

Every Child Ready Standards & Virginia Early Learning and Development Standards Alignment



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AREA OF DEVELOPMENT: APPROACHES TO PLAY AND LEARNING

SUB-AREA: APL1. CURIOSITY AND INITIATIVE

Focus Area	Age	Developmental Indicator	Every Child Ready Standard(s)
APL1.1. Being curious learners	Early Preschool 34-48 months	Seeks out new information, asks "Why?" (APL1.1g)	ATL1.AA Engages in exploratory or sensory play. ATL3.AA Exhibits curiosity and interest in activities and materials. Repeats preferred activities.
APL1.1. Being curious learners	Later Preschool 44-60 months	Shows curiosity by saying things like, "I wonder what will happen next." (APL1.1h)	ATL3.C Asks questions and seeks clarity after attempting a challenging task.
APL1.1. Being curious learners	Later Preschool 44-60 months	Seeks out new information by asking, "How does that work?" (APL1.1i)	ATL3.A Explores a variety of available objects and materials to discover what they do and how they work.
APL1.1. Being curious learners	Later Preschool 44-60 months	Shows eagerness to learn about a variety of topics (APL1.1j)	ATL3.B Demonstrates an interest in learning new information or starting a new activity on their own.
APL1.2. Taking initiative	Early Preschool 34-48 months	Purposely tries different ways of doing things to see what happens (e.g., builds ramps with different blocks to make their cars go faster and farther) (APL1.2m)	ATL8.AA Self-selects toy, activity, or Center to engage in when provided with choices. ATL1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play).
APL1.2. Taking initiative	Early Preschool 34-48 months	Makes attempts at new and challenging activities (e.g., climbs a new, higher slide) (APL1.2n)	SE6.A With explicit adult instruction and modeling, completes a task alongside teacher support. SE6.B Requests or accepts (verbally or nonverbally) adult support with many tasks.
APL1.2. Taking initiative	Later Preschool 44-60 months	Chooses different ways to explore the environment based on prior experiences with tools or actions (APL1.2o)	ATL9.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). ATL9.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). ATL9.E Independently applies higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization).

AREA OF DEVELOPMENT: APPROACHES TO PLAY AND LEARNING

SUB-AREA: APL1. CURIOSITY AND INITIATIVE

Focus Area	Age	Developmental Indicator	Every Child Ready Standard(s)
APL1.2. Taking initiative	Later Preschool 44-60 months	Suggests new ideas for play activities and follows through with self-direction and independence (APL1.2p)	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 tasks and makes adjustments to strategies for updates or revisions.
APL1.2. Taking initiative	Later Preschool 44-60 months	Seeks new challenges with familiar materials and activities independently (e.g., climbs up the slide) (APL1.2q)	ATL.3.D Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed. ATL.3.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance.

AREA OF DEVELOPMENT: APPROACHES TO PLAY AND LEARNING

SUB-AREA: APL2. CREATIVITY AND IMAGINATION

Focus Area	Age	Developmental Indicator	Every Child Ready Standard(s)
APL2.1. Showing creativity and imagination	Early Preschool 34-48 months	Transitions between reality and imagination in cooperative play, dramatic play, or during guided drama experience (APL2.1l)	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.
APL2.1. Showing creativity and imagination	Early Preschool 34-48 months	Begins to sequence actions in dramatic play (e.g., gathers pots, spoons, and plastic vegetables to "make soup") (APL2.1m)	ATL.1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play). C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.
APL2.1. Showing creativity and imagination	Early Preschool 34-48 months	Connects dramatic play to story (e.g., acts as a familiar character) (APL2.1n)	LL-NC.3.AA Joins in acting out a book as it's read aloud. LL-NC.4.AA Says or reenacts one event in a personal narrative by using at least one word. C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.

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SUB-AREA: APL2. CREATIVITY AND IMAGINATION

Focus Area	Age	Developmental Indicator	Every Child Ready Standard(s)
APL2.1. Showing creativity and imagination	Later Preschool 44-60 months	Represents reality through the arts and with art materials (e.g., by creating stories, drawing, or enacting experiences in dramatic play) (APL2.1o)	ATL.1.D Carries out familiar roles during individual or collaborative role-play. C-ARTS.3.A Expresses self using a variety of art materials and tools. C-ARTS.1.C Creates short dances or movement sequences. 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.
APL2.1. Showing creativity and imagination	Later Preschool 44-60 months	Utilizes realistic and open-ended materials in cooperative play (APL2.1p)	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).
APL2.1. Showing creativity and imagination	Later Preschool 44-60 months	Shows purpose and inventiveness in play (e.g., collects different shapes of blocks to build a castle) (APL2.1q)	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 Continues an originally created scenario over the course of several play periods. Collaborates with others to carry out dramatic play and assumed roles. C-ARTS.2.E Continues an originally created scenario over the course of several play periods. Collaborates with others to carry out dramatic play and assumed roles.

AREA OF DEVELOPMENT: APPROACHES TO PLAY AND LEARNING

SUB-AREA: APL3. EXECUTIVE FUNCTIONS AND COGNITIVE SELF-REGULATION

Focus Area	Age	Developmental Indicator	Every Child Ready Standard(s)
APL3.1. Focusing and paying attention	Early Preschool 34-48 months	With adult prompts and support, focuses attention on activities like listening to stories read to a group for short periods of time in spite of interruptions or distraction (APL3.1i)	ATL.6.AA Follows along with and participates in songs, chants, and simple stories.

AREA OF DEVELOPMENT: APPROACHES TO PLAY AND LEARNING

SUB-AREA: APL3. EXECUTIVE FUNCTIONS AND COGNITIVE SELF-REGULATION

Focus Area	Age	Developmental Indicator	Every Child Ready Standard(s)
APL3.1. Focusing and paying attention	Early Preschool 34-48 months	Stays with a variety of tasks that interest them (e.g., plays in the dramatic play and block areas for 10 minutes) (APL3.1j)	ATL.6.A Sustains interest in a preferred task for a brief amount of time (5–10 minutes).
APL3.1. Focusing and paying attention	Later Preschool 44-60 months	Focuses attention on tasks and activities like painting or block building for longer periods of time with increasing independence (APL3.1k)	ATL.6.B Sustains attention in an assigned task for a brief amount of time (5–10 minutes).
APL3.1. Focusing and paying attention	Later Preschool 44-60 months	Sustains engagement with a task that interests them for long periods of time (e.g., works in the art center creating watercolor paintings for 30 minutes) (APL3.1l)	ATL.6.E Attends to activities or peer engagement for extended periods of time (30+ minutes).
APL3.1. Focusing and paying attention	Later Preschool 44-60 months	Begins to attend to adult-initiated tasks that are not based on their interests (e.g., participates in a teacher-led small or large group) (APL3.1m)	ATL.6.C Attends to entirety of a short, engaging lesson or teacher-led activity (10–15 minutes).
APL3.2. Building working memory	Early Preschool 34-48 months	Repeats a list of items needed for self-care or play (APL3.2j)	ATL.9.A Recalls one to two pieces of new and relevant information about their lived experiences (e.g., shares two things they did that day, recalls two toys that were in Dramatic Play). LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.
APL3.2. Building working memory	Early Preschool 34-48 months	Plays simple memory and matching games (APL3.2k)	ATL.9.AA Recalls simple information from familiar environments (e.g., knows where some classroom materials are kept, or remembers names of classmates). LL-LC.1.AA Points to familiar objects, people, body parts, or emotions. LL-LC.1.A Responds to simple requests, such as choosing between objects.

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SUB-AREA: APL3. EXECUTIVE FUNCTIONS AND COGNITIVE SELF-REGULATION

Focus Area	Age	Developmental Indicator	Every Child Ready Standard(s)
APL3.2. Building working memory	Early Preschool 34-48 months	Remembers and follows 2-step directions to complete simple tasks (e.g., "wash your hands then help prepare or eat a snack") (APL3.2l)	ATL.7.A Participates in one- to two-step inhibition games and activities. 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.9.AA Recalls simple information from familiar environments (e.g., knows where some classroom materials are kept, or remembers names of classmates).
APL3.2. Building working memory	Later Preschool 44-60 months	Remembers several steps in sequence to complete multi-step directions (e.g., complete a puzzle, return it to the shelf, and join the group at the rug) (APL3.2m)	LL-LC.1.D Shows understanding of more complex sentences or questions through actions, such as following three-step directions. ATL.7.B Independently follows two- to three-step verbal adult directions. ATL.7.C Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn).
APL3.2. Building working memory	Later Preschool 44-60 months	Remembers actions that go with stories or songs (APL3.2n)	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.
APL3.2. Building working memory	Later Preschool 44-60 months	Teaches another child the steps taken for a given action (e.g., shows a peer how to use soap to wash hands before snack) (APL3.2o)	SE.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges. SE.5.E Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.
APL3.3. Thinking flexibly and adapting	Early Preschool 34-48 months	Demonstrates "cognitive flexibility" by trying another approach, with adult support, when something does not work the first time (e.g., tries a different way to climb a structure when the first effort does not work or uses a tool or another person to get an item out of reach) (APL3.3k)	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.9.C Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and want to return to it, or that they fell on the slide yesterday, so exercises caution today).

AREA OF DEVELOPMENT: APPROACHES TO PLAY AND LEARNING

SUB-AREA: APL3. EXECUTIVE FUNCTIONS AND COGNITIVE SELF-REGULATION

Focus Area	Age	Developmental Indicator	Every Child Ready Standard(s)
APL3.3. Thinking flexibly and adapting	Early Preschool 34-48 months	Shows ability to shift attention from one task or activity to another when necessary (APL3.3l)	ATL5.B Shifts between tasks or activities, including ending preferred activities, with adult support. ATL5.C Adjusts to changes in the environment or schedule with adult guidance and advance warning.
APL3.3. Thinking flexibly and adapting	Later Preschool 44-60 months	Adapts to new rules in game or activity (e.g., sorting cards by color and then by shape) (APL3.3m)	ATL5.E Adapts to new rules or circumstances in an age-appropriate game or activity.
APL3.3. Thinking flexibly and adapting	Later Preschool 44-60 months	Considers ideas from adults and other children in finding a solution or strategy (APL3.3n)	ATL5.D With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error). SE7.D With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise). SE7.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).
APL3.3. Thinking flexibly and adapting	Later Preschool 44-60 months	Demonstrates flexibility and adaptability with less adult prompting (e.g., sharing toys or trying out new materials) (APL3.3o)	ATL2.D Makes cooperative decisions with peers during play or structured activities (cooperative play). SE5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.
APL3.3. Thinking flexibly and adapting	Later Preschool 44-60 months	Responds consistently to adult suggestions to try out different activities (APL3.3p)	ATL3.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance
APL3.4. Inhibiting responses	Early Preschool 34-48 months	Seeks adult help when distressed with behavior of or interaction with a peer (APL3.4b)	SE7.A Listens to or follows a solution provided by an adult. May communicate discomfort or dysregulation and require additional time to regulate while responding. SE7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.

AREA OF DEVELOPMENT: APPROACHES TO PLAY AND LEARNING

SUB-AREA: APL3. EXECUTIVE FUNCTIONS AND COGNITIVE SELF-REGULATION

Focus Area	Age	Developmental Indicator	Every Child Ready Standard(s)
APL3.4. Inhibiting responses	Early Preschool 34-48 months	With adult support, begins to use words, signs or gestures to express distress with peers (instead of biting or pushing) (APL3.4c)	SE.5.B With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns). SE.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).
APL3.4. Inhibiting responses	Early Preschool 34-48 months	Begins to inhibit impulsive behaviors with adult support (e.g., inhibits initial response to call out an answer to a question during story time with educator's reminder) (APL3.4d)	ATL.7.AA With adult support, starts or stops a task following a simple one-step direction (e.g., "do" and "don't" commands). ATL.7.A Participates in one- to two-step inhibition games and activities.
APL3.4. Inhibiting responses	Later Preschool 44-60 months	Controls impulses with more independence (e.g., walks instead of runs; asks for a turn with a toy instead of grabbing; waits to share out instead of calling out) (APL3.4e)	SE.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support. 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).
APL3.4. Inhibiting responses	Later Preschool 44-60 months	Uses strategies to help control own actions more frequently such as creating physical distance or finding an alternative toy or activity (APL3.4f)	ATL.7.D Independently completes simple assignment or task despite normal classroom environment distractions. ATL.7.E Regulates impulses to complete tasks and engages in goal-directed behavior. SE.2.D Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance.
APL3.5. Persisting and problem-solving	Early Preschool 34-48 months	Persists in preferred tasks that may be challenging, with or without adult support (APL3.5o)	ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work. ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own. ATL.3.C Asks questions and seeks clarity after attempting a challenging task.

AREA OF DEVELOPMENT: APPROACHES TO PLAY AND LEARNING

SUB-AREA: APL3. EXECUTIVE FUNCTIONS AND COGNITIVE SELF-REGULATION

Focus Area	Age	Developmental Indicator	Every Child Ready Standard(s)
APL3.5. Persisting and problem-solving	Early Preschool 34-48 months	Remembers solutions discovered before and uses them (e.g., uses a spoon to mix flour and water for playdough when fingers get sticky from using hands) (APL3.5p)	ATL9.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). ATL9.B Identifies and anticipates materials and expectations needed for everyday and routine activities.
APL3.5. Persisting and problem-solving	Early Preschool 34-48 months	Responds to adult's positive feedback for effort to continue trying or practicing a new skill (APL3.5q)	SE6.B Requests or accepts (verbally or nonverbally) adult support with many tasks. SE6.C Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers.
APL3.5. Persisting and problem-solving	Later Preschool 44-60 months	Sometimes persists in less preferred activities with or without adult support (APL3.5r)	ATL4.C Monitors the completion of a task and identifies preferred elements of a work product or task.
APL3.5. Persisting and problem-solving	Later Preschool 44-60 months	Figures out more than one solution to a problem (e.g., using packing tape with strings to hold cardboard pieces together when masking tape doesn't work) (APL3.5s)	ATL3.D Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed. ATL3.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance.

AREA OF DEVELOPMENT: APPROACHES TO PLAY AND LEARNING

SUB-AREA: APL4. BEHAVIORAL SELF-REGULATION

Focus Area	Age	Developmental Indicator	Every Child Ready Standard(s)
APL4.1. Managing actions and behaviors	Early Preschool 34-48 months	Follows classroom rules and routines with prompting and reminders from adults (e.g., uses visual aids to meet behavioral expectations) (APL4.1g)	ATL8.B Uses adult-created organization tools to complete steps of a simple task or project. M-M.2.AA Demonstrates understanding of familiar daily routines. PD4.A With teacher guidance, follows self-care and hygiene routines.

AREA OF DEVELOPMENT: APPROACHES TO PLAY AND LEARNING

SUB-AREA: APL4. BEHAVIORAL SELF-REGULATION

Focus Area	Age	Developmental Indicator	Every Child Ready Standard(s)
APL4.1. Managing actions and behaviors	Early Preschool 34-48 months	Uses classroom materials with adult support (e.g., how to handle appropriately, how to properly store) (APL4.1h)	ATL.2.A Engages in activities next to peers using shared materials (parallel play). ATL.3.AA Exhibits curiosity and interest in activities and materials. Repeats preferred activities. ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work. ATL.1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play).
APL4.1. Managing actions and behaviors	Later Preschool 44-60 months	Follows classroom rules and routines more independently (e.g., morning arrival) (APL4.1i)	M-M.2.B Demonstrates the understanding of daily routines (order and general length of components). PD.4.C Completes self-care and hygiene routines with minimal assistance.
APL4.1. Managing actions and behaviors	Later Preschool 44-60 months	Uses classroom materials appropriately (APL4.1j)	ATL.9.B Identifies and anticipates materials and expectations needed for everyday and routine activities. ATL.4.D Assesses or reflects upon activity or task outcome or product
APL4.1. Managing actions and behaviors	Later Preschool 44-60 months	Manages actions, words, and behavior with increasing independence (e.g., matches behavior to context and expectations) (APL4.1k)	SE.2.D Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance. SE.2.E Supports peers in regulating their emotions through coregulation. Seeks and accepts coregulation assistance when needed.

AREA OF DEVELOPMENT: SOCIAL AND EMOTIONAL DEVELOPMENT

SUB-AREA: SED1. POSITIVE SELF-CONCEPT

Focus Area	Age	Developmental Indicator	Every Child Ready Standard(s)
SED1.1. Developing self-awareness	Early Preschool 34-48 months	Demonstrates awareness of self as a unique individual (e.g., refers to favorite shirt or boots) (SED1.1k)	SE.3.A With adult support, verbally or nonverbally identifies something about themselves.

AREA OF DEVELOPMENT: SOCIAL AND EMOTIONAL DEVELOPMENT

SUB-AREA: SED1. POSITIVE SELF-CONCEPT

Focus Area	Age	Developmental Indicator	Every Child Ready Standard(s)
SED1.1. Developing self-awareness	Early Preschool 34-48 months	Uses own first and family (last) name. (SED1.1l)	SE.3.AA Responds to own name.
SED1.1. Developing self-awareness	Early Preschool 34-48 months	Describes their physical characteristics, behavior, and abilities positively (e.g., tells a peer, "My hair is curly and beautiful.") (SED1.1m)	SE.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.
SED1.1. Developing self-awareness	Later Preschool 44-60 months	Describes themselves (e.g., talks about self in terms of looks, gender, family, and interests) (SED1.1n)	SE.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence.
SED1.1. Developing self-awareness	Later Preschool 44-60 months	Positively identifies self as a member of a specific culture or group that fits into a larger world picture (SED1.1o)	SE.3.D Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.
SED1.1. Developing self-awareness	Later Preschool 44-60 months	Shares other identifying information (e.g., parent's name) (SED1.1p)	SOC.1.C Discusses the importance of their own family and the roles and responsibilities of various individuals in the family.
SED1.1. Developing self-awareness	Later Preschool 44-60 months	Describes a larger range of individual characteristics and interests and communicates how these are similar or different from those of other people (SED1.1q)	SOC.1.D Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations. SOC.1.E Explains why it's important to recognize and celebrate differences in families, such as their languages, music, food, or celebrations.
SED1.2. Developing self-confidence	Early Preschool 34-48 months	Begins to experiment with their own potential (e.g., sees how high they can climb on the playground equipment or sees how fast they can complete a task) (SED1.2h)	ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work. ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own.

AREA OF DEVELOPMENT: SOCIAL AND EMOTIONAL DEVELOPMENT

SUB-AREA: SED1. POSITIVE SELF-CONCEPT

Focus Area	Age	Developmental Indicator	Every Child Ready Standard(s)
SED1.2. Developing self-confidence	Early Preschool 34-48 months	Shows positive selfidentity (e.g., "I am a smart girl") (SED1.2i)	SE.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence.
SED1.2. Developing self-confidence	Early Preschool 34-48 months	Exhibits confidence in performance (e.g., "Look how high I jumped.") (SED1.2j)	SE.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence.
SED1.2. Developing self-confidence	Later Preschool 44-60 months	Displays pride in their accomplishments (SED1.2k)	SE.3.D Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others. SE.3.E Demonstrates strong self-confidence through words or actions including sharing pride and celebrating others in relation to self, family, community, or culture.
SED1.3. Becoming autonomous and independent	Early Preschool 34-48 months	Transitions into unfamiliar settings with assistance of familiar adults (SED1.3j)	ATL.5.C Adjusts to changes in the environment or schedule with adult guidance and advance warning.
SED1.3. Becoming autonomous and independent	Early Preschool 34-48 months	Asks for help from adults when needed, but may prefer to complete tasks independently (SED1.3k)	SE.6.B Requests or accepts (verbally or nonverbally) adult support with many tasks. SE.6.C Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers.
SED1.3. Becoming autonomous and independent	Later Preschool 44-60 months	Acts independently in unfamiliar settings with unfamiliar adults (SED1.3l)	ATL.7.B Independently follows two- to three-step verbal adult directions. ATL.9.C Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and want to return to it, or that they fell on the slide yesterday, so exercises caution today).
SED1.3. Becoming autonomous and independent	Later Preschool 44-60 months	Attempts to complete tasks independently (SED1.3m)	SE.6.E Seeks out opportunities to complete age-appropriate tasks independently.
SED1.3. Becoming autonomous and independent	Later Preschool 44-60 months	Asks for support from adults only when needed (SED1.3n)	SE.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.

AREA OF DEVELOPMENT: SOCIAL AND EMOTIONAL DEVELOPMENT

SUB-AREA: SED2. EMOTIONAL COMPETENCE

Focus Area	Age	Developmental Indicator	Every Child Ready Standard(s)
SED2.1. Seeing and naming emotions in self and others	Early Preschool 34-48 months	Identifies complex emotions in a book, picture, or on a person's face (e.g., frustrated, confused, excited) (SED2.1h)	SE.1.AA Verbally or nonverbally expresses basic emotions, such as happy, angry, and sad, while an adult adds emotion labels to that expression. SE.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. SE.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.
SED2.1. Seeing and naming emotions in self and others	Later Preschool 44-60 months	Begins to recognize their own emotions before reacting (e.g., pauses and takes deep breath when mad) (SED2.1i)	SE.2.A Coregulates emotion with one-on-one adult support. SE.2.B Accepts offers of adult assistance to engage in coregulation. SE.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult. SE.2.D Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance.
SED2.1. Seeing and naming emotions in self and others	Later Preschool 44-60 months	Communicates how other children or adults may be feeling and why (e.g., states that a peer is sad because their toy was taken away) (SED2.1j)	SE.4.B With adult prompts, compares their own characteristics and emotions to those of others. SE.4.C With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations. SE.4.D With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others.
SED2.2. Expressing emotions	Early Preschool 34-48 months	Expresses feelings that are appropriate to the situation (SED2.2i)	SE.1.AA Verbally or nonverbally expresses basic emotions, such as happy, angry, and sad, while an adult adds emotion labels to that expression. SE.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.
SED2.2. Expressing emotions	Early Preschool 34-48 months	Begins to recognize and express own emotions using words or visuals rather than actions (e.g., uses a communication board to point to picture of sad face) (SED2.2j)	SE.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.
SED2.2. Expressing emotions	Later Preschool 44-60 months	Recognizes appropriate reaction to situations (SED2.2k)	SE.1.C With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations.

AREA OF DEVELOPMENT: SOCIAL AND EMOTIONAL DEVELOPMENT

SUB-AREA: SED2. EMOTIONAL COMPETENCE

Focus Area	Age	Developmental Indicator	Every Child Ready Standard(s)
SED2.2. Expressing emotions	Later Preschool 44-60 months	Uses words and respectful language to express thoughts and emotions (e.g., "I'm frustrated because Jay won't let me play" or "I'm excited to play with my cousin Santiago tomorrow.") (SED2.2l)	SE.1.D Independently verbally or nonverbally names and describes their own emotions. SE.1.E Identifies that they can have different emotions about the same situation.
SED2.3. Communicating feelings, wants, and needs	Early Preschool 34-48 months	Uses appropriate communication skills when expressing needs, wants, and feelings (e.g., uses an appropriate method of communication to tell adults when they are hungry) (SED2.3e)	SE.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult.
SED2.3. Communicating feelings, wants, and needs	Later Preschool 44-60 months	Demonstrates confidence in meeting own needs (SED2.3f)	SE.2.D Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance.
SED2.3. Communicating feelings, wants, and needs	Later Preschool 44-60 months	Seeks and accepts help when needed (SED2.3g)	SE.2.D Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance. SE.2.E Supports peers in regulating their emotions through coregulation. Seeks and accepts coregulation assistance when needed. SE.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges. SE.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.
SED2.4. Regulating emotions	Early Preschool 34-48 months	Begins to respond to an adult's cues about regulating their emotions (e.g., "The slide looks scary, but I think you can do it.") (SED2.4j)	SE.2.A Coregulates emotion with one-on-one adult support. SE.2.B Accepts offers of adult assistance to engage in coregulation.
SED2.4. Regulating emotions	Early Preschool 34-48 months	Begins to demonstrate acceptable reaction to situations (e.g., does not shout when upset) (SED2.4k)	SE.2.B Accepts offers of adult assistance to engage in coregulation.

AREA OF DEVELOPMENT: SOCIAL AND EMOTIONAL DEVELOPMENT

SUB-AREA: SED2. EMOTIONAL COMPETENCE

Focus Area	Age	Developmental Indicator	Every Child Ready Standard(s)
SED2.4. Regulating emotions	Early Preschool 34-48 months	Begins to understand the impact of their emotional behavior (e.g., asks to join in peer play rather than angrily grabbing toy) (SED2.4l)	SE.5.B With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns). SE.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).
SED2.4. Regulating emotions	Later Preschool 44-60 months	Increasingly uses a variety of strategies to self-soothe or solve problems (e.g., goes to a quiet area or uses a fidget toy when upset) (SED2.4m)	SE.2.D Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance.
SED2.4. Regulating emotions	Later Preschool 44-60 months	Exhibits emotional control with or without adult support (e.g., follows group activities although upset) (SED2.4n)	SE.2.D Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance.
SED2.5. Showing care and concern for others	Early Preschool 34-48 months	Recognizes the needs of others and responds appropriately, with support from adults (e.g., asks Abraham to play after the teacher points out he is by himself) (SED2.5f)	SE.5.A Engages with peers with teacher modeling and participates in organized group activities. SE.5.B With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).
SED2.5. Showing care and concern for others	Early Preschool 34-48 months	Relates complex emotions to self and others (e.g., sees a friend is sad and offers a toy to share) (SED2.5g)	SE.4.B With adult prompts, compares their own characteristics and emotions to those of others.
SED2.5. Showing care and concern for others	Later Preschool 44-60 months	Shows care and concern for others, including comforting others in distress (SED2.5h)	SE.2.E Supports peers in regulating their emotions through coregulation. Seeks and accepts coregulation assistance when needed. SE.4.D With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others. SE.4.E With minimal teacher prompts, demonstrates empathy by providing support for others through assistance or advocacy.
SED2.5. Showing care and concern for others	Later Preschool 44-60 months	Begins to recognize the emotions of peers and responds with empathy and compassion (SED2.5i)	SE.4.D With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others. SE.4.E With minimal teacher prompts, demonstrates empathy by providing support for others through assistance or advocacy.

AREA OF DEVELOPMENT: SOCIAL AND EMOTIONAL DEVELOPMENT

SUB-AREA: SED2. EMOTIONAL COMPETENCE

Focus Area	Age	Developmental Indicator	Every Child Ready Standard(s)
SED2.5. Showing care and concern for others	Later Preschool 44-60 months	Begins to understand the reasons for others' emotions and responds appropriately (e.g., a child comforts a peer who is upset that they have to clean up their toys) (SED2.5j)	SE.4.C With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations.

AREA OF DEVELOPMENT: SOCIAL AND EMOTIONAL DEVELOPMENT

SUB-AREA: SED3. INTERACTING WITH OTHERS

Focus Area	Age	Developmental Indicator	Every Child Ready Standard(s)
SED3.1. Developing relationships with adults	Early Preschool 34-48 months	Develops positive relationships and interacts comfortably with familiar adults (SED3.1l)	SE.2.AA Coregulates emotion with one-on-one adult support and may take an extended period of time (10–15 minutes) to respond. SE.2.A Coregulates emotion with one-on-one adult support.
SED3.1. Developing relationships with adults	Early Preschool 34-48 months	Begins to interact with less familiar adults (e.g., substitute educator or neighbor) (SED3.1m)	SE.2.B Accepts offers of adult assistance to engage in coregulation.
SED3.1. Developing relationships with adults	Later Preschool 44-60 months	Shows enjoyment in interactions with trusted adults while also demonstrating skills in separating from these adults (SED3.1n)	N/A
SED3.1. Developing relationships with adults	Later Preschool 44-60 months	Comfortable with being with less familiar adults in a safe setting (e.g., engages with visitor to home or classroom) (SED3.1o)	N/A
SED3.2. Developing relationships with other children	Early Preschool 34-48 months	Builds social relationships and becomes more connected to other children (e.g., has a favorite friend at library story time) (SED3.2m)	SE.5.A Engages with peers with teacher modeling and participates in organized group activities.

AREA OF DEVELOPMENT: SOCIAL AND EMOTIONAL DEVELOPMENT

SUB-AREA: SED3. INTERACTING WITH OTHERS

Focus Area	Age	Developmental Indicator	Every Child Ready Standard(s)
SED3.2. Developing relationships with other children	Early Preschool 34-48 months	Shows preference for particular playmates, such as greeting friends by name (SED3.2n)	SE.5.B With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).
SED3.2. Developing relationships with other children	Early Preschool 34-48 months	Makes friends and is able to name friends when asked by an adult or others (SED3.2o)	SE.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns). LL-LC.2.AA Verbally labels familiar objects, body parts, people, or emotions using one-word responses.
SED3.2. Developing relationships with other children	Early Preschool 34-48 months	Expresses interest in participating in a group activity by initiating or responding (SED3.2p)	ATL.2.B Plays, works on tasks, or participates in activities with peers with adult prompting (associative play).
SED3.2. Developing relationships with other children	Early Preschool 34-48 months	Engages in shared activities or play with shared toy or material (SED3.2q)	ATL.2.A Engages in activities next to peers using shared materials (parallel play).
SED3.2. Developing relationships with other children	Later Preschool 44-60 months	Demonstrates strategies for participating in social play with peers (e.g., asks to join in game or brings new item to add to existing play) (SED3.2r)	ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play). SE.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.
SED3.2. Developing relationships with other children	Later Preschool 44-60 months	Plays with peers in a coordinated manner including assigning roles, materials, and actions (e.g., sets up and assigns roles in restaurant in dramatic play area) (SED3.2s)	ATL.1.E Coordinates roles and carries out more complex stories during 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. C-ARTS.2.E Continues an originally created scenario over the course of several play periods. Collaborates with others to carry out dramatic play and assumed roles.

AREA OF DEVELOPMENT: SOCIAL AND EMOTIONAL DEVELOPMENT

SUB-AREA: SED3. INTERACTING WITH OTHERS

Focus Area	Age	Developmental Indicator	Every Child Ready Standard(s)
SED3.2. Developing relationships with other children	Later Preschool 44-60 months	Maintains friendships over time (SED3.2t)	SE.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.
SED3.2. Developing relationships with other children	Later Preschool 44-60 months	Responds to the needs of others and tries to help others with simple tasks (SED3.2u)	SE.5.E Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.
SED3.3. Engaging in cooperative play	Early Preschool 34-48 months	Engages in associative play (e.g., playing in housekeeping with each child assuming individual roles) (SED3.3k)	ATL.2.AA Observes others in play and participates in an activity next to other children (onlooker/parallel play). ATL.2.A Engages in activities next to peers using shared materials (parallel play). ATL.2.B Plays, works on tasks, or participates in activities with peers with adult prompting (associative play). ATL.2.C Makes cooperative decisions with peers based on adult provided choices (associative play).
SED3.3. Engaging in cooperative play	Early Preschool 34-48 months	Begins to engage in cooperative play, playing with a few other children to carry out familiar roles (SED3.3l)	ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play). ATL.1.D Carries out familiar roles during individual or collaborative role-play. ATL.2.E Establishes rules with peers during play or structured activities (cooperative play).
SED3.3. Engaging in cooperative play	Early Preschool 34-48 months	Includes familiar adults in dramatic play (SED3.3m)	ATL.1.D Carries out familiar roles during individual or collaborative role-play.
SED3.3. Engaging in cooperative play	Later Preschool 44-60 months	Builds on cooperative play, communication, and working memory skills by engaging in dramatic play with several other children, each taking on a particular role in a shared theme (SED3.3n)	ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play). ATL.2.E Establishes rules with peers during play or structured activities (cooperative play). C-ARTS.2.D Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play. C-ARTS.2.E Continues an originally created scenario over the course of several play periods. Collaborates with others to carry out dramatic play and assumed roles.

AREA OF DEVELOPMENT: SOCIAL AND EMOTIONAL DEVELOPMENT

SUB-AREA: SED3. INTERACTING WITH OTHERS

Focus Area	Age	Developmental Indicator	Every Child Ready Standard(s)
SED3.4. Solving social interaction problems	Early Preschool 34-48 months	Identifies and describes common social problems and may suggest some solutions (SED3.4b)	SE.7.A Listens to or follows a solution provided by an adult. May communicate discomfort or dysregulation and require additional time to regulate while responding.
SED3.4. Solving social interaction problems	Early Preschool 34-48 months	Uses problem-solving strategies with adult assistance (e.g., waits turn after adult reminds them how many children can be in art area) (SED3.4c)	SE.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions. SE.7.C When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise).
SED3.4. Solving social interaction problems	Later Preschool 44-60 months	Engages in prosocial behavior such as cooperating, compromising, turntaking, and resolving social conflict (SED3.4d)	SE.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support. SE.5.E Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.
SED3.4. Solving social interaction problems	Later Preschool 44-60 months	Expresses feelings and needs in conflict situations (e.g., "I'm feeling upset because you have the truck I need for my racetrack.") (SED3.4e)	SE.1.D Independently verbally or nonverbally names and describes their own emotions. SE.1.E Identifies that they can have different emotions about the same situation.
SED3.4. Solving social interaction problems	Later Preschool 44-60 months	Uses problem-solving strategies independently or with adult prompting when feeling angry or frustrated (e.g., asks peer to trade toys because they want the one-of-a-kind toy) (SED3.4f)	SE.7.D With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise). SE.7.E Independently suggests and chooses an adult-provided solution to a personal challenge or challenge with others (e.g., ask for help, compromise). Supports peers by suggesting solutions.

AREA OF DEVELOPMENT: COMMUNICATION, LANGUAGE AND LITERACY DEVELOPMENT

SUB-AREA: CLLD1. COMMUNICATION

Focus Area	Age	Developmental Indicator	Every Child Ready Standard(s)
CLLD1.1. Understanding verbal and nonverbal cues	Early Preschool 34-48 months	Demonstrates understanding by answering questions (CLLD1.1x)	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.

AREA OF DEVELOPMENT: COMMUNICATION, LANGUAGE AND LITERACY DEVELOPMENT

SUB-AREA: CLLD1. COMMUNICATION

Focus Area	Age	Developmental Indicator	Every Child Ready Standard(s)
CLLD1.1. Understanding verbal and nonverbal cues	Early Preschool 34-48 months	Follows two-step unrelated directions (CLLD1.1y)	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.
CLLD1.1. Understanding verbal and nonverbal cues	Early Preschool 34-48 months	Understands and responds to spatial concepts (e.g., in/out, under, front, behind) (CLLD1.1z)	M-GS.3.AA Demonstrates understanding of movement terms (e.g., "up," "down") by using gestures or 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.
CLLD1.1. Understanding verbal and nonverbal cues	Later Preschool 44-60 months	Answers questions and adds comments relevant to the topic (CLLD1.1aa)	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.
CLLD1.1. Understanding verbal and nonverbal cues	Later Preschool 44-60 months	Begins to demonstrate understanding of implied messages based on speaker's tone and/ or gestures (e.g., finger on lip and saying "shhhh" means be quiet) (CLLD1.1ab)	SE.4.C With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations. LL-LC.4.AA Communicates with peers and teachers using nonverbal gestures like pointing, shrugging shoulders, or giving a thumbs-up. LL-LC.4.E Modifies conversations based on the context or listener.
CLLD1.1. Understanding verbal and nonverbal cues	Later Preschool 44-60 months	Understands and responds to words for descriptive concepts (e.g., hard, square) (CLLD1.1ac)	LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love"). LL-LC.3.E Uses various resources to identify new meanings for familiar words or clarify the meaning of unknown words and phrases. LL-LC.1.C Responds to more complex sentences that include descriptive words for unrelated requests they may not have heard before.
CLLD1.1. Understanding verbal and nonverbal cues	Later Preschool 44-60 months	Follows 2-3 step related directions and some new directions related to familiar and daily routines (CLLD1.1ad)	LL-LC.1.D Shows understanding of more complex sentences or questions through actions, such as following three-step directions. ATL.7.B Independently follows two- to three-step verbal adult directions.

AREA OF DEVELOPMENT: COMMUNICATION, LANGUAGE AND LITERACY DEVELOPMENT

SUB-AREA: CLLD1. COMMUNICATION

Focus Area	Age	Developmental Indicator	Every Child Ready Standard(s)
CLLD1.1. Understanding verbal and nonverbal cues	Later Preschool 44-60 months	Demonstrates understanding of communication that includes a variety of complex sentences related to familiar stories, learning activities, and events (e.g., After Clifford the dog came home, he played with Emily Elizabeth.) (CLLD1.1ae)	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.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.5.E Use clauses and conjunctions as part of a complex sentence with correct word order and syntax (i.e., "Armel threw the blue ball, and it got stuck on the roof"). LL-LC.1.E Confirms understanding of spoken language, requests, and complex sentences through verbal or nonverbal requests for clarification.
CLLD1.2. Using vocabulary and nonverbal cues to communicate	Early Preschool 34-48 months	Begins to use complex sentences and ask simple questions (e.g., "After the gingerbread man ran, he swam on the fox's back."; "What happened to the gingerbread man?") (CLLD1.2o)	LL-LC.5.C Continues to develop more complex sentences by using adjectives (i.e., "Armel throws the blue ball"). 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.
CLLD1.2. Using vocabulary and nonverbal cues to communicate	Early Preschool 34-48 months	Answers questions from unfamiliar people including some open-ended questions (CLLD1.2p)	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.
CLLD1.2. Using vocabulary and nonverbal cues to communicate	Early Preschool 34-48 months	Uses adjectives to describe people, objects, or environments (CLLD1.2q)	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").
CLLD1.2. Using vocabulary and nonverbal cues to communicate	Early Preschool 34-48 months	Begins to use prepositions (e.g., in, on) (CLLD1.2r)	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").
CLLD1.2. Using vocabulary and nonverbal cues to communicate	Later Preschool 44-60 months	Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences (e.g., uses irregular past tense verbs such as came, ran, fell, broke, went, told, did) (CLLD1.2s)	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").

AREA OF DEVELOPMENT: COMMUNICATION, LANGUAGE AND LITERACY DEVELOPMENT

SUB-AREA: CLLD1. COMMUNICATION

Focus Area	Age	Developmental Indicator	Every Child Ready Standard(s)
CLLD1.2. Using vocabulary and nonverbal cues to communicate	Later Preschool 44-60 months	Answers open-ended questions comfortably (CLLD1.2t)	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.
CLLD1.2. Using vocabulary and nonverbal cues to communicate	Later Preschool 44-60 months	Retells stories and events in sequence with multiple details (e.g., retells The Three Bears noting three chairs, three beds, etc.) (CLLD1.2u)	LL-NC.3.D Retells three or more events from a familiar narrative in sequence using visuals or gestures. LL-NC.3.E With prompting and support, retells familiar stories, including key details.
CLLD1.3. Learning and engaging in conversational interactions	Early Preschool 34-48 months	Continues a conversation through several exchanges with or without adult help (CLLD1.3k)	LL-LC.4.C Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic.
CLLD1.3. Learning and engaging in conversational interactions	Early Preschool 34-48 months	Alternates between speaker/listener roles (CLLD1.3l)	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.
CLLD1.3. Learning and engaging in conversational interactions	Early Preschool 34-48 months	Asks and responds to questions (CLLD1.3m)	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.
CLLD1.3. Learning and engaging in conversational interactions	Later Preschool 44-60 months	Begins to match language to contexts (e.g., voice volume, inflection/rise and fall of voice in speaking, and parting/greeting rituals) (CLLD1.3n)	LL-LC.4.E Modifies conversations based on the context or listener.
CLLD1.3. Learning and engaging in conversational interactions	Later Preschool 44-60 months	Engages in multiple back-and-forth conversations with adults in ways that can be goal directed (such as solving problems) (CLLD1.3o)	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.

AREA OF DEVELOPMENT: COMMUNICATION, LANGUAGE AND LITERACY DEVELOPMENT

SUB-AREA: CLLD1. COMMUNICATION

Focus Area	Age	Developmental Indicator	Every Child Ready Standard(s)
CLLD1.3. Learning and engaging in conversational interactions	Later Preschool 44-60 months	Asks and responds to questions with accurate information (CLLD1.4p)	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.

AREA OF DEVELOPMENT: COMMUNICATION, LANGUAGE AND LITERACY DEVELOPMENT

SUB-AREA: CCLD2. FOUNDATIONS OF READING

Focus Area	Age	Developmental Indicator	Every Child Ready Standard(s)
CLLD2.1. Paying attention to print as meaningful	Early Preschool 34-48 months	Begins to select books for reading enjoyment and reading related activities, including pretending to read to self or others (CLLD2.1i)	LL-BK.1.B Selects and requests that a favorite or familiar book be read by an adult.
CLLD2.1. Paying attention to print as meaningful	Early Preschool 34-48 months	Demonstrates an understanding of the conventions of print (e.g., directionality of print and texts) (CLLD2.1j)	LL-BK.2.D Tracks print from left to right and top to bottom while imitating reading a familiar text.
CLLD2.1. Paying attention to print as meaningful	Early Preschool 34-48 months	Understands that the print communicates the message in stories or other texts (CLLD2.1k)	LL-BK.3.C Demonstrates understanding that print has meaning and begins to connect environmental print with objects or locations in the classroom.
CLLD2.1. Paying attention to print as meaningful	Later Preschool 44-60 months	Distinguishes among a variety of texts and their purposes (e.g., books, shopping lists, etc.) (CLLD2.1l)	LL-NC.5.B Recognizes that informational texts are a source of information.
CLLD2.1. Paying attention to print as meaningful	Later Preschool 44-60 months	Begins to track individual words in text or braille by pointing or touching (CLLD2.1m)	LL-BK.3.D Points to one word and one letter in an unfamiliar text or around the room. LL-BK.2.D Tracks print from left to right and top to bottom while imitating reading a familiar text. LL-BK.2.E Demonstrates understanding of the title and back cover of a book. Identifies some words, such as those that are repeated regularly or have a known first sound in a familiar text.

AREA OF DEVELOPMENT: COMMUNICATION, LANGUAGE AND LITERACY DEVELOPMENT

SUB-AREA: CCLD2. FOUNDATIONS OF READING

Focus Area	Age	Developmental Indicator	Every Child Ready Standard(s)
CLLD2.2. Understanding ideas, vocabulary, and information in stories and texts	Early Preschool 34-48 months	Asks or answers questions about what is happening in a book or story (CLLD2.2k)	LL-NC.1.C Identifies and answers questions about events in a story.
CLLD2.2. Understanding ideas, vocabulary, and information in stories and texts	Early Preschool 34-48 months	Retells 1-2 key events from a story (CLLD2.2l)	LL-NC.3.B Retells two events from a familiar narrative using visuals or gestures.
CLLD2.2. Understanding ideas, vocabulary, and information in stories and texts	Early Preschool 34-48 months	Narrates a story using pictures as a guide (CLLD2.2m)	LL-NC.3.A Describes one event from a familiar narrative using visuals or gestures. LL-BK.2.B Uses illustrations to tell a familiar story.
CLLD2.2. Understanding ideas, vocabulary, and information in stories and texts	Early Preschool 34-48 months	Recites from memory words, phrases, and parts of favorite stories (CLLD2.2n)	LL-BK.2.C Uses illustrations to tell a familiar story with intonation and expression, using repeated phrases. LL-NC.3.AA Joins in acting out a book as it's read aloud.
CLLD2.2. Understanding ideas, vocabulary, and information in stories and texts	Early Preschool 34-48 months	Recognizes nouns as the person, place, or thing in a sentence (CLLD2.2o)	LL-NC.1.AA Identifies characters in a simple story. LL-NC.1.B Identifies the setting in a story.
CLLD2.2. Understanding ideas, vocabulary, and information in stories and texts	Later Preschool 44-60 months	Listens and responds to a variety of texts and media (e.g., audio book, music and movement) (CLLD2.2p)	LL-BK.1.C Listens to a wide variety of age appropriate literature read aloud. LL-NC.5.AA Listens to a wide variety of informational texts read aloud. LL-NC.5.A Listens and responds to a wide variety of informational texts read aloud. LL-NC.2.B Answers factual questions using a variety of text types (predictable, informational, poetry, etc.).
CLLD2.2. Understanding ideas, vocabulary, and information in stories and texts	Later Preschool 44-60 months	Tells fictional or personal stories sequentially and with 3 or more details (CLLD2.2q)	LL-NC.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-NC.4.D Constructs a personal narrative with three or more events in a coherent sequence. LL-NC.4.E Constructs a personal narrative with three or more events in coherent sequence, adding simple details.

AREA OF DEVELOPMENT: COMMUNICATION, LANGUAGE AND LITERACY DEVELOPMENT

SUB-AREA: CCLD2. FOUNDATIONS OF READING

Focus Area	Age	Developmental Indicator	Every Child Ready Standard(s)
CLLD2.2. Understanding ideas, vocabulary, and information in stories and texts	Later Preschool 44-60 months	Begins to understand cause and effect relationships in fiction and nonfiction texts (CLLD2.2r)	LL-NC.1.D Identifies the cause and effect relationship between events in a narrative story.
CLLD2.2. Understanding ideas, vocabulary, and information in stories and texts	Later Preschool 44-60 months	Predicts what will happen next in an unfamiliar story (CLLD2.2s)	LL-NC.2.C Uses events from the book to make a prediction about what might happen next.
CLLD2.2. Understanding ideas, vocabulary, and information in stories and texts	Later Preschool 44-60 months	Uses new words learned through listening to stories (CLLD2.2t)	LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults.
CLLD2.3. Learning spoken language is composed of smaller segments of sound	Early Preschool 34-48 months	Imitates and enjoys rhyme and alliteration (e.g., Jalisa jumped) (CLLD2.3g)	LL-PA.3.B Listens to and fills in the missing rhyming word from a familiar song, poem, rhyme, fingerplay, or story. For example, "Twinkle, twinkle little star. How I wonder what you ____." LL-PA.4.AA Listens to and repeats the correct beginning sounds.
CLLD2.3. Learning spoken language is composed of smaller segments of sound	Early Preschool 34-48 months	With instructional support, distinguishes when two words rhyme and when two words begin with the same sound (e.g., boy/toy, dog/dad) (CLLD2.3h)	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?"
CLLD2.3. Learning spoken language is composed of smaller segments of sound	Later Preschool 44-60 months	Begins to rhyme and produce rhymes of simple words (CLLD2.3i)	LL-PA.3.D Produces at least one real or nonsense rhyming word when given a pair of CVC words, like "cat" and "hat." LL-PA.3.E Identifies rhyming words from groups of two to three words when given one rhyming word.
CLLD2.3. Learning spoken language is composed of smaller segments of sound	Later Preschool 44-60 months	Begins to orally segment and combine compound words (e.g., lunchbox segmented is lunch-box; when combined it is lunchbox) (CLLD2.3j)	LL-PA.1.B Blends two words to make a compound word. 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 'fly' is 'butter.'" LL-PA.1.E Substitutes either the first or second word of a compound word using picture. For example, "'Basketball.' Remove 'basket' and replace it with 'foot' to create 'football.'"

AREA OF DEVELOPMENT: COMMUNICATION, LANGUAGE AND LITERACY DEVELOPMENT

SUB-AREA: CCLD2. FOUNDATIONS OF READING

Focus Area	Age	Developmental Indicator	Every Child Ready Standard(s)
CLLD2.3. Learning spoken language is composed of smaller segments of sound	Later Preschool 44-60 months	Begins to segment and combine syllables (e.g., purple segmented is purple; when combined it is purple) (CLLD2.3k)	LL-PA.2.B Segments the syllables in one- and two-syllable words verbally or nonverbally. LL-PA.2.C Segments the syllables in three- and four-syllable words verbally or nonverbally. LL-PA.2.D Blends the syllables in two- to three-syllable words. LL-PA.2.E Blends the syllables in four-syllable words.
CLLD2.3. Learning spoken language is composed of smaller segments of sound	Later Preschool 44-60 months	Begins to identify the initial and final sound in words (e.g., /b/ in bat) (CLLD2.3l)	LL-PA.4.A Identifies the initial consonant sounds in familiar words (no blends and digraphs). LL-PA.4.B Identifies if a pair of given words have the same initial consonant sound with picture support (no blends or digraphs). LL-PA.4.C Produces words that have the same initial sound when given a consonant sound. LL-PA.4.D Identifies the final consonant sound in one-syllable words.
CLLD2.4. Learning how letters and print work to create words and meaning	Early Preschool 34-48 months	Begins to recognize more upper, and lower case letters if taught (CLLD2.4b)	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.
CLLD2.4. Learning how letters and print work to create words and meaning	Early Preschool 34-48 months	Identifies sounds and recognizes letters associated with beginning of first name and last name (CLLD2.4c)	LL-AK.2.AA Produces the first letter sound in their name with teacher support.
CLLD2.4. Learning how letters and print work to create words and meaning	Early Preschool 34-48 months	Begins to connect alphabet letters and corresponding sounds (e.g., connecting letters and sounds of common letters/ words) (CLLD2.4d)	LL-AK.1.AA Identifies the first letter in their name. LL-AK.2.AA Produces the first letter sound in their name with teacher support.
CLLD2.4. Learning how letters and print work to create words and meaning	Early Preschool 34-48 months	Can often write first name from memory (CLLD2.4e)	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.

AREA OF DEVELOPMENT: COMMUNICATION, LANGUAGE AND LITERACY DEVELOPMENT

SUB-AREA: CCLD2. FOUNDATIONS OF READING

Focus Area	Age	Developmental Indicator	Every Child Ready Standard(s)
CLLD2.4. Learning how letters and print work to create words and meaning	Later Preschool 44-60 months	For many, with instructional support, matches the sound with the corresponding letter (CLLD2.4f)	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. LL-AK.2.E Produces up to 26 uppercase and lowercase letter sounds when shown letters in random order.
CLLD2.4. Learning how letters and print work to create words and meaning	Later Preschool 44-60 months	For many, with instructional support, matches the letter with the corresponding sound (CLLD2.4g)	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. LL-AK.2.E Produces up to 26 uppercase and lowercase letter sounds when shown letters in random order.
CLLD2.4. Learning how letters and print work to create words and meaning	Later Preschool 44-60 months	Recognizes many upper and lower case letters (CLLD2.4h)	LL-AK.1.C Identifies up to 20 uppercase or lowercase letters. LL-AK.1.D Identifies up to 30 uppercase or lowercase letters. LL-AK.1.E Identifies all 26 uppercase and lowercase letters in random order.
CLLD2.4. Learning how letters and print work to create words and meaning	Later Preschool 44-60 months	Will use a combination of letters and symbols to represent words (CLLD2.4i)	LL-WR.4.C Writes letter-like symbols in strings. May leave spaces between symbols to indicate words. LL-WR.4.D Writes random recognizable letters in a row with spaces in between. Letters may be backward, reversed, or poorly formed and recognized only in context.

AREA OF DEVELOPMENT: COMMUNICATION, LANGUAGE AND LITERACY DEVELOPMENT

SUB-AREA: CCLD3. FOUNDATIONS OF WRITING

Focus Area	Age	Developmental Indicator	Every Child Ready Standard(s)
CLLD3.1. Drawing, scribbling, and writing to communicate	Early Preschool 34-48 months	Begins to use letter strings or a group of letters to represent words, ideas, phrases, sentences, and stories or events (CLLD3.1k)	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.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.

AREA OF DEVELOPMENT: COMMUNICATION, LANGUAGE AND LITERACY DEVELOPMENT

SUB-AREA: CCLD3. FOUNDATIONS OF WRITING

Focus Area	Age	Developmental Indicator	Every Child Ready Standard(s)
CCLD3.1. Drawing, scribbling, and writing to communicate	Early Preschool 34-48 months	Begins to use print in the environment as part of their writing (e.g., attempts to copy a sign or poster in room) (CCLD3.1l)	LL-BK.3.C Demonstrates understanding that print has meaning and begins to connect environmental print with objects or locations in the classroom. LL-WR.2.AA Draws to represent something or to communicate a thought. LL-WR.2.A Draws and/or writes to represent, express, or communicate interests. LL-WR.2.B Draws and/or writes to represent and describe an object, event, or observation.
CCLD3.1. Drawing, scribbling, and writing to communicate	Early Preschool 34-48 months	Begins to copy or write letters or numbers (CCLD3.1m)	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.
CCLD3.1. Drawing, scribbling, and writing to communicate	Early Preschool 34-48 months	Begins to represent all letters in their name (CCLD3.1n)	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.3.E Writes all letters in their name in correct order. All letters are correct and could be recognized out of context
CCLD3.1. Drawing, scribbling, and writing to communicate	Early Preschool 34-48 months	Begins to recognize name as separate from other pictures or writing produced (CCLD3.1o)	LL-BK.3.B Distinguishes between print and images in books and in the environment.
CCLD3.1. Drawing, scribbling, and writing to communicate	Early Preschool 34-48 months	Begins to distinguish print from images or illustrations (CCLD3.1p)	LL-BK.3.B Distinguishes between print and images in books and in the environment.
CCLD3.1. Drawing, scribbling, and writing to communicate	Later Preschool 44-60 months	Begins to use initial letter sounds to represent a whole word (e.g., /f/ for fish) (CCLD3.1q)	LL-WR.6.C Writes the correct initial sound of a word.

AREA OF DEVELOPMENT: COMMUNICATION, LANGUAGE AND LITERACY DEVELOPMENT

SUB-AREA: CCLD3. FOUNDATIONS OF WRITING

Focus Area	Age	Developmental Indicator	Every Child Ready Standard(s)
CLLD3.1. Drawing, scribbling, and writing to communicate	Later Preschool 44-60 months	Begins to represent the initial and final sounds to represent a word (e.g., 'dg' for dog) (CLLD3.1r)	LL-WR.6.D Writes the final sound or another sound heard in a word.
CLLD3.1. Drawing, scribbling, and writing to communicate	Later Preschool 44-60 months	Retells or reads their writing to others (CLLD3.1s)	LL-NC.3.D Retells three or more events from a familiar narrative in sequence using visuals or gestures. LL-NC.3.E With prompting and support, retells familiar stories, including key details. LL-WR.2.D Draws and/or writes to represent simple events or stories that entertain, and revises when necessary. LL-WR.2.E Draws and/or writes to represent simple events or stories, including more details, that entertain, and revises when necessary.
CLLD3.1. Drawing, scribbling, and writing to communicate	Later Preschool 44-60 months	Represents all letters in their own name, with sequencing, positioning, and reversals still evidenced (CLLD3.1t)	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.
CLLD3.1. Drawing, scribbling, and writing to communicate	Later Preschool 44-60 months	Begins to produce a correct representation of their name using capital letters, lowercase letters, or a combination of both moving from left to right (CLLD3.1u)	LL-WR.3.D Writes all letters using uppercase or lowercase letters in his or her name in correct order. Letters may be backward, reversed, or poorly formed and recognized only in context. LL-WR.3.E Writes all letters in their name in correct order. All letters are correct and could be recognized out of context.
CLLD3.1. Drawing, scribbling, and writing to communicate	Later Preschool 44-60 months	Begins to copy names of familiar people and objects (CLLD3.1v)	LL-WR.4.D Writes random recognizable letters in a row with spaces in between. Letters may be backward, reversed, or poorly formed and recognized only in context. LL-WR.4.E Forms correct, intentional, and recognizable letters on the page when writing.
CLLD3.2. Developing writing habits and skills	Early Preschool 34-48 months	Begins to revise writing in the moment based on interactions with peers and adults (CLLD3.2d)	LL-WR.2.D Draws and/or writes to represent simple events or stories that entertain, and revises when necessary. LL-WR.2.E Draws and/or writes to represent simple events or stories, including more details, that entertain, and revises when necessary.

AREA OF DEVELOPMENT: COMMUNICATION, LANGUAGE AND LITERACY DEVELOPMENT

SUB-AREA: CCLD3. FOUNDATIONS OF WRITING

Focus Area	Age	Developmental Indicator	Every Child Ready Standard(s)
CLLD3.2. Developing writing habits and skills	Early Preschool 34-48 months	Begins to modify and expand their drawings/ writing to meet personal ideas and include others' ideas (e.g., several children begin drawing rainbows and unicorns after one child narrates their work) (CLLD3.2e)	LL-WR.1.C Contributes ideas and opinions to a shared writing experience by drawing or writing with teacher support. LL-WR.1.D Helps lead a shared writing experience with teacher or peers.
CLLD3.2. Developing writing habits and skills	Later Preschool 44-60 months	Continues to revise writing in the moment based on interactions with peers and adults (CLLD3.2f)	LL-WR.2.D Draws and/or writes to represent simple events or stories that entertain, and revises when necessary.
CLLD3.2. Developing writing habits and skills	Later Preschool 44-60 months	Begins to revise by adding details to drawings/writings to express their ideas (CLLD3.2g)	LL-WR.2.E Draws and/or writes to represent simple events or stories, including more details, that entertain, and revises when necessary.
CLLD3.2. Developing writing habits and skills	Later Preschool 44-60 months	Begins to make a plan for the writing they will produce (e.g., creates picture to tell story and then writes) (CLLD3.2h)	LL-WR.2.C Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme. ATL.8.D Creates and follows through with simple plans independently.
CLLD3.3. Handling writing tools	Early Preschool 34-48 months	Begins to show increased fine motor strength in writing (CLLD3.3e)	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. 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.
CLLD3.3. Handling writing tools	Early Preschool 34-48 months	Becomes more skillful with a variety of writing tools (e.g., markers, pens, pencils, crayons, chalk) (CLLD3.3f)	PD.3.AA Uses crayons or markers with some coordination. PD.3.B With teacher modeling, draws circles, squares, and crosses. PD.3.C Copies simple designs such as a picture of a person that includes a head, body, arms, and legs.

AREA OF DEVELOPMENT: COMMUNICATION, LANGUAGE AND LITERACY DEVELOPMENT

SUB-AREA: CCLD3. FOUNDATIONS OF WRITING

Focus Area	Age	Developmental Indicator	Every Child Ready Standard(s)
CCLD3.3. Handling writing tools	Later Preschool 44-60 months	Begins to use a comfortable and efficient three-finger grip to control a variety of writing tools (CCLD3.3g)	PD.3.D Begins to use a tripod grasp when writing and copies complex designs. PD.3.E Consistently uses a tripod grasp when writing and copies and creates complex designs.
CCLD3.3. Handling writing tools	Later Preschool 44-60 months	Uses a variety of digital tools to write or draw (CCLD3.3h)	Tech.1.B Participates in digital activities that use learning applications and programs with adult support. LL-WR.1.E Explores a variety of digital tools (tablet, computer, etc.) to produce and publish writing, including in collaboration with peers.

AREA OF DEVELOPMENT: HEALTH AND PHYSICAL DEVELOPMENT

SUB-AREA: HPD1. USING SENSES

Focus Area	Age	Developmental Indicator	Every Child Ready Standard(s)
HPD1.1. Learning through all senses	Early Preschool 34-48 months	Develops the ability to use one sense to predict what they would perceive with another (e.g., realizes food is hot or cold) (HPD1.1n)	SC-SP.1.AA Uses senses to observe the environment. SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment. SC-P.1.AA Uses senses to explore the colors and textures of materials and objects in the environment. PD.5.AA Uses senses to experience a variety of food during mealtimes.
HPD1.1. Learning through all senses	Early Preschool 34-48 months	Shows some awareness of one's own body, space, and relationship to other objects (e.g., jumps three times and then turns around without bumping into a peer or other object) (HPD1.1o)	PD.1.AA Sits down and stands up with control. Moves body in a variety of ways such as walking, running, and galloping. Walks up and down the stairs with assistance. Throws balls and attempts to kick balls.
HPD1.1. Learning through all senses	Early Preschool 34-48 months	Learns about ways to protect sensory body parts (e.g., wears helmets to protect heads, gloves to protect hands, and headphones for listening to protect ears) (HPD1.1p)	SC-LES.2.AA Uses senses to observe and respond to changes in the weather. PD.6.AA Begins to recognize and accept help when following safety procedures. PD.6.A With teacher guidance, follows safety procedures. PD.6.B Demonstrates understanding of safety procedures and begins to initiate.

AREA OF DEVELOPMENT: HEALTH AND PHYSICAL DEVELOPMENT

SUB-AREA: HPD1. USING SENSES

Focus Area	Age	Developmental Indicator	Every Child Ready Standard(s)
HPD1.1. Learning through all senses	Later Preschool 44-60 months	Uses sensory information to guide motions and interactions with objects and other people (e.g., plays games like tag with other children) (HPD1.1q)	ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play). ATL.2.E Establishes rules with peers during play or structured activities (cooperative play).
HPD1.1. Learning through all senses	Later Preschool 44-60 months	Shows increasing awareness of body, space, and relationship to other objects to allow more coordinated movements, actions, and interactions with others (e.g., shows the ability to get in line with other children and walk in line) (HPD1.1r)	PD.1.D Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements.

AREA OF DEVELOPMENT: HEALTH AND PHYSICAL DEVELOPMENT

SUB-AREA: HPD2. GROSS MOTOR

Focus Area	Age	Developmental Indicator	Every Child Ready Standard(s)
HPD2.1. Developing large muscle control	Early Preschool 34-48 months	Identifies parts of the body that help us move and understands how movement leads to a rise in heart and breathing rates (HPD2.1j)	LL-LC.1.AA Points to familiar objects, people, body parts, or emotions. LL-LC.2.AA Verbally labels familiar objects, body parts, people, or emotions using one-word responses. PD.4.B Demonstrates understanding of self-care and hygiene routines and begins to initiate.
HPD2.1. Developing large muscle control	Early Preschool 34-48 months	Understands that physical fitness is important and identifies activities they enjoy doing with their family (HPD2.1k)	SE.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence. PD.4.B Demonstrates understanding of self-care and hygiene routines and begins to initiate.
HPD2.1. Developing large muscle control	Early Preschool 34-48 months	Moves body in space with good coordination (e.g., running, hopping in place, galloping) (HPD2.1l)	PD.1.AA Sits down and stands up with control. Moves body in a variety of ways such as walking, running, and galloping. Walks up and down the stairs with assistance. Throws balls and attempts to kick balls. PD.1.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.

AREA OF DEVELOPMENT: HEALTH AND PHYSICAL DEVELOPMENT

SUB-AREA: HPD2. GROSS MOTOR

Focus Area	Age	Developmental Indicator	Every Child Ready Standard(s)
HPD2.1. Developing large muscle control	Early Preschool 34-48 months	Demonstrates strength and balance by managing uneven surfaces such as hills, ramps, and steps (HPD2.1m)	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.
HPD2.1. Developing large muscle control	Early Preschool 34-48 months	Uses a variety of toys and equipment that enhance gross motor skills and coordination (e.g., throws and catches balls, climbs up steps to a slide) (HPD2.1n)	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.
HPD2.1. Developing large muscle control	Later Preschool 44-60 months	Demonstrates more coordinated movement when jumping for height and distance, hopping, and running (HPD2.1o)	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.
HPD2.1. Developing large muscle control	Later Preschool 44-60 months	Carries out activities that combine and coordinate large muscle movements, including swinging on a swing, climbing a ladder, dancing to music, or balancing on one leg for longer periods of time (HPD2.1p)	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.E Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target. C-ARTS.1.A Participates in guided movement activities by copying dances and movements introduced by others.
HPD2.1. Developing large muscle control	Later Preschool 44-60 months	Shows awareness of one's own body in relation to other people and objects while moving or dancing through space and at varying speeds and levels (HPD2.1q)	PD.1.E Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target.

AREA OF DEVELOPMENT: HEALTH AND PHYSICAL DEVELOPMENT

SUB-AREA: HPD2. GROSS MOTOR

Focus Area	Age	Developmental Indicator	Every Child Ready Standard(s)
HPD2.2. Exploring the environment	Early Preschool 34-48 months	Chooses to participate in simple games and other structured motor activities (indoor and outdoor) that enhance physical fitness, such as songs with movement, throwing and catching balls (HPD2.2e)	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).
HPD2.2. Exploring the environment	Later Preschool 44-60 months	Develops strength and stamina by spending extended periods of time playing and participating in activities that build strength, speed, flexibility, and coordination (e.g., tag, red light - green light) (HPD2.2f)	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).

AREA OF DEVELOPMENT: HEALTH AND PHYSICAL DEVELOPMENT

SUB-AREA: HPD3. FINE MOTOR

Focus Area	Age	Developmental Indicator	Every Child Ready Standard(s)
HPD3.1. Using eyes and hands together	Early Preschool 34-48 months	Plays with smaller objects with increasing control (HPD3.1g)	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.
HPD3.1. Using eyes and hands together	Early Preschool 34-48 months	Draws simple shapes and figures (square, circle) and copies straight lines and circles (HPD3.1h)	PD.3.A Draws vertical and horizontal lines with a model using a fist grasp. PD.3.B With teacher modeling, draws circles, squares, and crosses.
HPD3.1. Using eyes and hands together	Early Preschool 34-48 months	Uses tools that require strength, control, and skills of small muscles such as a fork and scissors (HPD3.1i)	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.

AREA OF DEVELOPMENT: HEALTH AND PHYSICAL DEVELOPMENT

SUB-AREA: HPD3. FINE MOTOR

Focus Area	Age	Developmental Indicator	Every Child Ready Standard(s)
HPD3.1. Using eyes and hands together	Later Preschool 44-60 months	Uses objects with ease (e.g., fork, spoon, and sometimes a table knife) (HPD3.1j)	PD.2.D Demonstrates controlled fine motor movements in a variety of ways such as cutting along lines with accuracy.
HPD3.1. Using eyes and hands together	Later Preschool 44-60 months	Draws smaller figures and includes more detail (e.g., faces with features) (HPD3.1k)	PD.3.C Copies simple designs such as a picture of a person that includes a head, body, arms, and legs. PD.2.E Uses precise hand movements to complete a variety of activities such as building using small blocks, stringing lacing beads, and cutting out simple shapes with accuracy.
HPD3.2. Developing small muscle control	Early Preschool 34-48 months	Uses scissors to cut along a straight line and circle, with some precision (within 1/2" to 1/4" of line) (HPD3.2i)	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.
HPD3.2. Developing small muscle control	Later Preschool 44-60 months	Draws with crayons and markers and cuts with scissors, with moderate levels of precision and control (e.g., cuts along a line or circle) (HPD3.2j)	PD.2.D Demonstrates controlled fine motor movements in a variety of ways such as cutting along lines with accuracy. PD.2.E Uses precise hand movements to complete a variety of activities such as building using small blocks, completing lacing cards, and cutting out simple shapes with accuracy.
HPD3.2. Developing small muscle control	Later Preschool 44-60 months	Manages self-help routines such as dressing self (e.g., zipping, buttoning, snapping) (HPD3.2k)	PD.4.C Completes self-care and hygiene routines with minimal assistance. PD.4.D Independently completes self-care and hygiene routines.

AREA OF DEVELOPMENT: HEALTH AND PHYSICAL DEVELOPMENT

SUB-AREA: HPD4. PHYSICAL HEALTH AND SELF-CARE

Focus Area	Age	Developmental Indicator	Every Child Ready Standard(s)
HPD4.1. Taking care of daily health needs	Early Preschool 34-48 months	Identifies places at home, in the neighborhood, and in the community where children can play safely and be physically active (HPD4.1l)	PD.6.AA Begins to recognize and accepts help in following safety procedures. PD.6.A With teacher guidance, follows safety procedures. C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.

AREA OF DEVELOPMENT: HEALTH AND PHYSICAL DEVELOPMENT

SUB-AREA: HPD4. PHYSICAL HEALTH AND SELF-CARE

Focus Area	Age	Developmental Indicator	Every Child Ready Standard(s)
HPD4.1. Taking care of daily health needs	Early Preschool 34-48 months	Describes ways to participate in physical activity and provides alternatives to screen time (HPD4.1m)	Tech.2.D Demonstrates safe behaviors, such as accessing only approved applications or websites and disconnects from the screen after a set amount of time. 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.
HPD4.1. Taking care of daily health needs	Early Preschool 34-48 months	Begins to take care of personal health needs and self-care needs independently by washing hands after using the toilet (HPD4.1n)	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.
HPD4.1. Taking care of daily health needs	Early Preschool 34-48 months	Uses language to ask adults or peers for help needed to start a zipper or turn on water to wash hands (HPD4.1o)	PD.4.AA Begins to recognize and accept help in self-care and hygiene routines. PD.4.A With teacher guidance, follows self-care and hygiene routines.
HPD4.1. Taking care of daily health needs	Early Preschool 34-48 months	Uses a variety of strategies to calm themselves (e.g., changing activities, getting a comfort object) (HPD4.1p)	SE.2.B Accepts offers of adult assistance to engage in coregulation.
HPD4.1. Taking care of daily health needs	Early Preschool 34-48 months	Understands need for good dental hygiene, including brushing teeth (HPD4.1q)	PD.4.B Demonstrates understanding of self-care and hygiene routines and begins to initiate.
HPD4.1. Taking care of daily health needs	Later Preschool 44-60 months	Takes more responsibility for personal hygiene and self-care skills (e.g., washing hands independently) (HPD4.1r)	PD.4.C Completes self-care and hygiene routines with minimal assistance.
HPD4.1. Taking care of daily health needs	Later Preschool 44-60 months	Uses language to ask adults or peers for the help needed in a particular situation, including acting out stories or in play scenes (HPD4.1s)	SE.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions. 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.
HPD4.1. Taking care of daily health needs	Later Preschool 44-60 months	Consistently uses strategies to calm themselves when needed (HPD4.1t)	SE.2.D Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance.

AREA OF DEVELOPMENT: HEALTH AND PHYSICAL DEVELOPMENT

SUB-AREA: HPD4. PHYSICAL HEALTH AND SELF-CARE

Focus Area	Age	Developmental Indicator	Every Child Ready Standard(s)
HPD4.2. Adopting safe behaviors	Early Preschool 34-48 months	Shows awareness of a growing number of personal safety practices and routines; looks to adults for support in enacting these; participates in safety drills (HPD4.2j)	PD.6.A With teacher guidance, follows safety procedures.
HPD4.2. Adopting safe behaviors	Early Preschool 34-48 months	Tells peers and adults when dangerous situations are observed (HPD4.2k)	PD.6.E Understands and describes how to get help when there are unsafe objects, substances, or behaviors. SE.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.
HPD4.2. Adopting safe behaviors	Early Preschool 34-48 months	Tells a trusted adult when someone gets hurt (HPD4.2l)	PD.6.E Understands and describes how to get help when there are unsafe objects, substances, or behaviors. SE.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.
HPD4.2. Adopting safe behaviors	Early Preschool 34-48 months	Demonstrates safe behaviors by participating appropriately during physical activity, accepting feedback, and taking responsibility for behavior when prompted (HPD4.2m)	PD.6.B Demonstrates understanding of safety procedures and begins to initiate.
HPD4.2. Adopting safe behaviors	Early Preschool 34-48 months	Identifies medicines and other household substances that can be harmful (HPD4.2n)	PD.6.E Understands and describes how to get help when there are unsafe objects, substances, or behaviors.
HPD4.2. Adopting safe behaviors	Later Preschool 44-60 months	Follows basic safety rules, signs, and labels consistently and anticipates consequences of not following rules (HPD4.2o)	PD.6.C Independently follows safety procedures.
HPD4.2. Adopting safe behaviors	Later Preschool 44-60 months	Participates in safety practices by helping to use car seat restraints and helmets (HPD4.2p)	PD.6.C Independently follows safety procedures.

AREA OF DEVELOPMENT: HEALTH AND PHYSICAL DEVELOPMENT

SUB-AREA: HPD4. PHYSICAL HEALTH AND SELF-CARE

Focus Area	Age	Developmental Indicator	Every Child Ready Standard(s)
HPD4.2. Adopting safe behaviors	Later Preschool 44-60 months	Identifies people in the community who can help them (e.g., firefighter, nurse) (HPD4.2q)	SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community.
HPD4.2. Adopting safe behaviors	Later Preschool 44-60 months	Identifies emergency and non-emergency situations (HPD4.2r)	PD.6.D Understands and describes the importance of safety procedures.
HPD4.3. Eating with healthy habits	Early Preschool 34-48 months	Explains that food provides energy for movement (HPD4.3i)	PD.5.C Begins to understand how eating a variety of foods and proper hydration helps the body grow and be healthy. LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.
HPD4.3. Eating with healthy habits	Early Preschool 34-48 months	Identifies at least 1 fruit and 1 vegetable; explains that fruits and vegetables help our bodies move (HPD4.3j)	PD.5.D Demonstrates understanding and categorizes different food types such as vegetables, fruit, grains, protein, and dairy.
HPD4.3. Eating with healthy habits	Early Preschool 34-48 months	Helps prepare nutritious snacks, serving self and others (HPD4.3k)	ATL.8.A With one to one adult support, completes steps of a simple task or project (two to three steps).
HPD4.3. Eating with healthy habits	Early Preschool 34-48 months	Identifies a variety of healthy and unhealthy foods, sorting pictures of food by color or as "always" and "sometimes" foods (HPD4.3l)	PD.5.E Understands and describes different foods and how they give our bodies nutrients and energy.
HPD4.3. Eating with healthy habits	Later Preschool 44-60 months	Makes healthy eating choices both independently and with support (HPD4.3m)	PD.5.C Begins to understand how eating a variety of foods and proper hydration helps the body grow and be healthy. ATL.8.D Creates and follows through with simple plans independently.
HPD4.3. Eating with healthy habits	Later Preschool 44-60 months	Follows picture recipes to prepare a simple snack (HPD4.3n)	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.

AREA OF DEVELOPMENT: HEALTH AND PHYSICAL DEVELOPMENT

SUB-AREA: HPD4. PHYSICAL HEALTH AND SELF-CARE

Focus Area	Age	Developmental Indicator	Every Child Ready Standard(s)
HPD4.3. Eating with healthy habits	Later Preschool 44-60 months	Demonstrates an increasing understanding of the ways in which healthy food helps the body grow, like saying, "Milk makes my bones strong." (HPD4.3o)	PD.5.E Understands and describes different foods and how they give our bodies nutrients and energy.
HPD4.4. Developing healthy habits for rest and sleep	Early Preschool 34-48 months	With increasing independence, starts and participates in sleep routines to calm the body and prepare for sleeping (HPD4.4j)	PD.4.B Demonstrates understanding of self-care and hygiene routines and begins to initiate.
HPD4.4. Developing healthy habits for rest and sleep	Early Preschool 34-48 months	Recognizes when they are tired and tells an adult (HPD4.4k)	SE.1.D Independently verbally or nonverbally names and describes their own emotions.
HPD4.4. Developing healthy habits for rest and sleep	Early Preschool 34-48 months	Gradually ends naps (HPD4.4l)	PD.4.C Completes self-care and hygiene routines with minimal assistance.
HPD4.4. Developing healthy habits for rest and sleep	Later Preschool 44-60 months	Independently starts and participates in sleep routines (HPD4.4m)	PD.4.D Independently completes self-care and hygiene routines. SE.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges. ATL.8.D Creates and follows through with simple plans independently.
HPD4.4. Developing healthy habits for rest and sleep	Later Preschool 44-60 months	Can describe why sleep keeps us healthy (HPD4.4n)	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.

AREA OF DEVELOPMENT: COGNITIVE DEVELOPMENT

SUB-AREA: CD1. SCIENCE: THE NATURAL AND PHYSICAL WORLD

Focus Area	Age	Developmental Indicator	Every Child Ready Standard(s)
CD1.1. Paying attention to the natural world	Early Preschool 34-48 months	Notices and talks with adults about similarities and differences among objects and living things (CD1.1h)	SC-LES.1.B Demonstrates understanding of the difference between living and nonliving things.

AREA OF DEVELOPMENT: COGNITIVE DEVELOPMENT

SUB-AREA: CD1. SCIENCE: THE NATURAL AND PHYSICAL WORLD

Focus Area	Age	Developmental Indicator	Every Child Ready Standard(s)
CD1.1. Paying attention to the natural world	Early Preschool 34-48 months	Notifies and talks with adults about changes in nature and in substances (e.g., water to ice) (CD1.1i)	SC-P.3.AA Recognizes and explores water in its liquid form. 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. SC-P.3.C Explains water in its three forms, such as how ice is frozen water.
CD1.1. Paying attention to the natural world	Later Preschool 44-60 months	Compares and categorizes observable phenomena (e.g., by collecting, organizing, and describing materials according to their physical characteristics) (CD1.1j)	SC-P.1.C Participates in activities related to changing physical properties of objects, such as crumpling a piece of paper to change the texture from smooth to bumpy. SC-P.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.3.B Begins to identify relevant information and collects and records information in own journal or paper.
CD1.1. Paying attention to the natural world	Later Preschool 44-60 months	Imitates and uses adults' words and ideas when talking about the physical and natural worlds (CD1.1k)	LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults. SC-LES.5.D Observes and describes plant habitats and life cycles. SC-LES.4.D Observes and describes habitats and life cycles. SC-LES.3.D Compares and contrasts Earth and space, such as people can breathe on Earth but not in space. SC-LES.2.D Discusses the effects of changes in weather, such as growing different crops or wearing different clothing. SC-LES.1.D Describes how humans affect their environment in positive and negative ways, such as recycling, planting trees, litter, and pollution. SC-P.4.D Describes and discusses the motion of objects and that motion can change based on different factors.
CD1.1. Paying attention to the natural world	Later Preschool 44-60 months	Shows detail in drawings, constructions, demonstrations to show thinking (CD1.1l)	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.2.E Draws and/or writes to represent simple events or stories, including more details, that entertain, and revises when necessary.

AREA OF DEVELOPMENT: COGNITIVE DEVELOPMENT

SUB-AREA: CD1. SCIENCE: THE NATURAL AND PHYSICAL WORLD

Focus Area	Age	Developmental Indicator	Every Child Ready Standard(s)
CD1.2. Testing questions and ideas	Early Preschool 34-48 months	Answers questions (e.g., "What will happen if...") to make predictions (CD1.2j)	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.
CD1.2. Testing questions and ideas	Early Preschool 34-48 months	With adult support, asks a question, gathers information, and makes a prediction (CD1.2k)	SC-SP.1.A With teacher guidance, participates in activities to formulate simple science-oriented questions based on observations. SC-SP.1.B Observes and describes cause and effect. SC-SP.1.C With teacher guidance, begins to formulate own questions based on observations.
CD1.2. Testing questions and ideas	Early Preschool 34-48 months	Uses mathematical ideas such as counting, weighing, and measuring to understand objects and categories of objects (CD1.2l)	M-M.1.B Demonstrates understanding of length terms (i.e., "longer," "shorter"), height terms (i.e., "taller," "shorter"), volume terms (i.e., "more," "less"), and weight terms (i.e., "heavier," "lighter") using gestures or objects. M-M.1.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?" MT-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.
CD1.2. Testing questions and ideas	Early Preschool 34-48 months	Uses drawing, building, and demonstrating to show thinking about an object or idea (CD1.2m)	LL-WR.2.A Draws and/or writes to represent, express, or communicate interests. LL-WR.2.B Draws and/or writes to represent and describe an object, event, or observation. LL-WR.2.C Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme.
CD1.2. Testing questions and ideas	Later Preschool 44-60 months	Uses many sources (e.g., pictures, books) to gather information (CD1.2n)	LL-NC.5.C Makes connections between own experiences, background knowledge, and information presented in an informational text. LL-NC.5.D Describes the relationship between an informational text and another text about a similar topic. LL-NC.5.E Uses features of informational text such as charts, diagrams, graphs, or maps as a source of information.

AREA OF DEVELOPMENT: COGNITIVE DEVELOPMENT

SUB-AREA: CD1. SCIENCE: THE NATURAL AND PHYSICAL WORLD

Focus Area	Age	Developmental Indicator	Every Child Ready Standard(s)
CD1.2. Testing questions and ideas	Later Preschool 44-60 months	With adult guidance, plans and conducts investigations (CD1.2o)	SC-SP.1.D Formulates own science-oriented questions based on observations. SC-SP.1.E With teacher guidance, uses formulated science-oriented questions to plan simple explorations or experiments. SC-SP.2.D Makes hypotheses, and tests their hypotheses through experimentation." SC-SP.2.E Explains rationale for predictions and hypotheses, and compares findings with predictions and hypotheses.
CD1.2. Testing questions and ideas	Later Preschool 44-60 months	Analyzes results, draws conclusions, and communicates results (CD1.2p)	SC-SP.3.C Draws conclusions on prior knowledge and recorded information. SC-SP.3.D Discusses conclusions and reflects on the scientific-oriented question and hypothesis based on prior knowledge and recorded information. SC-SP.3.E Makes recommendations based on observations and conclusions.
CD1.2. Testing questions and ideas	Later Preschool 44-60 months	Collaborates with others to conduct investigations (CD1.2q)	SE.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns). SE.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support. SE.5.E Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.

AREA OF DEVELOPMENT: COGNITIVE DEVELOPMENT

SUB-AREA: CD2. SOCIAL SCIENCE: PEOPLE, COMMUNITY, AND CULTURE

Focus Area	Age	Developmental Indicator	Every Child Ready Standard(s)
CD2.1. Learning about ways that people interact	Early Preschool 34-48 months	Communicates about family members in terms of relationships (e.g., "Riley is my sister.") (CD2.1h)	SOC.1.AA Identifies and recognizes self and family members. SOC.1.A Understands family relationships in relation to self.
CD2.1. Learning about ways that people interact	Early Preschool 34-48 months	Communicates about family members in terms of roles (e.g., "Grandma picks me up from school.") (CD2.1i)	SOC.1.C Discusses the importance of their own family and the roles and responsibilities of various individuals in the family.

AREA OF DEVELOPMENT: COGNITIVE DEVELOPMENT

SUB-AREA: CD2. SOCIAL SCIENCE: PEOPLE, COMMUNITY, AND CULTURE

Focus Area	Age	Developmental Indicator	Every Child Ready Standard(s)
CD2.1. Learning about ways that people interact	Early Preschool 34-48 months	Communicates about past events and changes over time (CD2.1j)	SOC.5.A Begins to demonstrate an understanding of past and present experiences through concrete materials and visual supports. SOC.5.D Describes how people and things change over time and will continue to change into the future.
CD2.1. Learning about ways that people interact	Early Preschool 34-48 months	Communicates about the roles of people encountered in the community (e.g., bus driver, mail carrier) (CD2.1k)	SOC.2.A Verbally or nonverbally identifies a variety of community members within their community, such as in their neighborhood and school. 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.
CD2.1. Learning about ways that people interact	Early Preschool 34-48 months	Uses props and dramatic play to dramatize stories from culturally responsive books, movies and shows (CD2.1l)	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. 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.
CD2.1. Learning about ways that people interact	Early Preschool 34-48 months	Uses visual arts such as drawing, sculpting, and building to show thinking (CD2.1m)	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. LL-WR.2.A Draws and/or writes to represent, express, or communicate interests. LL-WR.2.B Draws and/or writes to represent and describe an object, event, or observation. LL-WR.2.C Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme.
CD2.1. Learning about ways that people interact	Later Preschool 44-60 months	Communicates about the roles of people in the community encountered directly (caregiver or educator) and roles introduced through pictures, books and other media (artists, cooks, cashiers, construction workers) (CD2.1n)	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.2.D Recognizes that people have different thoughts and opinions within a community.

AREA OF DEVELOPMENT: COGNITIVE DEVELOPMENT

SUB-AREA: CD2. SOCIAL SCIENCE: PEOPLE, COMMUNITY, AND CULTURE

Focus Area	Age	Developmental Indicator	Every Child Ready Standard(s)
CD2.1. Learning about ways that people interact	Later Preschool 44-60 months	Uses props and dramatic play to show growing awareness of things and events in the larger world (using a computer, driving a bus) (CD2.1o)	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. SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community.
CD2.1. Learning about ways that people interact	Later Preschool 44-60 months	Shows more detail in drawings, buildings, models, and performances, reflecting their thinking and understanding about social connections (CD2.1p)	C-ARTS.3.B Creates drawings, paintings, and models with an increasing level of detail. C-ARTS.4.D Uses their voice or an instrument to express themselves and copy simple tempos. C-ARTS.1.C Creates short dances or movement sequences. C-ARTS.5.B Discusses their own artistic creations and chooses artwork for display or performance.
CD2.2. Understanding relationships and connections	Early Preschool 34-48 months	Communicates about self as member of specific groups (e.g., neighborhood, faith community, team) (CD2.2e)	SOC.1.AA Identifies and recognizes self and family members. SOC.1.A Understands family relationships in relation to self. SOC.1.C Discusses the importance of their own family and the roles and responsibilities of various individuals in the family.
CD2.2. Understanding relationships and connections	Early Preschool 34-48 months	Participates as a member of the group to work cooperatively, make plans and solves problems (CD2.2f)	SOC.1.B Discusses the activities or celebrations that their family does together.
CD2.2. Understanding relationships and connections	Later Preschool 44-60 months	Communicates about self as member of many different groups, such as within a family, classroom, faith community, or sport team (CD2.2g)	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 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.

AREA OF DEVELOPMENT: COGNITIVE DEVELOPMENT

SUB-AREA: CD2. SOCIAL SCIENCE: PEOPLE, COMMUNITY, AND CULTURE

Focus Area	Age	Developmental Indicator	Every Child Ready Standard(s)
CD2.2. Understanding relationships and connections	Later Preschool 44-60 months	Uses positive social behaviors (taking turns, sharing, helping with jobs) to help meet needs of the group (CD2.2h)	SE.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support. SE.5.E Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others. ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play). ATL.2.E Establishes rules with peers during play or structured activities (cooperative play).
CD2.2. Understanding relationships and connections	Later Preschool 44-60 months	With adult help, participates with peers in solving problems, settling conflicts, and negotiating plans and decisions (CD2.2i)	SE.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions. SE.7.C When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise). SE.7.D With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise). SE.7.E Independently suggests and chooses an adult-provided solution to a personal challenge or challenge with others (e.g., ask for help, compromise). Supports peers by suggesting solutions.
CD2.3. Learning about differences	Early Preschool 34-48 months	Follows adult's lead to notice and talk about differences presented in books and other media (CD2.3e)	LL-BK.1.C Listens to a wide variety of age appropriate literature read aloud. LL-BK.1.D Looks at books independently or with peers. SE.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.
CD2.3. Learning about differences	Early Preschool 34-48 months	Follows caregiver or educator's model to talk accurately and respectfully about similarities and differences present in the group (CD2.3f)	SE.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence. SOC.1.D Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations.
CD2.3. Learning about differences	Later Preschool 44-60 months	Learns simple vocabulary of other languages spoken in home, classroom, or school community (CD2.3g)	LL-LC.3.A Shows interest in new words or asks questions to acquire new vocabulary. LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions.

AREA OF DEVELOPMENT: COGNITIVE DEVELOPMENT

SUB-AREA: CD2. SOCIAL SCIENCE: PEOPLE, COMMUNITY, AND CULTURE

Focus Area	Age	Developmental Indicator	Every Child Ready Standard(s)
CD2.3. Learning about differences	Later Preschool 44-60 months	Represents self and others in drawing with increasing detail and accuracy, including distinguishing features related to physical, racial, and cultural differences (CD2.3h)	C-ARTS.3.B Creates drawings, paintings, and models with an increasing level of detail. SE.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence. SE.3.D Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.
CD2.3. Learning about differences	Later Preschool 44-60 months	With adult help, notices and communicates about different family structures represented in the group (CD2.3i)	SOC.1.D Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations. SE.3.D Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.
CD2.3. Learning about differences	Later Preschool 44-60 months	Communicates about own family's culture and traditions and accepts that children and families are different (CD2.3j)	SE.3.E Demonstrates strong self-confidence through words or actions including sharing pride and celebrating others in relation to self, family, community, or culture. SOC.1.D Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations. SOC.1.E Explains why it's important to recognize and celebrate differences in families, such as their languages, music, food, or celebrations.

AREA OF DEVELOPMENT: COGNITIVE DEVELOPMENT

SUB-AREA: CD3. MATHEMATICS

Focus Area	Age	Developmental Indicator	Every Child Ready Standard(s)
CD3.1. Comparing numbers, counting, and recognizing quantities	Early Preschool 34-48 months	Names some numbers when they appear in print (CD3.1j)	M-NC.5.D Says the names of numerals 0–10 shown in random order
CD3.1. Comparing numbers, counting, and recognizing quantities	Early Preschool 34-48 months	Continues counting from a running start, as in “What comes after 1, 2, 3, 4...?” (CD3.1k)	M-NC.1.B Says number words in order from 1–5 from memory. M-NC.1.C Says numbers in order, matching each number word to each object when counting from 1–7. M-NC.1.D Says numbers in order, matching each number word to each object when counting from 1–10.

AREA OF DEVELOPMENT: COGNITIVE DEVELOPMENT

SUB-AREA: CD3. MATHEMATICS

Focus Area	Age	Developmental Indicator	Every Child Ready Standard(s)
CD3.1. Comparing numbers, counting, and recognizing quantities	Early Preschool 34-48 months	Uses own fingers to show a number (CD3.1l)	M-NC.3.B Creates sets of 0–5 and begins to use cardinality to identify the last number counted.
CD3.1. Comparing numbers, counting, and recognizing quantities	Early Preschool 34-48 months	Instantly recognizes a collection of up to 4 objects (i.e. subitizes) (CD3.1m)	M-NC.3.A Subitizes by instantly saying how many are in a set without counting for quantities 1–3.
CD3.1. Comparing numbers, counting, and recognizing quantities	Early Preschool 34-48 months	Begins to explore one-to-one correspondence (e.g., setting places at a table), counting up to 10 (CD3.1n)	M-NC.4.B Matches 0–5 objects from two sets using one-to-one correspondence to understand the concept of the same.
CD3.1. Comparing numbers, counting, and recognizing quantities	Early Preschool 34-48 months	Counts up to 5 objects in a line (CD3.1o)	M-NC.2.A Says numbers in order while matching each number word to each object when counting from 1–3. M-NC.2.B Says numbers in order, matching each number word to each object when counting from 1–5.
CD3.1. Comparing numbers, counting, and recognizing quantities	Early Preschool 34-48 months	Compares sets of objects that range in size from 1-5, as having “more” or “fewer” (CD3.1p)	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.
CD3.1. Comparing numbers, counting, and recognizing quantities	Later Preschool 44-60 months	Counts forward to 20 by memory (CD3.1q)	M-NC.1.E Says number words in order from 1–20 from memory.
CD3.1. Comparing numbers, counting, and recognizing quantities	Later Preschool 44-60 months	Counts backwards from 5 (CD3.1r)	N/A
CD3.1. Comparing numbers, counting, and recognizing quantities	Later Preschool 44-60 months	Shows accuracy in demonstrating one-to-one correspondence for up to 10 objects (CD3.1s)	M-NC.2.D Says numbers in order, matching each number word to each object when counting from 1–10.

AREA OF DEVELOPMENT: COGNITIVE DEVELOPMENT

SUB-AREA: CD3. MATHEMATICS

Focus Area	Age	Developmental Indicator	Every Child Ready Standard(s)
CD3.1. Comparing numbers, counting, and recognizing quantities	Later Preschool 44-60 months	Counts up to 10 objects in a line (CD3.1t)	M-NC.2.D Says numbers in order, matching each number word to each object when counting from 1–10.
CD3.1. Comparing numbers, counting, and recognizing quantities	Later Preschool 44-60 months	Answers the question "How many?" for up to 10 objects (CD3.1u)	M-NC.3.E Creates sets of 0–10 and uses cardinality to identify the last number counted.
CD3.1. Comparing numbers, counting, and recognizing quantities	Later Preschool 44-60 months	Counts out 10-20 objects in a line from a larger group (CD3.1v)	M-NC.2.E Says numbers in order, matching each number word to each object when counting from 1–15.
CD3.1. Comparing numbers, counting, and recognizing quantities	Later Preschool 44-60 months	Instantly recognizes a collection of up to 10 objects (i.e. subitizes) (CD3.1w)	M-NC.3.A Subitizes by instantly saying how many are in a set without counting for quantities 1–3.
CD3.1. Comparing numbers, counting, and recognizing quantities	Later Preschool 44-60 months	Uses words that mean zero such as "nothing" or "none" (CD3.1x)	M-DAP.1.C Counts and identifies which category has more, less, or if they are the same. Identifies if there is zero in a category.
CD3.1. Comparing numbers, counting, and recognizing quantities	Later Preschool 44-60 months	Shows a quantity to match a numeral by making marks, drawing items, or placing actual objects (CD3.1y)	M-NC.6.D Matches a set of objects with the number symbol to represent the set for quantities 0–10. M-DAP.2.B Graphs using real objects to organize and display information one-to-one (e.g., place coins, buttons, or shells on a graphing mat). M-DAP.2.D Graphs using symbols such as paper squares, tally marks, or Xs to organize and display information. Compares two to three groups.
CD3.1. Comparing numbers, counting, and recognizing quantities	Later Preschool 44-60 months	Compares sets of objects that range in size from 1-10, as having "more", "fewer" or "same" (CD3.1z)	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.

AREA OF DEVELOPMENT: COGNITIVE DEVELOPMENT

SUB-AREA: CD3. MATHEMATICS

Focus Area	Age	Developmental Indicator	Every Child Ready Standard(s)
CD3.1. Comparing numbers, counting, and recognizing quantities	Later Preschool 44-60 months	Arranges images with 3 or more different quantities of objects in correct order (CD3.1aa)	M-PFA.2.D Uses ordinal numbers to order and describe relative position for up to three objects.
CD3.2. Understanding number relationships and solving problems using operations	Early Preschool 34-48 months	With adult help, adds (joins) two small sets of objects (e.g., "I have two books and you have two books. How many books do we have all together?") (CD3.2a)	M-NC.7.AA Demonstrates an understanding that combining two sets increases the total quantity. M-NC.7.A Demonstrates an understanding that adding one more increases the amount of a set. M-NC.7.B Counts two sets separately, then combines sets and counts the sets together to get the whole. Counts up to a total quantity of 5.
CD3.2. Understanding number relationships and solving problems using operations	Early Preschool 34-48 months	With adult help, subtracts (separates) small sets of objects (e.g., "You have four ribbons. If you share three with your friends, how many will you have left?") (CD3.2b)	M-NC.8.AA Demonstrates an understanding that separating one set of objects into two sets decreases the total quantity in the original set. M-NC.8.A Demonstrates an understanding that removing one object decreases the amount in a set. M-NC.8.B Counts a set of 1-5 objects. Takes objects away and counts how many are left.
CD3.2. Understanding number relationships and solving problems using operations	Later Preschool 44-60 months	Solves addition (joining) problems using manipulatives (e.g., fingers, objects, tally marks) (CD3.2c)	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.
CD3.2. Understanding number relationships and solving problems using operations	Later Preschool 44-60 months	Solves subtraction (separating) problems using manipulatives (e.g., fingers, objects, tally marks) (CD3.2d)	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.
CD3.2. Understanding number relationships and solving problems using operations	Later Preschool 44-60 months	With adult help, uses "counting on" as a strategy to solve addition (joining) problems (e.g., "I have 3 and 2 more gives me 4, 5") (CD3.2e)	M-NC.7.E Combines two sets by counting both sets together to get the whole without having to first count them separately. Counts up to a total quantity of 10.

AREA OF DEVELOPMENT: COGNITIVE DEVELOPMENT

SUB-AREA: CD3. MATHEMATICS

Focus Area	Age	Developmental Indicator	Every Child Ready Standard(s)
CD3.2. Understanding number relationships and solving problems using operations	Later Preschool 44-60 months	With adult help, uses "counting back from" as a strategy to solve subtraction (separating) problems (e.g., "To take away 3 from 5, "5,4,3...leaves 2") (CD3.2f)	M-NC.8.E Solves subtraction story problems for quantities 1–10 using objects, fingers, drawings, or actions.
CD3.3. Geometric thinking and spatial reasoning	Early Preschool 34-48 months	Uses words that describe and compare shapes in the environment (e.g., "the cracker is a circle", "the green square is smaller than the purple square") (CD3.3l)	M-GS.1.D Verbally or nonverbally identifies two-dimensional shapes in the environment or in books.
CD3.3. Geometric thinking and spatial reasoning	Early Preschool 34-48 months	Recognizes and names a typical circle, square, and sometimes triangle (CD3.3m)	M-GS.1.AA Verbally or nonverbally identifies one to two common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle). M-GS.1.A Verbally or nonverbally identifies at least three common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle).
CD3.3. Geometric thinking and spatial reasoning	Early Preschool 34-48 months	Matches some shapes that are different sizes or orientations with adult support (CD3.3n)	M-GS.1.D Verbally or nonverbally identifies two-dimensional shapes in the environment or in books.
CD3.3. Geometric thinking and spatial reasoning	Early Preschool 34-48 months	Describes the spatial features of objects in the classroom, home, or neighborhood (e.g., "Pointing to a picture of the sun, child says "It's a circle.") (CD3.3o)	M-GS.1.D Verbally or nonverbally identifies two-dimensional shapes in the environment or in books.
CD3.3. Geometric thinking and spatial reasoning	Early Preschool 34-48 months	Uses words about position – "first", "last", "middle" – to describe the placement of a person or thing (CD3.3p)	M-PFA.2.D Uses ordinal numbers to order and describe relative position for up to three objects.
CD3.3. Geometric thinking and spatial reasoning	Early Preschool 34-48 months	Uses words about direction and distance (e.g., "run toward the tree", "my car went farther than your car") (CD3.3q)	M-GS.3.D Demonstrates understanding of direction terms (e.g., "forward," "backward," "around," "through," "to," "from," "towards"). M-GS.3.E Demonstrates understanding of direction terms (e.g., "near," "far") using gestures or objects.

AREA OF DEVELOPMENT: COGNITIVE DEVELOPMENT

SUB-AREA: CD3. MATHEMATICS

Focus Area	Age	Developmental Indicator	Every Child Ready Standard(s)
CD3.3. Geometric thinking and spatial reasoning	Early Preschool 34-48 months	In outside play, uses and responds to direction (e.g., up, down) or position (e.g., on top of, beside) words (CD3.3r)	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").
CD3.3. Geometric thinking and spatial reasoning	Later Preschool 44-60 months	Uses smaller shapes to compose larger and different shapes (e.g., two triangles make one square) (CD3.3s)	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.
CD3.3. Geometric thinking and spatial reasoning	Later Preschool 44-60 months	Correctly names squares, rectangles and triangles regardless of size or orientation (CD3.3t)	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.
CD3.3. Geometric thinking and spatial reasoning	Later Preschool 44-60 months	Describes attributes of two and three dimensional shapes (e.g., "A square has four corners/angles", "a triangle has three straight sides") (CD3.3u)	M-GS.1.C Identifies and describes the properties of common two-dimensional shapes using words like "sides," "corners," "curve."
CD3.3. Geometric thinking and spatial reasoning	Later Preschool 44-60 months	Draws and describes pictures that show relative locations and uses terms like "near to" or "closer to" (CD3.3v)	M-GS.3.E Demonstrates understanding of direction terms (e.g., "near," "far") using gestures or objects.
CD3.4. Sorting, classifying, and patterning	Early Preschool 34-48 months	Shows understanding of simple patterns by recognizing and extending simple, repeating, "ABAB" patterns (e.g., of movements such as "tap head, tap knees, tap head..."; or of objects such as "red car, yellow car, red car...") (CD3.4j)	M-PFA.3.B Uses objects, rhythm, or movement to copy and extend simple AB patterns.

AREA OF DEVELOPMENT: COGNITIVE DEVELOPMENT

SUB-AREA: CD3. MATHEMATICS

Focus Area	Age	Developmental Indicator	Every Child Ready Standard(s)
CD3.4. Sorting, classifying, and patterning	Early Preschool 34-48 months	With adult help, fills in the missing element of a pattern (e.g., red, blue, red, _____, red) (CD3.4k)	M-PFA.3.B Uses objects, rhythm, or movement to copy and extend simple AB patterns.
CD3.4. Sorting, classifying, and patterning	Later Preschool 44-60 months	Identifies, duplicates, extends, and creates simple repeating patterns (CD3.4l)	M-PFA.3.D Uses objects, rhythm, or movement to copy and extend simple and advanced patterns (e.g., AB, ABC, ABB, AAB).
CD3.4. Sorting, classifying, and patterning	Later Preschool 44-60 months	Fills in missing elements of simple, repeating patterns (CD3.4m)	M-PFA.3.D Uses objects, rhythm, or movement to copy and extend simple and advanced patterns (e.g., AB, ABC, ABB, AAB).
CD3.4. Sorting, classifying, and patterning	Later Preschool 44-60 months	Recognizes, names, and extends simple repeating patterns (CD3.4n)	M-PFA.3.D Uses objects, rhythm, or movement to copy and extend simple and advanced patterns (e.g., AB, ABC, ABB, AAB).
CD3.4. Sorting, classifying, and patterning	Later Preschool 44-60 months	Describes quantitative changes (e.g., "I am two years older than when I started school.") (CD3.4o)	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. SOC.5.D Describes how people and things change over time and will continue to change into the future.
CD3.5. Describing, comparing, and measuring	Early Preschool 34-48 months	With adult support, makes direct comparisons of objects' volume or length (e.g., standing two students back to back to see which one is taller) (CD3.4e)	M-M.1.AA Demonstrates understanding of length terms (i.e., "longer," "shorter") using gestures or objects. M-M.1.A Demonstrates understanding of length terms (i.e., "longer," "shorter") and height terms (i.e., "taller," "shorter") using gestures or objects.
CD3.5. Describing, comparing, and measuring	Early Preschool 34-48 months	With adult support, indirectly compares the length of two objects using a third object (e.g., using a piece of string to measure two objects on the playground and determining which is taller) (CD3.4f)	M-M.1.AA Demonstrates understanding of length terms (i.e., "longer," "shorter") using gestures or objects. M-M.1.A Demonstrates understanding of length terms (i.e., "longer," "shorter") and height terms (i.e., "taller," "shorter") using gestures or objects.

AREA OF DEVELOPMENT: COGNITIVE DEVELOPMENT

SUB-AREA: CD3. MATHEMATICS

Focus Area	Age	Developmental Indicator	Every Child Ready Standard(s)
CD3.5. Describing, comparing, and measuring	Later Preschool 44-60 months	Directly compares the length or volume of two objects (CD3.5g)	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.
CD3.5. Describing, comparing, and measuring	Later Preschool 44-60 months	Uses comparative language to describe and compare objects using attributes (e.g., longer, shorter, lighter, heavier, etc.) (CD3.5h)	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.
CD3.5. Describing, comparing, and measuring	Later Preschool 44-60 months	With adult support, measures using the same non-standard unit, such as putting together snap cubes to see how tall a book is (CD3.5i)	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?"
CD3.5. Describing, comparing, and measuring	Later Preschool 44-60 months	With adult support, compares or orders up to 5 objects based on their measurable attributes, such as height or weight (CD3.5j)	M-PFA.2.AA Correctly orders or stacks at least five rings, nesting cups, boxes, or other toys. M-PFA.2.C Orders up to five objects by one attribute, such as size, shades of color, texture, or sound, using comparative language.
CD3.5. Describing, comparing, and measuring	Later Preschool 44-60 months	With adult support, recognizes that different attributes such as weight, height, and volume require different tools to measure (CD3.5k)	M-M.1.E Uses standard units (e.g., ruler, scale, balance) to measure and then uses comparative language to describe the measurements of two objects.
CD3.5. Describing, comparing, and measuring	Later Preschool 44-60 months	With adult support, demonstrates "size seriation" by comparing and ordering objects according to measured attribute/ characteristic (e.g., places books on shelf according to measured size) (CD3.5l)	M-M.1.E Uses standard units (e.g., ruler, scale, balance) to measure and then uses comparative language to describe the measurements of two objects.
CD3.5. Describing, comparing, and measuring	Later Preschool 44-60 months	With adult support, explores tools of measurement such as rulers, scales, and measuring cup, using the appropriate tool for the attribute/ characteristic being measured (CD3.5m)	M-M.1.E Uses standard units (e.g., ruler, scale, balance) to measure and then uses comparative language to describe the measurements of two objects.

AREA OF DEVELOPMENT: COGNITIVE DEVELOPMENT

SUB-AREA: CD3. MATHEMATICS

Focus Area	Age	Developmental Indicator	Every Child Ready Standard(s)
CD3.5. Describing, comparing, and measuring	Later Preschool 44-60 months	With instruction, shows an awareness of time by talking about events with words such as before, after, and later (CD3.5n)	M-M.2.C Demonstrates understanding of passage of time within one day, such as understanding morning, afternoon, earlier, later.

AREA OF DEVELOPMENT: COGNITIVE DEVELOPMENT

SUB-AREA: CD4. FINE ARTS

Focus Area	Age	Developmental Indicator	Every Child Ready Standard(s)
CD4.1. Exploring and expressing ideas through movement and dance	Early Preschool 34-48 months	Imitates adult's model of moving body parts in isolation or coordination (CD4.1j)	C-ARTS.1.A Participates in guided movement activities by copying dances and movements introduced by others. PD.1.AA Sits down and stands up with control. Moves body in a variety of ways such as walking, running, and galloping. Walks up and down the stairs with assistance. Throws balls and attempts to kick balls.
CD4.1. Exploring and expressing ideas through movement and dance	Early Preschool 34-48 months	Uses words that describe movement (e.g., roll, gallop, etc.) (CD4.1k)	LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions.
CD4.1. Exploring and expressing ideas through movement and dance	Early Preschool 34-48 months	Follows adult's guidance to recognize other children's personal space, as suggested by the cultures of the children in the group (CD4.1l)	PD.6.A With teacher guidance, follows safety procedures. SE.3.D Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.
CD4.1. Exploring and expressing ideas through movement and dance	Early Preschool 34-48 months	Repeats longer rhythm patterns (CD4.1m)	C-ARTS.1.B Recalls short, simple dances and movement sequences previously introduced by others. C-ARTS.1.E Creates and leads dances or movement sequences and begins to synchronize music with movement.
CD4.1. Exploring and expressing ideas through movement and dance	Early Preschool 34-48 months	Imitates dance movements or patterns of movement (CD4.1n)	C-ARTS.1.B Recalls short, simple dances and movement sequences previously introduced by others.

AREA OF DEVELOPMENT: COGNITIVE DEVELOPMENT

SUB-AREA: CD4. FINE ARTS

Focus Area	Age	Developmental Indicator	Every Child Ready Standard(s)
CD4.1. Exploring and expressing ideas through movement and dance	Early Preschool 34-48 months	Contributes ideas to create dance movements (CD4.1o)	C-ARTS.1.C Creates short dances or movement sequences.
CD4.1. Exploring and expressing ideas through movement and dance	Later Preschool 44-60 months	Imitates adult model of walking in a circle or circular fashion, walking on tiptoe and balancing on one foot during guided movement experiences (CD4.1p)	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.
CD4.1. Exploring and expressing ideas through movement and dance	Later Preschool 44-60 months	Follows directions or demonstrations of moving forward, backwards, sideways, or in a turning motion (CD4.1q)	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.
CD4.1. Exploring and expressing ideas through movement and dance	Later Preschool 44-60 months	Changes tempo of movements in response to changes in tempo or beat of music (CD4.1r)	C-ARTS.4.C Recognizes differences between a variety of music activities with different tempos, genres, and rhythms. C-ARTS.1.E Creates and leads dances or movement sequences and begins to synchronize music with movement.
CD4.1. Exploring and expressing ideas through movement and dance	Later Preschool 44-60 months	Follows directions or example to stop moving on cue (CD4.1s)	ATL.7.A Participates in one- to two-step inhibition games and activities.
CD4.1. Exploring and expressing ideas through movement and dance	Later Preschool 44-60 months	Reproduces dance steps or movements several times (CD4.1t)	C-ARTS.1.B Recalls short, simple dances and movement sequences previously introduced by others.
CD4.1. Exploring and expressing ideas through movement and dance	Later Preschool 44-60 months	Uses dance to communicate ideas or feelings (CD4.1u)	C-ARTS.1.D Leads dances or movement sequences and demonstrates them to others. C-ARTS.5.B Discusses their own artistic creations and chooses artwork for display or performance.

AREA OF DEVELOPMENT: COGNITIVE DEVELOPMENT

SUB-AREA: CD4. FINE ARTS

Focus Area	Age	Developmental Indicator	Every Child Ready Standard(s)
CD4.2. Learning about and through music	Early Preschool 34-48 months	Shows preferences for music by requesting songs (CD4.2n)	C-ARTS.5.D Expresses opinions about the artistic creations and techniques of others.
CD4.2. Learning about and through music	Early Preschool 34-48 months	Participates in conversations about music dynamics, including sound qualities and pitch (high or low) (CD4.2o)	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. C-ARTS.5.D Expresses opinions about the artistic creations and techniques of others. C-ARTS.5.E Interprets the art of others by describing what they see and identifying a theme.
CD4.2. Learning about and through music	Early Preschool 34-48 months	Repeats longer rhythm patterns (CD4.2p)	C-ARTS.4.A Participates in a variety of music activities with different tempos, genres, and rhythms.
CD4.2. Learning about and through music	Early Preschool 34-48 months	Creates beats, patterns or simple melodies using the voice or simple materials in the environment (CD4.2q)	C-ARTS.4.D Uses their voice or an instrument to express themselves and copy simple tempos.
CD4.2. Learning about and through music	Early Preschool 34-48 months	Sings alone and with others (CD4.2r)	C-ARTS.4.B Sings a variety of songs within children's vocal range, independently and with others.
CD4.2. Learning about and through music	Later Preschool 44-60 months	Creates original lyrics and songs (CD4.2s)	C-ARTS.4.D Uses their voice or an instrument to express themselves and copy simple tempos. C-ARTS.4.E Creates and performs original music or songs for others.
CD4.2. Learning about and through music	Later Preschool 44-60 months	Keeps a steady beat for 8-16 counts by patting body parts or using small instruments (CD4.2t)	C-ARTS.4.A Participates in a variety of music activities with different tempos, genres, and rhythms. C-ARTS.4.D Uses their voice or an instrument to express themselves and copy simple tempos.
CD4.2. Learning about and through music	Later Preschool 44-60 months	Draws to represent patterns in sound (e.g., "clap, clap, stomp, stomp" drawn as "dot, dot, dash, dash") (CD4.2u)	M-PFA.3.D Uses objects, rhythm, or movement to copy and extend simple and advanced patterns (e.g., AB, ABC, ABB, AAB). LL-WR.2.C Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme.

AREA OF DEVELOPMENT: COGNITIVE DEVELOPMENT

SUB-AREA: CD4. FINE ARTS

Focus Area	Age	Developmental Indicator	Every Child Ready Standard(s)
CD4.2. Learning about and through music	Later Preschool 44-60 months	Uses songs, simple instruments and found materials to create music that expresses mood, story, or relationships (CD4.2v)	C-ARTS.4.D Uses their voice or an instrument to express themselves and copy simple tempos. C-ARTS.4.E Creates and performs original music or songs for others.
CD4.3. Building understanding, empathy, and relationship skills through drama and theatre arts	Early Preschool 34-48 months	Uses props and dramatic play to act out emotions related to fear, excitement, happiness, sadness and anger (CD4.3k)	C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions. ATL.1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play).
CD4.3. Building understanding, empathy, and relationship skills through drama and theatre arts	Early Preschool 34-48 months	When engaged in role play, contributes dialogue, gesture, and facial expressions to convey meaning, ideas and feelings (CD4.3l)	C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.
CD4.3. Building understanding, empathy, and relationship skills through drama and theatre arts	Early Preschool 34-48 months	With adult guiding dramatic play, explores character, plot and setting (CD4.3m)	LL-NC.1.AA Identifies characters in a simple story. LL-NC.1.A Identifies and describes the main character in a story. LL-NC.1.B Identifies the setting in a story.
CD4.3. Building understanding, empathy, and relationship skills through drama and theatre arts	Later Preschool 44-60 months	Uses props and dramatic play to explore roles and events in the larger community and world (CD4.3n)	C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions. ATL.1.D Carries out familiar roles during individual or collaborative role-play. ATL.1.E Coordinates roles and carries out more complex stories during role-play.
CD4.3. Building understanding, empathy, and relationship skills through drama and theatre arts	Later Preschool 44-60 months	Negotiates roles and dialogue with peers and adapts to the needs of the group in dramatic play (CD4.3o)	ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play). ATL.2.E Establishes rules with peers during play or structured activities (cooperative play). C-ARTS.2.C Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play. C-ARTS.2.D Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play. C-ARTS.2.E Continues an originally created scenario over the course of several play periods. Collaborates with others to carry out dramatic play and assumed roles.

AREA OF DEVELOPMENT: COGNITIVE DEVELOPMENT

SUB-AREA: CD4. FINE ARTS

Focus Area	Age	Developmental Indicator	Every Child Ready Standard(s)
CD4.4. Using visual arts media to express thoughts and feelings	Early Preschool 34-48 months	Begins to transition drawings from spontaneous loops and lines to intentional shapes, including ovals, circles, and rectangles (CD4.4i)	C-ARTS.3.B Creates drawings, paintings, and models with an increasing level of detail. PD.3.A Draws vertical and horizontal lines with a model using a fistful grasp. PD.3.B With teacher modeling, draws circles, squares, and crosses.
CD4.4. Using visual arts media to express thoughts and feelings	Early Preschool 34-48 months	Shows control and coordination with scissors (CD4.4j)	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.
CD4.4. Using visual arts media to express thoughts and feelings	Later Preschool 44-60 months	Begins to draw with planning and purpose to show or tell a story about something in their experience (CD4.4k)	LL-WR.2.D Draws and/or writes to represent simple events or stories that entertain, and revises when necessary. ATL.8.D Creates and follows through with simple plans independently. C-ARTS.5.B Discusses their own artistic creations and chooses artwork for display or performance.
CD4.4. Using visual arts media to express thoughts and feelings	Later Preschool 44-60 months	Draws the human form with more accuracy and detail (CD4.4l)	PD.3.C Copies simple designs such as a picture of a person that includes a head, body, arms, and legs.
CD4.4. Using visual arts media to express thoughts and feelings	Later Preschool 44-60 months	Begins to describe art and the story it tells (CD4.4m)	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.
CD4.4. Using visual arts media to express thoughts and feelings	Later Preschool 44-60 months	With adult help, chooses media to match the intention of the art (e.g., clay vs. paint vs. 3-D vs. collage) (CD4.4n)	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.

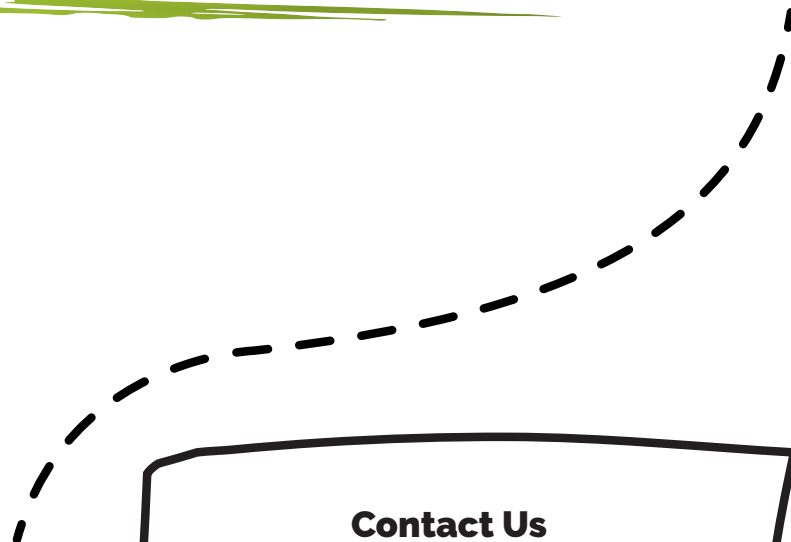
[illegible]A grid of dots with a stylized sun in the top right corner. The sun is composed of a central circle and several radiating lines of varying lengths, some solid and some dashed. The grid of dots is composed of small, light gray circles arranged in a regular pattern. The sun is located in the upper right quadrant of the grid.



AppleTree Institute
1801 Mississippi Ave SE
Washington, DC 20020

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Contact Us

(202) 488-3990
info@appletreeinstitute.org
www.everychildready.org

