

Montana Early Learning Standards and Every Child Ready Standards Alignment

Montana Early Learning Standards and Every Child Ready Standards Alignment													
Montana Early Learning Standards (2014)				Every Child Ready Standards									
Core Domain 1: Emotional and Social													
Domain	Standard	Benchmarks: What we want the child to be able to do	Indicators: Behaviors we might see	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	Alignment 8	Alignment 9	Alignment 10
Culture	Standard 1.1 – Culture Children develop an awareness of and appreciation for similarities and differences between themselves and others.	I. Demonstrate awareness, knowledge, and appreciation for another culture	The child may express through play, art, or interactions an understanding of a culture or language that is different from her own.	SOC.1.D Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations.	IS.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.	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.	C-ARTS.5.A Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques.	IS.4.B With adult prompts, compares their own characteristics and emotions to those of others.			
	Standard 1.2 – Family Children develop an awareness of the functions, contributions, and diverse characteristics of families.	J. Recognize similarities and differences between his family and other families	Read books about diverse families and varied family roles, such as "The Moccasin" by Earl Ehnsson. Along with discussing family similarities, encourage open dialogue about differences to assist each child in developing an appreciation for diversity.	SOC.1.D Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations.	IS.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.	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.B Discusses the activities or celebrations that their family does together.	SOC.1.A Understands family relationships in relation to self.			
Community	Standard 1.3 – Community Children develop an understanding of the basic principles of how communities function, including work roles and commerce.	I. Describe what she wants to be when grown up	The child may draw or describe what she wants to do or be when she grows up.	SOC.2.A Verbally or nonverbally identifies a variety of community members within their community, such as in their neighborhood and school.	SOC.2.B Recognizes their role within the classroom, neighborhood, and community, such as by voting in the classroom or being a member of the soccer team.	SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community.	SOC.2.D Recognizes that people have different thoughts and opinions within a community.	SOC.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.	ATL.1.D Carries out familiar roles during individual or collaborative role-play.				
	Standard 1.4 – Self-Concept Children develop an awareness and appreciation of themselves as unique, competent, and capable individuals.	I. Describe personal preferences and interests	Offer the child meaningful choices throughout the day and encourage the use of language to describe the reasons for those choices and preferences.	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.	ATL.4.C Monitors the completion of a task and identifies preferred elements of a work product or task.	PD.5.B Demonstrates understanding of types of foods and preferences.					
Emotional Development	Standard 1.5 – Self-Efficacy Children demonstrate a belief in their abilities.	I. Exhibit independence	The child may state what he or she wants and claim "I can do it myself!"	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.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.	IS.6.C Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers.	ATL.7.D Independently completes simple assignment or task despite normal classroom environment distractions.	ATL.8.D Creates and follows through with simple plans independently.	ATL.9.C Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and wants to return, or fall on the slide yesterday, so exercises caution today).	ATL.4.C Monitors the completion of a task and identifies preferred elements of a work product or task.	IS.6.E Seeks out opportunities to complete age-appropriate tasks independently		
	Standard 1.6 – Self-Regulation Children manage their internal states, feelings, and behavior and develop the ability to adapt to diverse situations and environments.	I. Participate in developing program rules and guidelines for group games and interactive play and pay attention when rules are not followed	The child may create and enforce rules for play and routines by saying such things as "You can't knock down someone else's blocks" or "You're 'posed' to put your picture on the drying table." The child may even correct his own behavior with an "oops" and quick return when he forgets to take off his snowy boots by the door.	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).	IS.2.D Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance.	ATL.3.D Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed.	ATL.4.C Monitors the completion of a task and identifies preferred elements of a work product or task.	ATL.5.B Shifts between tasks or activities, including ending preferred activities, with adult support.	ATL.5.C Adjusts to changes in the environment or schedule with adult guidance and advance warning.	ATL.6.D Refocuses attention to independent or group activity after minor distraction.	IS.2.C Begins to connect their emotions with their needs and requests negotiation assistance from a trusted adult.	
	Standard 1.7 – Emotional Expression Children express a wide and varied range of feelings through their facial expressions, gestures, behaviors, and words.	J. Modify behaviors and emotions based on the environment and situation	The child may express differing levels of emotional intensity, depending on the situation or mood, such as more easily becoming frustrated when she is tired and hungry or displaying more difficulty cooperating with peers when there are limited play materials.	IS.1.A Verbally or nonverbally expresses basic emotions, such as happy, surprised, angry, scared, frustrated, and sad, while an adult adds emotion labels to that expression.	IS.1.B With adult modeling and visual supports, verbally or nonverbally identifies and labels emotions such as happiness, surprise, anger, fear, and sadness in self.	IS.1.C With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations.	IS.1.D Independently verbally or nonverbally names and describes their own emotions.	IS.7.A Listens to or follows a solution provided by an adult. May communicate discomfort or dysregulation and require additional time to regulate while responding.	LL-1C.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").	IS.4.B With adult prompts, compares their own characteristics and emotions to those of others.	ATL.5.C Adjusts to changes in the environment or schedule with adult guidance and advance warning.		
Social Development	Standard 1.8 – Interaction with Adults Children show trust, develop emotional bonds, and interact comfortably with adults.	I. Seek adult affirmations	The child may seek adult attention and affirmations by saying, "Watch me!" or "I made a picture for you."	IS.2.C Begins to connect their emotions with their needs and requests negotiation 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.	ATL.4.AA Verbally or nonverbally shares activities they are engaging in with a trusted adult.	LL-1C.4.A Initiates a brief verbal or nonverbal social interaction with adults or peers engaging in a one-way interaction.					
	Standard 1.9 – Interaction with Peers Children interact and build relationships with peers as they expand their world beyond the family and develop skills in cooperation, negotiation, and showing empathy.	I. Use problem-solving strategies when conflicts arise with peers	The child may negotiate with peers to solve problems, using increasingly less support from adults.	IS.7.C When faced with a personal challenge or challenge with others, seeks 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.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 reading or responding to the emotions of others.	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.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.A Engages with peers with teacher modeling and participates in organized group activities.	

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Montana Early Learning Standards (2014) Core Domain 2: Physical Development				Every Child Ready Standards								
Domain	Standard	Benchmarks: What we want the child to be able to do	Indicators: Behaviors we might see	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	Alignment 8	Alignment 9
Physical Development	Standard 2.1 – Fine Motor Skills Children develop small muscle strength, coordination, and skills.	f. Perform increasingly more sophisticated actions requiring eye-hand coordination	The child may glue a small collage piece with accuracy, string beads onto a piece of yarn or pipe cleaner, turn the pages of a book, or open and close blunt scissors with one hand.	PD.2.A Uses hands and fingers to complete a variety of tasks, such as opening drawers and cabinets.	PD.2.B Uses hands, wrists, and fingers to complete a variety of tasks such as pouring, scooping, opening lids to easy-to-open jars, and simple puzzles.	PD.2.C Begins to use refined hand movements such as using blunt scissors, buttoning large buttons, and connecting small toys, such as linking cubes or blocks.	PD.2.D Demonstrates controlled fine motor movements in a variety of ways such as cutting along lines with accuracy.	PD.2.E Uses precise hand movements to complete a variety of activities such as building using small blocks, completing lacing cards, and cutting out simple shapes with accuracy.	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.	C-ARTS.3.B Creates drawings, paintings, and models with an increasing level of detail.	C-ARTS.3.C Explores and creates art using different techniques, such as dot art, mixed media collages, and clay.
	Standard 2.2 – Gross Motor Skills Children develop large muscle strength, coordination, and skills.	i. Manipulate objects with large muscles	The child may throw or catch a ball or swing a bat at a ball on a tee stand.	PD.1.A Begins to develop balance and coordination in gross motor movements such as moving arms and legs together to climb, push, or pull. Jumps with two feet.	PD.1.B Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet.	PD.1.C Begins to coordinate upper and lower body, such as when riding a scooter or pedaling a bicycle or tricycle. Kicks and throws forward toward another person or target.	PD.1.D Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements.	PD.1.E Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target.	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.D Leads dances or movement sequences and demonstrates them to others.	
	Standard 2.3 – Sensorimotor Children use all the senses to explore the environment and develop skills through sight, smell, touch, taste, and sound.	i. Demonstrate concepts through movement	The child may imitate an animal through drama, sound, movement, and dance.	SC-SP.1.AA Uses senses to observe the environment.	SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment.	SC-P.1.A Uses senses to identify physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.	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.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.			
Health, Safety, and Personal Care	Standard 2.4 – Daily Living Skills Children demonstrate personal health and hygiene skills as they develop and practice self-care routines.	g. Participate in bathroom routines with growing independence	The child may indicate need for toileting and complete the task independently.	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.	IS.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.				
	Standard 2.5 – Nutrition Children eat and enjoy a variety of nutritional foods and develop healthy eating practices.	f. Identify healthy foods options	The child may select healthy foods but may often need assistance.	PD.5.A Recognizes and identifies a variety of different foods.	PD.5.B Demonstrates understanding of types of foods 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.				
	Standard 2.6 – Physical Fitness Children demonstrate healthy behaviors that contribute to lifelong well-being through physical activity.	g. Recognize the positive feelings experienced during and after physical activity	Child may express how greats she feels after playing an active game, looking down from the top of the slide, or running across the playground.	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.C With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations.	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.					
	Standard 2.7 – Safety Practices Children develop an awareness and understanding of safety rules as they learn to make safe and appropriate choices.	i. Control or appropriately express intense emotions most of the time	The child may express intense emotions verbally or with understandable body language, such as exclaiming, "I am mad at you" and/or scowling, or waiting patiently to receive his party treat.	ATL.7.E Regulates impulses to complete tasks and engages in goal-directed behavior.	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.	PD.6.D Understands and describes the importance of safety procedures.	PD.6.C Independently follows safety procedures.		

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Communication and Language Development	Standard 3.1 – Receptive Communication (Listening and Understanding) Children use listening and observation skills to make sense of and respond to spoken language and other forms of communication. Children enter into the exchange of information around what they see, hear, and experience. They begin to acquire an understanding of the concepts of language that contribute to further learning.	k. Focus on the meaning of words to enhance understanding and build vocabulary	The child may ask and answer questions about the meaning of words related to her discoveries, actions, and inquiries as a way to build deeper understanding and vocabulary.	LL-LC.3.A Shows interest in new words or asks questions to acquire new vocabulary.	LL-LC.1.A Responds to simple requests, such as choosing between objects.	LL-LC.1.B Responds to multipart sentences, such as acting out multiple events, following two-step directions, or finding objects based on a description.	LL-LC.1.C Responds to more complex sentences that include descriptive words for unrelated requests they may not have heard before.	LL-LC.1.D Shows understanding of more complex sentences or questions through actions, such as following three-step directions.	LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults.	LL-LC.2.B Demonstrates understanding by answering simple "what" and "who" questions using two to three words when prompted by the teacher or peers.	LL-LC.2.C Demonstrates understanding by answering simple "why" and "how" questions using two to three words when prompted by the teacher or peers.	LL-LC.2.D Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic.	LL-NC.2.B Answers factual questions using a variety of text types (predicative, informational, poetry, etc.)
	Standard 3.2 – Expressive Communication (Speaking and Signing) Children develop skills in using sounds, facial expressions, gestures, and words for a variety of purposes, such as to help adults and others understand their needs, ask questions, express feelings and ideas, and solve problems.	q. Relate a story or event with increasing detail and coherence	The child may repeat or add to a story, relate a well-developed story of his own experience, or accurately repeat a familiar rhyme or song.	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-NC.4.C Constructs a personal narrative with three or more events which may be out of order, includes omissions or deviations to other topics.	LL-NC.4.D Constructs a personal narrative with three or more events in a coherent sequence.	LL-NC.4.E Constructs a personal narrative with three or more events in coherent sequence, adding simple details.	LL-NC.3.B Retells two events from a familiar narrative using visuals or gestures.	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").			
	Standard 3.3 – Social Communication Children develop skills to interact and communicate with others in effective ways.	n. Adjust intonation and volume of speech for a variety of settings	The child may whisper around a sleeping baby but call loudly to a friend across the playground.	LL-LC.4.E Modifies conversations based on the context or listener.	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.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.A Initiates a brief verbal or nonverbal social interaction with adults or peers engaging in a one-way interaction.					
	Standard 3.4 – English Language Learners: Dual Language Acquisition Children develop competency in their home language while becoming proficient in English.	f. Adjust communication form for the audience	The child may use the home language with family members and use English with English-speaking peers.	LL-LC.4.E Modifies conversations based on the context or listener.	LL-LC.1.D Shows understanding of more complex sentences or questions through actions, such as following three-step directions.	LL-LC.2.B Demonstrates understanding by answering simple "what" and "who" questions using two to three words when prompted by the teacher or peers.	LL-LC.2.C Demonstrates understanding by answering simple "why" and "how" questions using two to three words when prompted by the teacher or peers.	LL-LC.4.D Adds information or appropriately remains on or changes topic during a conversation with multiple feedback loops alternating between speaker and listener.					
	Standard 3.5 – Early Reading and Book Appreciation Children develop an understanding, skills, and interest in the symbols, sounds, and rhythms of written language as they also develop interest in reading, enjoyment from books, and awareness that the printed word can be used for various purposes.	q. Sustain attention to increasingly longer books and stories	The child may attend to longer stories or books, especially when there is animation and dramatic presentation or when the child is actively involved, such as imitating a phrase, word, or sound that is repeated in the story.	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.3.A Demonstrates understanding that print has meaning.	LL-BK.3.B Distinguishes between print and images in books and in the environment.	ATL.6.D Refocuses attention to independent or group activity after minor distraction.	LL-NC.5.A Listens and responds to a wide variety of informational texts read aloud.	ATL.6.B Sustains attention in an assigned task for a brief amount of time (5–10 minutes).	ATL.6.C Attends to entirety of a short engaging lesson or teacher-led activity (10–15 minutes).		
Literacy	Standard 3.6 – Print Development/Writing Children demonstrate interest and skills in using symbols as a meaningful form of communication.	m. Write familiar words using accepted writing format	The child may copy familiar or create pretend words, correctly writing left to right and top to bottom of the page.	LL-WR.5.A Writes from the top of the page to the bottom when writing, even at the emergent writing stage.	LL-WR.5.B Uses left to right directionality when writing, even at the emergent writing stage.	LL-WR.5.C Leaves spaces between words when writing.	LL-WR.5.D Capitalizes the first letter in name.	LL-WR.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.3.B Writes at least one recognizable letter from their name. The letter may be backward, reversed, or poorly formed and recognized only in context.	LL-WR.3.C Writes uppercase or lowercase letters that correspond to at least half of the letters in their name. Letters may be backward, reversed, or poorly formed and recognized only in context.	LL-WR.3.D Writes all letters using uppercase or lowercase letters in his or her name in correct order. Letters may be backward, reversed, or poorly formed and recognized only in context.	LL-WR.7.B Writes a phrase to describe a picture, object, person, or event using phonetic spelling.
	Standard 3.7 – Print Concepts Children develop an understanding that print carries a message through symbols and words and that there is a connection between sounds and letters (the alphabetic principle).	h. Match letters and their sound	The child may match letters with their sounds, such as explaining that his name, Sam, starts with the letter "S" that makes the sound "ssss."	LL-AK.2.A Produces up to two letter sounds when shown uppercase or lowercase letters.	LL-AK.2.B Produces up to five letter sounds when shown uppercase or lowercase letters.	LL-AK.2.C Produces up to ten letter sounds when shown uppercase or lowercase letters.	LL-AK.2.D Produces up to 15 letter sounds when shown uppercase or lowercase letters.	LL-AK.2.E Produces up to 26 uppercase and lowercase letter sounds when shown letters in random order.	LL-WR.6.C Writes the correct initial sound of a word.	LL-WR.6.D Writes the final sound or another sound heard in a word.	LL-WR.7.C Writes a short, dictated sentence using phonetic spelling, leaving spaces between words when writing.		
	Standard 3.8 – Phonological Awareness Children develop an awareness of the sounds of letters and the combinations of letters that make up words and use this awareness to manipulate syllables and sounds of speech.	h. Hear and separate words into syllables	The child may clap out the sounds (syllables) in words guided by an adult, such as clapping three times for the child's name "Sa-man-tha."	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.AA Repeats one-syllable words or participates in games and word play involving one-syllable words.					

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Montana Early Learning Standards (2014) Core Domain 4: Cognition				Every Child Ready Standards										
Domain	Standard	Benchmarks: What we want the child to be able to do	Indicators: Behaviors we might see	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	Alignment 8	Alignment 9	Alignment 10	
Approaches to Learning	Standard 4.1 – Curiosity Children develop imagination, inventiveness, originality, and interest as they explore and experience new things.	i. Develop personal interests	The child may focus on his own interests and passions, such as animals, trains, or art.	IS.3.A With adult support, verbally or nonverbally identifies something about themselves.	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.	ATL.3.AA Self-selects toy, activity, or Center to engage in when provided with choices.	ATL.5.A Sustains interest in a preferred task for a brief amount of time (5–10 minutes).	ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work.	C-ARTS.3.D Plans for and creates art using preferred art materials, tools, and techniques.	ATL.4.C Monitors the completion of a task and identifies preferred elements of a work product or task.			
	Standard 4.2 – Initiative and Self-Direction Children develop an eagerness to engage in new tasks and to take risks in learning new skills or information.	h. Plan and achieve a goal	The child may plan to build a bridge and arrange his play to complete the bridge following the plan step-by-step.	ATL.8.A With one to one adult support, completes steps of a simple task or project (two to three steps).	ATL.8.B With 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.	C-ARTS.3.D Plans for and creates art using preferred art materials, tools, and techniques.	ATL.8.E Plans simple steps for future activity goal.	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.			
	Standard 4.3 – Persistence and Attention Children develop the ability to focus their attention and concentrate to complete tasks and increase their learning.	i. Work on a task that extends over a period of time	The child may begin an activity, such as painting a picture, go back to it later in the day or even the next day, and continue until it is complete.	ATL.6.A Sustains attention in a preferred task for a brief amount of time (5–10 minutes).	ATL.6.B Sustains attention in an assigned task for a brief amount of time (5–10 minutes).	ATL.6.C Attends to entirety of a short engaging lesson or teacher-led activity (10–15 minutes).	ATL.6.D Refocuses attention to independent or group activity after minor distraction.	ATL.7.C Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn).	ATL.7.D Independently completes simple assignment or task despite normal classroom environment distractions.	ATL.3.D Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed.	ATL.4.C Monitors the completion of a task and identifies preferred elements of a work product or task.	ATL.6.E Attends to activities or peer engagement for extended periods of time (30+ minutes).		
	Standard 4.4 – Reflection and Interpretation Children develop skills in thinking about their learning in order to inform future decisions.	i. Use a variety of methods to express thoughts and feelings	The child may use art materials or body language to express thoughts and feelings.	LL-WRS.2.A Draws and/or writes to represent, express, or communicate interests.	IS.1.A Verbally or nonverbally expresses basic emotions, such as happy, surprised, angry, scared, frustrated, and sad, while an adult adds emotion labels to that expression.	IS.1.B With adult modeling and visual supports, verbally or nonverbally identifies and labels emotions such as happiness, surprise, anger, fear, and sadness in self.	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.	C-ARTS.5.D Expresses opinions about the artistic creations and techniques of others.					
Reasoning and Representational Thought	Standard 4.5 – Reasoning and Representational Thought Children develop skills in causation, critical and analytical thinking, problem solving and representational thought.	i. Explain the effects that actions might have upon objects	The child may predict that the sun will dry out the mud puddles.	SC-SP.1.B Observes and describes cause and effect.	SC-SP.2.C With teacher guidance, begins to hypothesize before teacher-led experiments.	SC-SP.2.E Explains rationale for predictions and hypotheses, and compares findings with predictions and hypotheses.	SC-P.1.D Describes and discusses various ways that the physical properties or characteristics of objects can change, such as the playground was soft, but became hard when exposed to air for a long time period.	SC-P.4.D Describes and discusses the motion of objects and that motion can change based on different factors.	SC-P.2.C Discusses how to manipulate light to create shadows and reflections.	SCP.1.C Participates in activities related to changing physical properties of objects, such as crumpling a piece of paper to change the texture from smooth to bumpy.				
	Standard 4.6 – Creative Movement and Dance Children produce rhythmic movements spontaneously and in imitation, with growing technical and artistic ability.	i. Watch dance and creative movement performances with attention	The child may express appreciation for dance performances and the creative movement of others by paying attention, smiling, and clapping when it is done.	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.5.A Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques.	C-ARTS.2.D Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.	ATL.6.B Sustains attention in an assigned task for a brief amount of time (5–10 minutes).	ATL.6.C Attends to entirety of a short, engaging lesson or teacher-led activity (10–15 minutes).					
	Standard 4.7 – Drama Children show appreciation and awareness of drama through observation and imitation, by participating in simple dramatic plots, assuming roles related to their life experiences as well as their fantasies.	h. Create and direct complex scenario based on individual and group ideas or past experiences	The child may assign roles to others, negotiate roles and plots, and make or gather props to act out or replay an experience or idea.	C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.	C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.	C-ARTS.2.C Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.	C-ARTS.2.D Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.	ATL.1.E Coordinates roles and carries out more complex stories during role-play.	ATL.1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play).	ATL.1.C Engages in individual verbal or nonverbal imaginative play or role-play.	ATL.1.D Carries out familiar roles during individual or collaborative role-play.	LL-NC.3.D Retells three or more events from a familiar narrative in sequence using visuals or gestures.		
	Standard 4.8 – Music Children engage in a variety of musical or rhythmic activities with growing skills for a variety of purposes, including enjoyment, self-expression, and creativity.	j. Use conventional symbols to represent musical notes or invent symbols to represent sounds	The child may follow symbols that represent musical notes, such as the symbols for playing music on a color-coded xylophone, or create original symbols that represent vocal and instrumental sounds or musical ideas.	C-ARTS.4.A Participates in a variety of music activities with different tempos, genres, and rhythms.	C-ARTS.4.C Recognizes differences between a variety of music activities with different tempos, genres, and rhythms.	C-ARTS.4.D Uses their voice or an instrument to express themselves and copy simple tempos.	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).	LL-WR.2.AA Draws to represent something or to communicate a thought.					
Creative Arts	Standard 4.9 – Visual Arts Children demonstrate a growing understanding and appreciation for the creative process as they use the visual arts to express personal interests, ideas, and feelings, and share opinions about artwork and artistic experiences.	i. Create and appreciate works of art representing cultural lifestyles	The child may create or express appreciation for art that reflects his cultural background or that of other cultures and recognize it as reflective of that culture.	C-ARTS.3.A Expresses self using a variety of art materials and tools.	C-ARTS.5.A Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques.	C-ARTS.3.B Creates drawings, paintings, and models with an increasing level of detail.	C-ARTS.3.C Explores and creates art using different techniques, such as dot art, mixed media collages, and clay.	C-ARTS.5.C Recognizes and discusses differences in artistic creations.	C-ARTS.5.D Expresses opinions about the artistic creations and techniques of others.					
	Standard 4.10 – Number Sense and Operations Children develop the ability to think and work with numbers to understand their uses, and describe numerical relationships through structured and everyday experiences.	h. Set up simple addition and subtraction problems	The child may “adding to” and “taking away” of objects during naturally occurring activities, such as cooking, setting the table, or passing out snacks. Encourage the child who is ready for more structured learning experiences with number concepts by providing applicable opportunities using manipulatives.	M-NC.7.A Demonstrates an understanding that adding one more increases the amount of a set.	M-NC.7.B Counts two sets separately, then combines sets and counts the sets together to get the whole. Counts up to a total quantity of 5.	M-NC.7.C Counts two sets separately, then combines sets and counts the sets together to get the whole. Counts up to a total quantity of 7.	M-NC.7.D Counts two sets separately, then combines sets and counts the sets together to get the whole. Counts up to a total quantity of 10.	M-NC.8.A Demonstrates an understanding that removing one object decreases the amount in a set.	M-NC.8.B Counts a set of 1–5 objects. Takes objects away and counts how many are left.	M-NC.8.C Counts a set of 1–7 objects. Takes objects away and counts how many are left.	M-NC.8.D Counts a set of 1–10 objects. Takes objects away and counts how many are left.	M-NC.7.AA Demonstrates an understanding that combining two sets increases the total quantity.		
	Standard 4.11 – Measurement Children develop skills in using measurement instruments to explore and discover measurement relationships and characteristics, such as length, quantity, volume, distance, weight, area, and time.	i. Measure length by laying units end to end	The child may measure objects or spaces using traditional and non-traditional measuring tools, such as a measuring tape or a wooden stick.	M-M.1.C Uses nonstandard units to measure objects by filling, covering, or matching. Like when answering “How many scoops of sand fill a container?”	M-M.1.D Uses nonstandard units to measure and then comparative language to describe the measurements of two objects, like when answering “Which container holds more beans?”	M-M.1.E Uses standard units (e.g., ruler, scale, balance) to measure and then use comparative language to describe the measurements of two objects.	M-M.2.C Demonstrates understanding of passage of time within one day, such as understanding morning, afternoon, earlier, 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.					
	Standard 4.12 – Data Analysis Children apply mathematical skills in data analysis, such as counting, sorting, and comparing objects.	e. Identify how items in a group are similar	The child may recognize that all of the items in a particular group are similar and/or in an identifiable category or group, such as the toys on the shelf are all animals or that dogs, cats, horses, and deer are all animals.	M-PFA.1.A Sorts and groups objects based on one attribute such as shape or 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-DAP.1.B Usually 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-NC.4.A Compares two groups to identify which has more or less for quantities 0–10 without matching or counting.			
Mathematics and Numeracy	Standard 4.13 – Algebraic Thinking Children learn to identify, describe, produce, and create patterns using mathematical language and materials.	g. Describe a sequence of events	The child may relate her recollection of an event using terms such as first, next, and last.	M-M.2.B Demonstrates the understanding of daily routines (order and general length of components).	M-M.2.D Demonstrates the understanding of weekly routines (e.g., specials, home days, school days).	LL-NC.4.D Constructs a personal narrative with three or more events in a coherent sequence.	LL-NC.3.D Retells three or more events from a familiar narrative in sequence using visuals or gestures.	M-PFA.2.D Uses ordinal numbers to order and describe relative position for up to three objects.	M-PFA.3.A Uses objects, rhythm, or movement to copy simple AB patterns.	M-PFA.3.B Uses objects, rhythm, or movement to copy and extend simple AB patterns.	M-PFA.3.C Uses rhythm and movement to copy simple and advanced patterns (e.g., AB, ABC, ABB, AAB).	M-PFA.3.D Uses objects, rhythm, or movement to copy and extend simple and advanced patterns (e.g., AB, ABC, ABB, AAB).		
	Standard 4.14 – Geometry and Spatial Reasoning Children build the foundation for recognizing and describing shapes by manipulating, playing with, tracing, and making common shapes. Children learn spatial reasoning and directional words as they become aware of their bodies and personal space within the physical environment.	h. Experiment with mapping skills	The child may use program materials, such as blocks, pencils and paper, or clay, to draw or recreate his surroundings.	SOC.4.C Uses geographic tools, such as globes and globes to find common geographical features.	SOC.4.D Creates representations or maps of geographic locations and then puts them together to create objects in the environment. Puts together a square and triangle to create a house.	M-GS.2.C Using a model, constructs two-dimensional shapes (circle, square, triangle, star, diamond, rectangle) with materials.	M-GS.2.D Independently constructs two-dimensional shapes (circle, square, triangle, star, diamond, rectangle) with materials.	M-GS.2.B Constructs common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle) with materials.	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,” etc.				
	Standard 4.15 – Scientific Thinking and Use of the Scientific Method As children seek to understand their environment and test new knowledge, they engage in scientific investigations using their senses to observe, manipulate objects, ask questions, make predictions, and develop conclusions and generalizations.	h. Formulate answers to own questions using the scientific method	The child may independently make and test his ideas, such as investigating whether his sand sticks will hold together better if he adds water to the sand.	SC-SP.1.C With teacher guidance, begins to answer his own questions based on observations.	SC-SP.1.D Formulates own science-oriented questions based on observations.	SC-SP.2.A Participates in simple explorations and experiments based on a teacher-led inquiry and prior knowledge.	SC-P.1.D Describes and discusses various ways that the physical properties or characteristics of objects can change, such as the playground was soft, but became hard when exposed to air for a long time period.	SC-P.1.A With teacher guidance, participates in simple science-oriented questions based on observations.	SC-SP.1.B Observes and describes cause and effect.	SC-SP.2.B Participates in teacher-led explorations and experiments and uses prior knowledge to make predictions.	SC-P.1.A Uses senses to identify physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.	SC-P.1.B Uses senses to observe and describe some physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.	SC-P.1.C Participates in activities related to changing physical properties of objects, such as crumpling a piece of paper to change the texture from smooth to bumpy.	
	Standard 4.16 – Life Science Children develop understanding and compassion for living things.	i. Investigate, describe, and compare the characteristics that differentiate living from non-living things	The child may describe the characteristics of living and non-living things and how they differ.	SC-LES.1.B Demonstrates understanding of the difference between living and nonliving things.	SC-LES.4.B Demonstrates an understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features.	SC-LES.4.C Demonstrates the needs of humans and animals and how their characteristics and behaviors support their needs, such as birds have beaks so they can dig for worms.	SC-LES.4.D Describes and identifies life cycles.	SC-LES.5.A Identifies various plants such as trees, flowers, bushes, and so on.	SC-LES.5.B Identifies that plants are living and identifies characteristics and features of plants.	SC-LES.5.C Describes and identifies plants that are living and describes the needs of plants.	SC-LES.5.D Describes and identifies plant habitats and life cycles.	SC-LES.4.A Identifies various animals.		

Montana Early Learning Standards and Every Child Ready Standards Alignment

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Montana Early Learning Standards (2014)				Every Child Ready Standards									
Domain	Standard	Benchmarks: What we want the child to be able to do	Indicators: Behaviors we might see	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	Alignment 8	Alignment 9	Alignment 10
Science	Standard 4.17 – Physical Science Children develop an understanding of the physical world (the nature and properties of energy, nonliving matter, and the forces that give order to nature).	j. Use vocabulary that demonstrates a basic understanding of scientific principles related to the physical world	The child may provide simple explanations for scientific principles, such as why certain objects sink or float or how ice melts and water freezes.	SC-P.1.A Uses series to identify physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.	SC-P.1.B Use series to observe and describe some physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.	SC-P.1.C Participates in activities related to changing physical properties of objects, such as crumpling a piece of paper to change the texture from smooth to bumpy.	SC-P.1.D Describes and discusses various ways that the physical properties or characteristics of objects can change, such the playground was soft, but became hard when exposed to air for a long time period.	SC-P.3.C Explains water in its three forms, such as how ice is frozen water.	SC-P.2.C Discusses how to manipulate light to create shadows and reflections.	SC-P.2.D Discusses how light can be brighter or dimmer depending on variables such as the source of light, distance, and so on.	SC-P.3.E Begins to discuss how and why water changes into different forms, such as the water cycle.	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.
	Standard 4.18 – Earth and Space Children develop an understanding of the earth and planets.	i. Make observations of the moon, sun, clouds, and sky, and record them over time	The child may notice and chart changes observed in the sky, such as watching the moon change to a full moon over the month.	SC-LES.3.A Identifies objects in the sky, such as clouds, sun, moon, or stars.	SC-LES.3.B Describes and discusses objects in the sky, such as clouds, sun, moon, or stars.	SC-LES.3.C Develops basic understanding about space, such as Earth is a planet and there are other planets.	SC-LES.2.A Identifies different types of weather, such as sunny, rainy, cloudy, or snowy.	SC-LES.2.B Identifies seasons and observes and describes patterns and changes in the weather.	SC-LES.2.C Compares and contrasts the different seasons.	SC-LES.2.D Discusses the effects of changes in weather, such as growing different crops or wearing different clothing.	SC-P.2.B Recognizes sources of light including natural and human-made, such as the sun, lamps, or flashlights.		
	Standard 4.19 – Engineering Children develop an understanding of the processes that assist people in designing and building.	h. Use a formalized design process of investigation, invention, implementation, and evaluation independently	The child may use the design steps to independently create an object.	SC-P.1.E Evaluates how well materials suit their intended purposes based on their physical characteristics, such as explores using tissue paper to construct a tower and considers how the paper's properties impact the building process.	ATL.8.C With adult support, creates a goal for an activity and follows a simple plan.	ATL.4.D Assesses or reflects upon activity or task outcome or product.	PD.2.E Uses precise hand movements to complete a variety of activities such as building using small blocks, completing lacing cards, and cutting out simple shapes with accuracy.	SC-P.4.C With teacher guidance, recognizes that different factors, such as heights or textures, can change the speed of an object, such as racing cars on ramps.	SC-P.1.C Participates in activities related to changing physical properties of objects, such as crumpling a piece of paper to change the texture from smooth to bumpy.	ATL.8.D Creates and follows through with simple plans independently.	ATL.8.E Plans simple steps for future activity goal.		
Social Studies	Standard 4.20 – Time (History) Children develop an understanding of the concept of time, including past, present, and future as they are able to recognize recurring experiences that are part of the daily routine.	i. Use correct vocabulary for days of the week and names of the months, although not always correctly or in conventional order	The child may sing songs with the days of the week or name the month of his or her birthday.	M-M.2.A Sequences up to two to four steps in a familiar daily routine.	M-M.2.B Demonstrates the understanding of daily routines (order and general length of components).	M-M.2.C Demonstrates understanding of passage of time within one day, such as understanding morning, afternoon, earlier, later.	M-M.2.D Demonstrates the understanding of weekly routines (e.g., special, home days, school days).	SOC.5.A Begins to demonstrate an understanding of past and present experiences through concrete materials and visual supports.	SOC.5.B Begins to sequence past and present experiences using visual supports.	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.		
	Standard 4.21 – Places, Regions and Spatial Awareness (Geography) Children develop an understanding of how they are affected by—and the effect that they can have upon—the world around them.	h. Use a simple map	The child may label areas in a diagram of a house or draw a map from the early childhood program to her house and the street where she lives.	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.	SOC.4.B Recognizes and describes common geographical features within their region.	M-GS.3.D Demonstrates understanding of direction terms (e.g., "forward," "backward," "around," "through," "to," "from," "towards") 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.		
	Standard 4.22 – The Physical World (Ecology) Children become mindful of their environment and their interdependence on the natural world; they learn how to care for the environment and why it is important.	j. Exhibit simple conservation behaviors	The child may describe, with adult support, how to care for the environment, use resources wisely, and prevent damage to the earth, such as recycling or using paper or water only as needed.	SC-LES.1.D Describes how humans affect their environment in positive and negative ways, such as recycling, planting trees, litter, and pollution.	SC-LES.5.E Describes and discusses ways that plants impact living things and the environment and how humans can impact plants.	SC-LES.4.E Describes and discusses the relationship between humans and animals.	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.	SC-LES.2.D Discusses the effects of changes in weather, such as growing different crops or wearing different clothing.				
	Standard 4.23 – Technology Children become aware of technological tools and explore and learn the ways to use these resources in a developmentally appropriate manner.	h. Use technology as a tool for learning new information	The child may access information using technology, such as a computer search to identify a type of bird seen on a walk, using fine motor skills to manipulate the mouse while the teacher guides the search as needed.	Tech.1.A Identifies a variety of technology devices and begins to use technology devices with adult support.	Tech.1.B Participates in digital activities that use learning applications and programs with adult support.	Tech.1.C Demonstrates ability to turn on digital devices and follows instructions to use familiar technology devices.	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.A Begins to hold and care for technology appropriately with adult support.	Tech.2.B Independently holds and cares for technology appropriately.	Tech.2.C Demonstrates simple ways to manage and maintain devices, such as alerting the teacher when the batteries need charging.	Tech.2.D Demonstrates safe behaviors, such as accessing only approved applications or websites and disconnects from the screen after a set amount of time.		