

Every Child Ready Standards & Washington State Early Learning and Development Guidelines Alignment								
Washington State Early Learning and Development Guidelines				Every Child Ready Standards				
Domain	Standard	Age	Example behaviors	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5
About me and my family and culture	Family and culture	3 to 4 years	• Remember the people who are important in the child's life.	SOC.1.AA Identifies and recognizes self and family members.	SOC.1.A Understands family relationships in relation to self.	SOC.1.B Discusses the activities or celebrations that their family does together.		
			• Name most family members, including extended family.	SOC.1.AA Identifies and recognizes self and family members.	SOC.1.A Understands family relationships in relation to self.	SOC.1.B Discusses the activities or celebrations that their family does together.		
			• Recognize the importance of cultural celebrations and traditions.	SOC.1.C Discusses the importance of their own family and the roles and responsibilities of various individuals in the family.	SOC.1.D Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations.	SOC.2.AA Shows interest in a variety of familiar community members.	SOC.2.A Verbally or nonverbally identifies a variety of community members within their community, such as in their neighborhood and school.	
			• Show or talk about objects from family or culture.	SOC.1.C Discusses the importance of their own family and the roles and responsibilities of various individuals in the family.	SOC.1.D Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations.	IS.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.		
About me and my family and culture	Self concept	3 to 4 years	• Proud to say own first and last name.	SE.3.AA Responds to own name.	SOC.1.A Understands family relationships in relation to self.			
			• Know self as a part of the family, spiritual group, culture, community, and/or other group to which the family belongs.	SOC.2.B Recognizes their role within the classroom, neighborhood, and community, such as voting in the classroom or being a member of the soccer team.	IS.3.B. With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.	IS.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence.	IS.3.D Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.	
			• Notice self as an important person to family and friends.	SOC.2.B Recognizes their role within the classroom, neighborhood, and community, such as voting in the classroom or being a member of the soccer team.	IS.3.B. With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.	IS.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence.	IS.3.D Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.	
About me and my family and culture	Self management	3 to 4 years	• Show personal likes and dislikes.	ATL.3.AA Exhibits curiosity and interest in activities and materials. Repeats preferred activities.	ATL.4.C Monitors the completion of a task and identifies preferred elements of a work product or task.	ATL.3.D Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed.		
			• Identify favorite and familiar activities.	ATL.8.AA Self-selects toy, activity, or Center to engage in when provided with choices.	IS.3.A With adult support, verbally or nonverbally identifies something about themselves.			
			• Find it hard to cooperate when tense, hungry, scared, sad, angry, etc., resulting in behavior that is hurtful, harmful or withdrawn.	IS.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult.	IS.1.C With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations.			
			• Release or redirect emotional tensions—cry, laugh, tremble, yawn, sing, jump, walk—becoming more relaxed and cooperative afterward.	IS.2.D Independently uses strategies to self-regulate and self-soothe the emotions. May still seek and accept assistance.	IS.1.C With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations.			
			• Remember and cooperate in daily routines, such as getting into a car seat, and in changes from one activity to another, with occasional reminders.	ATL.9.AA Recalls simple information from familiar environments (e.g., knows where some classroom materials are kept, or remembers names of classmates).	ATL.9.A Recalls one to two pieces of new and relevant information about their lived experiences (e.g., shares two things they did that day, recalls two toys that were in the Dramatic Play Center).	ATL.9.B Identifies and anticipates materials and expectations needed for everyday and routine activities.		
			• Manage changes in routines and learn new behaviors with a little practice.	ATL.7.C Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn).	ATL.6.D Refocuses attention to independent or group activity after minor distraction.	ATL.5.A Transitions between activities that are part of the routine school day with adult reminders.	ATL.5.B Shifts between tasks or activities, including ending preferred activities, with adult support.	
			• Identify simple rules and expect others to follow them.	ATL.7.A Participates in one- to two-step inhibition games and activities.	ATL.7.B Independently follows two- to three-step verbal adult directions.	ATL.7.C Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn).		
			• Predict what comes next in the day, when there is a consistent schedule.	M-M.2.B Demonstrates the understanding of daily routines (order and general length of components).	ATL.9.B Identifies and anticipates materials and expectations needed for everyday and routine activities.			
			• Express delight in own abilities. ("I did it myself!")	ATL.4.B Verbally or nonverbally demonstrates an understanding of accomplishing a task. May verbally explain work product.	ATL.4.C Monitors the completion of a task and identifies preferred elements of a work product or task.	ATL.4.D Assesses or reflects upon activity or task outcome or product.	IS.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence.	
			• Be able to identify when something is hard to do.	ATL.3.C Asks questions and seeks clarity after attempting a challenging task.	ATL.3.D Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed.	IS.7.A Listens to or follows a solution provided by an adult. May communicate discomfort or dysregulation and require additional time to regulate while responding.	IS.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.	
			• Copy adults and playmates.	ATL.1.A Plays simple games and copies the play of others.				
			• Enjoy creating own play activities.	IS.5.AA Mostly engages in play on own, but notices or takes an interest in peer or social situations.	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.		
			• Explore objects new to the child while playing.	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).		

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Domain	Standard	Age	Example behaviors	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5
About me and my family and culture	Learning to learn	3 to 4 years	• Become engrossed in an activity and ignore distractions briefly.	ATL 6.AA Follows along with and participates in songs, chants, and simple stories.	ATL 6.A Sustains interest in a preferred task for a brief amount of time (5–10 minutes).	ATL 6.B Sustains attention in an assigned task for a brief amount of time (5–10 minutes).		
			• Imitate real-life roles/experiences in simple role plays.	C-ARTS 2.AA Engages briefly in, or observes others in, dramatic play.	C-ARTS 2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.	C-ARTS 2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.	ATL 1.D Carries out familiar roles during individual or collaborative role-play.	
			• Develop own thought processes and ways to figure things out.	ATL 4.E Assesses tasks and makes adjustments to strategies for updates or revisions.				
			• Identify questions and puzzles, and have ideas about ways to figure them out. Try some of these ideas.	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.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).			
			• Recognize when making a mistake and sometimes adjust behavior to correct it.	IS.7.A Listens to or follows a solution provided by an adult. May communicate discomfort or dysregulation and require additional time to regulate while responding.	IS.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.			
About me and my family and culture	Family and culture	4 to 5 years	• Take pride in own family composition and interest in others'. Understand that families are diverse.	SOC 1.C Discusses the importance of their own family and the roles and responsibilities of various individuals in the family.	SOC 1.D Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations.	SOC 1.E Explains why it's important to recognize and celebrate differences in families, such as their languages, music, food, or celebrations.	IS.3.D Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.	IS.3.E Demonstrates strong self-confidence through words or actions including sharing pride and celebrating others in relation to self, family, community, or culture.
			• Recognize and respect similarities and differences between self and other people, such as gender, race, special needs, cultures, languages, communities and family structures.	IS.3.A With adult support, verbally or nonverbally identifies something about themselves.	IS.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.	IS.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence.		
About me and my family and culture	Self concept	4 to 5 years	• Describe what he or she likes and is interested in.	ATL 3.AA Exhibits curiosity and interest in activities and materials. Repeats preferred activities.	ATL 4.AA Verbally or nonverbally shares activities they are engaging in with a trusted adult.	ATL 8.AA Self-selects toy, activity, or Center to engage in when provided with choices.		
			• Choose activities to do alone or with others (such as puzzles, painting, etc.).	ATL 4.A Uses two to three words or nonverbal actions (gestures, body language, facial expressions) to explain activities they are engaging in.	SOC 3.AA Verbally or nonverbally expresses wants and needs with simple phrases or gestures.			
About me and my family and culture	Self management	4 to 5 years	• Release emotional tensions in the arms or presence of a caring adult. (By this age, the child may have been discouraged from doing so and find it more difficult than before.) Still is able to cry, laugh, tremble, yawn and/or have non-hurtful tantrums. Is relaxed and cooperative afterward.	IS.1.C With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations.	IS.1.D Independently verbally or nonverbally names and describes their own emotions.	IS.1.E Identifies that they can have different emotions about the same situation.	IS.2.D Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance.	
			• Associate emotions with words and facial expressions.	IS.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult.	IS.2.D Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance.	IS.2.E Supports peers in regulating their emotions through co-regulation. Seeks and accepts co-regulation assistance when needed.		
			• Express one or two feelings in role playing life experiences. Adopt a variety of roles in pretend play.	IS.1.B With adult modeling and visual supports, verbally or nonverbally identifies and labels emotions such as happiness, surprise, anger, fear, and sadness in self.	IS.1.C With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations.	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.	
			• Anticipate consequences of own behavior. With help, consider possibilities and plan effective approaches to problems.	IS.7.C When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise).	IS.7.D With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise).	SC-SP 1.B Observes and describes cause and effect.	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.
			• Begin to enjoy games where the child has to change behavior in response to changing directions.	ATL 5.C Adjusts to changes in the environment or schedule with adult guidance and advance warning.	ATL 5.D With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error).			
About me and my family and culture	Learning to learn	4 to 5 years	• Be curious; interested in trying things out.	ATL 3.AA Exhibits curiosity and interest in activities and materials. Repeats preferred activities.	ATL 3.A Explores a variety of available objects and materials to discover what they do and how they work.	ATL 3.B Demonstrates an interest in learning new information or starting a new activity on their own.		
			• Stay with a task for more than five minutes and attempt to solve problems that arise.	ATL 6.C Attends to entirety of a short engaging lesson or teacher-led activity (10–15 minutes).	ATL 6.D Refocuses attention to independent or group activity after minor distraction.	ATL 6.E Attends to activities or peer engagement for extended periods of time (30+ minutes).		
			• Use imagination to create a variety of ideas.	ATL 1.C Engages in individual verbal or nonverbal imaginative play or role-play.	ATL 1.D Carries out familiar roles during individual or collaborative role-play.	ATL 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.
			• Enjoy pretend play (such as using dolls or stuffed animals, or playing "house" or "explorers").	ATL 1.C Engages in individual verbal or nonverbal imaginative play or role-play.	ATL 1.D Carries out familiar roles during individual or collaborative role-play.			
			• Use play as a way to explore and understand life experiences and roles.	ATL 1.C Engages in individual verbal or nonverbal imaginative play or role-play.	ATL 1.D Carries out familiar roles during individual or collaborative role-play.			

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			<ul style="list-style-type: none"> <li>Recognize when making mistakes and fix these errors during a task.</li> </ul>	ATL.5.C Adjusts to changes in the environment or schedule with adult guidance and advance warning.	ATL.5.D With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error).			

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Domain	Standard	Age	Example behaviors	Alignment 1	Alignment 2	Alignment 3	Alignment 4
Building relationships	Interactions with adults	3 to 4 years	• Separate from important adults, sometimes relying on another adult to feel safe. Release tensions through laughter, tears, trembling, talking, or yawning.	ATL.5.A Transitions between activities that are part of the routine school day with adult reminders.	ATL.5.C Adjusts to changes in the environment or schedule with adult guidance and advance warning.	IS.7.A Listens to or follows a solution provided by an adult. May communicate discomfort or dysregulation and require additional time to regulate while responding.	
			• Initiate interactions and engage in play with adults.	IS.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult.	SOC.2.AA Shows interest in a variety of familiar community members.		
			• Show affection for important adults.	SOC.2.A Verbally or nonverbally identifies a variety of community members within their community, such as in their neighborhood and school.	ATL.4.AA Verbally or nonverbally shares activities they are engaging in with a trusted adult.		
Building relationships	Interactions with peers	3 to 4 years	• Engage in play with other children. Join in group activities.	ATL.2.A Engages in activities next to peers using shared materials (parallel play).	IS.5.E Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.		
			• Initiate play with friends, siblings, cousins and/or others.	IS.5.A Engages with peers with teacher modeling and participates in organized group activities.	IS.5.B With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).		
			• Share and take turns with other children.	ATL.2.A Engages in activities next to peers using shared materials (parallel play).	IS.5.E Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.		
			• Show affection or closeness with peers.	ATL.2.A Engages in activities next to peers using shared materials (parallel play).	IS.5.B With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).		
			• Make decisions with other children, with adult help.	ATL.2.B Plays, works on tasks, or participates in activities with peers with adult prompts (associative play).	ATL.2.C Makes cooperative decisions with peers based on adult provided choices (associative play).		
Building relationships	Social behaviors	3 to 4 years	• Respond to directions from adults about putting items away or being careful with them.	ATL.9.B Identifies and anticipates materials and expectations needed for everyday and routine activities.	ATL.7.B Independently follows two- to three-step verbal adult directions.		
			• Begin to remember and follow multistep directions.	LL-LC.1.B Responds to multipart sentences, such as acting out multiple events, following two-step directions, or finding objects based on a description.	ATL.7.A Participates in one- to two-step inhibition games and activities.	ATL.7.B Independently follows two- to three-step verbal adult directions.	
			• Notice where things belong and help put them away (such as toys, putting own dishes in the wash basin).	ATL.8.B Uses adult-created organization tools to complete steps of a simple task or project.			
			• Work with others as part of a team.	IS.5.A Engages with peers with teacher modeling and participates in organized group activities.	IS.5.B With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).		
			• Explore, practice and understand social roles through play. Adopt a variety of roles and feelings during pretend play.	C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.	C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.	C-ARTS.2.C Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.	
			• Plan play by identifying different roles needed and who will fill these roles. Consider changing roles to fit the interests of children playing.	C-ARTS.2.AA Engages briefly in, or observes others in, dramatic play.	C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.	C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.	
			• Tell stories and give other children the chance to tell theirs.	IS.5.A Engages with peers with teacher modeling and participates in organized group activities.	LL-NC.4.B Tells a two-event personal narrative using simple phrases.		
			• Sing, drum and/or dance with others.	C-ARTS.1.A Participates in guided movement activities by copying dances and movements introduced by others.	C-ARTS.1.B Recalls short, simple dances and movement sequences previously introduced by others.	C-ARTS.4.A Participates in a variety of music activities with different tempos, genres, and rhythms.	C-ARTS.4.B Sings a variety of songs within children's vocal range, independently and with others.
			• React to peers' feelings (empathy).	IS.4.AA With adult modeling and one-on-one support, verbally or nonverbally names observable characteristics of others.	IS.4.A With adult modeling and one-on-one support, verbally or nonverbally names observable emotions and experiences of others.	IS.4.B With adult prompts, compares their own characteristics and emotions to those of others.	

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Building relationships	Problem solving, conflict resolution	3 to 4 years	• Accept/reach out to children who are different.	IS.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.	IS.4.B With adult prompts, compares their own characteristics and emotions to those of others.			
			• Identify ways to change behavior to respond to another's desires or needs. Remember and follow through on the agreement without further reminders, some of the time.	IS.5.A Engages with peers with teacher modeling and participates in organized group activities.	IS.5.B With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).			
			• Wait for a turn.	IS.7.A Listens to or follows a solution provided by an adult. May communicate discomfort or dysregulation and require additional time to regulate while responding.	IS.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.			
Building relationships	Interactions with adults	4 to 5 years	• Seek emotional support from caregivers.	IS.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult.	IS.2.D Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance.			
			• Understand that adults may want the child to do something different than he/she wants to do.	IS.7.C When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise).				
Building relationships	Interactions with peers	4 to 5 years	• Play with children the same age and of different ages.	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).			
			• Initiate an activity with another child.	IS.5.A Engages with peers with teacher modeling and participates in organized group activities.	IS.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).			
			• Invite other children to join groups or other activities.	IS.5.E Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.	LL-BK.1.E Invites peers to look at books or ask questions about books read by peers.			
			• Make and follow plans for games with other children.	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.			
Building relationships	Social behaviors	4 to 5 years	• Adjust behavior to different settings (such as using an outdoor voice or an indoor voice), sometimes with reminders.	LL-LC.4.E Modifies conversations based on the context or listener.				
			• Be able to think about behavior, being cooperative and nonhurtful. Able to talk about the best ways to do things.	IS.4.D With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others.	IS.4.E With minimal teacher prompts, demonstrates empathy by providing support for others through assistance or advocacy.			
			• Cooperate with other children, share and take turns.	IS.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	IS.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.			
			• Connect emotions with facial expressions.	IS.1.C With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations.	IS.1.D Independently verbally or nonverbally names and describes their own emotions.			
			• Care about other children when they are hurt or upset. Describe other children's thoughtful behaviors.	IS.4.C With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations.	IS.4.D With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others.	IS.4.E With minimal teacher prompts, demonstrates empathy by providing support for others through assistance or advocacy.		
			• Listen to what other children want and make plans that take these desires into account.	IS.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.	IS.5.E Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.			
			• Wait for a turn without getting angry or grabbing. May lose interest in the object or activity before getting a turn.	IS.1.C With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations.	IS.5.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).			

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Building relationships	Problem solving, conflict resolution	4 to 5 years	• Ask for help from another child or an adult to solve a problem.	IS.6.C Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers.	ATL.2.C Makes cooperative decisions with peers based on adult provided choices (associative play).	ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play).	ATL.2.E Establishes rules with peers during play or structured activities (cooperative play).
			• Make decisions and solve problems with other children, with adult help.	IS.7.C When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise).	IS.7.D With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise).	IS.7.E Independently suggests and chooses an adult-provided solution to a personal challenge or challenge with others (e.g., ask for help, compromise). Supports peers by suggesting solutions.	
			• Observe that others may have ideas or feelings that differ from the child's own.	IS.4.C With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations.	IS.4.D With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others.	IS.4.E With minimal teacher prompts, demonstrates empathy by providing support for others through assistance or advocacy.	
			• Be able to talk about ways to solve a problem or help another child, and keep in mind the personality and preferences of that child.	ATL.2.C Makes cooperative decisions with peers based on adult provided choices (associative play).	ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play).	ATL.2.E Establishes rules with peers during play or structured activities (cooperative play).	

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Communicating (Literacy)	Speaking and listening (language development)	3 to 4 years	• Communicate with body language, facial expression, tone of voice and in words.	LL-LC.4.AA Communicates with peers and teachers using nonverbal gestures like pointing, shrugging shoulders, or giving a thumbs-up.	LL-LC.2.AA Verbally labels familiar objects, body parts, people, or emotions using one-word responses.	LL-LC.2.A Uses two to three words to describe, or say a phrase/sentence.	LL-LC.1.AA Points to familiar objects, people, body parts, or emotions.	LL-LC.1.B Responds to multipart sentences, such as acting out multiple events, following two-step directions, or finding objects based on a description.	LL-LC.1.D Shows understanding of more complex sentences or questions through actions, such as following three-step directions.	LL-LC.2.B Demonstrates understanding by answering simple "why" and "how" 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 when prompted by the teacher or peers.	LL-LC.2.D Answers questions from adults and peers using multivord responses and uses question words ("who," "what," "where," "why" and "how") to ask simple questions related to a topic.	LL-PA.2.A Repeats multisyllabic words or participates in games and word play involving multisyllabic words.	LL-PA.2.B Segments the syllables in one- and two-syllable words verbally or nonverbally.	LL-PA.2.C Segments the syllables in three- and four-syllable words verbally or nonverbally.	LL-BK.2.C Uses illustrations to tell a familiar story with intonation and expression, using repeated phrases.			
			• Say name, tribal or religious name if the child has one, age and sex.	LL-LC.2.AA Verbally labels familiar objects, body parts, people, or emotions using one-word responses.	IS.3.A With adult support, verbally or nonverbally identifies something about themselves.	IS.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.	IS.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence.												
			• Show preference for the home language.	LL-LC.3.AA Repeats or attempts to use words heard in the everyday language or environment.	IS.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence.	SOC.1.D Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations.													
			• Name most familiar things.	LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions.	LL-LC.2.AA Verbally labels familiar objects, body parts, people, or emotions using one-word responses.	LL-LC.2.A Uses two to three words to make a description, or say a phrase/sentence.	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.	ATL.9.A Recalls one to two pieces of new and relevant information about their lived experiences (e.g., shares two things they did that day, recalls two toys that were in the Dramatic Play Center).											
			• Name one or more friends and relatives.	SOC.1.AA Identifies and recognizes self and family members.	SOC.2.A Verbally or nonverbally identifies a variety of community members within their community, such as in their neighborhood and school.	LL-LC.2.AA Verbally labels familiar objects, body parts, people, or emotions using one-word responses.	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.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions.											
			• Ask the meaning of new words, then try using them.	LL-LC.3.A Shows interest in new words or asks questions to acquire new vocabulary.	LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults.	ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own.	LL-LC.2.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.												
			• Speak so most people can understand.	LL-LC.4.B Initiates or joins conversations and engages in conversational turn-taking with at least one feedback loop using both verbal and nonverbal communication.	LL-LC.4.C Initiates or joins conversations in conversational turn-taking with at least two feedback loops that remain on topic.	LL-LC.5.A Makes an attempt at using correct syntax with a noun and verb (i.e., "Ariel throw").	ATL.4.A Uses two to three words or nonverbal actions (gestures, body language, facial expressions) to explain activities they are engaging in.												
			• Use words like "I," "me," "we," and "you" and some plurals (such as cars, dogs).	LL-LC.3.AA Repeats or attempts to use words heard in the everyday language or environment.	LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions.	LL-LC.5.A Makes an attempt at using correct syntax with a noun and verb (i.e., "Ariel throw").	LL-LC.2.AA Verbally labels familiar objects, body parts, people, or emotions using one-word responses.												
			• Use multi-word sentences, phrases, and gestures to communicate needs, ideas, actions and feelings.	LL-LC.2.A Uses two to three words to make a description, or say a phrase/sentence.	ATL.4.A Uses two to three words or nonverbal actions (gestures, body language, facial expressions) to explain activities they are engaging in.	IS.1.B With adult modeling and visual supports, verbally or nonverbally identifies and labels emotions such as happiness, surprise, anger, fear, and sadness in self.	LL-LC.4.B Initiates or joins conversations and engages in conversational turn-taking with at least one feedback loop using both verbal and nonverbal communication.	IS.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.											
			• Respond to questions verbally or with gestures.	LL-LC.2.B Demonstrates understanding by answering simple "what" and "who" questions using two to three words when prompted by the teacher or peers.	LL-LC.2.C Demonstrates understanding by answering simple "why" and "how" questions using two to three words when prompted by the teacher or peers.	LL-LC.2.D Answers questions from adults and peers using multivord responses and uses question words ("who," "what," "where," "why" and "how") to ask simple questions related to a topic.	LL-NC.2.B Answers factual questions using a variety of text types (predictable, informational, poetry, etc.).												
			• Ask questions for information or clarification.	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.	LL-LC.3.A Shows interest in new words or asks questions to acquire new vocabulary.	LL-LC.4.B Initiates or joins conversations and engages in conversational turn-taking with at least one feedback loop using both verbal and nonverbal communication.	LL-LC.2.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.											
			• Enjoy repeating rhyming words or word patterns in songs, poems or stories.	LL-PA.3.A Listens to and sings favorite classroom songs with simple rhyme patterns like "Twinkle, Twinkle Little Star."	LL-PA.3.B Listens to and fills in the missing rhyming word from a familiar song, poem, rhyme, fingerplay, or story. For example, "Twinkle, twinkle little star. How I wonder what you _____."	ATL.6.AA Follows along with and participates in songs, chants, and simple stories.	C-ARTS.4.B Sings a variety of songs within children's vocal range, independently and with others.												
			• Show awareness of separate syllables in words by tapping or clapping for each syllable.	LL-PA.2.A Repeats multisyllabic words or participates in games and word play involving multisyllabic words.	LL-PA.2.B Segments the syllables in one- and two-syllable words verbally or nonverbally.	LL-PA.2.C Segments the syllables in three- and four-syllable words verbally or nonverbally.													

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			• Remember and follow directions of one or two steps. Struggle to remember and follow complicated or multi-step directions.	LL-LC.1.B Responds to multi-part sentences, such as acting out multiple events, following two-step directions, or finding objects based on a description.	ATL.7.AA With adult support, starts or stops a task following a simple one-step direction (e.g., "up" and "down" commands).	ATL.7.A Participates in one- to two-step inhibition games and activities.	ATL.7.B Independently follows two- to three-step verbal adult directions.	ATL.8.A With one to one adult support, completes steps of a simple task or project (two to three steps).											
			• Know three to seven words in tribal language (if the family has one) and use them regularly.	LL-LC.3.AA Repeats or attempts to use words heard in the everyday language or environment.	IS.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence.	SOC.1.D Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations.													
			• Participate in conversations. Take turn in group conversations, and listen to others in group for a short period of time.	LL-LC.4.B Initiates or joins conversations and engages in conversational turn-taking with at least one feedback loop using both verbal and nonverbal communication.	LL-LC.4.C Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic.	LL-LC.4.D Adds information or appropriately remains on or changes topic during a conversation with multiple feedback loops alternating between speaker and listener.													
			• Recognize rising and falling intonations, and what these mean.	LL-LC.4.E Modifies conversations based on the context or listener.															
Communicating (Literacy)	Reading	3 to 4 years	• Identify print on signs, etc., asking "What does that say?"	LL-BK.3.AA Identifies familiar images or topics in environmental print.	LL-BK.3.B Demonstrates understanding that print has meaning and begins to connect environmental print with objects or locations in the classroom.	LL-PA.4.A Identifies the initial consonant sounds in familiar words (no blends and digraphs).													
			• Identify own name as a whole word.	LL-AK.1.A Identifies up to five uppercase or lowercase letters. Some letters may be in own name.	IS.3.AA Responds to own name.														
			• Match the beginning sounds of some words. Find objects in a picture that have the same beginning sound, with some adult help.	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.													
			• Decide whether two words rhyme.	LL-PA.3.C Identifies if two words rhyme when given in a pair. For example, "My words are 'cat' and 'hat'. Do these two words rhyme? My words are 'cat' and 'pan'. Do these two words rhyme?"															
			• Request a favorite book.	LL-BK.1.B Selects and requests that a favorite or familiar book be read by an adult.															
			• Enjoy picture books and being read to. Enjoy looking at books on own. Use pictures to predict a story.	LL-BK.1.D Looks at books independently or with peers.	LL-BK.1.B Selects and requests that a favorite or familiar book be read by an adult.	LL-BK.2.B Uses illustrations to tell a familiar story.													
			• Listen to and follow along with books in a different language.	LL-BK.1.C Listens to a wide variety of age appropriate literature read aloud.	C-ARTS.5.A Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques.														
			• Turn book pages one at a time.	LL-BK.2.A Demonstrates understanding of proper book orientation by holding books right side up and turning one page at a time, starting from the first page.	LL-BK.1.A Treats books with care.														
			• Use own experiences to comment on a story, though the comments might not follow the story line.	ATL.9.A Recalls one to two pieces of new and relevant information about their lived experiences (e.g., shares two things they did that day, recalls two toys that were in the Dramatic Play Center).															
			• Retell simple, familiar stories from memory while looking at the book.	LL-NC.3.D Describes one event from a familiar narrative using visuals or gestures.	LL-NC.3.B Retells two or more events from a familiar narrative using visuals or gestures.	LL-NC.3.C Retells three or more events from a familiar narrative 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.												
Communicating (Literacy)	Writing	3 to 4 years	• Make marks or scribbles when an adult suggests writing.	LL-WR.4.A Scribbles and makes marks on page. These may be continuous lines or separate shapes. The shapes may include dots, circles, or lines.	LL-WR.4.B Writes letter-like forms and makes marks on page that look like conventional shapes or mock letters.	LL-WR.2.A Draws and/or writes to represent, express, or communicate interest, and revises when necessary.	LL-WR.2.D Draws and/or writes to represent simple events or stories that entertain, and revises when necessary.												
			• Attempt to copy one or more letters or characters of the home language.	LL-WR.4.B Writes letter-like forms and makes marks on page that look like conventional shapes or mock letters.	LL-WR.4.C Writes letter-like symbols in strings. May leave spaces between symbols to indicate words.	LL-WR.4.D Writes random recognizable letters in a row with spaces in between. Letters may be backward, reversed, or poorly formed and recognized only in context.	LL-WR.6.C Writes the correct initial sound of a word.												

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			• Draw pictures and tell their story.	LL-WR.2.A Draws and/or writes to represent, express, or communicate interests.	LL-WR.2.B Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme.	LL-WR.2.C Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme.	LL-WR.2.D Draws and/or writes to represent simple events or stories that entertain, and revises when necessary.													
Communicating (Literacy)	Speaking and listening (language development)	4 to 5 years	• Know and use several hundred words in home language. Use new words on own.	LL-LC.1.B Responds to multipart sentences, such as acting out multiple events, following two-step directions, or finding objects based on a description.	LL-LC.1.C Responds to more complex sentences that include descriptive words for unrelated requests they may not have heard before.	LL-LC.1.D Shows understanding of more complex sentences or questions through actions, such as following three-step directions.	LL-LC.1.E Confirms understanding of spoken language, requests, and complex sentences through verbal or nonverbal requests for clarification.	ATL.9.A Recalls one to two pieces of new and relevant information about their lived experiences (e.g., shares two things they did that day, recalls two toys that were in the Dramatic Play Center).	LL-NC.3.D Retells three or more events from a familiar narrative in sequence using visuals or gestures.	LL-NC.4.B Tells a two-event personal narrative using simple phrases.	LL-PA.3.A Listens to and sings favorite classroom songs with simple rhyme patterns like "Twinkle, Twinkle Little Star."	C-ARTS.4.E Creates and performs original music or songs for others.	ATL.6.AA Follows along with and participates in songs, chants, and simple stories.	LL-LC.4.C Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic.	SOC.2.E Shares how their thoughts, opinions, choices, and actions can impact their community.					
			• Use words to describe actions (such as "running fast") and emotions (such as happy, sad, tired and scared).	LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.	LL-LC.5.A Makes an attempt at using correct syntax with a noun and verb (i.e., "Armel throw").	LL-LC.5.B Continues to develop more complex sentences using syntax with a noun and verb and object (i.e., "Armel throws the ball").	IS.1.C With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations.	IS.4.A With adult modeling and one-on-one support, verbally or nonverbally names observable emotions and experiences of others.												
			• Talk in sentences of five or six words.	LL-LC.5.D Uses complex sentences with correct word order and syntax. Begins to use prepositions (i.e., "Armel throws the round blue ball on the roof").	LL-LC.2.D Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic.	LL-LC.5.B Continues to develop more complex sentences by using adjectives (i.e., "Armel throws the blue ball").	LL-LC.5.C Continues to develop more complex sentences by using adjectives (i.e., "Armel throws the blue ball").													
			• Know when it is appropriate to ask questions and whom to ask. Ask questions to get information or clarification.	ATL.3.C Asks questions and seeks clarity after attempting a challenging task.	LL-LC.3.A Shows interest in new words or asks questions to acquire new vocabulary.	SC-SP.1.D Formulates own science-oriented questions based on observations.	LL-LC.2.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.													
			• Remember and follow directions involving two or three steps, including steps that are not related (such as "Please pick up your toys and put on your shoes").	LL-LC.1.B Responds to multipart sentences, such as acting out multiple events, following two-step directions, or finding objects based on a description.	LL-LC.1.C Responds to more complex sentences that include descriptive words for unrelated requests they may not have heard before.	LL-LC.1.D Shows understanding of more complex sentences or questions through actions, such as following three-step directions.														
			• Remember all parts and respond correctly to a request (such as "Bring me the green towel").	LL-LC.1.B Responds to multipart sentences, such as acting out multiple events, following two-step directions, or finding objects based on a description.	LL-LC.1.C Responds to more complex sentences that include descriptive words for unrelated requests they may not have heard before.	LL-LC.1.D Shows understanding of more complex sentences or questions through actions, such as following three-step directions.														
			• Tell some details of a recent event in sequence.	M-M.2.A Sequences up to two to four steps in a familiar daily routine.	LL-NC.4.B Tells a two-event personal narrative using simple phrases.															
			• Tell a short make-believe story, with adult help.	LL-NC.4.C Constructs a personal narrative with three or more events which may be out of order, includes omissions or deviations to other topics.	LL-NC.4.D Constructs a personal narrative with three or more events in a coherent sequence.	C-ARTS.2.C Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.	C-ARTS.2.D Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.	ATL.1.C Engages in individual verbal or nonverbal imaginative play or role-play.												
			• Listen to others and respond in a group discussion for a short period. Remember what was said and gain information through listening.	LL-LC.4.B Initiates or joins conversations and engages in conversational turn-taking with at least one feedback loop using both verbal and nonverbal communication.	LL-LC.4.C Initiates or joins conversations and engages in conversational turn-taking with at least two feedback loops that remain on topic.	LL-LC.4.D Adds information or appropriately remains on or changes topic during a conversation with multiple feedback loops alternating between speaker and listener.														
			• State own point of view, and likes and dislikes using words, gestures and/or pictures.	IS.3.D Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.	IS.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.															
			• Join in and make up songs, chants, rhymes and games that play with the sounds of language (such as clapping out the rhythm).	C-ARTS.4.A Participates in a variety of music activities with different tempos, genres, and rhythms.	C-ARTS.4.B Sings a variety of songs within children's vocal range, independently and with others.	C-ARTS.1.C Creates or movement sequences.	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 ___."													
			• Sing a song or say a poem from memory.	ATL.9.AA Recalls one to two pieces of new and relevant information from familiar environments (e.g., knows where some classroom materials are kept, or remembers names of classmates).	ATL.9.A Recalls one to two pieces of new and relevant information about their lived experiences (e.g., shares two things they did that day, recalls two toys that were in the Dramatic Play Center).	LL-PA.3.B Listens to information or appropriately remains on or changes topic during a conversation with multiple feedback loops alternating between speaker and listener.	ATL.6.AA Follows along with and participates in songs, chants, and simple stories.													
						• Know some basic rules of grammar (such as correctly using "me" and "I").	LL-LC.5.B Continues to develop more complex sentences using syntax with a noun and verb and object (i.e., "Armel throws the ball").	LL-LC.5.C Continues to develop more complex sentences by using adjectives (i.e., "Armel throws the blue ball").	LL-LC.5.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").											
			• Understand that alphabet letters are a special kind of picture and that they have names. Begin to identify individual letters of the alphabet (or characters of the home language) in text.	LL-AK.1.A Identifies up to five uppercase or lowercase letters in random order.	LL-AK.1.E Identifies all 26 uppercase and lowercase letters in random order.															

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Communicating (literacy)	Reading	4 to 5 years	<ul style="list-style-type: none"> <li>Understand which symbols are letters and which are numbers.</li> </ul>	LL-AK.1.A Identifies up to five uppercase or lowercase letters. Some letters may be in own name.	LL-AK.1.E Identifies all 26 uppercase and lowercase letters in random order.	M-NC.5.D Says the names of numerals 0–10 shown in random order.													
			<ul style="list-style-type: none"> <li>Identify three or more letters with their sound at the beginning of a word (such as "day," "dog" and "David" all begin with "d").</li> </ul>	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).														
			<ul style="list-style-type: none"> <li>Recognize some signs and symbols in the classroom and community (such as a Stop sign), and use them for information.</li> </ul>	LL-BK.3.AA Identifies familiar images or logos in environmental print.	LL-BK.3.C Demonstrates understanding that print has meaning and begins to connect environmental print with objects or locations in the classroom.														
			<ul style="list-style-type: none"> <li>Begin to recall some words in familiar books from memory.</li> </ul>	LL-BK.3.C Demonstrates understanding that print has meaning and begins to connect environmental print with objects or locations in the classroom.															
			<ul style="list-style-type: none"> <li>Know that print has meaning.</li> </ul>	LL-BK.3.C Demonstrates understanding that print has meaning and begins to connect environmental print with objects or locations in the classroom.	LL-BK.3.D Points to one word and one letter in an unfamiliar text or around the room.														
			<ul style="list-style-type: none"> <li>Recognize own name in print.</li> </ul>	LL-AK.1.A Identifies up to five uppercase or lowercase letters. Some letters may be in own name.	LL-AK.1.E Identifies all 26 uppercase and lowercase letters in random order.	LL-BK.3.D Points to one word and one letter in an unfamiliar text or around the room.													
			<ul style="list-style-type: none"> <li>Begin to understand the order in which a page is read (for example, English is read from left to right and top to bottom).</li> </ul>	LL-BK.2.A Demonstrates understanding of proper book orientation by holding books right side up and turning one page at a time, starting from the first page.	LL-BK.2.D Tracks print from left to right and top to bottom while imitating reading a familiar text.														
			<ul style="list-style-type: none"> <li>Tell you what is going to happen next in a story. Make up an ending.</li> </ul>	LL-NC.3.E With prompting and support, retells familiar stories, including key details.	LL-NC.3.D Retells three or more events from a familiar narrative in sequence using visuals or gestures.	LL-NC.2.C Uses events from the book to make a prediction about what might happen next.													
			<ul style="list-style-type: none"> <li>Identify a variety of printed material (such as books, newspapers, magazines, cereal boxes).</li> </ul>	LL-BK.3.B Distinguishes between print and images in books and in the environment.	LL-BK.3.C Demonstrates understanding that print has meaning and begins to connect environmental print with objects or locations in the classroom.														
			<ul style="list-style-type: none"> <li>Use actions to show ideas from stories, signs, pictures, etc.</li> </ul>	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 using visuals or gestures.													
<ul style="list-style-type: none"> <li>Retell more complicated, familiar stories from memory.</li> </ul>	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.	LL-NC.4.C Constructs a personal narrative with three or more events which may be out of order, includes omissions or deviations to other topics.																
Communicating (literacy)	Writing	4 to 5 years	<ul style="list-style-type: none"> <li>Make marks, scribbles or letter-like shapes and identify them as words. Use pretend writing activities during play.</li> </ul>	LL-WR.4.A Scribbles and makes marks on page. These may be continuous lines or separate shapes. The shapes may include dots, circles, or lines.	LL-WR.4.B Writes letter-like forms and makes marks on page that look like conventional shapes or mock letters.	LL-WR.4.C Writes letter-like symbols in strings. May leave spaces between symbols to indicate words.	LL-WR.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.												
			<ul style="list-style-type: none"> <li>Use letter-like symbols to make lists, letters and stories or to label pictures.</li> </ul>	LL-WR.4.B Writes letter-like forms and makes marks on page that look like conventional shapes or mock letters.	LL-WR.4.C Writes letter-like symbols in strings. May leave spaces between symbols to indicate words.	LL-WR.3.B Writes at least one recognizable letter from their name. The letter may be backward, reversed, or poorly formed and recognized only in context.													
			<ul style="list-style-type: none"> <li>Attempt to copy one or more letters of the alphabet.</li> </ul>	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.														
			<ul style="list-style-type: none"> <li>Begin to print or copy own name, and identify at least some of the letters.</li> </ul>	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.														

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Washington State Early Learning and Development Guidelines				Every Child Ready Standards												
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			• Explore writing letters in different languages.	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.	PD.3.C Copies simple designs such as a picture of a person that includes a head, body, arms, and legs.											

Every Child Ready Standards & Washington State Early Learning and Development Guidelines Alignment										
Washington State Early Learning and Development Guidelines			Every Child Ready Standards							
Domain	Standard	Age	Example behaviors	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7
Growing up healthy	Daily living skills (personal health and hygiene)	3 to 4 years	• Dress and undress with help. Take off coat and put it where it belongs.	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.	PD.4.B Demonstrates understanding of self-care and hygiene routines and begins to initiate.				
			• Begin to take care of own toileting needs.	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.	PD.4.B Demonstrates understanding of self-care and hygiene routines and begins to initiate.				
			• Wash hands and use a towel to dry them.	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.	PD.4.B Demonstrates understanding of self-care and hygiene routines and begins to initiate.				
Growing up healthy	Nutrition and health	3 to 4 years	• Try different healthy foods from a variety of cultures.	PD.5.AA Uses senses to experience a variety of food during mealtimes.	PD.5.A Recognizes and identifies a variety of different foods.	PD.5.B Demonstrates understanding of types of foods and preferences.				
			• Help to set and clear the table for meals. Self serve meal items.	ATL.8.AA Self-selects toy, activity, or Center to engage in when provided with choices.	ATL.8.A With one to one adult support, completes steps of a simple task or project (two to three steps).	ATL.8.B Uses adult-created organization tools to complete steps of a simple task or project.				
			• Engage in a variety of active play and movement activities. Play outdoor games.	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.	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.				
Growing up healthy	Safety	3 to 4 years	• Hold parent's/caregiver's hand when walking in public places. • Begin to learn safety rules for the child's daily activities.	ATL.5.A Transitions between activities that are part of the routine school day with adult reminders.	PD.6.AA Begins to recognize and accepts help in following safety procedures.	PD.6.A With teacher guidance, follows safety procedures.	PD.6.B Demonstrates understanding of safety procedures and begins to initiate.			
Growing up healthy	Daily living skills (personal health and hygiene)	4 to 5 years	• Participate easily and know what to do in routine activities (such as meal time, bed time).	ATL.9.C Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and wants to return, or fell on the slide yesterday, so exercises caution today).	ATL.9.D With adult support, applies explicitly taught and practiced higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization).	ATL.9.E Independently applies higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization).				
			• Communicate need to rest, drink and eat.	ATL.9.B Identifies and anticipates materials and expectations needed for everyday and routine activities.	PD.4.A With teacher guidance, follows self-care and hygiene routines.	PD.4.B Demonstrates understanding of self-care and hygiene routines and begins to initiate.	PD.4.C Completes self-care and hygiene routines with minimal assistance.	PD.4.D Independently completes self-care and hygiene routines.		
			• Stay awake all day except, for some children, during nap time.	PD.4.B Demonstrates understanding of self-care and hygiene routines and begins to initiate.	SC-LES.4.C Describes the needs of humans and animals and how their characteristics and behaviors support their needs, such as birds have beaks so they can dig for worms.	IS.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult.	ATL.6.C Attends to entirety of a short engaging lesson or teacher-led activity (10–15 minutes).			
			• Dress and undress, with only a little help needed.	PD.4.C Completes self-care and hygiene routines with minimal assistance.	PD.4.D Independently completes self-care and hygiene routines.	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.				

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Domain	Standard	Age	Example behaviors	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7
			• Decide, with a few prompts from adults, when to carry out self-help tasks (such as washing hands).	PD.4.B Demonstrates understanding of self-care and hygiene routines and begins to initiate.	PD.4.C Completes self-care and hygiene routines with minimal assistance.					
			• Wash and dry hands before eating and after toileting, with some adult help.	PD.4.B Demonstrates understanding of self-care and hygiene routines and begins to initiate.	PD.4.C Completes self-care and hygiene routines with minimal assistance.					
			• Cooperate while caregiver assists with brushing teeth.	PD.4.B Demonstrates understanding of self-care and hygiene routines and begins to initiate.	PD.4.C Completes self-care and hygiene routines with minimal assistance.					
			• Cover mouth when coughing.	PD.4.B Demonstrates understanding of self-care and hygiene routines and begins to initiate.	PD.4.C Completes self-care and hygiene routines with minimal assistance.					
Growing up healthy	Nutrition and health	4 to 5 years	• Help prepare healthy snacks.	PD.5.AA Uses senses to experience a variety of food during mealtimes.	PD.5.A Recognizes and identifies a variety of different foods.	PD.5.B Demonstrates understanding of types of foods and preferences.				
			• Eat a variety of nutritious foods and eat independently. Try healthy foods from different cultures.	PD.5.C Begins to understand how eating a variety of foods and proper hydration helps the body grow and be healthy.	PD.5.D Demonstrates understanding and categorizes different food types such as vegetables, fruit, grains, protein, and dairy.					
			• Serve self at family-style meals.	PD.5.AA Uses senses to experience a variety of food during mealtimes.	PD.4.D Independently completes self-care and hygiene routines.	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.				
			• Know what self-care items are used for (such as comb and toothbrush).	ATL.9.B Identifies and anticipates materials and expectations needed for everyday and routine activities.	PD.4.E Understands and describes the importance of self-care and hygiene routines.	PD.4.C Completes self-care and hygiene routines with minimal assistance.	PD.4.D Independently completes self-care and hygiene routines.			
Growing up healthy	Safety	4 to 5 years	• Identify trusted adults who can help in dangerous situations.	SOC.2.A Verbally or nonverbally identifies a variety of community members within their community, such as in their neighborhood and school.	PD.6.AA Begins to recognize and accepts help in following safety procedures.	PD.6.A With teacher guidance, follows safety procedures.	PD.6.B Demonstrates understanding of safety procedures and begins to initiate.	PD.6.C Independently follows safety procedures.	PD.6.D Understands and describes the importance of safety procedures.	PD.6.E Understands and describes how to get help when there are unsafe objects, substances, or behaviors.
			• Follow safety rules indoors and outdoors.	PD.6.A With teacher guidance, follows safety procedures.	PD.6.B Demonstrates understanding of safety procedures and begins to initiate.	PD.6.C Independently follows safety procedures.	PD.6.D Understands and describes the importance of safety procedures.	PD.6.E Understands and describes how to get help when there are unsafe objects, substances, or behaviors.		
			• Keep a distance from wildlife.	PD.6.B Demonstrates understanding of safety procedures and begins to initiate.	PD.6.C Independently follows safety procedures.	PD.6.D Understands and describes the importance of safety procedures.	PD.6.E Understands and describes how to get help when there are unsafe objects, substances, or behaviors.			

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Domain	Standard	Age	Example behaviors	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	Alignment 8	Alignment 9	
Learning about my world	Knowledge (cognition)	3 to 4 years	• Ask a lot of "why" and "what" questions.	ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own.									
			• Learn by doing hands-on and through the senses.	ATL.1.AA Engages in exploratory or sensory play.	SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment.	ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work.							
			• Learn through play.	ATL.1.AA Engages in exploratory or sensory play.	SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment.	ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work.							
			• Recall several items after they have been put out of sight.	ATL.9.D With adult support, applies explicitly taught and practiced higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization).	ATL.3.AA Recalls simple information from familiar environments (e.g., knows where some classroom materials are kept, or remembers names of classmates).	ATL.9.A Recalls one to two pieces of new and relevant information about their lived experiences (e.g., shares two things they did that day, recalls two toys that were in the Dramatic Play Center).							
			• Draw on own past experiences to choose current actions.	ATL.9.C Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and wants to return, or fell on the slide yesterday, so exercises caution today).	ATL.8.C With adult support, creates a goal for an activity and follows a simple plan.	ATL.5.D With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error).	IS.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.						
			• Make plans for ways to do something. May or may not follow through.	ATL.8.C With adult support, creates a goal for an activity and follows a simple plan.	ATL.8.D Creates and follows through with simple plans independently.	ATL.7.C Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn).							
			• Think of a different way to do something, when confronting a problem, with adult help.	IS.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.	ATL.7.B Independently follows two- to three-step verbal adult directions.								
			• Count to 10 and beyond by rote. Count up to five items. Point to objects while counting.	M-NC.1.D Says number words in order from 1–10 from memory.	M-NC.1.E Says number words in order from 1–20 from memory.	M-NC.2.B Says numbers in order, matching each number word to each object when counting from 1–5.							
			• Identify by sight how many are in a small group of items, up to three.	M-NC.3.A Subitizes by instantly saying how many are in a set without counting for quantities 1–3.									
			• Understand that the whole is larger than one of its parts (for example, an apple is larger than an apple slice).	M-M.1.D Uses nonstandard units to measure and then comparative language to describe the measurements of two objects, like when answering "Which container holds more beans?"									
			• Identify up to four objects or pictures that are the same. Take objects or pictures that are different out of the group.	M-PFA.1.A Sorts and groups objects based on one attribute such as visual features like color, size, or shape.	M-PFA.1.AA Matches one item that is similar to a given group with a provided example.								
			• Sort and describe items by size, color and/or shape.	M-PFA.1.A Sorts and groups objects based on one attribute such as visual features like color, size, or shape.	M-PFA.1.B Sorts and groups pictures of objects based on one attribute such as visual features like color, size, or shape.								
			• Match simple flat shapes (circles, squares, triangles).	M-PFA.1.B Sorts and groups pictures of objects based on one attribute such as visual features like color, size, or shape.	M-GS.1.B Verbally or nonverbally identifies at least five common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle).								

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Domain	Standard	Age	Example behaviors	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	Alignment 8	Alignment 9
Learning about my world	Math	3 to 4 years	• Compare size by sight, feel and comparing to hands, feet, etc. (visual and tactile math).	M-M.1.B Demonstrates understanding of length terms (i.e., "longer," "shorter"), height terms (i.e., "taller," "shorter"), volume terms (i.e., "more," "less"), and weight terms (i.e., "heavier," "lighter") using gestures or objects.	M-M.1.D Uses nonstandard units to measure and then comparative language to describe the measurements of two objects, like when answering "Which container holds more beans?"	M-PFA.2.A Orders up to two objects by one attribute, such as size, shades of color, texture, or sound, using comparative language.	M-NC.7.B Counts two sets separately, then combines sets and counts the sets together to get the whole. Counts up to a total quantity of 5.	M-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.			
			• Use gestures or words to make comparisons (larger, smaller, shorter, taller).	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?"						
			• Compare two objects by length, weight or size.	M-M.1.D Uses nonstandard units to measure and then comparative language to describe the measurements of two objects, like when answering "Which container holds more beans?"	M-PFA.2.A Orders up to two objects by one attribute, such as size, shades of color, texture, or sound, using comparative language.	M-PFA.2.B Orders up to three objects by one attribute, such as size, shades of color, texture, or sound, using comparative language.						
			• Find the total sum of small groups of items.	M-NC.3.B Creates sets of 0-5 and begins to use cardinality to identify the last number counted.	M-NC.3.C Creates sets of 0-7 and begins to use cardinality to identify the last number counted.							
			• Understand words that tell where things are (such as behind, under, in, on). Use these words to identify locations.	M-GS.3.A Demonstrates understanding of location terms (e.g., "in," "on," "under," "over") by using gestures or objects.								
Learning about my world	Science	3 to 4 years	• Play with materials of different texture (such as sand, water, leaves) and conditions (such as wet, dry, warm, cold), with adult encouragement and supervision.	ATL.1.AA Engages in exploratory or sensory play.	SC-P.1.B Use senses to observe and describe some physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.	SC-P.3.B Recognizes and explores water in its liquid, solid, and gas forms.						
			• Recognize that different forms of life have different needs.	SC-LES.4.B Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features.	SC-LES.4.C Describes the needs of humans and animals and how their characteristics and behaviors support their needs, such as birds have beaks so they can dig for worms.	SC-LES.4.D Observes and describes habitats and life cycles.	SC-LES.5.B Identifies that plants are living and identifies characteristics and features of plants.	SC-LES.5.C Identifies that plants are living and describes the needs of plants.	SC-LES.5.D Observes and describes plant habitats and life cycles.			
			• Begin to understand that some animals share similar characteristics (for example, a tiger and a pet cat share common features).	SC-LES.4.B Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features.	SC-LES.4.C Describes the needs of humans and animals and how their characteristics and behaviors support their needs, such as birds have beaks so they can dig for worms.							
			• Notice and ask questions about what is the same and different between categories of plants and animals. Notice their appearance, behavior and habitat.	SC-LES.5.B Identifies that plants are living and identifies characteristics and features of plants.	SC-LES.5.C Identifies that plants are living and describes the needs of plants.	SC-LES.5.D Observes and describes plant habitats and life cycles.						
			• Name family members by relationship (such as father, sister, cousin, auntie, etc.).	SOC.1.AA Identifies and recognizes self and family members.	SOC.1.A Understands family relationships in relation to self.	SOC.2.A Verbally or nonverbally identifies a variety of community members within their community, such as in their neighborhood and school.						

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Domain	Standard	Age	Example behaviors	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	Alignment 8	Alignment 9	
Learning about my world	Social Studies	3 to 4 years	• Make a drawing of own family as the child sees it.	C-ARTS.3.B Creates drawings, paintings, and models with an increasing level of detail.	IS.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence.								
			• Recognize whose parent is whose when parents come for their children or in photos of each others' families.	SOC.1.AA Identifies and recognizes self and family members.	SOC.2.A Verbally or nonverbally identifies a variety of community members within their community, such as in their neighborhood and school.								
			• Take on family roles in play, identify how each person should behave and act out the part for a brief time. Enjoy changing roles.	C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.	SOC.1.B Discusses the activities or celebrations that their family does together.	SOC.1.C Discusses the importance of their own family and the roles and responsibilities of various individuals in the family.							
Learning about my world	Arts	3 to 4 years	• Draw something familiar. Begin to draw representational figures.	C-ARTS.3.A Expresses self using a variety of art materials and tools.	C-ARTS.3.B Creates drawings, paintings, and models with an increasing level of detail.	C-ARTS.3.C Explores and creates art using different techniques, such as dot art, mixed media collages, and clay.							
			• Do beadwork with appropriately sized beads.	PD.2.C Begins to use refined hand movements such as using blunt scissors, buttoning large buttons, and connecting small toys, such as linking cubes or blocks.	C-ARTS.3.C Explores and creates art using different techniques, such as dot art, mixed media collages, and clay.								
			• Play make-believe with dolls, toy animals and people.	C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.	C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.	C-ARTS.2.C Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.							
			• Dance, sing, drum, use rattles, draw or paint.	C-ARTS.1.AA Moves body spontaneously to music.	C-ARTS.1.A Participates in guided movement activities by copying dances and movements introduced by others.	C-ARTS.4.A Participates in a variety of music activities with different tempos, genres, and rhythms.							
			• Look at artwork from different cultures.	C-ARTS.5.A Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques.	C-ARTS.5.C Recognizes and discusses differences in artistic creations.								
			• Ask adults questions to get information (as appropriate in the family's culture).	LL-LC.2.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.									
			• Describe likes and interests.	IS.3.D Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.	ATL.4.B Verbally or nonverbally demonstrates an understanding of accomplishing a task. May verbally explain work product.								
			• Apply new information or words to an activity or interaction.	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.	ATL.9.C Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and wants to return, or fell on the slide yesterday, so exercises caution today).	ATL.9.D With adult support, applies explicitly taught and practiced higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization).							

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Learning about my world	Knowledge (cognition)	4 to 5 years	• Build on and adapt to what the child learned before. For example, change the way of stacking blocks after a tower continues to fall.	ATL.9.C Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and wants to return, or fell on the slide yesterday, so exercises caution today).	ATL.9.D With adult support, applies explicitly taught and practiced higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization).								
			• Be able to explain what he or she has done and why, including any changes made to his/ her plans.	ATL.4.B Verbally or nonverbally demonstrates an understanding of accomplishing a task. May verbally explain work product.	ATL.4.D Assesses or reflects upon activity or product.	SC-SP.1.B Observes and describes cause and effect.							
			• Seek to understand cause and effect ("If I do this, why does that happen?").	SC-SP.1.B Observes and describes cause and effect.									
			• Understand the ideas of "same" and "different."	M-PFA.1.B Sorts and groups pictures of objects based on one attribute such as visual features like color, size, or shape.	M-PFA.1.C Sorts and groups objects based on more complex attributes such as function or category.	M-PFA.1.D Sorts and groups objects or pictures that belong together by one attribute, then regroups according to a different attribute.							
			• Recognize objects, places and ideas by symbols (for example, recognize which is the men's room and which is the women's by looking at the stick figure symbols).	LL-BK.3.AA Identifies familiar images or logos in environmental print.									
			• Name more than three colors.	SC-P.1.B Use senses to observe and describe some physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.	LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions.								
			• Group some everyday objects that go together (such as shoe and sock, pencil and paper).	M-PFA.1.AA Matches one item that is similar to a given group with a provided example.	M-PFA.1.A Sorts and groups objects based on one attribute such as visual features like color, size, or shape.	M-DAP.2.A Collects and organizes data by sorting and classifying groups of objects into clusters (e.g., sort buttons by color).							
			• Predict what comes next in the day when there is a consistent schedule.	M-M.2.A Sequences up to two to four steps in a familiar daily routine.	M-M.2.B Demonstrates the understanding of daily routines (order and general length of components).								
			• Count to 20 and beyond. Count 10 or more objects accurately.	M-NC.1.E Says number words in order from 1–20 from memory.									
			• Give the next number in the sequence 1 through 10.	M-NC.1.D Says number words in order from 1–10 from memory.	M-NC.1.E Says number words in order from 1–20 from memory.								
			• Count out 10 items; may use fingers, body parts or other counters, as used in the child's home culture. Count and group things by number.	M-NC.2.D Says numbers in order, matching each number word to each object when counting from 1–10.	M-NC.2.E Says numbers in order, matching each number word to each object when counting from 1–15.								
			• Compare groups of up to 10 objects.	M-NC.4.A Compares two groups to identify which has more or less for quantities 0–10 without matching or counting.									
			• Find the sum when joining two sets of up to five objects.	M-NC.7.B Counts two sets separately, then combines sets and counts the sets together to get the whole. Counts up to a total quantity of 5.	M-NC.7.A Demonstrates an understanding that adding one more increases the amount of a set.								
			• Identify by sight how many are in a small group of objects, up to four.	M-NC.3.A Subitizes by instantly saying how many are in a set without counting for quantities 1–3.									

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Domain	Standard	Age	Example behaviors	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	Alignment 8	Alignment 9
Learning about my world	Math	4 to 5 years	• Use measuring tools in play (such as a ruler, measuring cups, or parts of the body).	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?"							
			• Match and sort simple shapes (circles, squares, triangles).	M-PFA.1.B Sorts and groups pictures of objects based on one attribute such as visual features like color, size, or shape.	M-GS.1.A Verbally or nonverbally identifies at least three common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle).	M-GS.1.B Verbally or nonverbally identifies at least five common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle).	M-GS.1.D Verbally or nonverbally identifies two-dimensional shapes in the environment or in books.					
			• Compare size (such as, "I'm as tall as the yellow bookshelf.") Describe objects using size words (big, small, tall, short).	M-M.1.A Demonstrates understanding of length terms (i.e., "longer," "shorter") and height terms (i.e., "taller," "shorter") using gestures or objects.	M-M.1.B Demonstrates understanding of length terms (i.e., "longer," "shorter"), height terms (i.e., "taller," "shorter"), volume terms (i.e., "more," "less"), and weight terms (i.e., "heavier," "lighter") using gestures or objects.							
			• Compare two objects using comparison words such as smaller, faster and heavier.	M-DAP.1.B Visually compares the amounts in each category without counting. Identifies the category with more, less, or the same.	SC-P.1.B Use senses to observe and describe some physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.							
			• Order three objects by one characteristic, ( such as from smallest to largest).	M-PFA.2.A Orders up to two objects by one attribute, such as size, shades of color, texture, or sound, using comparative language.	M-PFA.2.B Orders up to three objects by one attribute, such as size, shades of color, texture, or sound, using comparative language.	M-PFA.2.C Order up to five objects by one attribute, such as size, shades of color, texture, or sound, using comparative language.						
			• Work puzzles with up to 10 pieces.	PD.2.D Demonstrates controlled fine motor movements in a variety of ways such as cutting along lines with accuracy.	ATL.6.B Sustains attention in an assigned task for a brief amount of time (5–10 minutes).							
			• Create own patterns with a variety of materials. Describe what the pattern is.	M-PFA.3.D Uses objects, rhythm, or movement to copy and extend simple and advanced patterns (e.g., AB, ABC, ABB, AAB).	M-PFA.3.B Uses objects, rhythm, or movement to copy and extend simple AB patterns.	LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.	ATL.4.B Verbally or nonverbally demonstrates an understanding of accomplishing a task. May verbally explain work product.					
			• Follow simple directions for position (beside, next to, between, etc.)	M-GS.3.A Demonstrates understanding of location terms (e.g., "in," "on," "under," "over") by using gestures or objects.	M-GS.3.B Demonstrates understanding of proximity terms (e.g., "beside," "between," "above," "below") by using gestures or objects.	M-GS.3.C Demonstrates understanding of frame of reference terms (e.g., "in back of," "in front of," "behind") by using gestures or objects.	M-GS.3.D Demonstrates understanding of direction terms (e.g., "forward," "backward," "around," "through," "to," "from," "towards") by using gestures or objects.	ATL.7.B Independently follows two- to three-step verbal adult directions.				
			• Ask questions and identify ways to find answers. Try out these activities and think about what to do next to learn more.	SC-SP.1.A With teacher guidance, participates in activities to formulate simple science-oriented questions based on observations.	SC-SP.1.E With teacher guidance, uses one's formulated science-oriented questions to plan simple explorations or experiments.							
			• Predict what will happen in science and nature experiences.	SC-SP.2.B Participates in teacher-led explorations and experiments and uses prior knowledge to make predictions.								
Consider whether these predictions were right, and explain why or why not.	SC-SP.2.D Makes hypotheses, and tests their hypotheses through experimentation.											

Every Child Ready Standards & Washington State Early Learning and Development Guidelines Alignment														
Washington State Early Learning and Development Guidelines			Every Child Ready Standards											
Domain	Standard	Age	Example behaviors	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	Alignment 8	Alignment 9		
Learning about my world	Science	4 to 5 years	• Use tools to explore the environment (a magnifying glass, magnets, sifters, etc.).	SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment.	SC-LES.3.E Uses science tools to research and learn more about Earth and space, such as a telescope or binoculars.	M-M.1.E Uses standard units (e.g., ruler, scale, balance) to measure and then use comparative language to describe the measurements of two objects.								
			• Measure sand or water using a variety of containers.	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?"									
			• Use one sense (such as smell) to experience something and make one or two comments to describe this.	SC-SP.1.A Uses senses to observe the environment.	SC-P.1.B Use senses to observe and describe some physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.									
			• Investigate the properties of things in nature. Begin to understand what various life forms need in order to grow and live.	SC-LES.3.B Describes and discusses objects in the sky, such as clouds, sun, moon, or stars.	SC-LES.2.B Identifies seasons and observes and describes patterns and changes in the weather.	SC-LES.2.C Compares and contrasts the different seasons.	SC-LES.1.A Identifies different elements of nature, such as rocks, water, air and leaves.	SC-LES.1.D Describes how humans affect their environment in positive and negative ways, such as recycling, planting trees, litter, and pollution.	SC-LES.4.C Describes the needs of humans and animals and how their characteristics and behaviors support their needs, such as birds have beaks so they can dig for worms.	SC-LES.4.D Observes and describes habitats and life cycles.	SC-LES.5.C Identifies that plants are living and describes the needs of plants.	SC-LES.5.D Observes and describes plant habitats and life cycles.		
			• Take responsibility in taking care of living things, such as feeding the fish, watering plants, etc.	SC-LES.4.C Describes the needs of humans and animals and how their characteristics and behaviors support their needs, such as birds have beaks so they can dig for worms.	SC-LES.5.C Identifies that plants are living and describes the needs of plants.									
			• Talk about changes in the weather and seasons, using common words, such as rainy and windy.	SC-LES.2.A Identifies different types of weather, such as sunny, rainy, cloudy, or snowy.	SC-LES.2.B Identifies seasons and observes and describes patterns and changes in the weather.	SC-LES.2.C Compares and contrasts the different seasons.	SC-LES.2.D Discusses the effects of changes in weather, such as growing different crops or wearing different clothing.							
			• Look at where the sun is in the morning, afternoon, evening and night.	SC-P.2.B Recognizes sources of light including natural and human-made, such as the sun, lamps, or flashlights.										
			• Take walks outside and gather different types of leaves, name colors he/she sees outdoors.	SC-LES.1.A Identifies different elements of nature, such as rocks, water, air and leaves.	SC-LES.1.C Compares and contrasts the natural world and the human-made world, such as the wind provides a breeze outside and so does a fan.									
			• Participate (with adult direction) in activities to preserve the environment, such as disposing of litter properly, saving paper and cans to be recycled, etc.	SC-LES.1.D Describes how humans affect their environment in positive and negative ways, such as recycling, planting trees, litter, and pollution.	ATL.8.C With adult support, creates a goal for an activity and follows a simple plan.									
						• Describe family members and understand simple relationships (such as, "Marika is my sister.")	SOC.1.AA Identifies and recognizes self and family members.	SOC.1.A Understands family relationships in relation to self.						
			• Adopt the roles of different family members during dramatic play. Plan what each role does and then enact it.	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.									
			• Draw own family, as the child understands it.	C-ARTS.3.B Creates drawings, paintings, and models with an increasing level of detail.	SOC.1.AA Identifies and recognizes self and family members.									

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Washington State Early Learning and Development Guidelines				Every Child Ready Standards									
Domain	Standard	Age	Example behaviors	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	Alignment 8	Alignment 9	
Learning about my world	Social Studies	4 to 5 years	• Ask questions about similarities and differences in other people (such as language, hair style, clothing).	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.	IS.3.D Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.							
			• Talk about the past and the future, such as what the child did this morning and what his or her family will do this weekend.	M-M.2.C Demonstrates understanding of passage of time within one day, such as understanding morning, afternoon, earlier, later.	SOC.5.B Begins to sequence past and present experiences using visual supports.	LL-NC.4.D Constructs a personal narrative with three or more events in a coherent sequence.							
			• Recognize some people in the community by their jobs (such as grocery store clerk, bus driver, doctor).	SOC.2.A Verbally or nonverbally identifies a variety of community members within their community, such as in their neighborhood and school.	SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community.								
			• Enjoy taking the roles of different jobs in pretend play.	C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.	C-ARTS.2.C Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.	C-ARTS.2.D Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.	ATL.1.D Carries out familiar roles during individual or collaborative role-play.						
			• Talk about what the child wants to be when he or she grows up.	SOC.5.D Describes how people and things change over time and will continue to change into the future.									
			• Play store or restaurant, with empty food containers, receipts, etc.	SOC.3.D Shows an understanding of buying and selling, including that money is needed to buy goods and services, such as using money in a restaurant in Dramatic Play.									
			• Match objects to their normal locations (for example, a stove in the kitchen, a bed in the bedroom, a tree in the forest).	SOC.4.AA Verbally or nonverbally identifies familiar places and the features, such as home, classroom, and school building.	M-PFA.1.AA Matches one item that is similar to a given group with a provided example.	LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions.	SC-P.1.A Uses senses to identify physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.						
			• Recognize where he or she is when traveling in familiar areas, most of the time.	SOC.4.AA Verbally or nonverbally identifies familiar places and the features, such as home, classroom, and school building.	SOC.4.A Verbally or nonverbally identifies common locations in their neighborhood and community and their features (library, store, park, etc.).	SOC.4.B Recognizes and describes common geographical features within their region.							
• Recognize that roads have signs or a name, and houses and apartments usually have numbers to help identify their locations.	SOC.4.C Uses geographic tools, such as maps and globes, with support and guidance to find common geographical features.	LL-BK.3.C Demonstrates understanding that print has meaning and begins to connect environmental print with objects or locations in the classroom.											
			• Show an increasing ability to use art materials safely and with purpose.	C-ARTS.3.B Creates drawings, paintings, and models with an increasing level of detail.	C-ARTS.3.C Explores and creates art using different techniques, such as dot art, mixed media collages, and clay.	C-ARTS.3.D Plans for and creates art using preferred art materials, tools, and techniques.							
			• Understand that different art forms (such as dance, music or painting) can be used to tell a story.	C-ARTS.5.E Interprets the art of others by describing what they see and identifying a theme.	C-ARTS.5.D Expresses opinions about the artistic creations and techniques of others.								
			• Express self through art and music. Take pride in showing others own creations ("Look at my picture.")	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.	C-ARTS.4.E Creates and performs original music or songs for others.							

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Washington State Early Learning and Development Guidelines			Every Child Ready Standards											
Domain	Standard	Age	Example behaviors	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	Alignment 8	Alignment 9		
Learning about my world	Arts	4 to 5 years	• Use a variety of materials to create representations of people and things (such as drawing a person showing two to four body parts).	C-ARTS.3.A Expresses self using a variety of art materials and tools.	C-ARTS.3.C Explores and creates art using different techniques, such as dot art, mixed media collages, and clay.									
			• Show creativity and imagination.	C-ARTS.5.AA Shows enthusiasm and curiosity about different types of creative arts.										
			• Hum or move to the rhythm of recorded music.	C-ARTS.1.A Participates in guided movement activities by copying dances and movements introduced by others.	C-ARTS.1.B Recalls short, simple dances and movement sequences previously introduced by others.	C-ARTS.1.C Creates short dances or movement sequences.								
			• Ask to sing a particular song.	LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.										
			• Remember the words to a familiar song.	C-ARTS.4.B Sings a variety of songs within children's vocal range, independently and with others.										
			• Enjoy participating in a variety of music activities, such as listening, singing, finger plays, chants, playing musical instruments, games and performances.	C-ARTS.5.A Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques.										
			• Enjoy learning songs and dances from other cultures.	C-ARTS.5.A Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques.										
			• Watch other children dance; try to mimic the movements.	C-ARTS.1.A Participates in guided movement activities by copying dances and movements introduced by others.	C-ARTS.1.B Recalls short, simple dances and movement sequences previously introduced by others.									
			• Express feelings through movement and dancing in various musical tempos and styles.	C-ARTS.1.D Leads dances or movement sequences and demonstrates them to others.										
			• Perform simple elements of drama (such as audience, actors).	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.									
• Participate in dramatic play activities (such as acting out familiar activities, stories or events from own life).	C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.	C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.	C-ARTS.2.C Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.	ATL.8.D Creates and follows through with simple plans independently.										

**Every Child Ready Standards & Washington State Early Learning and Development Guidelines Alignment**

Washington State Early Learning and Development Guidelines				Every Child Ready Standards					
Domain	Standard	Age	Example behaviors	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6
Touching, seeing, hearing and moving around	Using the large muscles (gross motor skills)	3 to 4 years	<ul style="list-style-type: none"> <li>Further develop movement skills using the whole body, such as walking, jumping, running, throwing and climbing. A child in a wheelchair might start and stop the chair, and hold the body upright.</li> </ul>	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.	PD.1.B Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet.	PD.1.C Begins to coordinate upper and lower body, such as when riding a scooter or pedaling a bicycle or tricycle. Kicks and throws forward toward another person or target.	PD.1.D Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements.	PD.1.E Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target.
			<ul style="list-style-type: none"> <li>Use both hands to grasp an object, such as catching a large ball.</li> </ul>	PD.2.AA Uses two hands to hold containers. Stacks objects such as blocks with coordination.					
			<ul style="list-style-type: none"> <li>Balance briefly on one leg, such as for kicking a ball.</li> </ul>	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.					
			<ul style="list-style-type: none"> <li>Show coordination and balance, such as in walking along a line or a beam.</li> </ul>	PD.1.B Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet.	PD.1.C Begins to coordinate upper and lower body, such as when riding a scooter or pedaling a bicycle or tricycle. Kicks and throws forward toward another person or target.				
			<ul style="list-style-type: none"> <li>Enjoy vigorous play with peers and/or adults.</li> </ul>	PD.1.B Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet.	PD.1.C Begins to coordinate upper and lower body, such as when riding a scooter or pedaling a bicycle or tricycle. Kicks and throws forward toward another person or target.	PD.1.D Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements.	IS.1.C With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations.		
			<ul style="list-style-type: none"> <li>Enjoy the challenge of trying new skills.</li> </ul>	ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own.	IS.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.				
			<ul style="list-style-type: none"> <li>Draw some shapes and lines using a crayon or pencil.</li> </ul>	PD.3.A Draws vertical and horizontal lines with a model using a fist grasp.	PD.3.B With teacher modeling, draws circles, squares, and crosses.	PD.3.C Copies simple designs such as a picture of a person that includes a head, body, arms, and legs.	PD.3.D Begins to use a tripod grasp when writing and copies complex designs.		

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Washington State Early Learning and Development Guidelines			Every Child Ready Standards						
Domain	Standard	Age	Example behaviors	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6
Touching, seeing, hearing and moving around	Using the small muscles (fine motor skills)	3 to 4 years	• Work puzzles of three or four pieces.	PD.2.C Begins to use refined hand movements such as using blunt scissors, buttoning large buttons, and connecting small toys, such as linking cubes or blocks.	PD.2.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.				
			• Develop eye-hand coordination, such as in stringing large beads.	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.				
			• Button large buttons, zip and unzip clothing, and open and close other fasteners.	PD.2.B Uses hands, wrists, and fingers to complete a variety of tasks such as pouring, scooping, opening lids to easy-to-open jars, and simple puzzles.	PD.2.C Begins to use refined hand movements such as using blunt scissors, buttoning large buttons, and connecting small toys, such as linking cubes or blocks.	PD.2.D Demonstrates controlled fine motor movements in a variety of ways such as cutting along lines with accuracy.	PD.2.E Uses precise hand movements to complete a variety of activities such as building using small blocks, completing lacing cards, and cutting out simple shapes with accuracy.		
			• Persist some of the time in practicing skills that are difficult.	ATL.3.D Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed.	IS.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.				
Touching, seeing, hearing and moving around	Using the senses (sensorimotor skills)	3 to 4 years	• Move body to music or rhythm.	C-ARTS.1.AA Moves body spontaneously to music.	C-ARTS.1.A Participates in guided movement activities by copying dances and movements introduced by others.	C-ARTS.1.B Recalls short, simple dances and movement sequences previously introduced by others.	C-ARTS.1.C Creates short dances or movement sequences.	C-ARTS.1.E Creates and leads dances or movement sequences and begins to synchronize music with movement.	
			• Drum, sing, play musical instruments and listen to music from different cultures.	C-ARTS.4.AA Listens to a variety of music.	C-ARTS.1.A Participates in guided movement activities by copying dances and movements introduced by others.	C-ARTS.4.A Participates in a variety of music activities with different tempos, genres, and rhythms.	C-ARTS.4.B Sings a variety of songs within children's vocal range, independently and with others.	C-ARTS.4.D Uses their voice or an instrument to express themselves and copy simple tempos.	
			• Move with purpose from one place to another using the whole body. This might include walking, running, marching, jumping, hopping or climbing. For child in a wheelchair, skills might include steering the chair into different spaces.	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.	PD.1.B Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet.	PD.1.C Begins to coordinate upper and lower body, such as when riding a scooter or pedaling a bicycle or tricycle. Kicks and throws forward toward another person or target.	PD.1.D Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements.	PD.1.E Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target.

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Washington State Early Learning and Development Guidelines			Every Child Ready Standards						
Domain	Standard	Age	Example behaviors	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6
Touching, seeing, hearing and moving around	Using the large muscles (gross motor skills)	4 to 5 years	<ul style="list-style-type: none"> <li>Use both hands to catch. Throw with good aim. Kick an object.</li> </ul>	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.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.			
			<ul style="list-style-type: none"> <li>Show good balance and coordination, such as walking on a wide beam or line.</li> </ul>	PD.1.B Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet.	PD.1.C Begins to coordinate upper and lower body, such as when riding a scooter or pedaling a bicycle or tricycle. Kicks and throws forward toward another person or target.	PD.1.D Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements.			
			<ul style="list-style-type: none"> <li>Enjoy challenging him- or herself to try new and increasingly difficult activities.</li> </ul>	ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own.	IS.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.				
Touching, seeing, hearing and moving around	Using the small muscles (fine motor skills)	4 to 5 years	<ul style="list-style-type: none"> <li>Open and close a blunt scissors with one hand, and cut a straight line.</li> </ul>	PD.2.C Begins to use refined hand movements such as using blunt scissors, buttoning large buttons, and connecting small toys, such as linking cubes or blocks.	PD.2.D Demonstrates controlled fine motor movements in a variety of ways such as cutting along lines with accuracy.				
			<ul style="list-style-type: none"> <li>Show increasing skill with small materials. Screw and unscrew jar lids, and turn door handles. Use zippers, buttons and snaps. String large beads; fold paper; open and close containers.</li> </ul>	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.	PD.2.D Demonstrates controlled fine motor movements in a variety of ways such as cutting along lines with accuracy.		
			<ul style="list-style-type: none"> <li>Work puzzles of up to 10 pieces.</li> </ul>	PD.2.C Begins to use refined hand movements such as using blunt scissors, buttoning large buttons, and connecting small toys, such as linking cubes or blocks.	PD.2.D Demonstrates controlled fine motor movements in a variety of ways such as cutting along lines with accuracy.				
			<ul style="list-style-type: none"> <li>Write some letters or numbers.</li> </ul>	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.				

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Washington State Early Learning and Development Guidelines				Every Child Ready Standards					
Domain	Standard	Age	Example behaviors	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6
			<ul style="list-style-type: none"> <li>Spend time practicing skills that are difficult. Be aware of what he/she finds difficult and try to do it better.</li> </ul>	ATL.5.D With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error).	ATL.3.D Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed.	ATL.4.D Assesses or reflects upon activity or task outcome or product.			
<b>Touching, seeing, hearing and moving around</b>	Using the senses (sensorimotor skills)	4 to 5 years	<ul style="list-style-type: none"> <li>Delight in playing with materials of different texture (such as sand, water, fabric) and conditions (wet, dry, warm, cold).</li> </ul>	ATL.1.AA Engages in exploratory or sensory play.	SC-P.1.B Use senses to observe and describe some physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.	SC-P.3.B Recognizes and explores water in its liquid, solid, and gas forms.	SC-P.1.AA Uses senses to explore the colors and textures of materials and objects in the environment.		