

Every Child Ready Standards & Utah Core State Standards for Early Learning Alignment															
Utah Core State Standards for Early Learning (2023)				Every Child Ready Standards											
Content Area	Strand	Age	Standard	Indicator	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	Alignment 8	Alignment 9		
English Language Arts	Strand 1: Speaking and Listening	3	Standard P3.SL.1: With prompting and support, participate in conversations with peers and adults.	a. Begin to recognize rules for discussion such as listening to others, staying on topic, and taking turns speaking.	LL-LC.4.B Initiates or joins conversations and engages in conversational turn-taking with at least two feedback loops that remain on 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.4.D Adds information or appropriately remains on, or changes, topic during a conversation with multiple feedback loops alternating between speaker and listener.	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.	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).			
				b. Follow one-step directions.	ATL.7.AA With adult support, starts or stops a task following a simple one-step direction (e.g., "do" and "don't" commands).	ATL.7.A Participates in one- to two-step inhibition games and activities.									
		4	Standard P4.SL.1: Participate in conversations with peers and adults, using age-appropriate vocabulary on topics and texts.	a. Follow agreed-upon rules for discussions such as listening to others, staying on topic, and taking turns speaking.	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.	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.							
				b. Follow two-step directions.	ATL.7.B Independently follows two- to three-step verbal adult directions.	ATL.7.A Participates in one- to two-step inhibition games and activities.									
				c. Express own ideas.	ATL.4.A Uses two to three words or nonverbal actions (gestures, body language, facial expressions) to explain activities they are engaging in.	LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").	SOC.3.AA Verbally or nonverbally expresses wants and needs with simple phrases or gestures.								
		3	Standard P3.SL.2: With prompting and support, speak clearly and audibly enough to be understood by familiar adults to communicate wants and needs.		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.	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.	SOC.3.AA Verbally or nonverbally expresses wants and needs with simple phrases or gestures.							
					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").	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").	LL-LC.5.AA Makes an attempt at using correct syntax, but drops the subject of the sentence (i.e., "Throw ball").	LL-LC.5.AB Makes an attempt at using correct syntax with a noun and verb (i.e., "Armel throw").	LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").	LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.				
		4	Standard P4.SL.2: Speak clearly and audibly in sentences of varying lengths to communicate wants, needs, experiences, thoughts, and emotions.		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").	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").	LL-LC.5.AA Makes an attempt at using correct syntax, but drops the subject of the sentence (i.e., "Throw ball").	LL-LC.5.AB Makes an attempt at using correct syntax with a noun and verb (i.e., "Armel throw").	LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").	LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.				
					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").	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").	LL-LC.5.AA Makes an attempt at using correct syntax, but drops the subject of the sentence (i.e., "Throw ball").	LL-LC.5.AB Makes an attempt at using correct syntax with a noun and verb (i.e., "Armel throw").	LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").	LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.				
		3	Standard P3.SL.3: With prompting and support, use age-appropriate language, grammar, volume, and pronunciation when speaking or presenting.		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").	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").	LL-LC.5.AA Makes an attempt at using correct syntax, but drops the subject of the sentence (i.e., "Throw ball").	LL-LC.5.AB Makes an attempt at using correct syntax with a noun and verb (i.e., "Armel throw").	LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").	LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.				
					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").	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").	LL-LC.5.AA Makes an attempt at using correct syntax, but drops the subject of the sentence (i.e., "Throw ball").	LL-LC.5.AB Makes an attempt at using correct syntax with a noun and verb (i.e., "Armel throw").	LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").	LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.				
		3	Standard P3.R.1: Demonstrate mastery of age-appropriate concepts of print.	a. With prompting and support, correctly hold a book and recognize that print is read from top to bottom, left to right, and 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.	LL-BK.2.D Tracks print from left to right and top to bottom while imitating reading a familiar text.	LL-AK.1.B Identifies up to ten uppercase or lowercase letters.							
b. With prompting and support, begin to recognize frequently seen letters and words, and recognize own name in print.	LL-AK.1.AA Identifies the first letter in their name.			LL-AK.1.A Identifies up to five uppercase or lowercase letters. Some letters may be in own name.											
4	Standard P4.R.1: Demonstrate mastery of age-appropriate concepts of print.	a. Correctly hold a book and demonstrate that print is read from top to bottom, left to right, and 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.	LL-BK.2.D Tracks print from left to right and top to bottom while imitating reading a familiar text.	LL-AK.1.B Identifies up to ten uppercase or lowercase letters.									
		b. Begin to identify frequently seen letters and words, recognizing that words are made up of letters.	LL-AK.1.AA Identifies the first letter in their name.	LL-AK.1.A Identifies up to five uppercase or lowercase letters. Some letters may be in own name.											
3	Standard P3.R.2: Demonstrate mastery of age-appropriate phonological awareness skills. (for example, clap children's names).	a. With prompting and support, explore rhyming words and alliteration.	LL-PA.3.A Listens to and sings favorite classic songs with simple rhyme patterns like "Twinkle, Twinkle Little Star."	LL-PA.3.B Listens to and fills in the missing rhyming word from a familiar song, poem, rhyme, fingerplay, or story. For example, "Twinkle, twinkle little star. How I wonder what you _____."	LL-PA.3.C Identifies if two words rhyme when given a pair of CVC words, like "cat" and "hat."	LL-PA.3.D Produces at least one real or nonsense rhyming word when given a pair of CVC words, like "cat" and "hat."	LL-PA.3.E Identifies rhyming words from groups of two to three words when given one rhyming word.	LL-PA.4.A Identifies the initial consonant sounds in familiar words (no blends and digraphs).	LL-PA.4.C Produces words that have the same initial sound when given a consonant sound.						
		b. With prompting and support, explore syllables in simple words.	LL-PA.2.AA Repeats one-syllable words or participates in games and word play involving one-syllable words.	LL-PA.2.A Repeats multisyllabic words or participates in games and word play involving multisyllabic words.	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.	LL-PA.2.D Blends the syllables in two- to three-syllable words.	LL-PA.2.E Blends the syllables in four-syllable words.							
		c. With prompting and support, identify initial sounds in spoken language.	LL-PA.4.AA Listens to and repeats the correct beginning sounds.	LL-PA.4.A Identifies the initial consonant sounds in familiar words (no blends and digraphs).	LL-PA.4.B Identifies if a pair of given words have the same initial consonant sound with picture support (no blends or digraphs).	LL-PA.4.C Produces words that have the same initial sound when given a consonant sound.									
		a. Recognize rhyming words and alliteration.	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.E Identifies rhyming words from groups of two to three words when given one rhyming word.	LL-PA.4.A Identifies the initial consonant sounds in familiar words (no blends and digraphs).	LL-PA.4.C Produces words that have the same initial sound when given a consonant sound.									

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English Language Arts	Strand 2: Reading	4	Standard P4.R.2: Demonstrate mastery of age-appropriate phonological awareness skills.	b. With prompting and support, segment words into syllables.	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.								
				c. Identify initial sounds in spoken language.	LL-PA.4.A Identifies the initial consonant sounds in familiar words (no blends and digraphs).	LL-PA.4.B Identifies if a pair of given words have the same initial consonant sound with picture support (no blends or digraphs).								
				Identify the base parts that make up a compound word.	LL-PA.1.C Segments compound words to identify the two words within the compound word.	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 "football."	LL-PA.1.D Performs elision of the first or second word in compound words using pictures. For example, "Basketball." Remove "basket" and replace it with "foot" to create "football."							
				e. With prompting and support, blend and segment initial sounds of single-syllable spoken words.	LL-PA.5.D Blends onset-rimes to form familiar CVC words.	LL-PA.5.E Segments onset-rimes in familiar CVC words.	LL-PA.4.E Adds a new beginning sound to create a new word. For example, adding /c/ to "an" to create the word "can."	LL-PA.5.AA Participates in onset-rime activities with teachers.						
				f. With prompting and support, blend and segment single-syllable words into individual phonemes.	LL-PA.6.AA Participates in phoneme activities with teachers.	LL-PA.6.B Blends a two-phoneme word with teacher support.	LL-PA.6.C Segments a two-phoneme word.	LL-PA.5.D Blends onset-rimes to form familiar CVC words.	LL-PA.5.E Segments onset-rimes in familiar CVC words.					
				Standard P3.R.3: Demonstrate mastery of age-appropriate phonics skills.	a. With prompting and support, begin to identify seven or more consonant names and sounds using one-to-one letter-sound correspondence (alphabetic principle).	LL-PA.2.AA Repeats one-syllable words or participates in games and word play involving one-syllable words.	LL-PA.2.A Repeats multisyllabic words or participates in games and word play involving multisyllabic words.	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.	LL-PA.2.D Blends the syllables in two- to three-syllable words.	LL-PA.2.E Blends the syllables in four-syllable words.			
		b. With prompting and support, begin to identify one or more vowel names and short vowel sounds using one-to-one letter-sound correspondence (alphabetic principle).	LL-PA.4.AA Listens to and repeats the correct beginning sounds.	LL-PA.4.A Identifies the initial consonant sounds in familiar words (no blends and digraphs).	LL-PA.4.B Identifies if a pair of given words have the same initial consonant sound with picture support (no blends or digraphs).	LL-PA.4.C Produces words that have the same initial sound when given a consonant sound.								
		4	Standard P4.R.3: Demonstrate mastery of age-appropriate phonics skills.	a. Identify 13 or more of the consonant names and sounds using one-to-one letter-sound correspondence (alphabetic principle).	LL-AK.1.A Identifies up to five uppercase or lowercase letters. Some letters may be in own name.	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.					
				b. Identify three or more vowel names and short vowel sounds using one-to-one letter-sound correspondence (alphabetic principle).	LL-AK.1.A Identifies up to five uppercase or lowercase letters. Some letters may be in own name.	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.					
		3	Standard P3.R.4: Begins in kindergarten.											
		4	Standard P4.R.4: Begins in kindergarten.											
		3	Standard P3.R.5: With prompting and support, ask and answer simple questions about a text. (RL & RI)		LL-NC.2.B Answers factual questions using a variety of text types (predictable, informational, poetry, etc.).	LL-LC.2.B Demonstrates understanding by answering simple "what" and "who" questions using two to three words when prompted by the teacher or peers.	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.	LL-NC.2.D Makes inferences to answer simple "why" questions by using background knowledge and events in a text.						
		4	Standard P4.R.5: With prompting and support, ask and answer questions and make connections about a text. (RL & RI)		LL-NC.2.B Answers factual questions using a variety of text types (predictable, informational, poetry, etc.).	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-NC.5.C Makes connections between own experiences, background knowledge, and information presented in an informational text.	LL-NC.2.D Makes inferences to answer simple "why" questions by using background knowledge and events in a text.						
		3	P3.R.6-7: With prompting and support, begin to retell simple texts. (RL & RI)		LL-NC.3.A Describes one event from a familiar narrative using visuals or gestures.	LL-NC.3.B Retells two events from a familiar narrative using visuals or gestures.	LL-NC.3.C Retells three or more events from a familiar story in any order using visuals or gestures.	LL-NC.3.D Retells three or more events from a familiar narrative in sequence using visuals or gestures.						
		4	Standard P4.R.6-7: With prompting and support, retell simple texts, including event sequence and characters. (RL & RI)		LL-NC.3.D Retells three or more events from a familiar narrative in sequence using visuals or gestures.	LL-NC.1.A Identifies and describes the main character in a story.	LL-NC.1.C Identifies and answers questions about events in a story.	LL-NC.3.E With prompting and support, retells familiar stories, including key details.						
		3	Standard P3.R.8: Begins in P4.											
		4	Standard P4.R.8: With prompting and support, begin to ask and answer questions about unknown words in a text. (RL & RI)		LL-LC.3.A Shows interest in new words or asks questions to acquire new vocabulary.	LL-LC.3.E Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on classroom reading and content.	LL-LC.2.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.							
		3	Standard P3.R.9: Begins in kindergarten.											
		3	Standard P3.R.10: Begins in grade 1.											
		3	Standard P3.R.11: Begins in grade 4.											
3	Standard P3.R.12: Begins in grade 2.													
3	Standard P3.R.13: Begins in grade 2.													
3	Standard P3.R.14: Begins in grade 2.													

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English Language Arts	Strand 3: Writing	3	Standard P3.W.1-3: With prompting and support, begin to experiment with speaking and writing while representing ideas visually (e.g., scribbles, stamps, stickers, or gluing pictures on paper).		LL-BK.2.C Uses illustrations to tell a familiar story with intonation and expression, using repeated phrases.	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").	LL-WR.2.C Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme.	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-BK.2.B Uses illustrations to tell a familiar story.	LL-WR.2.AA Draws to represent something or to communicate a thought.	LL-WR.2.A Draws and/or writes to represent, express, or communicate interests.	LL-LC.3.AA Repeats or attempts to use words heard in everyday language or the environment.	
		4	Standard P4.W.1: Verbally share an opinion and visually represent that opinion using simple drawing and writing (e.g., scribble writing with letter-like formations).		LL-WR.2.A Draws and/or writes to represent, express, or communicate interests.	LL-WR.2.B Draws and/or writes to represent and describe an object, event, or observation. [1]	LL-WR.2.AA Draws to represent something or to communicate a thought.	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.1.C Contributes ideas and opinions to a shared writing experience by drawing or writing with teacher support.				
		4	Standard P4.W.2: Verbally share information and visually represent that information using simple drawing and writing (e.g., scribble writing with letter-like formations).		LL-NC.3.B Retells two events from a familiar narrative using visuals or gestures.	LL-BK.2.C Uses illustrations to tell a familiar story with intonation and expression, using repeated phrases.	LL-WR.2.A Draws and/or writes to represent, express, or communicate interests.	LL-WR.2.B Draws and/or writes to represent and describe an object, event, or observation. [2]	LL-WR.2.C Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme.	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.			
		4	Standard P4.W.3: Verbally share a narrative and visually represent that narrative using simple drawing and writing (e.g., scribble writing with letter-like formations).		LL-WR.2.AA Draws to represent something or to communicate a thought.	LL-WR.2.D Draws and/or writes to represent simple events or stories that entertain, and revises when necessary.	LL-NC.3.A Describes one event from a familiar narrative using visuals or gestures.	LL-NC.3.B Retells two events from a familiar narrative using visuals or gestures.	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.				
		3	Standard P3.W.4: Participate in shared writing projects.	a. With prompting and support, recall information from experiences or learned information and share it with others.	LL-WR.1.B Contributes ideas and opinions to a shared writing experience with teacher support and dictation.	LL-WR.1.C Contributes ideas and opinions to a shared writing experience by drawing or writing with teacher support.	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).							
		b. With prompting and support, interact and collaborate with others.		LL-WR.1.D Helps lead a shared writing experience with a teacher or peers.	LL-WR.1.B Contributes ideas and opinions to a shared writing experience with teacher support and dictation.									
		4	Standard P4.W.4: Participate in shared writing projects.	a. Recall information from experiences or learned information and share it with others.	LL-WR.1.B Contributes ideas and opinions to a shared writing experience with teacher support and dictation.	LL-WR.1.C Contributes ideas and opinions to a shared writing experience by drawing or writing with teacher support.	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).							
		4		b. Interact and collaborate with others.	LL-WR.1.D Helps lead a shared writing experience with a teacher or peers.	LL-WR.1.B Contributes ideas and opinions to a shared writing experience with teacher support and dictation.								
		3	Standard P3.W.5: With prompting and support, print some age-appropriate prewriting strokes.		LL-WR.4.AA Makes any mark on paper.	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-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.	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.					
		4	Standard P4.W.5: Print some mock letters, scribbles, or manuscript letters, including those in own name.		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.	LL-WR.4.B Writes letter-like forms and makes marks on page that look like conventional shapes or mock letters.	LL-WR.4.E Forms correct, intentional, and recognizable letters on the page when writing.	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.4.C Writes letter-like symbols in strings. May leave spaces between symbols to indicate words.				

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Fine Arts	Strand 1: Drama	3	FA 3 yr.1.1: With prompting and support, express ideas, information, and feelings through dramatic play.	C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.	C-ARTS.2.AA Engages briefly in, or observes others in, dramatic play.	C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.					
		4	FA 4 yr.1.1: Identify and express ideas, information, and feelings through dramatic art (for example, telling stories and playing make-believe).	C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during 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.	LL-NC.3.AA Joins in acting out a book as it's read aloud.			
		3	FA 3 yr.1.2: With prompting and support, attend to an adult telling stories or nursery rhymes and act out different parts.	LL-BK.1.C Listens to a wide variety of age appropriate literature read aloud.	LL-NC.3.AA Joins in acting out a book as it's read aloud.	C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.					
		4	FA 4 yr.1.2: Use dialogue, actions, and objects to tell a story.	C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.	C-ARTS.2.C Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.	LL-NC.4.E Constructs a personal narrative with three or more events in coherent sequence, adding simple details.	LL-NC.3.A Describes one event from a familiar narrative using visuals or gestures.	LL-NC.3.B Retells two events from a familiar narrative using visuals or gestures.	LL-NC.3.C Retells three or more events from a familiar story in any order using visuals or gestures.	C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.	
		3	FA 3 yr.1.3: Imitate real-life or pretend roles in play.	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.	C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.					
		4	FA 4 yr.1.3: Assume the roles of characters in dramatic play situations, or stories through drama, props, and language.	C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during 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.				
		3	FA 3 yr.1.4: With prompting and support, begin to work independently and cooperatively in dramatic play.	C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.	C-ARTS.2.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.	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).				
		4	FA 4 yr.1.4: With prompting and support, work independently and cooperatively in dramatic play.	ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play).	ATL.2.E Establishes rules with peers during play or structured activities (cooperative play).	C-ARTS.2.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.				
		3	FA 3 yr.1.5: With prompting and support, attend to and show appreciation for the dramatization of others (for example, clap, high fives, "good job").	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.	C-ARTS.5.D Expresses opinions about the artistic creations and techniques of others.	C-ARTS.5.B Discusses their own artistic creations and chooses artwork for display or performance.					
		4	FA 4 yr.1.5: With prompting and support, attend to and show appreciation for the dramatization of others.	C-ARTS.5.D Expresses opinions about the artistic creations and techniques of others.	IS.4.D With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of 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.	C-ARTS.5.B Discusses their own artistic creations and chooses artwork for display or performance.				
		3	FA 3 yr.1.6: With prompting and support, participate in a scene or play with a beginning and end.	C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.	LL-NC.3.D Retells three or more events from a familiar narrative in sequence using visuals or gestures.	ATL.1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play).	C-ARTS.2.E Continues an originally created scenario over the course of several play periods. Collaborates with others to carry out dramatic play and assumed 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.		
		4	FA 4 yr.1.6: With prompting and support, act out a story with a beginning, middle, and an end.	C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.	LL-NC.3.D Retells three or more events from a familiar narrative in sequence using visuals or gestures.	ATL.1.E Coordinates roles and carries out more complex stories during role-play.	LL-NC.4.D Constructs a personal narrative with three or more events in a coherent sequence.				
		3	FA 3 yr.2.1: Move in rhythm with the music.	C-ARTS.1.A Participates in guided movement activities by copying dances and movements introduced by others.	C-ARTS.1.B Recalls short, simple dances and movement sequences previously introduced by others.	C-ARTS.4.A Participates in a variety of music activities with different tempos, genres, and rhythms.	C-ARTS.1.E Creates and leads dances or movement sequences and begins to synchronize music with movement.				
		4	FA 4 yr.2.1: Move to different patterns of beat and rhythm in music.	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.	C-ARTS.4.C Recognizes differences between a variety of music activities with different tempos, genres, and rhythms.	C-ARTS.1.E Creates and leads dances or movement sequences and begins to synchronize music with movement.				

Every Child Ready Standards & Utah Core State Standards for Early Learning Alignment

Utah Core State Standards for Early Learning (2023)			Every Child Ready Standards							
Content Area	Strand	Age	Standard	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7
Fine Arts	Strand 2: Dance	3	FA 3 yr.2.2: Move the body to express feelings and ideas.	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.	C-ARTS.1.C Creates short dances or movement sequences.	C-ARTS.1.E Creates and leads dances or movement sequences and begins to synchronize music with movement.				
		4	FA 4 yr.2.2: Use creative movement to demonstrate feelings, ideas, concepts, and tell stories.	C-ARTS.1.C Creates short dances or movement sequences.	C-ARTS.1.E Creates and leads dances or movement sequences and begins to synchronize music with movement.	LL-NC.3.C Retells three or more events from a familiar story in any order using visuals or gestures.	LL-NC.3.D Retells three or more events from a familiar narrative in sequence using visuals or gestures.			
		3	FA 3 yr.2.3: Demonstrate self-regulation through large motor balance, stability, and control in dance within a defined space.	PD.1.A Begins to develop balance and coordination in gross motor movements, such as moving arms and legs together to climb, push, or pull. Jumps with two feet.	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.	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.2.D Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance.			
		4	FA 4 yr.2.3: With prompting and support, start, stop, and respond to musical cues.	ATL.7.AA With adult support, starts or stops a task following a simple one-step direction (e.g., "do" and "don't" commands).	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).	C-ARTS.1.A Participates in guided movement activities by copying dances and movements introduced by others.	C-ARTS.1.E Creates and leads dances or movement sequences and begins to synchronize music with movement.			
		3	FA 3 yr.2.4: Find different ways to control movements of the body, arms, and legs to develop coordination and mobility.	PD.1.A Begins to develop balance and coordination in gross motor movements, such as moving arms and legs together to climb, push, or pull. Jumps with two feet.	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.				
		4	FA 4 yr.2.4: With prompting and support, find different ways to move the body, arms, and legs, and begin to move body parts one at a time.	PD.1.D Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements.	C-ARTS.1.C Creates short dances or movement sequences.					
		3	FA 3 yr.2.5: With prompting and support, begin to dance with others while respecting space boundaries and maintaining body control.	ATL.2.B Plays, works on tasks, or participates in activities with peers with adult prompting (associative play).	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.	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).				
		4	FA 4 yr.2.5: With prompting and support, dance for and with others while respecting space and maintaining body control.	ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play).	PD.1.D Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements.	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.	C-ARTS.1.A Participates in guided movement activities by copying dances and movements introduced by others.	C-ARTS.1.B Recalls short, simple dances and movement sequences previously introduced by others.	C-ARTS.1.D Leads dances or movement sequences and demonstrates them to others.	C-ARTS.1.E Creates and leads dances or movement sequences and begins to synchronize music with movement.
Fine Arts		3	FA 3 yr.3.1: With prompting and support, participate in listening to and singing simple songs and fingerplays.	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.	ATL.6.AA Follows along with and participates in songs, chants, and simple stories.				
		4	FA 4 yr.3.1: Participate in musical activities by listening to, singing, and creating music.	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.E Creates and performs original music or songs for others.	C-ARTS.4.AA Listens to a variety of music.	C-ARTS.4.D Uses their voice or an instrument to express themselves and copy simple tempos.		
		3	FA 3 yr.3.2: Explore and experiment with musical instruments.	C-ARTS.4.D Uses their voice or an instrument to express themselves and copy simple tempos.						
		4	FA 4 yr.3.2: Show increasing recognition of the various components of music in terms of dynamics (loud/soft), pitch (high/low), and duration (long/short, fast/slow).	C-ARTS.4.C Recognizes differences between a variety of music activities with different tempos, genres, and rhythms.	C-ARTS.4.A Participates in 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.				
		3	FA 3 yr.3.3: Show awareness and appreciation of different kinds of music.	C-ARTS.4.AA Listens to a variety of music.	C-ARTS.5.AA Shows enthusiasm and curiosity about different types of creative arts.	SOC.1.D Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations.	SOC.1.E Explains why it's important to recognize and celebrate differences in families, such as their languages, music, food, or celebrations.			

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Utah Core State Standards for Early Learning (2023)			Every Child Ready Standards								
Content Area	Strand	Age	Standard	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	
Music	Strand 3: Music	4	FA 4 yr.3.3: Demonstrate elements of music by bouncing or clapping out the rhythm and discussing how it makes them feel.	C-ARTS.4.A Participates in a variety of music activities with different tempos, genres, and rhythms.	C-ARTS.4.C Recognizes differences between a variety of tempos, genres, and rhythms.	IS.1.C With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations.					
		3	FA 3 yr.3.4: With prompting and support, express thoughts, feelings, and energy through music.	C-ARTS.4.D Uses their voice or an instrument to express themselves and copy simple tempos.	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.	C-ARTS.4.B Sings a variety of songs within children's vocal range, independently and with others.	C-ARTS.4.E Creates and performs original music or songs for others.	C-ARTS.4.E Creates and performs original music or songs for others.			
		4	FA 4 yr.3.4: Express thoughts, feelings, and energy through music.	C-ARTS.4.D Uses their voice or an instrument to express themselves and copy simple tempos.	C-ARTS.4.E Creates and performs original music or songs for others.	IS.1.D Independently verbally or nonverbally names and describes their own emotions.					
		3	FA 3 yr.3.5: With prompting and support, begin to explore folk songs and singing games from various cultures.	C-ARTS.5.A Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques.	SOC.1.D Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations.	C-ARTS.4.A Participates in a variety of music activities with different tempos, genres, and rhythms.					
		4	FA 4 yr.3.5: With prompting and support, begin to sing songs from various cultures.	C-ARTS.5.A Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques.	SOC.1.D Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations.	C-ARTS.4.B Sings a variety of songs within children's vocal range, independently and with others.					
		3	FA 3 yr.3.6: With prompting and support, begin to identify favorite songs.	C-ARTS.4.AA Listens to a variety of music.	C-ARTS.5.B Discusses their own artistic creations and chooses artwork for display or performance.						
		4	FA 4 yr.3.6: With prompting and support, share a favorite song.	C-ARTS.4.B Sings a variety of songs within children's vocal range, independently and with others.	C-ARTS.5.AA Shows enthusiasm and curiosity about different types of creative arts.	ATL.3.AA Exhibits curiosity and interest in activities and materials. Repeats preferred activities.	ATL.6.AA Follows along with and participates in songs, chants, and simple stories.				
Fine Arts	Strand 4: Visual Arts	3	FA 3 yr.4.1: Show interest and create works of art using a variety of tools (crayons, markers, scissors, etc.) and materials (clay, leaves, cardboard, etc.).	C-ARTS.3.A Freely explores a variety of art materials and tools for sensory exploration.	C-ARTS.3.A Expresses self using a variety of art materials and tools.	C-ARTS.3.C Explores and creates art using different techniques, such as dot art, mixed media collages, and clay.					
		4	FA 4 yr.4.1: Create works of art that reflect experiences using a variety of tools (crayons, markers, scissors, etc.) and materials (clay, leaves, cardboard, etc.).	C-ARTS.3.B Creates drawings, paintings, and models with an increasing level of detail.	C-ARTS.3.A Expresses self using a variety of art materials and tools.	LL-WR.2.B Draws and/or writes to represent and describe an object, event, or observation.	C-ARTS.3.C Explores and creates art using different techniques, such as dot art, mixed media collages, and clay.				
		3	FA 3 yr.4.2: Recognize basic colors (for example, red, yellow, blue, orange, purple, and green).	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.	M-PFA.1.A Sorts and groups objects based on one attribute such as visual features like color, size, or shape.	LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions.				
		4	FA 4 yr.4.2: Recognize and name colors (for example, red, yellow, blue, purple, orange, green, black, white, brown, pink, and gray).	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.	M-PFA.1.A Sorts and groups objects based on one attribute such as visual features like color, size, or shape.	LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions.				
		3	FA 3 yr.4.3: With prompting and support, explore and identify physical characteristics of the environment including colors, textures, and light.	SC-P.1.AA Uses senses to explore the colors and textures of materials and objects in the environment.	SC-P.2.AA Identifies light and dark and explores shadows and reflections.	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.				
		4	FA 4 yr.4.3: Explore, identify, and describe the physical characteristics of the environment including colors, textures, and light.	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.2.AA Identifies light and dark and explores shadows and reflections.	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-SP.1.AA Uses senses to observe the environment.				
		3	FA 3 yr.4.4: With prompting and support, talk with peers and/or adults about the art they created.	C-ARTS.5.B Discusses their own artistic creations and chooses artwork for display or performance.	C-ARTS.3.E Reviews their original art and makes changes to the final product.						

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Utah Core State Standards for Early Learning (2023)				Every Child Ready Standards						
Content Area	Strand	Age	Standard	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7
		4	FA 4 yr.4.4: Talk with peers and/or adults about their art and their creative process.	C-ARTS.5.B Discusses their own artistic creations and chooses artwork for display or performance.	C-ARTS.3.E Reviews their original art and makes changes to the final product.	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.				
		3	FA 3 yr.4.5: With prompting and support, select art objects to display including paintings, photos of block design, sculptures, etc.	C-ARTS.5.B Discusses their own artistic creations and chooses artwork for display or performance.	C-ARTS.5.D Expresses opinions about the artistic creations and techniques of others.	ATL 4.C Monitors the completion of a task and identifies preferred elements of a work product or task.				
		4	FA 4 yr.4.5: With prompting and support, show appreciation by selecting art objects to display, including paintings, photos of block designs, sculptures, etc., and begin to explain the reasons for selecting the preferred artwork.	C-ARTS.5.B Discusses their own artistic creations and chooses artwork for display or performance.	C-ARTS.5.D Expresses opinions about the artistic creations and techniques of others.	C-ARTS.5.E Interprets the art of others by describing what they see and identifying a theme.	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.			

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Utah Core State Standards for Early Learning (2023)			Every Child Ready Standards							
Content Area	Strand	Age	Standard	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	
Health Education	Strand 1: Human Development	3	HE 3 yr.1.1: Participate in and develop personal hygiene and care.	PD.4.A With teacher guidance, follows self-care and hygiene routines.	PD.4.AA Begins to recognize and accept help in self-care and hygiene routines.	PD.4.B Demonstrates understanding of self-care and hygiene routines and begins to initiate.				
		4	HE 4 yr.1.1: Show independence in personal hygiene and care.	PD.4.D Independently completes self-care and hygiene routines.	PD.4.C Completes self-care and hygiene routines with minimal assistance.	PD.4.E Understands and describes the importance of self-care and hygiene routines.	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.		
		3	HE 3 yr.1.2: Develop an awareness between appropriate and inappropriate touch.	IS.4.AA With adult modeling and one-on-one support, verbally or nonverbally names observable characteristics of others.	IS.4.A With adult modeling and one-on-one support, verbally or nonverbally names observable emotions and experiences of others.	IS.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.	PD.6.AA Begins to recognize and accept help when following safety procedures.	PD.6.A With teacher guidance, follows safety procedures.		
		4	HE 4 yr.1.2: With prompting and support, distinguish between appropriate and inappropriate touch.	IS.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.	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.	IS.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult.		
Health Education	Strand 2: Health Foundations and Protective Factors of a Healthy Self	3	HE 3 yr.2.1: With prompting and support, recognize trusted adults (for example, parent, guardian, relative, teacher, counselor, clergy) and describe how to recognize the characteristics that make them trusted and safe.	IS.6.B Requests or accepts (verbally or nonverbally) adult support with many tasks.	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.	PD.6.E Understands and describes how to get help when there are unsafe objects, substances, or behaviors.			
		4	HE 4 yr.2.1: With prompting and support, identify trusted adults (for example, parent, guardian, relative, teacher, counselor, clergy) and describe how to recognize the characteristics that make them trusted and safe.	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.	PD.6.E Understands and describes how to get help when there are unsafe objects, substances, or behaviors.			
		3	HE 3 yr.2.2: Identify and practice how to make friends and be a good friend by calling peers by name and engaging in parallel and associative play.	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).	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).	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.	
		4	HE 4 yr.2.2: Identify and practice how to make friends and be a good friend by developing and using friendship skills with peers and participating in cooperative 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).	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.		
		3	HE 3 yr.2.3: With prompting and support, begin to join in, maintain interactions, and interact cooperatively with others by sharing, turn taking, resolving conflicts, and recognizing others' needs.	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.	ATL.2.B Plays, works on tasks, or participates in activities with peers with adult prompts (associative play).	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).		
		4	HE 4 yr.2.3: With prompting and support, join in, invite, and interact cooperatively with others by sharing, turn-taking, resolving conflicts, and recognizing others' needs.	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.	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.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).	

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Content Area	Strand	Age	Standard	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	
		3	HE 3 yr.2.4: With prompting and support, attend to and show appreciation for the actions or choices of others (for example, compliment 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).	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.			
		4	HE 4 yr.2.4: With prompting and support, attend to and show appreciation for the actions or choices of others (for example, compliment 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.	IS.4.E With minimal teacher prompts, demonstrates empathy by providing support for others through assistance or advocacy.			
Health Education	Strand 3: Mental and Emotional Health	3	HE 3 yr.3.1: With prompting and support, express, identify, and label emotions (for example, happy, sad, angry, afraid) and feelings (for example, thirsty, hungry, hot, cold, tired).	IS.1.AA Verbally or nonverbally expresses basic emotions, such as happy, angry, and sad, while an adult adds emotion labels to that expression.	IS.1.A Verbally or nonverbally expresses basic emotions, such as happy, surprised, angry, scared, frustrated, and sad, while an adult adds emotion labels to that expression.	IS.1.B With adult modeling and visual supports, verbally or nonverbally identifies and labels emotions such as happiness, surprise, anger, fear, and sadness in self.	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.2.AA Verbally labels familiar objects, body parts, people, or emotions using one-word responses.		
		4	HE 4 yr.3.1: Express, identify, and label emotions of self and others (for example, happy, sad, angry, afraid, frustrated, bored) and feelings (for example, thirsty, hungry, hot, cold, tired).	IS.1.C With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations.	IS.1.D Independently verbally or nonverbally names and describes their own emotions.	IS.4.A With adult modeling and one-on-one support, verbally or nonverbally names observable emotions and experiences of others.	LL-LC.2.AA Verbally labels familiar objects, body parts, people, or emotions using one-word responses.	LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.		
		3	HE 3 yr.3.2: With prompting and support, begin to demonstrate methods to calm down (for example, deep breathing, count to ten, mindfulness).	IS.2.A Coregulates emotion with one-on-one adult support.	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.	IS.2.D Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance.	ATL.7.A Participates in one- to two-step inhibition games and activities.		
		4	HE 4 yr.3.2: With prompting and support, begin to demonstrate methods to calm down (for example, deep breathing, count to ten, mindfulness).	IS.2.A Coregulates emotion with one-on-one adult support.	IS.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult.	IS.2.D Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance.	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).			
		3	HE 3 yr.3.3: With prompting and support, begin to develop self-control by regulating one's own impulses and feelings, following simple directions, waiting for turns, transitioning between activities, and complying with limitations.	ATL.7.AA With adult support, starts or stops a task following a simple one-step direction (e.g., "do" and "don't" commands).	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).	ATL.5.A Transitions between activities that are part of the routine school day with adult reminders.	IS.2.A Coregulates emotion with one-on-one adult support.	IS.2.B Accepts offers of adult assistance to engage in coregulation.	
		4	HE 4 yr.3.3: With prompting and support, develop and practice self-control by regulating one's own impulses and feelings, following simple directions, waiting for turns, transitioning between activities, and complying with limitations.	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).	ATL.7.D Independently completes simple assignment or task despite normal classroom environment distractions.	ATL.5.B Shifts between tasks or activities, including ending preferred activities, with adult support.	IS.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult.	IS.2.D Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance.	
				3	HE 3 yr.4.1: Begin to identify the difference between healthy and less healthy food choices.	PD.5.A Recognizes and identifies a variety of different foods.	PD.5.B Demonstrates understanding of types of foods and preferences.	PD.5.C Begins to understand how eating a variety of foods and proper hydration helps the body grow and be healthy.	LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions.	
		4	HE 4 yr.4.1: Identify a variety of healthy foods.	PD.5.A Recognizes and identifies a variety of different foods.	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.	LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions.			

Every Child Ready Standards & Utah Core State Standards for Early Learning Alignment										
Utah Core State Standards for Early Learning (2023)				Every Child Ready Standards						
Content Area	Strand	Age	Standard	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	
Health Education	Stand 4: Nutrition	3	HE 3 yr.4.2: Begin to identify why eating healthy food is important.	PD.5.C Begins to understand how eating a variety of foods and proper hydration helps the body grow and be healthy.	PD.5.E Understands and describes different foods and how they give our bodies nutrients and energy.	LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.				
		4	HE 4 yr.4.2: Identify why eating healthy food is important and begin to categorize into food groups.	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.	PD.5.C Begins to understand how eating a variety of foods and proper hydration helps the body grow and be healthy.				
		3	HE 3 yr.4.3: With prompting and support, try new foods from a variety of food groups.	PD.5.AA Uses senses to experience a variety of food during mealtimes.	PD.5.B Demonstrates understanding of types of foods and preferences.	PD.5.C Begins to understand how eating a variety of foods and proper hydration helps the body grow and be healthy.	IS.6.A With explicit adult instruction and modeling, completes a task alongside teacher support.			
		4	HE 4 yr.4.3: With prompting and support, try new foods from a variety of food groups.	PD.5.AA Uses senses to experience a variety of food during mealtimes.	PD.5.C Begins to understand how eating a variety of foods and proper hydration helps the body grow and be healthy.	PD.5.D Demonstrates understanding and categorizes different food types such as vegetables, fruit, grains, protein, and dairy.	IS.6.A With explicit adult instruction and modeling, completes a task alongside teacher support.			

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Content Area	Utah Core State Standards for Early Learning (2023)				Indicator	Every Child Ready Standards						
	Strand	Sub-Strand	Age	Standard		Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7
Lifelong Learning Practices	Strand 1: Self-Regulation and Executive Functioning		3	LLP 3 yr.1.1: With prompting and support, begin to develop the ability to self-regulate external behaviors (for example, during music and movement, students will learn how to start and stop their own body, notice when they are tired, or need to be active).	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.2.A Coregulates emotion with one-on-one adult support.	IS.2.B Accepts offers of adult assistance to engage in coregulation.	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.	IS.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult.		
			4	LLP 4 yr.1.1: With prompting and support, display increasing ability to self-regulate external behaviors (for example, follow simple directions, wait for turns, and transition between 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).	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.5.C Adjusts to changes in the environment or schedule with adult guidance and advance warning.	IS.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult.			
			3	LLP 3 yr.1.2: With prompting and support, begin to develop the ability to focus attention on key components of an object or task (Attention focusing, for example, follow the sequence of a story or conversation).	ATL.6.B Sustains attention in an assigned task for a brief amount of time (5–10 minutes).	ATL.6.C Attends to entirety of a short, engaging lesson or teacher-led activity (10–15 minutes).	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.	ATL.6.AA Follows along with and participates in songs, chants, and simple stories.	ATL.6.D Refocuses attention to independent or group activity after minor distraction.			
			4	LLP 4 yr.1.2: With prompting and support, display increasing ability to focus attention on key, meaningful components of an object or task (Attention focusing, for example, sort and classify objects into categories, and provide on-topic responses).	ATL.6.D Refocuses attention to independent or group activity after minor distraction.	LL-LC.4.C Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic.	ATL.6.E Attends to activities or peer engagement for extended periods of time (30+ minutes).	M-PFA.1.E Sorts and groups objects into multiple categories such as size and color, or function and category at the same time.				
			3	LLP 3 yr.1.3: With prompting and support, begin to develop strategies for connecting and remembering information (<i>Working memory and information processing</i> , for example, review the pictures on the daily schedule to see what activity comes before recess).	ATL.9.E Independently applies higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization).	M-M.2.B Demonstrates the understanding of daily routines (order and general length of components).	ATL.9.AA Recalls simple information from familiar environments (e.g., knows where some classroom materials are kept, or remembers names of classmates).	ATL.5.A Transitions between activities that are part of the routine school day with adult reminders.				
			4	LLP 4 yr.1.3: With prompting and support, develop increasingly effective strategies to connect and remember information (<i>Working memory and information processing</i> , for example, use self-talk, tell others the events of the day).	ATL.9.E Independently applies higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization).	ATL.3.D Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed.	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.4.A Uses two to three words or nonverbal actions (gestures, body language, facial expressions) to explain activities they are engaging in.	ATL.4.B 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 toys they did that day, recalls two toys that were in Dramatic Play).		
			3	LLP 3 yr.1.4: With prompting and support, begin to develop the ability to recognize and show awareness of thinking processes (<i>Reflection</i> , for example, the child explains that she took a deep breath to help herself calm down).	ATL.4.D Assesses or reflects upon activity or task outcome or product.	IS.2.D Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance.						
			4	LLP 4 yr.1.4: With prompting and support, develop the ability to recognize and show awareness of thinking processes (<i>Reflection</i> , for example, the child explains what strategies are used to build in blocks).	ATL.4.E Assesses tasks and makes adjustments to strategies for updates or revisions.	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.					
			3	LLP 3 yr.2.1: With prompting and support, begin to express a simple plan and identify steps to accomplish a task or sustain play (for example, children draw or describe what they want to do during play).	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.	LL-WR.2.A Draws and/or writes to represent, express, or communicate interests.					
			4	LLP 4 yr.2.1: With prompting and support, plan out the multiple steps needed and identify strategies to use to accomplish a goal or to guide play.	ATL.8.D Creates and follows through with simple plans independently.	ATL.8.E Plans simple steps for future activity goal.	ATL.4.E Assesses tasks and makes adjustments to strategies for updates or revisions.					

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Content Area	Strand	Sub-Strand	Age	Standard	Indicator	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	
Lifelong Learning Practices	Strand 2: Learning Engagement (Initiative and Persistence)	Initiative	3	LLP 3 yr.2.2: With prompting and support, develop an increasing ability to explore the immediate environment through observation, manipulation, or asking simple questions (for example, notice, explore, and talk about how plants on the playground change with the seasons).		ATL 3.A Explores a variety of available objects and materials to discover what they do and how they work.	SC-SP.1.AA Uses senses to observe the environment.	SC-LES.2.B Identifies seasons and observes and describes patterns and changes in the weather.	SC-LES.5.AA Points to and observes plants in the environment.	SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment.	ATL 3.B Demonstrates an interest in learning new information or starting a new activity on their own.	ATL 3.C Asks questions and seeks clarity after attempting a challenging task.	
			4	LLP 4 yr.2.2: Display an increasing ability to investigate their immediate environment by using a variety of tools, questions, and strategies to better understand their interests and experiences (for example, discover why worms come out of the ground after it rains).		SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment.	SC-SP.2.B Participates in teacher-led explorations and experiments and uses prior knowledge to make predictions.	ATL 3.C Asks questions and seeks clarity after attempting a challenging task.	SC-SP.1.E With teacher guidance, uses formulated science-oriented questions to plan simple explorations or experiments.				
			3	LLP 3 yr.2.3: With prompting and support, develop an increasing ability to connect new information or experiences to previous knowledge (for example, make connections about similarities across home and classroom experiences).		LL-NC.5.C Makes connections between own experiences, background knowledge, and information presented in an informational text.	SOC.5.E Begins to connect past and present experiences and describes events that have happened or will happen in the future.	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.E Independently applies higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization).				
		4	LLP 4 yr.2.3: Develop an increasing ability to connect new information or experiences with previous knowledge through interactions with teachers, peers, and the environment (for example, help develop classroom rules using the previous experience with rules in the classroom or home).		ATL 9.B Identifies and anticipates materials and expectations needed for everyday and routine activities.	ATL 2.E Establishes rules with peers during play or structured activities (cooperative play).	LL-NC.5.C Makes connections between own experiences, background knowledge, and information presented in an informational text.	SOC.5.E Begins to connect past and present experiences and describes events that have happened or will happen in the future.					
		Persistence	3	LLP 3 yr.2.4: With prompting and support, develop an increasing ability and willingness to engage in a self-selected task through challenges or difficulties (for example, the child continues to work on an age-appropriate puzzle, even when experiencing difficulty manipulating the pieces).		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.	IS.6.A With explicit adult instruction and modeling, completes a task alongside teacher support.	IS.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.	ATL 3.C Asks questions and seeks clarity after attempting a challenging task.	ATL 3.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance.		
			4	LLP 4 yr.2.4: Develop an increasing ability and willingness to continue with a task through challenges or difficulties (for example, continue to build in the block area even when the child has difficulty finding a piece they need).		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.	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 3.C Asks questions and seeks clarity after attempting a challenging task.	ATL 3.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance.			
			3	LLP 3 yr.2.5: With prompting and support, develop the ability to sustain engagement in active learning small- and large-group activities working alone or cooperatively.		IS.5.A Engages with peers with teacher modeling and participates in organized group activities.	ATL 2.B Plays, works on tasks, or participates in activities with peers with adult prompting (associative play).	IS.6.A With explicit adult instruction and modeling, completes a task alongside teacher support.	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).			
			4	LLP 4 yr.2.5: Develop the ability to sustain engagement in active learning small- and large- group activities working alone or cooperatively.		IS.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.	ATL 2.D Makes cooperative decisions with peers during play or structured activities (cooperative play).	ATL 6.D Refocuses attention to independent or group activity after minor distraction.					
				3	LLP 3 yr.3.1: With prompting and support, discover answers and solutions to questions to expand knowledge and skills.		SC-SP.1.C With teacher guidance, begins to formulate own questions based on observations.	SC-SP.1.E With teacher guidance, uses formulated science-oriented questions to plan simple explorations or experiments.	IS.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.	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.	ATL 3.A Explores a variety of available objects and materials to discover what they do and how they work.	
				4	LLP 4 yr.3.1: Ask and answer questions to seek additional information about materials, challenges, and activities they experience in their immediate environment to expand their knowledge and skills.		LL-LC.2.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.	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.	ATL 3.B Demonstrates an interest in learning new information or starting a new activity on their own.	SC-SP.2.D Makes hypotheses, and tests their hypotheses through experimentation.		

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Lifelong Learning Practices	Strand 3: Creative and Curiosity		3	LLP 3 yr.3.2: With prompting and support begin to engage in problem solving strategies (for example, identify cause and effect and first steps needed to solve a problem).		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.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.A Listens to or follows a solution provided by an adult. May communicate discomfort or dysregulation and require additional time to regulate while responding.	SC-SP.1.B Observes and describes cause and effect.			
			4	LLP 4 yr.3.2: With prompting and support, display an increasing ability to engage in a variety of problem-solving strategies (for example, recognize cause and effect, use trial and error, make predictions, and identify steps for problem solving).		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).	SC-SP.2.B Participates in teacher-led explorations and experiments and uses prior knowledge to make predictions.	SC-SP.2.E Explains rationale for predictions and hypotheses, and compares findings with predictions and hypotheses.	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.		
			3	LLP 3 yr.3.3: With prompting and support, explore a variety of ways to use materials during play and exploration (for example, a block can be used as a phone in dramatic play).		C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.	ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work.					
			4	LLP 4 yr.3.3: Explore and use materials during play and exploration in new and different ways (for example, a cardboard box becomes a spaceship, racecar, or cave).		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.					
			3	LLP 3 yr.3.4: With prompting and support, show flexibility in approaching open-ended tasks (for example, be willing to experiment and risk trying out a new idea or approach).		ATL.3.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance.	IS.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.					
			4	LLP 4 yr.3.4: Show flexibility in approaching open-ended tasks (for example, be willing to experiment and risk trying out a new idea or approach).		ATL.4.E Assesses tasks and makes adjustments to strategies for updates or revisions.	ATL.3.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance.					
Lifelong Learning Practices	Strand 4: Self-Awareness		3	LLP 3 yr.4.1: Demonstrate awareness of identity including personal information, characteristics, preferences, and abilities (for example, name, age, parent/caregiver, family members, gender, physical attributes, likes/dislikes).		IS.3.A With adult support, verbally or nonverbally identifies something about themselves.	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.	SOC.1.A Understands family relationships in relation to self.			
			4	LLP 4 yr.4.1: Demonstrate awareness of one's own identity, including personal information, characteristics, preferences, and abilities (for example, name, age, parent/caregiver, family members, gender, physical attributes, likes/dislikes) and participate in respectful discussions about similarities and differences with 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.	IS.4.B With adult prompts, compares their own characteristics and emotions to those of others.					
			3	LLP 3 yr.4.2: Participate in self-selected or organized activities by exploring learning materials including indoor and outdoor equipment (for example, independent choice of activities).		ATL.3.AA Exhibits curiosity and interest in activities and materials. Repeats preferred activities.	ATL.6.A Sustains interest in a preferred task for a brief amount of time (5–10 minutes).					
			4	LLP 4 yr.4.2: Participate in self-selected or organized activities by exploring learning materials including outdoor equipment (for example, a child chooses paint or markers for artwork).		C-ARTS.3.A Expresses self using a variety of art materials and tools.	C-ARTS.3.AA Freely explores a variety of art materials and tools for sensory exploration.	ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work.				
			3	LLP 3 yr.4.3: Begin to demonstrate awareness of personal boundaries (for example, move when asked to give another child personal space).		ATL.7.AA With adult support, starts or stops a task following a simple one-step direction (e.g., "do" and "don't" commands).						

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Lifelong Learning Practices	Strand 5: Emotions		4	LLP 4 yr.4.3: Begin to maintain personal boundaries while participating in movement or daily classroom 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.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.7.AA With adult support, starts or stops a task following a simple one-step direction (e.g., "do" and "don't" commands).						
			3	LLP 3 yr.4.4: Communicate wants and needs with actions or words.		SOC.3.AA Verbally or nonverbally expresses wants and needs with simple phrases or gestures.	LL-LC.2.AA Verbally labels familiar objects, body parts, people, or emotions using one-word responses.							
			4	LLP 4 yr.4.4: Communicate wants and needs including thoughts and feelings with actions or words.		IS.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult.	IS.1.C With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations.	IS.1.D Independently verbally or nonverbally names and describes their own emotions.	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.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.				
			3	LLP 3 yr.4.5: Begin to contribute and take pride in the classroom community (for example, participate in classroom jobs).		SOC.2.B Recognizes their role within the classroom, neighborhood, and community, such as voting in the classroom or being a member of the soccer team.	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.							
			4	LLP 4 yr.4.5: Begin to contribute and take pride in the classroom community (for example, volunteer to help others).		IS.4.E With minimal teacher prompts, demonstrates empathy by providing support for others through assistance or advocacy.	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.							
			3	LLP 3 yr.5.1: In familiar settings, separate and reunite with parent or caregiver with minimal distress (for example, a child separates from a caregiver without crying).		IS.2.B Accepts offers of adult assistance to engage in coregulation.	IS.1.AA Verbally or nonverbally expresses basic emotions, such as happy, angry, and sad, while an adult adds emotion labels to that expression.							
			4	LLP 4 yr.5.1: Separate and reunite with parents or caregivers without stress.		IS.1.D Independently verbally or nonverbally names and describes their own emotions.								
			3	LLP 3 yr.5.2: Recognize that different feelings are experienced throughout the day.		IS.1.C With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations.	IS.1.E Identifies that they can have different emotions about the same situation.	IS.1.D Independently verbally or nonverbally names and describes their own emotions.						
			4	LLP 4 yr.5.2: Recognize that feelings can change and different feelings are experienced throughout the day.		IS.1.D Independently verbally or nonverbally names and describes their own emotions.	IS.1.C With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations.	IS.1.AA Verbally or nonverbally expresses basic emotions, such as happy, angry, and sad, while an adult adds emotion labels to that expression.	IS.1.A Verbally or nonverbally expresses basic emotions, such as happy, surprised, angry, scared, frustrated, and sad, while an adult adds emotion labels to that expression.	IS.1.B With adult modeling and visual supports, verbally or nonverbally identifies and labels emotions such as happiness, surprise, anger, fear, and sadness in self.	IS.1.B With adult modeling and visual supports, verbally or nonverbally identifies and labels emotions such as happiness, surprise, anger, fear, and sadness in self.			
			3	HE 3 yr.3.1: With prompting and support, express, identify, and label emotions (for example, happy, sad, angry, afraid) and feelings (for example, thirsty, hungry, hot, cold, tired).		LL-LC.4.AA Communicates with peers and teachers using nonverbal gestures like pointing, shrugging shoulders, or giving a thumbs-up.	IS.1.AA Verbally or nonverbally expresses basic emotions, such as happy, angry, and sad, while an adult adds emotion labels to that expression.	IS.1.A Verbally or nonverbally expresses basic emotions, such as happy, surprised, angry, scared, frustrated, and sad, while an adult adds emotion labels to that expression.	IS.1.B With adult modeling and visual supports, verbally or nonverbally identifies and labels emotions such as happiness, surprise, anger, fear, and sadness in self.	IS.4.A With adult modeling and one-on-one support, verbally or nonverbally names observable emotions and experiences of others.				
4	HE 4 yr.3.1: Express, identify, and label emotions of self and others (for example, happy, sad, angry, afraid, frustrated, bored) and feelings (for example, thirsty, hungry, hot, cold, tired).		IS.1.AA Verbally or nonverbally expresses basic emotions, such as happy, angry, and sad, while an adult adds emotion labels to that expression.	IS.1.A Verbally or nonverbally expresses basic emotions, such as happy, surprised, angry, scared, frustrated, and sad, while an adult adds emotion labels to that expression.	IS.1.B With adult modeling and visual supports, verbally or nonverbally identifies and labels emotions such as happiness, surprise, anger, fear, and sadness in self.	IS.4.A With adult modeling and one-on-one support, verbally or nonverbally names observable emotions and experiences of others.								
3	HE 3 yr.3.2: With prompting and support, begin to demonstrate methods to calm down (for example, deep breathing, count to ten, mindfulness).		IS.2.A Coregulates emotion with one-on-one adult support.	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.7.A Participates in one- to two-step inhibition games and activities.								
4	HE 4 yr.3.2: With prompting and support, begin to demonstrate methods to calm down (for example, deep breathing, count to ten, mindfulness).		IS.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult.	IS.2.D Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance.	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.2.B Accepts offers of adult assistance to engage in coregulation.								
3	HE 3 yr.3.3: With prompting and support, begin to develop self-control by regulating one's own impulses and feelings, following simple directions, waiting for turns, transitioning between activities, and complying with limitations.		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).	ATL.5.A Transitions between activities that are part of the routine school day with adult reminders.	IS.2.A Coregulates emotion with one-on-one adult support.	IS.2.B Accepts offers of adult assistance to engage in coregulation.	ATL.7.A Participates in one- to two-step inhibition games and activities.						

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Utah Core State Standards for Early Learning (2023)					Every Child Ready Standards									
Content Area	Strand	Sub-Strand	Age	Standard	Indicator	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7		
Lifelong Learning Practices	Strand 6: Relationships		4	HE 4 yr.3.3: With prompting and support, develop and practice self-control by regulating one's own impulses and feelings, following simple directions, waiting for turns, transitioning between activities, and complying with limitations.		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).	ATL 7.D Independently completes simple assignment or task despite normal classroom environment distractions.	ATL 5.B Shifts between tasks or activities, including ending preferred activities, with adult support.	IS 2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult.	IS 2.D Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance.	IS 2.A Coregulates emotion with one-on-one adult support.	IS 2.B Accepts offers of adult assistance to engage in coregulation.		
			3	LLP 3 yr.6.1: With prompting and support, begin to respond appropriately to the tone of voice, facial expressions, and gestures of peers and adults.		IS 4.A With adult modeling and one-on-one support, verbally or nonverbally names observable emotions and experiences of others.	LL-LC.4.AA Communicates with peers and teachers using nonverbal gestures like pointing, shrugging shoulders, or giving a thumbs-up.							
			4	LLP 4 yr.6.1: With prompting and support, respond appropriately to the tone of voice, facial expressions, and gestures of peers and adults.		IS 4.D With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others.	IS 4.A With adult modeling and one-on-one support, verbally or nonverbally names observable emotions and experiences of others.							
			3	LLP 3 yr.6.2: With prompting and support, begin to participate in back and forth conversation with peers or adults.		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.							
			4	LLP 4 yr.6.2: With prompting and support, communicate with others by attending to and responding to peers and adults individually or in a group (for example, taking turns in conversation).		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.	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.							
			3	HE 3 yr.2.2: Identify and practice how to make friends and be a good friend by calling peers by name and engaging in parallel 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).								
			4	HE 4 yr.2.2: Identify and practice how to make friends and be a good friend by developing friendships with peers and participating in cooperative 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).	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.					
			3	LLP 3 yr.6.3: With prompting and support, show interest in peers with positive non-verbal gestures (for example, a child will smile at or move close to another child).		IS 5.AA Mostly engages in play on own, but notices or takes an interest in peer or social situations.	LL-LC.4.AA Communicates with peers and teachers using nonverbal gestures like pointing, shrugging shoulders, or giving a thumbs-up.							
			4	LLP 4 yr.6.3: Show interest in peers by getting their attention in appropriate ways (for example, call a child by name or tap him/her on the shoulder).		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).								
			3	LLP 3 yr.6.4: With prompting and support, show awareness of and respect others' personal space.		IS 7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.	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.							
			4	LLP 4 yr.6.4: Maintain awareness of and respect others' personal space.		C-ARTS.1.E Creates and leads dances or movement sequences and begins to synchronize music with movement.	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.	C-ARTS.2.D Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.						
			3	LLP 3 yr.6.5: With prompting and support, begin to play with others while maintaining self-control.		ATL 2.B Plays, works on tasks, or participates in activities with peers with adult prompting (associative play).	ATL 7.A Participates in one- to two-step inhibition games and activities.	IS 2.A Coregulates emotion with one-on-one adult support.	IS 2.E Supports peers in regulating their emotions through coregulation. Seeks and accepts coregulation assistance when needed.	IS 2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult.				
			4	LLP 4 yr.6.5: Begin to maintain self-control during play with others.		IS 2.D Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance.	ATL 2.D Makes cooperative decisions 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).						

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Utah Core State Standards for Early Learning (2023)					Every Child Ready Standards								
Content Area	Strand	Sub-Strand	Age	Standard	Indicator	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	
			3	HE 3 yr.2.3: With prompting and support, begin to join in, maintain interactions, and interact cooperatively with others by sharing, turn-taking, resolving conflicts, and recognizing others' needs.		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).	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.4.D With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others.				
			4	HE 4 yr.2.3: With prompting and support, join in, invite, and interact cooperatively with others by sharing, turn-taking, resolving conflicts, and recognizing others' needs.		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.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.4.E With minimal teacher prompts, demonstrates empathy by providing support for others through assistance or advocacy.				
			3	HE 3 yr.2.4: With prompting and support, attend to and show appreciation for the actions or choices of others (for example, compliment 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.	IS.4.D With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others.	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.E Modifies conversations based on the context or listener.				
			4	HE 4 yr.2.4: With prompting and support, attend to and show appreciation for the actions or choices of others (for example, compliment 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.	IS.4.E With minimal teacher prompts, demonstrates empathy by providing support for others through assistance or advocacy.	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.				
			3	LLP 3 yr.6.6: Develop awareness of appropriate communication or actions when social problems arise to identify the problem and explore basic solutions (for example, how to gain someone's attention appropriately, how to express frustration appropriately, how to seek help from an adult).		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.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult.					
			4	LLP 4 yr.6.6: Use appropriate communication or actions when social problems arise to identify the problem and explore basic solutions (for example, how to gain someone's attention appropriately, how to express frustration appropriately, how to seek help from 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.	LL-LC.2.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.					
			Conflict Resolution/ Problem Solving										

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Content Area	Strand	Age	Standard	Alignment 1	Alignment 2	Alignment 3
Mathematics	Strand 1: Counting and Cardinality	3	Math 3 yr.1.1: Count to ten by ones.	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.	
		4	Math 4 yr.1.1: Count to 20 by ones.	M-NC.1.E Says number words in order from 1–20 from memory.	M-NC.1.D Says number words in order from 1–10 from memory.	
		3	Math 3 yr.1.2: Recognize that numbers have a known sequence (for example, “1, 2, 3, 4, 5. What comes next?”).	M-NC.1.D Says number words in order from 1–10 from memory.		
		4	Math 4 yr.1.2: In the sequence of 1–10, identify numbers that come before or after one another.	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.	
		3	Math 3 yr.1.3: Begin to recognize the difference between letters and numbers.	M-NC.5.B Says the names of numerals 0–5 shown in random order.	LL-AK.1.B Identifies up to ten uppercase or lowercase letters.	
		4	Math 4 yr.1.3: Count a number of objects from 0–10 and begin to associate them with a written numeral.	M-NC.6.D Matches a set of objects with the number symbol to represent the set for quantities 0–10.	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.
		3	Math 3 yr.1.4: Begin to name written numerals 0–5.	M-NC.5.B Says the names of numerals 0–5 shown in random order.	M-NC.5.AA Says the names of numerals 0–2 shown in random order.	
		4	Math 4 yr.1.4: Name written numerals 0–10.	M-NC.5.D Says the names of numerals 0–10 shown in random order.	M-NC.5.B Says the names of numerals 0–5 shown in random order.	
		3	Math 3 yr.1.5: Begin to develop an understanding of the relationship between some numbers and quantities by using one-to-one correspondence.	M-NC.2.B Says numbers in order, matching each number word to each object when counting from 1–5.	M-NC.2.AA Nonverbally or verbally matches 1–3 real objects or pictures that are the same or different.	

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Content Area	Strand	Age	Standard	Alignment 1	Alignment 2	Alignment 3
		4	Math 4 yr.1.5: Use one-to-one correspondence when counting objects to ten.	M-NC.2.D Says numbers in order, matching each number word to each object when counting from 1–10. Says numbers in order, matching each number word to each object when counting from 1–10.	M-NC.2.B Says numbers in order, matching each number word to each object when counting from 1–5.	
		3	Math 3 yr.1.6: Begin to point to and count up to five objects.	M-NC.2.B Says numbers in order, matching each number word to each object when counting from 1–5.	M-NC.2.A Says numbers in order while matching each number word to each object when counting from 1–3.	
		4	Math 4 yr.1.6: When counting objects to ten, understand that the last number counted in a set tells how many.	M-NC.3.E Creates sets of 0–10 and uses cardinality to identify the last number counted.	M-NC.3.D Creates sets of 0–10 and begins to use cardinality to identify the last number counted.	
		3	Math 3 yr.1.7: Begin to respond to the question “How many?”.	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.	
		4	Math 4 yr.1.7: Count two sets of objects up to 10 to determine which has more.	M-NC.4.E Rational counts and compares the objects in two sets to identify which has more, less, or if they are the same for quantities 0–10.	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.	
		3	Math 3 yr.2.1: Begins in 4-year-old standard.	N/A	N/A	
		4	Math 4 yr.2.1: Understand and represent addition up to five (adding to or putting together) and subtraction (taking from or taking apart) with concrete objects, fingers, movement, and simple drawings.	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.7.AA Demonstrates an understanding that combining two sets increases the total quantity.
		3	Math 3 yr.2.2: Begins in 4-year-old standard.	N/A	N/A	

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Content Area	Strand	Age	Standard	Alignment 1	Alignment 2	Alignment 3
Mathematics	Strand 2: Operations and Algebraic Thinking	4	Math 4 yr.2.2: With prompting and support, solve addition and subtraction word problems created by the teacher using up to five concrete objects to represent the problem (for example, “Bring me three blocks, now bring me two more. How many blocks do we have?”).	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.
		3	Math 3 yr.2.3: Begins in 4-year-old standard.	N/A	N/A	
		4	Math 4 yr.2.3: Take apart numbers less than or equal to five by using objects with different attributes (for example, 5 can be taken apart into sets of 2 blue and 3 yellow or 1 square and 4 circles).	M-NC.8.AA Demonstrates an understanding that separating one set of objects into two sets decreases the total quantity in the original set.	M-NC.8.B Counts a set of 1–5 objects. Takes objects away and counts how many are left.	M-PFA.1.A Sorts and groups objects based on one attribute such as visual features like color, size, or shape.
		3	Math 3 yr.2.4: Begins in 4-year-old standard.	N/A	N/A	
		4	Math 4 yr.2.4: Use concrete objects to make sums of 5 using quantities from 0–5 (for example, 0 and 5 make a set of 5, 2 and 3 make a set of 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.7.AA Demonstrates an understanding that combining two sets increases the total quantity.	
		3	Math 3 yr.2.5: Identify simple patterns in the environment and begin to duplicate and extend simple patterns (for example, ababab).	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.	
		4	Math 4 yr.2.5: Duplicate, extend, and create simple patterns (for example, ababab).	M-PFA.3.B Uses objects, rhythm, or movement to copy and extend simple AB patterns.	M-PFA.3.A Uses objects, rhythm, or movement to copy simple AB patterns.	

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Content Area	Strand	Age	Standard	Alignment 1	Alignment 2	Alignment 3
Mathematics	Strand 3: Measurement and Data	3	Math 3 yr.3.1: Identify and describe measurable attributes (for example, big, small, tall, short).	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.	
		4	Math 4 yr.3.1: Describe objects using vocabulary specific to measurable attributes (for example, length [long/short], weight [heavy/light], size [big/small], and distance [near/far]).	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-GS.3.E Demonstrates understanding of direction terms (e.g., "near," "far") using gestures or objects.	
		3	Math 3 yr.3.2: Begins in 4-year-old standard.	N/A	N/A	
		4	Math 4 yr.3.2: Directly compare two objects using measurable attributes (for example, length [longer/shorter], weight [heavier/lighter], and size [bigger/smaller]).	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.A Demonstrates understanding of length terms (i.e., "longer," "shorter") and height terms (i.e., "taller," "shorter") using gestures or objects.	
		3	Math 3 yr.3.3: Sort objects into given categories including color, size, shape, etc.	M-PFA.1.A Sorts and groups objects based on one attribute such as visual features like color, size, or shape.	M-PFA.1.E Sorts and groups objects into multiple categories such as size and color, or function and category at the same time.	
		4	Math 4 yr.3.3: Classify/sort objects into given categories (for example, color, size, shape) by specified 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.	

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Content Area	Strand	Age	Standard	Alignment 1	Alignment 2	Alignment 3
		3	Math 3 yr.3.4: With prompting and support, compare the number of objects in each category to identify which groups contain more or less, or are the same.	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.A Compares two groups to identify which has more or less for quantities 0–10 without matching or counting.	
		4	Math 4 yr.3.4: Compare the number of objects in each category to identify which groups contain more or less, or are the same.	M-NC.4.A Compares two groups to identify which has more or less for quantities 0–10 without matching or counting.	M-NC.4.E Rational counts and compares the objects in two sets to identify which has more, less, or if they are the same for quantities 0–10.	
		3	Math 3 yr.4.1: Match, point to, and begin to identify basic shapes by name.	M-GS.1.AA Verbally or nonverbally identifies one to two common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle).	M-GS.1.A Verbally or nonverbally identifies at least three common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle).	
		4	Math 4 yr.4.1: Describe objects in the environment by using names of shapes and identify the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.	M-GS.1.D Verbally or nonverbally identifies two-dimensional shapes in the environment or in books.	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.
		3	Math 3 yr.4.2: Begins in 4-year-old standard.	N/A	N/A	
		4	Math 4 yr.4.2: Identify and name basic shapes regardless of their size and/or orientation (the way the object is turned or flipped).	M-GS.1.A Verbally or nonverbally identifies at least three common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle).	M-GS.1.D Verbally or nonverbally identifies two-dimensional shapes in the environment or in books.	
		3	Math 3 yr.4.3: Begins in 4-year-old standard.	N/A	N/A	
		4	Math 4 yr.4.3: Begin to explore that shapes can be two-dimensional (flat) or three-dimensional (solid).	M-GS.1.E Verbally or nonverbally identifies three-dimensional shapes (sphere, cone, cylinder, cube).	M-GS.1.D Verbally or nonverbally identifies two-dimensional shapes in the environment or in books.	

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Content Area	Strand	Age	Standard	Alignment 1	Alignment 2	Alignment 3
Mathematics	Strand 4: Geometry	3	Math 3 yr.4.4: With prompting and support, begin to identify attributes of basic two-dimensional shapes (for example, a rectangle has two long sides and two short sides).	M-GS.1.C Identifies and describes the properties of common two-dimensional shapes using words like "sides," "corners," "curve."	M-GS.1.A Verbally or nonverbally identifies at least three common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle).	
		4	Math 4 yr.4.4: Describe attributes of basic two-dimensional shapes including size, number of sides, number of corners, etc.	M-GS.1.C Identifies and describes the properties of common two-dimensional shapes using words like "sides," "corners," "curve."	M-GS.1.B Verbally or nonverbally identifies at least five common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle).	
		3	Math 3 yr.4.5: Explore shapes using a variety of media (for example, blocks, stickers, playdough/clay, art supplies).	M-GS.2.A Constructs any recognizable or unrecognizable shape with materials.	M-GS.2.B Constructs common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle) with materials.	
		4	Math 4 yr.4.5: Create basic shapes using a variety of media (for example, blocks, stickers, play dough/clay, art supplies).	M-GS.2.B Constructs common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle) with materials.	M-GS.2.A Constructs any recognizable or unrecognizable shape with materials.	
		3	Math 3 yr.4.6: Explore combining basic shapes together to represent an object (for example, use a square and a triangle to make a house).	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.	
		4	Math 4 yr.4.6: Explore combining basic shapes to create new shapes (for example, two triangles make a rhombus).	M-GS.2.B Constructs common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle) with materials.	M-GS.2.A Constructs any recognizable or unrecognizable shape with materials.	

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Content Area	Strand	Sub-Strand	Age	Standard	Alignment 1	Alignment 2	Alignment 3	Alignment 4
		Gross Motor	3	PE 3 yr.1.1: Participate in activities that develop control and balance during movement that moves the child from one place to another (for example, walk forward in a straight line, hop, run and stop, change direction, and jump over low objects).	PD.1.A Begins to develop balance and coordination in gross motor movements, such as moving arms and legs together to climb, push, or pull. Jumps with two feet.	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.	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.	
			4	PE 4 yr.1.1: Demonstrate control and balance during movement that moves the child from one place to another (for example, walk forward in a straight line, hop, run and stop, change direction, and jump over low objects).	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.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.
			3	PE 3 yr.1.2: Participate in activities that develop coordination and balance in movement that does not move the child from one place to another (for example, balance on one foot, and move body parts in isolation).	PD.1.A Begins to develop balance and coordination in gross motor movements, such as moving arms and legs together to climb, push, or pull. Jumps with two feet.	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.		
			4	PE 4 yr.1.2: Demonstrate coordination and balance in movement that does not move the child from one place to another (for example, balance on one foot, and move body parts in isolation).	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.	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.	
			3	PE 3 yr.1.3: Participate in activities that develop control of large muscles to manipulate objects (for example, throw and catch a ball, use a club to move a ball, ride wheeled toys).	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.	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.	

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Content Area	Strand	Sub-Strand	Age	Standard	Alignment 1	Alignment 2	Alignment 3	Alignment 4
Physical Education	Strand 1: Motor Skills and Movement		4	PE 4 yr.1.3: Demonstrate control of large muscles to manipulate objects (for example, throw and catch a ball, use a club to move a ball, ride wheeled toys).	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.	
			3	PE 3 yr.1.4: Manipulate small pieces or objects (puzzle pieces, interlocking cubes, tongs, etc.) and build with a variety of blocks.	PD.2.AA Uses two hands to hold containers. Stacks objects, such as blocks, with coordination.	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.	
		4	PE 4 yr.1.4: Demonstrate wrist, hand, and finger control (for example, screw on and off lids, button, zip, push an object, use scissors, create art).	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.	
		3	PE 3 yr.1.5: With prompting and support, develop small muscle control by making lines, circles, and scribbles with writing tools (for example, chalk, crayons, paint, markers, digital tools).	PD.3.A Draws vertical and horizontal lines with a model using a fistful grasp.	PD.3.B With teacher modeling, draws circles, squares, and crosses.	PD.3.AA Uses crayons or markers with some coordination.		
		4	PE 4 yr.1.5: Hold a pencil and other writing tools with a beginning pincer grasp (thumb to index finger grasp).	PD.3.D Begins to use a tripod grasp when writing and copies complex designs.	PD.3.E Consistently uses a tripod grasp when writing and copies and creates complex designs.	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.		
		3	PE 3 yr.1.6: Begins in 4-year-old standard.	N/A				
		4	PE 4 yr.1.6: Demonstrate eye-hand coordination (for example, pour from one object to another, strike a stationary object).	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.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.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.		
		3	PE 3 yr.1.7: Begins in 4-year-old standard.	N/A				
				Fine Motor				

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Content Area	Strand	Sub-Strand	Age	Standard	Alignment 1	Alignment 2	Alignment 3	Alignment 4
			4	PE 4 yr.1.7: Demonstrate eye-hand coordination by independently creating simple handwriting strokes such as straight and intersecting lines, circles, and other simple shapes using a variety of writing tools.	PD.3.A Draws vertical and horizontal lines with a model using a fist grasp.	PD.3.B With teacher modeling, draws circles, squares, and crosses.	PD.3.D Begins to use a tripod grasp when writing and copies complex designs.	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.
Physical Education	Strand 2: Efficient Movement and Performance		3	PE 3 yr.2.1: Begin to demonstrate awareness that personal boundaries exist.	PD.4.E Understands and describes the importance of self-care and hygiene routines.	IS.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult.	PD.6.E Understands and describes how to get help when there are unsafe objects, substances, or behaviors.	
			4	PE 4 yr.2.1: Begin to maintain personal boundaries while participating in movement activities.	C-ARTS.1.E Creates and leads dances or movement sequences and begins to synchronize music with movement.	C-ARTS.2.E Continues an originally created scenario over the course of several play periods. Collaborates with others to carry out dramatic play and assumed roles.	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.	PD.6.B Demonstrates understanding of safety procedures and begins to initiate.
Physical Education	Strand 3: Physical Activity as a Tool for Wellness		3	PE 3 yr.3.1: Recognize how exercise and physical activity influence our physical and emotional wellness (for example, feel the change in breathing or heart rate, talk about how it helps our muscles and body, ask what physical activities a child enjoys).	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.	IS.1.C With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations.	PD.5.C Begins to understand how eating a variety of foods and proper hydration helps the body grow and be healthy.	
			4	PE 4 yr.3.1: Recognize how exercise and physical activity influence our physical and emotional wellness (for example, feel the change in breathing or heart rate, talk about how it helps our muscles and body, ask what physical activities a child enjoys).	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.	IS.1.C With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations.	PD.5.C Begins to understand how eating a variety of foods and proper hydration helps the body grow and be healthy.	

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Content Area	Strand	Age	Standard	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6
Science	Strand 1: Weather	3-4 (combined)	Sci 3-4 yr.1.1: Obtain and communicate information about local, observable weather conditions while exploring and describing <u>patterns</u> found in different seasons. Emphasize the observation and recognition of data. Examples of data may include sunny, cloudy, windy, rainy, snowy, cold, or warm.	SC-LES.2.B Identifies seasons and observes and describes patterns and changes in the weather.	SC-LES.2.A Identifies different types of weather, such as sunny, rainy, cloudy, or snowy.	SC-LES.2.AA Uses senses to observe and respond to changes in the weather.	SC-SP.1.AA Uses senses to observe the environment.	SC-SP.3.A With teacher guidance, participates in recording scientific observations and data.	
		3-4 (combined)	Sci 3-4 yr.1.2: Obtain and communicate information about human behavior <u>patterns</u> in different weather conditions. Emphasize the observation and recognition of data. Examples of data may include clothing, food, safety, and other preparations for expected weather.	SC-LES.2.D Discusses the effects of changes in weather, such as growing different crops or wearing different clothing.	SC-LES.2.E Discusses the importance of weather forecasting to prepare for inclement or severe weather conditions.	SC-LES.2.B Identifies seasons and observes and describes patterns and changes in the weather.	SC-SP.1.B Observes and describes cause and effect.		
Science	Strand 2: Light	3-4 (combined)	Sci 3-4 yr.2.1: Plan and carry out an investigation using the five senses to determine the <u>effect</u> of sunlight on different surfaces and materials. Examples could include determining if the effect is hot or cold or a light or dark surface.	SC-P.2.E Observes and discusses how light is a form of energy and gives off heat.	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.2.B Recognizes sources of light including natural and human-made, such as the sun, lamps, or flashlights.	SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment.	SC-SP.1.AA Uses senses to observe the environment.	
		3-4 (combined)	Sci 3-4 yr.2.2: Plan and carry out an investigation to show the <u>effect</u> of light in illuminating objects. Emphasize that objects can be seen when light is available to illuminate them. Examples could include observations about light when navigating a room with the lights off compared to the lights on.	SC-P.2.A Demonstrates understanding that light can be used to see or illuminate things when it is dark.	SC-P.2.AA Identifies light and dark and explores shadows and reflections.	SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment.	SC-SP.1.AA Uses senses to observe the environment.		
		3-4 (combined)	Sci 3-4yr.2.3: Plan and carry out an investigation to determine the <u>effect</u> of sunlight and water on plant growth. Examples could include growing plants in light or dark places.	SC-LES.5.C Identifies that plants are living and describes the needs of plants.	SC-LES.5.B Identifies that plants are living and identifies characteristics and features of plants.	SC-SP.2.B Participates in teacher-led explorations and experiments and uses prior knowledge to make predictions.	SC-P.2.A Demonstrates understanding that light can be used to see or illuminate things when it is dark.		
		3-4 (combined)	Sci 3-4 yr.3.1: Obtain and communicate information about the <u>effect</u> of water and food on living things. Examples could include plants depend on water to live, humans and animals depend on water and food to live.	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.B Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features.	SC-LES.5.B Identifies that plants are living and identifies characteristics and features of plants.		

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Science	Strand 3: Living Things	3-4 (combined)	Sci 3-4 yr.3.2: Obtain and communicate information about the <u>pattern</u> between living things and the places where they live. Emphasize that living things need water, air, and resources, and they live in places that have the things they need to survive. Examples could include food and shelter.	SC-LES.4.D Observes and describes habitats and life cycles.	SC-LES.5.D Observes and describes plant habitats and life cycles.	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.		
		3-4 (combined)	Sci 3-4 yr.3.3: Obtain and communicate information about the behavior <u>patterns</u> that help humans and animals survive when they are young. Examples of behavior patterns could include parents responding to needs, providing shelter and sustenance, and ensuring the security of their offspring.	SOC.1.A Understands family relationships in relation to self.	SOC.1.C Discusses the importance of their own family and the roles and responsibilities of various individuals in the family.	SC-LES.4.E Describes and discusses the relationship between humans and animals.	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.		
Science	Strand 4: Matter and Motion	3-4 (combined)	Sci 3-4 yr.4.1: Plan and carry out an investigation to classify different kinds of materials based on <u>patterns</u> in their observable properties. Examples could include sorting materials based on similar properties such as color, hardness, texture, or whether the materials are solids or liquids.	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.	M-PFA.1.A Sorts and groups objects based on one attribute such as visual features like color, size, or shape.	SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment.	SC-SP.3.A With teacher guidance, participates in recording scientific observations and data.	
		3-4 (combined)	Sci 3-4 yr.4.2: Plan and carry out an investigation to determine the <u>cause and effect</u> of the speed or direction of an object when a push or pull occurs. Examples could include having a marble or other object move a certain distance, follow a particular path, or knock down other objects.	SC-P.4.D Describes and discusses the motion of objects and that motion can change based on different factors.	SC-P.4.AA Explores the motion of objects by pushing and pulling objects and identifies whether an object is stationary or moving.	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-SP.1.B Observes and describes cause and effect.	SC-SP.2.A Participates in simple explorations and experiments based on a teacher-led inquiry and prior knowledge.

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Social Studies	Strand 1: Culture and Diversity	3	SS 3 yr.1.1: With prompting and support, recognize differences and commonalities in culture, ethnicity, and abilities within the classroom and immediate communities (for example, language, family structure, traditions, disabilities).	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.AA With adult modeling and one-on-one support, verbally or nonverbally names observable characteristics of others.	SOC.1.E Explains why it's important to recognize and celebrate differences in families, such as their languages, music, food, or celebrations.
		4	SS 4 yr.1.1: Recognize differences and commonalities in culture, ethnicity, and abilities within the classroom and immediate communities (for example, language, family structure, traditions, disabilities).	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.	SOC.1.E Explains why it's important to recognize and celebrate differences in families, such as their languages, music, food, or celebrations.
Social Studies	Strand 2: Time, Continuity, and Change	3	SS 3 yr.2.1: With prompting and support, identify examples of change over time related to personal growth and experiences (for example, talking, dressing, feeding, potty training, height, daily schedule).	SOC.5.A Begins to demonstrate an understanding of past and present experiences through concrete materials and visual supports.	SOC.5.D Describes how people and things change over time and will continue to change into the future.	IS.3.A With adult support, verbally or nonverbally identifies something about themselves.	
		4	SS 4 yr.2.1: Identify examples of change over time on topics including self, family, and community and how these changes may affect them (for example, changes in the family, classroom, or neighborhood).	SOC.5.D Describes how people and things change over time and will continue to change into the future.	SOC.5.E Begins to connect past and present experiences and describes events that have happened or will happen in the future.	SOC.5.B Begins to sequence past and present experiences using visual supports.	
		3	SS 3 yr.3.1: Recognize people and places within the home, classroom, school, neighborhood, and community.	SOC.4.AA Verbally or nonverbally identifies familiar places and the features, such as home, classroom, and school building.	SOC.2.AA Shows interest in a variety of familiar community members.	SOC.2.A Verbally or nonverbally identifies a variety of community members within their community, such as in their neighborhood and school.	
		4	SS 4 yr.3.1: Recognize people and places across familiar environments and discuss what is gained through interactions (for example, buy food at the store, receive packages from the mail carrier).	SOC.4.A Verbally or nonverbally identifies common locations in their neighborhood and community and their features (library, store, park, etc.).	SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community.	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.	SOC.2.A Verbally or nonverbally identifies a variety of community members within their community, such as in their neighborhood and school.

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Social Studies	Strand 3: People, Places, and Environments	3	SS 3 yr.3.2: With prompting and support, identify and follow safety procedures for school and various environments (for example, safety drills, crosswalks, seatbelts, helmets).	PD.6.A With teacher guidance, follows safety procedures.	PD.6.AA Begins to recognize and accept help when following safety procedures.	PD.6.B Demonstrates understanding of safety procedures and begins to initiate.	
		4	SS 4 yr.3.2: Identify and follow safety procedures for school and various environments (for example, safety drills, crosswalks, seatbelts, helmets).	PD.6.C Independently follows safety procedures.	PD.6.B Demonstrates understanding of safety procedures and begins to initiate.	PD.6.D Understands and describes the importance of safety procedures.	
		3	SS 3 yr.3.3: With prompting and support, describe ways to care for home and school environments and the Earth (for example, recycle, use paper and use water only as needed, place trash in the garbage can).	SC-LES.1.D Describes how humans affect their environment in positive and negative ways, such as recycling, planting trees, litter, and pollution.	SOC.2.E Shares how their thoughts, opinions, choices, and actions can impact their community.	SC-LES.1.AA Notices and looks at the natural world around them.	
		4	SS 4 yr.3.3: Describe ways to care for home and school environments and the Earth (for example, recycle, use paper and use water only as needed, place trash in the garbage can).	SC-LES.1.D Describes how humans affect their environment in positive and negative ways, such as recycling, planting trees, litter, and pollution.	SOC.2.E Shares how their thoughts, opinions, choices, and actions can impact their community.	SC-LES.1.AA Notices and looks at the natural world around them.	
	Strand 4:	3	SS 3 yr.4.: Demonstrate awareness of identity including personal information, characteristics, preferences, and abilities (for example, name, age, gender, physical attributes, likes/dislikes, parent/caregiver, family members).	IS.3.A With adult support, verbally or nonverbally identifies something about themselves.	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.AA Identifies and recognizes self and family members.	

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Social Studies	Strand 4: Individual Development and Identity	4	SS 4 yr.4.1: Demonstrate awareness of one's own identity including personal information, characteristics, preferences, and abilities (for example, name, age, gender, physical attributes, likes/dislikes, parent/caregiver, family members) and participate in respectful discussions about similarities and differences with others.	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.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.	SOC.1.AA Identifies and recognizes self and family members.
Social Studies	Strand 5: Individuals, Groups, and Institutions	3	SS 3 yr.5.1: With prompting and support, interact cooperatively with others by sharing, turn-taking, resolving conflicts, and recognizing others' needs.	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.B Plays, works on tasks, or participates in activities with peers with adult prompting (associative play).	IS.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.	IS.4.D With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others.
		4	SS 4 yr.5.1: Begin to demonstrate independence in interacting cooperatively with others by sharing, turn-taking, resolving conflicts, accepting consequences of actions, and recognizing others' needs.	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.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.4.E With minimal teacher prompts, demonstrates empathy by providing support for others through assistance or advocacy.
		3	SS 3 yr.5.2: With prompting and support, participate in the classroom community by interacting with other children and adults in a formal or group setting (for example, follow established rules, participate in a variety of classroom roles, take care of classroom materials).	ATL.6.C Attends to entirety of a short, engaging lesson or teacher-led activity (10–15 minutes).	IS.5.A Engages with peers with teacher modeling and participates in organized group 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).	
		4	SS 4 yr.5.2: Participate in the classroom community by interacting with other children and adults in a formal or group setting (for example, follow established rules, participate in a variety of classroom roles, take care of classroom materials).	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).	ATL.6.D Refocuses attention to independent or group activity after minor distraction.	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.7.D Independently completes simple assignment or task despite normal classroom environment distractions.

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Utah Core State Standards for Early Learning (2023)				Every Child Ready Standards			
Content Area	Strand	Age	Standard	Alignment 1	Alignment 2	Alignment 3	Alignment 4
Social Studies	Strand 6: Power, Authority, and Governance	3	SS 3 yr.6.1: With prompting and support, participate in the democratic process as it applies to a classroom community (for example, recognize the importance of rules, assist with developing rules, propose solutions to classroom problems, and participate in voting for activities).	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.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 With adult support, creates a goal for an activity and follows a simple plan.	
		4	SS 4 yr.6.1: Participate in the democratic process as it applies to a classroom community (for example, recognize the importance of rules, assist with developing rules, propose solutions to classroom problems, and participate in voting for activities).	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.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.8.D Creates and follows through with simple plans independently.	
Social Studies	Strand 7: Production, Distribution, and Consumption	3	SS 3 yr.7.1: With prompting and support, discuss the difference between basic needs (for example, food, shelter, and clothing) and wants (for example, toys, games, and treats).	SOC.3.AA Verbally or nonverbally expresses wants and needs with simple phrases or gestures.	SOC.3.A Shows an understanding of supply and demand, such as, "We are out of paint at Art Easel. We need more."		
		4	SS 4 yr.7.1: Identify the difference between basic needs (for example, food, shelter, clothing) and wants (for example, toys, games, treats).	SOC.3.AA Verbally or nonverbally expresses wants and needs with simple phrases or gestures.	SOC.3.A Shows an understanding of supply and demand, such as, "We are out of paint at Art Easel. We need more."		
		3	SS 3 yr.7.2: Begin to recognize that people have jobs to meet needs, including self, classroom, and community.	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.		
		4	SS 4 yr.7.2: With prompting and support, explain that people have jobs to meet needs, including self, classroom, and community.	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.		
		3	SS 3 yr.8.1: With prompting and support, identify how simple and electronic technology affects the way people live, work, travel, communicate, and play.	Tech.1.A Identifies a variety of technology devices and begins to use technology devices with adult support.	Tech.1.D With teacher guidance, uses technology devices and learning applications to play games, access or share information, or express themselves creatively.	SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community.	

Every Child Ready Standards & Utah Core State Standards for Early Learning Alignment							
Utah Core State Standards for Early Learning (2023)				Every Child Ready Standards			
Content Area	Strand	Age	Standard	Alignment 1	Alignment 2	Alignment 3	Alignment 4
Social Studies	Strand 8: Science, Technology, and Society	4	SS 4 yr.8.1: Describe how simple and electronic technology affects the way people live, work, travel, communicate, and play.	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.		
		3	SS 3 yr.8.2: With prompting and support, recognize the importance of balancing media time with other activities.	Tech.2.D Demonstrates safe behaviors, such as accessing only approved applications or websites and disconnects from the screen after a set amount of time.	Tech.2.E Explains why it is important to use safe behaviors when using technology devices and learning applications.	ATL.5.A Transitions between activities that are part of the routine school day with adult reminders.	
		4	SS 4 yr.8.2: Recognize the importance of balancing media time with other activities.	Tech.2.D Demonstrates safe behaviors, such as accessing only approved applications or websites and disconnects from the screen after a set amount of time.	Tech.2.E Explains why it is important to use safe behaviors when using technology devices and learning applications.	ATL.5.B Shifts between tasks or activities, including ending preferred activities, with adult support.	