

Maine's Early Learning and Development Standards and Every Child Ready Standards Alignment														
Maine's Early Learning and Development Standards: Social-Emotional Development		Every Child Ready Standards												
Goal Topic	Element	Indicators: Children may...	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	Alignment 8	Alignment 9	Alignment 10	Alignment 11	
1. Emotional Development	a. Self-Concept	<ul style="list-style-type: none"> <li>Expresses and/or demonstrates an awareness of self as an individual with certain wants, needs, abilities, characteristics, preferences, and rights.</li> <li>Demonstrates self-direction by making choices among peers, activities, and materials.</li> <li>Tries new things and improves on new skills with practice.</li> <li>Initiates actions or activities with peers. For example, inviting a friend to play.</li> <li>Uses a variety of materials with curiosity and interest.</li> <li>Shows ability to take care of personal or shared possessions, (e.g. backpack, toys, books).</li> <li>Shows ability to respect personal space and boundaries of other people, (e.g., checking before touching another person or showing concern when stepping on someone's foot).</li> </ul>	<ul style="list-style-type: none"> <li>IS.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.</li> </ul>	<ul style="list-style-type: none"> <li>ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play).</li> </ul>	<ul style="list-style-type: none"> <li>ATL.3.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance.</li> </ul>	<ul style="list-style-type: none"> <li>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).</li> </ul>	<ul style="list-style-type: none"> <li>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).</li> </ul>	<ul style="list-style-type: none"> <li>ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work.</li> </ul>	<ul style="list-style-type: none"> <li>IS.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.</li> </ul>	<ul style="list-style-type: none"> <li>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).</li> </ul>				
	b. Self-Regulation	<ul style="list-style-type: none"> <li>Expresses wants, thoughts, needs, and feelings through various methods of communication.</li> <li>Seeks adult support and engages in finding solutions to resolve conflict with peers.</li> <li>With support, listens to instructions before beginning an activity.</li> <li>With support, demonstrates an understanding of developmentally appropriate rules and routines.</li> <li>With support, demonstrates the ability to follow developmentally appropriate rules and routines.</li> <li>Shows progress in sharing materials with others.</li> <li>Waits for their turn in simple game or use of equipment.</li> <li>Demonstrates understanding of cause and effect of own actions.</li> <li>Shows beginning ability to co-regulate emotions and behaviors with a trusted, regulated adult.</li> </ul>	<ul style="list-style-type: none"> <li>SOC.3.AA Verbally or nonverbally expresses wants and needs with simple phrases or gestures.</li> </ul>	<ul style="list-style-type: none"> <li>IS.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.</li> </ul>	<ul style="list-style-type: none"> <li>ATL.7.B Independently follows two- to three-step verbal adult directions.</li> </ul>	<ul style="list-style-type: none"> <li>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).</li> </ul>	<ul style="list-style-type: none"> <li>M.M.2.A Sequences up to two to four steps in a familiar daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>IS.6.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).</li> </ul>	<ul style="list-style-type: none"> <li>SC-SP.1.B Observes and describes cause and effect.</li> </ul>	<ul style="list-style-type: none"> <li>IS.2.C Begins to connect their emotions with their needs and requests negotiation assistance from a trusted adult.</li> </ul>				
	c. Sympathy and Empathy	<ul style="list-style-type: none"> <li>Demonstrates empathy through comfort and care of others, (e.g., asking "Are you okay?") or giving/requesting a hug or high-five).</li> <li>Labels emotions of self and others, with support.</li> <li>Asks "what" and "why" questions to understand the effects of behavior.</li> <li>Shows progress in expressing feelings, needs, and concerns, in difficult situations such as conflicts, without harming self, others, or property.</li> </ul>	<ul style="list-style-type: none"> <li>IS.4.D With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others.</li> </ul>	<ul style="list-style-type: none"> <li>IS.1.B With adult modeling and visual supports, verbally or nonverbally identifies and labels emotions such as happiness, excitement, anger, fear, and sadness in self.</li> </ul>	<ul style="list-style-type: none"> <li>IS.4.A With adult modeling and one-on-one support, verbally or nonverbally names observable emotions and experiences of others.</li> </ul>	<ul style="list-style-type: none"> <li>LL.C.2.D Answers questions from adults and peers using multiword responses and uses question words ("what," "what," "where," "why," and "how") to ask simple questions related to a topic.</li> </ul>	<ul style="list-style-type: none"> <li>LL.C.2.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.</li> </ul>	<ul style="list-style-type: none"> <li>IS.2.C Begins to connect their emotions with their needs and requests negotiation assistance from a trusted adult.</li> </ul>	<ul style="list-style-type: none"> <li>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).</li> </ul>					
	d. Adapting to Diverse Settings	<ul style="list-style-type: none"> <li>Demonstrates ability to be flexible and adjust to routine or unexpected changes, including physical setting, daily schedule, staffing and group size/attendance, with adult support.</li> <li>Given prior notice (e.g., with a visual schedule or verbal/nonverbal adult cues), adjusts to changes from one activity/setting to the next.</li> <li>Anticipates, with assistance, what will be needed in diverse settings.</li> <li>Follows rules in new or diverse settings.</li> </ul>	<ul style="list-style-type: none"> <li>ATL.5.B Shifts between tasks or activities, including ending preferred activities, with adult support.</li> </ul>	<ul style="list-style-type: none"> <li>ATL.6.C Adapts to changes in the environment or schedule with adult guidance and advance warning.</li> </ul>	<ul style="list-style-type: none"> <li>ATL.5.E Adapts to new rules or circumstances in an age-appropriate game or activity.</li> </ul>	<ul style="list-style-type: none"> <li>ATL.9.B Identifies and anticipates materials and expectations needed for everyday and routine activities.</li> </ul>	<ul style="list-style-type: none"> <li>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).</li> </ul>	<ul style="list-style-type: none"> <li>ATL.7.B Independently follows two- to three-step verbal adult directions.</li> </ul>						
2. Social Development	a. Building Relationships with Others	<ul style="list-style-type: none"> <li>Asks questions and checks with an adult as needed while exploring their environment.</li> <li>Seeks help when needed for emotional support.</li> <li>Shares information with at least one trusted person.</li> <li>Works independently.</li> <li>Works cooperatively with others to plan, create, and organize activities during play and solve problems as they arise.</li> <li>Participates in group activities.</li> <li>Uses different turn-taking strategies (e.g., trading, setting a timer, etc.).</li> <li>Shows an increased ability to be friendly and flexible in play and to work cooperatively with others.</li> <li>Shows or communicates care or concern for others.</li> <li>Makes friends with others.</li> <li>Notifies who is absent from a group setting.</li> <li>Communicates wants and needs in a group setting.</li> <li>Holds self and others when needed.</li> <li>Knows and expresses self as a part of diverse groups, (e.g., family, preschool class, faith community, etc.).</li> <li>Uses play to explore, practice, and understand social roles.</li> </ul>	<ul style="list-style-type: none"> <li>ATL.3.C Asks questions and seeks clarity after attempting a challenging task.</li> </ul>	<ul style="list-style-type: none"> <li>IS.8.C Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers.</li> </ul>	<ul style="list-style-type: none"> <li>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).</li> </ul>	<ul style="list-style-type: none"> <li>ATL.4.AA Verbally or nonverbally shares activities they are engaging in with a trusted adult.</li> </ul>	<ul style="list-style-type: none"> <li>ATL.8.D Creates and follows through with simple plans independently.</li> </ul>	<ul style="list-style-type: none"> <li>ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play).</li> </ul>	<ul style="list-style-type: none"> <li>ATL.2.B Plays, works on tasks, or participates in activities with peers with adult prompting (associative play).</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>IS.4.D With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others.</li> </ul>	<ul style="list-style-type: none"> <li>SOC.3.AA Verbally or nonverbally expresses wants and needs with simple phrases or gestures.</li> </ul>	<ul style="list-style-type: none"> <li>IS.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.</li> </ul>	
	b. Respecting Similarities and Differences	<ul style="list-style-type: none"> <li>Recognizes and discusses similarities and differences in others.</li> <li>Notifies that other children might communicate differently (e.g., through nonverbal communication, different languages and/or dialects).</li> <li>Regards to think about a situation from the point of view of others.</li> </ul>	<ul style="list-style-type: none"> <li>SOC.2.D Recognizes that people have different thoughts and opinions within a community.</li> </ul>	<ul style="list-style-type: none"> <li>SOC.1.D Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations.</li> </ul>	<ul style="list-style-type: none"> <li>IS.4.B With adult prompts, compares their own characteristics and emotions to those of others.</li> </ul>	<ul style="list-style-type: none"> <li>LL.C.4.AA Communicates with peers and teachers using nonverbal gestures like pointing, shrugging shoulders, or giving a thumbs-up.</li> </ul>	<ul style="list-style-type: none"> <li>IS.4.C With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations.</li> </ul>							

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3. Mindset	a. Engagement	<ul style="list-style-type: none"> <li>- Participates with pleasure, enthusiasm and dedication in self-chosen activities.</li> <li>- Consistently remains engaged in self-directed play even with distractions, can maintain focus and return to an activity after a break.</li> </ul>	ATL.3.AA Exhibits curiosity and interest in activities and materials. Repeats preferred activities.	ATL.6.A Sustains interest in a preferred task for a brief amount of time (5-10 minutes).	ATL.7.D Independently completes simple assignment or task despite normal classroom environment distractions.	ATL.6.D Refocuses attention to independent or group activity after minor distraction.						
	b. Persistence	<ul style="list-style-type: none"> <li>- Purposefully chooses, engages and persists in play experiences and in when provided with choices.</li> <li>- Works through challenges with increasing independence while engaged in self-selected activities.</li> <li>- Demonstrates resilience and coping skills when faced with reasonable challenges, using an increased ability to regulate frustration over time.</li> <li>- Chooses to leave a project and return to it later for follow through or elaboration.</li> <li>- Chooses to repeat experiences to build competence and explore, change and extend ideas.</li> <li>- Keeps trying and flexibly adapts strategies when encountering difficulties.</li> </ul>	ATL.8.AA Self-selects toy, activity, or Center to engage in when provided with choices.	IS.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.	IS.7.D With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise).	ATL.5.D Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed.	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.8.D Creates and follows through with simple plans independently.	ATL.3.AA Exhibits curiosity and interest in activities and materials. Repeats preferred activities.	ATL.3.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance.		
	c. Initiative	<ul style="list-style-type: none"> <li>- Asks to join in play already in progress.</li> <li>- Tells the difference between appropriate and inappropriate risk-taking.</li> <li>- Offers to help adults or peers with daily tasks.</li> <li>- Independently seeks, accepts or offers help or information for further understanding.</li> <li>- Can identify and seek materials, strategies and tools they need to complete activities and tasks.</li> <li>- Invents projects and works on them with little assistance.</li> <li>- Sets goals, develops plans, and follows through with self-directed projects with increasing independence and/or collaboration.</li> </ul>	IS.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.	PD.6.D Understands and describes the importance of safety procedures.	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.9.B Identifies and anticipates materials and expectations needed for everyday and routine activities.	ATL.8.D Creates and follows through with simple plans independently.	C-ARTS.3.D Plans for and creates art using preferred art materials, tools, and techniques.				
	d. Curiosity	<ul style="list-style-type: none"> <li>- Discovers and investigates ideas, tasks, experiences that interest and amaze them.</li> <li>- Carries out investigations using familiar and new strategies, tools, or sources of information.</li> <li>- Approaches tasks and activities with increasing flexibility, complexity, imagination and inventiveness.</li> <li>- Chooses to take opportunities to explore a variety of materials and experiences, seeking out new challenges.</li> </ul>	ATL.3.AA Exhibits curiosity and interest in activities and materials. Repeats preferred activities.	ATL.3.AA Explores a variety of available objects and materials to discover what they do and how they work.	SC-SP.2.B Participates in teacher-led explorations and experiments and uses prior knowledge to make predictions.	Tech.1.D With teacher guidance, uses technology devices and learning applications to play games, access or share information, or express themselves creatively.	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.1.E Coordinates roles and carries out more complex stories during role-play.	ATL.3.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance.	ATL.3.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance.	
4. Executive Function	a. Reflection	<ul style="list-style-type: none"> <li>- Thinks about multiple options, choices and decides if they are useful and if not, tries another.</li> <li>- Applies prior experiences, senses, and knowledge to new learning situations.</li> <li>- Discovers and finds patterns and relationships.</li> <li>- Draws on information to be able to review and anticipate to make if-then connections and contemplate what if situations that have not actually occurred.</li> <li>- Discusses or documents important aspects of an experience and identifies what was learned.</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).	IS.7.D With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise).	ATL.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).	SC-P.1.A Uses senses to identify physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.	SC-SP.1.B Observes and describes cause and effect.	M-DAP.1.E Identifies trends and makes inferences from data.	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.4.D Assesses or reflects upon activity or task outcome or product.	SC-SP.3.B Begins to identify relevant information and collects and records information in own journal or paper.	
	b. Problem Solving	<ul style="list-style-type: none"> <li>- Predicts when something might be a problem or challenge.</li> <li>- Recognizes that problems exist and learns how to resolve simple conflicts independently or collaboratively.</li> <li>- Maintains communication and problem solving skills when finding a solution to conflicts.</li> </ul>	ATL.9.E Independently applies higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization).	SC.O.5.C Begins to use knowledge of past and present experiences to make predictions about the future.	IS.7.E Independently suggests and chooses an adult-provided solution to a personal challenge or challenge with others (e.g., ask for help, compromise). Supports peers by suggesting solutions.	ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play).	IS.7.C When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise).					
	c. Flexibility	<ul style="list-style-type: none"> <li>- Independently alters approach to tasks or problem when initial approach does not work.</li> <li>- Considers, predicts and implements different approaches to carrying out a task.</li> <li>- Demonstrates innovative thinking.</li> <li>- Is able to manage a change in rules or accepts the ideas of peers during play.</li> </ul>	ATL.4.E Assesses tasks and makes adjustments to strategies for updates or revisions.	ATL.8.E Plans simple steps for future activity goal.	ATL.9.E Independently applies higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization).	ATL.1.E Coordinates roles and carries out more complex stories during role-play.	ATL.1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play).	ATL.5.E Adapts to new rules or circumstances in an age-appropriate game or activity.				
5. Creativity, Invention, and Imagination	a. Visual Arts	<ul style="list-style-type: none"> <li>- Shows interest or participates in different art media and materials in a variety of ways for creative expression and representation.</li> <li>- Shows increasing engagement in art materials to express ideas and interests.</li> <li>- Works cooperatively to create drawings, paintings, sculptures, and other art projects.</li> <li>- Progresses in abilities to create with a variety of media that reflect more detail, uniqueness, and/or realism.</li> <li>- Explores and utilizes art materials appropriately.</li> <li>- Describes the process and style of personal artwork.</li> <li>- Selects pieces for display.</li> <li>- Listens, comments and shows appreciation for the art expression of others.</li> <li>- Explores diverse art forms, elements and styles for representing ideas, creative thought and to support learning in other learning domains.</li> <li>- Observes, discusses and may utilize multicultural art styles and materials.</li> </ul>	C-ARTS.3.D Plans for and creates art using preferred art materials, tools, and techniques.	C-ARTS.3.C Explores and creates art using different techniques, such as dot art, mixed media collages, and clay.	C-ARTS.3.A Expresses self using a variety of art materials and tools.	ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play).	C-ARTS.3.B Creates drawings, paintings, and models with an increasing level of detail.	C-ARTS.5.B Discusses their own artistic creations and chooses artwork for display or performance.	C-ARTS.5.D Expresses opinions about the artistic creations and techniques of others.	C-ARTS.5.A Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques.	C-ARTS.5.E Interprets the art of others by describing what they see and identifying a theme.	
	b. Movement and Dance	<ul style="list-style-type: none"> <li>- Moves in response to different styles of music.</li> <li>- Uses creative movement that expresses an idea or feeling.</li> <li>- Combines creative movement with sound, song/chants and/or instruments to express ideas or retell a story.</li> <li>- Engages in and collaborates during group creative movement/dance.</li> </ul>	C-ARTS.1.AA Moves body spontaneously to music.	C-ARTS.4.A Participates in a variety of music activities with different tempos, genres, and rhythms.	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.	C-ARTS.1.A Participates in guided movement activities by copying dances and movements introduced by others.					
	c. Music	<ul style="list-style-type: none"> <li>- Uses body percussion to demonstrate beat and tempo.</li> <li>- Shows increasing ability to recognize tempo changes and different styles of music.</li> <li>- Increasing ability to adapt to pitch and sounds.</li> <li>- Sing songs with varied lyrics and patterns.</li> <li>- Improvises with sound effects.</li> <li>- Uses musical instruments to imitate and improvise songs, melodies, and patterns.</li> <li>- Explores music and instruments from other cultures.</li> </ul>	C-ARTS.4.A Participates in a variety of music activities with different tempos, genres, and rhythms.	C-ARTS.4.C Recognizes differences between a variety of 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.	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.AA Imitates common sounds like a duck (quack, quack) or train (choo, choo).	C-ARTS.4.D Uses their voice or an instrument to express themselves and copy simple tempo.	C-ARTS.5.A Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques.			

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	<b>d. Dramatic Play and Expression</b>	<ul style="list-style-type: none"> <li>- Uses inanimate objects for other than their intended purpose to create representations of real-life objects or activities.</li> <li>- Represents fantasy and real-life experiences through pretend play and may use props.</li> <li>- Uses pretend play to represent known or anticipated situations.</li> <li>- Creates characters through physical movement, gesture, sound, speech and facial expressions.</li> <li>- With prompting and support, children assume the roles of characters, using props and language to tell or retell a story.</li> </ul>	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.	C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories of their own life during dramatic play.	C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.	LL-NC.3.E With prompting and support, retells familiar stories, including key details.			

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Maine's Early Learning and Development Standards: Early Language and Literacy			Every Child Ready Standards									
Goal Topic	Element	Indicators Children may...	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	Alignment 8	Alignment 9	Alignment 10
6. Speaking and Listening	a. Comprehension and Collaboration	<p>Uses language to engage in collaborative conversations about preschool topics and texts with peers and adults.</p> <p>With modeling and support, follows classroom expectations for discussions (e.g., listen to others, take turns speaking about the topic under discussion).</p> <p>With modeling and support, continues a conversation through multiple exchanges.</p> <p>Confirms understanding of a text read aloud, or information presented orally, or through other media by asking and answering questions.</p> <p>Asks questions in order to seek help, gather information, or clarify something that is not understood.</p>	LL-LC.4.C Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic.	ATL-7.C Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn).	LL-LC.4.D Adds information or appropriately remains on, or changes, topic during a conversation with multiple feedback loops alternating between speaker and listener.	LL-LC.1.E Confirms understanding of spoken language, requests, and complex sentences through verbal or nonverbal requests for clarification.	LL-NC.2.B Answers factual questions using a variety of text types (predictable, informational, poetry, etc.).	LL-LC.2.E Uses question words to gain information. Asks follow-up questions to clarify information.	LL-LC.3.A Shows interest in new words or asks questions to acquire new vocabulary.			
	b. Presentation of Knowledge and Ideas	<p>With modeling and support from adults, uses drawings, or other visual displays to add details to verbal descriptions.</p> <p>With modeling and support from adults, uses language (i.e. spoken, sign, or other augmentative or alternative communication) to express thoughts, feelings, and ideas clearly.</p> <p>Demonstrates the ability to communicate using spoken language, sign, or other augmentative or alternative communication in complete sentences.</p> <p>Uses frequently occurring nouns and verbs.</p> <p>Forms some regular plural nouns orally by adding <i>s</i> or <i>es</i>? (e.g. dog, dogs, wish, wishes).</p> <p>Understands the most frequently occurring prepositions (e.g. to, from, in, out, on, off, for, of, by, with).</p> <p>Responds to and use more question words/interrogatives (e.g. who, what, where, when, why, how).</p> <p>Begins to use knowledge of language and its conventions when relaying messages or listening for comprehension.</p> <p>*Additional Conventions of Standard English indicators can be found in the Writing element.</p>	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 and describe information that is relevant to the classroom or theme.	LL-LC.4.AA Communicates with peers and teachers using nonverbal gestures like pointing, shrugging shoulders, or giving a thumbs-up.							
7. Knowledge of Language	a. Conventions of Standard English	<p>Demonstrates the ability to communicate using spoken language, sign, or other augmentative or alternative communication in complete sentences.</p> <p>Uses frequently occurring nouns and verbs.</p> <p>Forms some regular plural nouns orally by adding <i>s</i> or <i>es</i>? (e.g. dog, dogs, wish, wishes).</p> <p>Understands the most frequently occurring prepositions (e.g. to, from, in, out, on, off, for, of, by, with).</p> <p>Responds to and use more question words/interrogatives (e.g. who, what, where, when, why, how).</p> <p>Begins to use knowledge of language and its conventions when relaying messages or listening for comprehension.</p> <p>*Additional Conventions of Standard English indicators can be found in the Writing element.</p>	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.4.AA Communicates with peers and teachers using nonverbal gestures like pointing, shrugging shoulders, or giving a thumbs-up.	LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions.	M-GS.3.A Demonstrates understanding of location terms (e.g., "in," "on," "under," "over") by using gestures or objects.	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.	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.			
	b. Vocabulary Acquisition and Use	<p>Asks and answers questions about the meaning of unknown words and phrases introduced through books and play.</p> <p>With guidance, prompting and support, begins to generate words that are similar in meaning (e.g., happy/glad, angry/mad).</p> <p>With guidance and support from adults, begins to demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites.</p> <p>With guidance and support from adults, uses words and phrases acquired through conversations, listening to books read aloud, activities, and play.</p> <p>Sorts common objects into categories (e.g., big/small, living/nonliving).</p>	LL-LC.3.A Shows interest in new words or asks questions to acquire new vocabulary.	SC-LES.4.B Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features.	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.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions.						
a. Print Concepts		<p>Demonstrates understanding of the organization and basic features of print.</p> <p>Identifies parts of a book including, front cover, back cover, and title.</p> <p>Holds the book correctly for reading and turn one page at a time.</p> <p>Follows words from left to right and top to bottom.</p> <p>Understands that words are separated by spaces in print.</p> <p>Recognizes that printed words represent spoken language and carry meaning.</p> <p>Recognizes and names at least 15 upper case and 15 lower case letters, including the letters in their own name.</p>	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.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.	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.3.E Identifies basic elements of print, like spaces between words or punctuation at the end of a sentence (period, exclamation mark, question mark).	LL-AK.1.C Identifies up to 20 uppercase or lowercase letters.	LL-PA.1.D Identifies up to 30 uppercase or lowercase letters.	LL-AK.1.E Identifies all 26 uppercase and lowercase letters in random order.	
	b. Phonological Awareness	<p>Demonstrates understanding of words, syllables, and sounds (i.e. phonemes).</p> <p>With prompting and support:</p> <ul style="list-style-type: none"> <li>Recognizes and produces rhyming words.</li> <li>Counts, blends, and segments syllables in words.</li> <li>Blends and segments onsets and rimes in single-syllable words.</li> <li>Isolates and identifies the initial sounds (i.e. phonemes) in single-syllable words and in their own name.</li> </ul> <p>Begins to add or substitute initial sounds (i.e. phonemes) in single-syllable CVC words to make new words (e.g., cat, hat, tall, pig, wig, big).</p> <p>Produces the sounds associated with several recognized letters.</p>	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.2.B Segments the syllables in one- and two-syllable words verbally or nonverbally.	LL-PA.4.E Adds a new beginning sound to create a new word. For example, adding /r/ to "can" to create the word "can."	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.2.B Segments the syllables in one- and two-syllable words verbally or nonverbally.	LL-PA.2.D Blends the syllables in two- to three-syllable 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.4.A Identifies the initial consonant sounds in familiar words (no blends and digraphs).	LL-AK.2.AA Produces the first letter sound in their name with teacher support.
	c. Print Concepts Phonics and Word Recognition	<p>Begins to link a sound to a picture of an object that begins with that sound.</p> <p>Recognizes names of other children in the classroom and common print around the classroom.</p> <p>With prompting and support applies beginning phonics and word analysis skills.</p>	LL-AK.2.D Produces up to 15 letter sounds when shown uppercase or lowercase letters.	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.A Identifies the initial consonant sounds in familiar words (no blends and digraphs).	LL-PA.5.D Blends onset-rimes to form familiar CVC words.	LL-BK.3.C Demonstrates understanding that print has meaning and begins to connect environmental print with objects or locations in the classroom.					

Maine's Early Learning and Development Standards and Every Child Ready Standards Alignment												
Maine's Early Learning and Development Standards: Early Language and Literacy			Every Child Ready Standards									
Goal Topic	Element	Indicators Children may:	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	Alignment 8	Alignment 9	Alignment 10
8. Foundations of Early Literacy	d. Key Ideas and Details	With prompting and support: – Actively engages with texts read aloud for understanding and enjoyment. – Asks and answers questions about simple stories and informational text read aloud. – Actively participates in discussions about the illustrations, diagrams, and other visual forms of information – Identifies characters, settings, and major events in a story.  Recalls important facts from an informational text that is read aloud or by studying particular pages/visuals of the text.  Begins to notice connections between characters and events in a story.  Makes predictions about what events might happen next.	LL-NC.5.A Listens and responds to a wide variety of informational texts read aloud.	LL-BK.1.C Listens to a wide variety of age-appropriate literature read aloud.	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-NC.1.C Identifies and answers questions about events in a story.	LL-NC.2.B Answers factual questions using a variety of text types (predictable, informational, poetry, etc.).	LL-NC.1.AA Identifies characters in a simple story.	LL-NC.1.B Identifies the setting in a story.	LL-NC.5.E Uses features of informational text such as charts, diagrams, graphs, or maps as a source of information.	LL-NC.1.D Identifies the cause and effect relationship between events in a narrative story.	LL-NC.2.A Uses the book cover, illustrations, or photos to make simple predictions about the topic or text.
		Asks questions about unknown words and phrases in stories and informational texts read aloud or shared visually.  Begins to recognize that there are different text structures, such as stories, poems, and songs.  Begins to demonstrate an understanding of the difference between fiction and nonfiction.  With prompting and support, identifies texts that tell stories.  With prompting and support, identifies texts that provide information.  Begins to describe the roles of authors and illustrators.	LL-LC.3.A Shows interest in new words or asks questions to acquire new vocabulary.	LL-NC.3.E Uses various resources to identify new meanings for familiar words or clarify the meaning of unknown words and phrases.	LL-BK.1.C Listens to a wide variety of age-appropriate literature read aloud.	LL-NC.5.D Describes the relationship between an informational text and another text about a similar topic.	LL-NC.1.C Identifies and answers questions about events in a story.					
	Actively engages with texts read aloud for understanding and enjoyment.  Retells familiar stories using both storybook language and pictures.  Begins to make connections between characters and events in familiar stories.  Recognizes that information on a topic can be found in more than one text.  With prompting and support, describes important information from text and pictures/photos/graphics, and begin to compare similarities and differences between two texts on the same topic.  Represents or acts out concepts learned from hearing a text read aloud (e.g., makes a skyscraper out of blocks, pretends to be a character in a story).	LL-NC.5.A Listens and responds to a wide variety of informational texts read aloud.	LL-NC.3.E With prompting and support, retells familiar stories, including key details.	LL-NC.1.D Identifies the cause and effect relationship between events in a narrative story.	LL-NC.5.D Describes the relationship between an informational text and another text about a similar topic.	LL-NC.2.B Answers factual questions using a variety of text types (predictable, informational, poetry, etc.).	LL-NC.3.AA Joins in acting out a book as it's read aloud.	LL-BK.2.C Uses illustrations to tell a familiar story with intonation and expression, using repeated phrases.				
9. Writing	g. Fluency	Attends to fluent models of reading.  Imitates fluent models of reading using phrasing intonation and expression during shared and choral reading of familiar books, poems, or nursery rhymes.	LL-BK.1.C Listens to a wide variety of age-appropriate literature read aloud.	LL-BK.2.D Tracks print from left to right and top to bottom while imitating reading a familiar text.	ATL.6.AA Follows along with and participates in songs, chants, and simple stories.							
		With prompting and support, uses a combination of drawing, dictating and writing to: – Communicates opinions on topics of interest – Communicates information about a topic – Tells a story  Prints some upper and lowercase letters.  Begins to demonstrate the use of standardized English capitalization, punctuation, and spelling when writing: – Capitalizes the first letter in their own name. – Begins to recognize punctuation (e.g., . ? !). – Begins to write letters to represent sounds.  Begins to spell simple words phonetically, drawing on knowledge of sound-letter relationships.	LL-WR.1.C Contributes ideas and opinions to a shared writing experience by drawing or writing with teacher support.	LL-WR.2.B Draws and/or writes to represent and describe an object, event, or observation.	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.4.E Forms correct, intentional, and recognizable letters on the page when writing.	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.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.6.D Writes the final sound or another sound heard in a word.	LL-WR.7.A Completes a sentence prompt with a written word using phonetic spelling.	
	With prompting and support: – Collaborates to plan and develop a message to share with others. – Shares drawing and writing with others and is prepared to give and receive feedback with peers. – Begins to use digital tools to produce messages with pictures and words to communicate to an audience.	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.	ATL.4.D Assesses or reflects upon activity or task outcome or product.	LL-WR.1.E Explores a variety of digital tools (tablet, computer, etc.) to produce and publish writing, including in collaboration with peers.	Tech.1.D With teacher guidance, uses technology devices and learning applications to play games, access or share information, or express themselves creatively.						
c. Inquiry to Build and Present Knowledge	With prompting and support: – Acquires information about a topic through research as modeled by adults. – Gathers and recalls information from multiple sources.	LL-NC.5.E Uses features of informational text such as charts, diagrams, graphs, or maps as a source of information.	Tech.1.D With teacher guidance, uses technology devices and learning applications to play games, access or share information, or express themselves creatively.	SC-SP.3.B Begins to identify relevant information and collects and records information in own journal or paper.	LL-NC.5.C Makes connections between own experiences, background knowledge, and information presented in an informational text.	LL-NC.5.E Uses features of informational text such as charts, diagrams, graphs, or maps as a source of information.						

Maine's Early Learning and Development Standards and Every Child Ready Standards Alignment												
Maine's Early Learning and Development Standards: Physical Development and Health			Every Child Ready Standards									
Goal Topic	Element	Indicators: Children may...	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	Alignment 8	Alignment 9	Alignment 10
a. Health Knowledge and Practices		<ul style="list-style-type: none"> <li>Identifies specific practices that support body development and function.</li> <li>Independently demonstrates the ability to wash hands, participate in oral hygiene, and utilize proper cough and sneeze etiquette.</li> <li>Combines and uses different senses depending on the activity.</li> <li>Recognizes the importance of doctor and dentist visits and identifies the roles of a doctor and dentist in maintaining health.</li> <li>Identifies medicine and knows that it is used to stay healthy. Understands what medicine is and why it is used.</li> <li>Identifies which school and community health helpers are needed in a given situation.</li> <li>Demonstrates an increasing ability to perform self-care skills independently when eating, tooth brushing, dressing, toileting, grooming.</li> <li>Participates easily and knows what to do in routine activities.</li> <li>Observes basic hand and oral hygiene.</li> <li>Helps with routine care of the environment. (e.g., composting, trash pick-up, etc.)</li> <li>Recognizes there are multiple components of health.</li> <li>Identifies physical changes in the body that accompany moderate to vigorous physical activity (e.g., heart rate increase, respirations, etc.).</li> <li>Participates in sleep routines.</li> </ul>	<p>PD.5.C Begins to understand how eating a variety of foods and proper hydration helps the body grow and be healthy.</p> <p>PD.4.D Independently completes self-care and hygiene routines.</p>	<p>SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment.</p>	<p>SOC.2.A Verbally or nonverbally identifies a variety of community members within their community, such as in their neighborhood and school.</p>	<p>SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community.</p>	<p>M.M.2.B Demonstrates the understanding of daily routines (order and general length of components).</p>	<p>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.</p>	<p>SC-SP.1.B Observes and describes cause and effect.</p>	<p>PD.4.B Demonstrates understanding of self-care and hygiene routines and begins to initiate.</p>	<p>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.</p>	
		<ul style="list-style-type: none"> <li>Participates in games, outdoor activities like hiking, and other forms of exercise to increase movement and increase physical activity repertoires.</li> <li>Develops an awareness of personal health and fitness.</li> <li>Develops an awareness of personal health and an understanding of how to advocate for themselves (e.g., requests the calming corner, speaks up when being hurt, etc.)</li> <li>Participates in moderate to vigorous physical activities that increase strength, endurance, and flexibility, both independently and in groups.</li> </ul>	<p>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.</p>	<p>PD.5.C Begins to understand how eating a variety of foods and proper hydration helps the body grow and be healthy.</p>	<p>PD.4.E Understands and describes the importance of self-care and hygiene routines.</p>	<p>IS.2.C Begins to connect their emotions with their needs and requests cooperation/assistance from a trusted adult.</p>	<p>SOC.3.AA Verbally or nonverbally expresses wants and needs with simple phrases or gestures.</p>	<p>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.</p>	<p>IS.5.A Engages with peers with teacher modeling and participates in organized group activities.</p>			
		<ul style="list-style-type: none"> <li>With support, child recognizes a variety of health foods that come from other cultures.</li> <li>Identifies foods by their food groups, where they come from (e.g., apples from trees, eggs from chickens, milk from cows or goats, etc.) and understands the difference between healthy and unhealthy food choices.</li> <li>Shows a growing awareness of proper nutrition and independence in hygiene and personal care when eating.</li> <li>Engages in food preparation when possible.</li> </ul>	<p>PD.5.A Recognizes and identifies a variety of different food.</p>	<p>SOC.1.D Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations.</p>	<p>PD.4.D Demonstrates understanding and categorizes different food types such as vegetables, fruit, grains, protein, and dairy.</p>	<p>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.</p>	<p>PD.5.C Begins to understand how eating a variety of foods and proper hydration helps the body grow and be healthy.</p>	<p>PD.5.AA Uses senses to experience a variety of food during mealtimes.</p>	<p>IS.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.</p>			
		<ul style="list-style-type: none"> <li>Identifies how people help keep them safe in dangerous situations.</li> <li>Follows basic safety rules and practices. Can respond appropriately to harmful or unsafe situations, objects, substances, and environments, and can identify the consequences of unsafe behavior.</li> <li>Demonstrates behaviors to reduce personal health risk (e.g., wearing a helmet while biking, and applying sunscreen with assistance, etc.).</li> <li>Can identify potential unsafe situations such as proximity to wildlife and unknown pets, talking to strangers, hazardous chemical exposure, etc.</li> <li>Follows emergency routines after adult instruction.</li> </ul>	<p>PD.6.E Understands and describes how to get help when there are unsafe objects, substances, or behaviors.</p>	<p>PD.6.C Independently follows safety procedures.</p>	<p>SC-LES.4.E Describes and discusses the relationship between humans and animals.</p>	<p>PD.6.B Demonstrates understanding of safety procedures and begins to initiate.</p>						
b. Physical Health Status												
c. Nutrition												
d. Safety												
11. Motor Skills and Movement Patterns	a. Fine Motor	<ul style="list-style-type: none"> <li>Holds drawing, writing, and painting tools by using a three-point (tripod) finger grip, writing more detail, and drawing more recognizable facial features.</li> <li>Can write letters, basic shapes and lines and can draw more recognizable facial features.</li> <li>Continues to progress with use of utensils independently with limited support, including the demonstration of spreading food with a fork, scooping with a spoon, spreading, and cutting with a knife or other culturally appropriate practice.</li> <li>Demonstrates increased skills in using scissor grip to cut shapes or simple pictures while holding paper stationary with other hand.</li> <li>Practices self-help skills including buttoning, zipping, fastening, tying etc.</li> <li>Uses small, precise finger and hand movements (e.g., picking up small rocks and acorns or taking seeds out of sunflower heads).</li> <li>Uses fingers, hands, and wrists to manipulate a variety of small tools, (e.g., stapler, hole punches, spray bottles)</li> </ul>	<p>PD.3.E Consistently uses a tripod grasp when writing and copies and creates complex designs.</p>	<p>PD.3.C Copies simple designs such as a picture of a person that includes a head, body, arms, and legs.</p>	<p>PD.3.B With teacher modeling, draws circles, squares, and crosses.</p>	<p>LL-WR.4.E Forms correct, intentional, and recognizable letters on the page when writing.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>PD.2.A Uses hands and fingers to complete a variety of tasks, such as opening drawers and cabinets.</p>	<p>C-ARTS.3.B Creates drawings, paintings, and models with an increasing level of detail.</p>	
		<ul style="list-style-type: none"> <li>Coordinates complex movements in play and games.</li> <li>Understands movement concepts, how the body moves, an awareness of space and directionality, and that the body can move independently or in coordination with other objects.</li> <li>Demonstrates progressive locomotive skills, successive hopping, and forward jumping.</li> <li>Has control over speed and direction and balance such as running, sliding, galloping forward, back, right, left.</li> <li>Demonstrates body awareness skills while participating in group physical activities.</li> <li>Manipulates objects with a full range of motion.</li> <li>Develops coordination and balance using a variety of playground equipment, outdoor play, and/or nature based exploration (i.e., balancing on a log).</li> <li>Shows enthusiasm for mastery of gross motor movements through repetitive practice.</li> </ul>	<p>PD.1.E Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and that the body can move independently or in coordination with other objects.</p>	<p>M-GS.3.D Demonstrates understanding of direction terms (e.g., "forward," "backward," "around," "through," "to," "from," "towards").</p>	<p>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.</p>	<p>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.</p>	<p>C-ARTS.1.A Participates in guided movement activities by copying dances and movements introduced by others.</p>	<p>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.</p>	<p>PD.1.D Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements.</p>	<p>ATL.3.AA Exhibits curiosity and interest in activities and materials. Repeats preferred activities.</p>		
	b. Gross Motor											

Maine's Early Learning and Development Standards and Every Child Ready Standards Alignment														
Maine's Early Learning and Development Standards: Cognitive Development		Every Child Ready Standards												
Goal Topic	Element	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	Alignment 8	Alignment 9	Alignment 10	Alignment 11		
12. Numeracy and Operate	<b>a. Mathematical Practices</b> <ul style="list-style-type: none"> <li>Identifies math concepts within their learning environments.</li> <li>Recognizes the usefulness of math in everyday tasks.</li> <li>Uses math to solve problems in the context of classroom and home experiences.</li> <li>Represents mathematical concepts using classroom materials.</li> <li>Uses math-related skills, such as sorting, counting, and measuring in the course of everyday classroom experiences.</li> <li>Uses math terms in the course of everyday conversations.</li> </ul>	M-GS.1.D Verbally or nonverbally identifies two-dimensional shapes in the environment or in books.	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-M.1.D Uses nonstandard units to measure and then comparing (qualitatively) to describe the measurements of two objects, like when answering "Which container holds more beans?"	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-DAP.2.B Graphs using real objects to organize and display information (one-to-one (e.g., place coins, buttons, or shells on a graphing mat).	M-NC.2.E Says numbers in order, matching each number word to each object when counting from 1-10.	M-DAP.1.D Uses comparative language to describe the quantities in each category. For example, answers "Did more people bike or walk to school?" or "Which column has fewer responses?"	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-PFA.2.C Orders up to five objects by one attribute, such as size, shades of color, texture, or sound, using comparative language.				
		M-NC.1.E Says number words in order from 1-20 from memory.	M-NC.2.D Says the names of numerals 0-10 shown in random order.	M-NC.3.A Subitizes by instantly saying how many are in a set without counting for quantities 1-3.	M-NC.3.E Creates sets of 0-10 and uses cardinality to identify the last number counted.	M-NC.2.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.	M-NC.4.E Rational counts and compares the objects in two sets to identify which has more, less, or if they are the same for quantities 0-10.	M-NC.4.E Rational counts and compares the objects in two sets to identify which has more, less, or if they are the same for quantities 0-10.	M-NC.4.E Rational counts and compares the objects in two sets to identify which has more, less, or if they are the same for quantities 0-10.	M-NC.4.E Rational counts and compares the objects in two sets to identify which has more, less, or if they are the same for quantities 0-10.			
		M-NC.2.E Says numbers in order, matching each number word to each object when counting from 1-10.	M-NC.7.D Counts two sets separately, then combines sets and counts the sets together to get the whole. Counts up to a total quantity of 10.	M-NC.8.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.	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.E Rational counts and compares the objects in two sets to identify which has more, less, or if they are the same for quantities 0-10.	M-NC.8.E Rational counts and compares the objects in two sets to identify which has more, less, or if they are the same for quantities 0-10.	M-NC.8.E Rational counts and compares the objects in two sets to identify which has more, less, or if they are the same for quantities 0-10.	M-NC.8.E Rational counts and compares the objects in two sets to identify which has more, less, or if they are the same for quantities 0-10.	M-NC.8.E Rational counts and compares the objects in two sets to identify which has more, less, or if they are the same for quantities 0-10.	M-NC.8.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.		
13. Geometric Reasoning	<b>a. Geometry</b> <ul style="list-style-type: none"> <li>Describes, sorts and classifies shapes using some attributes such as size, sides, and other properties.</li> <li>Breaks down shapes into parts and whole.</li> <li>Discovers connections between formal geometric shapes and the surrounding environment to make three-dimensional and two-dimensional shapes by building, drawing, or labeling.</li> <li>Demonstrates understanding of directionality describing positions of objects in relationship to each other.</li> </ul>	M-PFA.1.A Sorts and groups 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-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.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.3.C Demonstrates understanding of frame of reference terms (e.g., "in front of," "behind") by using gestures or objects.	M-GS.3.C Demonstrates understanding of frame of reference terms (e.g., "in front of," "behind") by using gestures or objects.	M-GS.3.C Demonstrates understanding of frame of reference terms (e.g., "in front of," "behind") by using gestures or objects.	M-GS.3.C Demonstrates understanding of frame of reference terms (e.g., "in front of," "behind") by using gestures or objects.				
		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-M.1.A Demonstrates understanding of length terms (i.e., "longer," "shorter") and weight terms (i.e., "taller," "shorter") using gestures or objects.	M-M.1.B Demonstrates understanding of length terms (i.e., "longer," "shorter"), volume terms (i.e., "more," "less"), and weight terms (i.e., "heavier," "lighter") using gestures or objects.	M-PFA.2.D Uses ordinal numbers to order and describe relative position for up to three objects.	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.3.B Uses objects, rhythm, or movement to copy and extend simple AB patterns.	SCC.5.E Begins to connect past and present experiences and describes events that have happened or will happen in the future.	M-M.2.C Demonstrates understanding of passage of time within one day, such as understanding morning, afternoon, earlier, later.	M-DAP.1.E Identifies trends and makes inferences from data.	M-DAP.2.D Graphs using symbols such as paper squares, tally marks, or Xs to organize and display information. Compares two to three groups.	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.1.E Sorts and groups objects into multiple categories such as size and color, or function and category at the same time.	M-M.1.A Demonstrates understanding of length terms (i.e., "longer," "shorter") and weight terms (i.e., "taller," "shorter") using gestures or objects.	M-M.1.B Demonstrates understanding of length terms (i.e., "longer," "shorter"), volume terms (i.e., "more," "less"), and weight terms (i.e., "heavier," "lighter") using gestures or objects.	M-PFA.2.D Uses ordinal numbers to order and describe relative position for up to three objects.	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.3.B Uses objects, rhythm, or movement to copy and extend simple AB patterns.	SCC.5.E Begins to connect past and present experiences and describes events that have happened or will happen in the future.	M-M.2.C Demonstrates understanding of passage of time within one day, such as understanding morning, afternoon, earlier, later.	M-DAP.1.E Identifies trends and makes inferences from data.	M-DAP.2.D Graphs using symbols such as paper squares, tally marks, or Xs to organize and display information. Compares two to three groups.	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?"		
14. Statistical Reasoning	<b>a. Measurement and Data</b> <ul style="list-style-type: none"> <li>Uses measurable features to order materials sequentially.</li> <li>Recognizes, copies, creates, and continues simple patterns using objects.</li> <li>Uses past and future tenses and time words appropriately.</li> <li>Attempts to understand concepts such as yesterday, today, and tomorrow.</li> <li>Responds to questions that can be answered through data analysis.</li> <li>Is able to show data using simple charts and graphs.</li> <li>Uses non-standard units of measurement such as cubes, links, counting bears or hands, to measure objects.</li> <li>Uses measurement terms and concepts in everyday life.</li> </ul>	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-M.1.A Demonstrates understanding of length terms (i.e., "longer," "shorter") and weight terms (i.e., "taller," "shorter") using gestures or objects.	M-M.1.B Demonstrates understanding of length terms (i.e., "longer," "shorter"), volume terms (i.e., "more," "less"), and weight terms (i.e., "heavier," "lighter") using gestures or objects.	M-PFA.2.D Uses ordinal numbers to order and describe relative position for up to three objects.	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.3.B Uses objects, rhythm, or movement to copy and extend simple AB patterns.	SCC.5.E Begins to connect past and present experiences and describes events that have happened or will happen in the future.	M-M.2.C Demonstrates understanding of passage of time within one day, such as understanding morning, afternoon, earlier, later.	M-DAP.1.E Identifies trends and makes inferences from data.	M-DAP.2.D Graphs using symbols such as paper squares, tally marks, or Xs to organize and display information. Compares two to three groups.	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.1.E Sorts and groups objects into multiple categories such as size and color, or function and category at the same time.	M-M.1.A Demonstrates understanding of length terms (i.e., "longer," "shorter") and weight terms (i.e., "taller," "shorter") using gestures or objects.	M-M.1.B Demonstrates understanding of length terms (i.e., "longer," "shorter"), volume terms (i.e., "more," "less"), and weight terms (i.e., "heavier," "lighter") using gestures or objects.	M-PFA.2.D Uses ordinal numbers to order and describe relative position for up to three objects.	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.3.B Uses objects, rhythm, or movement to copy and extend simple AB patterns.	SCC.5.E Begins to connect past and present experiences and describes events that have happened or will happen in the future.	M-M.2.C Demonstrates understanding of passage of time within one day, such as understanding morning, afternoon, earlier, later.	M-DAP.1.E Identifies trends and makes inferences from data.	M-DAP.2.D Graphs using symbols such as paper squares, tally marks, or Xs to organize and display information. Compares two to three groups.	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.1.E Sorts and groups objects into multiple categories such as size and color, or function and category at the same time.	M-M.1.A Demonstrates understanding of length terms (i.e., "longer," "shorter") and weight terms (i.e., "taller," "shorter") using gestures or objects.	M-M.1.B Demonstrates understanding of length terms (i.e., "longer," "shorter"), volume terms (i.e., "more," "less"), and weight terms (i.e., "heavier," "lighter") using gestures or objects.	M-PFA.2.D Uses ordinal numbers to order and describe relative position for up to three objects.	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.3.B Uses objects, rhythm, or movement to copy and extend simple AB patterns.	SCC.5.E Begins to connect past and present experiences and describes events that have happened or will happen in the future.	M-M.2.C Demonstrates understanding of passage of time within one day, such as understanding morning, afternoon, earlier, later.	M-DAP.1.E Identifies trends and makes inferences from data.	M-DAP.2.D Graphs using symbols such as paper squares, tally marks, or Xs to organize and display information. Compares two to three groups.	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?"		
16. Scientific Practices and Reasoning	<b>a. Exploration</b> <ul style="list-style-type: none"> <li>Uses new vocabulary when investigating materials, living things, patterns and cycles in nature.</li> <li>Uses and/or describes tools and technology that aid in solving a problem or performing a task.</li> <li>Plans and cooperatively carries out investigations to answer questions, test ideas and solve problems.</li> <li>Experiments with materials to change outcomes.</li> </ul>	SC-P.1.B Uses 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-LES.3.E Uses science tools to research and learn more about Earth and space, such as a telescope or binoculars.	Tech.1.D With teacher guidance, uses technology devices and learning applications to play games, access or share information, or express themselves creatively.	SC-SP.1.E With teacher guidance, uses formulated science-oriented questions to plan simple explorations or experiments.	SC-SP.2.D Makes hypotheses, and tests their hypotheses through experimentation.	SC-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-SP.3.C Discusses conclusions and reflects on the scientific-oriented question and hypothesis based on prior knowledge and recorded information.	LLC.4.D Adds information or appropriately remains on, or changes, topic during a conversation with multiple feedback loops alternating between speaker and listener.					
		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.	M-PFA.1.E Sorts and groups objects into multiple categories such as size and color, or function and category at the same time.	SC-SP.1.E With teacher guidance, uses formulated science-oriented questions to plan simple explorations or experiments.	SC-SP.2.D Makes hypotheses, and tests their hypotheses through experimentation.	LL-WR.2.C Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme.	SC-SP.3.C Discusses conclusions and reflects on the scientific-oriented question and hypothesis based on prior knowledge and recorded information.	LLC.4.D Adds information or appropriately remains on, or changes, topic during a conversation with multiple feedback loops alternating between speaker and listener.					
		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.	M-PFA.1.E Sorts and groups objects into multiple categories such as size and color, or function and category at the same time.	SC-SP.1.E With teacher guidance, uses formulated science-oriented questions to plan simple explorations or experiments.	SC-SP.2.D Makes hypotheses, and tests their hypotheses through experimentation.	LL-WR.2.C Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme.	SC-SP.3.C Discusses conclusions and reflects on the scientific-oriented question and hypothesis based on prior knowledge and recorded information.	LLC.4.D Adds information or appropriately remains on, or changes, topic during a conversation with multiple feedback loops alternating between speaker and listener.					
16. Physical Science and Engineering	<b>a. Motion and Stability: Forces and Interactions</b> <ul style="list-style-type: none"> <li>Plans and carries out comparisons of motion and force using common objects and materials (e.g., which objects move faster or slower, which object goes faster or further when you just let go or give it a push).</li> <li>Recognizes different types of matter (e.g., solid, liquid).</li> <li>Explores different sources of light, how light reflects, and what happens when light is blocked.</li> <li>Creates and describes sounds and what makes them change.</li> </ul>	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.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment.	SC-P.2.B Recognizes sources of light including natural and human-made, such as the sun, lamps, or flashlights.	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.								
		ATL.4.D Assesses or reflects upon what works well.	SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment.	M-GS.2.A Constructs any recognizable or unrecognizable shape with materials.										
		ATL.4.D Assesses or reflects upon what works well.	SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment.	M-GS.2.A Constructs any recognizable or unrecognizable shape with materials.										
17. Earth Science	<b>a. Earth's Systems</b> <ul style="list-style-type: none"> <li>Uses senses and tools (including technology) to describe and discuss how weather changes over time.</li> <li>Plans and carries out simple experiments with rocks, sand, water or soil and records observations using drawings, discussions, graphs and technology such as digital microscopes.</li> </ul>	SC-LES.2.AA Uses senses to observe and respond to changes in the weather.	SC-LES.2.B Identifies seasons and recognizes how weather patterns and changes in the weather.	Tech.1.D With teacher guidance, uses technology devices and learning applications to play games, access or share information, or express themselves creatively.	SC-SP.2.A Participates in simple explorations and experiments based on teacher-led inquiry and prior knowledge.	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-LES.1.D Describes how humans affect their environment in positive and negative ways, such as recycling, planting trees, litter, and pollution.	SC-LES.1.C Compares and contrasts the natural world and the human-made world, such as the wind provides a breeze outside and so does a fan.	SC-LES.4.A Identifies various animals.	SC-LES.4.C Describes the needs of humans and animals and how their characteristics and behaviors support their needs, such as birds having beaks to they can dig for worms.	SC-LES.5.A Identifies various plants such as trees, flowers, bushes, and so on.	SC-LES.5.C Identifies that plants are living and describes the needs of plants.	SC-LES.2.D Discusses the effects of changes in weather, such as growing different crops or wearing different clothing.						
		SC-LES.1.D Describes how humans affect their environment in positive and negative ways, such as recycling, planting trees, litter, and pollution.	SC-LES.1.C Compares and contrasts the natural world and the human-made world, such as the wind provides a breeze outside and so does a fan.	SC-LES.4.A Identifies various animals.	SC-LES.4.C Describes the needs of humans and animals and how their characteristics and behaviors support their needs, such as birds having beaks to they can dig for worms.	SC-LES.5.A Identifies various plants such as trees, flowers, bushes, and so on.	SC-LES.5.C Identifies that plants are living and describes the needs of plants.	SC-LES.2.D Discusses the effects of changes in weather, such as growing different crops or wearing different clothing.						
18. Life Science	<b>a. Organisms: Structures and Processes</b> <ul style="list-style-type: none"> <li>Compares how people and other animals grow and change (life cycles).</li> <li>Uses vocabulary for naming plants and animals moving beyond general labels and begins to connect how they look to where and how they live.</li> <li>Develops plans, based on observations and guided inquiry, to care for plants and animals in the classroom and surrounding area.</li> <li>Attempts to describe how animals adapt to weather conditions.</li> <li>Identifies problems affecting the lives of plants and animals (including themselves) and generates possible solutions.</li> </ul>	SC-LES.2.AA Uses senses to observe and respond to changes in the weather.	SC-LES.2.B Identifies seasons and recognizes how weather patterns and changes in the weather.	Tech.1.D With teacher guidance, uses technology devices and learning applications to play games, access or share information, or express themselves creatively.	SC-SP.2.A Participates in simple explorations and experiments based on teacher-led inquiry and prior knowledge.	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-LES.1.D Describes how humans affect their environment in positive and negative ways, such as recycling, planting trees, litter, and pollution.	SC-LES.1.C Compares and contrasts the natural world and the human-made world, such as the wind provides a breeze outside and so does a fan.	SC-LES.4.A Identifies various animals.	SC-LES.4.C Describes the needs of humans and animals and how their characteristics and behaviors support their needs, such as birds having beaks to they can dig for worms.	SC-LES.5.A Identifies various plants such as trees, flowers, bushes, and so on.	SC-LES.5.C Identifies that plants are living and describes the needs of plants.	SC-LES.2.D Discusses the effects of changes in weather, such as growing different crops or wearing different clothing.						
		SC-LES.1.D Describes how humans affect their environment in positive and negative ways, such as recycling, planting trees, litter, and pollution.	SC-LES.1.C Compares and contrasts the natural world and the human-made world, such as the wind provides a breeze outside and so does a fan.	SC-LES.4.A Identifies various animals.	SC-LES.4.C Describes the needs of humans and animals and how their characteristics and behaviors support their needs, such as birds having beaks to they can dig for worms.	SC-LES.5.A Identifies various plants such as trees, flowers, bushes, and so on.	SC-LES.5.C Identifies that plants are living and describes the needs of plants.	SC-LES.2.D Discusses the effects of changes in weather, such as growing different crops or wearing different clothing.						

19. People, Communities, and their Environments	a. Civics and Government	<ul style="list-style-type: none"> <li>Demonstrates a basic understanding of how people can positively affect their family, class and community.</li> <li>Understands and discusses why responsibilities are important.</li> <li>Recognizes different rules apply to different environments (e.g., classroom vs field trip).</li> <li>Assists, with support and guidance, in developing and participating in activities designed to care for the environment and/or community.</li> </ul>	SOC.2.E Shares how their thoughts, opinions, choices, and actions can impact their community.	SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community.	SOC.1.C Discusses the importance of their own family and the roles and responsibilities of various individuals in the family.	ATL.5.E Adapts to new rules or circumstances in an age-appropriate game or activity.	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.E Shares how their thoughts, opinions, choices, and actions can impact their community.	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.					
	b. Economics	<ul style="list-style-type: none"> <li>Explores and discusses differences between basic wants and needs.</li> <li>Identifies and explains how basic human needs of food, clothing, shelter, and transportation are met.</li> <li>Attempts to recognize money and its uses.</li> </ul>	SOC.3.A Shows an understanding of supply and demand, such as, "We are out of paint at Art Easel. We need more."	PD.5.C Begins to understand how eating a variety of foods and proper hydration helps the body grow and be healthy.	SC-LES.4.C Describes the needs of humans and animals and how their characteristics and behaviors support their needs, such as birds having beaks so they can dig for worms.	SOC.3.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.								
	c. Geography	<ul style="list-style-type: none"> <li>With support recognizes that environmental changes can impact people, animals, and plants.</li> <li>Describes and sequences physical features of the community through visual representation.</li> <li>Develops an understanding of the use and representation of simple maps, globes, and other geographic tools.</li> <li>Displays awareness that geographic features influence how people experience, navigate and work in their community and in other geographic regions.</li> </ul>	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.	SC-LES.2.D Discusses the effects of changes in weather, such as growing different crops or wearing different clothing.	SOC.4.A Verbally or nonverbally identifies common locations in their neighborhood and community and their features (library, store, park, etc.).	SOC.4.D Creates representations or maps of familiar places, such as classroom, community, or region.	SOC.4.C Uses geographic tools, such as maps and globes, with support and guidance to find common geographical features.	SOC.4.E Recognizes and describes different geographical features in other regions and discusses how they are the same and different.	SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community.				
	d. History and Culture	<ul style="list-style-type: none"> <li>Uses words and phrases correctly to indicate changes that take place over time.</li> <li>Observes and recognizes changes that take place over time in the family, classroom and community.</li> <li>Recalls events that happened in the past, such as a family or personal history.</li> <li>Displays awareness of similarities and differences among individuals and families.</li> </ul>	SOC.8.D Describes how people and things change over time and will continue to change into the future.	SOC.8.B Begins to sequence past and present experiences using visual supports.	SOC.8.E Begins to connect past and present experiences and describes events that have happened or will happen in the future.	ATL.8.A Recalls one to two pieces of new and relevant information about their lived experiences (e.g., shares two toys things they did that day, recalls two toys that were in Dramatic Play).	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.					