

Every Child Ready Standards & Alabama Standards for Early Learning and Development Alignment



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SECTION 1: RELATIONSHIPS AND CONNECTIONS

DOMAIN: SOCIAL EMOTIONAL DEVELOPMENT (SED)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
SED 1: Myself	By 48 months	SED1a: Self-Awareness: Children will demonstrate an emerging personal identity through awareness of own personal characteristics, skills and abilities.	1aYP-1 Recognize similarities and differences in own and others' personal characteristics	SE.3.D Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others. 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.
SED 1: Myself	By 48 months	SED1a: Self-Awareness: Children will demonstrate an emerging personal identity through awareness of own personal characteristics, skills and abilities.	1aYP-2 Call attention to self in photos or videos	SOC.1.AA Identifies and recognizes self and family members. SE.3.A With adult support, verbally or nonverbally identifies something about themselves. LL-NC.2.AA Responds to illustrations or photos by using at least one word.
SED 1: Myself	By 48 months	SED1a: Self-Awareness: Children will demonstrate an emerging personal identity through awareness of own personal characteristics, skills and abilities.	1aYP-3 Demonstrate knowledge of personal information	SE.3.A With adult support, verbally or nonverbally identifies something about themselves. SE.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.
SED 1: Myself	By 48 months	SED1a: Self-Awareness: Children will demonstrate an emerging personal identity through awareness of own personal characteristics, skills and abilities.	1aYP-4 Use words to demonstrate knowledge of own preferences	SE.3.A With adult support, verbally or nonverbally identifies something about themselves. SE.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities. SOC.3.AA Verbally or nonverbally expresses wants and needs with simple phrases or gestures. PD.5.B Demonstrates understanding of types of foods and preferences.

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SED 1: Myself	By 48 months	SED1a: Self-Awareness: Children will demonstrate an emerging personal identity through awareness of own personal characteristics, skills and abilities.	1aYP-5 Stand up for own rights	SE.7.C When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise). SE.7.D With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise). SE.7.E Independently suggests and chooses an adult-provided solution to a personal challenge or challenge with others (e.g. ask for help, compromise). Supports peers by suggesting solutions. SOC.2.E Shares how their thoughts, opinions, choices, and actions can impact their community.
SED 1: Myself	By 48 months	SED1b: Self-Esteem: Children will demonstrate emerging confidence in their own abilities.	1bYP-1 Show confidence in ability to complete routines independently	PD.4.C Completes self-care and hygiene routines with minimal assistance. PD.4.D Independently completes self-care and hygiene routines. SE.6.C Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers. SE.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.
SED 1: Myself	By 48 months	SED1b: Self-Esteem: Children will demonstrate emerging confidence in their own abilities.	1bYP-2 Select more challenging activities with confidence	ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own. ATL.3.C Asks questions and seeks clarity after attempting a challenging task. ATL.3.D Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed. ATL.3.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance.
SED 1: Myself	By 48 months	SED1b: Self-Esteem: Children will demonstrate emerging confidence in their own abilities.	1bYP-3 Independently seek out play areas or activities	ATL.3.AA Exhibits curiosity and interest in activities and materials. Repeats preferred activities. ATL.8.AA Self-selects toy, activity, or Center to engage in when provided with choices.

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SED 1: Myself	By 48 months	SED1b: Self-Esteem: Children will demonstrate emerging confidence in their own abilities.	1bYP-4 Demonstrate one's accomplishments to others with pride	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. SE.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence. SE.3.D Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others. SE.3.E Demonstrates strong self-confidence through words or actions including sharing pride and celebrating others in relation to self, family, community, or culture.
SED 2: My Feelings	By 48 months	SED2a: Manage Feelings: Children will identify, manage, and express their feelings.	2aYP-1 Name basic emotions when demonstrated by others or represented in books	SE.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. SE.4.A With adult modeling and one-on-one support, verbally or nonverbally names observable emotions and experiences of others. SE.4.C With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations. LL-NC.2.AA Responds to illustrations or photos by using at least one word. LL-LC.2.AA Verbally labels familiar objects, body parts, people, or emotions using one-word responses.
SED 2: My Feelings	By 48 months	SED2a: Manage Feelings: Children will identify, manage, and express their feelings.	2aYP-2 Express own feelings through actions or words	LL-LC.2.AA Verbally labels familiar objects, body parts, people, or emotions using one-word responses. SE.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. SE.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. SE.1.C With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations. SE.1.D Independently verbally or nonverbally names and describes their own emotions.

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SED 2: My Feelings	By 48 months	SED2a: Manage Feelings: Children will identify, manage, and express their feelings.	2aYP-3 Seek reassurance from adult in anticipation of a difficult task	SE.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult. SE.6.B Requests or accepts (verbally or nonverbally) adult support with many tasks. SE.6.C Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers. ATL.3.C Asks questions and seeks clarity after attempting a challenging task.
SED 2: My Feelings	By 48 months	SED2a: Manage Feelings: Children will identify, manage, and express their feelings.	2aYP-4 Express concern or interest for others' needs or feelings	SE.2.E Supports peers in regulating their emotions through co-regulation. Seeks and accepts co-regulation assistance when needed. SE.4.D With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others. SE.4.E With minimal teacher prompts, demonstrates empathy by providing support for others through assistance or advocacy.
SED 2: My Feelings	By 48 months	SED2b: Self-Regulation: Children will begin to self-regulate.	2bYP-1 Use self-regulation strategies to calm down with adult guidance	SE.2.AA Coregulates emotion with one-on-one adult support and may take an extended period of time (10–15 minutes) to respond. SE.2.A Coregulates emotion with one-on-one adult support. SE.2.B Accepts offers of adult assistance to engage in coregulation. SE.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult.
SED 2: My Feelings	By 48 months	SED2b: Self-Regulation: Children will begin to self-regulate.	2bYP-2 Show awareness of how actions and behavior affect others	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. SE.4.B With adult prompts, compares their own characteristics and emotions to those of others. SE.4.C With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations. SE.5.E Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.

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SED 2: My Feelings	By 48 months	SED2b: Self-Regulation: Children will begin to self-regulate.	2bYP-3 Identify a solution for a problem with adult support	SE.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions. SE.7.C When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise). SE.7.D With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise). ATL.3.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance.
SED 2: My Feelings	By 48 months	SED2b: Self-Regulation: Children will begin to self-regulate.	2bYP-4 Start and stop activities with warnings and cues	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.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.A Participates in one- to two-step inhibition games and activities. ATL.5.AA Stops preferred activities with one on one assistance or coregulation. ATL.5.B Shifts between tasks or activities, including ending preferred activities, with adult support.
SED 3: My Relationships	By 48 months	SED3a: Relationships with Adults: Children will form relationships and interact positively with adults who consistently respond to their needs.	3aYP-1 Separate from trusted adult without distress	ATL.5.A Transitions between activities that are part of the routine school day with adult reminders. ATL.5.C Adjusts to changes in the environment or schedule with adult guidance and advance warning.

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SED 3: My Relationships	By 48 months	SED3a: Relationships with Adults: Children will form relationships and interact positively with adults who consistently respond to their needs.	3aYP-2 Accept guidance and information from trusted adults	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. SE.6.B Requests or accepts (verbally or nonverbally) adult support with many tasks. SE.6.C Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers. SE.7.A Listens to or follows a solution provided by an adult. May communicate discomfort or dysregulation and require additional time to regulate while responding. SE.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions. SE.7.C When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise).
SED 3: My Relationships	By 48 months	SED3a: Relationships with Adults: Children will form relationships and interact positively with adults who consistently respond to their needs.	3aYP-3 Interact with adults in varied ways	ATL.4.AA Verbally or nonverbally shares activities they are engaging in with a trusted adult. SE.2.B Accepts offers of adult assistance to engage in coregulation. SE.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult. SOC.2.AA Shows interest in a variety of familiar community members. LL-WR.1.C Contributes ideas and opinions to a shared writing experience by drawing or writing with teacher support. LL-WR.1.D Helps lead a shared writing experience with teacher or peers.

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SED 3: My Relationships	By 48 months	SED3b: Relationships with Peers: Children will develop ways to interact and build relationships with peers.	3bYP-1 Form relationships with a few children	SE.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns). SE.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support. SE.5.E Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others. ATL.2.B Plays, works on tasks, or participates in activities with peers with adult prompts (associative play). ATL.2.C Makes cooperative decisions with peers based on adult provided choices (associative play). 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).
SED 3: My Relationships	By 48 months	SED3b: Relationships with Peers: Children will develop ways to interact and build relationships with peers.	3bYP-2 Use comforting words or actions to respond to another child's distress	SE.4.D With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others. SE.4.E With minimal teacher prompts, demonstrates empathy by providing support for others through assistance or advocacy. SE.2.E Supports peers in regulating their emotions through co-regulation. Seeks and accepts co-regulation assistance when needed. SE.5.E Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.
SED 3: My Relationships	By 48 months	SED3b: Relationships with Peers: Children will develop ways to interact and build relationships with peers.	3bYP-3 Demonstrate strategies for entry into social play with peers	SE.5.A Engages with peers with teacher modeling and participates in organized group activities. SE.5.B With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns). SE.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns). SE.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support. SE.5.E Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.

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SED 3: My Relationships	By 48 months	SED3b: Relationships with Peers: Children will develop ways to interact and build relationships with peers.	3bYP-4 Show beginning prosocial behavior when interacting with other children (cooperating, turn-taking, sharing)	SE.5.B With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns). SE.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns). SE.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.
SED 1: Myself	By 60 months	SED1a: Self-Awareness: Children will demonstrate an emerging personal identity through awareness of own personal characteristics, skills and abilities.	1aOP-1 Differentiate themselves by physical characteristics	SE.3.A With adult support, verbally or nonverbally identifies something about themselves. SE.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities. SE.3.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.D Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations.
SED 1: Myself	By 60 months	SED1a: Self-Awareness: Children will demonstrate an emerging personal identity through awareness of own personal characteristics, skills and abilities.	1aOP-2 Show increasingly accurate understanding of own strengths, preferences, limitations, and personal qualities	SE.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence. SE.3.D Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.
SED 1: Myself	By 60 months	SED1a: Self-Awareness: Children will demonstrate an emerging personal identity through awareness of own personal characteristics, skills and abilities.	1aOP-3 Connect adult's actions to own accomplishments or actions	SE.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges. ATL.3.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance.

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SED 1: Myself	By 60 months	SED1a: Self-Awareness: Children will demonstrate an emerging personal identity through awareness of own personal characteristics, skills and abilities.	1aOP-4 Make choices based on likes and dislikes (preferences)	SOC.3.AA Verbally or nonverbally expresses wants and needs with simple phrases or gestures. PD.5.B Demonstrates understanding of types of foods and preferences. ATL.3.AA Exhibits curiosity and interest in activities and materials. Repeats preferred activities. ATL.8.AA Self-selects toy, activity, or Center to engage in when provided with choices.
SED 1: Myself	By 60 months	SED1a: Self-Awareness: Children will demonstrate an emerging personal identity through awareness of own personal characteristics, skills and abilities.	1aOP-5 Stand up for rights of others	SE.7.E Independently suggests and chooses an adult-provided solution to a personal challenge or challenge with others (e.g. ask for help, compromise). Supports peers by suggesting solutions. SOC.2.E Shares how their thoughts, opinions, choices, and actions can impact their community. SE.5.E Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others. SE.4.E With minimal teacher prompts, demonstrates empathy by providing support for others through assistance or advocacy.
SED 1: Myself	By 60 months	SED1b: Self-Esteem: Children will demonstrate emerging confidence in their own abilities.	1bOP-1 Show confidence in ability by taking on new tasks	PD.4.D Independently completes self-care and hygiene routines. SE.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges. SE.6.E Seeks out opportunities to complete age-appropriate tasks independently. ATL.3.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance.
SED 1: Myself	By 60 months	SED1b: Self-Esteem: Children will demonstrate emerging confidence in their own abilities.	1bOP-2 Show pride in completion of challenging tasks and activities	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.

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SED 1: Myself	By 60 months	SED1b: Self-Esteem: Children will demonstrate emerging confidence in their own abilities.	1bOP-3 Invite peers to join play or activity	SE.5.E Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.
SED 1: Myself	By 60 months	SED1b: Self-Esteem: Children will demonstrate emerging confidence in their own abilities.	1bOP-4 Describe accomplishments with detail	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.
SED 2: My Feelings	By 60 months	SED2a: Manage Feelings: Children will identify, manage, and express their feelings.	2aOP-1 Associate basic emotions with words, expressions or gestures or actions	SE.1.C With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations. SE.1.D Independently verbally or nonverbally names and describes their own emotions. SE.1.E Identifies that they can have different emotions about the same situation. SE.4.C With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations.
SED 2: My Feelings	By 60 months	SED2a: Manage Feelings: Children will identify, manage, and express their feelings.	2aOP-2 Communicate feelings or emotions in socially-acceptable ways	SE.1.C With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations. SE.1.D Independently verbally or nonverbally names and describes their own emotions. SE.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult. SE.2.D Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance.

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SED 2: My Feelings	By 60 months	SED2a: Manage Feelings: Children will identify, manage, and express their feelings.	2aOP-3 Seek reassurance or recognition from adults when attempting to resolve distress or challenging situation	SE.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult. SE.2.D Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance. SE.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions. SE.7.C When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise). SE.7.D With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise).
SED 2: My Feelings	By 60 months	SED2a: Manage Feelings: Children will identify, manage, and express their feelings.	2aOP-4 Respond with empathy and compassion at others' expression of emotion	SE.2.E Supports peers in regulating their emotions through co-regulation. Seeks and accepts co-regulation assistance when needed. SE.4.D With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others. SE.4.E With minimal teacher prompts, demonstrates empathy by providing support for others through assistance or advocacy.
SED 2: My Feelings	By 60 months	SED2b: Self-Regulation: Children will begin to self-regulate.	2bOP-1 Independently use self-regulation strategies to solve simple problems	SE.2.D Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance. SE.7.E Independently suggests and chooses an adult-provided solution to a personal challenge or challenge with others (e.g. ask for help, compromise). Supports peers by suggesting solutions.
SED 2: My Feelings	By 60 months	SED2b: Self-Regulation: Children will begin to self-regulate.	2bOP-2 Adapt behavior to accommodate situation or adult response	ATL.7.C Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn). ATL.7.D Independently completes simple assignment or task despite normal classroom environment distractions. ATL.7.E Regulates impulses to complete tasks and engages in goal-directed behavior. ATL.6.D Refocuses attention to independent or group activity after minor distraction. ATL.5.E Adapts to new rules or circumstances in an age-appropriate game or activity. LL-LC.4.E Modifies conversations based on the context or listener.

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SED 2: My Feelings	By 60 months	SED2b: Self-Regulation: Children will begin to self-regulate.	2bOP-3 Independently solve simple problems	SE.7.E Independently suggests and chooses an adult-provided solution to a personal challenge or challenge with others (e.g. ask for help, compromise). Supports peers by suggesting solutions. ATL.7.E Regulates impulses to complete tasks and engages in goal-directed behavior.
SED 2: My Feelings	By 60 months	SED2b: Self-Regulation: Children will begin to self-regulate.	2bOP-4 Transition to new activities independently when asked	ATL.5.A Transitions between activities that are part of the routine school day with adult reminders. ATL.5.B Shifts between tasks or activities, including ending preferred activities, with adult support.
SED 3: My Relationships	By 60 months	SED3a: Relationships with Adults: Children will form relationships and interact positively with adults who consistently respond to their needs.	3aOP-1 Separate and easily accept explanation for parting with trusted adult	ATL.5.A Transitions between activities that are part of the routine school day with adult reminders. ATL.5.C Adjusts to changes in the environment or schedule with adult guidance and advance warning. SOC.2.AA Shows interest in a variety of familiar community members.
SED 3: My Relationships	By 60 months	SED3a: Relationships with Adults: Children will form relationships and interact positively with adults who consistently respond to their needs.	3aOP-2 Cooperate with adult guidance to achieve adult approval	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.7.C Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn). SE.7.A Listens to or follows a solution provided by an adult. May communicate discomfort or dysregulation and require additional time to regulate while responding. SE.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.

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SED 3: My Relationships	By 60 months	SED3b: Relationships with Peers: Children will develop ways to interact and build relationships with peers.	3bOP-1 Sustain relationships with other children for an extended period of time	SE.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support. SE.5.E Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others. ATL.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).
SED 3: My Relationships	By 60 months	SED3b: Relationships with Peers: Children will develop ways to interact and build relationships with peers.	3bOP-2 Take the perspective of another child and respond in a manner that is supportive	SE.4.C With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations. SE.4.D With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others. SE.4.E With minimal teacher prompts, demonstrates empathy by providing support for others through assistance or advocacy. SE.2.E Supports peers in regulating their emotions through co-regulation. Seeks and accepts co-regulation assistance when needed. SE.7.E Independently suggests and chooses an adult-provided solution to a personal challenge or challenge with others (e.g. ask for help, compromise). Supports peers by suggesting solutions.

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Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
SED 3: My Relationships	By 60 months	SED3b: Relationships with Peers: Children will develop ways to interact and build relationships with peers.	3bOP-3 Play with peers in a coordinated manner including assigning roles, materials and actions	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.1.E Coordinates roles and carries out more complex stories during role-play. C-ARTS.1.D Leads dances or movement sequences and demonstrates them to others. C-ARTS.2.C Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play. C-ARTS.2.D Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play. C-ARTS.2.E Continues an originally created scenario over the course of several play periods. Collaborates with others to carry out dramatic play and assumed roles.
SED 3: My Relationships	By 60 months	SED3b: Relationships with Peers: Children will develop ways to interact and build relationships with peers.	3bOP-4 Engage in prosocial behavior during play (cooperating, turn-taking, sharing)	SE.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns). SE.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support. SE.5.E Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others. ATL.2.C Makes cooperative decisions with peers based on adult provided choices (associative play). ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play). ATL.2.E Establishes rules with peers during play or structured activities (cooperative play).

SECTION 1: RELATIONSHIPS AND CONNECTIONS

DOMAIN: SOCIAL STUDIES (SST)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
SST 1: Social Systems	By 48 months	SST1a: Family Structure: Children will develop a sense of belonging to a family group, articulate family members' roles, and identify how families are alike and different.	1aYP-1 Name immediate family members	SOC.1.AA Identifies and recognizes self and family members. SOC.1.A Understands family relationships in relation to self.
SST 1: Social Systems	By 48 months	SST1a: Family Structure: Children will develop a sense of belonging to a family group, articulate family members' roles, and identify how families are alike and different.	1aYP-2 Describe actions or roles of specific family member	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.
SST 1: Social Systems	By 48 months	SST1a: Family Structure: Children will develop a sense of belonging to a family group, articulate family members' roles, and identify how families are alike and different.	1aYP-3 Identify personal relationships with significant adults	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. 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.
SST 1: Social Systems	By 48 months	SST1b: Community Belonging: Children will build a sense of belonging to a group and follow its rules.	1bYP-1 Identify a group they belong to	SOC.1.A Understands family relationships in relation to self. SOC.2.B Recognizes their role within the classroom, neighborhood, and community, such as voting in the classroom or being a member of the soccer team. SE.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities. SE.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence. SE.3.D Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.

SECTION 1: RELATIONSHIPS AND CONNECTIONS

DOMAIN: SOCIAL STUDIES (SST)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
SST 1: Social Systems	By 48 months	SST1b: Community Belonging: Children will build a sense of belonging to a group and follow its rules.	1bYP-2 Comply with schedules and routines throughout their environment	ATL.9.B Identifies and anticipates materials and expectations needed for everyday and routine activities. ATL.5.A Transitions between activities that are part of the routine school day with adult reminders. M-M.2.AA Demonstrates understanding of familiar daily routines. M-M.2.B Demonstrates the understanding of daily routines (order and general length of components).
SST 1: Social Systems	By 48 months	SST1b: Community Belonging: Children will build a sense of belonging to a group and follow its rules.	1bYP-3 Understand that rules may be different in different places or situations	ATL.9.B Identifies and anticipates materials and expectations needed for everyday and routine activities. ATL.7.C Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn). ATL.5.C Adjusts to changes in the environment or schedule with adult guidance and advance warning. LL-LC.4.E Modifies conversations based on the context or listener.
SST 1: Social Systems	By 48 months	SST1b: Community Belonging: Children will build a sense of belonging to a group and follow its rules.	1bYP-4 Display interest in helping others	SE.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns). SE.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support. SE.5.E Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others. SE.4.E With minimal teacher prompts, demonstrates empathy by providing support for others through assistance or advocacy. SE.2.E Supports peers in regulating their emotions through co-regulation. Seeks and accepts co-regulation assistance when needed. SE.7.E Independently suggests and chooses an adult-provided solution to a personal challenge or challenge with others (e.g. ask for help, compromise). Supports peers by suggesting solutions.

SECTION 1: RELATIONSHIPS AND CONNECTIONS

DOMAIN: SOCIAL STUDIES (SST)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
SST 1: Social Systems	By 48 months	SST1c: Diversity and Culture: Children will show understanding of how people and customs are alike and different.	1cYP-1 Describe own traits and characteristics	SE.3.A With adult support, verbally or nonverbally identifies something about themselves. SE.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities. SE.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence.
SST 1: Social Systems	By 48 months	SST1c: Diversity and Culture: Children will show understanding of how people and customs are alike and different.	1cYP-2 Identify differences and similarities in physical characteristics of self and others	SE.3.D Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.
SST 1: Social Systems	By 48 months	SST1c: Diversity and Culture: Children will show understanding of how people and customs are alike and different.	1cYP-3 Identify traditions of family and other cultures	SOC.1.B Discusses the activities or celebrations that their family does together. 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. SE.3.E Demonstrates strong self-confidence through words or actions including sharing pride and celebrating others in relation to self, family, community, or culture.
SST 2: Social Studies Concepts	By 48 months	SST2a: Economics: Children will understand about supply and demand, why people work, money, and community helpers.	2aYP-1 Begin to recognize the difference between wants and needs	SOC.3.AA Verbally or nonverbally expresses wants and needs with simple phrases or gestures.
SST 2: Social Studies Concepts	By 48 months	SST2a: Economics: Children will understand about supply and demand, why people work, money, and community helpers.	2aYP-2 Identify various community helpers through their uniforms and equipment	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.

SECTION 1: RELATIONSHIPS AND CONNECTIONS

DOMAIN: SOCIAL STUDIES (SST)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
SST 2: Social Studies Concepts	By 48 months	SST2a: Economics: Children will understand about supply and demand, why people work, money, and community helpers.	2aYP-3 Express understanding of occupations through dramatic play	C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions. C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play. C-ARTS.2.C Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play. 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.
SST 2: Social Studies Concepts	By 48 months	SST2a: Economics: Children will understand about supply and demand, why people work, money, and community helpers.	2aYP-4 Demonstrate awareness of the purpose of jobs, money and its exchange	SOC.3.B Shows an understanding of and identifies goods, such as items purchased from a store, and services, such as a haircut from a stylist. SOC.3.C Shows an understanding of the concepts of trading and bartering, such as trading corn for broccoli at a market in Dramatic Play. SOC.3.D Shows an understanding of buying and selling, including that money is needed to buy goods and services, such as using money in a restaurant in Dramatic Play. SOC.3.E Discusses the purpose of saving money for a future purchase.
SST 2: Social Studies Concepts	By 48 months	SST2b: Geography: Children will identify basic concepts of location and features in the community.	2bYP-1 Talk about the location of objects, such as near and far	M-GS.3.E Demonstrates understanding of direction terms (e.g., "near," "far") using gestures or objects. 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.).

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DOMAIN: SOCIAL STUDIES (SST)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
SST 2: Social Studies Concepts	By 48 months	SST2b: Geography: Children will identify basic concepts of location and features in the community.	2bYP-2 Identify landmarks or places through their logos and signs	LL-BK.3.AA Identifies familiar images or logos in environmental print. SOC.4.AA Verbally or nonverbally identifies familiar places and the features, such as home, classroom, and school building. SOC.4.A Verbally or nonverbally identifies common locations in their neighborhood and community and their features (library, store, park, etc.). SOC.4.B Recognizes and describes common geographical features within their region.
SST 2: Social Studies Concepts	By 48 months	SST2b: Geography: Children will identify basic concepts of location and features in the community.	2bYP-3 Draw pictures of geographical features in the neighborhood	SOC.4.D Creates representations or maps of familiar places, such as classroom, community, or region. C-ARTS.3.B Creates drawings, paintings, and models with an increasing level of detail.
SST 2: Social Studies Concepts	By 48 months	SST2b: Geography: Children will identify basic concepts of location and features in the community.	2bYP-4 Show interest in geographic tools, such as globes, GPS, or maps	SOC.4.C Uses geographic tools, such as maps and globes, with support and guidance to find common geographical features. Tech.1.B Participates in digital activities that use learning applications and programs with adult support. Tech.1.D With teacher guidance, uses technology devices and learning applications to play games, access or share information, or express themselves creatively.
SST 2: Social Studies Concepts	By 48 months	SST2c: History: Children will demonstrate an understanding of events and people from the past and present.	2cYP-1 Describe the steps of a routine	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). ATL.9.B Identifies and anticipates materials and expectations needed for everyday and routine activities.
SST 2: Social Studies Concepts	By 48 months	SST2c: History: Children will demonstrate an understanding of events and people from the past and present.	2cYP-1 Recognize how past events relate to their circumstances	SOC.5.A Begins to demonstrate an understanding of past and present experiences through concrete materials and 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. SOC.5.E Begins to connect past and present experiences and describes events that have happened or will happen in the future.

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DOMAIN: SOCIAL STUDIES (SST)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
SST 2: Social Studies Concepts	By 48 months	SST2c: History: Children will demonstrate an understanding of events and people from the past and present.	2cYP-1 Talk about past experiences/events	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. SOC.5.E Begins to connect past and present experiences and describes events that have happened or will happen in the future.
SST 2: Social Studies Concepts	By 48 months	SST2c: History: Children will demonstrate an understanding of events and people from the past and present.	2cYP-1 Recall parts of a story or what happened during the day	ATL.9.A Recalls one to two pieces of new and relevant information about their lived experiences (e.g., shares two things they did that day, recalls two toys that were in the Dramatic Play Center). LL-NC.3.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.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.
SST 2: Social Studies Concepts	By 48 months	SST2c: History: Children will demonstrate an understanding of events and people from the past and present.	2cYP-1 Use words that indicate time, but they may be inaccurate	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.
SST 1: Social Systems	By 60 months	SST1a: Family Structure: Children will develop a sense of belonging to a family group, articulate family members' roles, and identify how families are alike and different.	1aOP-1 Name extended family members (aunts, grandparents, etc)	SOC.1.AA Identifies and recognizes self and family members. SOC.1.A Understands family relationships in relation to self.

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DOMAIN: SOCIAL STUDIES (SST)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
SST 1: Social Systems	By 60 months	SST1a: Family Structure: Children will develop a sense of belonging to a family group, articulate family members' roles, and identify how families are alike and different.	1aOP-2 Talk about relationships with other 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.
SST 1: Social Systems	By 60 months	SST1a: Family Structure: Children will develop a sense of belonging to a family group, articulate family members' roles, and identify how families are alike and different.	1aOP-3 Discuss how families differ and how they are the same	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. SE.3.D Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others. SE.3.E Demonstrates strong self-confidence through words or actions including sharing pride and celebrating others in relation to self, family, community, or culture.
SST 1: Social Systems	By 60 months	SST1b: Community Belonging: Children will build a sense of belonging to a group and follow its rules.	1bOP-1 Differentiate groups they belong to	SOC.1.A Understands family relationships in relation to self. SOC.2.B Recognizes their role within the classroom, neighborhood, and community, such as voting in the classroom or being a member of the soccer team. SE.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities. SE.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence. SE.3.D Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.

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DOMAIN: SOCIAL STUDIES (SST)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
SST 1: Social Systems	By 60 months	SST1b: Community Belonging: Children will build a sense of belonging to a group and follow its rules.	1bOP-2 Follow routines and schedules	ATL.9.B Identifies and anticipates materials and expectations needed for everyday and routine activities. ATL.5.A Transitions between activities that are part of the routine school day with adult reminders. M-M.2.AA Demonstrates understanding of familiar daily routines. M-M.2.B Demonstrates the understanding of daily routines (order and general length of components). 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.
SST 1: Social Systems	By 60 months	SST1b: Community Belonging: Children will build a sense of belonging to a group and follow its rules.	1bOP-3 Understand natural and logical consequences for not following rules	SC-SP.1.B Observes and describes cause and effect. SOC.2.E Shares how their thoughts, opinions, choices, and actions can impact their community.
SST 1: Social Systems	By 60 months	SST1b: Community Belonging: Children will build a sense of belonging to a group and follow its rules.	1bOP-4 Seek out opportunities for leadership	LL-WR.1.D Helps lead a shared writing experience with teacher or peers. SE.6.E Seeks out opportunities to complete age-appropriate tasks independently. ATL.3.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance. SE.7.E Independently suggests and chooses an adult-provided solution to a personal challenge or challenge with others (e.g. ask for help, compromise). Supports peers by suggesting solutions. C-ARTS.1.D Leads dances or movement sequences and demonstrates them to others. C-ARTS.1.E Creates and leads dances or movement sequences and begins to synchronize music with movement.

SECTION 1: RELATIONSHIPS AND CONNECTIONS

DOMAIN: SOCIAL STUDIES (SST)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
SST 1: Social Systems	By 60 months	SST1c: Diversity and Culture: Children will show understanding of how people and customs are alike and different.	1cOP-1 Compare traits and characteristics of self with others	SE.3.D Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others. SE.3.E Demonstrates strong self-confidence through words or actions including sharing pride and celebrating others in relation to self, family, community, or culture. SOC.1.D Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations. SOC.1.E Explains why it's important to recognize and celebrate differences in families, such as their languages, music, food, or celebrations. SOC.2.D Recognizes that people have different thoughts and opinions within a community.
SST 1: Social Systems	By 60 months	SST1c: Diversity and Culture: Children will show understanding of how people and customs are alike and different.	1cOP-2 Discuss differences and similarities between themselves and others	SE.3.D Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others. SE.3.E Demonstrates strong self-confidence through words or actions including sharing pride and celebrating others in relation to self, family, community, or culture. SOC.1.D Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations. SOC.1.E Explains why it's important to recognize and celebrate differences in families, such as their languages, music, food, or celebrations. SOC.2.D Recognizes that people have different thoughts and opinions within a community.

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DOMAIN: SOCIAL STUDIES (SST)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
SST 1: Social Systems	By 60 months	SST1c: Diversity and Culture: Children will show understanding of how people and customs are alike and different.	1cOP-3 Show appreciation of own culture or customs	SE.3.D Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others. SE.3.E Demonstrates strong self-confidence through words or actions including sharing pride and celebrating others in relation to self, family, community, or culture. SOC.1.D Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations. SOC.1.E Explains why it's important to recognize and celebrate differences in families, such as their languages, music, food, or celebrations. SOC.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.
SST 2: Social Studies Concepts	By 60 months	SST2a: Economics: Children will understand about supply and demand, why people work, money, and community helpers.	2aOP-1 Realize that people depend on others to have needs met	SOC.3.A Shows an understanding of supply and demand, such as, "We are out of paint at the Art Easel. We need more." 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.2.C Recognizes and describes that different people have different roles and responsibilities in the community.
SST 2: Social Studies Concepts	By 60 months	SST2a: Economics: Children will understand about supply and demand, why people work, money, and community helpers.	2aOP-2 Describe roles of various community helpers and workers	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.
SST 2: Social Studies Concepts	By 60 months	SST2a: Economics: Children will understand about supply and demand, why people work, money, and community helpers.	2aOP-3 Describe occupations' roles and purposes	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.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.

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DOMAIN: SOCIAL STUDIES (SST)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
SST 2: Social Studies Concepts	By 60 months	SST2a: Economics: Children will understand about supply and demand, why people work, money, and community helpers.	2aOP-4 Understand the purpose of saving for tomorrow	SOC.3.E Discusses the purpose of saving money for a future purchase.
SST 2: Social Studies Concepts	By 60 months	SST2b: Geography: Children will identify basic concepts of location and features in the community.	2bOP-1 Use directional terms such as turn left, straight ahead	M-GS.3.C Demonstrates understanding of frame of reference terms (e.g., "in back of," "in front of," "behind") by using gestures or objects. M-GS.3.D Demonstrates understanding of direction terms (e.g., "forward," "backward," "around," "through," "to," "from," "towards") by using gestures or objects. M-GS.3.E Demonstrates understanding of direction terms (e.g., "near," "far") using gestures or objects.
SST 2: Social Studies Concepts	By 60 months	SST2b: Geography: Children will identify basic concepts of location and features in the community.	2bOP-1 Name own street, town and/or neighborhood	SOC.4.AA Verbally or nonverbally identifies familiar places and the features, such as home, classroom, and school building. SOC.4.A Verbally or nonverbally identifies common locations in their neighborhood and community and their features (library, store, park, etc.). SOC.4.B Recognizes and describes common geographical features within their region.
SST 2: Social Studies Concepts	By 60 months	SST2b: Geography: Children will identify basic concepts of location and features in the community.	2bOP-1 Create representations of different landforms and landmarks during play	SOC.4.D Creates representations or maps of familiar places, such as classroom, community, or region. C-ARTS.3.B Creates drawings, paintings, and models with an increasing level of detail.
SST 2: Social Studies Concepts	By 60 months	SST2b: Geography: Children will identify basic concepts of location and features in the community.	2bOP-1 Use geographic tools to identify landmarks in a specific location	SOC.4.C Uses geographic tools, such as maps and globes, with support and guidance to find common geographical features. Tech.1.D With teacher guidance, uses technology devices and learning applications to play games, access or share information, or express themselves creatively. Tech.1.E Independently uses technology devices and learning applications to play games, access or share information, or express themselves creatively.

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DOMAIN: SOCIAL STUDIES (SST)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
SST 2: Social Studies Concepts	By 60 months	SST2c: History: Children will demonstrate an understanding of events and people from the past and present.	2cOP-1 Use the posted schedule to describe the day's activities	M-M.2.AA Demonstrates understanding of familiar daily routines. 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.E Begins to demonstrate basic knowledge that clocks and calendars are related to the passage of time.
SST 2: Social Studies Concepts	By 60 months	SST2c: History: Children will demonstrate an understanding of events and people from the past and present.	2cOP-2 Distinguish between events that happened in the past, present or future	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. SOC.5.E Begins to connect past and present experiences and describes events that have happened or will happen in the future.
SST 2: Social Studies Concepts	By 60 months	SST2c: History: Children will demonstrate an understanding of events and people from the past and present.	2cOP-3 Talk about an event that happened or will happen	SOC.5.C Begins to use knowledge of past and present experiences to make predictions about the future. SOC.5.E Begins to connect past and present experiences and describes events that have happened or will happen in the future.
SST 2: Social Studies Concepts	By 60 months	SST2c: History: Children will demonstrate an understanding of events and people from the past and present.	2cOP-4 Discuss past experiences or events in the correct sequence	SOC.5.B Begins to sequence past and present experiences using visual supports. 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). LL-NC.4.D Constructs a personal narrative with three or more events in a coherent sequence.

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DOMAIN: SOCIAL STUDIES (SST)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
SST 2: Social Studies Concepts	By 60 months	SST2c: History: Children will demonstrate an understanding of events and people from the past and present.	2cOP-5 Use time vocabulary with some accuracy	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. 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.

SECTION 2: EXPLORATION AND CRITICAL THINKING: DEVELOPING STEM SKILLS

DOMAIN: APPROACHES TO PLAY AND LEARNING (APL)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
APL 1: Play	By 48 months	APL1a: Imaginative Play: Children will use their imaginations to learn about the world around them.	1aYP-1 Engage in make-believe play that mimics real-life experiences	ATL.1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play). ATL.1.C Engages in individual verbal or nonverbal imaginative play or role-play. ATL.1.D Carries out familiar roles during individual or collaborative role-play. C-ARTS.2.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.
APL 1: Play	By 48 months	APL1a: Imaginative Play: Children will use their imaginations to learn about the world around them.	1aYP-2 Coordinate play with another, beginning to assign roles	C-ARTS.2.C Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play. C-ARTS.2.D Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play. ATL.1.D Carries out familiar roles during individual or collaborative role-play. ATL.1.E Coordinates roles and carries out more complex stories during role-play.

SECTION 2: EXPLORATION AND CRITICAL THINKING: DEVELOPING STEM SKILLS

DOMAIN: APPROACHES TO PLAY AND LEARNING (APL)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
APL 1: Play	By 48 months	APL1a: Imaginative Play: Children will use their imaginations to learn about the world around them.	1aYP-3 Invent an imaginary friend	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.
APL 1: Play	By 48 months	APL1b: Collaborative Play: Children will learn to work and play together to achieve a common goal.	1bYP-1 Interact with others to create play scenarios	ATL.1.D Carries out familiar roles during individual or collaborative role-play. C-ARTS.2.C Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play. C-ARTS.2.D Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play. ATL.1.E Coordinates roles and carries out more complex stories during role-play.
APL 1: Play	By 48 months	APL1b: Collaborative Play: Children will learn to work and play together to achieve a common goal.	1bYP-2 Begin to develop friendships, showing preferences for specific children	SE.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns). SE.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support. SE.5.E Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.

SECTION 2: EXPLORATION AND CRITICAL THINKING: DEVELOPING STEM SKILLS

DOMAIN: APPROACHES TO PLAY AND LEARNING (APL)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
APL 1: Play	By 48 months	APL1b: Collaborative Play: Children will learn to work and play together to achieve a common goal.	1bYP-3 Communicate interest in others' ideas through verbal and nonverbal means	SE.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns). SE.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support. SE.5.E Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others. ATL.2.B Plays, works on tasks, or participates in activities with peers with adult prompts (associative play). ATL.2.C Makes cooperative decisions with peers based on adult provided choices (associative play). ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play). C-ARTS.2.C Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play. C-ARTS.2.D Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play. C-ARTS.2.E Continues an originally created scenario over the course of several play periods. Collaborates with others to carry out dramatic play and assumed roles.
APL 1: Play	By 48 months	APL1b: Collaborative Play: Children will learn to work and play together to achieve a common goal.	1bYP-4 Express knowledge of everyday lives and culture through play	C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play. SOC.1.D Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations. 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.

SECTION 2: EXPLORATION AND CRITICAL THINKING: DEVELOPING STEM SKILLS

DOMAIN: APPROACHES TO PLAY AND LEARNING (APL)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
APL 2: Constructing, Organizing, and Applying Knowledge	By 48 months	APL2a: Persistence, Engagement, and Attention: Children will develop the ability to focus their attention and concentrate to complete tasks.	2aYP-1 Maintain focus on a project over a period of time with adult support	ATL.6.A Sustains interest in a preferred task for a brief amount of time (5–10 minutes). ATL.6.B Sustains attention in an assigned task for a brief amount of time (5–10 minutes). ATL.6.C Attends to entirety of a short engaging lesson or teacher-led activity (10–15 minutes).
APL 2: Constructing, Organizing, and Applying Knowledge	By 48 months	APL2a: Persistence, Engagement, and Attention: Children will develop the ability to focus their attention and concentrate to complete tasks.	2aYP-2 Try different ways to complete a task when something doesn't work	ATL.5.D With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error). ATL.5.E Adapts to new rules or circumstances in an age-appropriate game or activity. ATL.4.E Assesses tasks and makes adjustments to strategies for updates or revisions. ATL.3.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance.
APL 2: Constructing, Organizing, and Applying Knowledge	By 48 months	APL2a: Persistence, Engagement, and Attention: Children will develop the ability to focus their attention and concentrate to complete tasks.	2aYP-3 Stay engaged in an activity or task while other activities are occurring in the environment	ATL.6.D Refocuses attention to independent or group activity after minor distraction. ATL.7.D Independently completes simple assignment or task despite normal classroom environment distractions. ATL.5.C Adjusts to changes in the environment or schedule with adult guidance and advance warning.
APL 2: Constructing, Organizing, and Applying Knowledge	By 48 months	APL2a: Persistence, Engagement, and Attention: Children will develop the ability to focus their attention and concentrate to complete tasks.	2aYP-4 Express satisfaction in a completed task	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.

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DOMAIN: APPROACHES TO PLAY AND LEARNING (APL)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
APL 2: Constructing, Organizing, and Applying Knowledge	By 48 months	APL2a: Persistence, Engagement, and Attention: Children will develop the ability to focus their attention and concentrate to complete tasks.	2aYP-5 Express goals and follow through with them.	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.
APL 2: Constructing, Organizing, and Applying Knowledge	By 48 months	APL2b: Task Analysis: Children will identify the steps needed to achieve a goal.	2bYP-1 Consider different ways to approach the same task with adult help	ATL.4.B Verbally or nonverbally demonstrates an understanding of accomplishing a task. May verbally explain work product. ATL.3.C Asks questions and seeks clarity after attempting a challenging task. ATL.3.D Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed. ATL.3.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance. ATL.4.E Assesses tasks and makes adjustments to strategies for updates or revisions.
APL 2: Constructing, Organizing, and Applying Knowledge	By 48 months	APL2b: Task Analysis: Children will identify the steps needed to achieve a goal.	2bYP-2 With adult support, develop the steps needed to complete a simple task	ATL.8.A With one to one adult support, completes steps of a simple task or project (two to three steps). ATL.8.B Uses adult-created organization tools to complete steps of a simple task or project. ATL.8.C With adult support, creates a goal for an activity and follows a simple plan. ATL.8.D Creates and follows through with simple plans independently.
APL 2: Constructing, Organizing, and Applying Knowledge	By 48 months	APL2b: Task Analysis: Children will identify the steps needed to achieve a goal.	2bYP-3 Express short term goals or plans and follow through with them	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.

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DOMAIN: APPROACHES TO PLAY AND LEARNING (APL)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
APL 2: Constructing, Organizing, and Applying Knowledge	By 48 months	APL2c: Reasoning and Problem Solving: Children will identify and develop strategies for solving simple problems.	2cYP-1 Experiment with similar actions on different objects	ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work. SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment. SC-P.1.C Participates in activities related to changing physical properties of objects, such as crumpling a piece of paper to change the texture from smooth to bumpy. SC-SP.2.A Participates in simple explorations and experiments based on a teacher-led inquiry and prior knowledge. SC-SP.2.B Participates in teacher-led explorations and experiments and uses prior knowledge to make predictions.
APL 2: Constructing, Organizing, and Applying Knowledge	By 48 months	APL2c: Reasoning and Problem Solving: Children will identify and develop strategies for solving simple problems.	2cYP-2 Experiment with a variety of strategies to solve a problem	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). SE.7.D With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise). SE.7.E Independently suggests and chooses an adult-provided solution to a personal challenge or challenge with others (e.g. ask for help, compromise). Supports peers by suggesting solutions.
APL 2: Constructing, Organizing, and Applying Knowledge	By 48 months	APL2c: Reasoning and Problem Solving: Children will identify and develop strategies for solving simple problems.	2cYP-3 Apply previously-successful strategies to complete a task	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. 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). C-ARTS.3.D Plans for and creates art using preferred art materials, tools, and techniques.

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DOMAIN: APPROACHES TO PLAY AND LEARNING (APL)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
APL 2: Constructing, Organizing, and Applying Knowledge	By 48 months	APL2c: Reasoning and Problem Solving: Children will identify and develop strategies for solving simple problems.	2cYP-4 Seek and make use of ideas and help from adults and peers to solve problems	ATL.5.D With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error). ATL.3.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. SE.7.A Listens to or follows a solution provided by an adult. May communicate discomfort or dysregulation and require additional time to regulate while responding. SE.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.
APL 3: Wonderment and Investigation	By 48 months	APL3a: Curiosity, Invention, and Initiative: Children will show eagerness, imagination, and creativity as they try new tasks.	3aYP-1 Demonstrate willingness to participate in both familiar and new experiences	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.6.AA Follows along with and participates in songs, chants, and simple stories. SE.5.A Engages with peers with teacher modeling and participates in organized group activities.
APL 3: Wonderment and Investigation	By 48 months	APL3a: Curiosity, Invention, and Initiative: Children will show eagerness, imagination, and creativity as they try new tasks.	3aYP-2 Ask questions to obtain clarification	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. 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.

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DOMAIN: APPROACHES TO PLAY AND LEARNING (APL)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
APL 3: Wonderment and Investigation	By 48 months	APL3a: Curiosity, Invention, and Initiative: Children will show eagerness, imagination, and creativity as they try new tasks.	3aYP-3 Make choices and complete some independent activities	ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own. ATL.8.AA Self-selects toy, activity, or Center to engage in when provided with choices. SE.6.C Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers. SE.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges. SE.6.E Seeks out opportunities to complete age-appropriate tasks independently.
APL 3: Wonderment and Investigation	By 48 months	APL3a: Curiosity, Invention, and Initiative: Children will show eagerness, imagination, and creativity as they try new tasks.	3aYP-4 Discover things that amaze them and seek to share them with others	ATL.3.AA Exhibits curiosity and interest in activities and materials. Repeats preferred activities. ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work. ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own. SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment. C-ARTS.5.AA Shows enthusiasm and curiosity about different types of creative arts. C-ARTS.5.A Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques.
APL 3: Wonderment and Investigation	By 48 months	APL3b: Risk-Taking and Flexibility: Children will demonstrate a willingness to take risks and try new things.	3bYP-1 Choose to participate in an increasing variety of familiar and new experiences	ATL.3.AA Exhibits curiosity and interest in activities and materials. Repeats preferred activities. ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work. ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own. ATL.6.AA Follows along with and participates in songs, chants, and simple stories.

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DOMAIN: APPROACHES TO PLAY AND LEARNING (APL)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
APL 3: Wonderment and Investigation	By 48 months	APL3b: Risk-Taking and Flexibility: Children will demonstrate a willingness to take risks and try new things.	3bYP-2 Ask to participate in new experiences they have observed or heard about	ATL.3.AA Exhibits curiosity and interest in activities and materials. Repeats preferred activities. ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work. ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own.
APL 3: Wonderment and Investigation	By 48 months	APL3b: Risk-Taking and Flexibility: Children will demonstrate a willingness to take risks and try new things.	3bYP-3 With support and guidance, differentiate between appropriate and inappropriate risk taking	PD.6.AA Begins to recognize and accepts help in following safety procedures. PD.6.A With teacher guidance, follows safety procedures. PD.6.B Demonstrates understanding of safety procedures and begins to initiate. 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.9.C Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and wants to return, or fell on the slide yesterday, so exercises caution today).
APL 3: Wonderment and Investigation	By 48 months	APL3b: Risk-Taking and Flexibility: Children will demonstrate a willingness to take risks and try new things.	3bYP-4 Try different roles or play approaches with adult support	ATL.1.C Engages in individual verbal or nonverbal imaginative play or role-play. ATL.1.D Carries out familiar roles during individual or collaborative role-play. ATL.1.E Coordinates roles and carries out more complex stories during role-play. 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). SOC.2.B Recognizes their role within the classroom, neighborhood, and community, such as voting in the classroom or being a member of the soccer team.

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DOMAIN: APPROACHES TO PLAY AND LEARNING (APL)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
APL 1: Play	By 60 months	APL1a: Imaginative Play: Children will use their imaginations to learn about the world around them.	1aOP-1 Use props and create characters as part of pretend play	ATL.1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play). ATL.1.C Engages in individual verbal or nonverbal imaginative play or role-play. ATL.1.D Carries out familiar roles during individual or collaborative role-play. ATL.1.E Coordinates roles and carries out more complex stories during role-play. C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions. C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play. C-ARTS.2.C Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play. C-ARTS.2.D Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play. C-ARTS.2.E Continues an originally created scenario over the course of several play periods. Collaborates with others to carry out dramatic play and assumed roles.
APL 1: Play	By 60 months	APL1a: Imaginative Play: Children will use their imaginations to learn about the world around them.	1aOP-2 Engage in elaborate and sustained imaginative play¹ ¹Part 1 of 2. Continued on page 38.	ATL.1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play). ATL.1.C Engages in individual verbal or nonverbal imaginative play or role-play. ATL.1.D Carries out familiar roles during individual or collaborative role-play. ATL.1.E Coordinates roles and carries out more complex stories during role-play. 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.

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DOMAIN: APPROACHES TO PLAY AND LEARNING (APL)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
APL 1: Play	By 60 months	APL1a: Imaginative Play: Children will use their imaginations to learn about the world around them.	1aOP-2 Engage in elaborate and sustained imaginative play ² ² Part 2 of 2. Continued from page 37.	C-ARTS.2.D Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play. C-ARTS.2.E Continues an originally created scenario over the course of several play periods. Collaborates with others to carry out dramatic play and assumed roles.
APL 1: Play	By 60 months	APL1a: Imaginative Play: Children will use their imaginations to learn about the world around them.	1aOP-3 Distinguish between real life and fantasy	ATL.1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play). ATL.1.C Engages in individual verbal or nonverbal imaginative play or role-play. ATL.1.D Carries out familiar roles during individual or collaborative role-play. ATL.1.E Coordinates roles and carries out more complex stories during role-play. C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions. C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play. C-ARTS.2.C Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play. C-ARTS.2.D Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play. C-ARTS.2.E Continues an originally created scenario over the course of several play periods. Collaborates with others to carry out dramatic play and assumed roles.
APL 1: Play	By 60 months	APL1b: Collaborative Play: Children will learn to work and play together to achieve a common goal.	1bOP-1 Develop and sustain complex play themes and roles in cooperation with peers	ATL.1.E Coordinates roles and carries out more complex stories during role-play. C-ARTS.2.D Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play. C-ARTS.2.E Continues an originally created scenario over the course of several play periods. Collaborates with others to carry out dramatic play and assumed roles.

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DOMAIN: APPROACHES TO PLAY AND LEARNING (APL)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
APL 1: Play	By 60 months	APL1b: Collaborative Play: Children will learn to work and play together to achieve a common goal.	1bOP-2 Seek out specific children to engage in play experiences	SE.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns). SE.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support. SE.5.E Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others. ATL.2.B Plays, works on tasks, or participates in activities with peers with adult prompts (associative play). ATL.2.C Makes cooperative decisions with peers based on adult provided choices (associative play). ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play).
APL 1: Play	By 60 months	APL1b: Collaborative Play: Children will learn to work and play together to achieve a common goal.	1bOP-3 Take another's perspective	SE.4.C With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations. SE.4.D With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others. SE.1.E Identifies that they can have different emotions about the same situation.
APL 1: Play	By 60 months	APL1b: Collaborative Play: Children will learn to work and play together to achieve a common goal.	1bOP-4 Articulate values and "rules" through play	ATL.9.B Identifies and anticipates materials and expectations needed for everyday and routine activities. ATL.1.D Carries out familiar roles during individual or collaborative role-play. C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic 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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DOMAIN: APPROACHES TO PLAY AND LEARNING (APL)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
APL 2: Constructing, Organizing, and Applying Knowledge	By 60 months	APL2a: Persistence, Engagement, and Attention: Children will develop the ability to focus their attention and concentrate to complete tasks.	2aOP-1 Stay focused on activities and tasks until completion	ATL.6.A Sustains interest in a preferred task for a brief amount of time (5–10 minutes). ATL.6.B Sustains attention in an assigned task for a brief amount of time (5–10 minutes). ATL.6.C Attends to entirety of a short engaging lesson or teacher-led activity (10–15 minutes). ATL.6.E Attends to activities or peer engagement for extended periods of time (30+ minutes). ATL.4.C Monitors the completion of a task and identifies preferred elements of a work product or task.
APL 2: Constructing, Organizing, and Applying Knowledge	By 60 months	APL2a: Persistence, Engagement, and Attention: Children will develop the ability to focus their attention and concentrate to complete tasks.	2aOP-2 Persist with task completion even after previous efforts have failed	ATL.5.D With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error). ATL.5.E Adapts to new rules or circumstances in an age-appropriate game or activity. ATL.4.E Assesses tasks and makes adjustments to strategies for updates or revisions. ATL.3.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance. C-ARTS.3.E Reviews their original art and makes changes to the final product.
APL 2: Constructing, Organizing, and Applying Knowledge	By 60 months	APL2a: Persistence, Engagement, and Attention: Children will develop the ability to focus their attention and concentrate to complete tasks.	2aOP-3 Stay engaged in an activity or task despite interruptions	ATL.6.D Refocuses attention to independent or group activity after minor distraction. 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.E Attends to activities or peer engagement for extended periods of time (30+ minutes). ATL.5.C Adjusts to changes in the environment or schedule with adult guidance and advance warning.

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DOMAIN: APPROACHES TO PLAY AND LEARNING (APL)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
APL 2: Constructing, Organizing, and Applying Knowledge	By 60 months	APL2a: Persistence, Engagement, and Attention: Children will develop the ability to focus their attention and concentrate to complete tasks.	2aOP-4 Generalize the success to another task	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.8.E Plans simple steps for future activity goal. ATL.9.D With adult support, applies explicitly taught and practiced higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization). ATL.9.E Independently applies higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization)
APL 2: Constructing, Organizing, and Applying Knowledge	By 60 months	APL2a: Persistence, Engagement, and Attention: Children will develop the ability to focus their attention and concentrate to complete tasks.	2aOP-5 Set simple goals that extend over time, make plans and follow through	ATL.8.B Uses adult-created organization tools to complete steps of a simple task or project. ATL.8.C With adult support, creates a goal for an activity and follows a simple plan. ATL.8.D Creates and follows through with simple plans independently. ATL.8.E Plans simple steps for future activity goal.
APL 2: Constructing, Organizing, and Applying Knowledge	By 60 months	APL2b: Task Analysis: Children will identify the steps needed to achieve a goal.	2bOP-1 Demonstrate understanding that a task can be achieved in multiple ways	ATL.4.B Verbally or nonverbally demonstrates an understanding of accomplishing a task. May verbally explain work product. ATL.3.C Asks questions and seeks clarity after attempting a challenging task. ATL.3.D Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed. ATL.3.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance. ATL.4.E Assesses tasks and makes adjustments to strategies for updates or revisions.

SECTION 2: EXPLORATION AND CRITICAL THINKING: DEVELOPING STEM SKILLS

DOMAIN: APPROACHES TO PLAY AND LEARNING (APL)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
APL 2: Constructing, Organizing, and Applying Knowledge	By 60 months	APL2b: Task Analysis: Children will identify the steps needed to achieve a goal.	2bOP-2 Break down multi- part tasks into steps	ATL.8.A With one to one adult support, completes steps of a simple task or project (two to three steps). ATL.8.B Uses adult-created organization tools to complete steps of a simple task or project. ATL.8.C With adult support, creates a goal for an activity and follows a simple plan. ATL.8.D Creates and follows through with simple plans independently. ATL.8.E Plans simple steps for future activity goal.
APL 2: Constructing, Organizing, and Applying Knowledge	By 60 months	APL2b: Task Analysis: Children will identify the steps needed to achieve a goal.	2bOP-3 Independently identify and seek things needed to complete activities or tasks	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.8.D Creates and follows through with simple plans independently. SE.6.E Seeks out opportunities to complete age-appropriate tasks independently.
APL 2: Constructing, Organizing, and Applying Knowledge	By 60 months	APL2c: Reasoning and Problem Solving: Children will identify and develop strategies for solving simple problems.	2cOP-1 Apply prior knowledge and experiences to new ideas and activities	ATL.9.C Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and wants to return, or fell on the slide yesterday, so exercises caution today). ATL.9.D With adult support, applies explicitly taught and practiced higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization). ATL.9.E Independently applies higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization).

SECTION 2: EXPLORATION AND CRITICAL THINKING: DEVELOPING STEM SKILLS

DOMAIN: APPROACHES TO PLAY AND LEARNING (APL)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
APL 2: Constructing, Organizing, and Applying Knowledge	By 60 months	APL2c: Reasoning and Problem Solving: Children will identify and develop strategies for solving simple problems.	2cOP-2 Describe the steps they will use to solve a problem	ATL.5.D With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error). ATL.5.E Adapts to new rules or circumstances in an age-appropriate game or activity. ATL.8.D Creates and follows through with simple plans independently. ATL.8.E Plans simple steps for future activity goal.
APL 2: Constructing, Organizing, and Applying Knowledge	By 60 months	APL2c: Reasoning and Problem Solving: Children will identify and develop strategies for solving simple problems.	2cOP-3 Evaluate different strategies for problem solving and select the strategy they feel will work without trying it	SC-SP.1.E With teacher guidance, uses one's formulated science-oriented questions to plan simple explorations or experiments. ATL.5.D With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error). ATL.5.E Adapts to new rules or circumstances in an age-appropriate game or activity. ATL.8.D Creates and follows through with simple plans independently. SE.7.E Independently suggests and chooses an adult-provided solution to a personal challenge or challenge with others (e.g. ask for help, compromise). Supports peers by suggesting solutions.
APL 2: Constructing, Organizing, and Applying Knowledge	By 60 months	APL2c: Reasoning and Problem Solving: Children will identify and develop strategies for solving simple problems.	2cOP-4 Ask specific questions of adult or peer to solve a problem	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. 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.

SECTION 2: EXPLORATION AND CRITICAL THINKING: DEVELOPING STEM SKILLS

DOMAIN: APPROACHES TO PLAY AND LEARNING (APL)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
APL 3: Wonderment and Investigation	By 60 months	APL3a: Curiosity, Invention, and Initiative: Children will show eagerness, imagination, and creativity as they try new tasks.	3aOP-1 Show eagerness to learn about and discuss new topics, ideas and tasks	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. SE.5.A Engages with peers with teacher modeling and participates in organized group activities. SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment.
APL 3: Wonderment and Investigation	By 60 months	APL3a: Curiosity, Invention, and Initiative: Children will show eagerness, imagination, and creativity as they try new tasks.	3aOP-2 Ask questions to understand a new concept	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. SC-SP.1.A With teacher guidance, participates in activities to formulate simple science-oriented questions based on observations. 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.
APL 3: Wonderment and Investigation	By 60 months	APL3a: Curiosity, Invention, and Initiative: Children will show eagerness, imagination, and creativity as they try new tasks.	3aOP-3 Show independence and purpose when making choices.	SE.7.E Independently suggests and chooses an adult-provided solution to a personal challenge or challenge with others (e.g. ask for help, compromise). Supports peers by suggesting solutions. ATL.8.AA Self-selects toy, activity, or Center to engage in when provided with choices. C-ARTS.5.B Discusses their own artistic creations and chooses artwork for display or performance.

SECTION 2: EXPLORATION AND CRITICAL THINKING: DEVELOPING STEM SKILLS

DOMAIN: APPROACHES TO PLAY AND LEARNING (APL)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
APL 3: Wonderment and Investigation	By 60 months	APL3a: Curiosity, Invention, and Initiative: Children will show eagerness, imagination, and creativity as they try new tasks.	3aOP-4 Use complex and varied language to share ideas and influence others during play	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"). ATL.1.E Coordinates roles and carries out more complex stories during role-play. ATL.2.E Establishes rules with peers during play or structured activities (cooperative play). C-ARTS.2.E Continues an originally created scenario over the course of several play periods. Collaborates with others to carry out dramatic play and assumed roles.
APL 3: Wonderment and Investigation	By 60 months	APL3a: Curiosity, Invention, and Initiative: Children will show eagerness, imagination, and creativity as they try new tasks.	3aOP-5 Select and carry out activities without adult prompting	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.A Explores a variety of available objects and materials to discover what they do and how they work. ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own.
APL 3: Wonderment and Investigation	By 60 months	APL3b: Risk-Taking and Flexibility: Children will demonstrate a willingness to take risks and try new things.	3bOP-1 Approach new experiences, topics, and ideas with interest	ATL.3.AA Exhibits curiosity and interest in activities and materials. Repeats preferred activities. ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work. ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own. C-ARTS.5.AA Shows enthusiasm and curiosity about different types of creative arts. C-ARTS.5.A Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques.

SECTION 2: EXPLORATION AND CRITICAL THINKING: DEVELOPING STEM SKILLS

DOMAIN: APPROACHES TO PLAY AND LEARNING (APL)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
APL 3: Wonderment and Investigation	By 60 months	APL3b: Risk-Taking and Flexibility: Children will demonstrate a willingness to take risks and try new things.	3bOP-2 Express a belief that they can do things that are hard	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. SE.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges. SE.6.E Seeks out opportunities to complete age-appropriate tasks independently.
APL 3: Wonderment and Investigation	By 60 months	APL3b: Risk-Taking and Flexibility: Children will demonstrate a willingness to take risks and try new things.	3bOP-3 Try things they are not sure they can do while avoiding dangerous risks	ATL.3.D Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed. SE.6.E Seeks out opportunities to complete age-appropriate tasks independently. PD.6.C Independently follows safety procedures. PD.6.D Understands and describes the importance of safety procedures. SE.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.
APL 3: Wonderment and Investigation	By 60 months	APL3b: Risk-Taking and Flexibility: Children will demonstrate a willingness to take risks and try new things.	3bOP-4 Take on new roles in a group setting	ATL.1.C Engages in individual verbal or nonverbal imaginative play or role-play. ATL.1.D Carries out familiar roles during individual or collaborative role-play. ATL.1.E Coordinates roles and carries out more complex stories during role-play. SOC.2.B Recognizes their role within the classroom, neighborhood, and community, such as voting in the classroom or being a member of the soccer team.

SECTION 2: EXPLORATION AND CRITICAL THINKING: DEVELOPING STEM SKILLS

DOMAIN: SCIENCE EXPLORATION AND KNOWLEDGE (SEK)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
SEK 1: Science Concepts	By 48 months	SEK1a: Scientific Inquiry: Children will gain knowledge through exploration and discovery.	1aYP-1 Identify and differentiate the five senses	PD.5.AA Uses senses to experience a variety of food during mealtimes. SC-P.1.B Use senses to observe and describe some physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on. SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment.
SEK 1: Science Concepts	By 48 months	SEK1a: Scientific Inquiry: Children will gain knowledge through exploration and discovery.	1aYP-2 Make predictions based on past experiences	SC-SP.2.A Participates in simple explorations and experiments based on a teacher-led inquiry and prior knowledge. SC-SP.2.B Participates in teacher-led explorations and experiments and uses prior knowledge to make predictions. ATL.9.C Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and wants to return, or fell on the slide yesterday, so exercises caution today). ATL.9.D With adult support, applies explicitly taught and practiced higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization).
SEK 1: Science Concepts	By 48 months	SEK1a: Scientific Inquiry: Children will gain knowledge through exploration and discovery.	1aYP-3 Participate in experiments to learn new information	SC-SP.2.A Participates in simple explorations and experiments based on a teacher-led inquiry and prior knowledge. SC-SP.2.B Participates in teacher-led explorations and experiments and uses prior knowledge to make predictions. SC-SP.2.C With teacher guidance, begins to hypothesize before teacher-led experiments.
SEK 1: Science Concepts	By 48 months	SEK1a: Scientific Inquiry: Children will gain knowledge through exploration and discovery.	1aYP-4 Discuss potential cause and effect relationships³ ³Part 1 of 2. Continued on page 48.	SC-SP.1.B Observes and describes cause and effect. SC-LES.1.D Describes how humans affect their environment in positive and negative ways, such as recycling, planting trees, litter, and pollution. SC-LES.1.E Discusses how natural elements like wind and water have an impact on the natural world through a variety of processes, such as erosion.

SECTION 2: EXPLORATION AND CRITICAL THINKING: DEVELOPING STEM SKILLS

DOMAIN: SCIENCE EXPLORATION AND KNOWLEDGE (SEK)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
SEK 1: Science Concepts	By 48 months	SEK1a: Scientific Inquiry: Children will gain knowledge through exploration and discovery.	1aYP-4 Discuss potential cause and effect relationships ⁴ ⁴ Part 2 of 2. Continued from page 47.	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 playdough was soft, but became hard when exposed to air for a long time period.
SEK 1: Science Concepts	By 48 months	SEK1b: Biological Science: Children will differentiate between living and non-living things and their characteristics.	1bYP-1 Sort living and non-living things by one or more basic characteristics	SC-LES.1.B Demonstrates understanding of the difference between living and nonliving things. M-PFA.1.C Sorts and groups objects based on more complex attributes such as function or category. M-PFA.1.B Sorts and groups pictures of objects based on one attribute such as visual features like color, size, or shape. SC-LES.4.B Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features. SC-LES.5.B Identifies that plants are living and identifies characteristics and features of plants.
SEK 1: Science Concepts	By 48 months	SEK1b: Biological Science: Children will differentiate between living and non-living things and their characteristics.	1bYP-2 With adult support, describe how living things depend on other non-living and living things to survive	SC-LES.4.B Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features. SC-LES.4.C Describes the needs of humans and animals and how their characteristics and behaviors support their needs, such as birds have beaks so they can dig for worms. SC-LES.4.E Describes and discusses the relationship between humans and animals. SC-LES.5.B Identifies that plants are living and identifies characteristics and features of plants. SC-LES.5.C Identifies that plants are living and describes the needs of plants. SC-LES.5.E Describes and discusses ways that plants impact living things and the environment and how humans can impact plants.

SECTION 2: EXPLORATION AND CRITICAL THINKING: DEVELOPING STEM SKILLS

DOMAIN: SCIENCE EXPLORATION AND KNOWLEDGE (SEK)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
SEK 1: Science Concepts	By 48 months	SEK1b: Biological Science: Children will differentiate between living and non-living things and their characteristics.	1bYP-3 Explore the function of body parts	SC-LES.4.B Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features. SC-LES.4.C Describes the needs of humans and animals and how their characteristics and behaviors support their needs, such as birds have beaks so they can dig for worms.
SEK 1: Science Concepts	By 48 months	SEK1b: Biological Science: Children will differentiate between living and non-living things and their characteristics.	1bYP-4 Explain how plants and animals change over time	SC-LES.4.D Observes and describes habitats and life cycles. SC-LES.5.D Observes and describes plant habitats and life cycles. SOC.5.D Describes how people and things change over time and will continue to change into the future.
SEK 1: Science Concepts	By 48 months	SEK1c: Physical Science: Children will demonstrate emerging understanding of matter and energy.	1cYP-1 Notice strategies that impact how balls, cars, and other objects can change speed	SC-P.4.A With teacher guidance, recognizes that different factors, such as force, impact how fast and far an object moves when it's pushed or pulled. SC-P.4.B With teacher guidance, recognizes that when objects collide, the impact can change the speed, direction or stop an object. SC-P.4.C With teacher guidance, recognizes that different factors, such as heights or textures, can change the speed of an object, such as racing cars on ramps. SC-P.4.D Describes and discusses the motion of objects and that motion can change based on different factors. SC-P.4.E Compares and contrasts how different factors change the motion of objects.
SEK 1: Science Concepts	By 48 months	SEK1c: Physical Science: Children will demonstrate emerging understanding of matter and energy.	1cYP-2 Sort and describe objects according to their physical properties, including size, shape, texture, and color	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.

SECTION 2: EXPLORATION AND CRITICAL THINKING: DEVELOPING STEM SKILLS

DOMAIN: SCIENCE EXPLORATION AND KNOWLEDGE (SEK)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
SEK 1: Science Concepts	By 48 months	SEK1c: Physical Science: Children will demonstrate emerging understanding of matter and energy.	1cYP-3 Investigate and identify the differences between liquids and solids	SC-P.3.AA Recognizes and explores water in its liquid form. SC-P.3.A Recognizes and explores water in its liquid and solid forms.
SEK 1: Science Concepts	By 48 months	SEK1c: Physical Science: Children will demonstrate emerging understanding of matter and energy.	1cYP-4 Explore the properties of light and sound, with adult guidance	SC-P.2.A Demonstrates understanding that light can be used to see or illuminate things when it is dark. SC-P.2.B Recognizes sources of light including natural and human-made, such as the sun, lamps, or flashlights. SC-P.2.C Discusses how to manipulate light to create shadows and reflections. SC-P.2.D Discusses how light can be brighter or dimmer depending on variables such as the source of light, distance, and so on. SC-P.2.E Observes and discusses how light is a form of energy and gives off heat. C-ARTS.4.D Uses their voice or an instrument to express themselves and copy simple tempos. C-ARTS.4.A Participates in a variety of music activities with different tempos, genres, and rhythms.
SEK 1: Science Concepts	By 48 months	SEK1d: Earth and Space Science: Children will demonstrate emerging understanding of the earth and atmosphere.	1dYP-1 Describe the properties of earth materials, soil and sand	SC-P.1.A Uses senses to identify physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on. SC-P.1.B Use senses to observe and describe some physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on. SC-LES.1.A Identifies different elements of nature, such as rocks, water, air and leaves. SC-P.3.B Recognizes and explores water in its liquid, solid, and gas forms. SC-P.3.C Explains water in its three forms, such as ice is frozen water.

SECTION 2: EXPLORATION AND CRITICAL THINKING: DEVELOPING STEM SKILLS

DOMAIN: SCIENCE EXPLORATION AND KNOWLEDGE (SEK)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
SEK 1: Science Concepts	By 48 months	SEK1d: Earth and Space Science: Children will demonstrate emerging understanding of the earth and atmosphere.	1dYP-2 Investigate the properties of water through experimentation	SC-P.3.A Recognizes and explores water in its liquid and solid forms. SC-P.3.B Recognizes and explores water in its liquid, solid, and gas forms. SC-P.3.C Explains water in its three forms, such as ice is frozen water. SC-P.3.D Discusses the uses and purpose of water in its different forms, such as ice helps make a drink cold. SC-P.3.E Begins to discuss how and why water changes into different forms, such as the water cycle.
SEK 1: Science Concepts	By 48 months	SEK1d: Earth and Space Science: Children will demonstrate emerging understanding of the earth and atmosphere.	1dYP-3 Differentiate day and nighttime objects in the sky	SC-LES.3.A Identifies objects in the sky, such as clouds, sun, moon, or stars. SC-LES.3.B Describes and discusses objects in the sky, such as clouds, sun, moon, or stars. SC-LES.3.C Develops basic understanding about space, such as Earth is a planet and there are other planets. SC-LES.3.D Compares and contrasts Earth and space, such as people can breathe on Earth but not in space. SC-P.2.B Recognizes sources of light including natural and human-made, such as the sun, lamps, or flashlights.
SEK 1: Science Concepts	By 48 months	SEK1d: Earth and Space Science: Children will demonstrate emerging understanding of the earth and atmosphere.	1dYP-4 Describe changes in weather or seasons over time	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.
SEK 1: Science Concepts	By 48 months	SEK1d: Earth and Space Science: Children will demonstrate emerging understanding of the earth and atmosphere.	1dYP-5 Describe daytime and nighttime activities	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. SC-P.2.B Recognizes sources of light including natural and human-made, such as the sun, lamps, or flashlights.

SECTION 2: EXPLORATION AND CRITICAL THINKING: DEVELOPING STEM SKILLS

DOMAIN: SCIENCE EXPLORATION AND KNOWLEDGE (SEK)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
SEK 1: Science Concepts	By 48 months	SEK1e: Environment and Ecology: Children will demonstrate emerging understanding of their impact on taking care of the world.	1eYP-1 Recognize unique features in the environment	SC-LES.1.AA Notices and looks at the natural world around them. SC-LES.1.A Identifies different elements of nature, such as rocks, water, air and leaves. SC-P.2.C Discusses how to manipulate light to create shadows and reflections. SOC.4.E Recognizes and describes different geographical features in other regions and discusses how they are the same and different.
SEK 1: Science Concepts	By 48 months	SEK1e: Environment and Ecology: Children will demonstrate emerging understanding of their impact on taking care of the world.	1eYP-2 Participate in activities that keep the environment clean	SC-LES.1.D Describes how humans affect their environment in positive and negative ways, such as recycling, planting trees, litter, and pollution. SOC.2.B Recognizes their role within the classroom, neighborhood, and community, such as voting in the classroom or being a member of the soccer team.
SEK 1: Science Concepts	By 48 months	SEK1e: Environment and Ecology: Children will demonstrate emerging understanding of their impact on taking care of the world.	1eYP-3 Describe ways to protect the environment	SC-LES.1.D Describes how humans affect their environment in positive and negative ways, such as recycling, planting trees, litter, and pollution. SOC.2.B Recognizes their role within the classroom, neighborhood, and community, such as voting in the classroom or being a member of the soccer team. SOC.2.E Shares how their thoughts, opinions, choices, and actions can impact their community.
SEK 1: Science Concepts	By 48 months	SEK1e: Environment and Ecology: Children will demonstrate emerging understanding of their impact on taking care of the world.	1eYP-4 Differentiate the habitats where species live	SC-LES.4.D Observes and describes habitats and life cycles. SC-LES.5.D Observes and describes plant habitats and life cycles.

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DOMAIN: SCIENCE EXPLORATION AND KNOWLEDGE (SEK)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
SEK 2: Technology	By 48 months	SEK2a: Use of Tools: Children will use simple and more complex tools to accomplish a task.	2aYP-1 Use tools to solve problems	SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment. ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work. SC-SP.2.D Makes hypotheses, and tests their hypotheses through experimentation. Tech.1.D With teacher guidance, uses technology devices and learning applications to play games, access or share information, or express themselves creatively. SC-LES.3.E Uses science tools to research and learn more about Earth and space, such as a telescope or binoculars. SOC.4.C Uses geographic tools, such as maps and globes, with support and guidance to find common geographical features. 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.
SEK 2: Technology	By 48 months	SEK2a: Use of Tools: Children will use simple and more complex tools to accomplish a task.	2aYP-2 Use a variety of simple technology tools with purpose	Tech.1.B Participates in digital activities that use learning applications and programs with adult 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.1.E Independently uses technology devices and learning applications to play games, access or share information, or express themselves creatively. SOC.4.C Uses geographic tools, such as maps and globes, with support and guidance to find common geographical features. SC-LES.3.E Uses science tools to research and learn more about Earth and space, such as a telescope or binoculars. M-M.1.E Uses standard units (e.g., ruler, scale, balance) to measure and then use comparative language to describe the measurements of two objects. LL-WR.1.E Explores a variety of digital tools (tablet, computer, etc.) to produce and publish writing, including in collaboration with peers.

SECTION 2: EXPLORATION AND CRITICAL THINKING: DEVELOPING STEM SKILLS

DOMAIN: SCIENCE EXPLORATION AND KNOWLEDGE (SEK)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
SEK 2: Technology	By 48 months	SEK2a: Use of Tools: Children will use simple and more complex tools to accomplish a task.	2aYP-3 Talk about the ways in which specific technology tools are used	Tech.1.B Participates in digital activities that use learning applications and programs with adult 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.1.E Independently uses technology devices and learning applications to play games, access or share information, or express themselves creatively. SOC.4.C Uses geographic tools, such as maps and globes, with support and guidance to find common geographical features. SC-LES.3.E Uses science tools to research and learn more about Earth and space, such as a telescope or binoculars. M-M.1.E Uses standard units (e.g., ruler, scale, balance) to measure and then use comparative language to describe the measurements of two objects. LL-WR.1.E Explores a variety of digital tools (tablet, computer, etc.) to produce and publish writing, including in collaboration with peers.
SEK 2: Technology	By 48 months	SEK2b: Media Literacy: Children will demonstrate an understanding of the types of information they are receiving through media.	2bYP-1 Identify real and pretend in stories or movies	LL-NC.2.B Answers factual questions using a variety of text types (predictable, informational, poetry, etc.). LL-NC.5.C Recognizes that informational texts are a source of information. LL-NC.5.D Describes the relationship between an informational text and another text about a similar topic. LL-BK.1.C Listens to a wide variety of age appropriate literature read aloud. ATL.9.D With adult support, applies explicitly taught and practiced higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization). Tech.1.D With teacher guidance, uses technology devices and learning applications to play games, access or share information, or express themselves creatively.

SECTION 2: EXPLORATION AND CRITICAL THINKING: DEVELOPING STEM SKILLS

DOMAIN: SCIENCE EXPLORATION AND KNOWLEDGE (SEK)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
SEK 2: Technology	By 48 months	SEK2a: Use of Tools: Children will use simple and more complex tools to accomplish a task.	2aYP-3 Talk about the ways in which specific technology tools are used	Tech.1.B Participates in digital activities that use learning applications and programs with adult 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.1.E Independently uses technology devices and learning applications to play games, access or share information, or express themselves creatively. SOC.4.C Uses geographic tools, such as maps and globes, with support and guidance to find common geographical features. SC-LES.3.E Uses science tools to research and learn more about Earth and space, such as a telescope or binoculars. M-M.1.E Uses standard units (e.g., ruler, scale, balance) to measure and then use comparative language to describe the measurements of two objects. LL-WR.1.E Explores a variety of digital tools (tablet, computer, etc.) to produce and publish writing, including in collaboration with peers.
SEK 2: Technology	By 48 months	SEK2b: Media Literacy: Children will demonstrate an understanding of the types of information they are receiving through media.	2bYP-1 Identify real and pretend in stories or movies	LL-NC.2.B Answers factual questions using a variety of text types (predictable, informational, poetry, etc.). LL-NC.5.C Recognizes that informational texts are a source of information. LL-NC.5.D Describes the relationship between an informational text and another text about a similar topic. LL-BK.1.C Listens to a wide variety of age appropriate literature read aloud. ATL.9.D With adult support, applies explicitly taught and practiced higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization). Tech.1.D With teacher guidance, uses technology devices and learning applications to play games, access or share information, or express themselves creatively.

SECTION 2: EXPLORATION AND CRITICAL THINKING: DEVELOPING STEM SKILLS

DOMAIN: SCIENCE EXPLORATION AND KNOWLEDGE (SEK)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
SEK 2: Technology	By 48 months	SEK2b: Media Literacy: Children will demonstrate an understanding of the types of information they are receiving through media.	2bYP-2 Relate events or characters in a story to ones in real life	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.C Makes connections between own experiences, background knowledge, and information presented in an informational text. ATL.9.D With adult support, applies explicitly taught and practiced higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization).
SEK 2: Technology	By 48 months	SEK2b: Media Literacy: Children will demonstrate an understanding of the types of information they are receiving through media.	2bYP-3 Identify the way technology tools can be used for both entertainment and to acquire information	Tech.1.B Participates in digital activities that use learning applications and programs with adult 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.1.E Independently uses technology devices and learning applications to play games, access or share information, or express themselves creatively.
SEK 2: Technology	By 48 months	SEK2b: Media Literacy: Children will demonstrate an understanding of the types of information they are receiving through media.	2bYP-4 Predict what might be inside a package or a story based on pictures or appearance	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. ATL.9.D With adult support, applies explicitly taught and practiced higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization).
SEK 2: Technology	By 48 months	SEK2b: Media Literacy: Children will demonstrate an understanding of the types of information they are receiving through media.	2bYP-5 Ask questions about a story to gain more information or clarity	LL-BK.1.E Invites peers to look at books or ask questions about books read by 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.

SECTION 2: EXPLORATION AND CRITICAL THINKING: DEVELOPING STEM SKILLS

DOMAIN: SCIENCE EXPLORATION AND KNOWLEDGE (SEK)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
SEK 2: Technology	By 48 months	SEK2c: Digital Citizenship: Children will demonstrate safe use of technology.	2cYP-1 Follow rules for safe use of digital media	Tech.2.A Begins to hold and care for technology appropriately with adult support. 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.
SEK 2: Technology	By 48 months	SEK2c: Digital Citizenship: Children will demonstrate safe use of technology.	2cYP-2 Share use of technology to play a game or find out information	Tech.1.B Participates in digital activities that use learning applications and programs with adult 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.1.E Independently uses technology devices and learning applications to play games, access or share information, or express themselves creatively.
SEK 2: Technology	By 48 months	SEK2c: Digital Citizenship: Children will demonstrate safe use of technology.	2cYP-3 Demonstrate familiarity and understanding of the meaning of technology terms	Tech.1.C Demonstrates ability to turn on digital devices and follows instructions to use familiar technology devices. 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.
SEK 2: Technology	By 48 months	SEK2d: Computational Thinking: The child will use emerging technological skills, concepts, and behaviors to solve problems or complete projects.	2dYP-1 Accept adult support to identify the steps of a problem solution	SE.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions. ATL.8.A With one to one adult support, completes steps of a simple task or project (two to three steps). ATL.8.B Uses adult-created organization tools to complete steps of a simple task or project.

SECTION 2: EXPLORATION AND CRITICAL THINKING: DEVELOPING STEM SKILLS

DOMAIN: SCIENCE EXPLORATION AND KNOWLEDGE (SEK)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
SEK 2: Technology	By 48 months	SEK2d: Computational Thinking: The child will use emerging technological skills, concepts, and behaviors to solve problems or complete projects.	2dYP-2 Find patterns or similarities in the environment or in objects	SC-SP.1.AA Uses senses to observe the environment. SC-LES.1.AA Notices and looks at the natural world around them. SC-P.1.B Use senses to observe and describe some physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on. SC-LES.1.C Compares and contrasts the natural world and the human-made world, such as the wind provides a breeze outside and so does a fan. SC-LES.2.C Compares and contrasts the different seasons.
SEK 2: Technology	By 48 months	SEK2d: Computational Thinking: The child will use emerging technological skills, concepts, and behaviors to solve problems or complete projects.	2dYP-3 Predict what comes next in a problem-solving situation (or the sequence of a problem)	ATL.9.D With adult support, applies explicitly taught and practiced higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization). ATL.9.E Independently applies higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization)
SEK 3: Engineering Processes	By 48 months	SEK3: Engineering Processes: Children will use emerging understanding of design processes for problem solving.	3YP-1 Explain how a machine operates to complete a task	ATL.4.A Uses two to three words or nonverbal actions (gestures, body language, facial expressions) to explain activities they are engaging in. SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment. 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.
SEK 3: Engineering Processes	By 48 months	SEK3: Engineering Processes: Children will use emerging understanding of design processes for problem solving.	3YP-2 Build structures that deliberately experiment with stability and motion	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. C-ARTS.3.B Creates drawings, paintings, and models with an increasing level of detail.

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DOMAIN: SCIENCE EXPLORATION AND KNOWLEDGE (SEK)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
SEK 3: Engineering Processes	By 48 months	SEK3: Engineering Processes: Children will use emerging understanding of design processes for problem solving.	3YP-3 Draw or illustrate objects or experiences based on observations or interactions	SC-SP.3.A With teacher guidance, participates in recording scientific observations and data. SC-SP.3.B Begins to identify relevant information and collects and records information in own journal or paper. 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.
SEK 3: Engineering Processes	By 48 months	SEK3: Engineering Processes: Children will use emerging understanding of design processes for problem solving.	3YP-4 Follow a set of sequential instructions to arrive at an answer (coding)	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.8.A With one to one adult support, completes steps of a simple task or project (two to three steps). ATL.8.B Uses adult-created organization tools to complete steps of a simple task or project. 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.
SEK 1: Science Concepts	By 60 months	SEK1a: Scientific Inquiry: Children will gain knowledge through exploration and discovery.	1aOP-1 Use the five senses to collect information	SC-P.1.B Use senses to observe and describe some physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on. PD.5.AA Uses senses to experience a variety of food during mealtimes. SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment. SC-SP.1.A With teacher guidance, participates in activities to formulate simple science-oriented questions based on observations. SC-P.1.AA Uses senses to explore the colors and textures of materials and objects in the environment.

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DOMAIN: SCIENCE EXPLORATION AND KNOWLEDGE (SEK)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
SEK 1: Science Concepts	By 60 months	SEK1a: Scientific Inquiry: Children will gain knowledge through exploration and discovery.	1aOP-2 Try new approaches when results differ from what is expected	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. SC-SP.3.E Makes recommendations based on observations and conclusions. SC-SP.2.E Explains rationale for predictions and hypotheses, and compares findings with predictions and hypotheses.
SEK 1: Science Concepts	By 60 months	SEK1a: Scientific Inquiry: Children will gain knowledge through exploration and discovery.	1aOP-3 Form conclusions based on observable actions or results	SC-SP.3.C Draws conclusions on prior knowledge and recorded information. SC-P.3.D Discusses conclusions and reflects on the scientific-oriented question and hypothesis based on prior knowledge and recorded information.
SEK 1: Science Concepts	By 60 months	SEK1a: Scientific Inquiry: Children will gain knowledge through exploration and discovery.	1aOP-4 Predict outcomes based on cause and effect, "If I..., then I..."	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-SP.2.C With teacher guidance, begins to hypothesize before teacher-led experiments. SC-SP.2.D Makes hypotheses, and tests their hypotheses through experimentation. SC-SP.2.E 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 the playdough was soft, but became hard when exposed to air for a long time period.
SEK 1: Science Concepts	By 60 months	SEK1b: Biological Science: Children will differentiate between living and non-living things and their characteristics.	1bOP-1 Describe differences between living and non-living things	SC-LES.1.B Demonstrates understanding of the difference between living and nonliving things. SC-LES.4.B Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features. SC-LES.5.B Identifies that plants are living and identifies characteristics and features of plants.

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Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
SEK 1: Science Concepts	By 60 months	SEK1b: Biological Science: Children will differentiate between living and non-living things and their characteristics.	1bOP-2 Describe how living things interact with the environment and its conditions to survive	SC-LES.4.B Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features. SC-LES.4.C Describes the needs of humans and animals and how their characteristics and behaviors support their needs, such as birds have beaks so they can dig for worms. SC-LES.4.E Describes and discusses the relationship between humans and animals. SC-LES.5.B Identifies that plants are living and identifies characteristics and features of plants. SC-LES.5.C Identifies that plants are living and describes the needs of plants. SC-LES.5.E Describes and discusses ways that plants impact living things and the environment and how humans can impact plants. SC-LES.1.D Describes how humans affect their environment in positive and negative ways, such as recycling, planting trees, litter, and pollution.
SEK 1: Science Concepts	By 60 months	SEK1b: Biological Science: Children will differentiate between living and non-living things and their characteristics.	1bOP-3 Describe the functions of body parts	SC-LES.4.B Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features. SC-LES.4.C Describes the needs of humans and animals and how their characteristics and behaviors support their needs, such as birds have beaks so they can dig for worms.
SEK 1: Science Concepts	By 60 months	SEK1b: Biological Science: Children will differentiate between living and non-living things and their characteristics.	1bOP-4 Describe the predictable patterns for life cycles of plants and animals	SC-LES.4.D Observes and describes habitats and life cycles. SC-LES.5.D Observes and describes plant habitats and life cycles. SOC.5.D Describes how people and things change over time and will continue to change into the future.

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DOMAIN: SCIENCE EXPLORATION AND KNOWLEDGE (SEK)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
SEK 1: Science Concepts	By 60 months	SEK1c: Physical Science: Children will demonstrate emerging understanding of matter and energy.	1cOP-1 Experiment with cars, balls, and other objects to determine which is faster	SC-P.4.A With teacher guidance, recognizes that different factors, such as force, impact how fast and far an object moves when it's pushed or pulled. SC-P.4.B With teacher guidance, recognizes that when objects collide, the impact can change the speed, direction or stop an object. SC-P.4.C With teacher guidance, recognizes that different factors, such as heights or textures, can change the speed of an object, such as racing cars on ramps. SC-P.4.D Describes and discusses the motion of objects and that motion can change based on different factors. SC-P.4.E Compares and contrasts how different factors change the motion of objects.
SEK 1: Science Concepts	By 60 months	SEK1c: Physical Science: Children will demonstrate emerging understanding of matter and energy.	1cOP-2 Notice and explain changes in physical properties of objects as a result of outside influences	SC-LES.1.E Discusses how natural elements like wind and water have an impact on the natural world through a variety of processes, such as erosion. SC-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 playdough was soft, but became hard when exposed to air for a long time period.
SEK 1: Science Concepts	By 60 months	SEK1c: Physical Science: Children will demonstrate emerging understanding of matter and energy.	1cOP-3 Describe characteristics of solids and liquids	SC-P.3.AA Recognizes and explores water in its liquid form. SC-P.3.A Recognizes and explores water in its liquid and solid forms.
SEK 1: Science Concepts	By 60 months	SEK1c: Physical Science: Children will demonstrate emerging understanding of matter and energy.	1cOP-4 Investigate the properties of light and sound⁵ ⁵Part 1 of 2. Continues on page 63.	SC-P.2.A Demonstrates understanding that light can be used to see or illuminate things when it is dark. SC-P.2.B Recognizes sources of light including natural and human-made, such as the sun, lamps, or flashlights. SC-P.2.C Discusses how to manipulate light to create shadows and reflections.

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DOMAIN: SCIENCE EXPLORATION AND KNOWLEDGE (SEK)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
SEK 1: Science Concepts	By 60 months	SEK1c: Physical Science: Children will demonstrate emerging understanding of matter and energy.	1cOP-4 Investigate the properties of light and sound ⁶ ⁶ Part 2 of 2. Continued from page 62.	SC-P.2.D Discusses how light can be brighter or dimmer depending on variables such as the source of light, distance, and so on. SC-P.2.E Observes and discusses how light is a form of energy and gives off heat. C-ARTS.4.D Uses their voice or an instrument to express themselves and copy simple tempos. C-ARTS.4.A Participates in a variety of music activities with different tempos, genres, and rhythms.
SEK 1: Science Concepts	By 60 months	SEK1d: Earth and Space Science: Children will demonstrate emerging understanding of the earth and atmosphere.	1dOP-1 Compare and contrast the properties of natural materials, soil and sand	SC-P.1.A Uses senses to identify physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on. SC-P.1.B Use senses to observe and describe some physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on. SC-LES.1.A Identifies different elements of nature, such as rocks, water, air and leaves. SC-P.3.B Recognizes and explores water in its liquid, solid, and gas forms. SC-P.3.C Explains water in its three forms, such as ice is frozen water.
SEK 1: Science Concepts	By 60 months	SEK1d: Earth and Space Science: Children will demonstrate emerging understanding of the earth and atmosphere.	1dOP-2 Describe the properties and changes of water	SC-P.3.A Recognizes and explores water in its liquid and solid forms. SC-P.3.B Recognizes and explores water in its liquid, solid, and gas forms. SC-P.3.C Explains water in its three forms, such as ice is frozen water. SC-P.3.D Discusses the uses and purpose of water in its different forms, such as ice helps make a drink cold. SC-P.3.E Begins to discuss how and why water changes into different forms, such as the water cycle.

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Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
SEK 1: Science Concepts	By 60 months	SEK1d: Earth and Space Science: Children will demonstrate emerging understanding of the earth and atmosphere.	1dOP-3 Explore the characteristics of the sun and shadows, moon, clouds and stars	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-P.2.B Recognizes sources of light including natural and human-made, such as the sun, lamps, or flashlights. SC-P.2.AA Identifies light and dark and explores shadows and reflections. SC-P.2.C Discusses how to manipulate light to create shadows and reflections.
SEK 1: Science Concepts	By 60 months	SEK1d: Earth and Space Science: Children will demonstrate emerging understanding of the earth and atmosphere.	1dOP-4 Explain how weather and its changes impact daily life	SC-LES.2.D Discusses the effects of changes in weather, such as growing different crops or wearing different clothing. 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.
SEK 1: Science Concepts	By 60 months	SEK1d: Earth and Space Science: Children will demonstrate emerging understanding of the earth and atmosphere.	1dOP-5 Describe the day and night cycle	M-M.2.C Demonstrates understanding of passage of time within one day, such as understanding morning, afternoon, earlier, later. 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.
SEK 1: Science Concepts	By 60 months	SEK1e: Environment and Ecology: Children will demonstrate emerging understanding of their impact on taking care of the world.	1eOP-1 Describe how changes to the environment occur	SC-LES.1.D Describes how humans affect their environment in positive and negative ways, such as recycling, planting trees, litter, and pollution. SC-LES.1.E Discusses how natural elements like wind and water have an impact on the natural world through a variety of processes, such as erosion. SC-LES.2.D Discusses the effects of changes in weather, such as growing different crops or wearing different clothing. SOC.5.D Describes how people and things change over time and will continue to change into the future.

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Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
SEK 1: Science Concepts	By 60 months	SEK1e: Environment and Ecology: Children will demonstrate emerging understanding of their impact on taking care of the world.	1eOP-2 Discuss how actions positively and negatively impact the environment	SC-LES.1.D Describes how humans affect their environment in positive and negative ways, such as recycling, planting trees, litter, and pollution.
SEK 1: Science Concepts	By 60 months	SEK1e: Environment and Ecology: Children will demonstrate emerging understanding of their impact on taking care of the world.	1eOP-3 Demonstrate conservation as part of daily routines	SOC.2.B Recognizes their role within the classroom, neighborhood, and community, such as voting in the classroom or being a member of the soccer team. SC-LES.1.D Describes how humans affect their environment in positive and negative ways, such as recycling, planting trees, litter, and pollution. SOC.2.E Shares how their thoughts, opinions, choices, and actions can impact their community. M-M.2.B Demonstrates the understanding of daily routines (order and general length of components).
SEK 1: Science Concepts	By 60 months	SEK1e: Environment and Ecology: Children will demonstrate emerging understanding of their impact on taking care of the world.	1eOP-4 Describe the features of habitats that species need for life	SC-LES.4.D Observes and describes habitats and life cycles. SC-LES.5.D Observes and describes plant habitats and life cycles.
SEK 2: Technology	By 60 months	SEK2a: Use of Tools: Children will use simple and more complex tools to accomplish a task.	2aOP-1 Use or adapt appropriate tools and materials to create or solve problems	SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment. ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work. SC-SP.2.D Makes hypotheses, and tests their hypotheses through experimentation. Tech.1.D With teacher guidance, uses technology devices and learning applications to play games, access or share information, or express themselves creatively. SC-LES.3.E Uses science tools to research and learn more about Earth and space, such as a telescope or binoculars. SOC.4.C Uses geographic tools, such as maps and globes, with support and guidance to find common geographical features. 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.

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DOMAIN: SCIENCE EXPLORATION AND KNOWLEDGE (SEK)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
SEK 2: Technology	By 60 months	SEK2a: Use of Tools: Children will use simple and more complex tools to accomplish a task.	2aOP-2 Use technology tools to seek out information or an answer to a problem	Tech.1.B Participates in digital activities that use learning applications and programs with adult 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.1.E Independently uses technology devices and learning applications to play games, access or share information, or express themselves creatively. SOC.4.C Uses geographic tools, such as maps and globes, with support and guidance to find common geographical features. SC-LES.3.E Uses science tools to research and learn more about Earth and space, such as a telescope or binoculars. M-M.1.E Uses standard units (e.g., ruler, scale, balance) to measure and then use comparative language to describe the measurements of two objects. LL-WR.1.E Explores a variety of digital tools (tablet, computer, etc.) to produce and publish writing, including in collaboration with peers.
SEK 2: Technology	By 60 months	SEK2a: Use of Tools: Children will use simple and more complex tools to accomplish a task.	2aOP-3 Explain the purposes of specific technology tools	Tech.1.B Participates in digital activities that use learning applications and programs with adult 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.1.E Independently uses technology devices and learning applications to play games, access or share information, or express themselves creatively. SOC.4.C Uses geographic tools, such as maps and globes, with support and guidance to find common geographical features. SC-LES.3.E Uses science tools to research and learn more about Earth and space, such as a telescope or binoculars. M-M.1.E Uses standard units (e.g., ruler, scale, balance) to measure and then use comparative language to describe the measurements of two objects. LL-WR.1.E Explores a variety of digital tools (tablet, computer, etc.) to produce and publish writing, including in collaboration with peers.

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Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
SEK 2: Technology	By 60 months	SEK2b: Media Literacy: Children will demonstrate an understanding of the types of information they are receiving through media.	2bOP-1 Differentiate between real or pretend objects or situations	ATL.9.D With adult support, applies explicitly taught and practiced higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization). ATL.9.E Independently applies higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization) ATL.1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play).
SEK 2: Technology	By 60 months	SEK2b: Media Literacy: Children will demonstrate an understanding of the types of information they are receiving through media.	2bOP-2 Discuss if information is realistic or could actually happen	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.C Makes connections between own experiences, background knowledge, and information presented in an informational text. ATL.9.D With adult support, applies explicitly taught and practiced higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization). ATL.9.E Independently applies higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization)
SEK 2: Technology	By 60 months	SEK2b: Media Literacy: Children will demonstrate an understanding of the types of information they are receiving through media.	2bOP-3 Describe the specific uses for technology tools⁷ ⁷Part 1 of 2. Continues on page 68.	Tech.1.B Participates in digital activities that use learning applications and programs with adult 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.1.E Independently uses technology devices and learning applications to play games, access or share information, or express themselves creatively. SOC.4.C Uses geographic tools, such as maps and globes, with support and guidance to find common geographical features. SC-LES.3.E Uses science tools to research and learn more about Earth and space, such as a telescope or binoculars.

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DOMAIN: SCIENCE EXPLORATION AND KNOWLEDGE (SEK)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
SEK 2: Technology	By 60 months	SEK2b: Media Literacy: Children will demonstrate an understanding of the types of information they are receiving through media.	2bOP-3 Describe the specific uses for technology tools ⁸ ⁸ Part 2 of 2. Continued from page 67.	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. LL-WR.1.E Explores a variety of digital tools (tablet, computer, etc.) to produce and publish writing, including in collaboration with peers.
SEK 2: Technology	By 60 months	SEK2b: Media Literacy: Children will demonstrate an understanding of the types of information they are receiving through media.	2bOP-4 Identify differences between packaging and what's inside	ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work. ATL.9.D With adult support, applies explicitly taught and practiced higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization). ATL.9.E Independently applies higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization)
SEK 2: Technology	By 60 months	SEK2b: Media Literacy: Children will demonstrate an understanding of the types of information they are receiving through media.	2bOP-5 Discuss the ways one can find out more information	ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own. ATL.9.C Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and wants to return, or fell on the slide yesterday, so exercises caution today). ATL.9.D With adult support, applies explicitly taught and practiced higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization). ATL.9.E Independently applies higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization)
SEK 2: Technology	By 60 months	SEK2c: Digital Citizenship: Children will demonstrate safe use of technology.	2cOP-1 Identify appropriate and inappropriate use of digital media	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. Tech.2.E Explains why it is important to use safe behaviors when using technology devices and learning applications.

SECTION 2: EXPLORATION AND CRITICAL THINKING: DEVELOPING STEM SKILLS

DOMAIN: SCIENCE EXPLORATION AND KNOWLEDGE (SEK)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
SEK 2: Technology	By 60 months	SEK2c: Digital Citizenship: Children will demonstrate safe use of technology.	2cOP-2 Collaborate with others to create a product or investigate information	Tech.1.B Participates in digital activities that use learning applications and programs with adult 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.1.E Independently uses technology devices and learning applications to play games, access or share information, or express themselves creatively. ATL.2.B Plays, works on tasks, or participates in activities with peers with adult prompts (associative play). ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play).
SEK 2: Technology	By 60 months	SEK2c: Digital Citizenship: Children will demonstrate safe use of technology.	2cOP-3 Use technology terms such as mouse, keyboard, printer as part of daily conversation	Tech.1.C Demonstrates ability to turn on digital devices and follows instructions to use familiar technology devices. 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.
SEK 2: Technology	By 60 months	SEK2d: Computational Thinking: The child will use emerging technological skills, concepts, and behaviors to solve problems or complete projects.	2dOP-1 Break down the steps of a problem or activity (Decomposition)	ATL.8.A With one to one adult support, completes steps of a simple task or project (two to three steps). ATL.8.B Uses adult-created organization tools to complete steps of a simple task or project. ATL.8.D Creates and follows through with simple plans independently. SE.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.
SEK 2: Technology	By 60 months	SEK2d: Computational Thinking: The child will use emerging technological skills, concepts, and behaviors to solve problems or complete projects.	2dOP-2 Extend and create design patterns (Pattern Recognition)	C-ARTS.3.D Plans for and creates art using preferred art materials, tools, and techniques. 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. 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 (such as blue-red-blue, blue-red-blue).

SECTION 2: EXPLORATION AND CRITICAL THINKING: DEVELOPING STEM SKILLS

DOMAIN: SCIENCE EXPLORATION AND KNOWLEDGE (SEK)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
SEK 2: Technology	By 60 months	SEK2d: Computational Thinking: The child will use emerging technological skills, concepts, and behaviors to solve problems or complete projects.	2dOP-3 Attempt to solve a problem by working through the sequence of steps (Algorithms)	ATL.9.C Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and wants to return, or fell on the slide yesterday, so exercises caution today). ATL.9.D With adult support, applies explicitly taught and practiced higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization). ATL.9.E Independently applies higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization)
SEK 2: Technology	By 60 months	SEK2d: Computational Thinking: The child will use emerging technological skills, concepts, and behaviors to solve problems or complete projects.	2dOP-4 Assist teacher in sorting needed and unneeded information	ATL.9.C Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and wants to return, or fell on the slide yesterday, so exercises caution today). ATL.9.D With adult support, applies explicitly taught and practiced higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization). ATL.9.E Independently applies higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization) M-PFA.1.C Sorts and groups objects based on more complex attributes such as function or category.
SEK 3: Engineering Processes	By 60 months	SEK3: Engineering Processes: Children will use emerging understanding of design processes for problem solving.	3OP-1 Use unique materials to create a simple machine	C-ARTS.3.B Creates drawings, paintings, and models with an increasing level of detail. C-ARTS.3.C Explores and creates art using different techniques, such as dot art, mixed media collages, and clay. C-ARTS.3.D Plans for and creates art using preferred art materials, tools, and techniques. 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.

SECTION 2: EXPLORATION AND CRITICAL THINKING: DEVELOPING STEM SKILLS

DOMAIN: SCIENCE EXPLORATION AND KNOWLEDGE (SEK)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
SEK 3: Engineering Processes	By 60 months	SEK3: Engineering Processes: Children will use emerging understanding of design processes for problem solving.	3OP-2 Follow a visual plan to create a structure	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. C-ARTS.3.D Plans for and creates art using preferred art materials, tools, and techniques.
SEK 3: Engineering Processes	By 60 months	SEK3: Engineering Processes: Children will use emerging understanding of design processes for problem solving.	3OP-3 Create detailed observational drawings that represent objects	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. C-ARTS.3.B Creates drawings, paintings, and models with an increasing level of detail.
SEK 3: Engineering Processes	By 60 months	SEK3: Engineering Processes: Children will use emerging understanding of design processes for problem solving.	3OP-4 Follow directional cues to accomplish a task	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.8.A With one to one adult support, completes steps of a simple task or project (two to three steps). ATL.8.B Uses adult-created organization tools to complete steps of a simple task or project. 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.

SECTION 2: EXPLORATION AND CRITICAL THINKING: DEVELOPING STEM SKILLS

DOMAIN: MATHEMATICAL THINKING (MAT)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
MAT 1: Numbers and Quantity	By 48 months	MAT1a: Number Relationships: Children will understand the concept of numbers, and the relationships between numbers and quantities.	1aYP-1 Understand that written numerals represent quantity, including zero (up to 5)	M-NC.5.A Says the names of numerals 0–3 shown in random order. M-NC.5.B Says the names of numerals 0–5 shown in random order. M-NC.6.A Matches a set of objects with the number symbol to represent the set for quantities 0–3. M-NC.6.B Matches a set of objects with the number symbol to represent the set for quantities 0–5.
MAT 1: Numbers and Quantity	By 48 months	MAT1a: Number Relationships: Children will understand the concept of numbers, and the relationships between numbers and quantities.	1aYP-2 Compare groups of objects and determine which has more or less when asked	M-NC.4.AA Compares two groups to identify which has more or less for quantities 0–5 without matching or counting. M-NC.4.A Compares two groups to identify which has more or less for quantities 0–10 without matching or counting. M-NC.4.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.
MAT 1: Numbers and Quantity	By 48 months	MAT1a: Number Relationships: Children will understand the concept of numbers, and the relationships between numbers and quantities.	1aYP-3 Subitize (immediately recognize without counting) the number of objects in a set of four objects	M-NC.3.AA Subitizes by instantly saying how many are in a set without counting for quantities 1–2. M-NC.3.A Subitizes by instantly saying how many are in a set without counting for quantities 1–3.
MAT 1: Numbers and Quantity	By 48 months	MAT1a: Number Relationships: Children will understand the concept of numbers, and the relationships between numbers and quantities.	1aYP-4 Identify some written numerals in the environment	M-NC.5.A Says the names of numerals 0–3 shown in random order. M-NC.5.B Says the names of numerals 0–5 shown in random order. M-NC.5.C Says the names of numerals 0–7 shown in random order. M-NC.5.D Says the names of numerals 0–10 shown in random order.

SECTION 2: EXPLORATION AND CRITICAL THINKING: DEVELOPING STEM SKILLS

DOMAIN: MATHEMATICAL THINKING (MAT)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
MAT 1: Numbers and Quantity	By 48 months	MAT1b: Counting and Number Sense: Children will connect number names to quantities.	1bYP-1 Rote count up to 10 in sequence	M-NC.1.A Says number words in order from 1–3 from memory. M-NC.1.B Says number words in order from 1–5 from memory. M-NC.1.C Says number words in order from 1–7 from memory. M-NC.1.D Says number words in order from 1–10 from memory.
MAT 1: Numbers and Quantity	By 48 months	MAT1b: Counting and Number Sense: Children will connect number names to quantities.	1bYP-2 Count backwards from 5	M-NC.1.B Says number words in order from 1–5 from memory. M-NC.8.B Counts a set of 1–5 objects. Takes objects away and counts how many are left.
MAT 1: Numbers and Quantity	By 48 months	MAT1b: Counting and Number Sense: Children will connect number names to quantities.	1bYP-3 Begin to demonstrate one-to-one correspondence up to 10 during daily routines	M-NC.2.B Says numbers in order, matching each number word to each object when counting from 1–5. M-NC.2.C Says numbers in order, matching each number word to each object when counting from 1–7. M-NC.2.D Says numbers in order, matching each number word to each object when counting from 1–10. M-NC.4.B Matches 0–5 objects from two sets using one-to-one correspondence to understand the concept of the same. M-NC.4.C Matches 0–7 objects from two sets using one-to-one correspondence to identify which set has more, less, or if they are the same. M-NC.4.D Matches 0–10 objects from two sets using one-to-one correspondence to identify which set has more, less, or if they are the same.
MAT 1: Numbers and Quantity	By 48 months	MAT1b: Counting and Number Sense: Children will connect number names to quantities.	1bYP-4 Count out a specified number of objects up to 5	M-NC.3.B Creates sets of 0–5 and begins to use cardinality to identify the last number counted. M-NC.2.B Says numbers in order, matching each number word to each object when counting from 1–5. M-NC.2.A Says numbers in order while matching each number word to each object when counting from 1–3.

SECTION 2: EXPLORATION AND CRITICAL THINKING: DEVELOPING STEM SKILLS

DOMAIN: MATHEMATICAL THINKING (MAT)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
MAT 2: Algebraic Thinking	By 48 months	MAT2a: Operations: Children will develop an understanding of putting together, adding to, taking apart, and taking from.	2aYP-1 Demonstrate an understanding of addition or subtraction concepts during play or daily life	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.AA Demonstrates an understanding that separating one set of objects into two sets decreases the total quantity in the original set. M-NC.8.A Demonstrates an understanding that removing one object decreases the amount in a set. M-NC.8.B Counts a set of 1–5 objects. Takes objects away and counts how many are left.
MAT 2: Algebraic Thinking	By 48 months	MAT2a: Operations: Children will develop an understanding of putting together, adding to, taking apart, and taking from.	2aYP-2 Notice the size of a set by combining or taking away with adult support	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.8.AA Demonstrates an understanding that separating one set of objects into two sets decreases the total quantity in the original set. M-NC.8.A Demonstrates an understanding that removing one object decreases the amount in a set. M-NC.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.
MAT 2: Algebraic Thinking	By 48 months	MAT2a: Operations: Children will develop an understanding of putting together, adding to, taking apart, and taking from.	2aYP-3 Understand that each successive number is one more	M-NC.7.A Demonstrates an understanding that adding one more increases the amount of a set. M-NC.2.B Says numbers in order, matching each number word to each object when counting from 1–5. M-NC.2.C Says numbers in order, matching each number word to each object when counting from 1–7.

SECTION 2: EXPLORATION AND CRITICAL THINKING: DEVELOPING STEM SKILLS

DOMAIN: MATHEMATICAL THINKING (MAT)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
MAT 2: Algebraic Thinking	By 48 months	MAT2b: Sets: Children will classify and organize objects according to properties and attributes.	2bYP-1 Match many objects according to one attribute	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.
MAT 2: Algebraic Thinking	By 48 months	MAT2b: Sets: Children will classify and organize objects according to properties and attributes.	2bYP-2 Sort and place a group of objects with one attribute	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-DAP.2.A Collects and organizes data by sorting and classifying groups of objects into clusters (e.g., sort buttons by color).
MAT 2: Algebraic Thinking	By 48 months	MAT2b: Sets: Children will classify and organize objects according to properties and attributes.	2bYP-3 Order up to 5 objects according to an attribute	M-PFA.2.A Orders up to two objects by one attribute, such as size, shades of color, texture, or sound, using comparative language. M-PFA.2.B Orders up to three objects by one attribute, such as size, shades of color, texture, or sound, using comparative language. M-PFA.2.C Order up to five objects by one attribute, such as size, shades of color, texture, or sound, using comparative language.
MAT 2: Algebraic Thinking	By 48 months	MAT2c: Patterns: Children will recognize simple patterns in daily life and play experiences.	2cYP-1 Recognize that the daily schedule repeats and is the same each day	M-M.2.AA Demonstrates understanding of familiar daily routines. 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).
MAT 2: Algebraic Thinking	By 48 months	MAT2c: Patterns: Children will recognize simple patterns in daily life and play experiences.	2cYP-2 Notice a missing or different element in a pattern	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).

SECTION 2: EXPLORATION AND CRITICAL THINKING: DEVELOPING STEM SKILLS

DOMAIN: MATHEMATICAL THINKING (MAT)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
MAT 2: Algebraic Thinking	By 48 months	MAT2c: Patterns: Children will recognize simple patterns in daily life and play experiences.	2cYP-3 Create with adult support a simple A-B pattern (blue car, red car, blue car)	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.
MAT 2: Algebraic Thinking	By 48 months	MAT2c: Patterns: Children will recognize simple patterns in daily life and play experiences.	2cYP-4 Identify first and last	M-PFA.2.D Uses ordinal numbers to order and describe relative position for up to three objects. M-PFA.2.E Orders groups of different amounts using numerical order.
MAT 3: Spatial Reasoning and Geometry	By 48 months	MAT3a: Spatial Reasoning: Children will explore and describe the spatial relationships between objects, their environment, and themselves.	3aYP-1 Manipulate objects by moving them to solve problems	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") by using gestures or objects.
MAT 3: Spatial Reasoning and Geometry	By 48 months	MAT3a: Spatial Reasoning: Children will explore and describe the spatial relationships between objects, their environment, and themselves.	3aYP-2 Manipulate objects to make them fit together, or inside another, or to create something new ⁹ ⁹ Part 1 of 2. Continues on page 77.	M-GS.2.AA Uses simple shape puzzles to create common two-dimensional shapes. M-GS.2.A Constructs any recognizable or unrecognizable shape with materials. M-GS.2.B Constructs common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle) with materials. M-GS.2.C Using a model, constructs two-dimensional shapes and then puts them together to create objects in the environment. Puts together a square and triangle to create a house. M-GS.2.D Independently constructs two-dimensional shapes and then puts them together to create objects in the environment. Puts together a square and triangle to create a house.

SECTION 2: EXPLORATION AND CRITICAL THINKING: DEVELOPING STEM SKILLS

DOMAIN: MATHEMATICAL THINKING (MAT)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
MAT 3: Spatial Reasoning and Geometry	By 48 months	MAT3a: Spatial Reasoning: Children will explore and describe the spatial relationships between objects, their environment, and themselves.	3aYP-2 Manipulate objects to make them fit together, or inside another, or to create something new ¹⁰ ¹⁰ Part 2 of 2. Continued from page 76.	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. 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.
MAT 3: Spatial Reasoning and Geometry	By 48 months	MAT3a: Spatial Reasoning: Children will explore and describe the spatial relationships between objects, their environment, and themselves.	3aYP-3 Follow basic directions about directionality and positioning self in relation to objects	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") by using gestures or objects.
MAT 3: Spatial Reasoning and Geometry	By 48 months	MAT3b: Shapes: Children will explore, visualize, and analyze shapes and shape attributes.	3bYP-1 Recognize and name more complex 2-D and 3-D shapes: oval, rectangle, sphere, cone	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.E Verbally or nonverbally identifies three-dimensional shapes (sphere, cone, cylinder, cube).

SECTION 2: EXPLORATION AND CRITICAL THINKING: DEVELOPING STEM SKILLS

DOMAIN: MATHEMATICAL THINKING (MAT)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
MAT 3: Spatial Reasoning and Geometry	By 48 months	MAT3b: Shapes: Children will explore, visualize, and analyze shapes and shape attributes.	3bYP-2 Identify and name shapes in play	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.E Verbally or nonverbally identifies three-dimensional shapes (sphere, cone, cylinder, cube).
MAT 3: Spatial Reasoning and Geometry	By 48 months	MAT3b: Shapes: Children will explore, visualize, and analyze shapes and shape attributes.	3bYP-3 Combine shapes to make new shapes	M-GS.2.C Using a model, constructs two-dimensional shapes and then puts them together to create objects in the environment. Puts together a square and triangle to create a house. M-GS.2.D Independently constructs two-dimensional shapes and then puts them together to create objects in the environment. Puts together a square and triangle to create a house.
MAT 4: Measurement and Data Analysis	By 48 months	MAT4a: Measurement and Time: Children will explore and communicate about distance, weight, length, height, and time.	4aYP-1 Order objects by an attribute	M-PFA.2.A Orders up to two objects by one attribute, such as size, shades of color, texture, or sound, using comparative language. M-PFA.2.B Orders up to three objects by one attribute, such as size, shades of color, texture, or sound, using comparative language. M-PFA.2.C Order up to five objects by one attribute, such as size, shades of color, texture, or sound, using comparative language.
MAT 4: Measurement and Data Analysis	By 48 months	MAT4a: Measurement and Time: Children will explore and communicate about distance, weight, length, height, and time.	4aYP-2 Use a variety of standard and non-standard tools to measure, with assistance	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.

SECTION 2: EXPLORATION AND CRITICAL THINKING: DEVELOPING STEM SKILLS

DOMAIN: MATHEMATICAL THINKING (MAT)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
MAT 4: Measurement and Data Analysis	By 48 months	MAT4a: Measurement and Time: Children will explore and communicate about distance, weight, length, height, and time.	4aYP-3 Compare objects based on more than one attribute	M-PFA.1.E Sorts and groups objects into multiple categories such as size and color, or function and category at the same time. M-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.
MAT 4: Measurement and Data Analysis	By 48 months	MAT4a: Measurement and Time: Children will explore and communicate about distance, weight, length, height, and time.	4aYP-4 Demonstrate an awareness of simple concepts of time that occur within daily life and routines	M-M.2.AA Demonstrates understanding of familiar daily routines. 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., specials, home days, school days).
MAT 4: Measurement and Data Analysis	By 48 months	MAT4b: Logical Thinking, Reasoning, and Data Analysis: Child uses logical thinking and reasoning to solve meaningful problems and inform decisions.	4bYP-1 Plan ways to solve problems with adult support¹¹ ¹¹Part 1 of 2. Continues on page 80.	ATL.9.C Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and wants to return, or fell on the slide yesterday, so exercises caution today). ATL.9.D With adult support, applies explicitly taught and practiced higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization). ATL.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). SE.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.

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DOMAIN: MATHEMATICAL THINKING (MAT)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
MAT 4: Measurement and Data Analysis	By 48 months	MAT4b: Logical Thinking, Reasoning, and Data Analysis: Child uses logical thinking and reasoning to solve meaningful problems and inform decisions.	4bYP-1 Plan ways to solve problems with adult support ¹² <i>¹²Part 2 of 2. Continued from page 79.</i>	SE.7.C When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise). SE.7.D With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise).
MAT 4: Measurement and Data Analysis	By 48 months	MAT4b: Logical Thinking, Reasoning, and Data Analysis: Child uses logical thinking and reasoning to solve meaningful problems and inform decisions.	4bYP-2 Ask or why, who, what, where questions	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. SC-SP.1.A With teacher guidance, participates in activities to formulate simple science-oriented questions based on observations. 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.
MAT 4: Measurement and Data Analysis	By 48 months	MAT4b: Logical Thinking, Reasoning, and Data Analysis: Child uses logical thinking and reasoning to solve meaningful problems and inform decisions.	4bYP-3 With adult help, draw a conclusion based on data	SC-SP.3.C Draws conclusions on prior knowledge and recorded information. M-DAP.1.E Identifies trends and makes inferences from data.
MAT 4: Measurement and Data Analysis	By 48 months	MAT4b: Logical Thinking, Reasoning, and Data Analysis: Child uses logical thinking and reasoning to solve meaningful problems and inform decisions.	4bYP-4 Participate in creating charts or graphs to represent data collection ¹³ <i>¹³Part 1 of 2. Continues on page 81.</i>	M-DAP.2.AA Observes and collects data in their environment (e.g., colors, movement, sounds) with teacher support. M-DAP.2.A Collects and organizes data by sorting and classifying groups of objects into clusters (e.g., sort buttons by color).

SECTION 2: EXPLORATION AND CRITICAL THINKING: DEVELOPING STEM SKILLS

DOMAIN: MATHEMATICAL THINKING (MAT)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
MAT 4: Measurement and Data Analysis	By 48 months	MAT4b: Logical Thinking, Reasoning, and Data Analysis: Child uses logical thinking and reasoning to solve meaningful problems and inform decisions.	4bYP-4 Participate in creating charts or graphs to represent data collection ¹⁴ ¹⁴ <i>Part 2 of 2. Continued from page 80.</i>	M-DAP.2.B Graphs using real objects to organize and display information one-to-one (e.g., place coins, buttons, or shells on a graphing mat). M-DAP.2.C Graphs using pictures of objects to organize and display information. Compares two to three groups (e.g., pictures of front covers of books, or pictures of children to represent their votes). M-DAP.2.D Graphs using symbols such as paper squares, tally marks, or Xs to organize and display information. Compares two to three groups.
MAT 1: Numbers and Quantity	By 60 months	MAT1a: Number Relationships: Children will understand the concept of numbers, and the relationships between numbers and quantities.	1aOP-1 Understand that written numerals represent quantities of objects (up to 10)	M-NC.5.A Says the names of numerals 0–3 shown in random order. M-NC.5.B Says the names of numerals 0–5 shown in random order. M-NC.5.C Says the names of numerals 0–7 shown in random order. M-NC.5.D Says the names of numerals 0–10 shown in random order.
MAT 1: Numbers and Quantity	By 60 months	MAT1a: Number Relationships: Children will understand the concept of numbers, and the relationships between numbers and quantities.	1aOP-2 Compare groups of objects and tell which is same or different, more, less or fewer	M-NC.4.AA Compares two groups to identify which has more or less for quantities 0–5 without matching or counting. M-NC.4.A Compares two groups to identify which has more or less for quantities 0–10 without matching or counting. M-NC.4.B Matches 0–5 objects from two sets using one-to-one correspondence to understand the concept of the same. M-NC.4.C Matches 0–7 objects from two sets using one-to-one correspondence to identify which set has more, less, or if they are the same. M-NC.4.D Matches 0–10 objects from two sets using one-to-one correspondence to identify which set has more, less, or if they are the same.
MAT 1: Numbers and Quantity	By 60 months	MAT1a: Number Relationships: Children will understand the concept of numbers, and the relationships between numbers and quantities.	1aOP-3 Subitize (immediately recognize without counting) five or more objects	M-NC.3.AA Subitizes by instantly saying how many are in a set without counting for quantities 1–2. M-NC.3.A Subitizes by instantly saying how many are in a set without counting for quantities 1–3.

SECTION 2: EXPLORATION AND CRITICAL THINKING: DEVELOPING STEM SKILLS

DOMAIN: MATHEMATICAL THINKING (MAT)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
MAT 1: Numbers and Quantity	By 60 months	MAT1a: Number Relationships: Children will understand the concept of numbers, and the relationships between numbers and quantities.	1aOP-4 Identify written numerals from zero (0) up to 10	M-NC.5.A Says the names of numerals 0–3 shown in random order. M-NC.5.B Says the names of numerals 0–5 shown in random order. M-NC.5.C Says the names of numerals 0–7 shown in random order. M-NC.5.D Says the names of numerals 0–10 shown in random order.
MAT 1: Numbers and Quantity	By 60 months	MAT1a: Number Relationships: Children will understand the concept of numbers, and the relationships between numbers and quantities.	1aOP-5 Match numerals with the correct number of objects, with assistance	M-NC.6.AA Matches a set of objects with the number symbol to represent the set for quantities 0–2. M-NC.6.A Matches a set of objects with the number symbol to represent the set for quantities 0–3. M-NC.6.B Matches a set of objects with the number symbol to represent the set for quantities 0–5. M-NC.6.C Matches a set of objects with the number symbol to represent the set for quantities 0–7. M-NC.6.D Matches a set of objects with the number symbol to represent the set for quantities 0–10.
MAT 1: Numbers and Quantity	By 60 months	MAT1b: Counting and Number Sense: Children will connect number names to quantities.	1bOP-1 Rote count up to 20 in sequence	M-NC.1.A Says number words in order from 1–3 from memory. M-NC.1.B Says number words in order from 1–5 from memory. M-NC.1.C Says number words in order from 1–7 from memory. M-NC.1.D Says number words in order from 1–10 from memory. M-NC.1.E Says number words in order from 1–20 from memory.
MAT 1: Numbers and Quantity	By 60 months	MAT1b: Counting and Number Sense: Children will connect number names to quantities.	1bOP-2 Count backwards from 10 to 0	M-NC.1.B Says number words in order from 1–5 from memory. M-NC.1.D Says number words in order from 1–10 from memory. M-NC.8.B Counts a set of 1–5 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.

SECTION 2: EXPLORATION AND CRITICAL THINKING: DEVELOPING STEM SKILLS

DOMAIN: MATHEMATICAL THINKING (MAT)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
MAT 1: Numbers and Quantity	By 60 months	MAT1b: Counting and Number Sense: Children will connect number names to quantities.	1bOP-3 Demonstrate one-to-one correspondence when counting objects placed in a row (one to 15 and beyond)	M-NC.2.B Says numbers in order, matching each number word to each object when counting from 1–5. M-NC.2.C Says numbers in order, matching each number word to each object when counting from 1–7. M-NC.2.D Says numbers in order, matching each number word to each object when counting from 1–10. M-NC.2.E Says numbers in order, matching each number word to each object when counting from 1–15. M-NC.4.B Matches 0–5 objects from two sets using one-to-one correspondence to understand the concept of the same. M-NC.4.C Matches 0–7 objects from two sets using one-to-one correspondence to identify which set has more, less, or if they are the same. M-NC.4.D Matches 0–10 objects from two sets using one-to-one correspondence to identify which set has more, less, or if they are the same.
MAT 1: Numbers and Quantity	By 60 months	MAT1b: Counting and Number Sense: Children will connect number names to quantities.	1bOP-4 Count out a specified number of objects up to 10	M-NC.3.B Creates sets of 0–5 and begins to use cardinality to identify the last number counted. M-NC.3.C Creates sets of 0–7 and begins to use cardinality to identify the last number counted. M-NC.3.D Creates sets of 0–10 and begins to use cardinality to identify the last number counted. M-NC.2.B Says numbers in order, matching each number word to each object when counting from 1–5. M-NC.2.A Says numbers in order while matching each number word to each object when counting from 1–3. M-NC.2.C Says numbers in order, matching each number word to each object when counting from 1–7. M-NC.2.D Says numbers in order, matching each number word to each object when counting from 1–10.
MAT 1: Numbers and Quantity	By 60 months	MAT1b: Counting and Number Sense: Children will connect number names to quantities.	1bOP-5 Understand that the last number represents how many objects are in a group	M-NC.3.B Creates sets of 0–5 and begins to use cardinality to identify the last number counted. M-NC.3.C Creates sets of 0–7 and begins to use cardinality to identify the last number counted. M-NC.3.D Creates sets of 0–10 and begins to use cardinality to identify the last number counted. M-NC.3.E Create sets of 0–10 and uses cardinality to identify the last number counted.

SECTION 2: EXPLORATION AND CRITICAL THINKING: DEVELOPING STEM SKILLS

DOMAIN: MATHEMATICAL THINKING (MAT)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
MAT 2: Algebraic Thinking	By 60 months	MAT2a: Operations: Children will develop an understanding of putting together, adding to, taking apart, and taking from.	2aOP-1 Use addition and subtraction concepts while playing with sets of objects (0-10).	M-NC.7.AA Demonstrates an understanding that combining two sets increases the total quantity. M-NC.7.A Demonstrates an understanding that adding one more increases the amount of a set. M-NC.7.B Counts two sets separately, then combines sets and counts the sets together to get the whole. Counts up to a total quantity of 5. M-NC.7.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.AA Demonstrates an understanding that separating one set of objects into two sets decreases the total quantity in the original set. M-NC.8.A Demonstrates an understanding that removing one object decreases the amount in a set. M-NC.8.B Counts a set of 1–5 objects. Takes objects away and counts how many are left. M-NC.8.D Counts a set of 1–10 objects. Takes objects away and counts how many are left.
MAT 2: Algebraic Thinking	By 60 months	MAT2a: Operations: Children will develop an understanding of putting together, adding to, taking apart, and taking from.	2aOP-2 Independently change size of sets by combining or taking away	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.D Counts two sets separately, then combines sets and counts the sets together to get the whole. Counts up to a total quantity of 10. M-NC.7.E Combines two sets by counting both sets together to get the whole without having to first count them separately. Counts up to a total quantity of 10. M-NC.8.B Counts a set of 1–5 objects. Takes objects away and counts how many are left. M-NC.8.D Counts a set of 1–10 objects. Takes objects away and counts how many are left. M-NC.8.E Solves subtraction story problems for quantities 1–10 using objects, fingers, drawings, or actions.

SECTION 2: EXPLORATION AND CRITICAL THINKING: DEVELOPING STEM SKILLS

DOMAIN: MATHEMATICAL THINKING (MAT)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
MAT 2: Algebraic Thinking	By 60 months	MAT2a: Operations: Children will develop an understanding of putting together, adding to, taking apart, and taking from.	2aOP-3 Understand that each successive number name refers to a quantity that is one larger	M-NC.7.A Demonstrates an understanding that adding one more increases the amount of a set. M-NC.2.B Says numbers in order, matching each number word to each object when counting from 1–5. M-NC.2.C Says numbers in order, matching each number word to each object when counting from 1–7. M-NC.2.D Says numbers in order, matching each number word to each object when counting from 1–10.
MAT 2: Algebraic Thinking	By 60 months	MAT2b: Sets: Children will classify and organize objects according to properties and attributes.	2bOP-1 Match objects according to two or more attributes	M-PFA.1.AA Matches one item that is similar to a given group with a provided example. 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.
MAT 2: Algebraic Thinking	By 60 months	MAT2b: Sets: Children will classify and organize objects according to properties and attributes.	2bOP-2 Sort and place in a series objects according to more than attribute	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-DAP.2.A Collects and organizes data by sorting and classifying groups of objects into clusters (e.g., sort buttons by color). M-PFA.2.A Orders up to two objects by one attribute, such as size, shades of color, texture, or sound, using comparative language. M-PFA.2.B Orders up to three objects by one attribute, such as size, shades of color, texture, or sound, using comparative language. M-PFA.2.C Order up to five objects by one attribute, such as size, shades of color, texture, or sound, using comparative language.

SECTION 2: EXPLORATION AND CRITICAL THINKING: DEVELOPING STEM SKILLS

DOMAIN: MATHEMATICAL THINKING (MAT)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
MAT 2: Algebraic Thinking	By 60 months	MAT2b: Sets: Children will classify and organize objects according to properties and attributes.	2bOP-3 Put up to 10 objects in order according to an attribute	M-PFA.2.A Orders up to two objects by one attribute, such as size, shades of color, texture, or sound, using comparative language. M-PFA.2.B Orders up to three objects by one attribute, such as size, shades of color, texture, or sound, using comparative language. M-PFA.2.C Order up to five objects by one attribute, such as size, shades of color, texture, or sound, using comparative language. M-PFA.2.E Orders groups of different amounts using numerical order.
MAT 2: Algebraic Thinking	By 60 months	MAT2b: Sets: Children will classify and organize objects according to properties and attributes.	2bOP-4 Demonstrate knowledge that the same set can be sorted in different ways	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.
MAT 2: Algebraic Thinking	By 60 months	MAT2c: Patterns: Children will recognize simple patterns in daily life and play experiences.	2cOP-1 Identify differences in the daily schedule or routine	M-M.2.AA Demonstrates understanding of familiar daily routines. 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). ATL.5.C Adjusts to changes in the environment or schedule with adult guidance and advance warning.
MAT 2: Algebraic Thinking	By 60 months	MAT2c: Patterns: Children will recognize simple patterns in daily life and play experiences.	2cOP-2 Identify a pattern, and duplicate or extend	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).

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DOMAIN: MATHEMATICAL THINKING (MAT)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
MAT 2: Algebraic Thinking	By 60 months	MAT2c: Patterns: Children will recognize simple patterns in daily life and play experiences.	2cOP-3 Create a more complex pattern that includes different attributes	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 (such as blue-red-blue, blue-red-blue).
MAT 2: Algebraic Thinking	By 60 months	MAT2c: Patterns: Children will recognize simple patterns in daily life and play experiences.	2cOP-4 Identify more complex ordinals, such as second, third, or next,	M-PFA.2.D Uses ordinal numbers to order and describe relative position for up to three objects. M-PFA.2.E Orders groups of different amounts using numerical order.
MAT 3: Spatial Reasoning and Geometry	By 60 months	MAT3a: Spatial Reasoning: Children will explore and describe the spatial relationships between objects, their environment, and themselves.	3aOP-1 Visualize a spatial transformation	ATL.9.D With adult support, applies explicitly taught and practiced higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization). ATL.9.E Independently applies higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization). M-GS.2.AA Uses simple shape puzzles to create common two-dimensional shapes. M-GS.2.A Constructs any recognizable or unrecognizable shape with materials. M-GS.2.B Constructs common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle) with materials. M-GS.2.C Using a model, constructs two-dimensional shapes and then puts them together to create objects in the environment. Puts together a square and triangle to create a house. M-GS.2.D Independently constructs two-dimensional shapes and then puts them together to create objects in the environment. Puts together a square and triangle to create a house. 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.

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DOMAIN: MATHEMATICAL THINKING (MAT)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
MAT 3: Spatial Reasoning and Geometry	By 60 months	MAT3a: Spatial Reasoning: Children will explore and describe the spatial relationships between objects, their environment, and themselves.	3aOP-2 Describe the way in which objects fit together or verbally share plans with how to fit objects together	ATL.9.D With adult support, applies explicitly taught and practiced higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization). ATL.9.E Independently applies higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization). M-GS.2.AA Uses simple shape puzzles to create common two-dimensional shapes. M-GS.2.C Using a model, constructs two-dimensional shapes and then puts them together to create objects in the environment. Puts together a square and triangle to create a house. M-GS.2.D Independently constructs two-dimensional shapes and then puts them together to create objects in the environment. Puts together a square and triangle to create a house.
MAT 3: Spatial Reasoning and Geometry	By 60 months	MAT3a: Spatial Reasoning: Children will explore and describe the spatial relationships between objects, their environment, and themselves.	3aOP-3 Move body in different ways independently or following directions in response to music or song	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") by using gestures or objects. C-ARTS.1.AA Moves body spontaneously to music. C-ARTS.1.A Participates in guided movement activities by copying dances and movements introduced by others. 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.

SECTION 2: EXPLORATION AND CRITICAL THINKING: DEVELOPING STEM SKILLS

DOMAIN: MATHEMATICAL THINKING (MAT)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
MAT 3: Spatial Reasoning and Geometry	By 60 months	MAT3b: Shapes: Children will explore, visualize, and analyze shapes and shape attributes.	3bOP-1 Identify and classify 2-D and 3-D shapes by their attributes	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.E Verbally or nonverbally identifies three-dimensional shapes (sphere, cone, cylinder, cube). 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.
MAT 3: Spatial Reasoning and Geometry	By 60 months	MAT3b: Shapes: Children will explore, visualize, and analyze shapes and shape attributes.	3bOP-2 Visualize shapes by description and find them in the environment	M-GS.1.D Verbally or nonverbally identifies two-dimensional shapes in the environment or in books. M-GS.1.E Verbally or nonverbally identifies three-dimensional shapes (sphere, cone, cylinder, cube).
MAT 3: Spatial Reasoning and Geometry	By 60 months	MAT3b: Shapes: Children will explore, visualize, and analyze shapes and shape attributes.	3bOP-3 Complete complex shape puzzles	M-GS.2.AA Uses simple shape puzzles to create common two-dimensional shapes. 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.
MAT 4: Measurement and Data Analysis	By 60 months	MAT4a: Measurement and Time: Children will explore and communicate about distance, weight, length, height, and time.	4aOP-1 Order objects in a series according to size	M-PFA.2.A Orders up to two objects by one attribute, such as size, shades of color, texture, or sound, using comparative language. M-PFA.2.B Orders up to three objects by one attribute, such as size, shades of color, texture, or sound, using comparative language. M-PFA.2.C Order up to five objects by one attribute, such as size, shades of color, texture, or sound, using comparative language.

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DOMAIN: MATHEMATICAL THINKING (MAT)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
MAT 4: Measurement and Data Analysis	By 60 months	MAT4a: Measurement and Time: Children will explore and communicate about distance, weight, length, height, and time.	4aOP-2 Use a variety of techniques with standard and non-standard tools to measure and compare objects	M-M.1.C Uses nonstandard units to measure objects by filling, covering, or matching, like when answering “How many scoops of sand fill a container?” M-M.1.D Uses nonstandard units to measure and then comparative language to describe the measurements of two objects, like when answering “Which container holds more beans?” 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.
MAT 4: Measurement and Data Analysis	By 60 months	MAT4a: Measurement and Time: Children will explore and communicate about distance, weight, length, height, and time.	4aOP-3 Compare objects by two or more attributes	M-PFA.1.E Sorts and groups objects into multiple categories such as size and color, or function and category at the same time. M-M.1.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.
MAT 4: Measurement and Data Analysis	By 60 months	MAT4a: Measurement and Time: Children will explore and communicate about distance, weight, length, height, and time.	4aOP-4 Show a beginning awareness of the concept of time as a sequence of events	M-M.2.AA Demonstrates understanding of familiar daily routines. 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., 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. SOC.5.B Begins to sequence past and present experiences using visual supports.

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DOMAIN: MATHEMATICAL THINKING (MAT)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
MAT 4: Measurement and Data Analysis	By 60 months	MAT4a: Measurement and Time: Children will explore and communicate about distance, weight, length, height, and time.	4aOP-5 Use beginning skills of estimation in solving everyday measurement problems	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?"
MAT 4: Measurement and Data Analysis	By 60 months	MAT4b: Logical Thinking, Reasoning, and Data Analysis: Child uses logical thinking and reasoning to solve meaningful problems and inform decisions.	4bOP-1 Use trial and error to reach a solution to a problem	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.D With adult support, applies explicitly taught and practiced higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization). ATL.9.E Independently applies higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization)
MAT 4: Measurement and Data Analysis	By 60 months	MAT4b: Logical Thinking, Reasoning, and Data Analysis: Child uses logical thinking and reasoning to solve meaningful problems and inform decisions.	4bOP-2 Gather data to answer questions to problems	M-DAP.2.AA Observes and collects data in their environment (e.g., colors, movement, sounds) with teacher support. M-DAP.2.A Collects and organizes data by sorting and classifying groups of objects into clusters (e.g., sort buttons by color). M-DAP.2.B Graphs using real objects to organize and display information one-to-one (e.g., place coins, buttons, or shells on a graphing mat). M-DAP.2.C Graphs using pictures of objects to organize and display information. Compares two to three groups (e.g., pictures of front covers of books, or pictures of children to represent their votes). M-DAP.2.D Graphs using symbols such as paper squares, tally marks, or Xs to organize and display information. Compares two to three groups.

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DOMAIN: MATHEMATICAL THINKING (MAT)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
MAT 4: Measurement and Data Analysis	By 60 months	MAT4b: Logical Thinking, Reasoning, and Data Analysis: Child uses logical thinking and reasoning to solve meaningful problems and inform decisions.	4bOP-3 Make a prediction based on data	SC-SP.2.A Participates in simple explorations and experiments based on a teacher-led inquiry and prior knowledge. SC-SP.2.B Participates in teacher-led explorations and experiments and uses prior knowledge to make predictions. ATL.9.D With adult support, applies explicitly taught and practiced higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization). ATL.9.E Independently applies higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization)
MAT 4: Measurement and Data Analysis	By 60 months	MAT4b: Logical Thinking, Reasoning, and Data Analysis: Child uses logical thinking and reasoning to solve meaningful problems and inform decisions.	4bOP-4 Interpret a chart or graph to explain data findings	M-DAP.1.AA Verbally or nonverbally participates in graphing discussions. M-DAP.1.A Verbally or nonverbally participates in graphing discussions and demonstrates understanding of the purpose of a graph. 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.

SECTION 3: COMMUNICATION

DOMAIN: LANGUAGE AND LITERACY (LLT)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
LLT 1: Oral Language	By 48 months	LLT1a: Receptive Language: Children will gain information by understanding the meaning of words and gestures.	1aYP-1 Understand and follow two-step directions¹⁵ ¹⁵Part 1 of 2. Continues on page 93.	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.

SECTION 3: COMMUNICATION

DOMAIN: LANGUAGE AND LITERACY (LLT)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
LLT 1: Oral Language	By 48 months	LLT1a: Receptive Language: Children will gain information by understanding the meaning of words and gestures.	1aYP-1 Understand and follow two-step directions ¹⁶ ¹⁶ <i>Part 2 of 2. Continued from page 92.</i>	ATL.7.A Participates in one- to two-step inhibition games and activities. ATL.7.B Independently follows two- to three-step verbal adult directions.
LLT 1: Oral Language	By 48 months	LLT1a: Receptive Language: Children will gain information by understanding the meaning of words and gestures.	1aYP-2 Listen attentively to stories and answer simple questions about the plot or characters	LL-BK.1.B Selects and requests that a favorite or familiar book be read by an adult. LL-BK.1.C Listens to a wide variety of age appropriate literature read aloud. LL-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.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.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.
LLT 1: Oral Language	By 48 months	LLT1a: Receptive Language: Children will gain information by understanding the meaning of words and gestures.	1aYP-3 Respond to what and where questions	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.

SECTION 3: COMMUNICATION

DOMAIN: LANGUAGE AND LITERACY (LLT)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
LLT 1: Oral Language	By 48 months	LLT1a: Receptive Language: Children will gain information by understanding the meaning of words and gestures.	1aYP-4 Listen attentively and participate in discussions in back and forth exchange	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. SE.5.E Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.
LLT 1: Oral Language	By 48 months	LLT1b: Expressive Language: Children will use words and gestures to express their thoughts, feelings and needs to others.	1bYP-1 Use phrases and sentences of 4-5 words	LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence. 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.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").
LLT 1: Oral Language	By 48 months	LLT1b: Expressive Language: Children will use words and gestures to express their thoughts, feelings and needs to others.	1bYP-2 Imitate songs and finger plays	ATL.6.AA Follows along with and participates in songs, chants, and simple stories. C-ARTS.4.A Participates in a variety of music activities with different tempos, genres, and rhythms. C-ARTS.4.B Sings a variety of songs within children's vocal range, independently and with others. LL-PA.2.A Repeats multisyllabic words or participates in games and word play involving multisyllabic words. LL-PA.3.A Listens to and sings favorite classroom songs with simple rhyme patterns like "Twinkle, Twinkle Little Star."

SECTION 3: COMMUNICATION

DOMAIN: LANGUAGE AND LITERACY (LLT)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
LLT 1: Oral Language	By 48 months	LLT1b: Expressive Language: Children will use words and gestures to express their thoughts, feelings and needs to others.	1bYP-3 Respond to questions with detail	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.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.2.D Makes inferences to answer simple “why” questions by using background knowledge and events in a text.
LLT 1: Oral Language	By 48 months	LLT1b: Expressive Language: Children will use words and gestures to express their thoughts, feelings and needs to others.	1bYP-4 Use common form of verbs and plurals most of the time (saw, men, were)	LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns (“friendship”) and verbs (“love”). LL-LC.5.A Makes an attempt at using correct syntax with a noun and verb (i.e., “Armel throw”). LL-LC.5.B Continues to develop more complex sentences using syntax with a noun and verb and object (i.e., “Armel throws the ball”). 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”).
LLT 1: Oral Language	By 48 months	LLT1b: Expressive Language: Children will use words and gestures to express their thoughts, feelings and needs to others.	1bYP-5 Have a vocabulary of about 500 words¹⁷ ¹⁷Part 1 of 2. Continues on page 96.	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.

SECTION 3: COMMUNICATION

DOMAIN: LANGUAGE AND LITERACY (LLT)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
LLT 1: Oral Language	By 48 months	LLT1b: Expressive Language: Children will use words and gestures to express their thoughts, feelings and needs to others.	1bYP-5 Have a vocabulary of about 500 words ¹⁸ ¹⁸ <i>Part 2 of 2. Continued from page 95.</i>	LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love"). LL-LC.3.E Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on classroom reading and content.
LLT 1: Oral Language	By 48 months	LLT1b: Expressive Language: Children will use words and gestures to express their thoughts, feelings and needs to others.	1bYP-6 Use questions to ask for things or gain information.	LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence. 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. SC-SP.1.A With teacher guidance, participates in activities to formulate simple science-oriented questions based on observations. 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.
LLT 1: Oral Language	By 48 months	LLT1b: Expressive Language: Children will use words and gestures to express their thoughts, feelings and needs to others.	1bYP-7 Produce developmentally appropriate phonemes/sounds in words using mostly clear speech	LL-PA.6.AA Participates in phoneme activities with teachers. LL-PA.6.A Repeats an individual sound. LL-PA.6.B Blends a two-phoneme word with teacher support. LL-PA.6.C Segments a two-phoneme word. LL-PA.6.D Blends three phonemes in familiar CVC words.
LLT 1: Oral Language	By 48 months	LLT1c: Social Rules of Language: Children will use, adapt and follow the rules of language.	1cYP-1 Use nonverbal cues during conversations according to personal cultural norms (physical proximity, eye contact)	LL-LC.4.E Modifies conversations based on the context or listener. SE.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support. SE.5.E Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.

SECTION 3: COMMUNICATION

DOMAIN: LANGUAGE AND LITERACY (LLT)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
LLT 1: Oral Language	By 48 months	LLT1c: Social Rules of Language: Children will use, adapt and follow the rules of language.	1cYP-2 Use socially acceptable communication rules (volume, tone, turn-taking)	LL-LC.4.E Modifies conversations based on the context or listener. SE.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support. SE.5.E Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.
LLT 1: Oral Language	By 48 months	LLT1c: Social Rules of Language: Children will use, adapt and follow the rules of language.	1cYP-3 Engage in turn-taking conversation for at least 4 exchanges	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.
LLT 1: Oral Language	By 48 months	LLT1c: Social Rules of Language: Children will use, adapt and follow the rules of language.	1cYP-4 Know to use simpler language and tone with younger children	LL-LC.4.E Modifies conversations based on the context or listener.
LLT 2: Emergent Reading	By 48 months	LLT2a: Comprehension: Children will demonstrate emerging understanding of both the written and spoken word.	2aYP-1 Use pictures to predict content	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-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.
LLT 2: Emergent Reading	By 48 months	LLT2a: Comprehension: Children will demonstrate emerging understanding of both the written and spoken word.	2aYP-2 Use storybook language, forms and conventions (once upon a time, that's the end)	LL-BK.2.B Uses illustrations to tell a familiar story. LL-BK.2.C Uses illustrations to tell a familiar story with intonation and expression, using repeated phrases. LL-NC.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.

SECTION 3: COMMUNICATION

DOMAIN: LANGUAGE AND LITERACY (LLT)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
LLT 2: Emergent Reading	By 48 months	LLT2a: Comprehension: Children will demonstrate emerging understanding of both the written and spoken word.	2aYP-3 Retell or act out a familiar story with prompting	LL-NC.3.AA Joins in acting out a book as it's read aloud. LL-NC.3.B Retells two events from a familiar narrative using visuals or gestures. LL-NC.3.C Retells three or more events from a familiar story in any order using visuals or gestures. LL-NC.3.D Retells three or more events from a familiar narrative in sequence using visuals or gestures. LL-NC.3.E With prompting and support, retells familiar stories, including key details. C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.
LLT 2: Emergent Reading	By 48 months	LLT2a: Comprehension: Children will demonstrate emerging understanding of both the written and spoken word.	2aYP-4 Share likes and dislikes about a book	LL-NC.2.B Answers factual questions using a variety of text types (predictable, informational, poetry, etc.). LL-BK.1.B Selects and requests that a favorite or familiar book be read by an adult. LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence. 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-NC.1.C Identifies and answers questions about events in a story.
LLT 2: Emergent Reading	By 48 months	LLT2a: Comprehension: Children will demonstrate emerging understanding of both the written and spoken word.	2aYP-5 Listen to and discuss informational text and literature	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.

SECTION 3: COMMUNICATION

DOMAIN: LANGUAGE AND LITERACY (LLT)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
LLT 2: Emergent Reading	By 48 months	LLT2a: Comprehension: Children will demonstrate emerging understanding of both the written and spoken word.	2aYP-6 Relate to concept or new word	LL-NC.2.B Answers factual questions using a variety of text types (predictable, informational, poetry, etc.). LL-NC.2.C Uses events from the book to make a prediction about what might happen next. LL-NC.2.D Makes inferences to answer simple "why" questions by using background knowledge and events in a text. LL-NC.2.E Makes inferences and provides explanation and reasoning for events in a text or characters' actions. 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.
LLT 2: Emergent Reading	By 48 months	LLT2b: Phonological Awareness: Children will begin to recognize and associate words with sounds in spoken language.	2bYP-1 Listen and match rhythm, volume and pitch of rhymes, songs and chants	LL-PA.2.A Repeats multisyllabic words or participates in games and word play involving multisyllabic words. LL-PA.3.A Listens to and sings favorite classroom songs with simple rhyme patterns like "Twinkle, Twinkle Little Star." C-ARTS.4.D Uses their voice or an instrument to express themselves and copy simple tempos. C-ARTS.4.A Participates in a variety of music activities with different tempos, genres, and rhythms. C-ARTS.4.B Sings a variety of songs within children's vocal range, independently and with others.
LLT 2: Emergent Reading	By 48 months	LLT2b: Phonological Awareness: Children will begin to recognize and associate words with sounds in spoken language.	2bYP-2 Decide whether or not words rhyme	LL-PA.3.C Identifies if two words rhyme when given in a pair. For example, "My words are 'cat' and 'hat.' Do these two words rhyme? My words are 'cat' and 'pan.' Do these two words rhyme?" 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 ____."
LLT 2: Emergent Reading	By 48 months	LLT2b: Phonological Awareness: Children will begin to recognize and associate words with sounds in spoken language.	2bYP-3 Substitute different beginning sounds in 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."

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DOMAIN: LANGUAGE AND LITERACY (LLT)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
LLT 2: Emergent Reading	By 48 months	LLT2b: Phonological Awareness: Children will begin to recognize and associate words with sounds in spoken language.	2bYP-4 Segment sentences into individual words with adult guidance	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.
LLT 2: Emergent Reading	By 48 months	LLT2b: Phonological Awareness: Children will begin to recognize and associate words with sounds in spoken language.	2bYP-5 Segment compound words with modeling and guidance	LL-PA.1.C Segments compound words to identify the two words within the compound word.
LLT 2: Emergent Reading	By 48 months	LLT2c: Alphabet Knowledge: Children will demonstrate an emerging understanding that letters and letter sounds represent the sounds of spoken language.	2cYP-1 Identify some alphabet letter names, especially those in name	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.
LLT 2: Emergent Reading	By 48 months	LLT2c: Alphabet Knowledge: Children will demonstrate an emerging understanding that letters and letter sounds represent the sounds of spoken language.	2cYP-2 Point out own name in print	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-WR.3.D Writes all letters using uppercase or lowercase letters in his or her name in correct order. Letters may be backward, reversed, or poorly formed and recognized only in context. LL-WR.3.E Writes all letters in their name in correct order. All letters are correct and could be recognized out of context.
LLT 2: Emergent Reading	By 48 months	LLT2c: Alphabet Knowledge: Children will demonstrate an emerging understanding that letters and letter sounds represent the sounds of spoken language.	2cYP-3 Recognize words that start with the same letter as name or familiar word	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-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.

SECTION 3: COMMUNICATION

DOMAIN: LANGUAGE AND LITERACY (LLT)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
LLT 2: Emergent Reading	By 48 months	LLT2d: Print Awareness and Book Handling: Child will construct meaning from and appreciation of print.	2dYP-1 Attend to different kinds of book genres	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.B Answers factual questions using a variety of text types (predictable, informational, poetry, etc.). 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.
LLT 2: Emergent Reading	By 48 months	LLT2d: Print Awareness and Book Handling: Child will construct meaning from and appreciation of print.	2dYP-2 Recognize that print represents written words and has meaning	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.
LLT 2: Emergent Reading	By 48 months	LLT2d: Print Awareness and Book Handling: Child will construct meaning from and appreciation of print.	2dYP-3 Hold book right side up and turn pages from right to left	LL-BK.2.AA Identifies a book and turns pages appropriately from right to left and may include multiple pages at one time. LL-BK.2.A Demonstrates understanding of proper book orientation by holding books right side up and turning one page at a time, starting from the first page.
LLT 2: Emergent Reading	By 48 months	LLT2d: Print Awareness and Book Handling: Child will construct meaning from and appreciation of print.	2dYP-4 Show awareness of the function of environmental print	LL-BK.3.C Demonstrates understanding that print has meaning and begins to connect environmental print with objects or locations in the classroom. LL-BK.3.AA Identifies familiar images or logos in environmental print.
LLT 2: Emergent Reading	By 48 months	LLT2d: Print Awareness and Book Handling: Child will construct meaning from and appreciation of print.	2dYP-5 Know where to begin reading a story; point to title	LL-BK.2.D Tracks print from left to right and top to bottom while imitating reading a familiar text. LL-BK.2.E Demonstrates understanding of the title and back cover of a book. Identifies some words, such as those that are repeated regularly or have a known first sound in a familiar text.

SECTION 3: COMMUNICATION

DOMAIN: LANGUAGE AND LITERACY (LLT)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
LLT 3: Emergent Writing	By 48 months	LLT3: Emergent Writing: Children will demonstrate emerging understanding of writing as a way to communicate.	3YP-1 Use a 3-finger 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.
LLT 3: Emergent Writing	By 48 months	LLT3: Emergent Writing: Children will demonstrate emerging understanding of writing as a way to communicate.	3YP-1 Create letter-like symbols to represent a word or idea	LL-WR.4.B Writes letter-like forms and makes marks on page that look like conventional shapes or mock letters. LL-WR.4.C Writes letter-like symbols in strings. May leave spaces between symbols to indicate words. LL-WR.3.A When asked to write their name, child writes letter-like forms. Child makes marks on page that look like conventional shapes or mock letters.
LLT 3: Emergent Writing	By 48 months	LLT3: Emergent Writing: Children will demonstrate emerging understanding of writing as a way to communicate.	3YP-1 Write some letters	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.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.
LLT 3: Emergent Writing	By 48 months	LLT3: Emergent Writing: Children will demonstrate emerging understanding of writing as a way to communicate.	3YP-1 Experiment with a variety of writing tools and materials	PD.3.AA Uses crayons or markers with some coordination. PD.3.E Consistently uses a tripod grasp when writing and copies and creates complex designs. C-ARTS.3.AA Freely explores a variety of art materials and tools for sensory exploration. C-ARTS.3.A Expresses self using a variety of art materials and tools.

SECTION 3: COMMUNICATION

DOMAIN: LANGUAGE AND LITERACY (LLT)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
LLT 1: Oral Language	By 60 months	LLT1a: Receptive Language: Children will gain information by understanding the meaning of words and gestures.	1aOP-1 Understand and follow multi-step directions	LL-LC.1.B Responds to multipart sentences, such as acting out multiple events, following two-step directions, or finding objects based on a description. LL-LC.1.D Shows understanding of more complex sentences or questions through actions, such as following three-step directions. 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).
LLT 1: Oral Language	By 60 months	LLT1a: Receptive Language: Children will gain information by understanding the meaning of words and gestures.	1aOP-2 Recall the events described in a story	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.
LLT 1: Oral Language	By 60 months	LLT1a: Receptive Language: Children will gain information by understanding the meaning of words and gestures.	1aOP-3 Respond to questions and extend answer to convey new, but related, thought	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.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.

SECTION 3: COMMUNICATION

DOMAIN: LANGUAGE AND LITERACY (LLT)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
LLT 1: Oral Language	By 60 months	LLT1a: Receptive Language: Children will gain information by understanding the meaning of words and gestures.	1aOP-4 Attend to conversations and group discussions and respond on 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-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.
LLT 1: Oral Language	By 60 months	LLT1b: Expressive Language: Children will use words and gestures to express their thoughts, feelings and needs to others.	1bOP-1 Combine 5-8 words together into sentences	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.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").
LLT 1: Oral Language	By 60 months	LLT1b: Expressive Language: Children will use words and gestures to express their thoughts, feelings and needs to others.	1bOP-2 Engage in storytelling and pretend play, using oral language¹⁹ ¹⁹Part 1 of 2. Continues on page 105.	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.

SECTION 3: COMMUNICATION

DOMAIN: LANGUAGE AND LITERACY (LLT)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
LLT 1: Oral Language	By 60 months	LLT1b: Expressive Language: Children will use words and gestures to express their thoughts, feelings and needs to others.	1bOP-2 Engage in storytelling and pretend play, using oral language ²⁰ ²⁰ Part 2 of 2. Continued from page 104.	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. 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.D Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play. C-ARTS.2.E Continues an originally created scenario over the course of several play periods. Collaborates with others to carry out dramatic play and assumed roles.
LLT 1: Oral Language	By 60 months	LLT1b: Expressive Language: Children will use words and gestures to express their thoughts, feelings and needs to others.	1bOP-3 Answer questions with detailed and more abstract words and ideas	LL-LC.2.B Demonstrates understanding by answering simple "what" and "who" questions using two to three words when prompted by the teacher or peers. LL-LC.2.C Demonstrates understanding by answering simple "why" and "how" questions using two to three words when prompted by the teacher or peers. LL-LC.2.D Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic. LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love"). 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.2.D Makes inferences to answer simple "why" questions by using background knowledge and events in a text.

SECTION 3: COMMUNICATION

DOMAIN: LANGUAGE AND LITERACY (LLT)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
LLT 1: Oral Language	By 60 months	LLT1b: Expressive Language: Children will use words and gestures to express their thoughts, feelings and needs to others.	1bOP-4 Use mostly grammatically complex sentence structures	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").
LLT 1: Oral Language	By 60 months	LLT1b: Expressive Language: Children will use words and gestures to express their thoughts, feelings and needs to others.	1bOP-5 Have a vocabulary of over 1000 words	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 Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on classroom reading and content.
LLT 1: Oral Language	By 60 months	LLT1b: Expressive Language: Children will use words and gestures to express their thoughts, feelings and needs to others.	1bOP-6 Ask specific questions to understand and solve problems.	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. SC-SP.1.A With teacher guidance, participates in activities to formulate simple science-oriented questions based on observations. 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.

SECTION 3: COMMUNICATION

DOMAIN: LANGUAGE AND LITERACY (LLT)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
LLT 1: Oral Language	By 60 months	LLT1b: Expressive Language: Children will use words and gestures to express their thoughts, feelings and needs to others.	1bOP-7 Produce four to five word phrases using clear and understandable speech	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").
LLT 1: Oral Language	By 60 months	LLT1c: Social Rules of Language: Children will use, adapt and follow the rules of language.	1cOP-1 Listen and respond on topic with individuals and during group conversations	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. SE.5.E Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others. LL-LC.4.E Modifies conversations based on the context or listener.
LLT 1: Oral Language	By 60 months	LLT1c: Social Rules of Language: Children will use, adapt and follow the rules of language.	1cOP-2 Use language to communicate with others during familiar and unfamiliar social situations	LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence. 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.

SECTION 3: COMMUNICATION

DOMAIN: LANGUAGE AND LITERACY (LLT)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
LLT 1: Oral Language	By 60 months	LLT1c: Social Rules of Language: Children will use, adapt and follow the rules of language.	1cOP-3 Initiate conversations and stay on topic during at least 5 turn-taking exchanges	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.
LLT 1: Oral Language	By 60 months	LLT1c: Social Rules of Language: Children will use, adapt and follow the rules of language.	1cOP-4 Demonstrate conversational rules of language	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. SE.5.E Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others. SE.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.
LLT 2: Emergent Reading	By 60 months	LLT2a: Comprehension: Children will demonstrate emerging understanding of both the written and spoken word.	2aOP-1 Identify characters and setting in a story	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.
LLT 2: Emergent Reading	By 60 months	LLT2a: Comprehension: Children will demonstrate emerging understanding of both the written and spoken word.	2aOP-2 Use title, pictures and prior knowledge to predict story content	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-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-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.

SECTION 3: COMMUNICATION

DOMAIN: LANGUAGE AND LITERACY (LLT)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
LLT 2: Emergent Reading	By 60 months	LLT2a: Comprehension: Children will demonstrate emerging understanding of both the written and spoken word.	2aOP-3 Retell or act out a story in the correct sequence	LL-NC.3.AA Joins in acting out a book as it's read aloud. 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.
LLT 2: Emergent Reading	By 60 months	LLT2a: Comprehension: Children will demonstrate emerging understanding of both the written and spoken word.	2aOP-4 Make connections between stories and real-life experiences	LL-NC.5.C Makes connections between own experiences, background knowledge, and information presented in an informational text. LL-NC.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.2.E Makes inferences and provides explanation and reasoning for events in a text or characters' actions. ATL.9.D With adult support, applies explicitly taught and practiced higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization).
LLT 2: Emergent Reading	By 60 months	LLT2a: Comprehension: Children will demonstrate emerging understanding of both the written and spoken word.	2aOP-5 Answer questions about the characters and events in a story	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.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.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.

SECTION 3: COMMUNICATION

DOMAIN: LANGUAGE AND LITERACY (LLT)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
LLT 2: Emergent Reading	By 60 months	LLT2a: Comprehension: Children will demonstrate emerging understanding of both the written and spoken word.	2aOP-6 Generalize idea to another situation	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.1.D Identifies the cause and effect relationship between events in a narrative story. 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 wants to return, or fell on the slide yesterday, so exercises caution today). ATL.9.D With adult support, applies explicitly taught and practiced higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization).
LLT 2: Emergent Reading	By 60 months	LLT2b: Phonological Awareness: Children will begin to recognize and associate words with sounds in spoken language.	2bOP-1 Identify whether or not two words start or end with the same sound	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.D Identifies the final consonant sound in one-syllable words.
LLT 2: Emergent Reading	By 60 months	LLT2b: Phonological Awareness: Children will begin to recognize and associate words with sounds in spoken language.	2bOP-2 Produce rhyming words	LL-PA.3.D Produces at least one real or nonsense rhyming word when given a pair of CVC words, like “cat” and “hat.”
LLT 2: Emergent Reading	By 60 months	LLT2b: Phonological Awareness: Children will begin to recognize and associate words with sounds in spoken language.	2bOP-3 Isolate and match the initial sounds in words with adult guidance	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.

SECTION 3: COMMUNICATION

DOMAIN: LANGUAGE AND LITERACY (LLT)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
LLT 2: Emergent Reading	By 60 months	LLT2b: Phonological Awareness: Children will begin to recognize and associate words with sounds in spoken language.	2bOP-4 Segment words into syllables	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.
LLT 2: Emergent Reading	By 60 months	LLT2b: Phonological Awareness: Children will begin to recognize and associate words with sounds in spoken language.	2bOP-5 Identify words as separate units in a 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.
LLT 2: Emergent Reading	By 60 months	LLT2b: Phonological Awareness: Children will begin to recognize and associate words with sounds in spoken language.	2bOP-6 Blend sounds with adult guidance	LL-PA.6.B Blends a two-phoneme word with teacher support. LL-PA.6.D Blends three phonemes in familiar CVC words.
LLT 2: Emergent Reading	By 60 months	LLT2c: Alphabet Knowledge: Children will demonstrate an emerging understanding that letters and letter sounds represent the sounds of spoken language.	2cOP-1 Recognize about half of the upper and lower case letters of the alphabet	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.
LLT 2: Emergent Reading	By 60 months	LLT2c: Alphabet Knowledge: Children will demonstrate an emerging understanding that letters and letter sounds represent the sounds of spoken language.	2cOP-2 Associate some letters of the alphabet with their specific sounds	LL-AK.2.AA Produces the first letter sound in their name with teacher support. LL-AK.2.A Produces up to two letter sounds when shown uppercase or lowercase letters. LL-AK.2.B Produces up to five letter sounds when shown uppercase or lowercase letters. LL-AK.2.C Produces up to ten letter sounds when shown uppercase or lowercase letters. LL-AK.2.D Produces up to 15 letter sounds when shown uppercase or lowercase letters.

SECTION 3: COMMUNICATION

DOMAIN: LANGUAGE AND LITERACY (LLT)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
LLT 2: Emergent Reading	By 60 months	LLT2c: Alphabet Knowledge: Children will demonstrate an emerging understanding that letters and letter sounds represent the sounds of spoken language.	2cOP-3 Identify words that start with the same letter as their name	LL-AK.1.AA Identifies the first letter in their name. LL-AK.2.AA Produces the first letter sound in their name with teacher support. 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.
LLT 2: Emergent Reading	By 60 months	LLT2c: Alphabet Knowledge: Children will demonstrate an emerging understanding that letters and letter sounds represent the sounds of spoken language.	2cOP-4 Visually discriminate letter shapes and formations	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-WR.4.B Writes letter-like forms and makes marks on page that look like conventional shapes or mock letters. LL-WR.4.C Writes letter-like symbols in strings. May leave spaces between symbols to indicate words. LL-WR.4.D Writes random recognizable letters in a row with spaces in between. Letters may be backward, reversed, or poorly formed and recognized only in context. LL-WR.4.E Forms correct, intentional, and recognizable letters on the page when writing.
LLT 2: Emergent Reading	By 60 months	LLT2c: Alphabet Knowledge: Children will demonstrate an emerging understanding that letters and letter sounds represent the sounds of spoken language.	2cOP-5 Sort letters and find words that contain specified letters	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. 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-BK.3.D Points to one word and one letter in an unfamiliar text or around the room. 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.

SECTION 3: COMMUNICATION

DOMAIN: LANGUAGE AND LITERACY (LLT)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
LLT 2: Emergent Reading	By 60 months	LLT2d: Print Awareness and Book Handling: Child will construct meaning from and appreciation of print.	2dOP-1 Select different kinds of literature	LL-BK.1.B Selects and requests that a favorite or familiar book be read by an adult. LL-BK.1.C Listens to a wide variety of age appropriate literature read aloud. LL-NC.2.B Answers factual questions using a variety of text types (predictable, informational, poetry, etc.). 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.
LLT 2: Emergent Reading	By 60 months	LLT2d: Print Awareness and Book Handling: Child will construct meaning from and appreciation of print.	2dOP-2 Show beginning understanding of word and sentence structure	LL-LC.5.A Makes an attempt at using correct syntax with a noun and verb (i.e., "Armel throw"). LL-LC.5.B Continues to develop more complex sentences using syntax with a noun and verb and object (i.e., "Armel throws the ball"). 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-WR.7.C Writes a short, dictated sentence using phonetic spelling, leaving spaces between words when writing. LL-WR.7.D Writes a short sentence using phonetic spelling, leaving spaces between words when writing.
LLT 2: Emergent Reading	By 60 months	LLT2d: Print Awareness and Book Handling: Child will construct meaning from and appreciation of print.	2dOP-3 Hold book correctly and read from beginning to end	LL-BK.2.AA Identifies a book and turns pages appropriately from right to left and may include multiple pages at one time. LL-BK.2.A Demonstrates understanding of proper book orientation by holding books right side up and turning one page at a time, starting from the first page. LL-BK.2.D Tracks print from left to right and top to bottom while imitating reading a familiar text. LL-BK.2.E Demonstrates understanding of the title and back cover of a book. Identifies some words, such as those that are repeated regularly or have a known first sound in a familiar text. LL-BK.1.D Looks at books independently or with peers.

SECTION 3: COMMUNICATION

DOMAIN: LANGUAGE AND LITERACY (LLT)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
LLT 2: Emergent Reading	By 60 months	LLT2d: Print Awareness and Book Handling: Child will construct meaning from and appreciation of print.	2dOP-4 Read some environmental print	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.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.
LLT 2: Emergent Reading	By 60 months	LLT2d: Print Awareness and Book Handling: Child will construct meaning from and appreciation of print.	2dOP-5 Track words from left to right, top to bottom, page to page	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 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.
LLT 2: Emergent Reading	By 60 months	LLT2d: Print Awareness and Book Handling: Child will construct meaning from and appreciation of print.	2dOP-6 Know that books have titles, authors and illustrators	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. SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community.
LLT 3: Emergent Writing	By 60 months	LLT3: Emergent Writing: Children will demonstrate emerging understanding of writing as a way to communicate.	3OP-1 Use a dominant hand for writing	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. LL-WR.2.A Draws and/or writes to represent, express, or communicate interests. 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.

SECTION 3: COMMUNICATION

DOMAIN: LANGUAGE AND LITERACY (LLT)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
LLT 3: Emergent Writing	By 60 months	LLT3: Emergent Writing: Children will demonstrate emerging understanding of writing as a way to communicate.	3OP-2 Use writing for a variety of purposes	LL-WR.2.AA Draws to represent something or to communicate a thought. LL-WR.2.A Draws and/or writes to represent, express, or communicate interests. LL-WR.2.B Draws and/or writes to represent and describe an object, event, or observation. LL-WR.2.C Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme. LL-WR.2.D Draws and/or writes to represent simple events or stories that entertain, and revises when necessary.
LLT 3: Emergent Writing	By 60 months	LLT3: Emergent Writing: Children will demonstrate emerging understanding of writing as a way to communicate.	3OP-3 Write some letters of the alphabet, including name	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.B Writes at least one recognizable letter from their name. The letter may be backward, reversed, or poorly formed and recognized only in context. LL-WR.3.C Writes uppercase or lowercase letters that correspond to at least half of the letters in their name. Letters may be backward, reversed, or poorly formed and recognized only in context. LL-WR.3.D Writes all letters using uppercase or lowercase letters in his or her name in correct order. Letters may be backward, reversed, or poorly formed and recognized only in context. LL-WR.3.E Writes all letters in their name in correct order. All letters are correct and could be recognized out of context.
LLT 3: Emergent Writing	By 60 months	LLT3: Emergent Writing: Children will demonstrate emerging understanding of writing as a way to communicate.	3OP-4 Begin to use inventive spelling using a letter to represent a word²¹ ²¹Part 1 of 2. Continues on page 116.	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.6.E Writes the correct initial, medial, and final sound when writing a CVC word.

SECTION 3: COMMUNICATION

DOMAIN: LANGUAGE AND LITERACY (LLT)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
LLT 3: Emergent Writing	By 60 months	LLT3: Emergent Writing: Children will demonstrate emerging understanding of writing as a way to communicate.	3OP-4 Begin to use inventive spelling using a letter to represent a word ²² ²² Part 2 of 2. Continued from page 115.	LL-WR.7.A Completes a sentence prompt with a written word using phonetic spelling. LL-WR.7.B Writes a phrase to describe a picture, object, person, or event using phonetic spelling. LL-WR.7.C Writes a short, dictated sentence using phonetic spelling, leaving spaces between words when writing. LL-WR.7.D Writes a short sentence using phonetic spelling, leaving spaces between words when writing.

SECTION 3: COMMUNICATION

DOMAIN: CREATIVE ARTS (CRA)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
CRA	By 48 months	CRA1: Visual Arts: Children will demonstrate an emerging understanding and enjoyment of the use of visual arts as a form of self-expression.	1YP-1 Use a variety of different types of art materials to create an end product	C-ARTS.3.A Expresses self using a variety of art materials and tools. C-ARTS.3.B Creates drawings, paintings, and models with an increasing level of detail. C-ARTS.3.C Explores and creates art using different techniques, such as dot art, mixed media collages, and clay. C-ARTS.3.D Plans for and creates art using preferred art materials, tools, and techniques.
CRA	By 48 months	CRA1: Visual Arts: Children will demonstrate an emerging understanding and enjoyment of the use of visual arts as a form of self-expression.	1YP-2 Explore the favorite color through art representation	C-ARTS.3.D Plans for and creates art using preferred art materials, tools, and techniques. C-ARTS.3.AA Freely explores a variety of art materials and tools for sensory exploration. C-ARTS.3.A Expresses self using a variety of art materials and tools.

SECTION 3: COMMUNICATION

DOMAIN: CREATIVE ARTS (CRA)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
CRA	By 48 months	CRA1: Visual Arts: Children will demonstrate an emerging understanding and enjoyment of the use of visual arts as a form of self-expression.	1YP-3 Describe general features of artwork: color, shape, texture, lines	C-ARTS.5.A Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques. C-ARTS.5.B Discusses their own artistic creations and chooses artwork for display or performance. C-ARTS.5.D Expresses opinions about the artistic creations and techniques of others. C-ARTS.5.E Interprets the art of others by describing what they see and identifying a theme. LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.
CRA	By 48 months	CRA1: Visual Arts: Children will demonstrate an emerging understanding and enjoyment of the use of visual arts as a form of self-expression.	1YP-4 Create art that expresses individual creativity	C-ARTS.3.A Expresses self using a variety of art materials and tools. C-ARTS.3.B Creates drawings, paintings, and models with an increasing level of detail. C-ARTS.3.C Explores and creates art using different techniques, such as dot art, mixed media collages, and clay. C-ARTS.3.D Plans for and creates art using preferred art materials, tools, and techniques.
CRA	By 48 months	CRA1: Visual Arts: Children will demonstrate an emerging understanding and enjoyment of the use of visual arts as a form of self-expression.	1YP-5 Discuss own artistic creations	C-ARTS.5.B Discusses their own artistic creations and chooses artwork for display or performance. LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.
CRA	By 48 months	CRA1: Visual Arts: Children will demonstrate an emerging understanding and enjoyment of the use of visual arts as a form of self-expression.	1YP-6 Comment on another's artwork when asked a specific question about the work	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. C-ARTS.5.E Interprets the art of others by describing what they see and identifying a theme.

SECTION 3: COMMUNICATION

DOMAIN: CREATIVE ARTS (CRA)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
CRA	By 48 months	CRA2: Music: Children will demonstrate an emerging understanding and appreciation of music as a form of self-expression.	2YP-1 Listen to different types of music (jazz, classical, country lullaby, etc.)	C-ARTS.4.AA Listens to a variety of music. C-ARTS.4.A Participates in a variety of music activities with different tempos, genres, and rhythms. C-ARTS.4.B Sings a variety of songs within children's vocal range, independently and with others. C-ARTS.4.C Recognizes differences between a variety of music activities with different tempos, genres, and rhythms.
CRA	By 48 months	CRA2: Music: Children will demonstrate an emerging understanding and appreciation of music as a form of self-expression.	2YP-2 Identify musical instruments by sight and sound	C-ARTS.4.D Uses their voice or an instrument to express themselves and copy simple tempos. LL-LC.2.AA Verbally labels familiar objects, body parts, people, or emotions using one-word responses.
CRA	By 48 months	CRA2: Music: Children will demonstrate an emerging understanding and appreciation of music as a form of self-expression.	2YP-3 Repeat a short melody	C-ARTS.4.D Uses their voice or an instrument to express themselves and copy simple tempos. C-ARTS.4.A Participates in a variety of music activities with different tempos, genres, and rhythms. C-ARTS.4.B Sings a variety of songs within children's vocal range, independently and with others.
CRA	By 48 months	CRA2: Music: Children will demonstrate an emerging understanding and appreciation of music as a form of self-expression.	2YP-4 Identify changes in tempo or tone when listening to music	C-ARTS.4.C Recognizes differences between a variety of music activities with different tempos, genres, and rhythms. C-ARTS.4.A Participates in a variety of music activities with different tempos, genres, and rhythms. C-ARTS.5.C Recognizes and discusses differences in artistic creations.
CRA	By 48 months	CRA3: Movement and Dance: Children will demonstrate growing interest and control in using rhythmic movements for self-expression.	3YP-1 Move body to match different types of tempos and rhythms	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.

SECTION 3: COMMUNICATION

DOMAIN: CREATIVE ARTS (CRA)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
CRA	By 48 months	CRA3: Movement and Dance: Children will demonstrate growing interest and control in using rhythmic movements for self-expression.	3YP-2 Express feelings through dance or movement	C-ARTS.1.C Creates short dances or movement sequences. C-ARTS.1.D Leads dances or movement sequences and demonstrates them to others. C-ARTS.1.E Creates and leads dances or movement sequences and begins to synchronize music with movement.
CRA	By 48 months	CRA3: Movement and Dance: Children will demonstrate growing interest and control in using rhythmic movements for self-expression.	3YP-3 Participate in guided movement games or songs	C-ARTS.1.A Participates in guided movement activities by copying dances and movements introduced by others. C-ARTS.1.B Recalls short, simple dances and movement sequences previously introduced by others. C-ARTS.4.D Uses their voice or an instrument to express themselves and copy simple tempos. C-ARTS.4.A Participates in a variety of music activities with different tempos, genres, and rhythms.
CRA	By 48 months	CRA3: Movement and Dance: Children will demonstrate growing interest and control in using rhythmic movements for self-expression.	3YP-4 Make up simple dances or movement sequences	C-ARTS.1.C Creates short dances or movement sequences. C-ARTS.1.D Leads dances or movement sequences and demonstrates them to others. C-ARTS.1.E Creates and leads dances or movement sequences and begins to synchronize music with movement.
CRA	By 48 months	CRA3: Movement and Dance: Children will demonstrate growing interest and control in using rhythmic movements for self-expression.	3YP-5 Indicate preferences for certain kinds of movement songs or music	C-ARTS.5.D Expresses opinions about the artistic creations and techniques of others. C-ARTS.5.AA Shows enthusiasm and curiosity about different types of creative arts.
CRA	By 48 months	CRA4: Drama & Acting: Children will demonstrate an emerging appreciation for the use of drama for self-expression.	4YP-1 Create various facial expressions and voice inflections when in character	C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions. LL-LC.4.E Modifies conversations based on the context or listener.

SECTION 3: COMMUNICATION

DOMAIN: CREATIVE ARTS (CRA)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
CRA	By 48 months	CRA4: Drama & Acting: Children will demonstrate an emerging appreciation for the use of drama for self-expression.	4YP-2 Put together a set of pretend behaviors to represent an action or event	ATL.1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play). ATL.1.C Engages in individual verbal or nonverbal imaginative play or role-play. C-ARTS.2.AA Engages briefly in, or observes others in, dramatic play. C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions. C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play. C-ARTS.2.C Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.
CRA	By 48 months	CRA4: Drama & Acting: Children will demonstrate an emerging appreciation for the use of drama for self-expression.	4YP-3 Use materials in creative and imaginative ways as part of dramatic play	ATL.1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play). C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.
CRA	By 48 months	CRA4: Drama & Acting: Children will demonstrate an emerging appreciation for the use of drama for self-expression.	4YP-4 Demonstrate an awareness of audience (e.g., ask others to watch performance)	C-ARTS.2.AA Engages briefly in, or observes others in, dramatic play. C-ARTS.5.B Discusses their own artistic creations and chooses artwork for display or performance. C-ARTS.4.E Creates and performs original music or songs for others. C-ARTS.1.D Leads dances or movement sequences and demonstrates them to others. C-ARTS.1.E Creates and leads dances or movement sequences and begins to synchronize music with movement.

SECTION 3: COMMUNICATION

DOMAIN: CREATIVE ARTS (CRA)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
CRA	By 60 months	CRA1: Visual Arts: Children will demonstrate an emerging understanding and enjoyment of the use of visual arts as a form of self-expression.	1OP-1 Use a variety of art materials to represent an idea, feeling, or object	C-ARTS.3.A Expresses self using a variety of art materials and tools. C-ARTS.3.B Creates drawings, paintings, and models with an increasing level of detail. C-ARTS.3.C Explores and creates art using different techniques, such as dot art, mixed media collages, and clay. C-ARTS.3.D Plans for and creates art using preferred art materials, tools, and techniques. ATL.1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play).
CRA	By 60 months	CRA1: Visual Arts: Children will demonstrate an emerging understanding and enjoyment of the use of visual arts as a form of self-expression.	1OP-2 Explore variations of the same color and other colors	C-ARTS.3.D Plans for and creates art using preferred art materials, tools, and techniques. C-ARTS.3.AA Freely explores a variety of art materials and tools for sensory exploration. C-ARTS.3.A Expresses self using a variety of art materials and tools. C-ARTS.3.C Explores and creates art using different techniques, such as dot art, mixed media collages, and clay.
CRA	By 60 months	CRA1: Visual Arts: Children will demonstrate an emerging understanding and enjoyment of the use of visual arts as a form of self-expression.	1OP-3 Create an end product that integrates color, shape, texture and lines	C-ARTS.3.D Plans for and creates art using preferred art materials, tools, and techniques. C-ARTS.3.A Expresses self using a variety of art materials and tools. C-ARTS.3.C Explores and creates art using different techniques, such as dot art, mixed media collages, and clay. C-ARTS.3.E Reviews their original art and makes changes to the final product. C-ARTS.3.B Creates drawings, paintings, and models with an increasing level of detail.
CRA	By 60 months	CRA1: Visual Arts: Children will demonstrate an emerging understanding and enjoyment of the use of visual arts as a form of self-expression.	1OP-4 Create artistic works through an open-ended process that reflect thoughts, feelings, experiences, or knowledge	C-ARTS.3.AA Freely explores a variety of art materials and tools for sensory exploration. C-ARTS.3.A Expresses self using a variety of art materials and tools. C-ARTS.3.B Creates drawings, paintings, and models with an increasing level of detail. C-ARTS.3.C Explores and creates art using different techniques, such as dot art, mixed media collages, and clay.

SECTION 3: COMMUNICATION

DOMAIN: CREATIVE ARTS (CRA)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
CRA	By 60 months	CRA1: Visual Arts: Children will demonstrate an emerging understanding and enjoyment of the use of visual arts as a form of self-expression.	1OP-5 Discuss own artistic creations and those of others	C-ARTS.5.B Discusses their own artistic creations and chooses artwork for display or performance. C-ARTS.5.C Recognizes and discusses differences in artistic creations. C-ARTS.5.D Expresses opinions about the artistic creations and techniques of others. C-ARTS.5.E Interprets the art of others by describing what they see and identifying a theme.
CRA	By 60 months	CRA1: Visual Arts: Children will demonstrate an emerging understanding and enjoyment of the use of visual arts as a form of self-expression.	1OP-6 Show appreciation for different art forms and the creative work of others	C-ARTS.5.AA Shows enthusiasm and curiosity about different types of creative arts. C-ARTS.5.A Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques.
CRA	By 60 months	CRA2: Music: Children will demonstrate an emerging understanding and appreciation of music as a form of self-expression.	2OP-1 Describe differences in music types	C-ARTS.4.C Recognizes differences between a variety of music activities with different tempos, genres, and rhythms. C-ARTS.4.A Participates in a variety of music activities with different tempos, genres, and rhythms. C-ARTS.5.C Recognizes and discusses differences in artistic creations.
CRA	By 60 months	CRA2: Music: Children will demonstrate an emerging understanding and appreciation of music as a form of self-expression.	2OP-2 Use musical instruments to make or replicate songs and sounds	C-ARTS.4.D Uses their voice or an instrument to express themselves and copy simple tempos. C-ARTS.4.E Creates and performs original music or songs for others.
CRA	By 60 months	CRA2: Music: Children will demonstrate an emerging understanding and appreciation of music as a form of self-expression.	2OP-3 Create and sing nonsense rhymes and songs	C-ARTS.4.E Creates and performs original music or songs for others. C-ARTS.4.B Sings a variety of songs within children's vocal range, independently and with others. C-ARTS.4.D Uses their voice or an instrument to express themselves and copy simple tempos. LL-PA.3.A Listens to and sings favorite classroom songs with simple rhyme patterns like "Twinkle, Twinkle Little Star."

SECTION 3: COMMUNICATION

DOMAIN: CREATIVE ARTS (CRA)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
CRA	By 60 months	CRA2: Music: Children will demonstrate an emerging understanding and appreciation of music as a form of self-expression.	2OP-4 Replicate changes in tempo	C-ARTS.4.D Uses their voice or an instrument to express themselves and copy simple tempos. C-ARTS.4.C Recognizes differences between a variety of music activities with different tempos, genres, and rhythms.
CRA	By 60 months	CRA2: Music: Children will demonstrate an emerging understanding and appreciation of music as a form of self-expression.	2OP-5 Describe preferences for music types or instruments	C-ARTS.5.D Expresses opinions about the artistic creations and techniques of others. C-ARTS.4.C Recognizes differences between a variety of music activities with different tempos, genres, and rhythms.
CRA	By 60 months	CRA3: Movement and Dance: Children will demonstrate growing interest and control in using rhythmic movements for self-expression.	3OP-1 Use varied movement elements in response to music (high/low, fast/slow, up/down) etc.	C-ARTS.1.AA Moves body spontaneously to music. C-ARTS.1.E Creates and leads dances or movement sequences and begins to synchronize music with movement.
CRA	By 60 months	CRA3: Movement and Dance: Children will demonstrate growing interest and control in using rhythmic movements for self-expression.	3OP-2 Use creative movement to express concepts or ideas	C-ARTS.1.C Creates short dances or movement sequences. C-ARTS.1.D Leads dances or movement sequences and demonstrates them to others. C-ARTS.1.E Creates and leads dances or movement sequences and begins to synchronize music with movement.
CRA	By 60 months	CRA3: Movement and Dance: Children will demonstrate growing interest and control in using rhythmic movements for self-expression.	3OP-3 Follow choreographed movement sequences	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.
CRA	By 60 months	CRA3: Movement and Dance: Children will demonstrate growing interest and control in using rhythmic movements for self-expression.	3OP-4 Translate ideas into movement	C-ARTS.1.C Creates short dances or movement sequences. C-ARTS.1.D Leads dances or movement sequences and demonstrates them to others. C-ARTS.1.E Creates and leads dances or movement sequences and begins to synchronize music with movement.

SECTION 3: COMMUNICATION

DOMAIN: CREATIVE ARTS (CRA)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
CRA	By 60 months	CRA3: Movement and Dance: Children will demonstrate growing interest and control in using rhythmic movements for self-expression.	3OP-5 Watch with enjoyment when others dance or move creatively	C-ARTS.5.AA Shows enthusiasm and curiosity about different types of creative arts. C-ARTS.5.A Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques.
CRA	By 60 months	CRA3: Movement and Dance: Children will demonstrate growing interest and control in using rhythmic movements for self-expression.	3OP-6 Attempt or participate in dances from around the world	C-ARTS.5.A Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques. 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.
CRA	By 60 months	CRA4: Drama & Acting: Children will demonstrate an emerging appreciation for the use of drama for self-expression.	4OP-1 Use various facial expressions and voice inflections when playing a character	C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions. LL-LC.4.E Modifies conversations based on the context or listener.
CRA	By 60 months	CRA4: Drama & Acting: Children will demonstrate an emerging appreciation for the use of drama for self-expression.	4OP-1 Participate in dramatic play activities to express ideas and feelings	ATL.1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play). ATL.1.C Engages in individual verbal or nonverbal imaginative play or role-play. C-ARTS.2.AA Engages briefly in, or observes others in, dramatic play. C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions. C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play. SE.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.

SECTION 3: COMMUNICATION

DOMAIN: CREATIVE ARTS (CRA)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
CRA	By 60 months	CRA4: Drama & Acting: Children will demonstrate an emerging appreciation for the use of drama for self-expression.	4OP-1 Initiate role-playing experiences and playing with props and costumes	ATL.1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play). C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions. ATL.1.C Engages in individual verbal or nonverbal imaginative play or role-play. C-ARTS.2.D Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play. C-ARTS.2.E Continues an originally created scenario over the course of several play periods. Collaborates with others to carry out dramatic play and assumed roles.
CRA	By 60 months	CRA4: Drama & Acting: Children will demonstrate an emerging appreciation for the use of drama for self-expression.	4OP-1 Demonstrate an interest in dramatizations of others through actions, stories, and puppetry	C-ARTS.2.AA Engages briefly in, or observes others in, dramatic play. C-ARTS.5.AA Shows enthusiasm and curiosity about different types of creative arts. C-ARTS.5.A Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques. C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions. C-ARTS.5.D Expresses opinions about the artistic creations and techniques of others.

SECTION 4: PHYSICAL DEVELOPMENT AND HEALTH

DOMAIN: PHYSICAL DEVELOPMENT AND HEALTH (PDH)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
PDH 1: Motor Development	By 48 months	PDH1a: Gross Motor Development: Children will demonstrate increasing body awareness, control, strength and coordination of large muscles.	1aYP-1 Use arms and legs in a coordinated manner to jump, pedal a bike, bounce a ball	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.
PDH 1: Motor Development	By 48 months	PDH1a: Gross Motor Development: Children will demonstrate increasing body awareness, control, strength and coordination of large muscles.	1aYP-2 Gain increasing stability through practicing movements such as balancing, bending, shaking, flexing, and 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.
PDH 1: Motor Development	By 48 months	PDH1a: Gross Motor Development: Children will demonstrate increasing body awareness, control, strength and coordination of large muscles.	1aYP-3 Gain control of simple traveling skills such as galloping, running or hopping	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.

SECTION 4: PHYSICAL DEVELOPMENT AND HEALTH

DOMAIN: PHYSICAL DEVELOPMENT AND HEALTH (PDH)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
PDH 1: Motor Development	By 48 months	PDH1a: Gross Motor Development: Children will demonstrate increasing body awareness, control, strength and coordination of large muscles.	1aYP-4 Understand the position or orientation of their bodies to other objects and people	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.
PDH 1: Motor Development	By 48 months	PDH1b: Fine Motor Development: Children will demonstrate increasing strength, control and coordination of their small muscles.	1bYP-1 Show control of hand-eye coordination by stringing small beads or pushing keys on a keyboard	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. Tech.1.D With teacher guidance, uses technology devices and learning applications to play games, access or share information, or express themselves creatively. Tech.1.E Independently uses technology devices and learning applications to play games, access or share information, or express themselves creatively.
PDH 1: Motor Development	By 48 months	PDH1b: Fine Motor Development: Children will demonstrate increasing strength, control and coordination of their small muscles.	1bYP-2 Use simple tools that combine dexterity, strength, and control such as markers or silverware	PD.3.AA Uses crayons or markers with some coordination. 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.

SECTION 4: PHYSICAL DEVELOPMENT AND HEALTH

DOMAIN: PHYSICAL DEVELOPMENT AND HEALTH (PDH)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
PDH 1: Motor Development	By 48 months	PDH1b: Fine Motor Development: Children will demonstrate increasing strength, control and coordination of their small muscles.	1bYP-3 Move puzzle pieces in different ways to fit, or mold with play dough	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. M-GS.2.AA Uses simple shape puzzles to create common two-dimensional shapes. C-ARTS.3.C Explores and creates art using different techniques, such as dot art, mixed media collages, and clay.
PDH 2: Healthy Living	By 48 months	PDH2a: Healthy Habits: Children will show increasing independence in performing self care tasks.	2aYP-1 Wash hands and face and toothbrushes with adult guidance	PD.4.A With teacher guidance, follows self-care and hygiene routines. PD.4.AA Begins to recognize and accept help in self-care and hygiene routines. PD.4.B Demonstrates understanding of self-care and hygiene routines and begins to initiate.
PDH 2: Healthy Living	By 48 months	PDH2a: Healthy Habits: Children will show increasing independence in performing self care tasks.	2aYP-2 Use bathroom for toileting needs with adult help	PD.4.B Demonstrates understanding of self-care and hygiene routines and begins to initiate. PD.4.C Completes self-care and hygiene routines with minimal assistance.
PDH 2: Healthy Living	By 48 months	PDH2a: Healthy Habits: Children will show increasing independence in performing self care tasks.	2aYP-3 Manage most dressing activities with adult support	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.
PDH 2: Healthy Living	By 48 months	PDH2a: Healthy Habits: Children will show increasing independence in performing self care tasks.	2aYP-4 Engage in physical activity that requires strength and stamina for at least brief periods.²³ ²³Part 1 of 2. Continues on page 129.	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.

SECTION 4: PHYSICAL DEVELOPMENT AND HEALTH

DOMAIN: PHYSICAL DEVELOPMENT AND HEALTH (PDH)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
PDH 2: Healthy Living	By 48 months	PDH2a: Healthy Habits: Children will show increasing independence in performing self care tasks.	2aYP-4 Engage in physical activity that requires strength and stamina for at least brief periods. ²⁴ ²⁴ Part 2 of 2. Continued from page 128.	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. ATL.6.A Sustains interest in a preferred task for a brief amount of time (5–10 minutes). ATL.6.B Sustains attention in an assigned task for a brief amount of time (5–10 minutes). ATL.6.C Attends to entirety of a short engaging lesson or teacher-led activity (10–15 minutes).
PDH 2: Healthy Living	By 48 months	PDH2a: Healthy Habits: Children will show increasing independence in performing self care tasks.	2aYP-5 Feed self independently; begin to pour and spread	PD.4.D Independently completes self-care and hygiene routines. PD.5.AA Uses senses to experience a variety of food during mealtimes. 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.
PDH 2: Healthy Living	By 48 months	PDH2a: Healthy Habits: Children will show increasing independence in performing self care tasks.	2aYP-6 Differentiate between healthy and non-healthy 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.

SECTION 4: PHYSICAL DEVELOPMENT AND HEALTH

DOMAIN: PHYSICAL DEVELOPMENT AND HEALTH (PDH)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
PDH 2: Healthy Living	By 48 months	PDH2b: Safety: Children will demonstrate increasing awareness of safe habits, safety rules and personal safety.	2bYP-1 Exhibit increasing independence in following personal safety practices and routines	PD.6.AA Begins to recognize and accepts help in following safety procedures. PD.6.A With teacher guidance, follows safety procedures. PD.6.B Demonstrates understanding of safety procedures and begins to initiate. PD.6.C Independently follows safety procedures.
PDH 2: Healthy Living	By 48 months	PDH2b: Safety: Children will demonstrate increasing awareness of safe habits, safety rules and personal safety.	2bYP-2 Identify and follow basic safety rules with adult reminders	PD.6.A With teacher guidance, follows safety procedures. PD.6.B Demonstrates understanding of safety procedures and begins to initiate.
PDH 2: Healthy Living	By 48 months	PDH2b: Safety: Children will demonstrate increasing awareness of safe habits, safety rules and personal safety.	2bYP-3 Seek out trusted adults when feeling unsafe	PD.6.E Understands and describes how to get help when there are unsafe objects, substances, or behaviors.
PDH 2: Healthy Living	By 48 months	PDH2b: Safety: Children will demonstrate increasing awareness of safe habits, safety rules and personal safety.	2bYP-4 Identify body parts that are "no touch"	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.
PDH 1: Motor Development	By 60 months	PDH1a: Gross Motor Development: Children will demonstrate increasing body awareness, control, strength and coordination of large muscles.	1aOP-1 Coordinate movements with accuracy such as throwing, catching or kicking a ball	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.

SECTION 4: PHYSICAL DEVELOPMENT AND HEALTH

DOMAIN: PHYSICAL DEVELOPMENT AND HEALTH (PDH)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
PDH 1: Motor Development	By 60 months	PDH1a: Gross Motor Development: Children will demonstrate increasing body awareness, control, strength and coordination of large muscles.	1aOP-2 Demonstrate stability in body movements by walking on balance beam, twisting and turning, curling and stretching	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.
PDH 1: Motor Development	By 60 months	PDH1a: Gross Motor Development: Children will demonstrate increasing body awareness, control, strength and coordination of large muscles.	1aOP-3 Show increasing levels of proficiency in traveling or movement skills: walking, climbing, running, jumping, hopping, skipping, marching, and galloping	PD.1.AA Sits down and stands up with control. Moves body in a variety of ways such as walking, running, and galloping. Walks up and down the stairs with assistance. Throws balls and attempts to kick balls. PD.1.A Begins to develop balance and coordination in gross motor movements such as moving arms and legs together to climb, push, or pull. Jumps with two feet. PD.1.B Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet. PD.1.C Begins to coordinate upper and lower body, such as when riding a scooter or pedaling a bicycle or tricycle. Kicks and throws forward toward another person or target. PD.1.D Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements. PD.1.E Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target.

SECTION 4: PHYSICAL DEVELOPMENT AND HEALTH

DOMAIN: PHYSICAL DEVELOPMENT AND HEALTH (PDH)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
PDH 1: Motor Development	By 60 months	PDH1a: Gross Motor Development: Children will demonstrate increasing body awareness, control, strength and coordination of large muscles.	1aOP-4 Move with an awareness of personal space	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.
PDH 1: Motor Development	By 60 months	PDH1b: Fine Motor Development: Children will demonstrate increasing strength, control and coordination of their small muscles.	1bOP-1 Use precise control to accomplish tasks such as fastening clothes or pouring liquid from one container to another	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.
PDH 1: Motor Development	By 60 months	PDH1b: Fine Motor Development: Children will demonstrate increasing strength, control and coordination of their small muscles.	1bOP-2 Show increasing coordination and control of tools that require strength and dexterity such as hole punch or stapler	PD.2.C Begins to use refined hand movements such as using blunt scissors, buttoning large buttons, and connecting small toys, such as linking cubes or blocks. PD.2.E Uses precise hand movements to complete a variety of activities such as building using small blocks, completing lacing cards, and cutting out simple shapes with accuracy. SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment. C-ARTS.3.B Creates drawings, paintings, and models with an increasing level of detail. C-ARTS.3.C Explores and creates art using different techniques, such as dot art, mixed media collages, and clay. C-ARTS.3.D Plans for and creates art using preferred art materials, tools, and techniques.

SECTION 4: PHYSICAL DEVELOPMENT AND HEALTH

DOMAIN: PHYSICAL DEVELOPMENT AND HEALTH (PDH)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
PDH 1: Motor Development	By 60 months	PDH1b: Fine Motor Development: Children will demonstrate increasing strength, control and coordination of their small muscles.	1bOP-3 Build structures with small blocks or fit small objects into small holes	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. C-ARTS.3.B Creates drawings, paintings, and models with an increasing level of detail. C-ARTS.3.D Plans for and creates art using preferred art materials, tools, and techniques. 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.
PDH 2: Healthy Living	By 60 months	PDH2a: Healthy Habits: Children will show increasing independence in performing self care tasks.	2aOP-1 Wash hands and face and toothbrushes independently	PD.4.D Independently completes self-care and hygiene routines.
PDH 2: Healthy Living	By 60 months	PDH2a: Healthy Habits: Children will show increasing independence in performing self care tasks.	2aOP-2 Complete toileting independently	PD.4.D Independently completes self-care and hygiene routines.
PDH 2: Healthy Living	By 60 months	PDH2a: Healthy Habits: Children will show increasing independence in performing self care tasks.	2aOP-3 Independently dress and undress self	PD.4.D Independently completes self-care and hygiene routines.
PDH 2: Healthy Living	By 60 months	PDH2a: Healthy Habits: Children will show increasing independence in performing self care tasks.	2aOP-4 Engage in physical activities of increasing levels of intensity for sustained periods of time ²⁵ ²⁵ Part 1 of 2. Continues on page 134.	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.

SECTION 4: PHYSICAL DEVELOPMENT AND HEALTH

DOMAIN: PHYSICAL DEVELOPMENT AND HEALTH (PDH)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
PDH 2: Healthy Living	By 60 months	PDH2a: Healthy Habits: Children will show increasing independence in performing self care tasks.	2aOP-4 Engage in physical activities of increasing levels of intensity for sustained periods of time²⁶ ²⁶Part 2 of 2. Continued from page 133.	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. ATL.6.C Attends to entirety of a short engaging lesson or teacher-led activity (10–15 minutes). ATL.6.E Attends to activities or peer engagement for extended periods of time (30+ minutes).
PDH 2: Healthy Living	By 60 months	PDH2a: Healthy Habits: Children will show increasing independence in performing self care tasks.	2aOP-5 Open food items independently; cut with plastic knife	PD.4.D Independently completes self-care and hygiene routines. PD.2.B Uses hands, wrists, and fingers to complete a variety of tasks such as pouring, scooping, opening lids to easy-to-open jars, and simple puzzles. 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.
PDH 2: Healthy Living	By 60 months	PDH2a: Healthy Habits: Children will show increasing independence in performing self care tasks.	2aOP-6 Classify foods by their food groups	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.
PDH 2: Healthy Living	By 60 months	PDH2b: Safety: Children will demonstrate increasing awareness of safe habits, safety rules and personal safety.	2bOP-1 Avoid and alert others to danger, such as keeping a safe distance from swings	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.

SECTION 4: PHYSICAL DEVELOPMENT AND HEALTH

DOMAIN: PHYSICAL DEVELOPMENT AND HEALTH (PDH)

Sub-Domain	Age Level	Strand	Developmental Indicator	Every Child Ready Standard(s)
PDH 2: Healthy Living	By 60 months	PDH2b: Safety: Children will demonstrate increasing awareness of safe habits, safety rules and personal safety.	2bOP2 Articulate basic safety rules and explain why they are necessary	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.
PDH 2: Healthy Living	By 60 months	PDH2b: Safety: Children will demonstrate increasing awareness of safe habits, safety rules and personal safety.	2bOP-3 Explain how others help keep us safe	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. 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.
PDH 2: Healthy Living	By 60 months	PDH2b: Safety: Children will demonstrate increasing awareness of safe habits, safety rules and personal safety.	2bOP-4 Explain what to do if someone attempts to touch private body parts	PD.6.E Understands and describes how to get help when there are unsafe objects, substances, or behaviors.
PDH 2: Healthy Living	By 60 months	PDH2b: Safety: Children will demonstrate increasing awareness of safe habits, safety rules and personal safety.	2bOP-5 Recognize signs and symbols that indicate danger	LL-BK.3.AA Identifies familiar images or logos in environmental print. LL-BK.3.C Demonstrates understanding that print has meaning and begins to connect environmental print with objects or locations in the classroom. 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.C Independently follows safety procedures.



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