–3 real objects or pictures that are the same or different.	M-PFA.1.A Sorts and groups objects based on one attribute such as visual features like color, size, or shape.	M-PFA.1.D Sorts and groups objects or pictures that belong together by one attribute, then regroups according to a different attribute.
							Apply what they know about everyday experiences to new situations (look for the seatbelt on the bus).	ATL.9.C Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and want to return to it, or that they fell on the slide yesterday, so exercises caution today).	ATL.9.D With adult support, applies explicitly taught and practiced higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization).	ATL.3.C Asks questions and seeks clarity after attempting a challenging task.
						Younger Preschoolers (33 – 48 months)	Describe or act out a memory, situation or action, with adult support.	LL-NC.4.A Describes or reenacts one event in a personal narrative using a simple phrase.	LL-NC.3.A Describes one event from a familiar narrative using visuals or gestures.	ATL.4.A Uses two to three words or nonverbal actions (gestures, body language, facial expressions) to explain activities they are engaging in.
							Express expectations based on past experiences ("We brush our teeth after we eat").	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 Dramatic Play).	ATL.9.C Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and want to return to it, or that they fell on the slide yesterday, so exercises caution today).	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").
							Make predictions about what will happen using what they know.	LL-NC.2.C Uses events from the book to make a prediction about what might happen next.	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).	SC-SP.2.B Participates in teacher-led explorations and experiments and uses prior knowledge to make predictions.
		Use multiple strategies to solve problems, including trial and error, simple tools, or asking for help (try to fix a broken toy by taping it back together).					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).	IS.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).	ATL.3.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance.	
		Introduce ideas or actions in play based on previous knowledge or experience.					ATL.1.C Engages in individual verbal or nonverbal imaginative play or role-play.	ATL.1.D Carries out familiar roles during individual or collaborative role-play.	ATL.9.C Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and want to return to it, or that they fell on the slide yesterday, so exercises caution today).	
		Ask questions about why things happen to build their understanding of the cause and effect.					SC-SP.1.C With teacher guidance, begins to formulate own questions based on observations.	SC-SP.1.D Formulates own science-oriented questions based on observations.	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.	
		Demonstrate their ability to apply their knowledge of experiences to new situations.					ATL.9.C Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and want to return to it, or that they fell on the slide yesterday, so exercises caution today).	ATL.9.D With adult support, applies explicitly taught and practiced higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization).	ATL.9.E Independently applies higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization).	
		Describe past events in order, including details or personal reactions.					LL-NC.4.D Constructs a personal narrative with three or more events in a coherent sequence.	LL-NC.4.E Constructs a personal narrative with three or more events in coherent sequence, adding simple details.	M-M.2.A Sequences up to two to four steps in a familiar daily routine.	
		Describe how a past event relates to something happening currently or in the future ("We found worms at Grandpa's tool!").					ATL.9.C Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and want to return to it, or that they fell on the slide yesterday, so exercises caution today).	SOC.5.C Begins to use knowledge of past and present experiences to make predictions about the future.	LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults.	

Every Child Ready Standards & South Dakota Early Learning and Development Guidelines Alignment

South Dakota Early Learning and Development Guidelines						Every Child Ready Standards		
Domain	Component	Goal	Age	Developmental Indicator Continuum	Alignment 1	Alignment 2	Alignment 3	
		3: Through their explorations, play, and social interactions, children demonstrate the ability to think about their own thinking, reasoning, taking perspectives, and making decisions.	Older Preschoolers (45 – 60+ months)	Make predictions about what will happen and explain their thinking.	LL-NC.2.C Uses events from the book to make a prediction about what might happen next.	LL-NC.2.E Makes inferences and provides explanation and reasoning for events in a text or characters' actions.	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).	
				Try to solve problems they have solved in the past in new ways, using what they have learned.	ATL.5.D With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error).	ATL.3.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance.	ATL.9.C Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and want to return to it, or that they fell on the slide yesterday, so exercises caution today).	
				Introduce detailed or complex ideas or actions into play, based on previous knowledge or experience.	ATL.1.D Carries out familiar roles during individual or collaborative role-play.	ATL.1.E Coordinates roles and carries out more complex stories during role-play.	ATL.9.E Independently applies higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization).	
				Use reasoning to come to conclusions (including cause and effect) about familiar situations and materials, based on information gathered with their senses.	SC-SP.1.B Observes and describes cause and effect.	SC-SP.3.C Draws conclusions on prior knowledge and recorded information.	LL-NC.2.D Makes inferences to answer simple "why" questions by using background knowledge and events in a text.	
			Younger Preschoolers (33 – 48 months)	Use language to identify pretend or make-believe situations ("Let's pretend we're going on a trip..").	ATL.1.C Engages in individual verbal or nonverbal imaginative play or role-play.	ATL.1.D Carries out familiar roles during individual or collaborative role-play.	LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.	
				Use words like "think" and "know" to talk about thoughts and beliefs.	LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").	LL-LC.5.C Continues to develop more complex sentences by using adjectives (i.e., "Armel throws the blue ball").	IS.1.C With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations.	
				Recognize that beliefs and desires can determine what people do (person will look for a missing object based on where they think it is rather than where it actually is).	IS.4.C With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations.	IS.4.D With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others.	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.	
				Compare differences between pretend and real experiences, use language to identify pretend or make-believe situations ("That's a pretend story..").	ATL.1.C Engages in individual verbal or nonverbal imaginative play or role-play.	LL-NC.2.D Makes inferences to answer simple "why" questions by using background knowledge and events in a text.	LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults.	
			Older Preschoolers (45 – 60+ months)	Express understanding that others may have different thoughts, beliefs, or feelings than their own ("I like ketchup and you don't..").	IS.4.B With adult prompts, compares their own characteristics and emotions to those of others.	IS.4.C With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations.	IS.4.D With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others.	
				Use language to describe their thinking processes with adult support.	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.	LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").	ATL.4.B Verbally or nonverbally demonstrates an understanding of accomplishing a task. May verbally explain work product.	
				Explain how they draw conclusions based on evidence they have gathered.	SC-SP.3.C Draws conclusions on prior knowledge and recorded information.	SC-SP.3.D Discusses conclusions and reflects on the scientific-oriented question and hypothesis based on prior knowledge and recorded information.	LL-NC.2.E Makes inferences and provides explanation and reasoning for events in a text or characters' actions.	
		4: Through their explorations, play, and social interactions, children count with understanding and use numbers to tell how many, describe order, and compare.	Younger Preschoolers (33 – 48 months)	Count 10 by ones with increasing accuracy.	M-NC.1.D Says number words in order from 1–10 from memory.	M-NC.2.D Says numbers in order, matching each number word to each object when counting from 1–10.	M-NC.5.D Says the names of numerals 0–10 shown in random order.	
				Count to 5 objects arranged in a line using one-to-one correspondence with increasing accuracy, and answer the question, "How many?"	M-NC.2.B Says numbers in order, matching each number word to each object when counting from 1–5.	M-NC.3.B Creates sets of 0–5 and begins to use cardinality to identify the last number counted.	M-NC.6.B Matches a set of objects with the number symbol to represent the set for quantities 0–5.	
				Compare two groups (containing up to 5 objects each) and compare them in terms of more, less, fewer, or equal.	M-NC.4.AA Compares two groups to identify which has more or less for quantities 0–5 without matching or counting.	M-NC.4.B Matches 0–5 objects from two sets using one-to-one correspondence to understand the concept of the same.	M-NC.4.C Matches 0–7 objects from two sets using one-to-one correspondence to identify which set has more, less, or if they are the same.	
				Show they understand that adding objects to a group will make a bigger group and taking away objects will make a smaller group.	M-NC.7.A Demonstrates an understanding that adding one more increases the amount of a set.	M-NC.8.A Demonstrates an understanding that removing one object decreases the amount in a set.	M-NC.7.B Counts two sets separately, then combines sets and counts the sets together to get the whole. Counts up to a total quantity of 5.	
			Older Preschoolers (45 – 60+ months)	Count to 20 by ones with increasing accuracy.	M-NC.1.E Says number words in order from 1–20 from memory.	M-NC.2.E Says numbers in order, matching each number word to each object when counting from 1–15.	M-NC.5.E Says the names of numerals 0–20 shown in random order.	
				Look at a group of up to 5 objects and quickly see and say or sign the number of objects.	M-NC.3.B Creates sets of 0–5 and begins to use cardinality to identify the last number counted.	M-NC.3.A Subitizes by instantly saying how many are in a set without counting for quantities 1–3.	M-NC.3.C Creates sets of 0–7 and begins to use cardinality to identify the last number counted.	
				With guidance and support, match numerals 1-5 to sets of objects.	M-NC.6.B Matches a set of objects with the number symbol to represent the set for quantities 0–5.	M-NC.5.B Says the names of numerals 0–5 shown in random order.	M-NC.2.B Says numbers in order, matching each number word to each object when counting from 1–5.	
				Count the number of items in a group of up to 10 objects and know that the last number tells how many.	M-NC.2.D Says numbers in order, matching each number word to each object when counting from 1–10.	M-NC.3.D Creates sets of 0–10 and begins to use cardinality to identify the last number counted.	M-NC.3.E Creates sets of 0–10 and uses cardinality to identify the last number counted.	
				Use fingers, objects, and drawings to show adding and taking away up to 5.	M-NC.7.B Counts two sets separately, then combines sets and counts the sets together to get the whole. Counts up to a total quantity of 5.	M-NC.8.B Counts a set of 1–5 objects. Takes objects away and counts how many are left.	M-NC.8.E Solves subtraction story problems for quantities 1–10 using objects, fingers, drawings, or actions.	
				Explore simple addition with support (when adding a group of 3 and a group of 2, counts, keeping track on fingers, "One, two, three..." and then counts on, "Four, five!").	M-NC.7.B Counts two sets separately, then combines sets and counts the sets together to get the whole. Counts up to a total quantity of 5.	M-NC.7.A Demonstrates an understanding that adding one more increases the amount of a set.	M-NC.7.C Counts two sets separately, then combines sets and counts the sets together to get the whole. Counts up to a total quantity of 7.	
				Verbally count backward from 5 using fingers and use that skill to subtract a given number (when asked how many would be left if we took 2 fingers away, counts, "Five, four, three!").	M-NC.8.B Counts a set of 1–5 objects. Takes objects away and counts how many are left.	M-NC.8.A Demonstrates an understanding that removing one object decreases the amount in a set.	M-NC.8.C Counts a set of 1–7 objects. Takes objects away and counts how many are left.	

Every Child Ready Standards & South Dakota Early Learning and Development Guidelines Alignment								
South Dakota Early Learning and Development Guidelines								
Domain	Component	Goal	Age	Developmental Indicator Continuum	Alignment 1	Alignment 2	Alignment 3	
Cognitive Development Domain (CD)	2: Mathematical Thinking and Expression	5: Through their explorations, play, and social interactions, children demonstrate concepts about position, as well as identify and describe simple geometric shapes.	Younger Preschoolers (33 – 48 months)	Recognize numerals up to 10 and attempt to write them during play and daily activities.	M-NC.5.D Says the names of numerals 0–10 shown in random order.	M-NC.6.D Matches a set of objects with the number symbol to represent the set for quantities 0–10.	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.	
				Use and understand the terms "first" through "fifth" and "last" in their play and daily activities ("The engine is first, and the caboose is last.")	M-PFA.2.D Uses ordinal numbers to order and describe relative position for up to three objects.	M-PFA.2.E Orders groups of different amounts using numerical order.	ATL.9.B Identifies and anticipates materials and expectations needed for everyday and routine activities.	
				Demonstrate and begin to use the language of the relative position of objects in the environment and play situations, such as up, down, over, under, top, bottom, inside, outside, in front, behind, between, next to.	M-GS.3.A Demonstrates understanding of location terms (e.g., "in," "on," "under," "over") by using gestures or objects.	M-GS.3.B Demonstrates understanding of proximity terms (e.g., "beside," "between," "above," "below") by using gestures or objects.	M-GS.3.C Demonstrates understanding of frame of reference terms (e.g., "in back of," "in front of," "behind") by using gestures or objects.	
				Build and describe 2-dimensional shapes, such as making circles and triangles with blocks and playdough.	M-GS.2.B Constructs common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle) with materials.	M-GS.1.C Identifies and describes the properties of common two-dimensional shapes using words like "sides," "corners," "curve."	C-ARTS.3.B Creates drawings, paintings, and models with an increasing level of detail.	
				Find shapes in the environment and describe them in their own words.	M-GS.1.D Verbally or nonverbally identifies two-dimensional shapes in the environment or in books.	M-GS.1.C Identifies and describes the properties of common two-dimensional shapes using words like "sides," "corners," "curve."	LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").	
				Create 2-dimensional shapes and 3-dimensional structures to create symmetry (same on both sides) or to represent real-world objects ("We are building a castle and we need a round block for the tunnel.")	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.	M-GS.2.E Constructs common three-dimensional shapes (sphere, cone, cylinder, cube) with materials.	C-ARTS.3.D Plans for and creates art using preferred art materials, tools, and techniques.	
			Older Preschoolers (45 – 60+ months)	Name basic shapes, such as circle, triangle, square, and rectangle, and describe their characteristics using descriptive and geometric attributes ("That's a triangle; it's pointy." "It's a circle because it's round.")	M-GS.1.A Verbally or nonverbally identifies at least three common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle).	M-GS.1.C Identifies and describes the properties of common two-dimensional shapes using words like "sides," "corners," "curve."	LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").	
				Recognize that a shape remains the same shape when it changes position.	M-GS.1.D Verbally or nonverbally identifies two-dimensional shapes in the environment or in books.	M-GS.1.C Identifies and describes the properties of common two-dimensional shapes using words like "sides," "corners," "curve."	ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work.	
				Take a shape apart to make new shapes, such as finding two triangles in a square.	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.	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.	M-PFA.1.D Sorts and groups objects or pictures that belong together by one attribute, then regroups according to a different attribute.	
				Younger Preschoolers (33 – 48 months)	Use simple measurement tools with guidance and support to measure objects (ruler, measuring cup, scale).	M-M.1.E Uses standard units (e.g., ruler, scale, balance) to measure and then uses comparative language to describe the measurements of two objects.	M-M.1.C Uses nonstandard units to measure objects by filling, covering, or matching, like when answering "How many scoops of sand fill a container?"	M-M.1.D Uses nonstandard units to measure and then comparative language to describe the measurements of two objects, like when answering "Which container holds more beans?"
					Compare the size or weight of two objects and identify which one is taller, longer, or heavier than the other ("That rock is heavier than this one; I can't lift it." "A cow is bigger than a cat.")	M-M.1.A Demonstrates understanding of length terms (i.e., "longer," "shorter") and height terms (i.e., "taller," "shorter") using gestures or objects.	M-M.1.B Demonstrates understanding of length terms (i.e., "longer," "shorter"), height terms (i.e., "taller," "shorter"), volume terms (i.e., "more," "less"), and weight terms (i.e., "heavier," "lighter") using gestures or objects.	M-M.1.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?"
					Identify familiar objects as the same or different.	M-NC.2.AA Nonverbally or verbally matches 1–3 real objects or pictures that are the same or different.	M-PFA.1.A Sorts and groups objects based on one attribute such as visual features like color, size, or shape.	M-PFA.1.C Sorts and groups objects based on more complex attributes such as function or category.
	Sort familiar objects into categories with increasing accuracy (tools for woodworking and utensils for cooking, rectangle blocks on one shelf and square blocks on another shelf).	M-PFA.1.C Sorts and groups objects based on more complex attributes such as function or category.	M-PFA.1.D Sorts and groups objects or pictures that belong together by one attribute, then regroups according to a different attribute.		M-PFA.1.E Sorts and groups objects into multiple categories such as size and color, or function and category at the same time.			
	Recognize simple repeating patterns and attempt to create them during play (repeat a movement pattern during a song, make a line of blocks in alternating colors).	M-PFA.3.A Uses objects, rhythm, or movement to copy simple AB patterns.	M-PFA.3.B Uses objects, rhythm, or movement to copy and extend simple AB patterns.		M-PFA.3.C Uses rhythm and movement to copy simple and advanced patterns (e.g., AB, ABC, ABB, AAB).			
	Older Preschoolers (45 – 60+ months)	Identify and use measurements tools, such as rulers, scales, measuring cups, thermometer, clock, as well as non-standard objects (measure length of shadow using shoes).	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.E Uses standard units (e.g., ruler, scale, balance) to measure and then uses comparative language to describe the measurements of two objects.	M-M.2.E Begins to demonstrate basic knowledge that clocks and calendars are related to the passage of time.		
		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).	M-M.1.B Demonstrates understanding of length terms (i.e., "longer," "shorter"), height terms (i.e., "taller," "shorter"), volume terms (i.e., "more," "less"), and weight terms (i.e., "heavier," "lighter") using gestures or objects.	M-PFA.2.B Orders up to three objects by one attribute, such as size, shades of color, texture, or sound, using comparative language.	M-PFA.2.C Orders up to five objects by one attribute, such as size, shades of color, texture, or sound, using comparative language.			
		Sort a group of up to 10 objects using two attributes (color, size, shape, quantity) with increasing accuracy (sort blocks by shape and color).	M-PFA.1.D Sorts and groups objects or pictures that belong together by one attribute, then regroups according to a different attribute.	M-PFA.1.E Sorts and groups objects into multiple categories such as size and color, or function and category at the same time.	M-PFA.2.E Orders groups of different amounts using numerical order.			
		Arrange up to 5 objects in order according to characteristics or attributes, such as height (put 4 water toys in order from shortest to tallest).	M-PFA.2.C Orders up to five objects by one attribute, such as size, shades of color, texture, or sound, using comparative language.	M-M.1.A Demonstrates understanding of length terms (i.e., "longer," "shorter") and height terms (i.e., "taller," "shorter") using gestures or objects.	M-M.1.B Demonstrates understanding of length terms (i.e., "longer," "shorter"), height terms (i.e., "taller," "shorter"), volume terms (i.e., "more," "less"), and weight terms (i.e., "heavier," "lighter") using gestures or objects.			
		Sort objects onto a large graph according to one attribute, such as size, shape, or color and name the category that has the most, least.	M-DAP.2.A Collects and organizes data by sorting and classifying groups of objects into clusters (e.g., sorts buttons by color).	M-DAP.2.B Graphs using real objects to organize and display information one-to-one (e.g., place coins, buttons, or shells on a graphing mat).	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?"			

Every Child Ready Standards & South Dakota Early Learning and Development Guidelines Alignment							
South Dakota Early Learning and Development Guidelines							
Domain	Component	Goal	Age	Developmental Indicator Continuum	Alignment 1	Alignment 2	Alignment 3
			Younger Preschoolers (33 – 48 months)	Identify, repeat, extend, and describe a simple pattern in the context of play or daily activities, routines, play, or in nature ("Look, that zebra has a white stripe, black stripe, white stripe, black stripe!").	M-PFA.3.B Uses objects, rhythm, or movement to copy and extend simple AB patterns.	M-PFA.3.D Uses objects, rhythm, or movement to copy and extend simple and advanced patterns (e.g., AB, ABC, ABB, AAB).	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 (e.g., blue-red-blue, blue-red-blue).
			Younger Preschoolers (33 – 48 months)	Seek answers to questions by using mathematical thinking during play and daily activities (determine who is taller by standing next to classmate, find two smaller blocks to replace larger block).	M-M.1.A Demonstrates understanding of length terms (i.e., "longer," "shorter") and height terms (i.e., "taller," "shorter") using gestures or objects.	M-M.1.B Demonstrates understanding of length terms (i.e., "longer," "shorter"), height terms (i.e., "taller," "shorter"), volume terms (i.e., "more," "less"), and weight terms (i.e., "heavier," "lighter") using gestures or objects.	ATL.3.C Asks questions and seeks clarity after attempting a challenging task.
				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).	M-NC.2.B Says numbers in order, matching each number word to each object when counting from 1–5.	M-NC.2.C Says numbers in order, matching each number word to each object when counting from 1–7.	M-NC.4.B Matches 0–5 objects from two sets using one-to-one correspondence to understand the concept of the same.
				Use drawing and concrete materials to represent mathematical ideas (draw many circles to show "lots" of people, put Popsicle® sticks in a pile to show the number of children who want crackers for snack).	M-DAP.2.B Graphs using real objects to organize and display information one-to-one (e.g., place coins, buttons, or shells on a graphing mat).	LL-WR.2.A Draws and/or writes to represent, express, or communicate interests.	M-NC.3.B Creates sets of 0–5 and begins to use cardinality to identify the last number counted.
		7: Through their explorations, play, and social interactions, children use mathematical thinking to ask questions and solve problems.	Older Preschoolers (45 – 60+ months)	Seek answers to questions during play and daily activities using an increasing variety of mathematical strategies.	ATL.3.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance.	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).	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?"
				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).	M-NC.2.D Says numbers in order, matching each number word to each object when counting from 1–10.	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.	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.
				Use drawing and concrete materials to represent an increasing variety of mathematical ideas (draw shapes to represent pattern, stack differently colored blocks to represent classmates' answers to a survey question).	M-DAP.2.C Graphs using pictures of objects to organize and display information. Compares two to three groups (e.g., pictures of front covers of books, or pictures of students to represent children's votes).	M-PFA.3.D Uses objects, rhythm, or movement to copy and extend simple and advanced patterns (e.g., AB, ABC, ABB, AAB).	LL-WR.2.B Draws and/or writes to represent and describe an object, event, or observation.
				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 cookies, so I got four more.").	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.	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 (e.g., blue-red-blue, blue-red-blue).	SC-SP.3.D Discusses conclusions and reflects on the scientific-oriented question and hypothesis based on prior knowledge and recorded information.
				Gather mathematical information (quantity, measurement of objects, etc.) to answer questions of interest.	SC-SP.3.B Begins to identify relevant information and collects and records information in own journal or paper.	M-DAP.2.A Collects and organizes data by sorting and classifying groups of objects into clusters (e.g., sorts buttons by color).	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?"
		8: As a result of their explorations and participation in simple investigations through play, children observe, describe, and demonstrate respect for living things, the environment, and the physical world.	Younger Preschoolers (33 – 48 months)	Demonstrate interest in the natural world and the outdoor environment (plays in dirt and sand, ask questions about things seen outdoors).	SC-LES.1.AA Notices and looks at the natural world around them.	SC-SP.1.A With teacher guidance, participates in activities to formulate simple science-oriented questions based on observations.	ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work.
				Participate in activities that help to care for the environment, with guidance and support (picks up trash, recycle paper).	SC-LES.1.D Describes how humans affect their environment in positive and negative ways, such as recycling, planting trees, litter, and pollution.	SC-LES.1.C Compares and contrasts the natural world and the human-made world, such as the wind provides a breeze outside and so does a fan.	PD.6.B Demonstrates understanding of safety procedures and begins to initiate.
				Participate in the care of living things with guidance and support (water plants, help to feed classroom pet).	SC-LES.4.C Describes the needs of humans and animals and how their characteristics and behaviors support their needs, such as birds having beaks so they can dig for worms.	SC-LES.5.C Identifies that plants are living and describes the needs of plants.	SC-LES.4.E Describes and discusses the relationship between humans and animals.
				Notice and describe characteristics of plants and animals, such as appearance, similarities, differences, behavior, and habitat.	SC-LES.4.B Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features.	SC-LES.4.D Observes and describes habitats and life cycles.	SC-LES.5.B Identifies that plants are living and identifies characteristics and features of plants.
				Investigate the effect they can have on motion (push, pull, build ramp for a toy car with blocks, put foot in the path of moving toy).	SC-P.4.A With teacher guidance, recognizes that different factors, such as force, impact how fast and far an object moves when it's pushed or pulled.	SC-P.4.B With teacher guidance, recognizes that when objects collide, the impact can change the speed, direction, or stop an object.	SC-P.4.D Describes and discusses the motion of objects and that motion can change based on different factors.
				Notice and describe properties of materials and changes in substances (water freezes into ice, pudding thickens, clay hardens).	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.	SC-P.1.C Participates in activities related to changing physical properties of objects, such as crumpling a piece of paper to change the texture from smooth to bumpy.	SC-P.3.C Explains water in its three forms, such as how ice is frozen water.
				Compare and sort objects or materials according to one or more attributes.	M-PFA.1.A Sorts and groups objects based on one attribute such as visual features like color, size, or shape.	M-PFA.1.D Sorts and groups objects or pictures that belong together by one attribute, then regroups according to a different attribute.	M-PFA.1.E Sorts and groups objects into multiple categories such as size and color, or function and category at the same time.
				Observe and state simple weather patterns (sunny, rainy, cloudy, snowy).	SC-LES.2.A Identifies different types of weather, such as sunny, rainy, cloudy, or snowy.	SC-LES.2.B Identifies seasons and observes and describes patterns and changes in the weather.	SC-LES.2.C Compares and contrasts the different seasons.
				Demonstrate respect, wonder and appreciation for the environment by participating in activities that help to care for the environment. With support explain that their actions and actions of others can change the environment (gathering cans for recycling, planting trees).	SC-LES.1.D Describes how humans affect their environment in positive and negative ways, such as recycling, planting trees, litter, and pollution.	SC-LES.1.C Compares and contrasts the natural world and the human-made world, such as the wind provides a breeze outside and so does a fan.	SC-LES.1.E Discusses how natural elements like wind and water have an impact on the natural world through a variety of processes, such as erosion.

Every Child Ready Standards & South Dakota Early Learning and Development Guidelines Alignment

South Dakota Early Learning and Development Guidelines					Every Child Ready Standards		
Domain	Component	Goal	Age	Developmental Indicator Continuum	Alignment 1	Alignment 2	Alignment 3
Cognitive Development Domain (CD)	3: Scientific Exploration and Knowledge		Older Preschoolers (45 – 60+ months)	Take responsibility for the care of living things (independently feed pet as daily chore, water plant when leaves drop, help weed vegetable garden).	SC-LES.4.E Describes and discusses the relationship between humans and animals.	SC-LES.5.E Describes and discusses ways that plants impact living things and the environment and how humans can impact plants.	PD.4.D Independently completes self-care and hygiene routines.
				Describe basic things plants and animals need to live and grow (sunlight, water, food). Identify changes that take place over time.	SC-LES.4.C Describes the needs of humans and animals and how their characteristics and behaviors support their needs, such as birds having beaks so they can dig for worms.	SC-LES.5.C Identifies that plants are living and describes the needs of plants.	SC-LES.4.D Observes and describes habitats and life cycles.
				Collect items from nature (rocks, leaves, insects) and classify them using physical characteristics (color, size, shape, texture).	M-PFA.1.A Sorts and groups objects based on one attribute such as visual features like color, size, or shape.	M-PFA.1.C Sorts and groups objects based on more complex attributes such as function or category.	SC-SP.2.A Participates in simple explorations and experiments based on a teacher-led inquiry and prior knowledge.
				Provide simple rationale for future movement and speed of an object based on previous experience ("Last time I made the ramp really high the marble went really fast.").	SC-P.4.D Describes and discusses the motion of objects and that motion can change based on different factors.	SC-P.4.C With teacher guidance, recognizes that different factors, such as heights or textures, can change the speed of an object, such as racing cars on ramps.	ATL.9.C Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and want to return to it, or that they fell on the slide yesterday, so exercises caution today).
				Observe and use words to describe physical changes their possible causes, such as solid turning to liquid.	SC-P.1.D Describes and discusses various ways that the physical properties or characteristics of objects can change, such as the playdough was soft, but became hard when exposed to air for a long time period.	SC-P.3.E Begins to discuss how and why water changes into different forms, such as the water cycle.	LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults.
				Sort objects or materials by attributes and describe the attributes used to sort (size, color, shape, sound).	M-PFA.1.A Sorts and groups objects based on one attribute such as visual features like color, size, or shape.	M-PFA.1.D Sorts and groups objects or pictures that belong together by one attribute, then regrouping according to a different attribute.	M-PFA.1.E Sorts and groups objects into multiple categories such as size and color, or function and category at the same time.
			Younger Preschoolers (33 – 48 months)	Notice and describe weather conditions, position of the sun and moon at different times, and seasonal changes.	SC-LES.2.B Identifies seasons and observes and describes patterns and changes in the weather.	SC-LES.3.A Identifies objects in the sky, such as clouds, sun, moon, or stars.	SC-LES.3.B Describes and discusses objects in the sky, such as clouds, sun, moon, or stars.
				Represent learned scientific exploration through simple drawings, building, movement, or other methods, with adult support.	SC-SP.3.A With teacher guidance, participates in recording scientific observations and data.	LL-WR.2.A Draws and/or writes to represent, express, or communicate interests.	C-ARTS.3.A Expresses self using a variety of art materials and tools.
				Use simple tools and measuring devices (balance scales, sifter, or rulers) to explore the environment, with guidance and support.	M-M.1.E Uses standard units (e.g., ruler, scale, balance) to measure and then uses comparative language to describe the measurements of two objects.	SC-SP.2.A Participates in simple explorations and experiments based on a teacher-led inquiry and prior knowledge.	SC-P.1.A Uses senses to identify physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.
				Observe objects, materials, and phenomena and describe what they notice (temperature, texture, size, weight, color, etc.).	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.	SC-SP.1.B Observes and describes cause and effect.	LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults.
				State a purpose when constructing something new ("I'm gonna build a bridge for my dump truck.").	ATL.4.B Verbally or nonverbally demonstrates an understanding of accomplishing a task. May verbally explain work product.	ATL.8.C With adult support, creates a goal for an activity and follows a simple plan.	C-ARTS.3.D Plans for and creates art using preferred art materials, tools, and techniques.
				Test a variety of materials and configurations to design a product.	SC-SP.2.D Makes hypotheses, and tests their hypotheses through experimentation.	SC-P.1.E Evaluates how well materials suit their intended purposes based on their physical characteristics, such as explores using tissue paper to construct a tower and considers how the paper's properties impact the building process.	ATL.3.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance.
	Older Preschoolers	Ask questions to find out more about the natural world.	SC-SP.1.C With teacher guidance, begins to formulate own questions based on observations.	SC-SP.1.D Formulates own science-oriented questions based on observations.	ATL.3.C Asks questions and seeks clarity after attempting a challenging task.		
		With adult support, make predictions about what will happen next.	SC-SP.2.B Participates in teacher-led explorations and experiments and uses prior knowledge to make predictions.	LL-NC.2.C Uses events from the book to make a prediction about what might happen next.	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).		
		Use simple descriptions and scientific vocabulary during experiments and experiences, with adult prompting and support (describe changes taking place, and using words such as "question," "experiment," and "measure").	LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults.	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.	SC-SP.3.A With teacher guidance, participates in recording scientific observations and data.		
		Represent learned scientific explorations through drawing, 3-D models, diagrams, movement, or other methods.	SC-SP.3.B Begins to identify relevant information and collects and records information in own journal or paper.	C-ARTS.3.B Creates drawings, paintings, and models with an increasing level of detail.	LL-WR.2.C Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme.		
		Identify senses as ways to learn more about the world and uses their senses to do so.	SC-SP.1.AA Uses senses to observe the environment.	SC-P.1.A Uses senses to identify physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.	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.		
		Use an increasing variety of tools to investigate world around them, solve problems, and complete tasks, extending what they can observe and do through their senses alone (measuring tools, magnifying glasses, balances, prisms, droppers).	SC-SP.2.A Participates in simple explorations and experiments based on a teacher-led inquiry and prior knowledge.	SC-P.1.A Uses senses to identify physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.	M-M.1.E Uses standard units (e.g., ruler, scale, balance) to measure and then uses comparative language to describe the measurements of two objects.		
	Compare objects, materials, and phenomena by observing and describing their characteristics.	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-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.	SC-SP.1.B Observes and describes cause and effect.			
	Ask questions and identify ways to find answers (look in a book, use the computer, try something and watch what happens).	SC-SP.1.D Formulates own science-oriented questions based on observations.	SC-SP.1.E With teacher guidance, uses formulated science-oriented questions to plan simple explorations or experiments.	ATL.3.C Asks questions and seeks clarity after attempting a challenging task.			

Every Child Ready Standards & South Dakota Early Learning and Development Guidelines Alignment							
South Dakota Early Learning and Development Guidelines				Every Child Ready Standards			
Domain	Component	Goal	Age	Developmental Indicator Continuum	Alignment 1	Alignment 2	Alignment 3
			Under preschoolers (45 – 60+ months)	Make predictions, providing a rationale based on past experiences and then carry out simple investigations to test their predictions. Gather data and communicate simple conclusions (with adult support, chart predictions of a sink and float experiment on large paper).	SC-SP.2.D Makes hypotheses, and tests their hypotheses through experimentation.	SC-SP.3.C Draws conclusions on prior knowledge and recorded information.	SC-SP.3.A With teacher guidance, participates in recording scientific observations and data.
			Follow simple visual plans/model to construct something new.	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.	C-ARTS.3.D Plans for and creates art using preferred art materials, tools, and techniques.	
			Adjust their constructions or creations to improve function, stability, or appearance.	ATL.4.E Assesses tasks and makes adjustments to strategies for updates or revisions.	SC-P.1.E Evaluates how well materials suit their intended purposes based on their physical characteristics, such as explores using tissue paper to construct a tower and considers how the paper's properties impact the building process.	ATL.3.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance.	
			Use scientific process words (predict, experiment, compare, measure) and scientific content words (plant, animal, magnet, weather) in discussions during science experiences.	LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults.	SC-SP.1.D Formulates own science-oriented questions based on observations.	SC-SP.3.D Discusses conclusions and reflects on the scientific-oriented question and hypothesis based on prior knowledge and recorded information.	
			Use the computer and other technology, if available, to explore how their actions can cause an effect.	Tech.1.D With teacher guidance, uses technology devices and learning applications to play games, access or share information, or express themselves creatively.	Tech.1.E Independently uses technology devices and learning applications to play games, access or share information, or express themselves creatively.	SC-SP.1.B Observes and describes cause and effect.	
4: Social Studies, Family, and Community Connections		10: Through their explorations, play, and social interactions, children demonstrate an understanding of relationships, roles, and what it means to be a participating member of their families and the diverse groups/communities they belong to.	Younger Preschoolers (33 – 48 months)	Talk about family members, name their relationships to each other, and describe family routines ("Marika is my sister." "My grandma takes care of me at night.").	SOC.1.A Understands family relationships in relation to self.	SOC.1.B Discusses the activities or celebrations that their family does together.	SOC.1.C Discusses the importance of their own family and the roles and responsibilities of various individuals in the family.
				Adopt roles of family and community members during play, given support and realistic props.	C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.	ATL.1.D Carries out familiar roles during individual or collaborative role-play.	SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community.
				Identify self as a part of a family, preschool class, or other familiar group (point to picture and say, "That's my family." "I'm in Ms. Emily's class.").	SOC.1.AA Identifies and recognizes self and family members.	SOC.1.A Understands family relationships in relation to self.	SOC.2.B Recognizes their role within the classroom, neighborhood, and community, such as by voting in the classroom or being a member of the soccer team.
				With prompting and support, participate as a member of a group, such as a classroom (vote for name of class pet, wait turn to paint when easels are full).	SOC.2.B Recognizes their role within the classroom, neighborhood, and community, such as by voting in the classroom or being a member of the soccer team.	IS.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).	ATL.2.C Makes cooperative decisions with peers based on adult provided choices (associative play).
			Talk about "fairness" and demonstrate a willingness to take turns and share with others.	IS.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).	IS.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).	ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play).	
			Older Preschoolers (45 – 60+ months)	Talk about a wide circle of family members and other people important in their lives, their relationships to each other, and their shared experiences.	SOC.1.C Discusses the importance of their own family and the roles and responsibilities of various individuals in the family.	SOC.1.D Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations.	SOC.1.B Discusses the activities or celebrations that their family does together.
				Adopt roles of multiple family and community members during dramatic play, using props, language, and actions in a way that demonstrates their understanding of the roles.	C-ARTS.2.C Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.	C-ARTS.2.D Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.	SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community.
				Identify themselves as individuals and as belonging to a family, as well as other groups, such as their preschool class or faith community).	IS.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.	SOC.1.A Understands family relationships in relation to self.	SOC.2.B Recognizes their role within the classroom, neighborhood, and community, such as by voting in the classroom or being a member of the soccer team.
				View themselves as contributing members of various groups with both rights and responsibilities (share, take turns, follow rules, take responsibility for simple jobs).	SOC.2.B Recognizes their role within the classroom, neighborhood, and community, such as by voting in the classroom or being a member of the soccer team.	IS.5.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.	IS.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.
				Participate in creating and following expectations/rules and routines.	ATL.2.E Establishes rules with peers during play or structured activities (cooperative play).	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).	M-M.2.B Demonstrates the understanding of daily routines (order and general length of components).
		Demonstrate confidence in expressing individual opinions and thoughts, while respecting those of others.		IS.3.D Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.	SOC.2.D Recognizes that people have different thoughts and opinions within a community.	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.	
		Younger Preschoolers (33 – 48 months)	11: Through their explorations, play, and social interactions, children identify and demonstrate appreciation of similarities and differences between	Show acceptance of people who are different from themselves as well as people who are similar.	SOC.1.D Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations.	IS.4.B With adult prompts, compares their own characteristics and emotions to those of others.	IS.4.D With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others.
				Explore differences in backgrounds and traditions during play and planned activities, given support and guidance (try on various traditional outfits in the dramatic play area).	SOC.1.D Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations.	C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.	SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community.
				Name several similarities and differences between themselves and others as well as benefits of those similarities and differences.	IS.4.B With adult prompts, compares their own characteristics and emotions to those of others.	SOC.1.D Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations.	IS.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.
				Show acceptance of differences through exploration of varying customs and traditions, past and present (how people dress, how people speak, food, music, art, etc.).	SOC.1.D Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations.	SOC.1.C Discusses the importance of their own family and the roles and responsibilities of various individuals in the family.	C-ARTS.3.A Expresses self using a variety of art materials and tools.

Every Child Ready Standards & South Dakota Early Learning and Development Guidelines Alignment											
South Dakota Early Learning and Development Guidelines											
Domain	Component	Goal	Age	Developmental Indicator Continuum	Alignment 1	Alignment 2	Alignment 3				
Cognitive Development Domain (CD)		10: Children describe themselves and others.	Older Preschoolers (45 – 60+ months)	Demonstrate an understanding that there are diverse families and backgrounds, and all have value (talk positively about how other children have different family structures than their own, share family traditions/routines, ask questions to learn about the traditions of others).	SOC.1.D Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations.	SOC.1.C Discusses the importance of their own family and the roles and responsibilities of various individuals in the family.	IS.4.C With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations.				
				Demonstrate respect for the thoughts and opinions of others, even when different from their own.	SOC.2.D Recognizes that people have different thoughts and opinions within a community.	IS.4.D With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others.	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.				
	5: Creative Arts and Expression	12: Children engage in a variety of creative activities for enjoyment and self-expression including play, visual arts, music, expressive movement, and drama.		Younger Preschoolers (33 – 48 months)	Explore the properties of art materials and use them for constructing, painting, drawing, and sculpting.	C-ARTS.3.A Expresses self using a variety of art materials and tools.	C-ARTS.3.B Creates drawings, paintings, and models with an increasing level of detail.	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.			
					Choose to participate and use visual art, music, movement, and dramatic play to communicate and express feelings, ideas, and experiences.	C-ARTS.3.A Expresses self using a variety of art materials and tools.	C-ARTS.1.A Participates in guided movement activities by copying dances and movements introduced by others.	C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.			
					Show creativity and imagination when using materials, singing, moving, and assuming roles during pretend play.	ATL.1.C Engages in individual verbal or nonverbal imaginative play or role-play.	C-ARTS.1.C Creates short dances or movement sequences.	C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.			
					Use words and actions to imitate familiar stories, roles, and new understandings from topics of study (set up a store in the dramatic play area and act out roles of shopkeeper and customer).	C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.	ATL.1.D Carries out familiar roles during individual or collaborative role-play.	LL-NC.3.A Describes one event from a familiar narrative using visuals or gestures.			
					Show awareness of different musical instruments, and rhythms, as they make music or participate in music activities.	C-ARTS.4.A Participates in a variety of music activities with different tempos, genres, and rhythms.	C-ARTS.4.B Sings a variety of songs within children's vocal range, independently and with others.	C-ARTS.4.C Recognizes differences between a variety of music activities with different tempos, genres, and rhythms.			
					Show awareness of various patterns of beat, rhythm, and movement through music and movement activities.	C-ARTS.4.C Recognizes differences between a variety of music activities with different tempos, genres, and rhythms.	C-ARTS.1.A Participates in guided movement activities by copying dances and movements introduced by others.	M-PFA.3.C Uses rhythm and movement to copy simple and advanced patterns (e.g., AB, ABC, ABB, AAB).			
				Older Preschoolers (45 – 60+ months)	Explore ways to move imaginatively with and without music (stretching, galloping, twisting, bending, swaying, marching, and clapping).	C-ARTS.1.B Recalls short, simple dances and movement sequences previously introduced by others.	C-ARTS.1.C Creates short dances or movement sequences.	PD.1.D Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements.			
					Demonstrate enjoyment and confidence in their ability to freely plan and create artwork of their own design individually and collaboratively, including drawings, paintings, collages, and sculptures.	C-ARTS.3.D Plans for and creates art using preferred art materials, tools, and techniques.	C-ARTS.3.E Reviews their original art and makes changes to the final product.	IS.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.			
					Describe experiences, ideas, emotions, people, and objects represented in their artwork.	LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").	C-ARTS.3.C Explores and creates art using different techniques, such as dot art, mixed media collages, and clay.	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.			
					Draw or build representations of familiar people, places, and new understandings from topics of study with various materials.	C-ARTS.3.B Creates drawings, paintings, and models with an increasing level of detail.	LL-WR.2.C Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme.	SC-SP.3.B Begins to identify relevant information and collects and records information in own journal or paper.			
					Plan and act out scenes based on books, stories, everyday life, and imagination alone or with others, creating and engaging in increasingly detailed and extended scenarios in their dramatic play.	C-ARTS.2.C Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.	C-ARTS.2.D Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.	ATL.1.E Coordinates roles and carries out more complex stories during role-play.			
					Recall and imitate different musical tones, rhythms, rhymes, and songs as they make music and participate in a variety of musical and rhythmic experiences, including singing, clapping to the beat, listening, and using musical instruments.	C-ARTS.4.B Sings a variety of songs within children's vocal range, independently and with others.	C-ARTS.4.C Recognizes differences between a variety of music activities with different tempos, genres, and rhythms.	C-ARTS.4.D Uses their voice or an instrument to express themselves and copy simple tempos.			
				Younger Preschoolers (33 – 48 months)	13: Children demonstrate an appreciation for different forms of art including visual arts, music, expressive movement, and drama.		Recall and imitate patterns of beat, rhythm, tempo, and dynamics of music, as they create expressive movements or participate in movement activities.	C-ARTS.4.C Recognizes differences between a variety of music activities with different tempos, genres, and rhythms.	C-ARTS.4.D Uses their voice or an instrument to express themselves and copy simple tempos.	C-ARTS.1.C Creates short dances or movement sequences.	
							Express pleasure in different forms of art (call something "pretty," express preferences, or listen to music again).	C-ARTS.4.E Creates and performs original music or songs for others.	IS.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.		
							Participate in and use words to describe art in terms of color, texture, space, sound and movement.	C-ARTS.3.C Explores and creates art using different techniques, such as dot art, mixed media collages, and clay.	LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults.	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.	
							Older Preschoolers (45 – 60+ months)	Show appreciation for a collection of art, including that of their own culture and community, as well as others.	SOC.1.D Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations.	IS.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.	
								Participate in and use art-specific vocabulary to express ideas and thoughts about artistic creations more clearly ("We need a stage for our puppet show.").	LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults.	C-ARTS.3.C Explores and creates art using different techniques, such as dot art, mixed media collages, and clay.	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.
								Demonstrate value and respect for their own artwork and that of their peers.	IS.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.	IS.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.	ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play).

Every Child Ready Standards & South Dakota Early Learning and Development Guidelines Alignment									
South Dakota Early Learning and Development Guidelines				Every Child Ready Standards					
Domain	Component	Goal	Age	Developmental Indicator Continuum	Alignment 1	Alignment 2	Alignment 3	Alignment 4	
Health & Physical Dev. Domain (HPD)	1: Physical Health and Growth	1: Children develop healthy eating habits.	Younger Preschoolers (33 – 48 months)	Demonstrate willingness to try new nutritious foods when offered several times and sometimes able to make these choices with support.	PD.5.C Begins to understand how eating a variety of foods and proper hydration helps the body grow and be healthy.	PD.5.B Demonstrates understanding of types of food and preferences.			
				Feed self with utensils independently.	PD.2.B Uses hands, wrists, and fingers to complete a variety of tasks such as pouring, scooping, opening lids to easy-to-open jars, and simple puzzles.				
				Communicate which foods are nutritious and which foods are less nutritious (fresh fruits, vegetables, milk vs. candy, potato chips, soda).	PD.5.D Demonstrates understanding and categorizes different food types such as vegetables, fruit, grains, protein, and dairy.	PD.5.E Understands and describes different foods and how they give our bodies nutrients and energy.			
			Older Preschoolers (45 – 60+ months)	Demonstrate willingness to try new nutritious foods and make these choices independently and with support.	PD.5.C Begins to understand how eating a variety of foods and proper hydration helps the body grow and be healthy.				
				Regulate food consumption based on their own feelings of hunger and fullness.	IS.2.D Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance.				
				Given a selection of familiar foods, identify which foods are nutritious and which are not.	PD.5.D Demonstrates understanding and categorizes different food types such as vegetables, fruit, grains, protein, and dairy.	PD.5.E Understands and describes different foods and how they give our bodies nutrients and energy.			
		2: Children engage in active physical play indoors and outdoors.	Younger Preschoolers (33 – 48 months)	Choose an array of structured and unstructured physical activities indoors and outdoors.	PD.1.D Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements.	ATL.3.AA Exhibits curiosity and interest in activities and materials. Repeats preferred activities.			
				Participate in simple games and other structured motor activities that enhance physical fitness (songs with movement, throwing and catching).	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.				
				Transition from active to quiet activities with limited guidance and support.	ATL.5.C Adjusts to changes in the environment or schedule with adult guidance and advance warning.	ATL.5.B Shifts between tasks or activities, including ending preferred activities, with adult support.	IS.2.D Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance.	ATL.5.E Adapts to new rules or circumstances in an age-appropriate game or activity	
			Older Preschoolers (45 – 60+ months)	Develop strength and stamina by spending moderate periods of time playing vigorously.	PD.1.D Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements	ATL.6.C Attends to entirety of a short, engaging lesson or teacher-led activity (10–15 minutes).	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.		
				Communicate ways exercise keeps us healthy and makes us feel good.	PD.5.E Understands and describes different foods and how they give our bodies nutrients and energy.				
				Participate in structured and unstructured motor activities that build strength, speed, flexibility, and coordination (red light, green light, chase; free play).	PD.1.E Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target.	PD.1.AA Sits down and stands up with control. Moves body in a variety of ways such as walking, running, and galloping. Walks up and down the stairs with assistance. Throws balls and attempts to kick balls			
	3: Children develop healthy sleeping habits.	Younger Preschoolers (33 – 48 months)	Transition independently from active to quiet activities most of the time.	ATL.5.E Adapts to new rules or circumstances in an age-appropriate game or activity	ATL.6.D Refocuses attention to independent or group activity after minor distraction.	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).			
			Develop strength and stamina by increasing the amount of play and activity, using more muscles for longer periods of time.	PD.1.E Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target.	PD.1.D Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements.	ATL.6.E Attends to activities or peer engagement for extended periods of time (30+ minutes)			
			Recognize and communicate signs of being tired.	IS.1.C With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations.	LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").				
		Older Preschoolers (45 – 60+ months)	With increasing independence, start and participate in sleep routines, including listening to calming songs and/or stories.	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).	PD.4.C Completes self-care and hygiene routines with minimal assistance.				
			Stay awake except during nap time.	IS.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.					
			Communicate ways sleep keeps us healthy and makes us feel good.	SC-LES.4.C Describes the needs of humans and animals and how their characteristics and behaviors support their needs, such as birds having beaks so they can dig for worms.	PD.4.E Understands and describes the importance of self-care and hygiene routines.				
	Younger Preschoolers	1: Children develop healthy eating habits.	Younger Preschoolers (33 – 48 months)	Independently start and participate in sleep routines most of the time, including listening to calming songs and/or stories.	PD.4.D Independently completes self-care and hygiene routines.	ATL.8.D Creates and follows through with simple plans independently.			
				Stay awake and alert except during voluntary nap time.	IS.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.	ATL.6.D Refocuses attention to independent or group activity after minor distraction.			
				Demonstrate increasing stamina, body strength, endurance and balance, managing uneven surfaces such as hills, ramps, and steps.	PD.1.C Begins to coordinate upper and lower body, such as when riding a scooter or pedaling a bicycle or tricycle. Kicks and throws forward toward another person or target.	PD.1.D Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements.	PD.1.E Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target.		
		2: Children engage in active physical play indoors and outdoors.	Younger Preschoolers (33 – 48 months)	Refine movements and show generally increasing coordination (throwing and catching).	PD.1.B Demonstrates increasing balance and coordination on gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet.	PD.1.C Begins to coordinate upper and lower body, such as when riding a scooter or pedaling a bicycle or tricycle. Kicks and throws forward toward another person or target.	PD.1.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.		

Every Child Ready Standards & South Dakota Early Learning and Development Guidelines Alignment								
South Dakota Early Learning and Development Guidelines				Every Child Ready Standards				
Domain	Component	Goal	Age	Developmental Indicator Continuum	Alignment 1	Alignment 2	Alignment 3	Alignment 4
Health & Physical Dev. Domain (HPD)	2: Motor Development	4: Children engage in play and movement to develop large muscle control and abilities needed to explore and move in their environment.	(33 – 48 months)	Use a selection of toys and equipment that enhance gross motor development (balls, slides, pedaling toys, assistive technology).	PD.1.C Begins to coordinate upper and lower body, such as when riding a scooter or pedaling a bicycle or tricycle. Kicks and throws forward toward another person or target.	PD.1.D Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements.	PD.1.E Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target.	
				Move in space with increasing coordination and ability to cross the midline, such as using alternate feet on steps, touching toes on one side of the body with the opposite hand.	PD.1.B Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet.	PD.1.C Begins to coordinate upper and lower body, such as when riding a scooter or pedaling a bicycle or tricycle. Kicks and throws forward toward another person or target.	PD.1.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.	
			Older Preschoolers (45 – 60+ months)	Demonstrate stability, flexibility, and balance while performing complex movements by standing on one foot, turning, stretching, bending, hopping, balancing on beams, jumping, and moving to music.	PD.1.B Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet.	PD.1.D Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements.	C-ARTS.1.E Creates and leads dances or movement sequences and begins to synchronize music with movement.	
				Demonstrate coordination of upper and lower body when, throwing, catching, kicking, bouncing balls, swinging, and hitting objects with rackets or paddles.	PD.1.C Begins to coordinate upper and lower body, such as when riding a scooter or pedaling a bicycle or tricycle. Kicks and throws forward toward another person or target.	PD.1.D Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements.	PD.1.E Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target.	
				Move quickly through the environment and be able to both change directions and stop (run fast, pedal fast).	PD.1.C Begins to coordinate upper and lower body, such as when riding a scooter or pedaling a bicycle or tricycle. Kicks and throws forward toward another person or target.	PD.1.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.	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).	
				Show awareness of own body in relation to other people and objects while moving through space. When asked, can move in front of, beside, or behind someone or something else.	M-GS.3.B Demonstrates understanding of proximity terms (e.g., "beside," "between," "above," "below") by using gestures or objects.	M-GS.3.C Demonstrates understanding of frame of reference terms (e.g., "in back of," "in front of," "behind") by using gestures or objects.	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.	
	5: Children engage in play and experiences to develop small (fine) muscle control and hand-eye coordination to manipulate objects and work with tools.	Younger Preschoolers (33 – 48 months)	Engage in activities that require hand-eye coordination (build with manipulatives mold playdough, work puzzles with smaller pieces).	PD.2.B Uses hands, wrists, and fingers to complete a variety of tasks such as pouring, scooping, opening lids to easy-to-open jars, and simple puzzles.	PD.2.C Begins to use refined hand movements such as using blunt scissors, buttoning large buttons, and connecting small toys, such as linking cubes or blocks.	PD.2.D Demonstrates controlled fine motor movements in a variety of ways such as cutting along lines with accuracy.	PD.2.D Demonstrates controlled fine motor movements in a variety of ways such as cutting along lines with accuracy.	
			Draw simple shapes and figures (square for block, circles).	PD.3.B With teacher modeling, draws circles, squares, and crosses.	PD.3.C Copies simple designs such as a picture of a person that includes a head, body, arms, and legs.	M-GS.2.B Constructs common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle) with materials.		
		Older Preschoolers (45 – 60+ months)	Use tools that require strength, control, and dexterity of small muscles (forks, crayons, markers, safety scissors, adapted tools).	PD.2.B Uses hands, wrists, and fingers to complete a variety of tasks such as pouring, scooping, opening lids to easy-to-open jars, and simple puzzles.	PD.2.C Begins to use refined hand movements such as using blunt scissors, buttoning large buttons, and connecting small toys, such as linking cubes or blocks.	PD.2.D Demonstrates controlled fine motor movements in a variety of ways such as cutting along lines with accuracy.	PD.2.E Uses precise hand movements to complete a variety of activities such as building using small blocks, stringing lacing beads, and cutting out simple shapes with accuracy.	
			Engage in complex hand-eye coordination activities and play with a moderate degree of precision and control (fasten clothing, cut shapes, put together small pieces, string beads).	PD.2.C Begins to use refined hand movements such as using blunt scissors, buttoning large buttons, and connecting small toys, such as linking cubes or blocks.	PD.2.D Demonstrates controlled fine motor movements in a variety of ways such as cutting along lines with accuracy.	PD.2.E Uses precise hand movements to complete a variety of activities such as building using small blocks, stringing lacing beads, and cutting out simple shapes with accuracy.		
			Display strength and control while using multiple tools and materials including scissors, pencils, crayons, small toys, spray bottles, and hole punchers.	PD.2.C Begins to use refined hand movements such as using blunt scissors, buttoning large buttons, and connecting small toys, such as linking cubes or blocks.	PD.3.D Begins to use a tripod grasp when writing and copies complex designs.	LL-WR.4.C Writes letter-like symbols in strings. May leave spaces between symbols to indicate words.		
			Draw and write figures with more detail (faces with features, letters, or letter-like forms).	PD.3.C Copies simple designs such as a picture of a person that includes a head, body, arms, and legs.	PD.2.C Begins to use refined hand movements such as using blunt scissors, buttoning large buttons, and connecting small toys, such as linking cubes or blocks.	PD.4.C Completes self-care and hygiene routines with minimal assistance.		
6: Children develop personal hygiene and self-care skills.	Younger Preschoolers (33 – 48 months)	Dress and undress themselves with occasional assistance.	PD.4.B Demonstrates understanding of self-care and hygiene routines and begins to initiate.	PD.4.C Completes self-care and hygiene routines with minimal assistance.	PD.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.			
		Follow basic hygiene practices with reminders (brush teeth, wash hands, use toilet, cough into elbow).	PD.4.A With teacher guidance, follows self-care and hygiene routines.	PD.4.B Demonstrates understanding of self-care and hygiene routines and begins to initiate.	PD.4.C Completes self-care and hygiene routines with minimal assistance.			
		Serve food for themselves.	PD.2.B Uses hands, wrists, and fingers to complete a variety of tasks such as pouring, scooping, opening lids to easy-to-open jars, and simple puzzles.	PD.4.B Demonstrates understanding of self-care and hygiene routines and begins to initiate.	PD.4.C Completes self-care and hygiene routines with minimal assistance.			
	Older Preschoolers (45 – 60+ months)	Dress and undress themselves independently.	PD.4.D Independently completes self-care and hygiene routines.	PD.2.E Uses precise hand movements to complete a variety of activities such as building using small blocks, stringing lacing beads, and cutting out simple shapes with accuracy.	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.			
		Independently practice personal care and self-help skills, including washing hands, brushing teeth, toileting, flushing, throwing tissue away.	PD.4.D Independently completes self-care and hygiene routines.	PD.4.E Understands and describes the importance of self-care and hygiene routines.	PD.6.C Independently follows safety procedures.			
		Help with meal and snack preparation.	PD.2.B Uses hands, wrists, and fingers to complete a variety of tasks such as pouring, scooping, opening lids to easy-to-open jars, and simple puzzles.	PD.5.B Demonstrates understanding of types of food and preferences.	PD.4.C Completes self-care and hygiene routines with minimal assistance.			
Health & Physical Dev. Domain (HPD)	3: Self-Care, Safety, and Well-Being	Describe the value of good health practices to their well-being (wash hands to get rid of germs, drink milk to build strong bones).	PD.4.E Understands and describes the importance of self-care and hygiene routines.	PD.5.E Understands and describes different foods and how they give our bodies nutrients and energy.	LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").			
		Learn what their bodies can do, and primarily play within their abilities to avoid injury to self or others.	PD.6.B Demonstrates understanding of safety procedures and begins to initiate.	PD.6.C Independently follows safety procedures.	IS.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.			

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		7. Children use safe behaviors and personal safety practices with support from adults.	Younger Preschoolers (33 – 48 months)	Usually recognize and avoid objects and situations that might cause harm.	PD.6.B Demonstrates understanding of safety procedures and begins to initiate.	PD.6.C Independently follows safety procedures.	PD.6.E Understands and describes how to get help when there are unsafe objects, substances, or behaviors.	
				Usually follow basic safety rules.	PD.6.A With teacher guidance, follows safety procedures.	PD.6.B Demonstrates understanding of safety procedures and begins to initiate.	PD.6.C Independently follows safety procedures.	
				Call for a trusted adult when someone gets injured or is in an unsafe situation.	PD.6.E Understands and describes how to get help when there are unsafe objects, substances, or behaviors.	IS.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.	IS.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.	
			Older Preschoolers (45 – 60+ months)	Identify, avoid, and alert other children to potentially dangerous behaviors, such as keeping a safe distance from swings.	PD.6.C Independently follows safety procedures.	PD.6.D Understands and describes the importance of safety procedures.	PD.6.E Understands and describes how to get help when there are unsafe objects, substances, or behaviors.	
				Consistently recognize and avoid people, objects, substances, activities, and environments that might cause harm.	PD.6.C Independently follows safety procedures.	PD.6.D Understands and describes the importance of safety procedures.	PD.6.E Understands and describes how to get help when there are unsafe objects, substances, or behaviors.	
				With support, show how to respond safely in emergency situations, such as fire or tornado, and in the presence of strangers or dangerous objects. Recognize basic safety symbols, such as poison symbols.	PD.6.A With teacher guidance, follows safety procedures.	PD.6.B Demonstrates understanding of safety procedures and begins to initiate.	PD.6.E Understands and describes how to get help when there are unsafe objects, substances, or behaviors.	
				Know how and what to alert adults to dangerous situations or in an emergency, including in public places, such as a store, identifying people who may be able to help them.	PD.6.E Understands and describes how to get help when there are unsafe objects, substances, or behaviors.	SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community.	SOC.2.A Verbally or nonverbally identifies a variety of community members within their community, such as in their neighborhood and school.	