Every Child Ready Standards & Wyoming's Early Learning Standards Alignment

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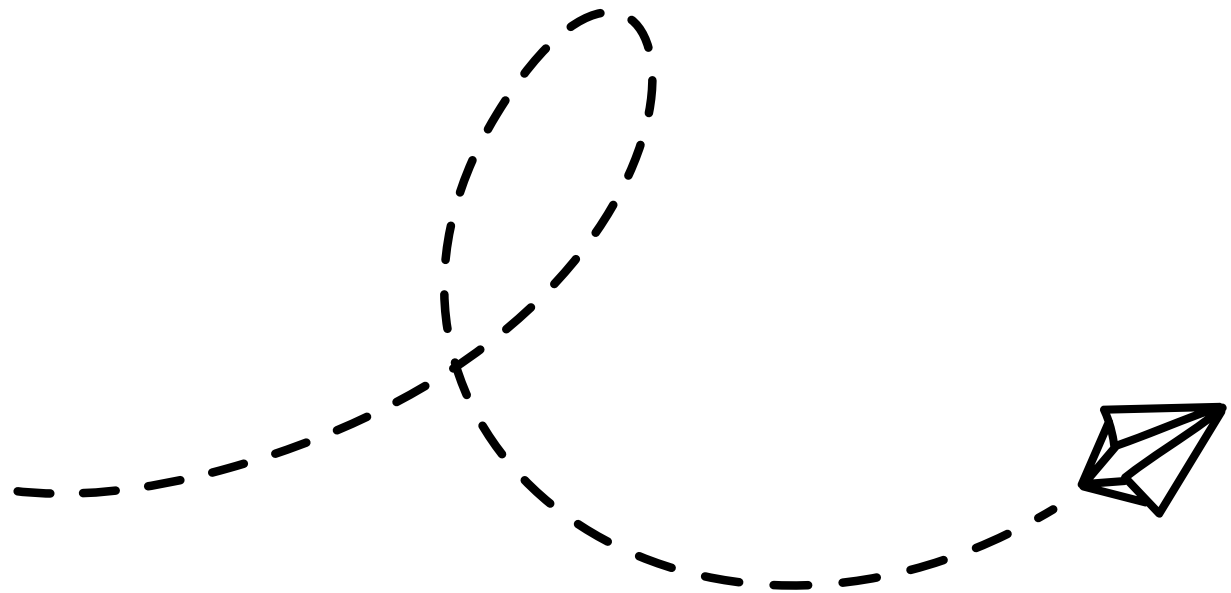

Domain: Relationships and Interactions

Subdomain: Emotional Development

Standard	Benchmark	Every Child Ready Standard(s)
1. Children develop a sense of identity and belonging	**1a.** Developing an awareness and appreciation of self as a unique, competent, and capable individual.	**SE.3.AA** Responds to own name. **SE.3.A** With adult support, verbally or nonverbally identifies something about themselves. **SE.3.B** With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities. **SE.3.C** Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence.
1. Children develop a sense of identity and belonging	**1b.** Feeling a sense of pride and belonging to family, community, and other groups.	**SE.3.C** Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence. **SE.3.D** Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others. **SE.3.E** Demonstrates strong self-confidence through words or actions including sharing pride and celebrating others in relation to self, family, community, or culture.
1. Children develop a sense of identity and belonging	**1c.** Expressing confidence in a range of abilities and in the capacity to accomplish tasks and take on new challenges.	**SE.3.D** Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others. **SE.3.E** Demonstrates strong self-confidence through words or actions including sharing pride and celebrating others in relation to self, family, community, or culture. **ATL.7.D** Independently completes simple assignment or task despite normal classroom environment distractions. **ATL.7.E** Regulates impulses to complete tasks and engages in goal-directed behavior.
2. Children demonstrate healthy emotional expression and functioning	**2a.** Expressing, recognizing, and labeling their body's sensations and emotions.	**SE.1.AA** Verbally or nonverbally expresses basic emotions, such as happy, angry, and sad, while an adult adds emotion labels to that expression. **SE.1.A** Verbally or nonverbally expresses basic emotions, such as happy, excited, angry, scared, frustrated, and sad, while an adult adds emotion labels to that expression. **SE.1.B** With adult modeling and visual supports, verbally or nonverbally identifies and labels emotions such as happiness, excitement, anger, fear, and sadness in self. **SE.1.C** With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations. **SE.1.D** Independently verbally or nonverbally names and describes their own emotions. **SE.1.E** Identifies that they can have different emotions about the same situation.

Domain: Relationships and Interactions

Subdomain: Emotional Development

Standard	Benchmark	Every Child Ready Standard(s)
2. Children demonstrate healthy emotional expression and functioning	**2b.** Adapting to diverse situations and new environments with appropriate emotions and behaviors.	**ATL.5.C** Adjusts to changes in the environment or schedule with adult guidance and advance warning. **ATL.5.D** With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error). **ATL.5.E** Adapts to new rules or circumstances in an age-appropriate game or activity. **ATL.9.C** Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and want to return to it, or that they fell on the slide yesterday, so exercises caution today). **ATL.9.D** With adult support, applies explicitly taught and practiced higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization). **ATL.9.E** Independently applies higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization).
2. Children demonstrate healthy emotional expression and functioning	**2c.** Managing their internal state and emotions with increasing independence.	**SE.2.A** Coregulates emotion with one-on-one adult support. **SE.2.B** Accepts offers of adult assistance to engage in coregulation. **SE.2.C** Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult. **SE.2.D** Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance. **SE.7.A** Listens to or follows a solution provided by an adult. May communicate discomfort or dysregulation and require additional time to regulate while responding. **SE.7.B** When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions. **SE.7.C** When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise).
2. Children demonstrate healthy emotional expression and functioning	**2d.** Handling impulses and behavior with support from adults.	**SE.2.B** Accepts offers of adult assistance to engage in coregulation. **SE.2.C** Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult. **SE.2.D** Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance. **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. **ATL.7.B** Independently follows two- to three-step verbal adult directions. **ATL.7.C** Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn). **ATL.7.D** Independently completes simple assignment or task despite normal classroom environment distractions. **ATL.7.E** Regulates impulses to complete tasks and engages in goal-directed behavior.

Domain: Relationships and Interactions

Subdomain: Social Development

Standard	Benchmark	Every Child Ready Standard(s)
1. Children build relationships with adults	**1a.** Showing trust, developing emotional bonds, and interacting comfortably with adults.	**SE.2.AA** Coregulates emotion with one-on-one adult support and may take an extended period of time (10–15 minutes) to respond. **SE.2.A** Coregulates emotion with one-on-one adult support. **SE.2.B** Accepts offers of adult assistance to engage in coregulation. **SE.2.C** Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult. **SE.6.AA** Responds to one-on-one support to complete tasks. May attempt or mimic the completion of tasks on own with close support. **SE.6.A** With explicit adult instruction and modeling, completes a task alongside teacher support. **SE.6.B** Requests or accepts (verbally or nonverbally) adult support with many tasks. **SE.6.C** Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers. **SE.6.D** Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.
1. Children build relationships with adults	**1b.** Communicating with familiar adults and accepting or requesting guidance.	**SE.6.B** Requests or accepts (verbally or nonverbally) adult support with many tasks. **SE.6.C** Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers. **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.6.AA** Begins to recognize and accept help when following safety procedures. **PD.6.A** With teacher guidance, follows safety procedures. **SE.2.B** Accepts offers of adult assistance to engage in coregulation. **SE.2.C** Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult.
2. Children build relationships with peers	**2a.** Engaging in and maintaining positive interactions and relationships with other children.	**SE.5.AA** Mostly engages in play on own, but notices or takes an interest in peer or social situations. **SE.5.A** Engages with peers with teacher modeling and participates in organized group activities. **SE.5.B** With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns). **SE.5.C** With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns). **SE.5.D** Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support. **SE.5.E** Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.

Domain: Relationships and Interactions

Subdomain: Social Development

Standard	Benchmark	Every Child Ready Standard(s)
2. Children build relationships with peers	**2b.** Engaging in age-appropriate social play (e.g., parallel, associative, cooperative).	**ATL.2.AA** Observes others in play and participates in an activity next to other children (onlooker/parallel play). **ATL.2.A** Engages in activities next to peers using shared materials (parallel play). **ATL.2.B** Plays, works on tasks, or participates in activities with peers with adult prompting (associative play). **ATL.2.C** Makes cooperative decisions with peers based on adult provided choices (associative play). **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).
2. Children build relationships with peers	**2c.** Using problem-solving skills to resolve conflicts with other children.	**SE.7.AA** Observes or copies an adult modeling a solution to a personal challenge or challenge with others. May communicate discomfort or dysregulation. **SE.7.A** Listens to or follows a solution provided by an adult. May communicate discomfort or dysregulation and require additional time to regulate while responding. **SE.7.B** When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions. **SE.7.C** When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise). **SE.7.D** With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise). **SE.7.E** Independently suggests and chooses an adult-provided solution to a personal challenge or challenge with others (e.g., ask for help, compromise). Supports peers by suggesting solutions.
3. Children demonstrate pro-social behavior	**3a.** Recognizing and labeling others' emotions.	**SE.4.AA** With adult modeling and one-on-one support, verbally or nonverbally names observable characteristics of others. **SE.4.A** With adult modeling and one-on-one support, verbally or nonverbally names observable emotions and experiences of others. **SE.4.B** With adult prompts, compares their own characteristics and emotions to those of others.
3. Children demonstrate pro-social behavior	**3b.** Expressing care and concern toward others.	**SE.4.C** With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations. **SE.4.D** With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others. **SE.4.E** With minimal teacher prompts, demonstrates empathy by providing support for others through assistance or advocacy. **SOC.2.D** Recognizes that people have different thoughts and opinions within a community.

Domain: Relationships and Interactions

Subdomain: Social Development

Standard	Benchmark	Every Child Ready Standard(s)
3. Children demonstrate pro-social behavior	**3c.** Recognizing how actions affect others.	**SE.5.D** Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support. **SE.5.E** Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others. **SOC.1.C** Discusses the importance of their own family and the roles and responsibilities of various individuals in the family. **SOC.2.B** Recognizes their role within the classroom, neighborhood, and community, such as by voting in the classroom or being a member of the soccer team. **SOC.2.C** Recognizes and describes that different people have different roles and responsibilities in the community. **SOC.2.E** Shares how their thoughts, opinions, choices, and actions can impact their community.
3. Children demonstrate pro-social behavior	**3d.** Asserting themselves and communicating preferences in age-appropriate ways.	**SE.3.D** Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others. **SE.3.E** Demonstrates strong self-confidence through words or actions including sharing pride and celebrating others in relation to self, family, community, or culture.
3. Children demonstrate pro-social behavior	**3e.** Participating collaboratively with a group.	**ATL.2.D** Makes cooperative decisions with peers during play or structured activities (cooperative play). **ATL.2.E** Establishes rules with peers during play or structured activities (cooperative play). **C-ARTS.2.C** Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play. **C-ARTS.2.D** Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play. **C-ARTS.2.E** Continues an originally created scenario over the course of several play periods. Collaborates with others to carry out dramatic play and assumed roles. **LL-WR.1.E** Explores a variety of digital tools (tablet, computer, etc.) to produce and publish writing, including in collaboration with peers. **ATL.1.D** Carries out familiar roles during individual or collaborative role-play.

Domain: Relationships and Interactions

Subdomain: Culture, Family, and Community

Standard	Benchmark	Every Child Ready Standard(s)
1. Children develop an understanding of culture, family, and community	**1a.** Demonstrating self-awareness, confidence, family pride, and positive social identities.	**SE.3.AA** Responds to own name. **SE.3.A** With adult support, verbally or nonverbally identifies something about themselves. **SE.3.B** With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities. **SE.3.C** Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence. **SE.3.D** Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others. **SE.3.E** Demonstrates strong self-confidence through words or actions including sharing pride and celebrating others in relation to self, family, community, or culture.
1. Children develop an understanding of culture, family, and community	**1b.** Expressing comfort and joy with human diversity, using accurate language for human differences, and forming deep, caring connections across all dimensions of human diversity.	**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. **SOC.2.D** Recognizes that people have different thoughts and opinions within a community. **SOC.2.E** Shares how their thoughts, opinions, choices, and actions can impact their community. **SE.3.D** Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others. **SE.4.C** With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations. **SE.4.D** With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others. **SE.5.E** Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others. **C-ARTS.5.A** Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques.
1. Children develop an understanding of culture, family, and community	**1c.** Developing an awareness of the functions, contributions, and diverse characteristics of their own family and others.	**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. **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.

Domain: Relationships and Interactions

Subdomain: Culture, Family, and Community

Standard	Benchmark	Every Child Ready Standard(s)
1. Children develop an understanding of culture, family, and community	**1d.** Recognizing and describing physical features of the classroom, home, and community.	**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. **SOC.4.C** Uses geographic tools, such as maps and globes, with support and guidance to find common geographical features. **SOC.4.D** Creates representations or maps of familiar places, such as classroom, community, or region.
1. Children develop an understanding of culture, family, and community	**1e.** Developing an understanding of the basic principles of how communities function.	**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. **SOC.2.B** Recognizes their role within the classroom, neighborhood, and community, such as by voting in the classroom or being a member of the soccer team. **SOC.2.C** Recognizes and describes that different people have different roles and responsibilities in the community. **SOC.2.D** Recognizes that people have different thoughts and opinions within a community. **SOC.2.E** Shares how their thoughts, opinions, choices, and actions can impact their community.
1. Children develop an understanding of culture, family, and community	**1f.** Recognizing unfairness (injustice), using language to describe unfairness, and understanding that unfairness hurts.	**SOC.2.D** Recognizes that people have different thoughts and opinions within a community. **SOC.2.E** Shares how their thoughts, opinions, choices, and actions can impact their community. **SE.1.C** With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations. **SE.4.C** With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations. **SE.7.D** With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise). **SE.7.E** Independently suggests and chooses an adult-provided solution to a personal challenge or challenge with others (e.g. ask for help, compromise). Supports peers by suggesting solutions. **LL-LC.2.C** Demonstrates understanding by answering simple “why” and “how” questions using two to three words when prompted by the teacher or peers. **LL-LC.2.D** Answers questions from adults and peers using multiword responses and uses question words (“who,” “what,” “where,” “why,” and “how”) to ask simple questions related to a topic. **LL-LC.2.E** Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.

Domain: Relationships and Interactions

Subdomain: Culture, Family, and Community

Standard	Benchmark	Every Child Ready Standard(s)
1. Children develop an understanding of culture, family, and community	**1g.** Demonstrating a sense of empowerment and the skills to act, with others or alone, against prejudice and/or discriminatory actions.	**SE.4.D** With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others. **SE.4.E** With minimal teacher prompts, demonstrates empathy by providing support for others through assistance or advocacy. **SE.5.E** Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others. **SOC.1.E** Explains why it's important to recognize and celebrate differences in families, such as their languages, music, food, or celebrations. **SOC.2.E** Shares how their thoughts, opinions, choices, and actions can impact their community. **PD.6.E** Understands and describes how to get help when there are unsafe objects, substances, or behaviors.

Domain: Communication

Subdomain: Communication

Standard	Benchmark	Every Child Ready Standard(s)
1. Children demonstrate receptive language skills	**1a.** Understanding, responding to, and learning from conversations with others.	**LL-LC.4.AA** Communicates with peers and teachers using nonverbal gestures like pointing, shrugging shoulders, or giving a thumbs-up. **LL-LC.4.A** Initiates a brief verbal or nonverbal social interaction with adults or peers engaging in a one-way interaction. **LL-LC.4.B** Initiates or joins conversations and engages in conversational turn-taking with at least one feedback loop using both verbal and nonverbal communication. **LL-LC.4.C** Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic. **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.
1. Children demonstrate receptive language skills	**1b.** Responding appropriately to simple statements, directions, questions, and stories.	**LL-LC.1.AA** Points to familiar objects, people, body parts, or emotions. **LL-LC.1.A** Responds to simple requests, such as choosing between objects. **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.

Domain: Communication

Subdomain: Communication

Standard	Benchmark	Every Child Ready Standard(s)
1. Children demonstrate receptive language skills	**1c.** Comprehending increasingly complex and varied vocabulary	**LL-LC.3.AA** Repeats or attempts to use words heard in everyday language or the environment. **LL-LC.3.A** Shows interest in new words or asks questions to acquire new vocabulary. **LL-LC.3.B** Attempts to use words to label familiar objects, people, places, emotions, and actions. **LL-LC.3.C** Attempts to integrate new vocabulary into oral communication with peers and adults. **LL-LC.3.D** Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love"). **LL-LC.3.E** Uses various resources to identify new meanings for familiar words or clarify the meaning of unknown words and phrases. **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.
2. Children demonstrate expressive language skills	**2a.** Using increasingly complex and varied vocalizations and vocabulary to express ideas and needs.	**LL-LC.2.AA** Verbally labels familiar objects, body parts, people, or emotions using one-word responses. **LL-LC.3.B** Attempts to use words to label familiar objects, people, places, emotions, and actions. **LL-LC.3.C** Attempts to integrate new vocabulary into oral communication with peers and adults. **C-ARTS.2.A** Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.
2. Children demonstrate expressive language skills	**2b.** Communicating in order to seek help, get information, or clarify something that is not understood.	**LL-LC.2.AA** Verbally labels familiar objects, body parts, people, or emotions using one-word responses. **LL-LC.2.A** Uses two to three words to make a request, provide a description, or say a phrase/sentence. **LL-LC.2.B** Demonstrates understanding by answering simple "what" and "who" questions using two to three words when prompted by the teacher or peers. **LL-LC.2.C** Demonstrates understanding by answering simple "why" and "how" questions using two to three words when prompted by the teacher or peers. **LL-LC.2.D** Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic. **LL-LC.2.E** Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information. **PD.6.E** Understands and describes how to get help when there are unsafe objects, substances, or behaviors. **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.

Domain: Communication

Subdomain: Communication

Standard	Benchmark	Every Child Ready Standard(s)
2. Children demonstrate expressive language skills	**2c.** Understanding, following, and using appropriate social and conversational rules.	**SE.5.A** Engages with peers with teacher modeling and participates in organized group activities. **SE.5.B** With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns). **SE.5.C** With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns). **SE.5.D** Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support. **SE.5.E** Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others. **ATL.9.C** Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and want to return to it, or that they fell on the slide yesterday, so exercises caution today).
2. Children demonstrate expressive language skills	**2d.** Persisting with conversations through multiple exchanges.	**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. **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).
2. Children demonstrate expressive language skills	**2e.** Varying the amount of information provided to meet the demands of the situation.	**LL-LC.4.D** Adds information or appropriately remains on, or changes, topic during a conversation with multiple feedback loops alternating between speaker and listener.
2. Children demonstrate expressive language skills	**2f.** Expressing themselves in increasingly long, detailed, and sophisticated ways.	**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."). **LL-LC.5.E** Use clauses and conjunctions as part of a complex sentence with correct word order and syntax (i.e., "Armel threw the blue ball, and it got stuck on the roof.").

Domain: Communication
Subdomain: Literacy

Standard	Benchmark	Every Child Ready Standard(s)
1. Children gain early reading skills and an appreciation for books	**1a.** Showing interest in shared reading experiences and engaging with books independently.	**LL-BK.1.A** Treats books with care. **LL-BK.1.B** Selects and requests that a favorite or familiar book be read by an adult. **LL-BK.1.C** Listens to a wide variety of age appropriate literature read aloud. **LL-BK.1.D** Looks at books independently or with peers. **LL-BK.1.E** Invites peers to look at books or asks questions about books read by peers. **LL-NC.5.AA** Listens to a wide variety of informational texts read aloud. **LL-NC.5.A** Listens and responds to a wide variety of informational texts read aloud.
1. Children gain early reading skills and an appreciation for books	**1b.** Comprehending meaning from pictures and stories.	**LL-BK.2.B** Uses illustrations to tell a familiar story. **LL-BK.2.C** Uses illustrations to tell a familiar story with intonation and expression, using repeated phrases. **LL-NC.2.AA** Responds to illustrations or photos by using at least one word. **LL-NC.2.A** Uses the book cover, illustrations, or photos to make simple predictions about the topic or text.
1. Children gain early reading skills and an appreciation for books	**1c.** Demonstrating an understanding of narrative structure through storytelling/retelling.	**LL-NC.1.AA** Identifies characters in a simple story. **LL-NC.1.A** Identifies and describes the main character in a story. **LL-NC.1.B** Identifies the setting in a story. **LL-NC.3.AA** Joins in acting out a book as it's read aloud. **LL-NC.3.A** Describes one event from a familiar narrative using visuals or gestures. **LL-NC.3.B** Retells two events from a familiar narrative using visuals or gestures. **LL-NC.3.C** Retells three or more events from a familiar story in any order using visuals or gestures. **LL-NC.3.D** Retells three or more events from a familiar narrative in sequence using visuals or gestures. **LL-NC.3.E** With prompting and support, retells familiar stories, including key details. **C-ARTS.2.B** Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.
1. Children gain early reading skills and an appreciation for books	**1d.** Engaging with or asking and answering questions about a book that is read aloud.	**LL-NC.1.C** Identifies and answers questions about events in a story. **LL-NC.1.D** Identifies the cause and effect relationship between events in a narrative story. **LL-NC.1.E** Identifies the problem, solution, and character motivation in narrative story. **LL-NC.2.B** Answers factual questions using a variety of text types (predictable, informational, poetry, etc.). **LL-NC.2.C** Uses events from the book to make a prediction about what might happen next. **LL-NC.2.D** Makes inferences to answer simple "why" questions by using background knowledge and events in a text. **LL-NC.2.E** Makes inferences and provides explanation and reasoning for events in a text or characters' actions.

Domain: Communication
Subdomain: Literacy

Standard	Benchmark	Every Child Ready Standard(s)
1. Children gain early reading skills and an appreciation for books	**1e.** Recognizing how books are read (front to back and one page at a time) and recognizing basic features of books such as title, author, and illustrator.	**LL-BK.2.AA** Identifies a book and turns pages appropriately from right to left and may include multiple pages at one time. **LL-BK.2.A** Demonstrates understanding of proper book orientation by holding books right side up and turning one page at a time, starting from the first page. **LL-BK.2.D** Tracks print from left to right and top to bottom while imitating reading a familiar text. **LL-BK.2.E** Demonstrates understanding of the title and back cover of a book. Identifies some words, such as those that are repeated regularly or have a known first sound in a familiar text.
1. Children gain early reading skills and an appreciation for books	**1f.** Making connections between stories and real-life experiences.	**LL-NC.5.C** Makes connections between own experiences, background knowledge, and information presented in an informational text. **LL-NC.2.D** Makes inferences to answer simple "why" questions by using background knowledge and events in a text. **LL-NC.2.E** Makes inferences and provides explanation and reasoning for events in a text or characters' actions.
2. Children demonstrate phonological awareness	**2a.** Attending to, repeating, and using rhythms, rhymes, phrases, or refrains from stories or songs.	**LL-PA.3.AA** Imitates common sounds like a duck (quack, quack) or train (choo, choo). **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 _____." **LL-PA.3.C** Identifies if two words rhyme when given in a pair. For example, "My words are 'cat' and 'hat.' Do these two words rhyme? My words are 'cat' and 'pan.' Do these two words rhyme?" **LL-PA.3.D** Produces at least one real or nonsense rhyming word when given a pair of CVC words, like "cat" and "hat." **LL-PA.3.E** Identifies rhyming words from groups of two to three words when given one rhyming word. **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.
2. Children demonstrate phonological awareness	**2b.** Demonstrating awareness that spoken language is composed of smaller segments (e.g., words, syllables, and sounds).[1] [1]*Part 1 of 2. Continues on page 14.*	**LL-PA.1.AA** Demonstrates understanding of a word by repeating a simple two to three word sentence or phrase, or jumping and clapping to each word. **LL-PA.1.A** Repeats compound words using visuals. **LL-PA.1.B** Blends two words to make a compound word.

Domain: Communication
Subdomain: Literacy

Standard	Benchmark	Every Child Ready Standard(s)
2. Children demonstrate phonological awareness	**2b.** Demonstrating awareness that spoken language is composed of smaller segments (e.g., words, syllables, and sounds).[2] [2]*Part 2 of 2. Continued from page 13,*	**LL-PA.1.C** Segments compound words to identify the two words within the compound word. **LL-PA.1.D** Performs elision of the first or second word in compound words using pictures. For example, "My word is 'butterfly.' 'Butterfly' without 'fly' is 'butter.'" **LL-PA.1.E** Substitutes either the first or second word of a compound word using picture. For example, "'Basketball.' Remove 'basket' and replace it with 'foot' to create 'football.'" **LL-PA.2.AA** Repeats one-syllable words or participates in games and word play involving one-syllable words. **LL-PA.2.A** Repeats multisyllabic words or participates in games and word play involving multisyllabic words. **LL-PA.2.B** Segments the syllables in one- and two-syllable words verbally or nonverbally. **LL-PA.2.C** Segments the syllables in three- and four-syllable words verbally or nonverbally. **LL-PA.2.D** Blends the syllables in two- to three-syllable words. **LL-PA.2.E** Blends the syllables in four-syllable words. **LL-PA.4.AA** Listens to and repeats the correct beginning sounds. **LL-PA.4.A** Identifies the initial consonant sounds in familiar words (no blends and digraphs). **LL-PA.4.B** Identifies if a pair of given words have the same initial consonant sound with picture support (no blends or digraphs). **LL-PA.4.C** Produces words that have the same initial sound when given a consonant sound. **LL-PA.4.D** Identifies the final consonant sound in one-syllable words. **LL-PA.4.E** Adds a new beginning sound to create a new word. For example, adding /c/ to "an" to create the word "can." **LL-PA.5.AA** Participates in onset-rime activities with teachers. **LL-PA.5.A** Repeats a list of three CVC words that have the same rime. **LL-PA.5.B** Isolates the onset of CVC words. **LL-PA.5.C** Isolates the rime of CVC words. **LL-PA.5.D** Blends onset-rimes to form familiar CVC words. **LL-PA.5.E** Segments onset-rimes in familiar CVC words. **LL-PA.6.AA** Participates in phoneme activities with teachers. **LL-PA.6.A** Repeats an individual sound. **LL-PA.6.B** Blends a two-phoneme word with teacher support. **LL-PA.6.C** Segments a two-phoneme word. **LL-PA.6.D** Blends three phonemes in familiar CVC words. **LL-PA.6.E** Segments three phonemes in familiar CVC words to identify the individual phonemes.

Domain: Communication
Subdomain: Literacy

Standard	Benchmark	Every Child Ready Standard(s)
3. Children develop writing skills	**3a.** Recognizing that writing is a way of communicating for a variety of purposes.	**LL-WR.2.AA** Draws to represent something or to communicate a thought. **LL-WR.2.A** Draws and/or writes to represent, express, or communicate interests. **LL-WR.2.B** Draws and/or writes to represent and describe an object, event, or observation. **LL-WR.2.C** Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme. **LL-WR.2.D** Draws and/or writes to represent simple events or stories that entertain, and revises when necessary. **LL-WR.2.E** Draws and/or writes to represent simple events or stories, including more details, that entertain, and revises when necessary. **LL-WR.1.AA** Observes a shared writing experience led by a teacher. **LL-WR.1.A** Observes and nonverbally or verbally responds to a shared writing experience led by a teacher. **LL-WR.1.B** Contributes ideas and opinions to a shared writing experience with teacher support and dictation. **LL-WR.1.C** Contributes ideas and opinions to a shared writing experience by drawing or writing with teacher support. **LL-WR.1.D** Helps lead a shared writing experience with a teacher or peers.
3. Children develop writing skills	**3b.** Using a combination of drawing, dictating, and writing to tell a story.	**LL-WR.2.AA** Draws to represent something or to communicate a thought. **LL-WR.2.A** Draws and/or writes to represent, express, or communicate interests. **LL-WR.2.B** Draws and/or writes to represent and describe an object, event, or observation. **LL-WR.2.C** Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme. **LL-WR.2.D** Draws and/or writes to represent simple events or stories that entertain, and revises when necessary. **LL-WR.2.E** Draws and/or writes to represent simple events or stories, including more details, that entertain, and revises when necessary.
3. Children develop writing skills	**3c.** Communicating through written representations, symbols, and letters using increasingly sophisticated marks.[3] [3]*Part 1 of 2. Continues on page 16.*	**LL-WR.4.AA** Makes any mark on paper. **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.

Domain: Communication
Subdomain: Literacy

Standard	Benchmark	Every Child Ready Standard(s)
3. Children develop writing skills	**3c.** Communicating through written representations, symbols, and letters using increasingly sophisticated marks.[4] [4]*Part 2 of 2. Continued from page 15.*	**LL-WR.4.E** Forms correct, intentional, and recognizable letters on the page when writing. **LL-WR.5.AA** Scribbles and makes marks on paper. **LL-WR.5.A** Writes from the top of the page to the bottom when writing, even at the emergent writing stage. **LL-WR.5.B** Uses left to right directionality when writing, even at the emergent writing stage. **LL-WR.5.C** Leaves spaces between words when writing. **LL-WR.5.D** Capitalizes the first letter in name. **LL-WR.5.E** Identifies and begins using punctuation at the end of a sentence (period, exclamation mark, question mark). **LL-WR.3.AA** When asked to write their name, scribbles and makes marks on page. These may be continuous lines or separate shapes. The shapes may include dots, circles, or lines. **LL-WR.3.A** When asked to write their name, writes letter-like forms. Makes marks on page that look like conventional shapes or mock letters. **LL-WR.3.B** Writes at least one recognizable letter from their name. The letter may be backward, reversed, or poorly formed and recognized only in context. **LL-WR.3.C** Writes uppercase or lowercase letters that correspond to at least half of the letters in their name. Letters may be backward, reversed, or poorly formed and recognized only in context. **LL-WR.3.D** Writes all letters using uppercase or lowercase letters in his or her name in correct order. Letters may be backward, reversed, or poorly formed and recognized only in context. **LL-WR.3.E** Writes all letters in their name in correct order. All letters are correct and could be recognized out of context.
4. Children gain knowledge of print concepts and alphabet	**4a.** Identifying letters of the alphabet and producing correct sounds associated with letters.[5] [5]*Part 1 of 2. Continues on page 17.*	**LL-AK.1.AA** Identifies the first letter in their name. **LL-AK.1.A** Identifies up to five uppercase or lowercase letters. Some letters may be in own name. **LL-AK.1.B** Identifies up to ten uppercase or lowercase letters. **LL-AK.1.C** Identifies up to 20 uppercase or lowercase letters. **LL-AK.1.D** Identifies up to 30 uppercase or lowercase letters. **LL-AK.1.E** Identifies all 26 uppercase and lowercase letters in random order. **LL-AK.2.AA** Produces the first letter sound in their name with teacher support. **LL-AK.2.A** Produces up to two letter sounds when shown uppercase or lowercase letters. **LL-AK.2.B** Produces up to five letter sounds when shown uppercase or lowercase letters. **LL-AK.2.C** Produces up to ten letter sounds when shown uppercase or lowercase letters.

Domain: Communication
Subdomain: Literacy

Standard	Benchmark	Every Child Ready Standard(s)
4. Children gain knowledge of print concepts and alphabet	**4a.** Identifying letters of the alphabet and producing correct sounds associated with letters.[6] [6]*Part 2 of 2. Continued from page 16.*	**LL-AK.2.D** Produces up to 15 letter sounds when shown uppercase or lowercase letters. **LL-AK.2.E** Produces up to 26 uppercase and lowercase letter sounds when shown letters in random order.
4. Children gain knowledge of print concepts and alphabet	**4b.** Developing an understanding that print carries a message through symbols and word.	**LL-BK.3.AA** Identifies familiar images or logos in environmental print. **LL-BK.3.A** Demonstrates understanding that print has meaning. **LL-BK.3.B** Distinguishes between print and images in books and in the environment. **LL-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. **LL-BK.3.E** Identifies basic elements of print, like spaces between words or punctuation at the end of a sentence (period, exclamation mark, question mark).

Domain: Cognition
Subdomain: Approaches to Learning

Standard	Benchmark	Every Child Ready Standard(s)
1. Children foster initiative and curiosity	**1a.** Demonstrating eagerness to explore, learn about, and discuss a range of topics, ideas, and tasks.	**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. **ATL.3.C** Asks questions and seeks clarity after attempting a challenging task. **ATL.3.D** Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed. **ATL.3.E** Attempts new challenging tasks and modifies approach to a challenge with teacher assistance.

Domain: Cognition

Subdomain: Approaches to Learning

Standard	Benchmark	Every Child Ready Standard(s)
1. Children foster initiative and curiosity	**1b.** Demonstrating flexibility, imagination, and inventiveness in approaching tasks and activities.	**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. **ATL.3.D** Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed. **ATL.3.E** Attempts new challenging tasks and modifies approach to a challenge with teacher assistance. **ATL.4.D** Assesses or reflects upon activity or task outcome or product. **ATL.4,E** Assesses tasks and makes adjustments to strategies for updates or revisions. **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.
1. Children foster initiative and curiosity	**1c.** Planning, initiating, and completing learning activities with peers.	**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. **ATL.8.C** With adult support, creates a goal for an activity and follows a simple plan. **ATL.8.D** Creates and follows through with simple plans independently. **ATL.8.E** Plans simple steps for future activity goal. **ATL.2.B** Plays, works on tasks, or participates in activities with peers with adult prompting (associative play). **ATL.2.C** Makes cooperative decisions with peers based on adult provided choices (associative play). **ATL.2.D** Makes cooperative decisions with peers during play or structured activities (cooperative play). **ATL.2.E** Establishes rules with peers during play or structured activities (cooperative play). **C-ARTS.3.D** Plans for and creates art using preferred art materials, tools, and techniques.
2. Children practice cognitive self-regulation and executive function skills	**2a.** Demonstrating an increasing ability to control impulses.	**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. **ATL.7.C** Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn). **ATL.7.D** Independently completes simple assignment or task despite normal classroom environment distractions. **ATL.7.E** Regulates impulses to complete tasks and engages in goal-directed behavior.

Domain: Cognition

Subdomain: Approaches to Learning

Standard	Benchmark	Every Child Ready Standard(s)
2. Children practice cognitive self-regulation and executive function skills	**2b.** Maintaining focus, sustaining attention, and persisting in tasks with age-appropriate support.	**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). **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).
2. Children practice cognitive self-regulation and executive function skills	**2c.** Using memories as a foundation for more complex actions and thoughts.	**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 Dramatic Play). **ATL.9.B** Identifies and anticipates materials and expectations needed for everyday and routine activities. **ATL.9.C** Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and want to return to it, or that they fell on the slide yesterday, so exercises caution today). **ATL.9.D** With adult support, applies explicitly taught and practiced higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization). **ATL.9.E** Independently applies higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization).
2. Children practice cognitive self-regulation and executive function skills	**2d.** Demonstrating flexibility in thinking and behavior.	**ATL.5.AA** Stops preferred activities with one on one assistance or coregulation. **ATL.5.A** Transitions between activities that are part of the routine school day with adult reminders. **ATL.5.B** Shifts between tasks or activities, including ending preferred activities, with adult support. **ATL.5.C** Adjusts to changes in the environment or schedule with adult guidance and advance warning. **ATL.5.D** With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error). **ATL.5.E** Adapts to new rules or circumstances in an age-appropriate game or activity.

Domain: Cognition

Subdomain: Approaches to Learning

Standard	Benchmark	Every Child Ready Standard(s)
2. Children practice cognitive self-regulation and executive function skills	**2e.** Shifting attention between tasks and moving through transitions with minimal direction.	**ATL.7.C** Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn). **ATL.7.D** Independently completes simple assignment or task despite normal classroom environment distractions. **ATL.7.E** Regulates impulses to complete tasks and engages in goal-directed behavior. **ATL.5.A** Transitions between activities that are part of the routine school day with adult reminders. **ATL.5.B** Shifts between tasks or activities, including ending preferred activities, with adult support. **ATL.5.C** Adjusts to changes in the environment or schedule with adult guidance and advance warning.
3. Children demonstrate symbolic representation	**3a.** Using imagination in play and interactions with themselves, materials, and others.	**ATL.1.AA** Engages in exploratory or sensory play. **ATL.1.A** Plays simple games and copies the play of others. **ATL.1.B** Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play). **ATL.1.C** Engages in individual verbal or nonverbal imaginative play or role-play. **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. **C-ARTS.2.C** Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play. **C-ARTS.2.D** Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play. **C-ARTS.2.E** Continues an originally created scenario over the course of several play periods. Collaborates with others to carry out dramatic play and assumed roles.
3. Children demonstrate symbolic representation	**3b.** Recognizing the difference between pretend or fantasy situations and reality.	**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.B** Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play). **ATL.1.C** Engages in individual verbal or nonverbal imaginative play or role-play. **ATL.1.D** Carries out familiar roles during individual or collaborative role-play. **ATL.1.E** Coordinates roles and carries out more complex stories during role-play.

Domain: Cognition

Subdomain: Approaches to Learning

Standard	Benchmark	Every Child Ready Standard(s)
3. Children demonstrate symbolic representation	**3c.** Representing people, places, things, and processes, through drawings, movement, writing, and three-dimensional objects.	**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. **LL-WR.2.AA** Draws to represent something or to communicate a thought. **LL-WR.2.A** Draws and/or writes to represent, express, or communicate interests. **LL-WR.2.B** Draws and/or writes to represent and describe an object, event, or observation. **LL-WR.2.C** Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme. **LL-WR.2.D** Draws and/or writes to represent simple events or stories that entertain, and revises when necessary. **LL-WR.2.E** Draws and/or writes to represent simple events or stories, including more details, that entertain, and revises when necessary. **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. **M-GS.2.E** Constructs common three-dimensional shapes (sphere, cone, cylinder, cube) with materials.
3. Children demonstrate symbolic representation	**3d.** Exploring and representing their ideas through creative arts.	**C-ARTS.1.C** Creates short dances or movement sequences. **C-ARTS.1.D** Leads dances or movement sequences and demonstrates them to others. **C-ARTS.1.E** Creates and leads dances or movement sequences and begins to synchronize music with movement. **C-ARTS.3.A** Expresses self using a variety of art materials and tools. **C-ARTS.3.B** Creates drawings, paintings, and models with an increasing level of detail. **C-ARTS.3.C** Explores and creates art using different techniques, such as dot art, mixed media collages, and clay. **C-ARTS.3.D** Plans for and creates art using preferred art materials, tools, and techniques. **C-ARTS.3.E** Reviews their original art and makes changes to the final product. **C-ARTS.5.B** Discusses their own artistic creations and chooses artwork for display or performance. **C-ARTS.5.C** Recognizes and discusses differences in artistic creations. **C-ARTS.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. **C-ARTS.2.D** Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play. **C-ARTS.2.E** Continues an originally created scenario over the course of several play periods. Collaborates with others to carry out dramatic play and assumed roles.

Domain: Cognition
Subdomain: Mathematics

Standard	Benchmark	Every Child Ready Standard(s)
1. Children build an understanding of number sense and operations	**1a.** Developing a sense of quantity and number.	**M-NC.2.A** Says numbers in order while matching each number word to each object when counting from 1–3. **M-NC.2.B** Says numbers in order, matching each number word to each object when counting from 1–5. **M-NC.2.C** Says numbers in order, matching each number word to each object when counting from 1–7. **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.
1. Children build an understanding of number sense and operations	**1b.** Knowing number names and counting sequences.	**M-NC.1.AA** Says number words in order from 1–2 from memory. **M-NC.1.A** Says number words in order from 1–3 from memory. **M-NC.1.B** Says number words in order from 1–5 from memory. **M-NC.1.C** Says number words in order from 1–7 from memory. **M-NC.1.D** Says number words in order from 1–10 from memory. **M-NC.1.E** Says number words in order from 1–20 from memory.
1. Children build an understanding of number sense and operations	**1c.** Recognizing the number of objects in a set.	**M-NC.3.AA** Subitizes by instantly saying how many are in a set without counting for quantities 1–2. **M-NC.3.A** Subitizes by instantly saying how many are in a set without counting for quantities 1–3.
1. Children build an understanding of number sense and operations	**1d.** Comparing numbers and quantities.	**M-NC.4.AA** Compares two groups to identify which has more or less for quantities 0–5 without matching or counting. **M-NC.4.A** Compares two groups to identify which has more or less for quantities 0–10 without matching or counting. **M-NC.4.B** Matches 0–5 objects from two sets using one-to-one correspondence to understand the concept of the same. **M-NC.4.C** Matches 0–7 objects from two sets using one-to-one correspondence to identify which set has more, less, or if they are the same. **M-NC.4.D** Matches 0–10 objects from two sets using one-to-one correspondence to identify which set has more, less, or if they are the same. **M-NC.4.E** Rational counts and compares the objects in two sets to identify which has more, less, or if they are the same for quantities 0–10.
1. Children build an understanding of number sense and operations	**1e.** Understanding the relationship between numbers and quantities.	**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. **M-NC.3.D** Creates sets of 0–10 and begins to use cardinality to identify the last number counted. **M-NC.3.E** Creates sets of 0–10 and uses cardinality to identify the last number counted.

Domain: Cognition

Subdomain: Mathematics

Standard	Benchmark	Every Child Ready Standard(s)
1. Children build an understanding of number sense and operations	**1f.** Associating a quantity with written numerals and writing numbers.	**M-NC.6.AA** Matches a set of objects with the number symbol to represent the set for quantities 0–2. **M-NC.6.A** Matches a set of objects with the number symbol to represent the set for quantities 0–3. **M-NC.6.B** Matches a set of objects with the number symbol to represent the set for quantities 0–5. **M-NC.6.C** Matches a set of objects with the number symbol to represent the set for quantities 0–7. **M-NC.6.D** Matches a set of objects with the number symbol to represent the set for quantities 0–10. **M-NC.6.E** Matches a set of objects with the number symbol and compares written numerals between 0–10, identifying which numeral is higher, lower, or if they are the same.
1. Children build an understanding of number sense and operations	**1g.** Understanding addition as adding to and understanding subtraction as taking-away-from.	**M-NC.7.AA** Demonstrates an understanding that combining two sets increases the total quantity. **M-NC.7.A** Demonstrates an understanding that adding one more increases the amount of a set. **M-NC.7.B** Counts two sets separately, then combines sets and counts the sets together to get the whole. Counts up to a total quantity of 5. **M-NC.7.C** Counts two sets separately, then combines sets and counts the sets together to get the whole. Counts up to a total quantity of 7. **M-NC.7.D** Counts two sets separately, then combines sets and counts the sets together to get the whole. Counts up to a total quantity of 10. **M-NC.7.E** Combines two sets by counting both sets together to get the whole without having to first count them separately. Counts up to a total quantity of 10. **M-NC.8.AA** Demonstrates an understanding that separating one set of objects into two sets decreases the total quantity in the original set. **M-NC.8.A** Demonstrates an understanding that removing one object decreases the amount in a set. **M-NC.8.B** Counts a set of 1–5 objects. Takes objects away and counts how many are left. **M-NC.8.C** Counts a set of 1–7 objects. Takes objects away and counts how many are left. **M-NC.8.D** Counts a set of 1–10 objects. Takes objects away and counts how many are left. **M-NC.8.E** Solves subtraction story problems for quantities 1–10 using objects, fingers, drawings, or actions.
2. Children practice measurement and comparison	**2a.** Measuring objects by their various attributes using standard and non-standard measurement.	**M-M.1.C** Uses nonstandard units to measure objects by filling, covering, or matching, like when answering “How many scoops of sand fill a container?” **M-M.1.D** Uses nonstandard units to measure and then comparative language to describe the measurements of two objects, like when answering “Which container holds more beans?” **M-M.1.E** Uses standard units (e.g., ruler, scale, balance) to measure and then uses comparative language to describe the measurements of two objects.

Domain: Cognition
Subdomain: Mathematics

Standard	Benchmark	Every Child Ready Standard(s)
2. Children practice measurement and comparison	**2b.** Using differences in attributes to make comparisons.	**M-M.1.AA** Demonstrates understanding of length terms (i.e., "longer," "shorter") using gestures or objects. **M-M.1.A** Demonstrates understanding of length terms (i.e., "longer," "shorter") and height terms (i.e., "taller," "shorter") using gestures or objects. **M-M.1.B** Demonstrates understanding of length terms (i.e., "longer," "shorter"), height terms (i.e., "taller," "shorter"), volume terms (i.e., "more," "less"), and weight terms (i.e., "heavier," "lighter") using gestures or objects.
2. Children practice measurement and comparison	**2c.** Identifying currency and recognizing that it holds value.	**SOC.3.B** Shows an understanding of and identifies goods, such as items purchased from a store, and services, such as a haircut from a stylist. **SOC.3.C** Shows an understanding of the concepts of trading and bartering, such as trading corn for broccoli at a market in Dramatic Play. **SOC.3.D** Shows an understanding of buying and selling, including that money is needed to buy goods and services, such as using money in a restaurant in Dramatic Play. **SOC.3.E** Discusses the purpose of saving money for a future purchase.
3. Children develop spatial sense and an understanding of geometry	**3a.** Exploring the positions of objects and their movement in space.	**M-GS.3.AA** Demonstrates understanding of movement terms (e.g., "up," "down") by using gestures or objects. **M-GS.3.A** Demonstrates understanding of location terms (e.g., "in," "on," "under," "over") by using gestures or objects. **M-GS.3.B** Demonstrates understanding of proximity terms (e.g., "beside," "between," "above," "below") by using gestures or objects. **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"). **M-GS.3.E** Demonstrates understanding of direction terms (e.g., "near," "far") using gestures or objects. **M-PFA.2.D** Uses ordinal numbers to order and describe relative position for up to three objects.
3. Children develop spatial sense and an understanding of geometry	**3b.** Identifying, describing, comparing, and composing 2D and 3D shapes.[7] [7]*Part 1 of 2. Continues on page 25.*	**M-GS.1.AA** Verbally or nonverbally identifies one to two common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle). **M-GS.1.A** Verbally or nonverbally identifies at least three common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle). **M-GS.1.B** Verbally or nonverbally identifies at least five common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle).

Domain: Cognition

Subdomain: Mathematics

Standard	Benchmark	Every Child Ready Standard(s)
3. Children develop spatial sense and an understanding of geometry	**3b.** Identifying, describing, comparing, and composing 2D and 3D shapes.[8] [8]*Part 2 of 2. Continued from page 24.*	**M-GS.1.C** Identifies and describes the properties of common two-dimensional shapes using words like "sides," "corners," "curve." **M-GS.1.D** Verbally or nonverbally identifies two-dimensional shapes in the environment or in books. **M-GS.1.E** Verbally or nonverbally identifies three-dimensional shapes (sphere, cone, cylinder, cube). **M-GS.2.AA** Uses simple shape puzzles to create common two-dimensional shapes. **M-GS.2.A** Constructs any recognizable or unrecognizable shape with materials. **M-GS.2.B** Constructs common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle) with materials. **M-GS.2.C** Using a model, constructs two-dimensional shapes and then puts them together to create objects in the environment. Puts together a square and triangle to create a house. **M-GS.2.D** Independently constructs two-dimensional shapes and then puts them together to create objects in the environment. Puts together a square and triangle to create a house. **M-GS.2.E** Constructs common three-dimensional shapes (sphere, cone, cylinder, cube) with materials.
4. Children practice sequencing and patterns	**4a.** Matching, sorting, classifying, and ordering objects.	**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-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. **M-PFA.1.E** Sorts and groups objects into multiple categories such as size and color, or function and category at the same time. **M-PFA.2.AA** Correctly orders or stacks at least five rings, nesting cups, boxes, or other toys. **M-PFA.2.A** Orders up to two objects by one attribute, such as size, shades of color, texture, or sound, using comparative language. **M-PFA.2.B** Orders up to three objects by one attribute, such as size, shades of color, texture, or sound, using comparative language. **M-PFA.2.C** Orders up to five objects by one attribute, such as size, shades of color, texture, or sound, using comparative language. **M-PFA.2.D** Uses ordinal numbers to order and describe relative position for up to three objects. **M-PFA.2.E** Orders groups of different amounts using numerical order.

Domain: Cognition
Subdomain: Mathematics

Standard	Benchmark	Every Child Ready Standard(s)
4. Children practice sequencing and patterns	**4b.** Recognizing, duplicating, and extending simple patterns.	**M-PFA.3.AA** Copies simple AB patterns through rhythm and movement. **M-PFA.3.A** Uses objects, rhythm, or movement to copy simple AB patterns. **M-PFA.3.B** Uses objects, rhythm, or movement to copy and extend simple AB patterns. **M-PFA.3.C** Uses rhythm and movement to copy simple and advanced patterns (e.g., AB, ABC, ABB, AAB). **M-PFA.3.D** Uses objects, rhythm, or movement to copy and extend simple and advanced patterns (e.g., AB, ABC, ABB, AAB). **M-PFA.3.E** Recognizes, describes, and copies patterns that include multiple attributes (e.g., red circle, yellow circle, red square, yellow square) or repeating elements (e.g., blue-red-blue, blue-red-blue).

Domain: Cognition
Subdomain: Scientific Reasoning

Standard	Benchmark	Every Child Ready Standard(s)
1. Children engage in scientific inquiry	**1a.** Exploring, observing, and describing objects, materials, organisms, and events.[9] [9]*Part 1 of 2. Continues on page 27.*	**SC-LES.2.AA** Uses senses to observe and respond to changes in the weather. **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.3.AA** Points to and observes the sky. **SC-LES.3.A** Identifies objects in the sky, such as clouds, sun, moon, or stars. **SC-LES.3.B** Describes and discusses objects in the sky, such as clouds, sun, moon, or stars. **SC-LES.4.AA** Points to and observes animals in the environment. **SC-LES.4.A** Identifies various animals. **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 having beaks so they can dig for worms. **SC-LES.4.D** Observes and describes habitats and life cycles. **SC-LES.4.E** Describes and discusses the relationship between humans and animals. **SC-LES.5.AA** Points to and observes plants in the environment. **SC-LES.5.A** Identifies various plants such as trees, flowers, bushes, and so on. **SC-LES.5.B** Identifies that plants are living and identifies characteristics and features of plants.

Domain: Cognition

Subdomain: Scientific Reasoning

Standard	Benchmark	Every Child Ready Standard(s)
1. Children engage in scientific inquiry	**1a.** Exploring, observing, and describing objects, materials, organisms, and events.[10] [10]*Part 2 of 2. Continued from page 26.*	**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. **SC-LES.5.E** Describes and discusses ways that plants impact living things and the environment and how humans can impact plants. **SC-P.1.AA** Uses senses to explore the colors and textures of materials and objects in the environment. **SC-P.1.A** Uses senses to identify physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on. **SC-P.1.B** Use senses to observe and describe some physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on. **SC-P.1.C** Participates in activities related to changing physical properties of objects, such as crumpling a piece of paper to change the texture from smooth to bumpy. **SC-P.1.D** Describes and discusses various ways that the physical properties or characteristics of objects can change, such as the playdough was soft, but became hard when exposed to air for a long time period. **SC-P.1.E** Evaluates how well materials suit their intended purposes based on their physical characteristics, such as explores using tissue paper to construct a tower and considers how the paper's properties impact the building process. **SC-P.2.AA** Identifies light and dark and explores shadows and reflections. **SC-P.2.A** Demonstrates understanding that light can be used to see or illuminate things when it is dark. **SC-P.2.B** Recognizes sources of light including natural and human-made, such as the sun, lamps, or flashlights. **SC-P.3.AA** Recognizes and explores water in its liquid form. **SC-P.3.A** Recognizes and explores water in its liquid and solid forms. **SC-P.3.B** Recognizes and explores water in its liquid, solid, and gas forms. **SC-P.4.AA** Explores the motion of objects by pushing and pulling objects and identifies whether an object is stationary or moving. **SC-P.4.A** With teacher guidance, recognizes that different factors, such as force, impact how fast and far an object moves when it's pushed or pulled. **SC-P.4.B** With teacher guidance, recognizes that when objects collide, the impact can change the speed, direction, or stop an object. **SC-P.4.C** With teacher guidance, recognizes that different factors, such as heights or textures, can change the speed of an object, such as racing cars on ramps. **SC-P.4.D** Describes and discusses the motion of objects and that motion can change based on different factors.

Domain: Cognition

Subdomain: Scientific Reasoning

Standard	Benchmark	Every Child Ready Standard(s)
1. Children engage in scientific inquiry	**1b.** Comparing and categorizing observable phenomena.	**SC-LES.1.C** Compares and contrasts the natural world and the human-made world, such as the wind provides a breeze outside and so does a fan. **SC-LES.2.C** Compares and contrasts the different seasons. **SC-LES.3.D** Compares and contrasts Earth and space, such as people can breathe on Earth but not in space. **SC-P.4.E** Compares and contrasts how different factors change the motion of objects.
1. Children engage in scientific inquiry	**1c.** Using understanding of causal relationships to act on social and physical environments.	**SC-LES.1.C** Compares and contrasts the natural world and the human-made world, such as the wind provides a breeze outside and so does a fan. **SC-LES.1.D** Describes how humans affect their environment in positive and negative ways, such as recycling, planting trees, litter, and pollution. **SC-LES.5.E** Describes and discusses ways that plants impact living things and the environment and how humans can impact plants.
1. Children engage in scientific inquiry	**1d.** Engaging in scientific talk.	**SC-LES.1.E** Discusses how natural elements like wind and water have an impact on the natural world through a variety of processes, such as erosion. **SC-LES.2.D** Discusses the effects of changes in weather, such as growing different crops or wearing different clothing. **SC-LES.2.E** Discusses the importance of weather forecasting to prepare for inclement or severe weather conditions. **SC-LES.5.E** Describes and discusses ways that plants impact living things and the environment and how humans can impact plants. **SC-P.1.D** Describes and discusses various ways that the physical properties or characteristics of objects can change, such as the playdough was soft, but became hard when exposed to air for a long time period. **SC-P.2.C** Discusses how to manipulate light to create shadows and reflections. **SC-P.2.D** Discusses how light can be brighter or dimmer depending on variables such as the source of light, distance, and so on. **SC-P.2.E** Observes and discusses how light is a form of energy and gives off heat.\ **SC-P.3.D** Discusses the uses and purpose of water in its different forms, such as ice helps make a drink cold. **SC-P.3.E** Begins to discuss how and why water changes into different forms, such as the water cycle. **SC-P.4.D** Describes and discusses the motion of objects and that motion can change based on different factors.

Domain: Cognition

Subdomain: Scientific Reasoning

Standard	Benchmark	Every Child Ready Standard(s)
1. Children engage in scientific inquiry	**1e.** Developing an understanding of the processes that assist people in designing and building.	**SC-LES.1.C** Compares and contrasts the natural world and the human-made world, such as the wind provides a breeze outside and so does a fan. **SC-LES.1.D** Describes how humans affect their environment in positive and negative ways, such as recycling, planting trees, litter, and pollution.
2. Children practice science and engineering	**2a.** Using a variety of strategies to solve problems.	**ATL.3.C** Asks questions and seeks clarity after attempting a challenging task. **ATL.3.D** Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed. **ATL.3.E** Attempts new challenging tasks and modifies approach to a challenge with teacher assistance. **ATL.4.D** Assesses or reflects upon activity or task outcome or product. **ATL.4.E** Assesses tasks and makes adjustments to strategies for updates or revisions. **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).
2. Children practice science and engineering	**2b.** Asking a question, gathering information, and making predictions.	**SC-SP.1.A** With teacher guidance, participates in activities to formulate simple science-oriented questions based on observations. **SC-SP.1.B** Observes and describes cause and effect. **SC-SP.1.C** With teacher guidance, begins to formulate own questions based on observations. **SC-SP.1.D** Formulates own science-oriented questions based on observations. **SC-SP.1.E** With teacher guidance, uses formulated science-oriented questions to plan simple explorations or experiments.
2. Children practice science and engineering	**2c.** Planning and conducting investigations and experiments.	**SC-SP.2.A** Participates in simple explorations and experiments based on a teacher-led inquiry and prior knowledge. **SC-SP.2.B** Participates in teacher-led explorations and experiments and uses prior knowledge to make predictions. **SC-SP.2.C** With teacher guidance, begins to hypothesize before teacher-led experiments. **SC-SP.2.D** Makes hypotheses, and tests their hypotheses through experimentation. **SC-SP.2.E** With teacher guidance, uses one's formulated science-oriented questions to plan simple explorations or experiments.

Domain: Cognition

Subdomain: Scientific Reasoning

Standard	Benchmark	Every Child Ready Standard(s)
2. Children practice science and engineering	**2d.** Analyzing results, drawing conclusions, and communicating results.	**SC-SP.3.AA** Observes teacher recording of common scientific observations and data. **SC-SP.3.A** With teacher guidance, participates in recording scientific observations and data. **SC-SP.3.B** Begins to identify relevant information and collects and records information in own journal or paper. **SC-SP.3.C** Draws conclusions on prior knowledge and recorded information. **SC-SP.3.D** Discusses conclusions and reflects on the scientific-oriented question and hypothesis based on prior knowledge and recorded information. **SC-SP.3.E** Makes recommendations based on observations and conclusions.

Domain: Physical Health and Development

Subdomain: Physical Development

Standard	Benchmark	Every Child Ready Standard(s)
1. Children develop gross motor skills	**1a.** Demonstrating control, strength, and coordination of large muscles.	**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.
1. Children develop gross motor skills	**1b.** Using perceptual information to guide movement and interactions with objects and other people.[11] [11]*Part 1 of 2. Continues on page 31.*	**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.

Domain: Physical Health and Development
Subdomain: Physical Development

Standard	Benchmark	Every Child Ready Standard(s)
1. Children develop gross motor skills	**1b.** Using perceptual information to guide movement and interactions with objects and other people.[12] [12]*Part 2 of 2. Continued from page 30.*	**C-ARTS.1.C** Creates short dances or movement sequences. **C-ARTS.1.D** Leads dances or movement sequences and demonstrates them to others. **C-ARTS.1.E** Creates and leads dances or movement sequences and begins to synchronize music with movement.
2. Children develop fine motor skills	**2a.** Demonstrating increasing control, strength, and coordination of small muscles.	**PD.2.AA** Uses two hands to hold containers. Stacks objects, such as blocks, with coordination. **PD.2.A** Uses hands and fingers to complete a variety of tasks, such as opening drawers and cabinets. **PD.2.B** Uses hands, wrists, and fingers to complete a variety of tasks such as pouring, scooping, opening lids to easy-to-open jars, and simple puzzles. **PD.2.C** Begins to use refined hand movements such as using blunt scissors, buttoning large buttons, and connecting small toys, such as linking cubes or blocks. **PD.2.D** Demonstrates controlled fine motor movements in a variety of ways such as cutting along lines with accuracy. **PD.2.E** Uses precise hand movements to complete a variety of activities such as building using small blocks, stringing lacing beads, and cutting out simple shapes with accuracy.
2. Children develop fine motor skills	**2b.** Exhibiting complex fine motor coordination when using tools to complete tasks.	**PD.3.AA** Uses crayons or markers with some coordination. **PD.3.A** Draws vertical and horizontal lines with a model using a fisted 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. **PD.3.E** Consistently uses a tripod grasp when writing and copies and creates complex designs.

Domain: Physical Health and Development
Subdomain: Daily Living Skills

Standard	Benchmark	Every Child Ready Standard(s)
1. Children develop an understanding of health, nutrition, and safety practices	**1a.** Demonstrating healthy behaviors that contribute to lifelong well-being through physical activity.[13] [13]*Part 1 of 2. Continues on page 32.*	**SE.5.A** Engages with peers with teacher modeling and participates in organized group activities. **SE.5.B** With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).

Domain: Physical Health and Development

Subdomain: Daily Living Skills

Standard	Benchmark	Every Child Ready Standard(s)
1. Children develop an understanding of health, nutrition, and safety practices	**1a.** Demonstrating healthy behaviors that contribute to lifelong well-being through physical activity.[14] [14]*Part 2 of 2. Continued from page 31.*	**ATL.1.C** Engages in individual verbal or nonverbal imaginative play or role-play. **ATL.2.B** Plays, works on tasks, or participates in activities with peers with adult prompting (associative play). **C-ARTS.1.A** Participates in guided movement activities by copying dances and movements introduced by others.
1. Children develop an understanding of health, nutrition, and safety practices	**1b.** Demonstrating personal health and hygiene skills and practicing self-care routines.	**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. **PD.4.C** Completes self-care and hygiene routines with minimal assistance. **PD.4.D** Independently completes self-care and hygiene routines. **PD.4.E** Understands and describes the importance of self-care and hygiene routines.
1. Children develop an understanding of health, nutrition, and safety practices	**1c.** Exploring and enjoying a variety of nutritional foods and developing healthy eating practices.	**PD.5.AA** Uses senses to experience a variety of food during mealtimes. **PD.5.A** Recognizes and identifies a variety of different food. **PD.5.B** Demonstrates understanding of types of food and preferences.
1. Children develop an understanding of health, nutrition, and safety practices	**1d.** Developing knowledge and skills that help promote nutritious food choices and eating habits.	**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. **PD.5.E** Understands and describes different foods and how they give our bodies nutrients and energy.
1. Children develop an understanding of health, nutrition, and safety practices	**1e.** Developing an awareness and understanding of safety rules and routines while learning to make safe and appropriate choices.	**PD.6.AA** Begins to recognize and accept help when following safety procedures. **PD.6.A** With teacher guidance, follows safety procedures. **PD.6.B** Demonstrates understanding of safety procedures and begins to initiate.
1. Children develop an understanding of health, nutrition, and safety practices	**1f.** Assessing situations and taking appropriate risks.	**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.

Notes

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