

Vermont Early Learning Standards (2015) Developing Self				Every Child Ready Standards & Vermont Early Learning Standards Alignment										
Domain	Elements	Goals	Age	Indicators/expectations	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	Alignment 8	Alignment 9	Alignment 10
Approaches to Learning	1. Play and Exploration	1. Children engage in play to understand the world around them	Younger Preschoolers (By 48 months)	1. Engage in associative play (e.g., play without planning and negotiation) with other children for short periods of time	ATL 2.A Engages in activities next to peers using shared materials (parallel play).	ATL 2.B Plays, works on tasks, or participates in activities with peers with adult prompting (associative play).	ATL 2.C Makes cooperative decisions with peers based on adult provided choices (associative play).	ATL 1.A Plays simple games and copies the play of others.	ATL 1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play).	ATL 1.C Engages in individual verbal or nonverbal imaginative play or role-play.	ATL 1.D Comes out familiar roles during individual or collaborative role-play.			
			2. Primarily engage in basic constructive play activities (e.g., building road with rocks) and dramatic play activities by taking on a role	C-ARTS 2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.	C-ARTS 2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.	PD 2.AA Uses two hands to hold containers. Stacks objects, such as blocks with coordination.	PD 2.A Uses hands and fingers to complete a variety of tasks, such as opening drawers and cabinets.	SC-SP1.A With teacher guidance, participates in activities to formulate simple science-oriented questions based on observations.	SC-SP2.A Participates in simple explorations and experiments based on a teacher-led inquiry and prior knowledge.	SC-SP3.C Draws conclusions on prior knowledge and recorded information.	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-P1.E Evaluates how well materials suit their intended purposes based on their physical characteristics, such as exploring using tissue paper to construct a tower and considers how the paper's properties impact the building process.	SC-P1.AA Uses senses to explore the colors and textures of materials and objects in the environment.	
			3. Build knowledge through play (e.g., blocks/math, dramatic play/literacy, water table/problem solving, outdoor play/science)	ATL 3.A Explores a variety of available objects and materials to discover what they do and how they work.	ATL 3.A Recalls one to two pieces of new and relevant information about their lived experiences (e.g., shares two things they did that day, recalls two toys that were in Dramatic Play).	ATL 3.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).	IS 5.A Engages with peers with teacher modeling and participates in organized group activities.	SC-SP1.A With teacher guidance, participates in activities to formulate simple science-oriented questions based on observations.	SC-SP2.A Participates in simple explorations and experiments based on a teacher-led inquiry and prior knowledge.	SC-SP3.C Draws conclusions on prior knowledge and recorded information.	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-P1.E Evaluates how well materials suit their intended purposes based on their physical characteristics, such as exploring using tissue paper to construct a tower and considers how the paper's properties impact the building process.	SC-P1.AA Uses senses to explore the colors and textures of materials and objects in the environment.	
			1. Engage solidly in "solitary," "parallel," "associative" and "cooperative" play (e.g., play that involves engagement, negotiation and pre-planning)	ATL 2.A Engages in activities next to peers using shared materials (parallel play).	ATL 2.B Plays, works on tasks, or participates in activities with peers with adult prompting (associative play).	ATL 2.C Makes cooperative decisions with peers based on adult provided choices (associative play).	ATL 2.D Makes cooperative decisions with peers during play or structured activities (cooperative play).	IS 5.A Engages with peers with teacher modeling and participates in organized group activities.	IS 5.B With teacher modeling, begins to engage in or initiate 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.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).			
Approaches to Learning	2. Initiative	1. Children show curiosity about the world around them, and take action to interact with it and learn.	Older Preschoolers (By 60 months)	2. Engage in sustained play episodes (e.g., stays in a dramatic play role like "the baby")	ATL 6.A Sustains interest in a preferred task for a brief amount of time (5-10 minutes).	ATL 6.B Sustains attention in an assigned task for a brief amount of time (5-10 minutes).	ATL 6.C Attends to entirety of a short, engaging lesson or independent or group activity after minor distraction.	ATL 6.D Refocuses attention to independent or group activity after minor distraction.	ATL 1.C Engages in individual verbal or nonverbal imaginative play or role-play.	ATL 1.D Comes out familiar roles during individual or collaborative role-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. Practice concepts through play (e.g., emergent writing: restaurant menu, geometry: naming the block shapes used in building a garage)	ATL 3.A Explores a variety of available objects and materials to discover what they do and how they work.	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.A Engages with peers with teacher modeling and participates in organized group activities.	IS 6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.	ATL 4.B Verbally or nonverbally demonstrates an understanding of accomplishing a task. May verbally explain work product.	ATL 4.C Monitors the completion of a task and identifies preferred elements of a work product or task.	ATL 5.E Adapts to new rules or circumstances in an age-appropriate game or activity.				
			4. Play basic games with rules	ATL 7.A Participates in one- to two-step inhibition games and activities.	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).	LL-LC 1.D Shows understanding of more complex sentences or questions through actions, such as following three-step directions.	ATL 1.A Plays simple games and copies the play of others.	ATL 1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play).	ATL 1.C Engages in individual verbal or nonverbal imaginative play or role-play.	ATL 1.D Comes out familiar roles during individual or collaborative role-play.			
			1. Observe others to enter play	IS 5.AA Mostly engages in play on own, but notices or takes an interest in peer or social situations.	ATL 2.AA Observes others in play and participates in an activity next to other children (onlooker/parallel play).	ATL 1.A Plays simple games and copies the play of others.	ATL 2.B Plays, works on tasks, or participates in activities with peers with adult prompting (associative play).	LL-LC 4.A Initiates a brief verbal or nonverbal social interaction with adults or peers engaging in a one-way interaction.	LL-LC 4.B Initiates or joins conversations and engages in conversational turn-taking with at least one feedback loop using both verbal and nonverbal communication.	LL-LC 4.C Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic.	SC-LES 4.E Describes and discusses the relationship between humans and animals.	SC-LES 5.E Describes and discusses ways that plants impact living things and the environment and how humans can impact plants.	LL-LC 2.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.	
Approaches to Learning	3. Problem Solving	1. Children display an interest in novel situations, and demonstrate flexibility, creativity and innovation in solving challenging tasks.	Younger Preschoolers (By 48 months)	2. Initiate play with one or more peers	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 3.A Exhibits curiosity and interest in learning new information or starting a new activity on their own.	SC-SP2.A Participates in simple explorations and experiments based on a teacher-led inquiry and prior knowledge.	SC-SP2.B Participates in teacher-led explorations and experiments and uses prior knowledge to make predictions.	ATL 9.D With adult support, applies explicitly taught and practiced higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization).	SC-LES 1.E Discusses how natural elements like wind and water have an impact on the natural world through a variety of processes, such as erosion.	SC-LES 3.B Describes and discusses objects in the sky, such as clouds, sun, moon, or stars.	SC-LES 4.E Describes and discusses the relationship between humans and animals.	SC-LES 5.E Describes and discusses ways that plants impact living things and the environment and how humans can impact plants.	LL-LC 2.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.
			3. Show interest in how things work	ATL 3.A Exhibits curiosity and interest in learning new information or starting a new activity on their own.	LL-LC 4.C 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.D Adds information or appropriately remains on, or changes, topic during a conversation with multiple feedback loops alternating between speaker and listener.	SC-SP2.A Participates in simple explorations and experiments based on a teacher-led inquiry and prior knowledge.	ATL 9.D With adult support, applies explicitly taught and practiced higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization).	SC-LES 1.E Discusses how natural elements like wind and water have an impact on the natural world through a variety of processes, such as erosion.	SC-LES 3.B Describes and discusses objects in the sky, such as clouds, sun, moon, or stars.	SC-LES 4.E Describes and discusses the relationship between humans and animals.	SC-LES 5.E Describes and discusses ways that plants impact living things and the environment and how humans can impact plants.		
			4. Explore and discuss a range of topics	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.	ATL 5.D With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error).	ATL 1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play).	ATL 1.C Engages in individual verbal or nonverbal imaginative play or role-play.	ATL 1.D Comes out familiar roles during individual or collaborative role-play.	SC-P1.E Evaluates how well materials suit their intended purposes based on their physical characteristics, such as exploring using tissue paper to construct a tower and considers how the paper's properties impact the building process.	SC-P1.AA Uses senses to explore the colors and textures of materials and objects in the environment.		
			1. Demonstrate flexibility, imagination and inventiveness in approaching task and activities through play	LL-LC 4.B Initiates or joins conversations and engages in conversational turn-taking with at least one feedback loop using both verbal and nonverbal communication.	LL-LC 4.C Initiates or joins conversations 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 2.C Demonstrates understanding by answering simple "why" and "how" questions using two to three words when prompted by the teacher or peers.	ATL 9.D With adult support, applies explicitly taught and practiced higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization).	SC-LES 1.E Discusses how natural elements like wind and water have an impact on the natural world through a variety of processes, such as erosion.	SC-LES 3.B Describes and discusses objects in the sky, such as clouds, sun, moon, or stars.	SC-LES 4.E Describes and discusses the relationship between humans and animals.	SC-LES 5.E Describes and discusses ways that plants impact living things and the environment and how humans can impact plants.		
Approaches to Learning	3. Problem Solving	1. Children display an interest in novel situations, and demonstrate flexibility, creativity and innovation in solving challenging tasks.	Older Preschoolers (By 60 months)	3. Attempt to master new skills (e.g., riding a bike)	ATL 3.C Asks questions and seeks clarity after attempting a challenging task.	ATL 3.D Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed.	ATL 4.C Monitors the completion of a task and identifies preferred elements of a work product or task.	ATL 4.D Assesses or reflects upon activity or task outcome or product.	ATL 9.D With adult support, applies explicitly taught and practiced higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization).	SC-LES 1.E Discusses how natural elements like wind and water have an impact on the natural world through a variety of processes, such as erosion.	SC-LES 3.B Describes and discusses objects in the sky, such as clouds, sun, moon, or stars.	SC-LES 4.E Describes and discusses the relationship between humans and animals.	SC-LES 5.E Describes and discusses ways that plants impact living things and the environment and how humans can impact plants.	LL-LC 2.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.
			4. Ask questions to find out about future events	LL-LC 2.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.	M-M 2.B Demonstrates understanding of daily routines (order and general length of components)	M-M 2.C Demonstrates understanding of passage of time within one day, such as understanding morning, afternoon, earlier, later.	SC-SP1.C With teacher guidance, begins to formulate own questions based on observations.	ATL 9.D With adult support, applies explicitly taught and practiced higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization).	SC-LES 1.E Discusses how natural elements like wind and water have an impact on the natural world through a variety of processes, such as erosion.	SC-LES 3.B Describes and discusses objects in the sky, such as clouds, sun, moon, or stars.	SC-LES 4.E Describes and discusses the relationship between humans and animals.	SC-LES 5.E Describes and discusses ways that plants impact living things and the environment and how humans can impact plants.		
			1. Invent new ways to use everyday items	ATL 1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play).	SC-SP1.AA Uses senses to observe the environment.	SC-SP2.A Participates in simple explorations and experiments based on a teacher-led inquiry and prior knowledge.	SC-SP2.B Participates in teacher-led explorations and experiments and uses prior knowledge to make predictions.	SC-P1.A Uses senses to identify physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.	ATL 3.A Explores a variety of available objects and materials to discover what they do and how they work.	ATL 3.B Describes and discusses the relationship between humans and animals.	SC-LES 4.E Describes and discusses the relationship between humans and animals.	SC-LES 5.E Describes and discusses ways that plants impact living things and the environment and how humans can impact plants.		
			2. Investigate new objects, scenarios, and problem situations	SC-SP1.B Observes and describes cause and effect.	LL-NC 1.D Identifies the cause and effect relationship between events in a narrative story.	SC-SP2.C With teacher guidance, begins to hypothesize before teacher-led experiments.	IS 7.B When faced with a personal challenge or challenge with others, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise).	ATL 3.A Explores a variety of available objects and materials to discover what they do and how they work.	ATL 3.B Describes and discusses the relationship between humans and animals.	SC-LES 4.E Describes and discusses the relationship between humans and animals.	SC-LES 5.E Describes and discusses ways that plants impact living things and the environment and how humans can impact plants.	LL-LC 2.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.		
Approaches to Learning	3. Problem Solving	1. Children display an interest in novel situations, and demonstrate flexibility, creativity and innovation in solving challenging tasks.	Younger Preschoolers (By 48 months)	4. During play, problem solve with others	IS 7.B When faced with a personal challenge or challenge with others, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise).	IS 7.C When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise).	IS 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 1.C Engages in individual verbal or nonverbal imaginative play or role-play.	ATL 1.D Comes out familiar roles during individual or collaborative role-play.	C-ARTS 2.D Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.	C-ARTS 3.D Plans for and creates art using preferred art materials, tools, and techniques.	SC-P1.E Evaluates how well materials suit their intended purposes based on their physical characteristics, such as exploring using tissue paper to construct a tower and considers how the paper's properties impact the building process.	SC-P1.AA Uses senses to explore the colors and textures of materials and objects in the environment.	SC-P1.AA Uses senses to explore the colors and textures of materials and objects in the environment.
			1. Use imagination and creativity to interact with objects and materials	ATL 1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play).	LL-LC 3.B Attempts to use words to label familiar objects, people, places, emotions, and actions.	LL-LC 3.C Attempts to integrate new vocabulary into oral communication with peers and adults.	ATL 4.D Assesses or reflects upon activity or task outcome or product.	ATL 4.E Assesses or reflects upon activity or task outcome or product.	ATL 4.F Assesses or reflects upon activity or task outcome or product.	ATL 4.G Assesses or reflects upon activity or task outcome or product.	ATL 4.H Assesses or reflects upon activity or task outcome or product.	SC-P1.E Evaluates how well materials suit their intended purposes based on their physical characteristics, such as exploring using tissue paper to construct a tower and considers how the paper's properties impact the building process.	SC-P1.AA Uses senses to explore the colors and textures of materials and objects in the environment.	SC-P1.AA Uses senses to explore the colors and textures of materials and objects in the environment.
			2. Uses a new skill in a variety of contexts	ATL 4.C Monitors the completion of a task and identifies preferred elements of a work product or task.	ATL 4.D Assesses or reflects upon activity or task outcome or product.	ATL 4.E Assesses or reflects upon activity or task outcome or product.	ATL 4.F Assesses or reflects upon activity or task outcome or product.	ATL 4.G Assesses or reflects upon activity or task outcome or product.	ATL 4.H Assesses or reflects upon activity or task outcome or product.	ATL 4.I Assesses or reflects upon activity or task outcome or product.	SC-P1.E Evaluates how well materials suit their intended purposes based on their physical characteristics, such as exploring using tissue paper to construct a tower and considers how the paper's properties impact the building process.	SC-P1.AA Uses senses to explore the colors and textures of materials and objects in the environment.	SC-P1.AA Uses senses to explore the colors and textures of materials and objects in the environment.	
			3. Engage in learning through attempting, repeating, experimenting, refining, and elaborating on experiences and activities	ATL 4.C Monitors the completion of a task and identifies preferred elements of a work product or task.	ATL 4.D Assesses or reflects upon activity or task outcome or product.	ATL 4.E Assesses or reflects upon activity or task outcome or product.	ATL 4.F Assesses or reflects upon activity or task outcome or product.	ATL 4.G Assesses or reflects upon activity or task outcome or product.	ATL 4.H Assesses or reflects upon activity or task outcome or product.	ATL 4.I Assesses or reflects upon activity or task outcome or product.	SC-P1.E Evaluates how well materials suit their intended purposes based on their physical characteristics, such as exploring using tissue paper to construct a tower and considers how the paper's properties impact the building process.	SC-P1.AA Uses senses to explore the colors and textures of materials and objects in the environment.	SC-P1.AA Uses senses to explore the colors and textures of materials and objects in the environment.	

Vermont Early Learning Standards (2015) Developing Self				Every Child Ready Standards & Vermont Early Learning Standards Alignment										
Domain	Elements	Goals	Age	Indicators/expectations	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	Alignment 8	Alignment 9	Alignment 10
Social-Emotional Development	1. Emotion and Self-Regulation	1. Children express a range of emotions, and regulate their emotional and social responses.	Younger Preschoolers (By 48 months)	4. Demonstrate appropriate solutions to simple problems	IS.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.	IS.7.C When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise).	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.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.B With adult modeling and visual supports, verbally or nonverbally identifies and labels emotions such as happiness, excitement, anger, fear, and sadness in self.				
				1. Express a range of emotions and feelings through appropriate gestures, actions and words	IS.1.A Verbally or nonverbally expresses basic emotions, such as happy, excited, angry, scared, frustrated, and sad, while an adult adds emotion labels to that expression.	IS.1.B With adult modeling and visual supports, verbally or nonverbally identifies and labels emotions such as happiness, excitement, anger, fear, and sadness in self.	IS.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.1.C With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations.	IS.1.B With adult modeling and visual supports, verbally or nonverbally identifies and labels emotions such as happiness, excitement, anger, fear, and sadness in self.				
				2. Identify and expresses needs of self and stands up for own rights	IS.2.C Begins to connect their emotions with their needs and requests negotiation assistance from a trusted adult.	IS.3.A With adult support, verbally or nonverbally identifies something about themselves.	IS.3.B Requests or accepts (verbally or nonverbally) adult support with many tasks.	IS.3.C Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers.	SOC.3.AA Verbally or nonverbally expresses wants and needs with simple phrases or gestures.					
				3. Make choice based on own likes and dislikes	ATL.8.AA Self-selects toy, activity, or Center to engage in when provided with choices.	C-ARTS.3.D Plans for and creates art using preferred art materials, tools, and techniques.	ATL.3.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.C Monitors the completion of a task and identifies preferred elements of a work product or task.	PD.5.B Demonstrates understanding of types of food and preferences.					
				4. Adapt behavior to fit different expectations and situations with adult support e.g., following daily routine, family culture	IS.7.C When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise).	IS.7.D With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise).	ATL.8.C Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and want to return to it, or that they fell on the slide yesterday, so exercises caution today).	ATL.5.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.				
			5. Start and stop activities based on external cues	ATL.5.AA Stops preferred activities with one on one assistance or negotiation.	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.	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).					
			6. Engage self and others in play including back and forth interactions	ATL.2.B Plays, works on tasks, or participates in activities with peers with adult prompting (associative play).	ATL.2.C Makes cooperative decisions with peers based on adult provided choices (cooperative play).	ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play).	LL-1C.4.C Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic.	LL-1C.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.			
			7. Express empathy and sympathy to peers e.g., gives hug to friend when crying, brings band-aid to friend when hurt	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.	IS.4.C With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations.	IS.4.E With minimal teacher prompts, demonstrates empathy by providing support for others through assistance or advocacy.	IS.4.F With minimal teacher prompts, demonstrates empathy by providing support for others through assistance or advocacy.	IS.4.G With minimal teacher prompts, demonstrates empathy by providing support for others through assistance or advocacy.					
			1. Express needs of self and others and stands up for rights of self and others	SOC.3.AA Verbally or nonverbally expresses wants and needs with simple phrases or gestures.	IS.4.E With minimal teacher prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others.	IS.4.D With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others.	IS.2.C Begins to connect their emotions with their needs and requests negotiation assistance from a trusted adult.							
			2. Make choices and shows understanding of consequences	SC-SP.1.B Observes and describes cause and effect.	SOC.2.E Shares how their thoughts, opinions, choices, and actions can impact their community.	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).								
Younger Preschoolers (By 60 months)	1. Emotion and Self-Regulation	1. Children express a range of emotions, and regulate their emotional and social responses.	3. Independently adapt behavior to fit different expectations and situations	ATL.4.D Assesses or reflects upon activity or task outcome or product.	IS.5.B With teacher modeling, follows prompts to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	IS.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	ATL.2.B Plays, works on tasks, or participates in activities with peers with adult prompting (associative play).	ATL.1.D Carries out familiar roles during individual or collaborative role-play.	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.				
			4. Participate in small and large group peer selected and adult led activities	IS.5.A Engages with peers with teacher modeling and participates in organized group activities.	IS.5.B With teacher modeling, follows prompts to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	IS.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	ATL.2.B Plays, works on tasks, or participates in activities with peers with adult prompting (associative play).	ATL.1.D Carries out familiar roles during individual or collaborative role-play.	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.				
			5. Use problem solving skills to compromise and resolve conflicts e.g., offers to trade toy for another, takes turn with another child	IS.7.C When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise).	IS.7.D With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise).	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.	ATL.6.D Refocuses attention to independent or group activity after minor distraction.	ATL.6.E Creates and follows through with simple plans independently.	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.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.			
			6. Focus on a self-selected activity or task to completion with adult help	ATL.6.A Sustains interest in a preferred task for a brief amount of time (5–10 minutes).	ATL.6.C Attends to entirety of a short, engaging lesson or teacher-led activity (10–15 minutes).	ATL.6.D Refocuses attention to independent or group activity after minor distraction.	ATL.6.E Creates and follows through with simple plans independently.	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.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.				
			7. Manage transitions with minimal direction from adults	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.	ATL.5.D Adjusts to changes in the environment or schedule with adult guidance and advance warning.	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.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.				
			1. Identify personal characteristics, preferences, thoughts, and feelings	IS.1.B With adult modeling and visual supports, verbally or nonverbally identifies and labels emotions such as happiness, excitement, anger, fear, and sadness in self.	IS.1.C With adult modeling and visual supports, verbally or nonverbally identifies and labels emotions such as happiness, excitement, anger, fear, and sadness in self.	IS.1.D Independently verbally or nonverbally identifies something about themselves.	IS.1.E With adult support, verbally or nonverbally identifies something about themselves.	IS.1.F With adult support, verbally or nonverbally identifies something about themselves.	IS.1.G With adult support, verbally or nonverbally identifies something about themselves.					
			2. Stand up for own rights	IS.7.C When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise).	IS.7.D With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise).	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.	ATL.6.D Refocuses attention to independent or group activity after minor distraction.	ATL.6.E Creates and follows through with simple plans independently.	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.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.			
			3. Make choice based on their own likes and dislikes	ATL.8.AA Self-selects toy, activity, or Center to engage in when provided with choices.	ATL.3.AA Exhibits curiosity and interest in activities and materials. Repeats preferred activities.	ATL.4.C Monitors the completion of a task and identifies preferred elements of a work product or task.	LL-1C.1.A Responds to simple requests, such as choosing between objects.	IS.3.A With adult support, 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.	PD.4.D Independently completes self-care and hygiene routines.	PD.5.C Independently follows safety procedures.			
			4. Identify own gender, family members roles, and home culture	SOC.1.C Discusses the importance of their own family and the roles and responsibilities of various individuals in the family.	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.	SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community.	IS.3.A With adult support, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.	IS.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence.	IS.3.A With adult support, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.					
			5. Demonstrate growing independence in a range of activities, routines, and 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.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.	ATL.7.B Independently follows two- to three-step verbal adult directions.	ATL.8.D Creates and follows through with simple plans independently.	ATL.7.D Independently completes simple assignment or task despite normal classroom environment distractions.	PD.4.D Independently completes self-care and hygiene routines.	PD.5.C Independently follows safety procedures.				

Vermont Early Learning Standards (2015) Developing Self				Every Child Ready Standards & Vermont Early Learning Standards Alignment										
Domain	Elements	Goals	Age	Indicators/expectations	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	Alignment 8	Alignment 9	Alignment 10
Social-Emotional Development	2. Self-Awareness	1. Children demonstrate awareness of their personal characteristics, skills, and abilities.	Older Preschoolers (By 60 months)	1. Express needs of self and others	SOC.3.AA Verbally or nonverbally expresses wants and needs with simple phrases or gestures.	IS.3.A With adult support, verbally or nonverbally identifies something about themselves.	IS.4.A With adult modeling and one-on-one support, verbally or nonverbally names observable emotions and experiences of others.	IS.2.C Begins to connect their emotions with their needs and requests negotiation assistance from a trusted adult.	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.					
				2. Stand up for rights of self and others	IS.7.C When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise).	IS.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.	IS.2.C Begins to connect their emotions with their needs and requests negotiation assistance from a trusted adult.	IS.4.C With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations.	IS.4.D With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others.	IS.4.E With minimal teacher prompts, demonstrates empathy by providing support for others through assistance or advocacy.				
				3. Make choices and understand consequences	SC-SP.1.B Observes and describes cause and effect.	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.D With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise).	SOC.2.E Shares how their thoughts, opinions, choices, and actions can impact their community.					
				4. Show confidence in range of abilities and in the capacity to accomplish tasks and take on new tasks	IS.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence.	IS.3.D Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.	IS.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.	ATL.3.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance.	ATL.4.B Verbally or nonverbally demonstrates an understanding of accomplishing a task. May verbally explain work product.	ATL.4.C Monitors the completion of a task and identifies preferred elements of a work product or task.				
				5. Express cultural influences from home, neighborhood and community e.g., celebrating traditions	SOC.1.B Discusses the activities or celebrations that their family does together.	SOC.1.D Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations.	IS.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence.	IS.3.D Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.						
				6. Demonstrate an understanding and acceptance of similarities and differences among people e.g., gender, race, special needs, culture, language and family	IS.3.D Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.	SOC.1.D Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations.								
Social-Emotional Development	3. Relationships with Adults and Peers	1. Children develop healthy positive relationships with adults and peers	Younger Preschoolers (By 48 months)	1. Play with other children sharing objects, taking back and forth for several minutes	ATL.2.B Plays, works on tasks, or participates in activities with peers with adult prompting (associative play).	ATL.2.C Makes cooperative decisions with peers based on adult provided choices (associative play).	ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play).	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.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 conversations 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.		
				2. Establish secure and trusting relationships with familiar adults	ATL.4.AA Verbally or nonverbally shares activities they are engaging in with a trusted adult.	IS.5.D Often uses and initiates 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.2.C Begins to connect their emotions with their needs and requests negotiation assistance from a trusted adult.						
				3. Begin to respect the rights of 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.4.C With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations.	IS.4.D With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others.	PD.4.AA Begins to recognize and accept help in self-care and hygiene routines.	PD.6.AA Begins to recognize and accept help in following safety procedures.					
				4. Communicate with familiar adults and accepts some guidance and direction	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.2.B Accepts offers of adult assistance to engage in negotiation.							
				5. Cooperate with others during play and in daily routines	ATL.2.C Makes cooperative decisions with peers based on adult provided choices (associative play).	ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play).	IS.5.A Engages with peers with teacher modeling and participates in organized group activities.	IS.5.B With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	IS.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).	C-ARTS.2.C Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.	ATL.1.D Carries out familiar roles during individual or collaborative role-play.		
				6. Develops friendships with peers	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).	IS.4.D With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others.						
				7. Uses socially appropriate behavior with peers and adults	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.C When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise).							
			Older Preschoolers (By 60 months)	1. Play and cooperate with other children sharing objects, conversations, and ideas	ATL.2.B Plays, works on tasks, or participates in activities with peers with adult prompting (associative play).	ATL.2.C Makes cooperative decisions with peers based on adult provided choices (associative play).	ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play).	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.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 conversations 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.		
				2. Respect the rights of others recognizing their feelings and responding with courtesy and kindness	IS.4.D With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others.	IS.4.C With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations.	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.E With minimal teacher prompts, demonstrates empathy by providing support for others through assistance or advocacy.					
				3. Accept guidance and direction from familiar adults and seeks their support when needed	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.	ATL.3.C Asks questions and seeks clarity after attempting a challenging task.	ATL.3.D Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed.	IS.2.C Begins to connect their emotions with their needs and requests negotiation assistance from a trusted adult.	IS.2.D Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance.			
				4. Suggest solutions to social problems	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.C When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise).	IS.7.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.							
				1. Sustain balance during more complex movements (e.g., balance on one foot for a few moments, walk along a straight line or low beam, jump over obstacles landing on two feet)	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.								

Vermont Early Learning Standards (2015)				Every Child Ready Standards & Vermont Early Learning Standards Alignment											
Developing Self															
Domain	Elements	Goals	Age	Indicators/expectations	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	Alignment 8	Alignment 9	Alignment 10	
Growing, Moving, and Being Healthy	1. Motor Development and Coordination	1. Children develop strength, coordination, and control of their large muscles.	Younger Preschoolers (By 48 months)	2. Coordinate moving arms and legs to complete a task more complex task (e.g., pedal a tricycle)	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.									
				3. Move through space with good coordination and show body awareness to stop and start with control	PD.1.D Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements.										
				4. Manipulate balls or similar objects with flexible body movements (e.g., catch a ball by trapping it against body, kick stationary ball by running or stepping up to it, throw a ball)	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.								
				1. Exhibit motor control and balance when moving the whole body in a range of physical activities (e.g., alternate feet walking up and down stairs, propelling a wheelchair or mobility device, skipping, running, climbing and hopping)	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.	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.							
			Older Preschoolers (By 60 months)	2. Demonstrate motor control and coordination when using objects for a range of physical activities (e.g., pulling, throwing, catching, kicking, bouncing or hitting balls, pedaling a tricycle)	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.								
				3. Move through space showing awareness of own body in relation to other people and objects	PD.1.D Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements.										
				4. Manipulate balls or similar objects with flexible body movements (e.g., bounce and catch a ball)	PD.1.D Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements.										
				2. Children develop strength, eye-hand coordination, and control of their small or fine motor muscles.	Younger Preschoolers (By 48 months)	1. Feed themselves using utensils independently	PD.5.AA Uses senses to experience a variety of food during mealtimes.	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.							
		2. Refine grasp to manipulate tools that require strength, control and dexterity (e.g., pressing down with pencils or crayons to make a clear mark, cut paper, joining snap beads)	PD.3.D Begins to use a tripod grasp when writing and copies complex designs.			PD.3.AA Uses crayons or markers with some coordination.	PD.3.A Draws vertical and horizontal lines with a model using a fistful grasp.	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 pouring, scooping, opening lids to easy-to-open jars, and simple puzzles.						
		3. Demonstrate more complex eye-hand coordination (e.g., complete puzzles with smaller pieces, use tongs to grasp objects)	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.3.D Begins to use a tripod grasp when writing and copies complex designs.	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.							
		1. Demonstrate fine motor skills requiring greater strength and control (e.g., use a paper punch, stapler, spray bottle)	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.3.D Begins to use a tripod grasp when writing and copies complex designs.								
		Older Preschoolers (By 60 months)	2. Use eye-hand coordination to accomplish more complex tasks (e.g., button or zip clothes, eat with a fork, cut out simple shapes staying close to lines, use writing tools, fit pegs into pegboard)		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.3.D Begins to use a tripod grasp when writing and copies complex designs.								
			1. Try new foods		PD.5.AA Uses senses to experience a variety of food during mealtimes.	PD.5.E Understands and describes different foods and how they give our bodies nutrients and energy.									
			2. Eat a variety of nutritious foods and communicate that some foods and beverages are good for them (e.g., milk, fruit, vegetables) and some are not (e.g., soda, snack chips)		PD.5.C Begins to understand how eating a variety of foods and proper hydration helps the body grow and be healthy.										
			3. Choose to eat foods that are better for the body than others, with assistance		PD.5.AA Uses senses to experience a variety of food during mealtimes.	PD.5.E Understands and describes different foods and how they give our bodies nutrients and energy.									
1. Children develop healthy eating habits and knowledge of good nutrition.	Younger Preschoolers (By 48 months)	1. Eat a variety of nutritious foods	PD.5.AA Uses senses to experience a variety of food during mealtimes.	PD.5.E Understands and describes different foods and how they give our bodies nutrients and energy.											
		2. Distinguish food on a continuum from most healthy to less healthy	PD.5.C Begins to understand how eating a variety of foods and proper hydration helps the body grow and be healthy.												
		3. Assist adults to prepare healthy snacks and meals	ATL.7.B Independently follows two- to three-step verbal adult directions.	ATL.8.C With adult support, creates a goal for an activity and follows a simple plan.											
		4. Communicate food preferences	PD.5.B Demonstrates understanding of types of food and preferences.	PD.5.A Recognizes and identifies a variety of different food.	PD.5.B Demonstrates understanding of types of food and preferences.	M-PFA.1.C Sorts and groups objects based on more complex attributes such as function or category.									
	Older Preschoolers (By 60 months)	5. Sort food into food groups and communicate benefits of healthy foods	PD.5.D Demonstrates understanding and categorizes different food types such as vegetables, fruit, grains, protein, and dairy.	PD.5.A Recognizes and identifies a variety of different food.	PD.5.B Demonstrates understanding of types of food and preferences.										
		1. Stay awake except during nap time and initiate and participate in sleep routines with increasing independence	M-M.2.AA Demonstrates understanding of familiar daily routines.												
		2. Participate easily and know what to do in routine activities (such as meal time, nap time)	ATL.9.B Identifies and anticipates materials and expectations needed for everyday and routine activities.	M-M.2.AA Demonstrates understanding of familiar daily routines.	ATL.5.A Transitions between activities that are part of the routine school day with adult reminders.	PD.4.A With teacher guidance, follows self-care and hygiene routines.									
		3. Take care of own toileting needs with little assistance	PD.4.C Completes self-care and hygiene routines with minimal assistance.	PD.4.D Independently completes self-care and hygiene routines.											
Younger Preschoolers (By 48 months)	4. Attend to personal health needs and self-care needs independently (e.g., dress and undress with limited assistance)	PD.4.C Completes self-care and hygiene routines with minimal assistance.	PD.4.D Independently completes self-care and hygiene routines.												

Every Child Ready Standards & Vermont Early Learning Standards Alignment																
Vermont Early Learning Standards (2015)				Every Child Ready Standards												
Developing Self																
Domain	Elements	Goals	Age	Indicators/expectations	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	Alignment 8	Alignment 9	Alignment 10		
Growing, Moving, and Being Healthy	2. Health and Safety Practices	2. Children develop personal health and self-care habits, and become increasingly independent.	Older Preschoolers (By 60 months)	5. Follow basic hygiene practices with reminders and limited assistance (e.g., brush teeth, wash hands, use toilet, cough into elbow)	PD.4.A With teacher guidance, follows self-care and hygiene routines.	PD.4.B Demonstrates understanding of self-care and hygiene routines and begins to initiate.	PD.4.C Completes self-care and hygiene routines with minimal assistance.	PD.4.D Independently completes self-care and hygiene routines.								
				6. Gain independence in hygiene practices (e.g., cough into elbow, wash hands, flush toilet)	PD.4.C Completes self-care and hygiene routines with minimal assistance.	PD.4.D Independently completes self-care and hygiene routines.										
				1. Communicate with words or sign language to ask adults or peers specifically for the kind of help needed in a particular situation	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.	ATL.3.C Asks questions and seeks clarity after attempting a challenging task.	ATL.3.D Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed.							
				2. Independently start and participate in sleep routines	M-M.2.AA Demonstrates understanding of familiar daily routines.											
				3. Communicate ways sleep keeps us healthy and makes us feel good	PD.4.B Demonstrates understanding of self-care and hygiene routines and begins to initiate.											
				4. Communicate how daily activity and healthy behavior promote overall personal health with some support	PD.4.B Demonstrates understanding of self-care and hygiene routines and begins to initiate.	PD.5.C Begins to understand how eating a variety of foods and proper hydration helps the body grow and be healthy.	PD.6.D Understands and describes the importance of safety procedures.	PD.4.E Understands and describes the importance of self-care and hygiene routines.								
				5. Independently complete personal care tasks (e.g., brushing teeth, toileting, washing hands)	PD.4.C Completes self-care and hygiene routines with minimal assistance.	PD.4.D Independently completes self-care and hygiene routines.										
				6. Explain the importance of doctor and dentist visits and cooperate during these visits and with health and developmental screenings	PD.4.B Demonstrates understanding of self-care and hygiene routines and begins to initiate.	PD.4.E Understands and describes the importance of self-care and hygiene routines.										
				7. Recognize and communicate when experiencing pain or symptoms of illness	IS.3.A With adult support, verbally or nonverbally identifies something about themselves.											
				8. Participate in structured and unstructured physical activities	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).	ATL.7.A Participates in one- to two-step inhibition games and activities.									
		3. Children develop the ability to identify unsafe situations, and use safe practices.	Younger Preschoolers (By 48 months)	1. Independently identify and avoid situations and objects that might cause harm	PD.6.B Demonstrates understanding of safety procedures and begins to initiate.	PD.6.A With teacher guidance, follows safety procedures.										
				2. Follow basic safety rules with occasional reminders	PD.6.AA Begins to recognize and accepts help in following safety procedures.	PD.6.A With teacher guidance, follows safety procedures.										
				3. Demonstrate safety awareness when using objects (e.g., carry scissors with points down to avoid accidents)	PD.6.B Demonstrates understanding of safety procedures and begins to initiate.	PD.6.C Independently follows safety procedures.	PD.6.D Understands and describes the importance of safety procedures.									
				4. Seek an adult's help when another child is in an unsafe or dangerous situation	PD.6.E Understands and describes how to get help when there are unsafe objects, substances, or behaviors.	PD.6.D Understands and describes the importance of safety procedures.	IS.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.									
				5. Understand the difference between safe and unsafe touch	PD.6.D Understands and describes the importance of safety procedures.											
				Older Preschoolers (By 60 months)	1. Avoid potentially dangerous behaviors (e.g., do not take medicine or cross road without adult assistance)	PD.6.A With teacher guidance, follows safety procedures.	PD.6.B Demonstrates understanding of safety procedures and begins to initiate.									
					2. Follow basic safety rules and show safe behavior for self and others by applying established rules, procedures and safe practices with adult guidance	PD.6.A With teacher guidance, follows safety procedures.	PD.6.B Demonstrates understanding of safety procedures and begins to initiate.	PD.6.C Independently follows safety procedures.								
					3. Identify adults in their communities who can keep them safe (e.g., police, firefighter)	SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community.	PD.6.E Understands and describes how to get help when there are unsafe objects, substances, or behaviors.									
					4. Communicate an understanding of the importance of health and safety routines and rules	PD.6.B Demonstrates understanding of safety procedures and begins to initiate.	PD.6.D Understands and describes the importance of safety procedures.									
					5. Follow basic health and safety rules and respond appropriately to harmful or unsafe situations	PD.6.A With teacher guidance, follows safety procedures.	PD.6.B Demonstrates understanding of safety procedures and begins to initiate.	PD.6.C Independently follows safety procedures.	PD.6.E Understands and describes how to get help when there are unsafe objects, substances, or behaviors.							

Vermont Early Learning Standards (2015) Communication and Expression				Every Child Ready Standards & Vermont Early Learning Standards Alignment									
Domain	Elements	Goals	Age	Indicators/expectations	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	Alignment 8	Alignment 9
Language Development	1. Receptive Language (Listening)	1. Young children attend to, comprehend, and respond to increasingly complex language.	Younger Preschoolers (By 48 months)	1. Follow two step directions	LL-LC.1.B Responds to multipart sentences, such as acting out multiple events, following two-step directions, or finding objects based on a description.	ATL.7.B Independently follows two to three-step verbal adult directions.	ATL.8.A With one to one adult support, completes steps of a simple task or project (two to three steps).						
				2. Demonstrate understanding of increasingly longer sentences (e.g., compound sentences) in responds of actions	LL-LC.1.B Responds to multipart sentences, such as acting out multiple events, following two-step directions, or finding objects based on a description.	LL-LC.1.C Responds to more complex sentences that include descriptive words for unrelated requests they may not have heard before.							
				3. Show evidence of a receptive vocabulary of several hundred words	LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults.	LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").							
				4. Demonstrate in responses or actions an understanding of new vocabulary in stories, activities, and conversations	LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults.	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-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.1.D Shows understanding of more complex sentences or questions through actions, such as following three-step directions.				
Language Development	2. Expressive Language (Speaking)	1. Young children use increasingly complex vocabulary and grammar to express their thoughts, feelings, and ideas.	Older Preschoolers (By 60 months)	1. Follow multistep directions especially when these are familiar activities (e.g., steps in getting ready to play outdoors)	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).	LL-LC.1.B Responds to multipart sentences, such as acting out multiple events, following two-step directions, or finding objects based on a description.	M-M.2.AA Demonstrates understanding of familiar daily routines.					
				2. Demonstrate an understanding of complex statements having 1 or 2 phrases (e.g., Please put the toothbrush in the box under the sink)	LL-LC.1.B Responds to multipart sentences, such as acting out multiple events, following two-step directions, or finding objects based on a description.	LL-LC.1.C Responds to more complex sentences that include descriptive words for unrelated requests they may not have heard before.	LL-LC.1.D Shows understanding of more complex sentences or questions through actions, such as following three-step directions.						
				3. Demonstrate an understanding of different language forms such as questions and exclamations	LL-LC.5.D Uses complex sentences with correct word order and syntax. Begins to use prepositions (i.e., "Armel throws the round blue ball on the roof").	LL-LC.2.C Demonstrates understanding by answering simple "what" and "who" questions using two to three words when prompted by the teacher or peers.	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.1.D Shows understanding of more complex sentences or questions through actions, such as following three-step directions.					
				4. Demonstrate through conversation comprehension of more complex vocabulary (i.e., abstract concepts and words beyond everyday vocabulary)	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.3.C Attempts to integrate new vocabulary into oral communication with peers and adults.	LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").	LL-LC.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.1.D Shows understanding of more complex sentences or questions through actions, such as following three-step directions.				
			Younger Preschoolers (By 48 months)	1. Use details when describing activities and experiences	LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults.	LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").							
				2. Speak in complete 4-6 word sentences	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").							
				3. Use correct forms of common irregular verbs and plurals (e.g., "went," "saw," "men")	LL-LC.5.A Makes an attempt at using correct syntax with a noun and verb (i.e., "Armel throw").	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").							
				4. Engage in storytelling	LL-LC.5.C Continues to develop more complex sentences by using adjectives (i.e., "Armel throws the blue ball").	LL-LC.4.C Constructs a personal narrative with three or more events which may be out of order and include omissions or deviations to other topics.	LL-LC.4.D Constructs a personal narrative with three or more events in a coherent sequence.	LL-LC.3.B Retells two events from a familiar narrative using visuals or gestures.	LL-LC.3.C Retells three or more events from a familiar story in any order using visuals or gestures.	LL-LC.3.D Retells three or more events from a familiar narrative in sequence using visuals or gestures.			
			Older Preschoolers (By 60 months)	1. Use sentences with more complex grammatical structures when speaking (e.g., embedded clauses, such as "My teacher, who likes dogs, is nice")	LL-LC.5.C Continues to develop more complex sentences by using adjectives (i.e., "Armel throws the blue ball").	LL-LC.5.D Uses complex sentences with correct word order and syntax. Begins to use prepositions (i.e., "Armel throws the round blue ball on the roof").	LL-LC.2.D Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic.	LL-LC.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").					
				2. Engage in storytelling	LL-LC.4.B Tells a two-event personal narrative using simple phrases.	LL-LC.4.C Constructs a personal narrative with three or more events which may be out of order and include omissions or deviations to other topics.	LL-LC.4.D Constructs a personal narrative with three or more events in a coherent sequence.	LL-LC.3.B Retells two events from a familiar narrative using visuals or gestures.	LL-LC.3.C Retells three or more events from a familiar story in any order using visuals or gestures.	LL-LC.3.D Retells three or more events from a familiar narrative in sequence using visuals or gestures.			
				3. Combine 5-8 words into sentences.	LL-LC.5.C Continues to develop more complex sentences by using adjectives (i.e., "Armel throws the blue ball").	LL-LC.5.D Uses complex sentences with correct word order and syntax. Begins to use prepositions (i.e., "Armel throws the round blue ball on the roof").	LL-LC.2.D Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic.	LL-LC.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").					
				4. Use different forms of language for different purposes	ATL.3.C Asks questions and seeks clarity after attempting a challenging task.	ATL.4.D Assesses or reflects upon activity or task outcome or product.	LL-LC.4.D Constructs a personal narrative with three or more events in a coherent sequence.	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.					
Language Development	3. Speaking & Listening (CCSS)	1. Children demonstrate an increasing ability to comprehend and participate in collaborative conversations. Their ability to present information and discuss their ideas increases at each grade level.	Not applicable for younger and older preschoolers.	5. Use abstract and increasingly detailed and varied vocabulary when speaking (e.g., use "uniqueness" rather than "blue" or "I want to fly into space when I grow up")	LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults.	LL-LC.5.D Uses complex sentences with correct word order and syntax. Begins to use prepositions (i.e., "Armel throws the round blue ball on the roof").	LL-LC.2.D Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic.	LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").					
Language Development	4. Social Rules of Language	1. Young children initiate and maintain conversations with others while developing knowledge and use of the social rules of language.	Younger Preschoolers (By 48 months)	1. Use nonverbal cues during conversations according to personal cultural norms (e.g., eye contact, physical distance from conversational partner)	LL-LC.4.AA Communicates with peers and teachers using nonverbal gestures like pointing, shrugging shoulders, or giving a thumbs-up.	IS.5.AA Mostly engages in play on own, but notices or takes an interest in peer or social situations.							
				2. Engage in brief conversations and stay on topic	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.	IS.5.A Engages with peers with teacher modeling and participates in organized group activities.						
				3. Use culturally acceptable social rules when communicating with others (e.g., vocal tone and volume, turn taking)	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. Listen and respond on topic during longer conversations with others and in group discussions	LL-LC.4.A Adds information or appropriately remains on, or changes, topic during a conversation with multiple feedback loops alternating between speaker and listener.	LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.							
Language Development	4. Social Rules of Language	1. Young children initiate and maintain conversations with others while developing knowledge and use of the social rules of language.	Older Preschoolers (By 60 months)	2. Use simpler language when talking with younger children	LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.								
				3. Initiate conversations with others and maintain topic of conversation 2-4 turns	LL-LC.4.C Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic.								

Vermont Early Learning Standards (2015) Communication and Expression				Every Child Ready Standards & Vermont Early Learning Standards Alignment									
Domain	Elements	Goals	Age	Indicators/expectations	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	Alignment 8	Alignment 9
Language Development	5. Language	1: Children demonstrate increasing knowledge and use of the conventions of Standard English and an ability to think about language. They gradually acquire a larger & more complex vocabulary and an understanding of word relationships and the nuances in word meanings.	Not applicable for younger and older preschoolers.	4. If misunderstood may simply repeat the same sentence rather than trying a different way of conveying the message	LL-LC.4.A Initiates a brief verbal or nonverbal social interaction with adults or peers engaging in a one-way interaction.								
Language Development	6. Dual Language Learners—Receptive and Expressive English Language Skills	1. Young children whose home language is not English demonstrate the ability to listen, understand, and respond to increasingly more complex spoken English.	Younger Preschoolers (By 48 months) and Older Preschoolers (By 60 months)	Home Language Use: During this stage, the child: -Uses home language to communicate -Attends when others speak English -Engages in activities by imitating others' behaviors -Decreases use of home language as she becomes aware that others are speaking another language and that they cannot understand her Nonverbal Period: During this stage, the child: -Enters into a nonverbal period and relies on gestures, context, and nonverbal cues to understand and communicate -Acknowledges or responds nonverbally to common words or phrases (e.g., hi, snack time, come play) when accompanied by gestures -May repeat sounds and words in English to self to try it out -Observes others using English to learn about the new language Telegraphic and Formulaic Speech: During this stage, the child: -Uses one or two word sentences to communicate ideas, needs, and feelings (e.g., "Play cars.") -Memorize and say frequently heard phrases (e.g., "I like pizza," "How are you?") Productive English Language Use: During this stage, the child: -Begins to construct sentences in English -Demonstrates comprehension and use of a larger and more varied age appropriate vocabulary -Uses more complex English grammar, although contain some grammatical errors or omissions -Becomes aware of her errors and uses this understanding to learn new vocabulary and grammar	ATL.2.AA Observes others in play and participates in an activity next to other children (onlooker/parallel play).								
				LL-LC.3.AA Repeats or attempts to use words heard in everyday language or the environment.	LL-LC.4.AA Communicates with peers and teachers using nonverbal gestures like pointing, shrugging shoulders, or giving a thumbs-up.	LL-LC.1.AA Points to familiar objects, people, body parts, or emotions.	ATL.4.AA Verbally or nonverbally shares activities they are engaging in with a trusted adult.						
				LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.	LL-LC.3.A Shows interest in new words or asks questions to acquire new vocabulary.	LL-LC.4.A Initiates a brief verbal or nonverbal social interaction with adults or peers engaging in a one-way interaction.	ATL.4.A Uses two to three words or nonverbal actions (gestures, body language, facial expressions) to explain activities they are engaging in.						
				LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.	LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions.	LL-LC.5.A Makes an attempt at using correct syntax with a noun and verb (i.e., "Amnel throw.")							
Literacy Development	1. Foundational Reading Skills	1. Children develop the foundational skills needed for engaging with print, reading and writing.	Younger Preschoolers (By 48 months)	Print Concepts 1. Identify letters of the alphabet as a specific type of symbol that can be named	LL-BK.3.A Demonstrates understanding that print has meaning.								
				Print Concepts 2. Display some book handling skills (e.g., orient book right side up and turn pages)	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.AA Identifies a book and turns pages appropriately from right to left and may include multiple pages at one time.	LL-BK.1.A Treats books with care.	LL-BK.2.D Tracks print from left to right and top to bottom while imitating reading a familiar text.					
				Phonological Awareness 3. Identify words as separate units in a sentence	LL-PA.1.AA Demonstrates understanding of a word by repeating a simple two to three word sentence or phrase, or jumping and clapping to each word.								
				Phonological Awareness 4. Fill-in words in a familiar rhyme	LL-PA.3.B Listens to and fits in the missing rhyming word from a familiar song, poem, rhyme, fingerplay, or story. For example, "Twinkle, twinkle little star. How I wonder what you	LL-PA.3.A Listens to and sings favorite classroom songs with simple rhyme patterns like "Twinkle, Twinkle Little Star."							
				Phonological Awareness 5. Segment spoken compound words with modeling and assistance	LL-PA.1.C Segments compound words to identify the two words within the compound word.	LL-PA.1.D Performs elision of the first or second word in compound words using pictures. For example, "My word is 'butterfly.' 'Butterfly' without 'ty' is 'butter.'"							
				Phonics and Word Recognition 6. Point out own name in print	LL-BK.3.D Points to one word and one letter in an unfamiliar text or around the room.								
				Phonics and Word Recognition 7. Name some of the letters of the alphabet, especially those in their names	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.	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.				
				Fluency 8. Use pictures to "read" text	LL-BK.2.C Uses illustrations to tell a familiar story.	LL-BK.2.C Uses illustrations to tell a familiar story with intonation and expression, using repeated phrases.	LL-NC.3.A Describes one event from a familiar narrative using visuals or gestures.						
			Older Preschoolers (By 60 months)	Print Concepts 1. Indicate where to start reading on a page and how to move across and down a page.	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.							
				Print Concepts 2. Demonstrate knowledge of the association between written words and spoken words	LL-BK.3.A Demonstrates understanding that print has meaning.	LL-NC.5.A Listens and responds to a wide variety of informational texts read aloud.							
				Print Concepts 3. Display book handling skills	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.AA Identifies a book and turns pages appropriately from right to left and may include multiple pages at one time.	LL-BK.1.A Treats books with care.	LL-BK.2.D Tracks print from left to right and top to bottom while imitating reading a familiar text.					
				Phonological Awareness 4. Segment syllables in spoken words with modeling and assistance	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.							
				Phonological Awareness 5. Determine if two words rhyme	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?"								
				Phonological Awareness 6. With modeling and assistance, segment onsets and rimes of single syllable spoken words	LL-PA.5.AA Participates in onset-rime activities with teachers.	LL-PA.5.B Isolates the onset of CVC words.	LL-PA.5.C Isolates the rime of CVC words.						
				Phonics and Word Recognition 7. Associate some letters of the alphabet with their specific sounds	LL-AK.2.A Produces up to two letter sounds when shown uppercase or lowercase letters.	LL-AK.2.B Produces up to five letter sounds when shown uppercase or lowercase letters.	LL-AK.2.C Produces up to ten letter sounds when shown uppercase or lowercase letters.	LL-AK.2.D Produces up to 15 letter sounds when shown uppercase or lowercase letters.					
				Phonics and Word Recognition 8. Identify words that start with the same letter as their name	LL-AK.2.AA Produces the first letter sound in their name with teacher support.	LL-PA.4.B Identifies if a pair of given words have the same initial consonant sound with picture support (no blends or digraphs).							
				Fluency 9. Pretend to read a familiar book using language from the text and reading-like intonation	LL-BK.2.B Uses illustrations to tell a familiar story.	LL-BK.2.C Uses illustrations to tell a familiar story with intonation and expression, using repeated phrases.							
				1. Use pictures to predict book content	LL-NC.2.A Uses the book cover, illustrations, or photos to make simple predictions about the topic or text.								

Vermont Early Learning Standards (2015) Communication and Expression					Every Child Ready Standards & Vermont Early Learning Standards Alignment											
Domain	Elements	Goals	Age	Indicators/expectations	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	Alignment 8	Alignment 9			
Literacy Development	2. Reading 2a. Engagement with Literature and Informational Text	1. Children develop "book language" and demonstrate comprehension	Younger Preschoolers (By 48 months)	2. With modeling, assistance, and props, retell or re-enact a familiar story.	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.	C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.							
				3. Use storybook language, forms and conventions (e.g., once upon a time, the end) when telling stories.	LL-NC.3.D Retells three or more events from a familiar narrative in sequence using visuals or gestures.	C-ARTS.5.D Expresses opinions about the artistic creations and techniques of others.	LL-BK.1.B Selects and requests that a favorite or familiar book be read by an adult.	LL-NC.5.A Listens and responds to a wide variety of informational texts read aloud.	LL-NC.5.D Describes the relationship between an informational text and another text about a similar topic.							
				4. Have and share an opinion about what they liked and didn't like about a story or book.	LL-BK.1.C Listens to a wide variety of age appropriate literature read aloud.	LL-NC.5.A.A Listens to a wide variety of informational texts read aloud.	LL-NC.5.A.B Listens and responds to a wide variety of informational texts read aloud.	LL-NC.5.C Makes connections between own experiences, background knowledge, and information presented in an informational text.								
				5. Demonstrate appreciation for a variety of literary genres (e.g., fantasy, informational texts, non-fiction, fiction).	LL-BK.1.C Listens to a wide variety of age appropriate literature read aloud.	LL-NC.5.A.A Listens to a wide variety of informational texts read aloud.	LL-NC.5.A.B Listens and responds to a wide variety of informational texts read aloud.	LL-NC.5.C Makes connections between own experiences, background knowledge, and information presented in an informational text.								
Literacy Development	2. Reading 2b. Engagement with Literature	1. Children demonstrate knowledge of the key ideas and details of stories read to them and which they read, the craft and structure of literature, the ability to integrate knowledge and ideas, and to read a range of text with text complexity appropriate to their grade level.	Not applicable for younger and older preschoolers.	6. Listen to and discuss informational text and literature.	LL-BK.3.A Demonstrates understanding that print has meaning.	LL-BK.3.B Distinguishes between print and images in books and in the environment.	LL-NC.1.B Identifies the setting in a story.	LL-NC.1.C Identifies and answers questions about events in a story.								
				7. Point to print illustrating that print carries a message.	LL-BK.3.A Demonstrates understanding that print has meaning.	LL-BK.3.B Distinguishes between print and images in books and in the environment.	LL-NC.1.B Identifies the setting in a story.	LL-NC.1.C Identifies and answers questions about events in a story.								
				1. Identify characters and setting in a story read aloud.	LL-NC.1.A.A Identifies characters in a simple story.	LL-NC.1.A.B Identifies and describes the main character in a story.	LL-NC.1.B Identifies the setting in a story.	LL-NC.1.C Identifies and answers questions about events in a story.								
				2. Use story title, pictures, content and prior knowledge to predict story content.	LL-NC.2.A Uses the book cover, illustrations, or photos to make simple predictions about the topic or text.	LL-NC.2.C Uses events from the book to make a prediction about what might happen next.										
Literacy Development	2. Reading 2c. Engagement with Literature	1. Children demonstrate knowledge of the key ideas and details of stories read to them and which they read, the craft and structure of literature, the ability to integrate knowledge and ideas, and to read a range of text with text complexity appropriate to their grade level.	Not applicable for younger and older preschoolers.	3. Make connections between stories and real-life experiences.	LL-NC.5.C Makes connections between own experiences, background knowledge, and information presented in an informational text.	LL-NC.3.B Retells three or more events from a familiar story in any order using visuals or gestures.	LL-NC.3.C Retells three or more events from a familiar narrative in sequence using visuals or gestures.	C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.	LL-NC.2.D Makes inferences to answer simple "why" questions by using background knowledge and events in a text.	LL-NC.5.D Describes the relationship between an informational text and another text about a similar topic.						
				4. Retell or re-enact a familiar story in the correct sequence of a familiar story's major events with prompting and support.	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.	C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.	LL-NC.2.D Makes inferences to answer simple "why" questions by using background knowledge and events in a text.	LL-NC.5.D Describes the relationship between an informational text and another text about a similar topic.						
				5. Ask and answer questions about the characters and major events of a story with prompting and support.	LL-NC.1.C Identifies and answers questions about events in a story.	LL-NC.1.D Identifies the cause and effect relationship between events in a narrative story.	LL-NC.2.B Answers factual questions using a variety of text types (predictable, informational, poetry, etc.).	LL-NC.2.C Uses events from the book to make a prediction about what might happen next.	LL-NC.2.D Makes inferences to answer simple "why" questions by using background knowledge and events in a text.	LL-NC.5.D Describes the relationship between an informational text and another text about a similar topic.						
Literacy Development	2. Reading 2c. Reading Informational Text	1. Children demonstrate knowledge of the key ideas and details of stories read to them and which they read, the craft and structure of literature, the ability to integrate knowledge and ideas, and to read a range of text with text complexity appropriate to their grade level.	Not applicable for younger and older preschoolers.													
Literacy Development	3. Writing	1. Children demonstrate the understanding that writing is a means for communication. With increasing fine motor skills and experiences with literacy, children begin to use writing conventions.	Younger Preschoolers (By 48 months)	1. Use scribbles, mock letters, shapes and pictures to purposefully represent experiences, ideas, objects, lists, labels or stories.	LL-WR.4.A Scribbles and makes marks on page. These may be continuous lines or separate shapes. The shapes may include dots, circles, or lines.	LL-WR.4.B Writes letter-like forms and makes marks on page that look like conventional shapes or mock letters.	LL-WR.4.C Writes letter-like symbols in strings. May leave spaces between symbols to indicate words.	LL-WR.2.A Draws and/or writes to represent, express, or communicate interest.	LL-WR.2.B Draws and/or writes to represent and describe an object, event, or observation.	LL-WR.2.C Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme.	LL-WR.2.D Draws and/or writes to describe a picture, object, person, or event using phonetic spelling.	LL-WR.2.E Draws and/or writes to represent simple events or stories that entertain, and revises when necessary.	PD.3.D Begins to use a tripod grasp when writing and copies complex designs.			
				2. Experiment with a variety of writing tools and surfaces.	C-ARTS.3.A Expresses self using a variety of art materials and tools.	ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work.										
				3. Write some letters with assistance and modeling.	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.3.B Writes at least one recognizable letter from their name. The letter may be backward, reversed, or poorly formed and recognized only in context.	LL-WR.3.C Writes uppercase or lowercase letters that correspond to at least half of the letters in their name. Letters may be backward, reversed, or poorly formed and recognized only in context.	LL-WR.3.D Writes all letters using uppercase or lowercase letters in his or her name in correct order. Letters may be backward, reversed, or poorly formed and recognized only in context.	LL-WR.6.C Writes the correct initial sound of a word.	LL-WR.6.D Writes the final sound or another sound heard in a word.						
				4. Dictate a story or event for adult to write.	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.	LL-WR.2.C Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme.	LL-WR.2.D Draws and/or writes to represent simple events or stories that entertain, and revises when necessary.	LL-WR.7.B Writes a phrase to describe a picture, object, person, or event using phonetic spelling.	C-ARTS.3.A Expresses self using a variety of art materials and tools.						
			Older Preschoolers (By 60 months)	1. Use writing and drawing for various purposes, such as giving information, narrating stories, or giving an opinion.	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.3.B Writes at least one recognizable letter from their name. The letter may be backward, reversed, or poorly formed and recognized only in context.	LL-WR.3.C Writes uppercase or lowercase letters that correspond to at least half of the letters in their name. Letters may be backward, reversed, or poorly formed and recognized only in context.	LL-WR.3.D Writes all letters using uppercase or lowercase letters in his or her name in correct order. Letters may be backward, reversed, or poorly formed and recognized only in context.	LL-WR.6.C Writes the correct initial sound of a word.	LL-WR.6.D Writes the final sound or another sound heard in a word.	LL-WR.7.C Writes a short, dictated sentence using phonetic spelling, leaving spaces between words when writing.	LL-WR.7.D Writes a short sentence using phonetic spelling, leaving spaces between words when writing.	PD.3.D Begins to use a tripod grasp when writing and copies complex designs.			
				2. Copy, trace, or independently write letters or words.	LL-WR.3.B Writes at least one recognizable letter from their name. The letter may be backward, reversed, or poorly formed and recognized only in context.	LL-WR.3.C Writes uppercase or lowercase letters that correspond to at least half of the letters in their name. Letters may be backward, reversed, or poorly formed and recognized only in context.	LL-WR.3.D Writes all letters using uppercase or lowercase letters in his or her name in correct order. Letters may be backward, reversed, or poorly formed and recognized only in context.	LL-AK.1.A 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.	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.				
				3. Print or copy own name and identify some of the letters.	LL-WR.3.B Writes at least one recognizable letter from their name. The letter may be backward, reversed, or poorly formed and recognized only in context.	LL-WR.3.C Writes uppercase or lowercase letters that correspond to at least half of the letters in their name. Letters may be backward, reversed, or poorly formed and recognized only in context.	LL-WR.3.D Writes all letters using uppercase or lowercase letters in his or her name in correct order. Letters may be backward, reversed, or poorly formed and recognized only in context.	LL-AK.1.A 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.	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.				
				4. Use "sound spelling" (use initial sound of word and other letters to represent sounds heard in the word).	LL-WR.6.C Writes the correct initial sound of a word.	LL-WR.6.D Writes the final sound or another sound heard in a word.	LL-WR.7.A Completes a sentence prompt with a written word using phonetic spelling.	LL-WR.7.B Writes a phrase to describe a picture, object, person, or event using phonetic spelling.	LL-WR.7.C Writes a short, dictated sentence using phonetic spelling, leaving spaces between words when writing.	LL-WR.7.D Writes a short sentence using phonetic spelling, leaving spaces between words when writing.						
			Literacy Development	4. Dual Language Learners—Literacy in English	1. Young children, whose home language is not English, demonstrate an increasing ability to engage in literacy experiences in English.	Younger Preschoolers (By 48 months) and Older Preschoolers (By 60 months)		LL-PA.2.AA Repeats one-syllable words or participates in games and word play involving one-syllable words.	LL-PA.2.AB Repeats multisyllabic words or participates in games and word play involving multisyllabic words.	LL-PA.2.AC Participates in on-set-nine activities with teachers.	LL-PA.6.AA Participates in phoneme activities with teachers.					
								C-ARTS.3.A Expresses self using a variety of art materials and tools.	C-ARTS.3.B Creates drawings, paintings, and models with an increasing level of detail.	C-ARTS.3.C Explores and creates art using different techniques, such as dot art, mixed media collages, and clay.	C-ARTS.3.D Plans for and creates art using preferred art materials, tools, and techniques.					
								C-ARTS.3.C Explores and creates art using different techniques, such as dot art, mixed media collages, and clay.	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.						
								2. Build 3D shapes with clay and other materials.								

Vermont Early Learning Standards (2015)					Every Child Ready Standards & Vermont Early Learning Standards Alignment								
Communication and Expression					Every Child Ready Standards								
Domain	Elements	Goals	Age	Indicators/expectations	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	Alignment 8	Alignment 9
Creative Arts and Expression	1. Visual Arts	1. Children create art using a variety of tools and art media to express their ideas, feelings, creativity, and develop appreciation of the art created by others.	Older Preschoolers (By 60 months)	3. Explore the properties of art materials and use them purposefully to create an idea or object	C-ARTS.3.AA Freely explores a variety of art materials and tools for sensory exploration.	C-ARTS.3.AA Expresses self using a variety of art materials and tools.		ATL.4.C Monitors the completion of a task and identifies preferred elements of a work product or task.	ATL.4.D Assesses or reflects upon activity or task outcome or product.				
				4. Discuss own artistic creations	C-ARTS.5.B Discusses their own artistic creations and chooses artwork for display or performance.	ATL.4.B Verbally or nonverbally demonstrates an understanding of accomplishing a task. May verbally explain work product.							
				1. Create artistic works through an open-ended process that reflect thoughts, feelings, experiences, or knowledge	C-ARTS.3.AA Expresses self using a variety of art materials and tools.	LL-WR.2.A Draws and/or writes to represent, share, or communicate interests.	LL-WR.2.B Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme.	LL-WR.2.C Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme.	LL-WR.2.D Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme.				
				2. Independently plan and complete artistic creations such as drawings, paintings, collages	C-ARTS.3.C Explores and creates art using preferred art materials, tools, and techniques.	ATL.4.C Monitors the completion of a task and identifies preferred elements of a work product or task.							
Creative Arts and Expression	2. Music	1. Children engage in making and listening to music as a vehicle for expression and learning.	Younger Preschoolers (By 48 months)	3. Discuss own artistic creations and those of others	C-ARTS.5.B Discusses their own artistic creations and chooses artwork for display or performance.	C-ARTS.5.C Recognizes and discusses differences in artistic creations.	C-ARTS.5.D Expresses opinions about the artistic creations and techniques of others.	ATL.4.D Assesses or reflects upon activity or task outcome or product.					
				4. Show appreciation for different art forms and the creative work of others	C-ARTS.5.D Expresses opinions about the artistic creations and techniques of others.	ATL.4.D Assesses or reflects upon activity or task outcome or product.							
				1. Use simple musical instruments to produce rhythms and tones	C-ARTS.4.D Uses their voice or an instrument to express themselves and copy simple tempos.	LL-PA.3.A Listens to and sings favorite classroom songs with simple rhyme patterns like "Twinkle, Twinkle Little Star."	C-ARTS.4.A Participates in a variety of music activities with different tempos, genres, and rhythms.						
				2. Repeat a short melody	C-ARTS.4.B Sings a variety of songs within children's vocal range, independently and with others.								
Creative Arts and Expression	3. Theatre (Dramatic Play)	1. Children engage in making and listening to music as a vehicle for expression and learning.	Older Preschoolers (By 60 months)	3. Show awareness of different musical tempos, beats and rhythms by clapping or playing simple instruments	C-ARTS.4.C Recognizes differences between a variety of music activities with different tempos, genres, and rhythms.	C-ARTS.4.D Uses their voice or an instrument to express themselves and copy simple tempos.							
				4. Identify different musical instruments	LL-CC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions.								
				5. Participate willingly in music activities	C-ARTS.4.A Participates in a variety of music activities with different tempos, genres, and rhythms.	C-ARTS.4.B Sings a variety of songs within children's vocal range, independently and with others.	C-ARTS.4.D Uses their voice or an instrument to express themselves and copy simple tempos.	C-ARTS.1.AA Moves body spontaneously to music.	LL-PA.3.A Listens to and sings favorite classroom songs with simple rhyme patterns like "Twinkle, Twinkle Little Star."				
				6. Describe musical experiences they have participated in or observed	ATL.4.D Assesses or reflects upon activity or task outcome or product.	C-ARTS.4.D Uses their voice or an instrument to express themselves and copy simple tempos.							
Creative Arts and Expression	4. Dance	1. Children use movement to creatively express their ideas and feelings, and to learn.	Younger Preschoolers (By 48 months)	1. Experiment with musical instruments	C-ARTS.4.D Uses their voice or an instrument to express themselves and copy simple tempos.	ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work.							
				2. Recall and imitate different musical tones, rhythms, as they make 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.C Recognizes differences between a variety of music activities with different tempos, genres, and rhythms.						
				3. Express creativity through music	C-ARTS.4.D Uses their voice or an instrument to express themselves and copy simple tempos.	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.1.AA Moves body spontaneously to music.	LL-PA.3.A Listens to and sings favorite classroom songs with simple rhyme patterns like "Twinkle, Twinkle Little Star."				
				4. Participate in music activities such as clapping, stomping, listening or singing	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.D Uses their voice or an instrument to express themselves and copy simple tempos.						
Creative Arts and Expression	5. Drama	1. Children engage in dramatic play and theatre as a way to represent real-life experiences, communicate their ideas and feelings, learn, and use their imaginations.	Younger Preschoolers (By 48 months)	1. Use creativity and imagination to manipulate materials and assume roles in dramatic play situations	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.	ATL.1.C Engages in individual verbal or nonverbal imaginative play or role-play.	ATL.1.D Carries out familiar roles during individual or collaborative role-play.				
				2. Identify real and make believe situations through dramatic play	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.						
				3. Create own dramatic play 4. scenarios	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.	C-ARTS.2.E Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.	ATL.1.C Engages in individual verbal or nonverbal imaginative play or role-play.	IS.1.B With adult modeling and visual supports, verbally or nonverbally identifies and labels emotions such as happiness, excitement, anger, fear, and sadness in self.				
				5. Create various facial expressions and voice inflections when in character	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.						
Creative Arts and Expression	6. Puppetry	1. Children engage in dramatic play and theatre as a way to represent real-life experiences, communicate their ideas and feelings, learn, and use their imaginations.	Older Preschoolers (By 60 months)	6. Demonstrate an awareness of audience (e.g., ask others to watch performance)	C-ARTS.4.E Creates and performs original music or songs for others.	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.						
				1. Initiate role-playing experiences and playing with props and costumes	C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.	LL-NC.4.A Describes or reenacts one event in a personal narrative using a simple phrase.	LL-NC.3.B Retells three or more events from a familiar narrative using visuals or gestures.						
				2. Use dialogue, actions, and objects to tell a story or express thoughts and feelings of themselves or of a character	C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.								
				3. Use various facial expressions and voice inflections when playing a character	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.						
Creative Arts and Expression	7. Storytelling	1. Children use movement to creatively express their ideas and feelings, and to learn.	Younger Preschoolers (By 48 months)	4. Use creativity and imagination to manipulate materials and assume roles in dramatic play situations	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.	C-ARTS.2.E Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.						
				5. Experience perspective of others through sociodramatic play	IS.4.C With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations.								
				1. Show awareness of various patterns of beat, rhythm and movement through dance	C-ARTS.1.B Recalls short, simple dances and movement sequences previously introduced by others.	C-ARTS.1.A Participates in a variety of music activities with different tempos, genres, and rhythms.	M-PFA.3.A Uses objects, rhythm, or movement to copy simple AB patterns.	M-PFA.3.B Uses objects, rhythm, or movement to copy and extend simple AB patterns.	M-PFA.3.C Uses rhythm and movement to copy simple and advanced patterns (e.g., AB, ABC, ABC, ABC).	M-PFA.3.D Uses objects, rhythm, or movement to copy and extend simple and advanced patterns (e.g., AB, ABC, ABC, ABC).			
				2. Participate in open-ended, creative movement activities	C-ARTS.1.AA Moves body spontaneously to 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.1.C Creates short dances or movement sequences.	C-ARTS.1.D Leads dances or movement sequences and demonstrates them to others.	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.	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.

Vermont Early Learning Standards (2015) Communication and Expression					Every Child Ready Standards & Vermont Early Learning Standards Alignment								
Domain	Elements	Goals	Age	Indicators/expectations	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	Alignment 8	Alignment 9
			Older Preschoolers (By 60 months)	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.4.A Participates in a variety of music activities with different tempos, genres, and rhythms.	M-PFA.3.A Uses objects, rhythm, or movement to copy simple AB patterns.						
				2. Express what is felt and heard in various musical tempos and styles	C-ARTS.4.A Participates in a variety of music activities with different tempos, genres, and rhythms.	C-ARTS.4.B Sings a variety of songs within children's vocal range, independently and with others.	C-ARTS.4.C Recognizes differences between a variety of music activities with different tempos, genres, and rhythms.						
				3. Use creative movement to express concepts, ideas, or feelings	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.							
				4. Repeat choreographed movements and begin to create own movements	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.1.D Leads dances or movement sequences and demonstrates them to others.						

Vermont Early Learning Standards (2015) Learning About the World					Every Child Ready Standards & Vermont Early Learning Standards Alignment								
Domain	Elements	Goals	Age	Indicators/expectations	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7		
Mathematics	1. Number Sense, quantity, and Counting 1a. Number Sense and Quantity	1. Children count in sequence and by multiples, represent numerals, connect counting to quantities, and compare quantities.	Younger Preschoolers (By 48 months)	1. Recite numbers to 10 in correct sequence	M-NC.1.D Says number words in order from 1–10 from memory.	M-NC.1.A Says number words in order from 1–3 from memory.	M-NC.1.B Says number words in order from 1–5 from memory.	M-NC.1.C Says number words in order from 1–7 from memory.					
				2. Count up to 5 objects using one number for each object independently	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.							
				3. Quickly identify number of 1-3 objects without counting	M-NC.3.A Subitizes by instantly saying how many are in a set without counting for quantities 1–3.								
Mathematics	1. Number Sense, quantity, and Counting 1a. Number Sense and Quantity	1. Children count in sequence and by multiples, represent numerals, connect counting to quantities, and compare quantities.	Older Preschoolers (By 60 months)	4. Read numerals up to 5 and connect them to the quantities they represent	M-NC.5.B Says the names of numerals 0–5 shown in random order.	M-NC.2.B Says numbers in order, matching each number word to each object when counting from 1–5.	M-NC.6.B Matches a set of objects with the number symbol to represent the set for quantities 0–5.						
				1. Recite numbers to 20 in sequence with only occasional errors	M-NC.1.E Says number words in order from 1–20 from memory.	M-NC.1.A Says number words in order from 1–3 from memory.	M-NC.1.B Says number words in order from 1–5 from memory.	M-NC.1.C Says number words in order from 1–7 from memory.	M-NC.1.D Says number words in order from 1–10 from memory.	M-NC.3.E Creates sets of 0–10 and uses cardinality to identify the last number counted.			
				2. Say the next number that comes before or after in a sequence of 1-10	M-NC.1.D Says number words in order from 1–10 from memory.								
Mathematics	1. Number Sense, quantity, and Counting 1a. Number Sense and Quantity	1. Children count in sequence and by multiples, represent numerals, connect counting to quantities, and compare quantities.	Older Preschoolers (By 60 months)	3. Count a group of up to 10 objects and understand that the last number represents the number of objects in the group	M-NC.3.D Creates sets of 0–10 and begins to use cardinality to identify the last number counted.	M-NC.2.D Says numbers in order, matching each number word to each object when counting from 1–10.	M-NC.3.E Creates sets of 0–10 and uses cardinality to identify the last number counted.						
				4. Quickly identify number of 1-5 objects without counting	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.							
				5. Read numerals up to 10 and connect them to the quantities they represent	M-NC.5.D Says the names of numerals 0–10 shown in random order.	M-NC.2.D Says numbers in order, matching each number word to each object when counting from 1–10.	M-NC.6.C Matches a set of objects with the number symbol to represent the set for quantities 0–7.	M-NC.6.B Matches a set of objects with the number symbol to represent the set for quantities 0–5.	M-NC.6.D Matches a set of objects with the number symbol to represent the set for quantities 0–10.				
Mathematics	1. Number Sense, quantity, and Counting 1b. Counting and Cardinality	1. Children count in sequence and by multiples, represent numerals, connect counting to cardinality, and compare quantities.	Not applicable for younger and older preschoolers.										
Mathematics	2. Number Relationships and Operations 2a. Number Relationships and Operations	1. Children increasingly use numbers to describe relationships and to solve mathematical problems.	Younger Preschoolers (By 48 months)	1. Use various strategies (e.g., counting, matching) to compare groups as having more or fewer objects	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.C Matches 0–7 objects from two sets using one-to-one correspondence to identify which set has more, less, or if they are the same.	M-NC.4.D Matches 0–10 objects from two sets using one-to-one correspondence to identify which set has more, less, or if they are the same.	M-DAP.1.B Visually compares the amounts in each category without counting. Identifies the category with more, less, or the same.	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.				
				2. Demonstrate knowledge that objects or sets can be combined or separated	M-NC.7.A Demonstrates an understanding that adding one more increases the amount of a set.	M-NC.8.A Demonstrates an understanding that removing one object decreases the amount in a set.	M-NC.7.AA Demonstrates an understanding that combining two sets increases the total quantity.	M-NC.8.AA Demonstrates an understanding that separating one set of objects into two sets decreases the total quantity in the original set.					
				3. Use emerging reasoning skills to determine a solution to a mathematical problem or task outcome or product.	ATL.4.D Assesses or reflects upon activity or task outcome or product.								
			Older Preschoolers (By 60 months)	1. Use simple strategies to solve mathematical problems and communicate how they solved the problems	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.C Counts two sets separately, then combines sets and counts the sets together to get the whole. Counts up to a total quantity of 7.	M-NC.7.D Counts two sets separately, then combines sets and counts the sets together to get the whole. Counts up to a total quantity of 10.	M-NC.8.B Counts a set of 1–5 objects. Takes objects away and counts how many are left.	M-NC.8.C Counts a set of 1–7 objects. Takes objects away and counts how many are left.	M-NC.8.D Counts a set of 1–10 objects. Takes objects away and counts how many are left.	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.		
				2. Combine and separate small groups of objects to make new groupings, and identify the resulting number in the group	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.C Counts two sets separately, then combines sets and counts the sets together to get the whole. Counts up to a total quantity of 7.	M-NC.7.D Counts two sets separately, then combines sets and counts the sets together to get the whole. Counts up to a total quantity of 10.	M-NC.8.B Counts a set of 1–5 objects. Takes objects away and counts how many are left.	M-NC.8.C Counts a set of 1–7 objects. Takes objects away and counts how many are left.	M-NC.8.D Counts a set of 1–10 objects. Takes objects away and counts how many are left.			
				3. Match two equal sets using one-to-one correspondence and understand they are the same	M-NC.4.B Matches 0–5 objects from two sets using one-to-one correspondence to understand the concept of the same.	M-NC.4.C Matches 0–7 objects from two sets using one-to-one correspondence to identify which set has more, less, or if they are the same.	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.						
	Mathematics	2. Number Relationships and Operations 2b. Operations and Algebraic Thinking 2c. Numbers and Operations in Base Ten 2d. Fractions	1. Children develop and use concepts, properties, and representations of number that extend to other number systems, to measures, and to algebra. 1. Children develop an understanding of the base-ten system and use place-value notation. 1. Children understand fractions as numbers, and use that knowledge to compare fractions and explain the equivalence of fractions.	Not applicable for younger and older preschoolers.									
Mathematics				1. Sort objects by one attribute such as color, length, weight or size	M-PFA.1.A Sorts and groups objects based on one attribute such as visual features like color, size, or shape.	M-PFA.1.B Sorts and groups pictures of objects based on one attribute such as visual features like color, size, or shape.	M-PFA.1.C Sorts and groups objects based on more complex attributes such as function or category.						
				2. Match objects of similar size	M-M.1.C Uses nonstandard units to measure objects by filling, covering, or matching, like when answering "How many scoops of sand fill a container?"	M-PFA.2.A Orders up to two objects by one attribute, such as size, shades of color, texture, or sound, using comparative language.	M-PFA.2.B Orders up to three objects by one attribute, such as size, shades of color, texture, or sound, using comparative language.						
				3. Use language to label objects according to an attribute (e.g., big/little, tall/short)	LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions.	LL-LC.5.C Continues to develop more complex sentences by using adjectives (i.e., "Armel throws the blue ball").	M-PFA.1.B Sorts and groups pictures of objects based on one attribute such as visual features like color, size, or shape.	M-PFA.2.C Orders up to five objects by one attribute, such as size, shades of color, texture, or sound, using comparative language.					

Vermont Early Learning Standards (2015) Learning About the World					Every Child Ready Standards & Vermont Early Learning Standards Alignment						
Domain	Elements	Goals	Age	Indicators/expectations	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7
Mathematics	3. Measurement, Classification and Data 3a. Measurement, Comparison, Classification, and Time	1. Children develop awareness of the differences of the objects and learn to sort, compare and classify objects by their attributes and properties. They also develop a rudimentary sense of time based mostly on common routines.	Younger Preschoolers (By 48 months)	4. Classify familiar objects into categories (e.g., fruits or vegetables) with modeling and assistance	M-PFA.1.C Sorts and groups objects based on more complex attributes such as function or category.	M-PFA.1.D Sorts and groups objects or pictures that belong together by one attribute, then regroups according to a different attribute.	PD.5.D Demonstrates understanding and categorizes different food types such as vegetables, fruit, grains, protein, and dairy.				
				5. Use Standard and non-Standard ways and tools to measure and compare (e.g., 3 hands long) with modeling and assistance	M-M.1.C Uses nonstandard units to measure objects by filling, covering, or matching, like when answering "How many scoops of sand fill a container?"	M-M.1.D Uses nonstandard units to measure and then comparative language to describe the measurements of two objects, like when answering "Which container holds more beans?"	M-M.1.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.			
				6. Predict upcoming events based on prior knowledge (e.g., pick up toys and then sit on rug for story time)	M-M.2.A Sequences up to two to four steps in a familiar daily routine.	M-M.2.B Demonstrates the understanding of daily routines (order and general length of components).	M-M.2.C Demonstrates understanding of passage of time within one day, such as understanding morning, afternoon, earlier, later.	M-M.2.D Demonstrates the understanding of weekly routines (e.g., specials, home days, school days).	SC-SP.2.B Participates in teacher-led explorations and experiments and uses prior knowledge to make predictions.		
				7. Show an understanding of variations of full (e.g. a little full, very full, just a little, etc.)	M-M.1.D Uses nonstandard units to measure and then comparative language to describe the measurements of two objects, like when answering "Which container holds more beans?"						
			Older Preschoolers (By 60 months)	1. Compare and group objects using attributes of length, weight, and size, and explain reasoning (e.g., "I put all the big black buttons in this pile and the small black ones there.")	M-PFA.1.B Sorts and groups pictures of objects based on one attribute such as visual features like color, size, or shape.	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.				
				2. Sort objects using two or more attributes (e.g. sets of large blue bears, small blue bears, large red bears, small red bears) and compare number of objects in each set	M-PFA.1.D Sorts and groups objects by one attribute, then regroups according to a different attribute.	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. Classify familiar objects into categories (e.g., fruits or vegetables)	M-PFA.1.C Sorts and groups objects based on more complex attributes such as function or category.	M-PFA.1.D Sorts and groups objects or pictures that belong together by one attribute, then regroups according to a different attribute.	PD.5.D Demonstrates understanding and categorizes different food types such as vegetables, fruit, grains, protein, and dairy.				
				4. Order objects by size or length (i.e., seriation)	M-PFA.2.A Orders up to two objects by one attribute, such as size, shades of color, texture, or sound, using comparative language.	M-PFA.2.B Orders up to three objects by one attribute, such as size, shades of color, texture, or sound, using comparative language.	M-PFA.2.C Orders up to five objects by one attribute, such as size, shades of color, texture, or sound, using comparative language.				
				5. Use Standard and non-Standard ways and tools to measure and compare (e.g., 3 hands long)	M-M.1.C Uses nonstandard units to measure objects by filling, covering, or matching, like when answering "How many scoops of sand fill a container?"	M-M.1.D Uses nonstandard units to measure and then comparative language to describe the measurements of two objects, like when answering "Which container holds more beans?"	M-M.1.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.			
				6. Use terms such as <i>before</i> , <i>after</i> , <i>now</i> , <i>later</i> , <i>tomorrow</i> , and <i>yesterday</i> accurately	M-M.2.C Demonstrates understanding of passage of time within one day, such as understanding morning, afternoon, earlier, later.	LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults.					
		3. Measurement, Classification and Data 3b. Measurement and Data	1. Children compare and classify objects according to their attributes, use Standard and non-Standard units of measure, tell time and work with units of money. They develop the ability to represent and interpret data, and use operations to solve problems related to measurement including geometric measurement.	Not applicable for younger and older preschoolers.							
Mathematics	4. Geometry and Spatial Reasoning 4a. Geometry and Spatial Sense	1. Children increasingly recognize two- and three-dimensional objects and use spatial reasoning.	Younger Preschoolers (By 48 months)	1. Name common two-dimensional shapes (e.g. square, rectangle, circle, triangle) regardless of orientation	M-GS.1.A Verbally or nonverbally identifies at least three common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle).	M-GS.1.B Verbally or nonverbally identifies at least five 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.				
				2. Use position words such as <i>behind</i> , <i>in</i> , <i>on</i> accurately	M-GS.3.A Demonstrates understanding of location terms (e.g., "in," "on," "under," "over") by using gestures or objects.	M-GS.3.B Demonstrates understanding of proximity terms (e.g., "beside," "between," "above," "below") by using gestures or objects.	M-GS.3.C Demonstrates understanding of frame of reference terms (e.g., "in back of," "in front of," "behind") by using gestures or objects.	M-GS.3.D Demonstrates understanding of direction terms (e.g., "forward," "backward," "around," "through," "to," "from," "towards")			
				3. Use two- and three-dimensional shapes to create pictures and structures	M-GS.2.C Using a model, constructs two-dimensional shapes and then puts them together to create objects in the environment. Puts together a square and triangle to create a house.	M-GS.2.D Independently constructs two-dimensional shapes and then puts them together to create objects in the environment. Puts together a square and triangle to create a house.	M-GS.2.E Constructs common three-dimensional shapes (sphere, cone, cylinder, cube) with materials.				
				4. Complete a 5-7 piece connecting puzzle by looking at the picture and/or shapes	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.	M-GS.1.D Verbally or nonverbally identifies two-dimensional shapes in the environment or in books.					
			Older Preschoolers (By 60 months)	1. Name common two- and three-dimensional shapes, and their parts and attributes (e.g., "A triangle has 3 points.")	M-GS.1.C Identifies and describes the properties of common two-dimensional shapes using words like "sides," "corners," "curve."						
				2. Combine (i.e., compose) and separate (i.e., decompose) shapes to make other shapes.	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.	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.			
				3. Use terms such as <i>on top of</i> , <i>beside</i> , <i>in front of</i> , etc. to communicate ideas about the relative position of objects	M-GS.3.A Demonstrates understanding of location terms (e.g., "in," "on," "under," "over") by using gestures or objects.	M-GS.3.B Demonstrates understanding of proximity terms (e.g., "beside," "between," "above," "below") by using gestures or objects.	M-GS.3.C Demonstrates understanding of frame of reference terms (e.g., "in back of," "in front of," "behind") by using gestures or objects.	LL-LC.5.D Uses complex sentences with correct word order and syntax. Begins to use prepositions (i.e., "Armel throws the round blue ball on the roof.")			

Vermont Early Learning Standards (2015) Learning About the World					Every Child Ready Standards & Vermont Early Learning Standards Alignment							
Domain	Elements	Goals	Age	Indicators/expectations	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	
				4. Follow simple directions related to relative position (beside, between, next to, etc.)	LL-LC.1.D Shows understanding of more complex sentences or questions through actions, such as following three-step directions.	M-GS.3.A Demonstrates understanding of location terms (e.g., "in," "on," "under," "over") by using gestures or objects.	M-GS.3.B Demonstrates understanding of proximity terms (e.g., "beside," "between," "above," "below") by using gestures or objects.	M-GS.3.C Demonstrates understanding of frame of reference terms (e.g., "in back of," "in front of," "behind") by using gestures or objects.				
				5. Complete a 9-12 piece jigsaw puzzle by looking at the picture and/or shapes	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.	M-GS.1.D Verbally or nonverbally identifies two-dimensional shapes in the environment or in books.						
	4. Geometry and Spatial Reasoning 4b. Geometry	1. Children recognize, describe and characterize shapes by their components and properties, compose and decompose geometric shapes, and discuss spatial structures and relations.	Not applicable for younger and older preschoolers.									
Science	1. Physical Sciences	1. Children construct concepts of the properties of matter, sound, motion and energy through exploration and investigations.	Younger Preschoolers (By 48 months)	1. Investigate and describe different types or speeds of motion	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-P.4.C With teacher guidance, recognizes that different factors, such as heights or textures, can change the speed of an object, such as racing cars on ramps.	SC-P.4.D Describes and discusses the motion of objects and that motion can change based on different factors.			
				2. Use objects to effect motion (e.g., build ramp with blocks so cars go faster)	ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work.	SC-P.4.C With teacher guidance, recognizes that different factors, such as heights or textures, can change the speed of an object, such as racing cars on ramps.	SC-P.4.D Describes and discusses the motion of objects and that motion can change based on different factors.					
				3. Investigate and identify solids and liquids	SC-P.3.A Recognizes and explores water in its liquid and solid forms.	SC-P.3.B Recognizes and explores water in its liquid, solid, and gas forms.						
			Older Preschoolers (By 60 months)	1. Use evidence to discuss what makes something move the way it does and how some movements can be controlled	SC-P.4.A With teacher guidance, recognizes that different factors, such as force, impact how fast and far an object moves when it's pushed or pulled.	SC-P.4.B With teacher guidance, recognizes that when objects collide, the impact can change the speed, direction, or stop an object.	SC-P.4.C With teacher guidance, recognizes that different factors, such as heights or textures, can change the speed of an object, such as racing cars on ramps.	SC-P.4.D Describes and discusses the motion of objects and that motion can change based on different factors.				
				2. Describe objects by their physical properties and states of matter	SC-P.1.D Describes and discusses various ways that the physical properties or characteristics of objects can change, such as the playdough was soft, but became hard when exposed to air for a long time period.	SC-P.1.B Use senses to observe and describe some physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.	LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").					
				3. Investigate the differences between liquids and solids and explore how liquids can become solids, and solids become liquids	SC-P.3.C Explains water in its three forms, such as how ice is frozen water.	SC-P.3.D Discusses the uses and purpose of water in its different forms, such as ice helps make a drink cold.	SC-P.1.C Participates in activities related to changing physical properties of objects, such as crumpling a piece of paper to change the texture from smooth to bumpy.					
				4. Use objects to make different sounds (e.g., put beans in a can to make 1 type of sound and in a plastic tub to make another type of sound)	C-ARTS.4.D Uses their voice or an instrument to express themselves and copy simple tempos.	ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work.						
				5. Demonstrate the relationship between shadows, the objects that make them, and the light source	SC-P.2.C Discusses how to manipulate light to create shadows and reflections.	SC-P.2.A Demonstrates understanding that light can be used to see or illuminate things when it is dark.	SC-P.2.B Recognizes sources of light including natural and human-made, such as the sun, lamps, or flashlights.	SC-P.2.D Discusses how light can be brighter or dimmer depending on variables such as the source of light, distance, and so on.				
				Younger Preschoolers (By 48 months)	1. Identify living from non-living things	SC-LES.1.B Demonstrates understanding of the difference between living and nonliving things.	SC-LES.1.C Compares and contrasts the natural world and the human-made world, such as the wind provides a breeze outside and so does a fan.	SC-LES.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.			
					2. Identify and describe the functions of some body parts (e.g., use my legs to run)	LL-LC.2.AA Verbally labels familiar objects, body parts, people, or emotions using one-word responses.	SC-LES.4.B Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features.					
3. Categorize common living things as either plants or animals	M-PFA.1.C Sorts and groups objects based on more complex attributes such as function or category.	SC-LES.4.A Identifies various animals.	SC-LES.5.A Identifies various plants such as trees, flowers, bushes, and so on.									
Older Preschoolers (By 60 months)	1. Describe how plants and animals, including people, grow and change over time.	SOC.5.D Describes how people and things change over time and will continue to change into the future.										
	2. Explain how animals including people use their senses to gather information (e.g., noses are for smelling)	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.										
	3. Describe how baby animals are similar yet different from their parents	SC-LES.4.B Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features.	SC-LES.4.D Observes and describes habitats and life cycles.									
	4. Discuss how animals meet their needs for shelter (e.g., birds build nests)	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.										
Younger Preschoolers (By 48 months)	1. Observe and discuss changes in weather from day to day	SC-LES.2.A Identifies different types of weather, such as sunny, rainy, cloudy, or snowy.	SC-LES.2.B Identifies seasons and observes and describes patterns and changes in the weather.	SC-LES.2.C Compares and contrasts the different seasons.								
	2. Compare and describe texture of different earth materials.	SC-LES.1.AA Notices and looks at the natural world around them.	SC-LES.1.A Identifies different elements of nature, such as rocks, water, air, and leaves.	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.							
	1. Record daily weather (e.g., sunny, rainy, snowy)	SC-LES.2.A Identifies different types of weather, such as sunny, rainy, cloudy, or snowy.	SC-SP.3.A With teacher guidance, participates in recording scientific observations and data.	SC-SP.3.B Begins to identify relevant information and collects and records information in own journal or paper.								

Vermont Early Learning Standards (2015) Learning About the World					Every Child Ready Standards & Vermont Early Learning Standards Alignment						
Domain	Elements	Goals	Age	Indicators/expectations	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7
Science	3. Earth and Space Sciences	Earth's systems, the impacts of human activity on these systems, and Earth's place in the universe through observations, exploration, and investigations.	Older Preschoolers (By 60 months)	2. Describe patterns of weather over time (e.g., in the winter it is cold and snowy)	SC-LES 2.B Identifies seasons and observes and describes patterns and changes in the weather.	SC-LES 2.C Compares and contrasts the different seasons.	SC-LES 2.D Discusses the effects of changes in weather, such as growing different crops or wearing different clothing.				
				3. Recycle materials appropriately (e.g., compost food scraps)	SC-LES 1.D Describes how humans affect their environment in positive and negative ways, such as recycling, planting trees, litter, and pollution.						
				4. Investigate and ask questions about the properties of earth materials including water, soil rocks, and sand.	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.	SC-P.1.D Describes and discusses various ways that the physical properties or characteristics of objects can change, such as the playdough was soft, but became hard when exposed to air for a long time period.	SC-SP.2.A Participates in simple explorations and experiments based on a teacher-led inquiry and prior knowledge.	SC-SP.2.B Participates in teacher-led explorations and experiments and uses prior knowledge to make predictions.		
Science	4. Engineering Design	1. Children design, experiment, construct, alter, and problem solve to modify the natural world and meet their needs and wants.	Younger Preschoolers (By 48 months)	1. Investigate properties of movement through ramps, pulleys, tracks, etc.	SC-P.4.C With teacher guidance, recognizes that different factors, such as heights or textures, can change the speed of an object, such as racing cars on ramps.	SC-P.4.D Describes and discusses the motion of objects and that motion can change based on different factors.	SC-SP.2.A Participates in simple explorations and experiments based on a teacher-led inquiry and prior knowledge.	SC-SP.2.B Participates in teacher-led explorations and experiments and uses prior knowledge to make predictions.			
				2. Understand cause & effect (e.g., if I do this then that will happen)	SC-SP.1.B Observes and describes cause and effect.						
				3. Build and rebuild elaborate structures out of a variety of materials experimenting with substance, height, breadth, and balance	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.	ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work.					
				4. Use simple tools to experiment and observe functions	SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment.	SC-SP.2.A Participates in simple explorations and experiments based on a teacher-led inquiry and prior knowledge.	SC-SP.2.B Participates in teacher-led explorations and experiments and uses prior knowledge to make predictions.				
				5. Investigate objects that require positioning and movement	ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work.	SC-P.4.D Describes and discusses the motion of objects and that motion can change based on different factors.					
			Older Preschoolers (By 60 months)	1. Draw pictures that represent physical structures	C-ARTS.3.B Creates drawings, paintings, and models with an increasing level of detail.	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.				
				2. Follow a simple visual plan to construct a structure	ATL.8.B Uses adult-created organization tools to complete steps of a simple task or project.	ATL.8.C With adult support, creates a goal for an activity and follows a simple plan.	ATL.8.D Creates and follows through with simple plans independently.	PD.2.D Demonstrates controlled fine motor movements in a variety of ways such as cutting along lines with accuracy.			
				3. Ask why and how questions to figure out how objects work	ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work.	LL-LC.5.B Continues to develop more complex sentences using syntax with a noun and verb and object (i.e., "Amel throws the ball").	SC-SP.1.C With teacher guidance, begins to formulate own questions based on observations.	SC-SP.1.D Formulates own science-oriented questions based on observations.	SC-SP.2.C With teacher guidance, begins to hypothesize before teacher-led experiments.	SC-SP.2.D Makes hypotheses, and tests their hypotheses through experimentation.	
				4. Use simple tools to construct solutions to problems	SC-SP.2.A Participates in simple explorations and experiments based on a teacher-led inquiry and prior knowledge.	SC-SP.2.D Makes hypotheses, and tests their hypotheses through experimentation.					
				5. o Use classroom objects in novel ways to enhance child-directed play	ATL.1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play).						
Social Studies	1. Inquiry	1. Children make sense of the world around them by actively gathering and interpreting information.	Younger Preschoolers (By 48 months)	1. Ask "why" and other questions to gain information, and attend to responses given	ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own.	SC-SP.1.A With teacher guidance, participates in activities to formulate simple science-oriented questions based on observations.	SC-SP.1.D Formulates own science-oriented questions based on observations.	ATL.3.C Asks questions and seeks clarity after attempting a challenging task.			
			Older Preschoolers (By 60 months)	1. Ask questions and participate in simple investigations to form hypotheses, gather observations, draw conclusions, and form generalizations	SC-SP.1.A With teacher guidance, participates in activities to formulate simple science-oriented questions based on observations.	SC-SP.1.C With teacher guidance, begins to formulate own questions based on observations.	SC-SP.1.D Formulates own science-oriented questions based on observations.	SC-SP.2.B Participates in teacher-led explorations and experiments and uses prior knowledge to make predictions.	SC-SP.2.C With teacher guidance, begins to hypothesize before teacher-led experiments.	SC-SP.2.D Makes hypotheses, and tests their hypotheses through experimentation.	
				2. Collect, describe and record information through discussions, simple drawings, maps and charts	SC-SP.3.A With teacher guidance, participates in recording scientific observations and data.	SC-SP.3.B Begins to identify relevant information and collects and records information in own journal or paper.	M-DAP.2.A Collects and organizes data by sorting and classifying groups of objects into clusters (e.g., sorts buttons by color).	M-DAP.2.D Graphs using symbols such as paper squares, tally marks, or Xs to organize and display information. Compares two to three groups.	SOC.4.D Creates representations or maps of familiar places, such as classroom, community, or region.		
				3. Describe and discuss predictions, explanations and generalizations based on past experience	SC-SP.2.D Makes hypotheses, and tests their hypotheses through experimentation.	SC-SP.3.D Discusses conclusions and reflects on the scientific-oriented question and hypothesis based on prior knowledge and recorded information.	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.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.			
			Younger Preschoolers (By 48 months)	1. Talk about close family members and their relationships to each other	SOC.1.AA Identifies and recognizes self and family members.	SOC.1.A Understands family relationships in relation to self.	IS.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.				
				2. Contribute to their class community (e.g., help clean up area didn't play in)	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.						
				3. Identify self as part of a specific group (e.g., family, class)	SOC.1.A Understands family relationships in relation to self.	IS.3.A With adult support, verbally or nonverbally identifies something about themselves.	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.				
				4. Demonstrate knowledge of a group's rules and outcomes of choices they make	SOC.1.D Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations.	SOC.3.D Shows an understanding of buying and selling, including that money is needed to buy goods and services, such as using money in a restaurant in Dramatic Play.					
				5. Take part in the responsibilities of being in a family or group (e.g., participate in clean-up)	SOC.2.B Recognizes their role within the classroom, neighborhood, and community, such as by voting in the classroom or being a member of the soccer team.	SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community.	SOC.1.C Discusses the importance of their own family and the roles and responsibilities of various individuals in the family.				
				1. Children identify themselves initially as belonging to a family, a							

Vermont Early Learning Standards (2015) Learning About the World					Every Child Ready Standards & Vermont Early Learning Standards Alignment								
Domain		Elements	Goals	Age	Indicators/expectations	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	
Social Studies		2. Family and Community, Civics, Government & Society	group and a community, eventually they develop awareness of themselves as members of increasingly wider circles of society and learn the skills needed to be a contributing member of society.	Older Preschoolers (By 60 months)	1. Identify various groups they belong to (e.g., family, class, neighborhood)	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.A Understands family relationships in relation to self.	SOC.2.B Recognizes their role within the classroom, neighborhood, and community, such as by voting in the classroom or being a member of the soccer team.				
					2. Define group membership according to different contexts (e.g., class member, family members, T-ball team)	SOC.1.AA Identifies and recognizes self and family members.	SOC.2.A Verbally or nonverbally identifies a variety of community members within their community, such as in their neighborhood and school.	IS.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.					
					3. Describe their own family structure and family roles	SOC.1.A Understands family relationships in relation to self.	SOC.1.B Discusses the activities or celebrations that their family does together.	SOC.1.C Discusses the importance of their own family and the roles and responsibilities of various individuals in the family.	SOC.1.D Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations.				
					4. Act as citizens by demonstrating positive interactions with group members	IS.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.	IS.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	IS.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.					
					5. Explain the need for rules in a variety of settings (e.g., home, classroom, playground), and for laws in the community	ATL.9.D With adult support, applies explicitly taught and practiced higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization).	SOC.2.E Shares how their thoughts, opinions, choices, and actions can impact their community.						
					6. Describe roles and responsibilities of various occupations in their community (e.g., policeman, teachers, librarians)	SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community.							
Social Studies	3. Physical & Cultural Geography	1. Children construct concepts about the physical characteristics and locations of familiar to more distant places, and the impacts of people on the environment. They also construct concepts about their own cultural identity and learn to appreciate others' cultures.	Younger Preschoolers (By 48 months)	1. Use simple positional terms to describe location of familiar objects and people	SOC.4.AA Verbally or nonverbally identifies familiar places and the features, such as home, classroom, and school building.	SOC.4.A Verbally or nonverbally identifies common locations in their neighborhood and community and their features (library, store, park, etc.).	SOC.4.B Recognizes and describes common geographical features within their region.	M-GS.3.A Demonstrates understanding of location terms (e.g., "in," "on," "under," "over") by using gestures or objects.	M-GS.3.B Demonstrates understanding of proximity terms (e.g., "beside," "between," "above," "below") by using gestures or objects.				
				2. Work to help care for their environment (e.g., recycle paper, pick up litter on walk)	SC-LES.1.D Describes how humans affect their environment in positive and negative ways, such as recycling, planting trees, litter, and pollution.								
				3. Describe own family traditions and cultural celebrations	SOC.1.B Discusses the activities or celebrations that their family does together.	SOC.1.D Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations.							
				4. Ask simple questions about others' cultural traditions and celebrations	SOC.1.D Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations.	ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own.							
			Older Preschoolers (By 60 months)	1. Identify features of the physical environment around them (e.g., roads, buildings, bodies of water)	SOC.4.B Recognizes and describes common geographical features within their region.	SC-LES.1.A Identifies different elements of nature, such as rocks, water, air, and leaves.							
				2. Describe or draw features of the geography of their classroom, home, and community	SOC.4.D Creates representations or maps of familiar places, such as classroom, community, or region.	SOC.4.B Recognizes and describes common geographical features within their region.							
				3. Explain that people share the environment with other people, animals, and plants	SC-LES.1.C Compares and contrasts the natural world and the human-made world, such as the wind provides a breeze outside and so does a fan.	SC-LES.1.D Describes how humans affect their environment in positive and negative ways, such as recycling, planting trees, litter, and pollution.	SC-LES.4.AA Points to and observes animals in the environment.	SC-LES.5.AA Points to and observes plants in the environment.					
				4. Describe ways people can help take care of the environment (e.g., recycle)	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.C Recognizes and describes that different people have different roles and responsibilities in the community.							
				5. Point out own physical and family characteristics and those of others	IS.4.AA With adult modeling and one-on-one support, verbally or nonverbally names observable characteristics of others.	IS.4.B With adult prompts, compares their own characteristics and emotions to those of others.	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.D Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations.			
				6. Respect physical and cultural differences of others	IS.3.D Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.								
			Social Studies	4. History	1. Children develop concepts about the passage of time, how the past has been interpreted, and the ability to connect the past with the present.	Younger Preschoolers (By 48 months)	1. Relate a personal story from the past with assistance (e.g., "When I was a baby...")	LL-NC.4.A Describes or reenacts one event in a personal narrative using a simple phrase.	LL-NC.4.B Tells a two-event personal narrative using simple phrases.	SOC.5.B Begins to sequence past and present experiences using visual supports.			
							2. Use concepts of yesterday, tomorrow, a long time ago with assistance	M-M.2.C Demonstrates understanding of passage of time within one day, such as understanding morning, afternoon, earlier, later.	SOC.5.B Begins to sequence past and present experiences using visual supports.				
							3. Describe sequence of simple routines (e.g., flush toilet then wash hands) with reminders	M-M.2.A Sequences up to two to four steps in a familiar daily routine.	M-M.2.B Demonstrates the understanding of daily routines (order and general length of components).	SOC.5.B Begins to sequence past and present experiences using visual supports.			
						Older Preschoolers (By 60 months)	1. Differentiate between past, present, and future	SOC.5.A Begins to demonstrate an understanding of past and present experiences through concrete materials and visual supports.	SOC.5.B Begins to sequence past and present experiences using visual supports.	SOC.5.C Begins to use knowledge of past and present experiences to make predictions about the future.			
2. Describe events that happened in the past (e.g., family or personal history)	LL-NC.4.A Describes or reenacts one event in a personal narrative using a simple phrase.	LL-NC.4.B Tells a two-event personal narrative using simple phrases.					SOC.5.B Begins to sequence past and present experiences using visual supports.						
3. Explain how people live and what they do changes over time	SOC.5.D Describes how people and things change over time and will continue to change into the future.	SC-LES.4.D Observes and describes habitats and life cycles.											
4. Use concepts of before, after, yesterday, tomorrow with good accuracy	M-M.2.C Demonstrates understanding of passage of time within one day, such as understanding morning, afternoon, earlier, later.	LL-NC.4.D Constructs a personal narrative with three or more events in a coherent sequence.											

Every Child Ready Standards & Vermont Early Learning Standards Alignment											
Vermont Early Learning Standards (2015) Learning About the World					Every Child Ready Standards						
Domain	Elements	Goals	Age	Indicators/expectations	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7
				5. Describe sequence of routines (e.g., getting ready to go outside) practiced in the past with good accuracy	M-M.2.A Sequences up to two to four steps in a familiar daily routine.	M-M.2.B Demonstrates the understanding of daily routines (order and general length of components).	M-M.2.D Demonstrates the understanding of weekly routines (e.g., specials, home days, school days).				
Social Studies	5. Economics	1. Children describe how people interact economically and the occupations that people do to support themselves and society. They also learn about the economic interdependent relationships among people in our society.	Younger Preschoolers (By 48 months)	1. Explain reasons why people work (e.g., to buy food)	SOC.3.D Shows an understanding of buying and selling, including that money is needed to buy goods and services, such as using money in a restaurant in Dramatic Play.						
				2. Use pretend money during dramatic play to purchase goods and services	SOC.3.D Shows an understanding of buying and selling, including that money is needed to buy goods and services, such as using money in a restaurant in Dramatic Play.	SOC.3.C Shows an understanding of the concepts of trading and bartering, such as trading corn for broccoli at a market in Dramatic Play.	C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.				
				3. Describe some occupations and the work people in those occupations do (e.g., firefighter, teacher)	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.					
			Older Preschoolers (By 60 months)	1. Describe how people interact economically (e.g., use money to purchase things or services)	SOC.3.A Shows an understanding of supply and demand, such as, "We are out of paint at Art Easel. We need more."	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.3.C Shows an understanding of the concepts of trading and bartering, such as trading corn for broccoli at a market in Dramatic Play.	SOC.3.D Shows an understanding of buying and selling, including that money is needed to buy goods and services, such as using money in a restaurant in Dramatic Play.			
				2. Describe roles and responsibilities of several occupations, especially those the child is familiar with (e.g., dentist, janitor, farmer)	SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community.						
				3. Identify basic needs people have (e.g., food, clothing)	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.	SOC.3.AA Verbally or nonverbally expresses wants and needs with simple phrases or gestures.					