

Maryland College and Career Ready Standards for PK4-ECR Standards Alignment

Maryland College and Career Ready Prekindergarten Standards for PreK-4 (2025) and Every Child Ready Standards Alignment												
Maryland College and Career Ready Prekindergarten Standards for PreK-4 (2025)			Every Child Ready Standards									
Literacy/ELA Strand	Desired Student Performance	Essential Skills and Knowledge: With modeling, prompting, and support:	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	Alignment 8	Alignment 9	Alignment 10
Reading Foundational Skills (RF): Print Concepts	RF1 Demonstrate understanding of the organization of print and beginning letter knowledge.	RF1.a Demonstrate an awareness that words are read from left to right, top to bottom and page by page. • Demonstrate interest/attention to print. • Demonstrate understanding of the structure of books and the proper handling of them. • Follow words from left to right, top to bottom, front to back and page by page. • Make return sweep to the next line of 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-WR.5.A Writes from the top of the page to the bottom while writing, even at the emergent writing stage.	LL-WR.5.B Uses left to right directionality when writing, even at the emergent writing stage.						
		RF1.b Understand that spoken words can be written and read. • Engage in an assortment of literacy experiences using a wide collection of texts that include a range of structures and/or genres that represent a variety of cultures. • Understand that print conveys meaning. • Know the difference between letters and numbers. • Recognize that letters go together to make words. • Identify words in text.	LL-BK.3.A Demonstrates understanding that print has meaning.	LL-BK.3.C Demonstrates understanding that print has meaning and begins to connect environmental print with objects or locations in the classroom.	LL-WR.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.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.C Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme.	LL-NC.2.A Uses the book cover, illustrations, or photos to make simple predictions about the topic or text.	LL-NC.5.B Recognizes that informational texts are a source of information.
		RF1.c Understand that words are separated by spaces in print. • Know the difference between a letter and a word. • Recognize that letters build words and words build sentences.	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-WR.4.C Writes letter-like symbols in strings. May leave spaces between symbols to indicate words.	LL-WR.4.D Writes random recognizable letters in a row with spaces in between. Letters may be backward, reversed, or poorly formed and recognized only in context.	LL-WR.5.C Leaves spaces between words when writing.						
		RF1.d Recognize and name some upper and lowercase letters. • Differentiate between pictures, shapes, letters, and numerals. • Discriminate between letters and numbers in order to recognize that letters and numbers represent different concepts. • Attend to print in order to learn some letter names. • Identify and name some upper and lowercase letters in isolation and in random order	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.				
Reading Foundational Skills (RF): Phonological/Phonemic Awareness	RF2 Demonstrate understanding of spoken words, rhyming words, syllables, and sounds (phonemes).	RF2.a Identify and isolate individual words in a spoken sentence.	LL-PA.1.AA Demonstrates understanding of a word by repeating a simple two to three word sentence or phrase, or jumping and clapping to each word.	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-BK.3.D Points to one word and one letter in an unfamiliar text or around the room.	LL-BK.3.D Points to one word and one letter in an unfamiliar text or around the room.						
		RF2.b Recognize rhyming words in spoken language. • Understand the relationship between onset and rime in creating rhyming words. • Identify rhyme in poems and stories read aloud. • Repeat and produce some rhyming words	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.					
		RF2.c Count, pronounce, blend, and segment syllables in spoken words.	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.				
		RF2.d Blend and segment onsets and rimes of single-syllable spoken words. • Identify the onset of words. • Identify the rime of words. • Orally segment the onset and rime of words. • Orally blend the onset and rime.	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.				
		RF2.e Isolate and pronounce the initial and final sound (phoneme) in spoken words. • Demonstrate understanding of the concept of first, middle, and last. • Identify the initial sounds (phonemes) in words. • Recognize similarities and differences in the initial sounds (phonemes) of words. • Begin to identify the final sounds (phonemes) in words. • Begin to recognize similarities and differences in the final sounds (phonemes) of 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."				
		RF2.f Orally blend and segment individual phonemes in two-phoneme words. • Orally blend individual phonemes to form 2-phoneme words (e.g. /n/ /o/ = no). • Orally segment a 2-phoneme word into individual phonemes (e.g. no = /n/ /o/).	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.						
Reading		RF3.a Recognize that words are symbols that carry meaning and are made up of letters. • Identify print in the environment and connect to meaning. • Identify the print in a text.	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).	LL-AK.1.AA Identifies the first letter in their name.				
		RF3.b Demonstrate beginning knowledge of the alphabetic principle. • Identify, name, and print several upper and lowercase letters of the alphabet. • Produce the most common sounds for some letters. • Identify the beginning letter and beginning sound of familiar words	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.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-PA.4.AA Listens to and repeats the correct beginning sounds.		

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Language Standard 2	of standard English capitalization, punctuation, and spelling during shared reading and writing experiences.	L2.c Use letter-like shapes, symbols, letters, and words to convey meaning. • Demonstrate an awareness of the relationship between spoken words and written text. • Understand the use of space between words in text presented in a variety of formats. • Practice and apply use of space between words correctly in developmentally appropriate writing. • Practice making letter-like shapes, symbols, letters, and words in a simple sentence.	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.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-BK.3.A Demonstrates understanding that print has meaning.		
		L2.d Develop fine motor skills necessary to control and sustain handwriting. • Write with preferred/dominant hand. • Hold pencil with a controlled grip during writing activities. • Write first name with conventionally formed letters.	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.	PD.3.AA Uses crayons or markers with some coordination.	PD.3.A Draws vertical and horizontal lines with a model using a fistful grasp.	PD.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.			
Language Standard 3	L3 Begins in Grade 2	L3 Begins in Grade 2.	N/A									
Language Standard 4	L4 Determine or clarify the meaning of unknown words and phrases based on pre-kindergarten reading and content.	With modeling, prompting, and support: • Access prior knowledge and experiences to determine the meaning of words and phrases. • Discuss words and phrases and their meanings as they are encountered in texts, instruction and conversations.	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.	PD.5.D Demonstrates understanding and categorizes different food types such as vegetables, fruit, grains, protein, and dairy.	LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions.		
			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.	LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions.			
Language Standard 5	L5 With modeling, prompting, and support from adults, explore word relationships and nuances in word meanings.	L5.a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. • Identify and sort objects and/or pictures of common words into basic categories. • Discuss commonalities and differences among groups of words.	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.	LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions.			
			L5.b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). • Discuss the meaning of frequently occurring verbs and adjectives and their opposites. • Identify and sort objects and/or pictures of common verbs and adjectives into basic categories.	LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").	M-PFA.1.D Sorts and groups objects or pictures that belong together by one attribute, then regroups according to a different attribute.							
			L5.c Identify real-life connections between words and their use (e.g., note places at school that are colorful). • Access prior knowledge and experiences to identify connections between words and their application to real life. • Gain new knowledge/vocabulary through hands-on experiences and by exposure to a variety of literary, informational and expository texts reflecting a wide range of cultures. • Connect prior knowledge and new knowledge/vocabulary to increase understanding.	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-NC.5.C Makes connections between own experiences, background knowledge, and information presented in an informational text.		
Language Standard 6	L6 Use words and phrases acquired through conversation, being read to, and responding to text.	• Develop rich oral language through exposure to a wide variety of texts and hands-on experiences. • Participate in collaborative conversations with peers about diverse topics from read-alouds and other multimedia formats.	LL-BK.1.C Listens to a wide variety of age appropriate literature read aloud.	LL-NC.5.AA Listens to a wide variety of informational texts read aloud.	LL-NC.5.A Listens and responds to a wide variety of informational texts read aloud.	LL-NC.5.B Listens and responds to a wide variety of informational texts read aloud.	LL-NC.5.C Shows interest in new words or asks questions to acquire new vocabulary.	LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults.	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.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-BK.1.C Listens to a wide variety of age appropriate literature read aloud.	LL-NC.5.AA Listens to a wide variety of informational texts read aloud.	LL-NC.5.A Listens and responds to a wide variety of informational texts read aloud.	LL-NC.5.B Recognizes that informational texts are a source of information.	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.	LL-NC.2.A Uses the book cover, illustrations, or photos to make simple predictions about the topic or text.	LL-NC.2.B Answers factual questions using a variety of text types (predictable, informational, poetry, etc.).	LL-NC.2.D Makes inferences to answer simple "why" questions by using background knowledge and events in a text.	
Reading Informational Text Standard 1	RI.PK.1 With modeling, prompting, and support, answer questions about details in an informational text.	• Listen to a wide variety of increasingly complex informational texts (e.g., trade books, magazines, multimedia resources, recipes and labels related to personal interests and reflecting a wide variety of cultures). • Examine the title, cover, illustrations/photographs/text. • Use prior knowledge and experiences to make connections to informational text. • Make predictions and/or ask questions about the text by examining the title, cover, illustrations/photographs and/or text, text features, graphic aides. • During Interactive Read Alouds of informational text listen, ask and answer questions as appropriate. • Engage in conversations to facilitate recall of details in order to answer questions. • After reading, respond to text through discussions, dramatizing, drawing and/or developmentally appropriate writing including the use of technology.	LL-NC.5.AA Listens to a wide variety of informational texts read aloud.	LL-NC.5.A Listens and responds to a wide variety of informational texts read aloud.	LL-NC.5.B Recognizes that informational texts are a source of information.	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.	LL-NC.2.A Uses the book cover, illustrations, or photos to make simple predictions about the topic or text.	LL-NC.2.B Answers factual questions using a variety of text types (predictable, informational, poetry, etc.).	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.	
			LL-NC.5.AA Listens to a wide variety of informational texts read aloud.	LL-NC.5.A Listens and responds to a wide variety of informational texts read aloud.	LL-NC.5.B Recognizes that informational texts are a source of information.	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.	LL-NC.2.B Answers factual questions using a variety of text types (predictable, informational, poetry, etc.).	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.		
Reading Informational Standard 2	RI.PK.2 With modeling and support, recall detail(s) related to the main topic from an informational text.	• Listen to a wide variety of complex informational texts. • Use text and graphic features as sources to identify the main topic. • Participate in discussion about the main topic in order to recall detail(s) from the text and to respond to questions about the topic and details. • Retell details and concepts in familiar text (journaling, dramatization, arts).	LL-NC.5.AA Listens to a wide variety of informational texts read aloud.	LL-NC.5.A Listens and responds to a wide variety of informational texts read aloud.	LL-NC.5.B Recognizes that informational texts are a source of information.	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.	LL-NC.2.B Answers factual questions using a variety of text types (predictable, informational, poetry, etc.).	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.		
Reading Informational Standard 3	RI.PK.3 With modeling and support, connect individuals, events, and pieces of information in text to life experiences.	• Access prior knowledge and personal experiences in order to identify, describe, and discuss how events and individuals in their own lives are similar and different from the text. • Begin to demonstrate an understanding of sequential order ("first" and "last") in the text. • Retell details and concepts in familiar text (journaling, dramatization, arts). • Explain how someone might use the text.	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.	LL-NC.4.B Tells a two-event personal narrative using simple phrases.	LL-NC.4.C Constructs a personal narrative with three or more events which may be out of order and include omissions or deviations to other topics.	LL-NC.4.D Constructs a personal narrative with three or more events in a coherent sequence.	LL-NC.4.E Constructs a personal narrative with three or more events in coherent sequence, adding simple details.			

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Reading Informational Standard 4	RI.PK.4 With modeling and support, answer questions about unknown words in a text.	• Activate prior knowledge and experiences to determine the meaning of unknown words. • Use text, illustrations, graphic aides (e.g. print features, size of print, illustrations/photographs, drawings, maps, graphs and diagrams) to identify meaning of unknown words. • Answer questions to support learning of new words.	LL-LC.3.A Shows interest in new words or asks questions to acquire new vocabulary.	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-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.	LL-NC.2.A Uses the book cover, illustrations, or photos to make simple predictions about the topic or 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.	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.		
Reading Informational Standard 5	RI.PK.5 Identify the front cover and back cover of a book.	• Identify information appropriate for the front cover and back cover of a book. • Demonstrate understanding of the structure of books and the proper handling of them.	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.							
Reading Informational Standard 6	RI.PK.6 With modeling and support, define the role of the author and illustrator/photographer in presenting the ideas or information in a text.	• Name the author and illustrator/photographer. • Explain the role of the author and illustrator/photographer.	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.	LL-NC.2.B Answers factual questions using a variety of text types (predictable, informational, poetry, etc.).	LL-NC.5.B Recognizes that informational texts are a source of information.	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.	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.		
Reading Informational Standard 7	RI.PK.7 With modeling and support, tell how the illustrations/photographs support the text.	• Examine and describe the illustrations/photographs in an informational text. • Participate in discussions about the information derived from details in the illustrations/photographs in an informational text. • Participate in discussions about how these details contribute to the understanding of informational text.	LL-NC.2.B Answers factual questions using a variety of text types (predictable, informational, poetry, etc.).	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.	LL-NC.5.A Listens and responds to a wide variety of informational texts read aloud.	LL-NC.5.C Makes connections between own experiences, background knowledge, and information presented in an informational text.	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.			
Reading Informational Standard 8	RI.PK.8 With modeling and support identify the key details an author gives to support points in a text.	• Recall details from a text. • List details that support an idea or event in the text. • While listening to a text, answer open-ended questions about important details in the text.	LL-NC.5.AA Listens to a wide variety of informational texts read aloud.	LL-NC.5.A Listens and responds to a wide variety of informational texts read aloud.	LL-NC.5.B Recognizes that informational texts are a source of information.	LL-NC.5.C Makes connections between own experiences, background knowledge, and information presented in an informational text.	LL-NC.5.D Describes the relationship between an informational text and another text about a similar topic.	LL-NC.5.E Uses features of informational text such as charts, diagrams, graphs, or maps as a source of information.	LL-NC.2.B Answers factual questions using a variety of text types (predictable, informational, poetry, etc.).	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.		
Reading Informational Standard 9	RI.PK.9 With prompting and support, discuss similarities and differences between two texts on the same topic (i.e. in illustrations or descriptions).	• Listen to and discuss a variety of texts. • Identify the topic of a text. • Recognize texts that have the same topic. • Participate in discussions to identify the similarities and differences between two texts on the same topic. • Explore/discuss people, places, things, and events in informational text. • Compare different people, places, things, and events using illustrations and text.	LL-NC.5.AA Listens to a wide variety of informational texts read aloud.	LL-NC.5.A Listens and responds to a wide variety of informational texts read aloud.	LL-NC.5.B Recognizes that informational texts are a source of information.	LL-NC.5.C Makes connections between own experiences, background knowledge, and information presented in an informational text.	LL-NC.5.D Describes the relationship between an informational text and another text about a similar topic.	LL-NC.5.E Uses features of informational text such as charts, diagrams, graphs, or maps as a source of information.	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.4.C Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic.		
Reading Informational Standard 10	RI.PK.10 Actively engage in group reading activities with purpose and understanding.	• Develop comprehension skills by listening to a variety of appropriate, increasingly complex informational texts representing diverse cultures, perspectives, ethnicities, and time periods from a wide variety of types (trade books, magazines, multimedia resources, functional texts such as recipes and labels, etc.) • Use a variety of strategies to determine and clarify the meaning of frequently used words, new words from informational text, and multiple meaning words and phrases as they appear in text. • Apply before, during, and after reading strategies for a variety of informational texts. • Participate in collaborative conversations (e.g., "think, pair, share" and small group discussions) about PreKindergarten informational texts with peers and adults.	LL-BK.1.C Listens to a wide variety of age appropriate literature read aloud.	LL-BK.1.B Selects and requests that a favorite or familiar book be read by an adult.	LL-NC.2.A Uses the book cover, illustrations, or photos to make simple predictions about the topic or text.	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.3.AA Joins in acting out a book as it's read aloud.	LL-WR.2.D Draws and/or writes to represent simple events or stories that entertain, and revises when necessary.	LL-NC.3.D Retells three or more events from a familiar narrative in sequence using visuals or gestures.	
Reading Literature Standard 1	RL.PK.1 With modeling, prompting and support, answer questions about details in a text.	• Listen to a wide variety of literary texts from a wide variety of cultures related to personal interests. • Use prior knowledge and experiences to make connections to literary text. • Make predictions and/or ask questions about the text by examining the title, cover, illustrations/photographs and/or text. • Listen, ask, and answer questions as appropriate. • Engage in conversations to facilitate recall of details in order to answer questions about the text. • Respond to text, recalling details through discussions, dramatizing, drawing and/or writing.	LL-NC.1.C Identifies and answers questions about events in a story.	LL-BK.1.C Listens to a wide variety of age appropriate literature read aloud.	LL-NC.2.B Answers factual questions using a variety of text types (predictable, informational, poetry, etc.).	LL-NC.3.A Describes one event from a familiar narrative using visuals or gestures.	SC-SP.3.C Draws conclusions on prior knowledge and recorded information.	LL-NC.2.A Uses the book cover, illustrations, or photos to make simple predictions about the topic or text.	LL-NC.2.C Uses events from the book to make a prediction about what might happen next.	LL-NC.3.D Retells three or more events from a familiar narrative in sequence using visuals or gestures.	LL-NC.5.C Makes connections between own experiences, background knowledge, and information presented in an informational text.	
Reading Literature Standard 2	RL.PK.2 With modeling, prompting, and support, retell familiar stories/poems.	• Listen to and discuss a wide variety of literary texts (plays, stories and poems) representing diverse cultures, perspectives and ethnicities. • Determine the important ideas and messages in literary texts. • Identify the beginning, middle and end of text. • Retell the story or part of the story in an appropriate sequence.	LL-BK.1.C Listens to a wide variety of age appropriate literature read aloud.	LL-BK.1.E Invites peers to look at books or asks questions about books read by peers.	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.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.		
Reading Literature Standard 3	RL.PK.3 With modeling, prompting, and support, identify characters, settings, and major events in a story.	• Understand the terms "character" and "setting." • Identify characters, setting, and major events in a story through the use of dramatization, puppets, discussion, writing, drawing, etc. • Access prior knowledge and experiences in order to identify and discuss how personal experiences with family and community are similar and different from the text.	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.1.C Identifies and answers questions about events in a story.	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.	LL-NC.3.AA Joins in acting out a book as it's read aloud.	C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.		

Maryland College and Career Ready Standards for PK4-ECR Standards Alignment

Maryland College and Career Ready Prekindergarten Standards for PreK-4 (2025) and Every Child Ready Standards Alignment												
Maryland College and Career Ready Prekindergarten Standards for PreK-4 (2025)			Every Child Ready Standards									
Literacy/ELA Strand	Desired Student Performance	Essential Skills and Knowledge: With modeling, prompting, and support:	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	Alignment 8	Alignment 9	Alignment 10
Reading Literature Standard 4	RL.PK.4 With modeling, prompting, and support, answer questions about unknown words in stories and poems.	• Activate prior knowledge and experiences to determine the meaning of unknown words. • Use text from Read Alouds as well as illustrations to identify meanings of unknown words.	LL-LC.3.A Shows interest in new words or asks questions to acquire new vocabulary.	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-NC.2.A Uses the book cover, illustrations, or photos to make simple predictions about the topic or text.	LL-NC.2.D Makes inferences to answer simple "why" questions by using background knowledge and events in a 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.				
Reading Literature Standard 5	RL.PK.5 Gain exposure to common types of literary texts (e.g., storybooks, poems).	• Explore/discuss different types/genres of literary text (e.g., stories, poetry, drama, nursery rhymes, traditional tales) representing diverse cultures, perspectives, and ethnicities. • Compare different versions of the same story, rhyme, or traditional tale.	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.2.B Answers factual questions using a variety of text types (predictable, informational, poetry, etc.).	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.			
Reading Literature Standard 6	RL.PK.6 With modeling, prompting, and support, identify the role of author and illustrator.	• Name the author and illustrator. • Explain the role of the author and illustrator.	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.C Uses illustrations to tell a familiar story with intonation and expression, using repeated phrases.	SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community.							
Reading Literature Standard 7	RL.PK.7 With modeling, prompting and support, tell how the illustrations support the story.	• Examine the illustrations in a story. • Discuss how the details in the illustrations contribute to understanding.	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.	LL-NC.2.B Answers factual questions using a variety of text types (predictable, informational, poetry, etc.).	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-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.			
Reading Literature Standard 8	Not Applicable to Literature											
Reading Literature Standard 9	RL.PK.9 With prompting, modeling and support, compare adventures and experiences of characters in familiar stories.	• With modeling, prompting and support, explore/discuss story elements, including character(s) and events discuss what characters do and say in a familiar story. • Recognize that characters have unique adventures and experiences. • Compare characters, including their experiences and actions.	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.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.E Makes inferences and provides explanation and reasoning for events in a text or characters' actions.	LL-NC.3.E With prompting and support, retells familiar stories, including key details.		
Reading Literature Standard 10	RL.PK.10 Actively engage in group reading activities with purpose and understanding.	• Develop comprehension skills by listening to a variety of appropriate, increasingly complex literary texts representing diverse cultures, perspectives, ethnicities, and time periods from a wide variety of genres (e.g. stories, poems, nursery rhymes, realistic fiction, fairy tales, fantasy, etc.). • Use a variety of strategies to determine and clarify the meaning of unknown and multiple meaning words and phrases. • Apply before, during and after reading strategies for a variety of literary texts. • Participate in collaborative conversations (e.g., "think, pair, share" and small group discussions) about Pre-Kindergarten topics and texts with peers and adults.	LL-BK.1.C Listens to a wide variety of age appropriate literature read aloud.	LL-NC.2.B Answers factual questions using a variety of text types (predictable, informational, poetry, etc.).	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 explanation and provides reasoning for events in a text or characters' actions.	LL-NC.3.E With prompting and support, retells familiar stories, including key details.	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.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.		
Speaking and Listening Standard 1	SL.1 Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups.	SL.1.a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns; speaking about the topics and texts under discussion). • Participate in a variety of group activities, large and small group (e.g. morning meetings, center time). • Follow basic rules for group discussions (e.g. raise hand, take turns, remain on topic, answer questions). • Learn about different cultural communication styles (including those represented in the classroom and school community).	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.	LL-LC.4.E Modifies conversations based on the context or listener.	LL-LC.2.D Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic.	LL-LC.2.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.				
		SL.1.b During scaffolded conversations, continue a conversation through multiple exchanges. • Participate in conversations with adults and peers. • Stay on topic through multiple exchanges. • Add appropriate ideas to support or extend the conversation. • Contribute to a learning community. • Follow two or three steps directions.	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.	LL-LC.4.E Modifies conversations based on the context or listener.	LL-LC.2.D Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic.	ATL.2.B Plays, works on tasks, or participates in activities with peers with adult prompting (associative play).	ATL.7.B Independently follows two- to three-step verbal adult directions.	LL-LC.1.D Shows understanding of more complex sentences or questions through actions, such as following three-step directions.		
Speaking and Listening Standard 2	SL.2 Confirm understanding of text read aloud or information presented orally or through other media by asking and answering questions about key details with modeling and support.	• Ask and answer questions (who, what, where). • Keep questions on task/topic. • Become aware of Media Literacy.	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.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.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.	LL-NC.5.B Recognizes that informational texts are a source of information.	LL-NC.5.E Uses features of informational text such as charts, diagrams, graphs, or maps as a source of information.	LL-WR.1.E Explores a variety of digital tools (tablet, computer, etc.) to produce and publish writing, including in collaboration with peers.		
Speaking and Listening Standard 3	SL.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	• Connect prior knowledge to new learning. • Demonstrate ability to formulate questions targeted to specific need. • Demonstrate ability to take risks during discussions.	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).	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.3.E Uses various resources to identify new meanings for familiar words or clarify the meaning of unknown words and phrases.	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.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance.	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.		

Maryland College and Career Ready Standards for PK4-ECR Standards Alignment

Maryland College and Career Ready Prekindergarten Standards for PreK-4 (2025)			Maryland College and Career Ready Prekindergarten Standards for PreK-4 (2025) and Every Child Ready Standards Alignment									
Literacy/ELA Strand	Desired Student Performance	Essential Skills and Knowledge: With modeling, prompting, and support:	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	Alignment 8	Alignment 9	Alignment 10
Speaking and Listening Standard 4	SL4 Describe familiar people, places, things, and events with modeling, prompting, and support.	• Connect to personal/prior knowledge and experience. • Speak clearly enough to be heard and understood. • Share multiple ideas on a single familiar topic. • Organize information in order to express themselves succinctly and filter what is appropriate to share with others.	LL-NC.5.C Makes connections between own experiences, background knowledge, and information presented in an informational text.	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).	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.4.E Modifies conversations based on the context or listener.	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-NC.4.D Constructs a personal narrative with three or more events in a coherent sequence.	LL-NC.4.E Constructs a personal narrative with three or more events in a coherent sequence, adding simple details.		
Speaking and Listening Standard 5	SL5 Add drawings or visual displays to descriptions as desired to provide additional detail.	• Choose appropriate visuals to match oral presentation. • Use available technology appropriately. • Organize information for oral delivery.	LL-NC.5.E Uses features of informational text such as charts, diagrams, graphs, or maps as a source of information.	LL-WR.2.C Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme.	LL-WR.1.E Explores a variety of digital tools (tablet, computer, etc.) to produce and publish writing, including in collaboration with peers.	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.4.B Verbally or nonverbally demonstrates an understanding of accomplishing a task. May verbally explain work product.	ATL.4.D Assesses or reflects upon activity or task outcome or product.		
Speaking and Listening Standard 6	SL6 Speak audibly and express thoughts, feelings, and ideas clearly.	• Speak clearly enough to be heard and understood in a variety of settings. • Communicate effectively in a variety of situations with different audiences, purposes, and formats. • Use props in situations, such as show-and-tell. • Produce and expand complete sentences in shared language activities.	LL-LC.4.E Modifies conversations based on the context or listener.	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.").	LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.	ATL.4.B Verbally or nonverbally demonstrates an understanding of accomplishing a task. May verbally explain work product.	C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.		
Writing Standard 1	W1 With modeling and support, use a combination of drawing, dictating, and developmentally appropriate writing to share an opinion about an experience or book.	Share the topic and/or name the book. • Establish or build upon personal schema related to a topic or book via attending to a learning experience (e.g., reading text, hands on experience) in order to gain a deeper level of knowledge about a topic or book. • Recognize that thoughts and ideas can be represented in drawing and writing. • Recognize that writing conveys meaning. • Develop and represent ideas that relate to the topic or names the book through discussion, drawing, dictation or developmentally appropriate writing. Share an opinion on a topic or book. • Participate in a discussion about the learning experience that stimulates and guides thinking to express an opinion. • Dictate words and phrases and use drawings and/or writing to represent ideas using letter-like shapes, symbols, and letters. • After discussion, express an opinion orally, with a drawing, dictation or developmentally appropriate writing.	LL-BK.1.B Selects and represents a favorite or familiar book to be read by an adult.	LL-BK.1.E Invites peers to look at books or asks questions about books read by peers.	LL-BK.3.A Demonstrates understanding that print has meaning.	LL-WR.1.B Contributes ideas and opinions to a shared writing experience with teacher support and dictation.	LL-WR.1.C Contributes ideas and opinions to a shared writing experience by drawing or writing with teacher support.	LL-WR.2.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.C Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme.		
Writing Standard 2	W2 With modeling and support, use a combination of drawing, dictating, and developmentally appropriate writing to state information on a topic.	Name a topic. • Recognize that writing conveys meaning. • Establish or build upon a personal schema related to a topic or book by attending to a learning experience (e.g., reading of informational/expository text; hands-on experience) in order to gain a deeper level of knowledge about a topic or book. • After discussion, express information about topics and ideas verbally (speaking), with a drawing, dictation or developmentally appropriate writing. Supply some facts about the topic. • Participate in discussion to gather and communicate information related to the topic/text. • Express several facts that are all related to the topic verbally or by drawing, dictation or developmentally appropriate writing. • Express ideas by dictating words and phrases, drawing, and using letter-like shapes, symbols, and letters to represent ideas.	LL-BK.3.A Demonstrates understanding that print has meaning.	LL-NC.5.B Recognizes that informational texts are a source of information.	LL-NC.5.C Makes connections between own experiences, background knowledge, and information presented in an informational text.	LL-NC.2.B Answers factual questions using a variety of text types (predictable, informational, poetry, etc.).	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-WR.1.B Contributes ideas and opinions to a shared writing experience with teacher support and dictation.	LL-WR.1.C Contributes ideas and opinions to a shared writing experience by drawing or writing with teacher support.	LL-WR.2.C Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme.		
Writing Standard 3	W3 With modeling and support, use a combination of drawing, dictating, and developmentally appropriate writing to communicate a personal story about a single event and tell about the event in a meaningful sequence.	Tell a single event. • Recognize that writing conveys meaning. • Listen to and discuss a wide variety of narrative text (a variety of genres, fiction and non-fiction) to use as models to generate personal oral narratives. • Share an opening sentence that sets up the telling of the event (e.g., orally or through drawings, dictation or developmentally appropriate writing). Tell about the details of the event in a meaningful sequence. • Demonstrate an understanding of story structure (e.g., beginning, middle, end). • Represent events in a meaningful sequence orally or by drawing, dictation or developmentally appropriate writing. • Create oral or visual presentations that express personal ideas, thoughts, and/or feelings (through songs, poems, stories, drawings, paintings...). • Contribute to a shared writing experience or topic of interest. • Acquire and use new vocabulary.	LL-BK.3.A Demonstrates understanding that print has meaning.	LL-BK.1.C Listens to a wide variety of age appropriate literature read aloud.	LL-NC.3.A Describes one event from a familiar narrative using visuals or gestures.	LL-NC.4.AA Says or reenacts one event in a personal narrative by using at least one word.	LL-NC.4.A Describes or reenacts one event in a personal narrative using a simple phrase.	LL-NC.4.B Tells a two-event personal narrative using simple phrases.	LL-WR.2.B Draws and/or writes to represent and describe an object, event, or observation.	LL-WR.2.D Draws and/or writes to represent simple events or stories that entertain, and revises when necessary.	LL-NC.3.D Retells three or more events from a familiar narrative in sequence using visuals or gestures.	LL-NC.4.D Constructs a personal narrative with three or more events in a coherent sequence.
Writing Standard 4	W4 (Begins in Grade 3).											
Writing Standard 5	W5 With modeling, guidance, and support from adults, review drawing, dictation or developmentally appropriate writing	• After drawing, dictation or developmentally appropriate writing: • Demonstrate an ability to listen and discuss drawing, dictation or developmentally appropriate writing. • Respond appropriately to others and answer questions about drawing, dictation and/or writing. • Start to produce writing that is legible, including the conventional formation of some upper- and lower-case manuscript letters.	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-LC.2.D Answers questions from adults and peers using multiview responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic.	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-WR.4.D Writes random recognizable letters in a row with spaces in between. Letters may be backward, reversed, or poorly formed and recognized only in context.	LL-WR.4.E Forms correct, intentional, and recognizable letters on the page when writing.	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.		
Writing Standard 6	W6 With prompting and support from adults, explore appropriate digital tools to express ideas.	• With modeling, prompting and support, use a variety of appropriate print, online, or multimedia sources in order to experience and interact with digital tools to explore ideas and interests.	LL-NC.5.B Recognizes that informational texts are a source of information.	LL-NC.5.E Uses features of informational text such as charts, diagrams, graphs, or maps as a source of information.	LL-BK.1.C Listens to a wide variety of age appropriate literature read aloud.	LL-NC.5.AA Listens to a wide variety of informational texts read aloud.	LL-NC.5.A Listens and responds to a wide variety of informational texts read aloud.	LL-WR.1.E Explores a variety of digital tools (tablet, computer, etc.) to produce and publish writing, including in collaboration with peers.	ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work.	LL-WR.2.C Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme.		

Maryland College and Career Ready Standards for PK4-ECR Standards Alignment

Maryland College and Career Ready Prekindergarten Standards for PreK-4 (2025) and Every Child Ready Standards Alignment												
Maryland College and Career Ready Prekindergarten Standards for PreK-4 (2025)			Every Child Ready Standards									
Literacy/ELA Strand	Desired Student Performance	Essential Skills and Knowledge: With modeling, prompting, and support:	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	Alignment 8	Alignment 9	Alignment 10
Writing Standard 7	W7 Participate in shared research and shared writing projects.	- Identify a shared topic or topic of personal interest. - Select print, online, and multimedia sources. - Contribute to a learning community.	LL-BK.1.B Selects and requests that a favorite or familiar book be read by an adult.	LL-BK.1.E Invites peers to look at books or asks questions about books read by peers.	LL-NC.5.B Recognizes that informational texts are a source of information.	LL-NC.5.E Uses features of informational text such as charts, diagrams, graphs, or maps as a source of information.	LL-WR.1.E Explores a variety of digital tools (tablet, computer, etc.) to produce and publish writing, including in collaboration with peers.	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.	ATL.2.B Plays, works on tasks, or participates in activities with peers with adult prompting (associative play).		
Writing Standard 8	W8 With modeling and support from adult, recall information from experiences or information from provided sources to answer a question.	Through discussion, use prior knowledge or information from provided sources to answer a question.	LL-NC.5.C Makes connections between own experiences, background knowledge, and information presented in an informational text.	LL-NC.2.B Answers factual questions using a variety of text types (predictable, informational, poetry, etc.).	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.	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.3.E Uses various resources to identify new meanings for familiar words or clarify the meaning of unknown words and phrases.	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).		
Writing Standard 9	(Begins in Grade 4).											
Writing Standard 10	(Begins in Grade 3).											

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Maryland College and Career Ready Prekindergarten Standards for PreK-4 (2025) and Every Child Ready Standards Alignment								
Maryland College and Career Ready Prekindergarten Standards for PreK- 4 (2025)			Every Child Ready Standards					
Mathematics Strand		2025 MD Index and Standards Statement	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6
Number and Operation Sense (NOS)	PK.NOS.A KNOW NUMBER NAMES AND THE COUNT SEQUENCE.	PK.NOS.A.1 Count to 20 by ones.	M-NC.1.E Says number words in order from 1–20 from memory.					
		PK.NOS.A.2 Count backward from 10 by ones	M-NC.1.D Says number words in order from 1–10 from memory.	M-NC.8.E Solves subtraction story problems for quantities 1–10 using objects, fingers, drawings, or actions.				
		PK.NOS.A.3 Identify which number comes just after or just before a given number in the counting sequence to 10.	M-NC.1.D Says number words in order from 1–10 from memory.	M-NC.7.A Demonstrates an understanding that adding one more increases the amount of a set.	M-NC.8.A Demonstrates an understanding that removing one object decreases the amount in a set.			
		PK.NOS.A.4 Identify written numerals 0-10.	M-NC.5.D Says the names of numerals 0–10 shown in random order.	M-NC.6.D Matches a set of objects with the number symbol to represent the set for quantities 0–10.				
	PK.NOS.B COUNT TO TELL THE NUMBER OF OBJECTS.	PK.NOS.B.5 Use the relationship between numbers and quantities within 10 to count objects with one-to-one correspondence and verbalizing the last number stated is the total when asked "How many...?" (cardinality).	M-NC.2.D Says numbers in order, matching each number word to each object when counting from 1–10.	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.			
		PK.NOS.B.6 When counting objects within 10, recognize that each successive number name refers to a quantity that is one larger.	M-NC.2.D Says numbers in order, matching each number word to each object when counting from 1–10.	M-NC.3.D Creates sets of 0–10 and begins to use cardinality to identify the last number counted.	M-NC.7.A Demonstrates an understanding that adding one more increases the amount of a set.			
		PK.NOS.B.7 Represent a number within 10 by producing a set of objects with concrete materials, drawing pictures, and/or writing numerals. Correctly respond when asked "How many" after counting concrete objects.	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.	M-NC.6.D Matches a set of objects with the number symbol to represent the set for quantities 0–10.			
		PK.NOS.B.8 Recognize the number of objects in a set without counting (subitizing) with both unfamiliar patterns within 3 and familiar patterns within 5.	M-NC.3.A Subitizes by instantly saying how many are in a set without counting for quantities 1–3.	M-NC.3.B Creates sets of 0–5 and begins to use cardinality to identify the last number counted.				
	PK.NOS.C COMPARE QUANTITIES.	PK.NOS.C.9 Compare two groups of objects within 10. Identify whether the number of objects in one group is more than, equal to, or less than the number of objects in another group by using one-to-one correspondence, matching, and counting.	M-NC.4.C Matches 0–7 objects from two sets using one-to-one correspondence to identify which set has more, less, or if they are the same.	M-NC.4.D Matches 0–10 objects from two sets using one-to-one correspondence to identify which set has more, less, or if they are the same.	M-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.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.		
	PK.NOS.D DECOMPOSE NUMBERS.	PK.NOS.D.10 Decompose numbers less than or equal to 5 in more than one way by using objects, fingers, drawings and/or verbal explanations.	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.8.B Counts a set of 1–5 objects. Takes objects away and counts how many are left.				
	PK.AT.A UNDERSTAND ADDITION AS PUTTING TOGETHER AND ADDING TO	PK.AT.A.1 Represent addition and subtraction situations (presented verbally, without the use of numerals or mathematical symbols) within quantities of 5 with objects, fingers, drawings, sounds (e.g., claps), acting out situations, and/or verbal explanations.	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.8.B Counts a set of 1–5 objects. Takes objects away and counts how many are left.		

Maryland College and Career Ready Standards for PK4-ECR Standards Alignment

Maryland College and Career Ready Prekindergarten Standards for PreK-4 (2025) and Every Child Ready Standards Alignment								
Maryland College and Career Ready Prekindergarten Standards for PreK- 4 (2025)			Every Child Ready Standards					
Mathematics Strand		2025 MD Index and Standards Statement	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6
Algebraic Thinking (AT)	AND UNDERSTAND SUBTRACTION AS TAKING APART AND TAKING FROM.	PK.AT.A.2 Given a quantity within 5, identify the quantity that must be added to equal 5 using objects, fingers, drawings and/or verbal explanations.	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.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.			
	PK.AT.B UNDERSTAND REPEATING PATTERNS.	PK.AT.B.3 Identify and extend a repeating pattern (ABAB, AABB, or ABCABC) using concrete objects, shapes, sounds, or movements.	M-PFA.3.B Uses objects, rhythm, or movement to copy and extend simple AB patterns.	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).			
Geometric Reasoning and Measurement (GR)	PK.GR.A DESCRIBE AND COMPARE MEASURABLE ATTRIBUTES.	PK.GR.A.1 Describe a measurable attribute of an object, such as length, height, weight, and capacity using appropriate vocabulary (e.g., long, short, tall, heavy, light, wide, narrow).	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.			
		PK.GR.A.2 Directly compare two objects with a measurable attribute in common, using words such as "more/less," "longer/shorter," "lighter/heavier," or "taller/shorter."	M-M.1.B Demonstrates understanding of length terms (i.e., "longer," "shorter"), height terms (i.e., "taller," "shorter"), volume terms (i.e., "more," "less"), and weight terms (i.e., "heavier," "lighter") using gestures or objects.	M-M.1.D Uses nonstandard units to measure and then comparative language to describe the measurements of two objects, like when answering "Which container holds more beans?"	M-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.			
	PK.GR.B WORK WITH TWO-DIMENSIONAL AND THREE-DIMENSIONAL SHAPES.	PK.GR.B.3 Sort two-dimensional shapes (circles, triangles, and rectangles-including a square which is a special rectangle) by like attributes and distinguish between examples and non-examples.	M-GS.1.B Verbally or nonverbally identifies at least five common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle).	M-GS.1.C Identifies and describes the properties of common two-dimensional shapes using words like "sides," "corners," "curve."	M-PFA.1.A Sorts and groups objects based on one attribute such as visual features like color, size, or shape.			
		PK.GR.B.4 Match and name two-dimensional shapes (circles, triangles, and rectangles- including a square which is a special rectangle) regardless of their orientations or overall size.	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).	M-GS.1.D Verbally or nonverbally identifies two-dimensional shapes in the environment or in books.	M-GS.1.C Identifies and describes the properties of common two-dimensional shapes using words like "sides," "corners," "curve."	
		PK.GR.B.5 Match and sort three-dimensional shapes (cubes, spheres, and cylinders) by like attributes and distinguish between examples and non-examples.	M-GS.1.E Verbally or nonverbally identifies three-dimensional shapes (sphere, cone, cylinder, cube).	M-GS.2.E Constructs common three-dimensional shapes (sphere, cone, cylinder, cube) with materials.	M-PFA.1.A Sorts and groups objects based on one attribute such as visual features like color, size, or shape.			
	Reasoning with Data and Statistics (DS)	PK.DS.A.1 Organize data sets by sorting objects into categories.	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-DAP.2.A Collects and organizes data by sorting and classifying groups of objects into clusters (e.g., sorts buttons by color).			
		PK.DS.A.2 Analyze data sets by comparing the categories using words such as more than, less than, and equal to/same (Limit the total in any one category to maximum of 10).	M-DAP.1.B Visually compares the amounts in each category without counting. Identifies the category with more, less, or the same.	M-DAP.1.C Counts and identifies which category has more, less, or if they are the same. Identifies if there is zero in a category.	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-DAP.1.E Identifies trends and makes inferences from data.	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.

Maryland College and Career Ready Standards for PK4-ECR Standards Alignment

Maryland College and Career Ready Prekindergarten Standards for PreK-4 (2025) and Every Child Ready Standards Alignment													
Maryland College and Career Ready Prekindergarten Standards for PreK-4 (2025)				Every Child Ready Standards									
Unit	Content Topic	Essential Question	Indicator and Objectives	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	Alignment 8	Alignment 9	Alignment 10
Unit 1: Civics	Freedom	What does it mean to be free?	PK.1.1 Students will examine the concept of freedom by: • defining freedom as being able to choose what your life looks like without interference from others. (PK.1.1.a) • defining equality as the same freedoms that are held by all people. (PK.1.1.b)	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.	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 culture, and begins to celebrate similarities and differences with others.	IS.3.D Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.	IS.3.E Demonstrates strong self-confidence through words or actions including sharing pride and celebrating others in relation to self, family, community, or culture.	SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community.	ATL.8.AA Self-selects toy, activity, or Center to engage in when provided with choices.		
	Conflict and compromise	Why do Americans use compromise to resolve conflicts?	PK.1.2 Students will examine the role of conflict and compromise by: • identifying school or community conflicts that require working with groups to resolve. (PK.1.2.a) • identifying how multiple perspectives and the freedom to express varied opinions in a democratic society can complicate but also enrich conflict resolution. (PK.1.2.b) • explaining the role of authority in promoting compromise and how it can resolve conflict. (PK.1.2.c) • exploring how compromise is used in civic life at home, school, and community. (PK.1.2.d)	IS.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.	IS.7.C When faced with a personal challenge or challenge with others, picks from adult-provided choices or previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise).	IS.7.D With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise).	IS.7.E Independently suggests and chooses an adult-provided solution to a personal challenge or challenge with others (e.g., ask for help, compromise). Supports peers by suggesting solutions.	ATL.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).	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.	SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community.	
	Rules	Why do we have rules at home, at school and in our community?	PK.1.3 Students will analyze the how groups and people in authority use rules to promote the common good by: • explaining that rules are intended to support order and protect individual rights and fairness for all members of the community. (PK.1.3.a) • comparing rules at home, school, and community. (PK.1.3.b) • explaining why rules are different based on location. (PK.1.3.c) • evaluating classroom rules for their ability to promote freedom and equality, and a sense of belonging for all. (PK.1.3.d)	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.	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.	PD.6.C Independently follows safety procedures.	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.5.E Adapts to new rules or circumstances in an age-appropriate game or activity.	ATL.2.E Establishes rules with peers during play or structured activities (cooperative play).	
Unit 2: Geography	Place	Where are we?	PK.2.1 Students will explain what makes their school special using geographic terms by: • identifying important objects in the classroom using the terms near/far, left/right, behind/in front, and up/down. (PK.2.1.a) • describing the location of the school in relationship to other locations near and far away. (PK.2.1.b)	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.D Creates representations or maps of familiar places, such as classroom, community, or region.	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").		
	Human and Environmental Interaction	How does where we live impact how we act?	PK.2.2 Students will analyze the unique human and environmental interactions in their school community by: • identifying ways that people in Maryland adapt to their environment including wearing different types of clothing throughout the year in their school. (PK.2.2.a) • identifying ways that people in Maryland adapt their environment to meet their own individual and group, and family needs including cutting down trees for development. (PK.2.2.b)	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.E Recognizes 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.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.2.D Discusses the effects of changes in weather, such as growing different crops or wearing different clothing.	SOC.5.D Describes how people and things change over time and will continue to change into the future.	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.		
	Movement	How do people connect?	PK.2.3 Students will describe how transportation and communication link people and places by: • explaining how transportation is used to move people from place to place. (PK.2.3.a) • identifying means of transportation available both in their community and beyond. (PK.2.3.b)	SOC.4.C Uses geographic tools, such as maps and globes, with support and guidance to find common geographical features.	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.	M-GS.3.E Demonstrates understanding of direction terms (e.g., "near," "far") using gestures or objects.	Tech. 1.D With teacher guidance, uses technology devices and learning applications to play games, access or share information, or express themselves creatively.					
	Scarcity	Why can't we have everything we want in school?	PK.3.1 Students will analyze the role of scarcity in their lives by: • explaining why people can't have everything they want using classroom and school examples. (PK.3.1.a)	SOC.3.A Shows an understanding of supply and demand, such as, "We are out of paint at Art Easel. We need more."	SOC.3.E Discusses the purpose of saving money for a future purchase.	SOC.2.E Shares how their thoughts, opinions, choices, and actions can impact their community.	ATL.2.C Makes cooperative decisions with peers based on adult provided choices (associative play).						
	Choice	How can we make good choices?	PK.3.2 Students will analyze decision making by: • determining that people make choices because of limited resources. (PK.3.2.a)	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.	ATL.2.C Makes cooperative decisions with peers based on adult provided choices (associative play).	ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play).	IS.7.C When faced with a personal challenge or challenge with others, picks from adult-provided choices or previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise).	IS.7.D With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise).	SOC.3.A Shows an understanding of supply and demand, such as, "We are out of paint at Art Easel. We need more."			
Unit 3: Economics	Trade	Why do people trade?	PK.3.3 Students will analyze trade by: • identifying barter as a form of trade. (PK.3.3.a) • explaining that people benefit when they trade voluntarily. (PK.3.3.b) • describing times when they have traded, the goods or services that were exchanged, and the benefit they got from the trade. (PK.3.3.c)	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.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.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.A Shows an understanding of supply and demand, such as, "We are out of paint at Art Easel. We need more."	SOC.3.E Discusses the purpose of saving money for a future purchase.	LL-NC.4.B Tells a two-event personal narrative using simple phrases.				
Unit 4: History	Financial Literacy	How do people choose their jobs and careers?	PK.3.4 Students will analyze choices made regarding career paths by: • identifying jobs and careers in their community. (PK.3.4.a) • identifying the personal characteristics and interests that are needed for certain jobs and careers. (PK.3.4.b)	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.C Recognizes and describes that different people have different roles and responsibilities in the community.	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.	IS.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture or to display feelings of confidence.	IS.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence.				
	Chronology	How do people change and stay the same over time?	PK.4.1 Students will analyze change over time by: • defining a historian as someone who learns about the past. (PK.4.1.a) • applying chronology to daily and weekly schedules. (PK.4.1.b)	SOC.5.AA Begins to demonstrate an understanding of present experiences through concrete materials and visual supports.	SOC.5.A Begins to demonstrate an understanding of past and present experiences through concrete materials and visual supports.	SOC.5.B Begins to use knowledge of past and present experiences to make predictions about the future.	SOC.5.C Begins to use knowledge of past and present experiences to make predictions about the future.	SOC.5.D Describes how people and things change over time and will continue to change into the future.	SOC.5.E Begins to connect past and present experiences and describes events that have happened or will happen in the future.	M-M.2.B Demonstrates the understanding of daily routines (order and general length of components).	M-M.2.C Demonstrates understanding of passage of time within one day, such as understanding morning, afternoon, evening, later.	M-M.2.D Demonstrates the understanding of weekly routines (e.g., specials, home days, school days).	M-M.2.E Begins to demonstrate basic knowledge that clocks and calendars are related to the passage of time.
	Life in the Past	How is our life different today than in the past?	PK.4.2 Students will utilize the tools of the historian by: • explaining how photographs help raise questions about the past and show what happened in an event. (PK.4.2.a) • analyzing photographs of familiar objects like toys and technology from the past. (PK.4.2.b)	SOC.5.A Begins to demonstrate an understanding of past and present experiences through concrete materials and visual supports.	SOC.5.B Begins to use knowledge of past and present experiences to make predictions about the future.	SOC.5.C Begins to use knowledge of past and present experiences to make predictions about the future.	SOC.5.D Describes how people and things change over time and will continue to change into the future.	SOC.5.E Begins to connect past and present experiences and describes events that have happened or will happen in the future.	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.	LL-NC.5.B Recognizes that informational texts are a source of information.	LL-NC.5.C Makes connections between own experiences, background knowledge, and information presented in an informational text.	LL-NC.5.D Makes inferences to answer simple "why" questions by using background knowledge and events in a text.

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Maryland College and Career Ready Prekindergarten Standards for PreK-4 (2025)						Every Child Ready Standards							
Standard	Indicator	Sample Progression 1	Sample Progression 2	Sample Progression 3	Sample Progression 4	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	Alignment 8
MD1.2	MD1.2.1a Demonstrates a horizontal jump with the concepts of space, effort, and relationship awareness.	Jumping horizontally across space with some of the critical elements.	Jumps horizontally across space with most of the critical elements.	Jumps horizontally across small to moderate distances.	Jumps horizontally, achieving a greater distance.	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.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.	M-GS.3.D Demonstrates understanding of direction terms (e.g., "forward," "backward," "around," "through," "to," "from," "towards").	M-GS.3.AA Demonstrates understanding of movement terms (e.g., "up," "down") by using gestures or objects.	M-GS.3.E Demonstrates understanding of direction terms (e.g., "near," "far") using gestures or objects.		
	MD1.2.1b Demonstrates a gallop with the concepts of space, effort, and relationship awareness.	Gallops forward, demonstrating some of the critical elements.	Gallops forward, demonstrating most of the critical elements with either foot leading.	Gallops along varied pathways and directions.	Gallops in response to beats/rhythms.	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.E Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target.	C-ARTS.1.E Creates in guided movement activities by copying dances and movements introduced by others.	C-ARTS.1.A Participates in guided movement activities by copying dances and movements introduced by others.	M-GS.3.D Demonstrates understanding of direction terms (e.g., "forward," "backward," "around," "through," "to," "from," "towards").	C-ARTS.1.AA Moves body spontaneously to music.		
	MD1.2.1c Demonstrates sliding sideways with the concepts of space, effort, and relationship awareness.	Slides sideways, demonstrating some of the critical elements.	Slides sideways, demonstrating most of the critical elements with either foot leading.	Slides sideways along varied pathways and directions.	Slides in response to beats/rhythm.	PD.1.E Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target.	C-ARTS.1.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.E Creates in guided movement activities by copying dances and movements introduced by others.	C-ARTS.4.A Participates in a variety of music activities with different tempos, genres, and rhythms.	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.	
	MD1.2.1d Demonstrates hopping with the concepts of space, effort, and relationship awareness.	Hops demonstrating some of the critical elements.	Hops consecutively demonstrating most of the critical elements with either foot.	Hops along varied pathways and directions.	Hops in response to beats/rhythms.	PD.1.B Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet.	PD.1.E Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target.	C-ARTS.1.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.E Creates in guided movement activities by copying dances and movements introduced by others.	M-GS.3.D Demonstrates understanding of direction terms (e.g., "forward," "backward," "around," "through," "to," "from," "towards").	PD.1.D Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements.	C-ARTS.4.A Participates in a variety of music activities with different tempos, genres, and rhythms.
	MD1.2.1e Demonstrates skipping with the concepts of space, effort, and relationship awareness.	Skips demonstrating some of the critical elements.	Skips demonstrating most of the critical elements.	Skips along varied pathways and directions.	Skips in response to beats/rhythms.	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.	M-GS.3.D Demonstrates understanding of direction terms (e.g., "forward," "backward," "around," "through," "to," "from," "towards").	C-ARTS.1.A Participates in guided movement activities by copying dances and movements introduced by others.	C-ARTS.1.E Creates in guided movement activities by copying dances and movements introduced by others.	C-ARTS.4.A Participates in a variety of music activities with different tempos, genres, and rhythms.	C-ARTS.1.AA Moves body spontaneously to music.	PD.1.D Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements.	C-ARTS.4.A Participates in a variety of music activities with different tempos, genres, and rhythms.
	MD1.2.1f Demonstrates a leap with the concepts of space, effort, and relationship awareness.	Leaps demonstrating some of the critical elements.	Leaps demonstrating most of the critical elements with either foot.	Leaps forward from small to moderate distance and/or height.	Leaps forward with increasing distance and height.	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.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.	M-GS.3.E Demonstrates understanding of direction terms (e.g., "near," "far") using gestures or objects.	M-GS.3.D Demonstrates understanding of direction terms (e.g., "forward," "backward," "around," "through," "to," "from," "towards").	C-ARTS.1.A Participates in guided movement activities by copying dances and movements introduced by others.		
	MD1.2.2 Demonstrates jumping and landing with the concepts of space, effort, and relationship awareness.	Jumps from a low object and lands, demonstrating some of the critical elements.	Jumps from a low object and lands, demonstrating most of the critical elements	Jumps and lands with control from varied levels (e.g., high to low, low to high, or low to low).	Jumps and lands with control over objects of varying levels/distances (e.g., a cone, a jump rope, a pool noodle, floor lines).	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.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.	M-GS.3.AA Demonstrates understanding of movement terms (e.g., "up," "down") by using gestures or objects.	M-GS.3.E Demonstrates understanding of direction terms (e.g., "near," "far") using gestures or objects.	M-GS.3.D Demonstrates understanding of direction terms (e.g., "forward," "backward," "around," "through," "to," "from," "towards").		

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Standard	Indicator	Sample Progression 1	Sample Progression 2	Sample Progression 3	Sample Progression 4	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	Alignment 8
STANDARD 1 All students shall develop a variety of motor skills.	MD1.2.3 Demonstrates transferring weight on multiple body parts.	Transfers weight from one body part to another.	Transfers weight on one or more body parts to another (e.g., an animal walk).	Rolls using different body positions from side to side on a flat surface (e.g., egg roll, log roll, pencil roll).	Rolls forward using a round body position.	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.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.	M-GS.3.AA Demonstrates understanding of movement terms (e.g., "up," "down") 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-M.1.A Demonstrates understanding of length terms (i.e., "longer," "shorter") and height terms (i.e., "taller," "shorter") using gestures or objects.		
	MD1.2.4 Demonstrates non-locomotor skills with the concepts of space, effort, and relationship awareness.	Performs curling, stretching, twisting, and bending in self-space.	Performs swaying, swinging, shrinking/expanding, rocking, pushing/pulling, and turning in self-space.	Performs curling, stretching, twisting, and bending in response to beats/rhythms.	Performs swaying, swinging, shrinking/expanding, rocking, pushing/pulling, and turning in response to beats/rhythms.	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.D Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements.	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.E Creates and leads dances or movement sequences and begins to synchronize music with movement.	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.	M-GS.3.AA Demonstrates understanding of movement terms (e.g., "up," "down") by using gestures or objects.
	MD1.2.5 Demonstrates balancing on different body parts in a nondynamic environment.	Maintains momentary stillness on different bases of support.	Maintains increasing stillness on different bases of support with different body shapes.	Balances on different bases of support, combining levels and shapes.	Balances on different bases of support, combining levels and shapes on a low apparatus.	PD.1.B Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet.	PD.1.E Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target.	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.				
	MD1.2.6 Demonstrates bouncing a ball in a variety of practice tasks.	Drops and catches a ball on the rebound consecutively.	Pushes a ball down with the preferred hand, consecutively demonstrating some of the critical elements.	Pushes a ball down with the preferred hand consecutively through open space, demonstrating most of the critical elements.	Uses preferred and/or non-preferred hand through various challenges, including beats/rhythms.	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.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.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.	SC-P4.D Describes and discusses the motion of objects and that motion can change based on different factors.	SC-P4.AA Explores the motion of objects by pushing and pulling objects and identifies whether an object is stationary or moving.	SC-P4.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.	
	MD1.2.7 Demonstrates rolling a ball in a variety of non-dynamic practice tasks.	Rolls one-handed/twohanded demonstrating some of the critical elements.	Rolls one-handed/twohanded demonstrating most of the critical elements.	Rolls one-handed/twohanded with increasing force and distance.	Roll one-handed/twohanded with increased accuracy to a target.	SC-P4.AA Explores the motion of objects by pushing and pulling objects and identifies whether an object is stationary or moving.	PD.1.C Begins to coordinate upper and lower body, such as when riding a scooter or tricycle. Kicks and throws forward toward another person or target.	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.	SC-P4.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-P4.D Describes and discusses the motion of objects and that motion can change based on different factors.	SC-P4.E Compares and contrasts how different factors change the motion of objects.	SC-P4.B With teacher guidance, recognizes that when objects collide, the impact can change the speed, direction, or stop an object.	
	MD1.2.8 Demonstrates catching in a variety of non-dynamic practice tasks.	Tosses to self just above head and catches in front of chest with two hands demonstrating some of the critical elements.	Catches a large ball from a short distance traveling at a slow speed demonstrating some of the critical elements.	Catches a large ball demonstrating most of the critical elements.	Catches a ball from varied trajectories demonstrating most of the critical elements (e.g., rolling, bouncing, high arc).	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.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.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.	SC-P4.D Describes and discusses the motion of objects and that motion can change based on different factors.			
	MD1.2.9 Demonstrates throwing in a variety of non-dynamic practice tasks.	Throws underhand/overhand demonstrating some of the critical elements.	Throws underhand/overhand demonstrating most of the critical elements.	Throws underhand/overhand with increasing force and distance.	Throws underhand/overhand with increased accuracy to a target.	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.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.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.	SC-P4.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-P4.E Compares and contrasts how different factors change the motion of objects.			

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MD1.2.10 Demonstrates kicking a ball in a variety of non-dynamic practice tasks.	Kicks a stationary ball forward demonstrating some of the critical elements.	Kicks a stationary ball with a two-step approach forward demonstrating some of the critical elements.	Kicks a ball toward a large target with increased force and accuracy.	Kicks a moving ball with a two-step approach toward a large target.	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.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.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.	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.D Describes and discusses the motion of objects and that motion can change based on different factors.				
	Contacts a ball using the inside of the foot, sending it forward.	Dribbles a ball with the inside of either foot at a slow speed through general space, demonstrating some of the critical elements.	Dribbles a ball with the inside of either foot around stationary objects, demonstrating most of the critical elements.	Dribbles a ball with the inside of either foot, changing speed and direction when prompted.	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.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.	M-GS.3.D Demonstrates understanding of direction terms (e.g., "forward," "backward," "around," "through," "to," "from," "towards").	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.D Describes and discusses the motion of objects and that motion can change based on different factors.	SC-P.4.E Compares and contrasts how different factors change the motion of objects.			
	Contacts a lightweight object (e.g., a balloon) using different body parts.	Contacts a lightweight object, sending it upward.	Strikes a lightweight object upward consecutively.	Strikes a lightweight object upward consecutively while moving to open space.	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.	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.D Describes and discusses the motion of objects and that motion can change based on different factors.	M-GS.3.A Demonstrates understanding of location terms (e.g., "in," "on," "under," "over") by using gestures or objects.	M-GS.3.D Demonstrates understanding of direction terms (e.g., "forward," "backward," "around," "through," "to," "from," "towards").	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.		
	Explores ways to strike a lightweight object using a short-handled implement (e.g., using different striking patterns).	Strikes a lightweight object (e.g., a balloon), sending it forward and up.	Strikes a lightweight object with a low to high motion toward a partner, demonstrating some of the critical elements.	Strikes a lightweight object with a low to high motion back and forth with a partner with increasing consistency.	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.	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.	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.D Describes and discusses the motion of objects and that motion can change based on different factors.	SC-P.4.E Compares and contrasts how different factors change the motion of objects.	SC-P.4.B With teacher guidance, recognizes that when objects collide, the impact can change the speed, direction, or stop an object.			
	Strikes a supported ball (e.g., suspended, on a tee, on a cone, on the floor) with a long-handled implement, sending it forward.	Strikes an object toward open space, demonstrating some of the critical elements.	Strikes an object toward open space, demonstrating most of the critical elements.	Strikes an object toward open space with increased force and accuracy.	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.	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.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.D Describes and discusses the motion of objects and that motion can change based on different factors.	SC-P.4.E Compares and contrasts how different factors change the motion of objects.	M-GS.3.D Demonstrates understanding of direction terms (e.g., "forward," "backward," "around," "through," "to," "from," "towards").			
	Performs lyric-directed dances with simple steps/movements.	Travels using locomotor movements to a rhythm (e.g., marching slowly).	Performs simple locomotor and nonlocomotor skills while manipulating a scarf, ribbon, or small prop to a rhythm.	Performs locomotor and non-locomotor movements to a rhythmic beat along varied pathways and directions.	C-ARTS.1.AA Moves body spontaneously to music.	C-ARTS.1.A Participates in guided movement activities by copying dances and movements introduced by others.	C-ARTS.1.B Recalls short, simple dances and movement sequences previously introduced by others.	C-ARTS.1.E Creates and leads dances or movement sequences and begins to synchronize music with movement.	C-ARTS.4.A Participates in a variety of music activities with different tempos, genres, and rhythms.	M-GS.3.D Demonstrates understanding of direction terms (e.g., "forward," "backward," "around," "through," "to," "from," "towards").	C-ARTS.1.C Creates short dances or movement sequences.	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.	
	Executes a single jump with a self-turned rope forward or backward.	Executes consecutive jumps with a self-turned rope forward or backward.	Jumps a long rope with teacher-assisted turning.	Enters and jumps a moving long rope with teacher-assisted turning.	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.D Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements.	PD.1.E Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target.					

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STANDARD 2 All students shall apply knowledge related to movement and fitness concepts.	MD1.2.17 Demonstrates water safety skills.	Demonstrates how to properly put on and secure a lifejacket/personal flotation device (PFD) with teacher assistance.	Demonstrates safety rules and strategies (e.g., look for the lifeguard, never swim alone).	Identifies general space and moves through it while avoiding objects and others.		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.	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.		
	MD2.2.1 Recognizes personal space and where to move in general space.	Identifies personal space and can maintain their personal space during lesson tasks.	Demonstrates safety rules and strategies (e.g., look for the lifeguard, never swim alone).	Identifies general space and moves through it while avoiding objects and others.		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).	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.	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.	
	MD2.2.2 Identifies simple strategies in chasing and fleeing across a variety of activities.	Describes how the role of a chaser is different than the role of a flee.	Identifies specific fleeing strategies (e.g., open space, takes, and deception) that prolongs chasing and fleeing activities.	Identifies specific chasing strategies (e.g., limit space, angles, and balance) that allow the chaser to tag those fleeing.		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.	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.	SOC.2.D Recognizes that people have different thoughts and opinions within a community.	
	MD2.2.3 Demonstrates knowledge of movement concepts.	Identifies movement concepts.	Distinguishes among movement concepts (space, effort, and relationship).	Demonstrates movement concepts as related to various locomotor, nonlocomotor, and manipulative skills (e.g., body awareness).		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.	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.D Demonstrates understanding of direction terms (e.g., "forward," "backward," "around," "through," "to," "from," "towards").	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.	
	MD2.2.4 Demonstrates knowledge of locomotor, non-locomotor, and manipulative skills in movement settings.	Identifies locomotor, nonlocomotor, and manipulative skills.	Describes locomotor, non-locomotor, and manipulative skills as they are utilized across movement settings.	Demonstrates various locomotor, nonlocomotor, and manipulative skills across movements.		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.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.			
	MD2.2.5 Demonstrates knowledge of non-locomotor, locomotor, and movement concepts used in dance and rhythms.	Identifies movement concepts in dance and rhythms.	Demonstrates different movement concepts in dance and rhythm.	Explores different forms of dance movements (e.g., cultural and contemporary).	Demonstrates movement concepts in a simple student-created dances (with partners or small groups).	C-ARTS.1.AA Moves body spontaneously to music.	C-ARTS.1.A Participates in guided movement activities by copying dances and movements introduced by others.	C-ARTS.1.B Recalls short, simple dances and movement sequences previously introduced by others.	C-ARTS.1.C Creates short dances or movement sequences.	C-ARTS.1.E Creates and leads dances or movement sequences and begins to synchronize music with movement.	C-ARTS.4.A Participates in a variety of music activities with different tempos, genres, and rhythms.	C-ARTS.1.D Leads dances or movement sequences and demonstrates them to others.	C-ARTS.4.C Recognizes differences between a variety of music activities with different tempos, genres, and rhythms.
	MD2.2.6 Demonstrates knowledge of pathways, shapes, and levels in a variety of activities.	Identifies pathways (straight, curved, zigzag), shapes (e.g., wide or narrow), and levels (high, medium, low).	Travels using different pathways, shapes, and levels.	Performs skills with varied pathways, shapes, or levels (e.g., balancing at a low and/or high level).	Combines pathways, shapes, and levels into simple dance or gymnastic sequences.	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.	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.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").	C-ARTS.1.C Creates short dances or movement sequences.	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.	
	MD2.2.7 Recognizes physical activities that contribute to being strong and healthy.	Describes being strong and healthy.	Identifies physical activities that contribute to being strong and healthy.	Self-selects activities for their physical literacy journey.	Describes the importance of physical activity in their physical literacy journey.	PD.5.C Begins to understand how eating a variety of foods and proper hydration helps the body grow and be healthy.	PD.5.E Understands and describes different foods and how they give our bodies nutrients and energy.	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.	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.	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.			

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MD2.2.8 Recognizes the importance of a warm-up and a cool-down.	Identifies warm-up and cool-downs.	Describes the differences between a warm-up and a cool-down.	Describes the benefits and importance of a warm-up and cool-down.	Performs a variety of warm-up and cool-down activities.		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.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.	ATL.7.B Independently follows two- to three-step verbal adult directions.					
	MD2.2.9 Identifies the heart as a muscle that gets stronger with physical activity.	Locates the heart on both their body and a visual representation of a person.	Identifies the changes in heart rate as a result of physical activity.	Explains that the heart is a muscle that grows stronger with physical activity.		LL-LC.1.AA Points to familiar objects, people, body parts, or emotions.	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.							
	MD2.2.10 Recognizes that regular physical activity is good for their health.	Identifies the components of good health as physical activity (what you do) and nutrition (how you fuel your body).	Describes the importance of physical activity as it relates to good health.			PD.5.C Begins to understand how eating a variety of foods and proper hydration helps the body grow and be healthy.	PD.5.E Understands and describes different foods and how they give our bodies nutrients and energy.	PD.5.D Demonstrates understanding and categorizes different food types such as vegetables, fruit, grains, protein, and dairy.						
	MD2.2.11 Recognizes physiological changes in their body during physical activities.	Describes the physiological changes (e.g., sweating, breathing harder, increased heart rate, and increased body temperature) that occur in the body when participating in physical activity.	Selects a physical activity and identifies the physiological changes in one's body.			LL-LC.1.AA Points to familiar objects, people, body parts, or emotions.	LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.	LL-LC.2.AA Verbally labels familiar objects, body parts, people, or emotions using one-word responses.	SOC.5.D Describes how people and things change over time and will continue to change into the future.	SC-SP.1.B Observes and describes cause and effect.				
	MD2.2.12 Recognizes that food and liquid (drink) choices provide energy for physical activity.	Describes food and hydration as the basic building blocks for energy.	Identifies nutrient dense foods versus foods that lack energy-supplying nutrients.			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.	PD.5.A Recognizes and identifies a variety of different food.					
	MD2.2.13 Demonstrates knowledge of water safety skills.	Recognizes water safety signs and symbols. (e.g., depth markers, no diving, no swimming).	Identifies basic water safety rules (e.g., feet in the sand until the lifeguard is in the stand and PFDs must always be worn while on a boat).	Explains the role of adults near water.		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.	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.	LL-BK.3.AA Identifies familiar images or logos in environmental print.		
MD3.2	MD3.2.1 Recognizes the feelings others may have in a variety of physical activities.	Recognize that others may have different feelings and abilities.	Uses listening skills to identify what others want or need.	Recognizes when a classmate needs help and takes action.	Describes how their words and actions can affect others.	IS.4.A With adult modeling and one-on-one support, verbally or nonverbally names observable emotions and experiences of others.	IS.4.B With adult prompts, compares their own characteristics and emotions to those of others.	IS.4.C With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations.	IS.4.D With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others.	IS.4.E With minimal teacher prompts, demonstrates empathy by providing support for others through assistance or advocacy.	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.		
	MD3.2.2 Demonstrates the ability to encourage others.	Demonstrates ability to clap, cheer, and congratulate a peer with teacher assistance.	Demonstrates the ability to clap, cheer, and congratulate a peer.	Appropriately communicates encouragement during fatigue or unsuccessful attempts.	Appropriately communicates praise for effort or completion of a skill.	IS.5.B With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	IS.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	IS.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.	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.	IS.3.E Demonstrates strong self-confidence through words or actions including sharing pride and celebrating others in relation to self, family, community, or culture.	IS.4.E With minimal teacher prompts, demonstrates empathy by providing support for others through assistance or advocacy.			
	MD3.2.3 Uses communication skills to share in a physical activity setting.	Demonstrates some active listening strategies when others are speaking.	Demonstrates verbal etiquette (e.g., please, excuse me, and thank you) while sharing space and/or equipment.	Appropriately communicates needs, wants, and ideas.	Demonstrates the ability to work with a partner or small group	LL-LC.4.AA Communicates with peers and teachers using nonverbal gestures like pointing, shrugging shoulders, or giving a thumbs-up.	LL-LC.4.B Initiates or joins conversations and engages in conversational turn-taking with at least one feedback loop using both verbal and nonverbal communication.	LL-LC.4.C Initiates or joins conversations and engages in conversational turn-taking with at least two feedback loops that remain on topic.	LL-LC.4.E Modifies conversations based on the context or listener.	IS.5.B With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	ATL.2.B Plays, works on tasks, or participates in activities with peers with adult prompting (associative play).	LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.		
	MD3.2.4 Responds appropriately to feedback from the teacher.	Demonstrates ability to follow directions and incorporate feedback with multiple reminders.	Demonstrates ability to incorporate feedback with minimal reminders.	Applies feedback in a timely manner with minimal reminders.		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.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.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).			
	MD3.2.5 Demonstrates respectful choices that contribute to positive social interactions in movement.	Praises the movement performance of both more and less skilled peers as they progress along their physical literacy journey.	Recognizes the role of respectful interactions with others when participating in physical activity.	Recognizes and demonstrates elements of cooperation and teamwork with partner(s), small group, and whole group.	Describes why following game rules is important in a physical activity setting to create a welcoming environment.	IS.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	IS.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.	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.	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).	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).			

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STANDARD 3 All students shall develop social skills through movement.	MD3.2.6 Describes why following the rules is important for safety and fairness.	Recalls safety rules for physical education.	Describes why rules are important for safety during physical activity.	Explains how following rules impacts fairness in physical activity.		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.	PD.6.C Independently follows safety procedures.	PD.6.D Understands and describes the importance of safety procedures.	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.2.E Establishes rules with peers during play or structured activities (cooperative play).
	MD3.2.7 Makes safe choices with physical education equipment.	Recalls safety rules for the use of equipment.	Identifies potential risks with equipment.	Demonstrates the ability to make safe choices with equipment for oneself.	Demonstrates the ability to make safe choices with equipment for self and others.	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.	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.	
	MD3.2.8 Discusses problems and solutions with teacher support in a physical activity setting.	Identifies and describes a problem within a physical activity setting (e.g., unintentional contact).	Uses an appropriate solution when supported by the teacher.	Selects a solution to address a problem in a physical activity setting with limited teacher support.	Reflects on the use of possible solutions discussing what worked and what did not.	IS.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.	IS.7.C When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise).	IS.7.D With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise).	IS.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.4.D Assesses or reflects upon activity or task outcome or product.	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.4.E Assesses tasks and makes adjustments to strategies for updates or revisions.
	MD3.2.9 Makes fair choices as directed by the teacher in a physical activity setting.	Identifies fair choices for a selected activity.	Demonstrates fair behavior (e.g., being honest, taking turns, letting others go first, trading equipment, respecting personal space) when directed by the teacher.	Independently demonstrates fair behavior (e.g., being honest, taking turns, letting others go first, trading equipment, respecting personal space).		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 cooperative decisions with peers during play or structured activities (cooperative play).	IS.5.B With teacher feedback, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	IS.5.D Often uses and demonstrates teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.	ATL.7.C Starts or stops their thoughts, opinions, directions or previously established rules (e.g., raises hand and waits for a turn).	SOC.2.E Shares how their thoughts, opinions, choices, and actions can impact their community.
	MD3.2.10 Identifies and/or participates in physical activities representing different cultures.	Explores examples of activities from different cultures.	Participates in physical activities from another culture.	Identifies an activity from another culture that is personally interesting.		IS.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence.	IS.3.D Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.	IS.3.E Demonstrates strong self-confidence through words or actions including sharing pride and celebrating others in relation to self, family, community, or culture.	SOC.1.D Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations.	SOC.1.E Explains why it's important to recognize and celebrate differences in families, such as their languages, music, food, or celebrations.	C-ARTS.5.A Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques.	
	MD3.2.11 Identifies ways to create an inclusive space for all ability levels.	Identifies what an inclusive space looks, feels, and sounds like.	Contributes to an inclusive space through verbal and non-verbal communication/actions.	Recognizes the value of all voices (e.g., share the mic and step forward/back) in partner/small group physical activities.	Reflects on ways to continue to build an inclusive space for all abilities.	IS.4.E With minimal teacher prompts, demonstrates empathy by providing support for others through assistance or advocacy.	IS.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.	IS.5.E Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.	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.	SOC.2.D Recognizes that people have different thoughts and opinions within a community.	ATL.4.D Assesses or reflects upon activity or task outcome or product.	IS.4.C With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations.
STANDARD 4 All students shall develop personal skills, identify personal benefits of movement, and choose to engage in physical activity.	MD4.2.1 Identifies physical activities that can meet the need for self-expression.	Describes ways to express oneself through physical activity.	Identifies one activity that meets the need for self-expression.	Explains that sometimes people engage in physical activities to express themselves.		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.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.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.	ATL.4.A Uses two to three words or nonverbal actions (gestures, body language, facial expressions) to explain activities they are engaging in.	
	MD4.2.2 Identifies physical activities that can meet the need for social interaction.	Describes ways one might socially interact in physical activity.	Identifies one activity that meets the need for social interaction.	Explains that sometimes people engage in physical activities as a way to socially interact with others.		IS.5.B With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	IS.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	IS.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.	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.	ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play).	LL-LC.4.B Initiates or joins conversations and engages in conversational turn-taking with at least one feedback loop using both verbal and nonverbal communication.	ATL.2.C Makes cooperative decisions with peers based on adult provided choices (associative play).
	MD4.2.3 Identifies ways that movement positively affects personal health.	Describes one way that movement positively affects personal health.	Describes multiple ways movement positively affects personal health.	Identifies one way that movement will be part of their physical literacy journey.	Identifies more than one way that movement will be part of their physical literacy journey.	PD.5.E Understands and describes different foods and how they give our bodies nutrients and energy.	PD.5.C Begins to understand how eating a variety of foods and proper hydration helps the body grow and be healthy.					
	MD4.2.4 Identifies preferred physical activities based on personal interests.	Identifies one activity that is of personal interest within physical education.	Identifies three activities that are of personal interest within physical education.	Identifies multiple physical activities that are available in the community that meet personal interests.		ATL.8.AA Self-selects toy, activity, or Center to engage in when provided with choices.	ATL.3.AA Exhibits curiosity and interest in activities and materials. Repeats preferred activities.	ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own.	IS.6.E Seeks out opportunities to complete age-appropriate tasks independently.	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.4.A Verbally or nonverbally identifies common locations in their neighborhood and community and their features (library, store, park, etc.).	
	MD4.2.5 Recognizes individual challenges through movement.	Explains that some physical activities can be hard or challenging in physical education.	Identifies one physical activity that is personally challenging.	Demonstrates the ability to practice a challenging skill for improvement as prompted by the teacher.	Recognizes how enjoyment can occur when increasing the challenge to a skill/activity (e.g., increasing the distance to a target).	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.5.D With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error).	IS.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.	ATL.4.D Assesses or reflects upon activity or task outcome or product.	ATL.4.C Monitors the completion of a task and identifies preferred elements of a work product or task.

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Standard	Indicator	Sample Progression 1	Sample Progression 2	Sample Progression 3	Sample Progression 4	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	Alignment 8
MD4.2.6 Sets observable short-term goals.	MD4.2.6 Sets observable short-term goals.	Defines what a short-term goal is in their own words.	Defines some elements of a short-term goal.	Articulates a short-term goal that is realistic to achieve during a physical education class.	Sets and accomplishes a short-term goal during the physical education class period.	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.7.E Regulates impulses to complete tasks and engages in goal-directed behavior.	ATL.4.B Verbally or nonverbally demonstrates an understanding of accomplishing a task. May verbally explain work product.	ATL.4.D Assesses or reflects upon activity or task outcome or product.		
	MD4.2.7 Recognizes movement strengths and the need for practice for individual improvement.	Explains that everyone has skills they are proficient at in physical education.	Explains that everyone has skills they can work on in physical education.	Identifies, in their own words, a skill that they are proficient at in physical education.	Identifies, in their own words, a skill that they would like to work on in physical education.	IS.3.E Demonstrates strong self-confidence through words or actions including sharing pride and celebrating others in relation to self, family, community, or culture.	ATL.4.B Verbally or nonverbally demonstrates an understanding of accomplishing a task. May verbally explain work product.	ATL.4.C Monitors the completion of a task and identifies preferred elements of a work product or task.	ATL.4.D Assesses or reflects upon activity or task outcome or product.	ATL.4.E Assesses tasks and makes adjustments to strategies for updates or revisions.	IS.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.	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.4.E Assesses tasks and makes adjustments to strategies for updates or revisions.
	MD4.2.8 Identify techniques (e.g., breathing, counting) to assist with managing emotions and behaviors in a physical activity.	Identifies emotions that can happen during physical activities.	Explains the importance of managing behaviors resulting from emotions in physical activities.	Identifies several techniques that can be used to manage behaviors resulting from emotions in physical activities.	Demonstrates one technique that can be used to manage behaviors resulting from emotions during physical activities.	IS.1.B With adult modeling and visual supports, verbally or nonverbally identifies and labels emotions such as happiness, excitement, anger, fear, and sadness in self.	IS.1.C With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations.	IS.1.D Independently verbally or nonverbally names and describes their own emotions.	IS.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult.	IS.2.D Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance.	ATL.7.E Regulates impulses to complete tasks and engages in goal-directed behavior.	IS.2.E Supports peers in regulating their emotions through coregulation. Seeks and accepts coregulation assistance when needed.	
	MD4.2.9 Reflects on the enjoyment of movement experiences within physical education class.	Rates enjoyment of physical activities with teacher support (e.g., thumb-o-meter, fist to five, and emoji icons).	Identifies one reason why an activity was enjoyable or not enjoyable.	Describes one way to increase the enjoyment of an activity with teacher support.		ATL.4.A Uses two to three words or nonverbal actions (gestures, body language, facial expressions) to explain activities they are engaging in.	ATL.4.B Verbally or nonverbally demonstrates an understanding of accomplishing a task. May verbally explain work product.	ATL.4.C Monitors the completion of a task and identifies preferred elements of a work product or task.	ATL.4.D Assesses or reflects upon activity or task outcome or product.	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.AA Self-selects toy, activity, or Center to engage in when provided with choices.	ATL.4.E Assesses tasks and makes adjustments to strategies for updates or revisions.	

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Standard	Topic	Indicator	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	Alignment 8
Standard 1a: Mental and Emotional Health	Emotions, Feelings, and Relationships	MD1a.P.1 Identify a variety of big or strong emotions.	IS.1.B With adult modeling and visual supports, verbally or nonverbally identifies and labels emotions such as happiness, excitement, anger, fear, and sadness in self.	IS.1.C With occasional adult prompts, verbally or nonverbally identifies and describes their emotions and begins to connect those emotions with situations.	IS.1.D Independently verbally or nonverbally names and describes their own emotions.	IS.1.E Identifies that they can have different emotions about the same situation.	LL-LC.2.AA Verbally labels familiar objects, body parts, people, or emotions using one-word responses.			
		MD1a.P.2 State that anger and other big or strong emotions are common.	IS.1.B With adult modeling and visual supports, verbally or nonverbally identifies and labels emotions such as happiness, excitement, anger, fear, and sadness in self.	IS.1.E Identifies that they can have different emotions about the same situation.	IS.4.B With adult prompts, compares their own characteristics and emotions to those of others.	IS.4.C With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations.				
		MD1a.P.3 Identify the characteristics of a friend.	IS.5.AA Mostly engages in play on own, but notices or takes an interest in peer or social situations.	IS.5.A Engages with peers with teacher modeling and participates in organized group activities.	IS.5.B With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	IS.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	IS.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.	IS.5.E Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.		
	Self and Social Awareness	MD1a.P.4 Recognize the feelings, personal space, and boundaries of another child.	IS.4.A With adult modeling and one-on-one support, verbally or nonverbally names observable emotions and experiences of others.	IS.4.B With adult prompts, compares their own characteristics and emotions to those of others.	IS.4.C With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations.	IS.4.D With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others.	IS.4.E With minimal teacher prompts, demonstrates empathy by providing support for others through assistance or advocacy.	LL-LC.4.E Modifies conversations based on the context or listener.		
		MD1a.P.5 Recognize the strengths of self and others.	IS.3.A With adult support, verbally or nonverbally identifies something about themselves.	IS.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.	IS.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence.	IS.3.D Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.	IS.3.E Demonstrates strong self-confidence through words or actions including sharing pride and celebrating others in relation to self, family, community, or culture.	IS.4.B With adult prompts, compares their own characteristics and emotions to those of others.	IS.4.AA With adult modeling and one-on-one support, verbally or nonverbally names observable characteristics of others.	IS.4.A With adult modeling and one-on-one support, verbally or nonverbally names observable emotions and experiences of others.
	Seeking Help	MD1a.P.6 Identify trusted adults at school who can support mental and emotional health.	IS.2.B Accepts offers of adult assistance to engage in coregulation.	IS.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult.	IS.6.B Requests or accepts (verbally or nonverbally) adult support with many tasks.	IS.6.C Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers.	IS.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.	SOC.2.A Verbally or nonverbally identifies a variety of community members within their community, such as in their neighborhood and school.	SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community.	
Standard 1b: Substance Use and Misuse	Medicine	MD1b.P.1 Define medicine.	PD.4.E Understands and describes the importance of self-care and hygiene routines.	LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").	LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions.	SC-LES.4.C Describes the needs of humans and animals and how their characteristics and behaviors support their needs, such as birds have beaks so they can dig for worms.				
		MD1b.P.2 Identify family rules about medicine use.	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.	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.		
		MD1c.P.1 Identify what is special about your family.	SOC.1.AA Identifies and recognizes self and family members.	SOC.1.A Understands family relationships in relation to self.	SOC.1.B Discusses the activities or celebrations that their family does together.	SOC.1.C Discusses the importance of their own family and the roles and responsibilities of various individuals in the family.	IS.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.	IS.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence.		

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Standard	Topic	Indicator	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	Alignment 8
Standard 1c: Family Life and Human Sexuality	Family Relationships	MD1c.P.2 Recognize that a family is a group of people who can support one another.	SOC.1.AA Identifies and recognizes self and family members.	SOC.1.A Understands family relationships in relation to self.	SOC.1.C Discusses the importance of their own family and the roles and responsibilities of various individuals in the family.	IS.2.B Accepts offers of adult assistance to engage in coregulation.	IS.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult.	IS.6.C Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers.	IS.4.E With minimal teacher prompts, demonstrates empathy by providing support for others through assistance or advocacy.	
		MD1c.P.3 Recognize that there are different types of families.	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.	SOC.1.AA Identifies and recognizes self and family members.	SOC.1.A Understands family relationships in relation to self.			
	Dignity and Respect	MD1c.P.4 Recognize that people express themselves in many different ways.	IS.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence.	IS.3.D Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.	LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.	LL-LC.4.AA Communicates with peers and teachers using nonverbal gestures like pointing, shrugging shoulders, or giving a thumbs-up.	LL-WR.2.A Draws and/or writes to represent, express, or communicate interests.	C-ARTS.3.A Expresses self using a variety of art materials and tools.	C-ARTS.4.D Uses their voice or an instrument to express themselves and copy simple tempos.	
	Boundaries and Consent	MD1c.P.5 Recognize the medically accurate names for parts of the body that are private.	LL-LC.2.AA Verbally labels familiar objects, body parts, people, or emotions using one-word responses.	PD.4.E Understands and describes the importance of self-care and hygiene routines.	LL-LC.1.AA Points to familiar objects, people, body parts, or emotions.	LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions.				
		MD1c.P.6 Identify personal boundaries.	IS.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult.	IS.6.C Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers.	IS.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.	LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.	LL-LC.4.AA Communicates with peers and teachers using nonverbal gestures like pointing, shrugging shoulders, or giving a thumbs-up.	PD.6.E Understands and describes how to get help when there are unsafe objects, substances, or behaviors.	LL-LC.4.E Modifies conversations based on the context or listener.	
		MD1c.P.7 Identify everyone has the right to tell others not to touch their body when they do not want to be touched.	IS.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult.	IS.6.C Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers.	IS.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.	PD.6.E Understands and describes how to get help when there are unsafe objects, substances, or behaviors.				
	Physical Safety	MD1d.P.1 Identify people in a school who can help when someone is injured or suddenly ill.	SOC.2.A Verbally or nonverbally identifies a variety of community members within their community, such as in their neighborhood and school.	SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community.	PD.6.AA Begins to recognize and accept help when following safety procedures.	PD.6.E Understands and describes how to get help when there are unsafe objects, substances, or behaviors.	PD.6.D Understands and describes the importance of safety procedures.	IS.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.	PD.6.A With teacher guidance, follows safety procedures.	
MD1d.P.2 Identify safety rules in the home.		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.	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.			
MD1d.P.3 Identify household cleaning products.		PD.6.E Understands and describes how to get help when there are unsafe objects, substances, or behaviors.	PD.6.D Understands and describes the importance of safety procedures.	PD.6.B Demonstrates understanding of safety procedures and begins to initiate.	LL-LC.2.AA Verbally labels familiar objects, body parts, people, or emotions using one-word responses.					
Standard 1d: Safety and Health	Trusted Adults	MD1d.P.4 Demonstrate verbal and nonverbal ways to ask trusted adults for help, including how to report unsafe, scary, or harmful situations in the home, school, or community.	IS.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult.	IS.6.C Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers.	IS.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.	IS.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.	PD.6.E Understands and describes how to get help when there are unsafe objects, substances, or behaviors.	LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.		

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Standard	Topic	Indicator	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	Alignment 8
Violence Prevention	Trusted Adults	MD1d.P.5 Identify sources of support that a student can go to if they or someone they know is being abused or assaulted.	IS.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult.	IS.6.C Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers.	IS.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.	SOC.2.A Verbally or nonverbally identifies a variety of community members within their community, such as in their neighborhood and school.	SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community.	PD.6.E Understands and describes how to get help when there are unsafe objects, substances, or behaviors.	SOC.2.A Verbally or nonverbally identifies a variety of community members within their community, such as in their neighborhood and school.	
	Safety around People	MD1d.P.6 Describe appropriate ways to communicate and/or show affection.	LL-LC.4.AA Communicates with peers and teachers using nonverbal gestures like pointing, shrugging shoulders, or giving a thumbs-up.	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.E Modifies conversations based on the context or listener.	IS.5.B With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	IS.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	IS.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.	IS.4.D With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others.	IS.4.E With minimal teacher prompts, demonstrates empathy by providing support for others through assistance or advocacy.
		MD1d.P.7 Demonstrate how to respond if someone makes you uncomfortable, unsafe, or disrespected.	IS.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult.	IS.6.C Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers.	IS.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.	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).	LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.	PD.6.E Understands and describes how to get help when there are unsafe objects, substances, or behaviors.	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).	
Standard 1e: Nutrition	Foods, Beverages, and Water	MD1e.P.1 Identify that water is important for the body.	PD.5.C Begins to understand how eating a variety of foods and proper hydration helps the body grow and be healthy.	PD.5.E Understands and describes different foods and how they give our bodies nutrients and energy.						
		MD1e.P.2 Identify foods and beverages that help people learn and grow.	PD.5.A Recognizes and identifies a variety of different food.	PD.5.B Demonstrates understanding of types of food and preferences.	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.			
	Eating Patterns	MD1e.P.3 Recognize how the body feels when hungry or full.	PD.5.B Demonstrates understanding of types of food and preferences.	PD.5.C Begins to understand how eating a variety of foods and proper hydration helps the body grow and be healthy.	IS.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult.					
		MD1e.P.4 Describe how eating breakfast helps a person think, work, and play.	PD.5.C Begins to understand how eating a variety of foods and proper hydration helps the body grow and be healthy.	PD.5.E Understands and describes different foods and how they give our bodies nutrients and energy.						
Standard 1f: Disease Prevention and Control	Oral Health	MD1f.P.1 Recognize that toothbrushing and flossing are something people do to take care of their bodies.	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.		
	Sun	MD1f.P.2 Recognize ways to stay safe in the sun.	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.	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.		
	Chronic and Infectious Disease	MD1f.P.3 Identify the steps for proper handwashing.	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.	ATL.8.A With one to one adult support, completes steps of a simple task or project (two to three steps).	
		MD2.2.1 Identify various influences that affect health and well-being, including family, peers, community, and media.	SOC.1.C Discusses the importance of their own family and the roles and responsibilities of various individuals in the family.	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.	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.	Tech.1.D With teacher guidance, uses technology devices and learning applications to play games, access or share information, or express themselves creatively.	Tech.2.E Explains why it is important to use safe behaviors when using technology devices and learning applications.		

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Standard 2: Analyze Influences		MD2.2.2 Determine the ways various influences affect personal health and well-being.	SOC.1.C Discusses the importance of their own family and the roles and responsibilities of various individuals in the family.	SOC.2.E Shares how their thoughts, opinions, choices, and actions can impact their community.	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.4.E Understands and describes the importance of self-care and hygiene routines.	PD.5.C Begins to understand how eating a variety of foods and proper hydration helps the body grow and be healthy.	Tech.2.E Explains why it is important to use safe behaviors when using technology devices and learning applications.	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.	
		MD2.2.3 Determine how various influences affect the health and well-being of others.	SOC.2.E Shares how their thoughts, opinions, choices, and actions can impact their community.	IS.4.C With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations.	IS.4.E With minimal teacher prompts, demonstrates empathy by providing support for others through assistance or advocacy.	IS.5.E Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.	IS.2.E Supports peers in regulating their emotions through coregulation. Seeks and accepts coregulation assistance when needed.	PD.6.E Understands and describes how to get help when there are unsafe objects, substances, or behaviors.		
Standard 3: Access Valid and Reliable Resources		MD3.2.1 Identify characteristics of trusted adults and other individuals who support health and well-being.	SOC.2.A Verbally or nonverbally identifies a variety of community members within their community, such as in their neighborhood and school.	SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community.	IS.2.B Accepts offers of adult assistance to engage in coregulation.	IS.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult.	IS.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.	PD.6.E Understands and describes how to get help when there are unsafe objects, substances, or behaviors.	IS.6.C Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers.	IS.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.
		MD3.2.2 Demonstrate when and how to seek help from others at home, at school, or in the community.	PD.6.E Understands and describes how to get help when there are unsafe objects, substances, or behaviors.	IS.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult.	IS.6.B Requests or accepts (verbally or nonverbally) adult support with many tasks.	IS.6.C Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers.	IS.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.	IS.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.	LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.	SOC.2.A Verbally or nonverbally identifies a variety of community members within their community, such as in their neighborhood and school.
		MD3.2.3 Locate school and community health helpers.	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.C Recognizes and describes that different people have different roles and responsibilities in the 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.).	PD.6.E Understands and describes how to get help when there are unsafe objects, substances, or behaviors.		
Standard 4: Interpersonal Communication		MD4.2.1 Express thoughts, feelings, wants, and needs to support the health and well-being of self and others.	LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.	LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions.	LL-LC.4.AA Communicates with peers and teachers using nonverbal gestures like pointing, shrugging shoulders, or giving a thumbs-up.	IS.1.C With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations.	IS.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult.	IS.4.E With minimal teacher prompts, demonstrates empathy by providing support for others through assistance or advocacy.	LL-WR.2.A Draws and/or writes to represent, express, or communicate interests.	
		MD4.2.2 Use active listening skills in a variety of situations.	IS.5.E Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.	LL-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.	LL-LC.4.E Modifies conversations based on the context or listener.			
		MD4.2.3 Demonstrate communication skills and strategies to use if uncomfortable, unsafe, or harmed.	PD.6.E Understands and describes how to get help when there are unsafe objects, substances, or behaviors.	IS.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult.	IS.6.C Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers.	IS.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.	LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.	LL-LC.4.E Modifies conversations based on the context or listener.	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).	
		MD4.2.4 Recognize ways to communicate and respect the boundaries of self and others.	LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.	LL-LC.4.E Modifies conversations based on the context or listener.	IS.4.B With adult support, compares their own characteristics and emotions to those of others.	IS.4.C With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations.	IS.4.D With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations.	IS.5.B With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	IS.4.E With minimal teacher prompts, demonstrates empathy by providing support for others through assistance or advocacy.	

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Maryland College and Career Ready Prekindergarten Standards for PreK-4 (2025) and Every Child Ready Standards Alignment										
Maryland College and Career Ready Prekindergarten Standards for PreK-4 (2025)			Every Child Ready Standards							
Standard	Topic	Indicator	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	Alignment 8
Standard 5: Decision-Making		MD4.2.5 Demonstrate ways to show kindness and compassion.	IS.4.D With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others.	IS.4.E With minimal teacher prompts, demonstrates empathy by providing support for others through assistance or advocacy.	IS.5.B With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	IS.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	IS.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.	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.		
		MD5.2.1 Identify when a health-related decision is needed to maintain or improve health and well-being.	PD.4.E Understands and describes the importance of self-care and hygiene routines.	PD.5.C Begins to understand how eating a variety of foods and proper hydration helps the body grow and be healthy.	PD.6.D Understands and describes the importance of safety procedures.	PD.6.E Understands and describes how to get help when there are unsafe objects, substances, or behaviors.	ATL.4.D Assesses or reflects upon activity or task outcome or product.	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.4.E Assesses tasks and makes adjustments to strategies for updates or revisions.	
		MD5.2.2 Recognize when help is needed for a health-related decision.	IS.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult.	IS.6.B Requests or accepts (verbally or nonverbally) adult support with many tasks.	IS.6.C Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers.	IS.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.	IS.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.	PD.6.E Understands and describes how to get help when there are unsafe objects, substances, or behaviors.	LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.	
		MD5.2.3 Describe options and potential outcomes for a health-related decision.	IS.7.C When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise).	IS.7.D With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise).	IS.7.E Independently suggests and chooses an adult-provided solution to a personal challenge or challenge with others (e.g., ask for help, compromise). Supports peers by suggesting solutions.	ATL.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).	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).	
		MD5.2.4 Choose an option that supports health and well-being.	IS.7.C When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise).	IS.7.D With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise).	ATL.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).	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.	PD.6.C Independently follows safety procedures.	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).	
Standard 6: Goal-Setting		MD6.2.1 Determine a health behavior to change or reinforce.	PD.4.E Understands and describes the importance of self-care and hygiene routines.	PD.5.C Begins to understand how eating a variety of foods and proper hydration helps the body grow and be healthy.	PD.5.E Understands and describes different foods and how they give our bodies nutrients and energy.	PD.6.D Understands and describes the importance of safety procedures.	ATL.4.D Assesses or reflects upon activity or task outcome or product.	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.4.E Assesses tasks and makes adjustments to strategies for updates or revisions.	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).
		MD6.2.2 Identify a goal that supports health and well-being.	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.7.E Regulates impulses to complete tasks and engages in goal-directed behavior.	ATL.4.B Verbally or nonverbally demonstrates an understanding of accomplishing a task. May verbally explain work product.	PD.4.E Understands and describes the importance of self-care and hygiene routines.	PD.5.C Begins to understand how eating a variety of foods and proper hydration helps the body grow and be healthy.	
		MD6.2.3 Determine who can help when assistance is needed to achieve a health-related goal.	IS.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult.	IS.6.B Requests or accepts (verbally or nonverbally) adult support with many tasks.	IS.6.C Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers.	IS.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.	IS.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.	PD.6.E Understands and describes how to get help when there are unsafe objects, substances, or behaviors.	SOC.2.A Verbally or nonverbally identifies a variety of community members within their community, such as in their neighborhood and school.	
		MD6.2.4 Describe actions that support reaching a health-related goal.	ATL.8.C With adult support, creates a goal for an activity and follows a simple plan.	ATL.8.D Creates and follows through with simple plans independently.	PD.5.C Begins to understand how eating a variety of foods and proper hydration helps the body grow and be healthy.	ATL.7.E Regulates impulses to complete tasks and engages in goal-directed behavior.	PD.4.B Demonstrates understanding of self-care and hygiene routines and begins to initiate.	PD.6.B Demonstrates understanding of safety procedures and begins to initiate.	ATL.8.E Plans simple steps for future activity goal.	PD.5.E Understands and describes different foods and how they give our bodies nutrients and energy.

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Standard	Topic	Indicator	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	Alignment 8
Standard 7: Practices and Behaviors		MD6.2.5 Take action to achieve a health-related goal.	ATL.7.E Regulates impulses to complete tasks and engages in goal-directed behavior.	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.	IS.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.	PD.4.C Completes self-care and hygiene routines with minimal assistance.	PD.6.C Independently follows safety procedures.	PD.4.D Independently completes self-care and hygiene routines.	
		MD6.2.6 Reflect on the results of goal-setting.	ATL.4.B Verbally or nonverbally demonstrates an understanding of accomplishing a task. May verbally explain work product.	ATL.4.C Monitors the completion of a task and identifies preferred elements of a work product or task.	ATL.4.D Assesses or reflects upon activity or task outcome or product.	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).			
		MD7.2.1 Identify practices and behaviors that support the health and wellbeing of self and others.	PD.4.E Understands and describes the importance of self-care and hygiene routines.	PD.5.C Begins to understand how eating a variety of foods and proper hydration helps the body grow and be healthy.	PD.5.E Understands and describes different foods and how they give our bodies nutrients and energy.	PD.6.D Understands and describes the importance of safety procedures.	IS.4.E With minimal teacher prompts, demonstrates empathy by providing support for others through assistance or advocacy.	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.	PD.6.E Understands and describes how to get help when there are unsafe objects, substances, or behaviors.	
		MD7.2.2 Demonstrate practices and behaviors that support the health and well-being of self and others.	PD.4.C Completes self-care and hygiene routines with minimal assistance.	PD.4.D Independently completes self-care and hygiene routines.	PD.6.C Independently follows safety procedures.	IS.4.E With minimal teacher prompts, demonstrates empathy by providing support for others through assistance or advocacy.	IS.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.	IS.5.E Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.		
		MD8.2.1 Make requests to support personal health and well-being.	LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.	IS.6.C Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with 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.	IS.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult.	IS.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.	SOC.3.AA Verbally or nonverbally expresses wants and needs with simple phrases or gestures.		
		MD8.2.2 Identify a variety of ways to support others in making health promoting choices.	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.	IS.4.D With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others.	IS.4.E With minimal teacher prompts, demonstrates empathy by providing support for others through assistance or advocacy.	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.	IS.4.C With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations.	SOC.2.E Shares how their thoughts, opinions, choices, and actions can impact their community.		
Standard 8: Advocacy		MD8.2.3 Encourage others to make healthpromoting choices.	IS.4.E With minimal teacher prompts, demonstrates empathy by providing support for others through assistance or advocacy.	IS.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	IS.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.	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.	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.			