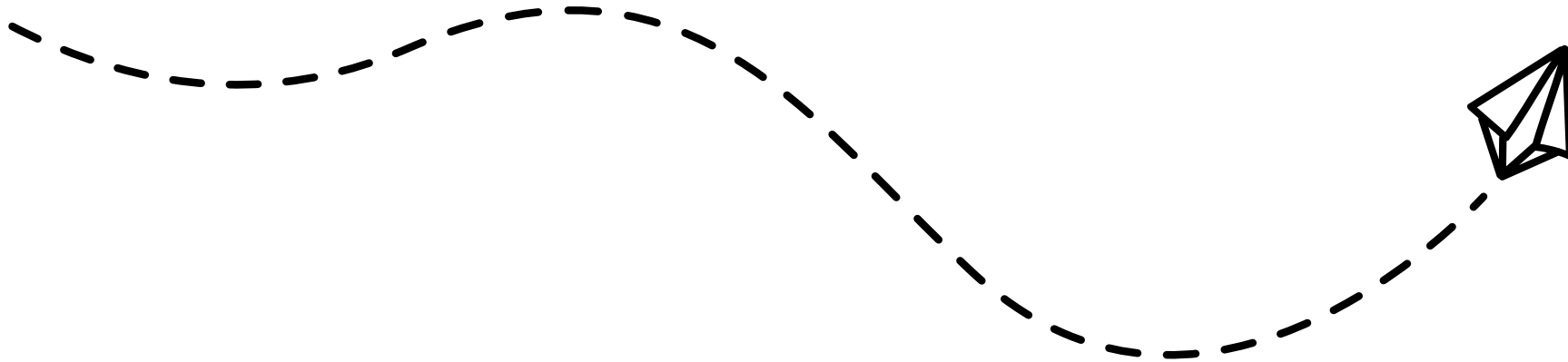


Every Child Ready Standards & District of Columbia Early Learning Standards Alignment



Every Child Ready Standards & District of Columbia Early Learning Standards Alignment



APPROACHES TO LEARNING/LOGIC AND REASONING

Standard	Preschool Indicators	Pre-K Exit Expectations Indicators	Every Child Ready Standard(s)
1. Attends and engages with curiosity	1a. Chooses tasks of interest; responds to adult encouragement	1a. Demonstrates curiosity and eagerness to learn by showing interest in a growing range of topics, ideas, and tasks	ATL.3.AA Exhibits curiosity and interest in activities and materials. Repeats preferred activities. ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work. ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own. ATL.8.AA Self-selects toy, activity, or Center to engage in when provided with choices. ATL.6.A Sustains interest in a preferred task for a brief amount of time (5–10 minutes). ATL.1.AA Engages in exploratory or sensory play.
2. Shows persistence	2a. Continues an activity even when there are challenges; may stop and later return to a self-selected activity	2a. Perseveres to understand and accomplish a challenging, self-selected activity despite interruptions and distractions	ATL.7.D Independently completes simple assignment or task despite normal classroom environment distractions. 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. ATL.6.D Refocuses attention to independent or group activity after minor distraction. 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. ATL.7.E Regulates impulses to complete tasks and engages in goal-directed behavior.
3. Approaches tasks flexibility	3a. Finds solutions without having to try every possibility; may change approach	3a. Uses multiple strategies to solve problems and complete tasks	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.D Assesses or reflects upon activity or task outcome or product. 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.8.E Plans simple steps for future activity goal. ATL.3.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance. 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.

APPROACHES TO LEARNING/LOGIC AND REASONING

Standard	Preschool Indicators	Pre-K Exit Expectations Indicators	Every Child Ready Standard(s)
3. Approaches tasks flexibility	-	3b. Initiates cooperative activities with peers	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.1.D Carries out familiar roles during individual or collaborative role-play. ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play). ATL.2.E Establishes rules with peers during play or structured activities (cooperative play). C-ARTS.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.
4. Uses symbols and takes on pretend roles	4a. Uses props in pretend play with one or more children; substitutes one object for another; activity is often theme-based	4a. Uses objects, materials, actions and images to represent other objects	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.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.
4. Uses symbols and takes on pretend roles	-	4b. Plays with a few other children for periods as long as 10 minutes, agreeing on scenarios and roles	ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play). ATL.2.E Establishes rules with peers during play or structured activities (cooperative play). C-ARTS.2.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. ATL.6.A Sustains interest in a preferred task for a brief amount of time (5–10 minutes).

COMMUNICATION AND LANGUAGE

Standard	Preschool Indicators	Pre-K Exit Expectations Indicators	Every Child Ready Standard(s)
5. Demonstrates understanding of spoken language	5a. Responds to more complex questions, statements and texts read aloud that present new vocabulary ideas	5a. Asks and answer questions in order to seek and offer help, get and offer information or clarify something that is not understood	LL-LC.3.A Shows interest in new words or asks questions to acquire new vocabulary. LL-LC.1.B Responds to multipart sentences, such as acting out multiple events, following two-step directions, or finding objects based on a description. LL-LC.1.C Responds to more complex sentences that include descriptive words for unrelated requests they may not have heard before. LL-LC.1.D Shows understanding of more complex sentences or questions through actions, such as following three-step directions. LL-LC.1.E Confirms understanding of spoken language, requests, and complex sentences through verbal or nonverbal requests for clarification. 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.
5. Demonstrates understanding of spoken language	-	5b. Demonstrates understanding of spoken language by responding appropriately	LL-LC.1.B Responds to multipart sentences, such as acting out multiple events, following two-step directions, or finding objects based on a description. LL-LC.1.C Responds to more complex sentences that include descriptive words for unrelated requests they may not have heard before. LL-LC.1.D Shows understanding of more complex sentences or questions through actions, such as following three-step directions. LL-LC.1.E Confirms understanding of spoken language, requests, and complex sentences through verbal or nonverbal requests for clarification. ATL.7.B Independently follows two- to three-step verbal adult directions.
6. Uses language to express self	6a. Uses new vocabulary in everyday speech to meet own needs and to explain, describe and manage social relationships	6a. Describe familiar people, places, things and events and with prompting and support, provides additional detail	LL-LC.2.AA Verbally labels familiar objects, body parts, people, or emotions using one-word responses. LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence. LL-LC.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"). 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. SOC.3.AA Verbally or nonverbally expresses wants and needs with simple phrases or gestures.

COMMUNICATION AND LANGUAGE

Standard	Preschool Indicators	Pre-K Exit Expectations Indicators	Every Child Ready Standard(s)
6. Uses language to express self	-	6b. Expresses thoughts, feelings and ideas verbally, enunciating clearly enough to be understood	LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence. LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions. SOC.3.AA Verbally or nonverbally expresses wants and needs with simple phrases or gestures. SE.1.D Independently verbally or nonverbally names and describes their own emotions. 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. SOC.2.E Shares how their thoughts, opinions, choices, and actions can impact their community.
6. Uses language to express self	-	6c. With guidance and support, generates words that are similar in meaning (e.g., happy/glad, angry/mad)	LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions. LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love"). LL-LC.3.E Uses various resources to identify new meanings for familiar words or clarify the meaning of unknown words and phrases.
6. Uses language to express self	-	6d. Applies words learned in classroom activities to real-life situations	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. 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. PD.6.E Understands and describes how to get help when there are unsafe objects, substances, or behaviors.
6. Uses language to express self	-	6e. Uses words and phrases acquired during conversations, by listening to stories and informational texts read aloud, playing with other children and other activities	LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults. LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions. LL-LC.4.D Adds information or appropriately remains on or changes topic during a conversation with multiple feedback loops alternating between speaker and listener. LL-NC.5.C Makes connections between own experiences, background knowledge, and information presented in an informational text. LL-NC.2.B Answers factual questions using a variety of text types (predictable, informational, poetry, etc.).

COMMUNICATION AND LANGUAGE

Standard	Preschool Indicators	Pre-K Exit Expectations Indicators	Every Child Ready Standard(s)
7. Uses conventional grammar and syntax	7a. Uses longer sentences with plurals, adjectives, adverbs and negatives	7a. Speaks in complete sentences of 4-6 words, using past, present and future tense appropriately for frequently occurring verbs	LL-LC.5.B Continues to develop more complex sentences using syntax with a noun and verb and object (i.e., "Armel throws the ball"). LL-LC.5.C Continues to develop more complex sentences by using adjectives (i.e., "Armel throws the blue ball"). LL-LC.5.D Uses complex sentences with correct word order and syntax. Begins to use prepositions (i.e., "Armel throws the round blue ball on the roof"). LL-LC.5.E Use clauses and conjunctions as part of a complex sentence with correct word order and syntax (i.e., "Armel threw the blue ball, and it got stuck on the roof"). LL-LC.2.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. SOC.5.E Begins to connect past and present experiences and describes events that have happened or will happen in the future. LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.
8. Uses conventional conversational and other social communication skills	8a. Initiates and engages in conversations of as many as three exchanges	8a. Initiates and engages in conversations of at least three exchanges	LL-LC.4.B Initiates or joins conversations and engages in conversational turn-taking with at least one feedback loop using both verbal and nonverbal communication. LL-LC.4.C Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic. LL-LC.4.D Adds information or appropriately remains on or changes topic during a conversation with multiple feedback loops alternating between speaker and listener.

LITERACY

Standard	Preschool Indicators	Pre-K Exit Expectations Indicators	Every Child Ready Standard(s)
9. Demonstrate understanding of print concepts	9a. Understanding that print has meaning and corresponds with spoken language; orients book correctly and turns pages	9a. With guidance and support, demonstrates a basic understanding of the organization and features of print	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.3.A Demonstrates understanding that print has meaning. LL-BK.3.B Distinguishes between print and images in books and in the environment. LL-BK.3.C Demonstrates understanding that print has meaning and begins to connect environmental print with objects or locations in the classroom. LL-BK.3.D Points to one word and one letter in an unfamiliar text or around the room. LL-BK.2.D Tracks print from left to right and top to bottom while imitating reading a familiar text.

LITERACY

Standard	Preschool Indicators	Pre-K Exit Expectations Indicators	Every Child Ready Standard(s)
9. Demonstrate understanding of print concepts	-	9b. Recognizes that spoken language can be written and read and that written language can be read and spoken	LL-BK.3.AA Identifies familiar images or logos in environmental print. 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-WR.1.C Contributes ideas and opinions to a shared writing experience by drawing or writing with teacher support. LL-BK.3.C Demonstrates understanding that print has meaning and begins to connect environmental print with objects or locations in the classroom. LL-BK.3.D Points to one word and one letter in an unfamiliar text or around the room. LL-BK.3.E Identifies basic elements of print, like spaces between words or punctuation at the end of a sentence (period, exclamation mark, question mark).
9. Demonstrate understanding of print concepts	-	9c. Recognizes and names 10 or more letters of the alphabet	LL-AK.1.B Identifies up to ten uppercase or lowercase letters. LL-AK.1.C Identifies up to 20 uppercase or lowercase letters. LL-AK.1.D Identifies up to 30 uppercase or lowercase letters. LL-AK.1.E Identifies all 26 uppercase and lowercase letters in random order.
10. Demonstrates comprehension of printed materials read aloud	10a. Uses some words and/or concepts from the text to talk about a story, poem or informational text read aloud	10a. With prompting and support, asks and answers questions about key details of a story, poem or informational text read aloud	LL-NC.1.A Identifies and describes the main character in a story. LL-NC.1.B Identifies the setting in a story. LL-NC.2.B Answers factual questions using a variety of text types (predictable, informational, poetry, etc.). LL-NC.1.C Identifies and answers questions about events in a story. LL-NC.1.D Identifies the cause and effect relationship between events in a narrative story. LL-NC.2.D Makes inferences to answer simple "why" questions by using background knowledge and events in a text. LL-NC.5.E Uses features of informational text such as charts, diagrams, graphs, or maps as a source of information. LL-BK.1.E Invites peers to look at books or ask questions about books read by peers. LL-NC.3.E With prompting and support, retells familiar stories, including key details.

LITERACY

Standard	Preschool Indicators	Pre-K Exit Expectations Indicators	Every Child Ready Standard(s)
10. Demonstrates comprehension of printed materials read aloud	-	10b. With prompting and support, retells a sequence of events from a familiar story read aloud or important facts from an informational text read aloud	LL-BK.2.B Uses illustrations to tell a familiar story. LL-NC.2.B Answers factual questions using a variety of text types (predictable, informational, poetry, etc.). LL-NC.5.E Uses features of informational text such as charts, diagrams, graphs, or maps as a source of information. 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.
10. Demonstrates comprehension of printed materials read aloud	-	10c. With prompting and support, identifies the characters and settings of a story 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.B Identifies the setting in a story. LL-NC.1.E Identifies the problem, solution, and character motivation in narrative story.
10. Demonstrates comprehension of printed materials read aloud	-	10d. With prompting and support, asks and answers questions about unfamiliar words in a story, poem or informational text read aloud	LL-NC.5.A Listens and responds to a wide variety of informational texts read aloud. LL-BK.1.E Invites peers to look at books or ask questions about books read by peers. LL-LC.3.A Shows interest in new words or asks questions to acquire new vocabulary. LL-LC.3.E Uses various resources to identify new meanings for familiar words or clarify the meaning of unknown words and phrases. LL-NC.2.B Answers factual questions using a variety of text types (predictable, informational, poetry, etc.).
10. Demonstrates comprehension of printed materials read aloud	-	10e. With prompting and support, names the author and illustrator of a familiar book and defines the role of each in telling the story	LL-NC.2.B Answers factual questions using a variety of text types (predictable, informational, poetry, etc.). SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community.
10. Demonstrates comprehension of printed materials read aloud	-	10f. Recognizes familiar books by their covers	LL-BK.2.E Demonstrates understanding of the title and back cover of a book. Identifies some words, such as those that are repeated regularly or have a known first sound in a familiar text. LL-BK.2.AA Identifies a book and turns pages appropriately from right to left and may include multiple pages at one time. LL-BK.3AA Identifies familiar images or logos in environmental print. LL-BK.1.B Selects and requests that a favorite or familiar book be read by an adult.

LITERACY

Standard	Preschool Indicators	Pre-K Exit Expectations Indicators	Every Child Ready Standard(s)
10. Demonstrates comprehension of printed materials read aloud	-	10g. After hearing a story read aloud, looks at the illustrations and with prompting and support, explains the part of the story that each illustration depicts	LL-NC.2.AA Responds to illustrations or photos by using at least one word. LL-BK.2.B Uses illustrations to tell a familiar story. LL-BK.2.C Uses illustrations to tell a familiar story with intonation and expression, using repeated phrases. LL-NC.2.A Uses the book cover, illustrations, or photos to make simple predictions about the topic or text. LL-NC.1.C Identifies and answers questions about events in a story.
10. Demonstrates comprehension of printed materials read aloud	-	10h. After hearing an informational text read aloud, looks at illustrations and explains important ideas in the picture	LL-NC.5.A Listens and responds to a wide variety of informational texts read aloud. LL-BK.2.B Uses illustrations to tell a familiar story. LL-NC.2.AA Responds to illustrations or photos by using at least one word. LL-NC.2.B Answers factual questions using a variety of text types (predictable, informational, poetry, etc.). LL-NC.5.E Describes the relationship between an informational text and another text about a similar topic.
11. Hears and discriminates the sounds of English and/or home language(s).	11a. Plays with language, experimenting with beginning and ending sounds	11a. Shows awareness of separate words in a sentence	LL-PA.4.AA Listens to and repeats the correct beginning sounds. LL-PA.6.A Repeats an individual sound. LL-PA.4.B Identifies if a pair of given words have the same initial consonant sound with picture support (no blends or digraphs). LL-PA.4.C Produces words that have the same initial sound when given a consonant sound. LL-PA.4.D Identifies the final consonant sound in one-syllable words. LL-PA.1.AA Demonstrates understanding of a word by repeating a simple two to three word sentence or phrase, or jumping and clapping to each word. LL-PA.6.AA Participates in phoneme activities with teachers. LL-PA.4.A Identifies the initial consonant sounds in familiar words (no blends and digraphs).
11. Hears and discriminates the sounds of English and/or home language(s).	-	11b. Decides whether two words rhyme	LL-PA.3B Listens to and fills in the missing rhyming word from a familiar song, poem, rhyme, fingerplay, or story. For example, "Twinkle, twinkle little star. How I wonder what you ____." LL-PA.3.C Identifies if two words rhyme when given in a pair. For example, "My words are 'cat' and 'hat.' Do these two words rhyme? My words are 'cat' and 'pan.' Do these two words rhyme?" LL-PA.3.D Produces at least one real or nonsense rhyming word when given a pair of CVC words, like "cat" and "hat." LL-PA.3.E Identifies rhyming words from groups of two to three words when given one rhyming word.

LITERACY

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11. Hears and discriminates the sounds of English and/or home language(s).	-	11c. Identifies the initial sound of a spoken word and with guidance and support, thinks of several other words that have the same initial sound	LL-PA.4AA Listens to and repeats the correct beginning sounds. LL-PA.4.A Identifies the initial consonant sounds in familiar words (no blends and digraphs). LL-PA.4.B Identifies if a pair of given words have the same initial consonant sound with picture support (no blends or digraphs). LL-PA.4.C Produces words that have the same initial sound when given a consonant sound.
11. Hears and discriminates the sounds of English and/or home language(s).	-	11d. Shows awareness of separate syllables in a word	LL-PA.2AA Repeats one-syllable words or participates in games and word play involving one-syllable words. LL-PA.2.A Repeats multisyllabic words or participates in games and word play involving multisyllabic words. LL-PA.2.B Segments the syllables in one- and two-syllable words verbally or nonverbally. LL-PA.2.C Segments the syllables in three- and four-syllable words verbally or nonverbally. LL-PA.2.D Blends the syllables in two- to three-syllable words. LL-PA.2.E Blends the syllables in four-syllable words.
12. Writes letters and words	12a. Uses letter-like forms, letter strings, some letter combinations that are words	12a. Begins to invent spelling while writing to convey a message with prompting and support	LL-WR.3A When asked to write their name, child writes letter-like forms. Child 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.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.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.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.
13. Understands the purpose of writing and drawing	13a. Dictates and draws to share or record information and tell stories	13a. Dictates words or draws to express a preference or opinion about a topic	LL-WR.2.A Draws and/or writes to represent, express, or communicate interests. LL-WR.1.B Contributes ideas and opinions to a shared writing experience with teacher support and dictation. LL-WR.1.C Contributes ideas and opinions to a shared writing experience by drawing or writing with teacher support. LL-WR.2.D Draws and/or writes to represent simple events or stories that entertain, and revises when necessary. LL-WR.2.AA Draws to represent something or to communicate a thought.

LITERACY

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13. Understands the purpose of writing and drawing	-	13b. Uses a combination of dictating and drawing to tell some information about a topic	LL-WR.1.B Contributes ideas and opinions to a shared writing experience with teacher support and dictation. 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.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. SC-SP.3.B Begins to identify relevant information and collects and records information in own journal or paper. 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.
13. Understands the purpose of writing and drawing	-	13c. Uses a combination of dictation and drawing to tell a real or imagined story	LL-WR.1.B Contributes ideas and opinions to a shared writing experience with teacher support and dictation. LL-WR.1.C Contributes ideas and opinions to a shared writing experience by drawing or writing with teacher support. LL-WR.1.D Helps lead a shared writing experience with teacher or peers. LL-WR.2.D Draws and/or writes to represent simple events or stories that entertain, and revises when necessary. LL-WR.2.E Draws and/or writes to represent simple events or stories, including more details, that entertain, and revises when necessary.

MATHEMATICS

Standard	Preschool Indicators	Pre-K Exit Expectations Indicators	Every Child Ready Standard(s)
14. Matches, groups and classifies objects	14a. Groups objects on the basis of a single characteristic (e.g., color, size or shape)	14a. Groups objects according to a common characteristic, regroups them according to a different characteristic and explains the grouping rules	M-PFA.1.A Sorts and groups objects based on one attribute such as visual features like color, size, or shape. M-PFA.1.B Sorts and groups pictures of objects based on one attribute such as visual features like color, size, or shape. M-PFA.1.C Sorts and groups objects based on more complex attributes such as function or category. M-PFA.1.D Sorts and groups objects or pictures that belong together by one attribute, then regroups according to a different attribute.

MATHEMATICS

Standard	Preschool Indicators	Pre-K Exit Expectations Indicators	Every Child Ready Standard(s)
14. Matches, groups and classifies objects	14b. Copies simple patterns	14b. Creates and extends simple repeating patterns	M-PFA.3.AA Copies simple AB patterns through rhythm and movement. M-PFA.3.A Uses objects, rhythm, or movement to copy simple AB patterns. M-PFA.3.B Uses objects, rhythm, or movement to copy and extend simple AB patterns. M-PFA.3.C Uses rhythm and movement to copy simple and advanced patterns (e.g., AB, ABC, ABB, AAB). M-PFA.3.D Uses objects, rhythm, or movement to copy and extend simple and advanced patterns (e.g., AB, ABC, ABB, AAB). M-PFA.3.E Recognizes, describes, and copies patterns that include multiple attributes (e.g., red circle, yellow circle, red square, yellow square) or repeating elements (such as blue-red-blue, blue-red-blue).
15. Demonstrates knowledge of number and counting	15a. Counts to 10 by rote; accurately assigns number names to quantities up to 5 (one-to-one correspondence); recognizes a few numerals and connects each to a quantity	15a. Counts to 20 by ones	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. M-NC.1.C Says number words in order from 1–7 from memory. M-NC.1.A Says number words in order from 1–3 from memory. M-NC.1.B Says number words in order from 1–5 from memory.
15. Demonstrates knowledge of number and counting	15a. Counts to 10 by rote; accurately assigns number names to quantities up to 5 (one-to-one correspondence); recognizes a few numerals and connects each to a quantity	15b. Tells what number comes next in the counting sequence when given a number between 1 and 9	M-NC.2.A Says numbers in order while matching each number word to each object when counting from 1–3. M-NC.2.B Says numbers in order, matching each number word to each object when counting from 1–5. M-NC.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.2.D Says numbers in order, matching each number word to each object when counting from 1–10.
15. Demonstrates knowledge of number and counting	15a. Counts to 10 by rote; accurately assigns number names to quantities up to 5 (one-to-one correspondence); recognizes a few numerals and connects each to a quantity	15c. Recognizes and names the written numerals 1–10	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.
15. Demonstrates knowledge of number and counting	-	15d. Counts 10–20 objects accurately, using one number name for each object	M-NC.2.E Says numbers in order, matching each number word to each object when counting from 1–15. M-NC.2.D Says numbers in order, matching each number word to each object when counting from 1–10.

MATHEMATICS

Standard	Preschool Indicators	Pre-K Exit Expectations Indicators	Every Child Ready Standard(s)
15. Demonstrates knowledge of number and counting	15a. Counts to 10 by rote; accurately assigns number names to quantities up to 5 (one-to-one correspondence); recognizes a few numerals and connects each to a quantity	15e. Understands that the last number named tells the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted	M-NC.6.C Matches a set of objects with the number symbol to represent the set for quantities 0–7. M-NC.6.D Matches a set of objects with the number symbol to represent the set for quantities 0–10. M-NC.6.A Matches a set of objects with the number symbol to represent the set for quantities 0–3. M-NC.3.B Creates sets of 0–5 and begins to use cardinality to identify the last number counted. M-NC.3.C Creates sets of 0–7 and begins to use cardinality to identify the last number counted. M-NC.3.D Creates sets of 0–10 and begins to use cardinality to identify the last number counted. M-NC.3.E Creates sets of 0–10 and uses cardinality to identify the last number counted.
15. Demonstrates knowledge of number and counting	-	15f. Counts to answer "How many?" questions about 10–20 objects	M-NC.2.E Says numbers in order, matching each number word to each object when counting from 1–15. M-NC.2.D Says numbers in order, matching each number word to each object when counting from 1–10. M-NC.3.D Creates sets of 0–10 and begins to use cardinality to identify the last number counted. M-NC.3.E Creates sets of 0–10 and uses cardinality to identify the last number counted.
15. Demonstrates knowledge of number and counting	-	15g. Correctly associates a numeral with a group of as many as 10 counted objects	M-NC.6.C Matches a set of objects with the number symbol to represent the set for quantities 0–7. M-NC.6.D Matches a set of objects with the number symbol to represent the set for quantities 0–10. M-NC.6.B Matches a set of objects with the number symbol to represent the set for quantities 0–5. M-NC.6.A Matches a set of objects with the number symbol to represent the set for quantities 0–3.
15. Demonstrates knowledge of number and counting	-	15h. Uses matching and counting strategies and comparative language to identify whether the number of objects in one group (as many as 10 objects) is greater than, less than or equal to the number of objects in another group (as many as 10 objects)	M-NC.4.B Matches 0–5 objects from two sets using one-to-one correspondence to understand the concept of the same. M-NC.4.C Matches 0–7 objects from two sets using one-to-one correspondence to identify which set has more, less, or if they are the same. M-NC.4.D Matches 0–10 objects from two sets using one-to-one correspondence to identify which set has more, less, or if they are the same. M-NC.4.E Rational counts and compares the objects in two sets to identify which has more, less, or if they are the same for quantities 0–10.

MATHEMATICS

Standard	Preschool Indicators	Pre-K Exit Expectations Indicators	Every Child Ready Standard(s)
15. Demonstrates knowledge of number and counting	-	15i. Uses concrete objects to solve real-world addition (putting together) and subtraction (taking away) problems with 6–10 objects	M-NC.7.B Counts two sets separately, then combines sets and counts the sets together to get the whole. Counts up to a total quantity of 5. M-NC.7.C Counts two sets separately, then combines sets and counts the sets together to get the whole. Counts up to a total quantity of 7. M-NC.7.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.C Counts a set of 1–7 objects. Takes objects away and counts how many are left. M-NC.8.D Counts a set of 1–10 objects. Takes objects away and counts how many are left. M-NC.8.E Solves subtraction story problems for quantities 1–10 using objects, fingers, drawings, or actions.
16. Demonstrates knowledge of volume, height, weight and length	16a. Understands reasons for measuring and the purpose of measuring tools; uses standard and nonstandard tools and some measurement words; begins to order a few objects according to height and length	16a. Describes everyday objects in terms of measurable attributes, such as length, height, weight or volume (capacity), using appropriate basic vocabulary (e.g., short, long, tall, heavy, light, big, small, wide, narrow)	M-M.1.A Demonstrates understanding of length terms (i.e., “longer,” “shorter”) and height terms (i.e., “taller,” “shorter”) using gestures or objects. M-M.1.B Demonstrates understanding of length terms (i.e., “longer,” “shorter”), height terms (i.e., “taller,” “shorter”), volume terms (i.e., “more,” “less”), and weight terms (i.e., “heavier,” “lighter”) using gestures or objects. M-M.1.C Uses nonstandard units to measure objects by filling, covering, or matching, like when answering “How many scoops of sand fill a container?” M-M.1.D Uses nonstandard units to measure and then comparative language to describe the measurements of two objects, like when answering “Which container holds more beans?” M-M.1.E Uses standard units (e.g., ruler, scale, balance) to measure and then use comparative language to describe the measurements of two objects. M-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.
16. Demonstrates knowledge of volume, height, weight and length	-	16b. Knows and correctly uses a few ordinal numbers	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.

MATHEMATICS

Standard	Preschool Indicators	Pre-K Exit Expectations Indicators	Every Child Ready Standard(s)
16. Demonstrates knowledge of volume, height, weight and length	-	16c. Knows the usual sequence of basic daily 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).
17. Identifies and labels shapes	17a. Names a few basic two-dimensional shapes	17a. Correctly names basic two-dimensional shapes (squares, circles, triangles, rectangles), regardless of their orientations or size	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).
17. Identifies and labels shapes	-	17b. Describes basic two- and three-dimensional shapes	M-GS.1.C Identifies and describes the properties of common two-dimensional shapes using words like "sides," "corners," "curve." 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. M-GS.1.B Verbally or nonverbally identifies at least five common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle). M-GS.1.E Verbally or nonverbally identifies three-dimensional shapes (sphere, cone, cylinder, cube). M-GS.1.D Verbally or nonverbally identifies two-dimensional shapes in the environment or in books.
17. Identifies and labels shapes	-	17c. Builds objects of basic shapes (ball/sphere, square box/cube, tube/cylinder) by using various materials such as craft sticks, blocks, pipe cleaners, clay and so on	M-GS.2.AA Uses simple shape puzzles to create common two-dimensional shapes. M-GS.2.A Constructs any recognizable or unrecognizable shape with materials. M-GS.2.B Constructs common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle) with materials. M-GS.2.C Using a model, constructs two-dimensional shapes and then puts them together to create objects in the environment. Puts together a square and triangle to create a house. M-GS.2.D Independently constructs two-dimensional shapes and then puts them together to create objects in the environment. Puts together a square and triangle to create a house. M-GS.2.E Constructs common three-dimensional shapes (sphere, cone, cylinder, cube) with materials. C-ARTS.3.B Creates drawings, paintings, and models with an increasing level of detail.

MATHEMATICS

Standard	Preschool Indicators	Pre-K Exit Expectations Indicators	Every Child Ready Standard(s)
18. Demonstrates understanding of positional words	18a. Follows directions to place objects or body beside, between or next to	18a. Identifies the relative position of objects, using appropriate terms such as above, below, in front of, behind, over, under	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. M-GS.3.E Demonstrates understanding of direction terms (e.g., "near," "far") using gestures or objects.

SCIENCE AND ENGINEERING

Standard	Preschool Indicators	Pre-K Exit Expectations Indicators	Every Child Ready Standard(s)
19. Investigates living things	19a. Identifies and describes the external body parts of familiar animals (including humans) and plants	19a. Compares, using descriptions and drawings, the external body parts of animals (including humans) and plants and explains functions of some of the observable 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. 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.
19. Investigates living things	19b. Observes and begins to describe how living things grow and change over time	19b. Uses observations and other sources of information to compare how different types of living things change over time	SC-LES.4D 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. SC-SP.1.B Observes and describes cause and effect.

SCIENCE AND ENGINEERING

Standard	Preschool Indicators	Pre-K Exit Expectations Indicators	Every Child Ready Standard(s)
19. Investigates living things	19c. Identifies basic needs of familiar plants and animals (including humans)	19c. Observes familiar plants and animals (including humans) and describes what they need to survive	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.5.C Identifies that plants are living and describes the needs of plants. SC-LES.4.E Describes and discusses the relationship between humans and animals. SC-LES.5.E Describes and discusses ways that plants impact living things and the environment and how humans can impact plants. SOC.3.AA Verbally or nonverbally expresses wants and needs with simple phrases or gestures.
19. Investigates living things	19d. Begins to identify how animals (including humans) use individual senses to gather information about the world around them	19d. Makes observations to construct an evidence-based account of ways animals (including humans) use the five senses to gather information about the world around them	SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment. SC-SP.2.A Participates in simple explorations and experiments based on a teacher-led inquiry and prior knowledge. 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.B Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features. 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.1.AA Uses senses to observe the environment.
19. Investigates living things	19e. Recognizes basic needs of familiar plants and animals (including humans)	19e. Gives examples from the local environment of how animals and plants are dependent on one another to meet their basic needs	SC-LES.5.C Identifies that plants are living and describes the needs of plants. SC-LES.5.B Identifies that plants are living and identifies characteristics and features 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.4.E Describes and discusses the relationship between humans and animals. SC-LES.4.B Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features. SC-LES.4.C Describes the needs of humans and animals and how their characteristics and behaviors support their needs, such as birds have beaks so they can dig for worms. SOC.3.AA Verbally or nonverbally expresses wants and needs with simple phrases or gestures.

SCIENCE AND ENGINEERING

Standard	Preschool Indicators	Pre-K Exit Expectations Indicators	Every Child Ready Standard(s)
19. Investigates living things	19f. Observes and begins to describe similarities and differences between familiar plants and animals, including humans	19f. Uses observations to explain that young plants and animals are like but not exactly like their parents	SC-LES.5.B Identifies that plants are living and identifies characteristics and features of plants. 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.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.
20. Investigates physical objects	20a. Explores, describes and compares the properties of liquids and solids found in children's daily environment	20a. Asks questions, investigates differences and gathers data about differences between liquids and solids and about what can cause a liquid to become a solid and vice versa	SC-P.1.B Use senses to observe and describe some physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on. SC-P.1.C Participates in activities related to changing physical properties of objects, such as crumpling a piece of paper to change the texture from smooth to bumpy. SC-P.1.D Describes and discusses various ways that the physical properties or characteristics of objects can change, such as the playdough was soft, but became hard when exposed to air for a long time period. SC-P.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-SP.2.B Participates in teacher-led explorations and experiments and uses prior knowledge to make predictions.
20. Investigates physical objects	20b. Investigates and describes or demonstrates various ways that objects can move	20b. Uses tools and materials to design a device that causes an object to change its motion (e.g., move faster, move slower, move farther, change in direction)	SC-P.4.AA Explores the motion of objects by pushing and pulling objects and identifies whether an object is stationary or moving. SC-P.4.A With teacher guidance, recognizes that different factors, such as force, impact how fast and far an object moves when it's pushed or pulled. SC-P.4.B With teacher guidance, recognizes that when objects collide, the impact can change the speed, direction or stop an object. SC-P.4.C With teacher guidance, recognizes that different factors, such as heights or textures, can change the speed of an object, such as racing cars on ramps. SC-P.4.D Describes and discusses the motion of objects and that motion can change based on different factors. SC-P.4.E Compares and contrasts how different factors change the motion of objects.

SCIENCE AND ENGINEERING

Standard	Preschool Indicators	Pre-K Exit Expectations Indicators	Every Child Ready Standard(s)
20. Investigates physical objects	20c. Investigates sounds made by different objects and materials and discusses explanations about what is causing the sounds	20c. Through play and investigations, identifies ways to manipulate different objects and materials that make sound to change volume and pitch	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-SP.1.B Observes and describes cause and effect. C-ARTS.4.C Recognizes differences between a variety of music activities with different tempos, genres, and rhythms. C-ARTS.4.D Uses their voice or an instrument to express themselves and copy simple tempos.
20. Investigates physical objects	20d. Makes observations of changes in shadows that may happen due to changes in light	20d. Makes observations to determine the relationships between the effects of objects creating shadows, the size and shape of shadows and the light source	SC-P.2.AA Identifies light and dark and explores shadows and reflections. SC-P.2.A Demonstrates understanding that light can be used to see or illuminate things when it is dark. SC-P.2.B Recognizes sources of light including natural and human-made, such as the sun, lamps, or flashlights. SC-P.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.
21. Investigates characteristics of Earth and space	21a. Makes simple observations of the characteristics and apparent motions of the sun, moon, stars and clouds	21a. Makes observations and describes predictable patterns in the apparent motions of the sun, the moon and stars	SC-LES.3.AA Points to and observes the sky. SC-LES.3.A Identifies objects in the sky, such as clouds, sun, moon, or stars. SC-LES.3.B Describes and discusses objects in the sky, such as clouds, sun, moon, or stars. SC-LES.3.C Develops basic understanding about space, such as Earth is a planet and there are other planets. SC-LES.3.E Uses science tools to research and learn more about Earth and space, such as a telescope or binoculars.
21. Investigates characteristics of Earth and space	21b. Observes and begins to identify the habitats of living things in the local environment	21b. Raises questions and engages in discussions about how different types of local environments (including water) provide homes for different kinds of living things	SC-LES.4.D Observes and describes habitats and life cycles. SC-LES.5.D Observes and describes plant habitats and life cycles. SOC.4.B Recognizes and describes common geographical features within their region. SOC.4.E Recognizes and describes different geographical features in other regions and discusses how they are the same and different.

SCIENCE AND ENGINEERING

Standard	Preschool Indicators	Pre-K Exit Expectations Indicators	Every Child Ready Standard(s)
21. Investigates characteristics of Earth and space	21c. Discusses changes in the local weather and seasons, using common weather related vocabulary (e.g., rainy, sunny, windy)	21c. Analyzes data from observations at different times of the year to describe patterns of local weather conditions that change daily and seasonally	SC-LES.2.AA Uses senses to observe and respond to changes in the weather. SC-LES.2.A Identifies different types of weather, such as sunny, rainy, cloudy, or snowy. SC-LES.2B Identifies seasons and observes and describes patterns and changes in the weather. SC-LES.2.C Compares and contrasts the different seasons. SC-LES.2.D Discusses the effects of changes in weather, such as growing different crops or wearing different clothing. SC-LES.2.E Discusses the importance of weather forecasting to prepare for inclement or severe weather conditions.
21. Investigates characteristics of Earth and space	21d. Observes and begins to identify how humans use natural resources (e.g., water, plants, animals) to meet their needs	21d. Uses observations from the local outdoor environment to construct an evidence-based account of different ways humans use natural resources to meet their needs	SC-LES.1.C Compares and contrasts the natural world and the human-made world, such as the wind provides a breeze outside and so does a fan. SC-LES.1.D Describes how humans affect their environment in positive and negative ways, such as recycling, planting trees, litter, and pollution. SC-LES.5.E Describes and discusses ways that plants impact living things and the environment and how humans can impact plants. SC-LES.4.E Describes and discusses the relationship between humans and animals. 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.
21. Investigates characteristics of Earth and space	21e. Observes and begins to identify how people change the local environment	-	SC-LES.1.D Describes how humans affect their environment in positive and negative ways, such as recycling, planting trees, litter, and pollution. SC-LES.5.E Describes and discusses ways that plants impact living things and the environment and how humans can impact plants. SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community. SOC.2.E Shares how their thoughts, opinions, choices, and actions can impact their community.
22. Investigates engineering	22a. Asks questions, makes observations and gathers information about familiar, simple problems	22a. Asks questions, makes observations and gathers information about familiar, simple problems	SC-SP.1.D Formulates own science-oriented questions based on observations. SC-SP.1.E With teacher guidance, uses one's formulated science-oriented questions to plan simple explorations or experiments. SC-SP.2.B Participates in teacher-led explorations and experiments and uses prior knowledge to make predictions. SC-SP.3.B Begins to identify relevant information and collects and records information in own journal or paper. SC-P.1.E Evaluates how well materials suit their intended purposes based on their physical characteristics, such as explores using tissue paper to construct a tower and considers how the paper's properties impact the building process. SC-P.4.E Compares and contrasts how different factors change the motion of objects.

SCIENCE AND ENGINEERING

Standard	Preschool Indicators	Pre-K Exit Expectations Indicators	Every Child Ready Standard(s)
22. Investigates engineering	22b. Communicates an idea for solving a familiar, simple problem with words or nonverbal communication	22b. Communicates an idea for solving a familiar, simple problem using words, drawings, demonstrations, models or other nonverbal communication	SC-SP.3.E Makes recommendations based on observations and conclusions. SC-SP.2.D Makes hypotheses, and tests their hypotheses through experimentation. LL-WR.2.C Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme. ATL.5.D With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error). ATL.8.C With adult support, creates a goal for an activity and follows a simple plan. C-ARTS.3.B Creates drawings, paintings, and models with an increasing level of detail.
22. Investigates engineering	22c. Tests a solution to a familiar, simple problem and uses the results of the test to determine whether the solution is effective	22c. Tests solutions to a familiar, simple problem and compares the results of the tests to determine which solution is most effective, with adult support as needed	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-SP.3.E Makes recommendations based on observations and conclusions. SC-SP.3.D Discusses conclusions and reflects on the scientific-oriented question and hypothesis based on prior knowledge and recorded information. 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.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.

SOCIAL STUDIES

Standard	Preschool Indicators	Pre-K Exit Expectations Indicators	Every Child Ready Standard(s)
23. Demonstrates understanding of self, family and a diverse community	23a. Recognizes members of a group such as the class or family	23a. Describes roles as a member of a group	SOC.2.AA Shows interest in a variety of familiar community members. SOC.2.A Verbally or nonverbally identifies a variety of community members within their community, such as in their neighborhood and school. SOC.2.B Recognizes their role within the classroom, neighborhood, and community, such as voting in the classroom or being a member of the soccer team. SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community. SOC.1.AA Identifies and recognizes self and family members. SOC.1.C Discusses the importance of their own family and the roles and responsibilities of various individuals in the family. SE.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.

SOCIAL STUDIES

Standard	Preschool Indicators	Pre-K Exit Expectations Indicators	Every Child Ready Standard(s)
24. Demonstrates an understanding of the relationship between people and the environments in which they live	24a. Recognizes the relationship of personal space to surroundings	24a. Recognizes relationships between self and other people in the surroundings/environments	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.C Recognizes and describes that different people have different roles and responsibilities in the community. SOC.1.C Discusses the importance of their own family and the roles and responsibilities of various individuals in the family. SE.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities. ATL.9.AA Recalls simple information from familiar environments (e.g., knows where some classroom materials are kept, or remembers names of classmates). ATL.9.B Identifies and anticipates materials and expectations needed for everyday and routine activities. 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.
24. Demonstrates an understanding of the relationship between people and the environments in which they live	24b. Identifies own environment and other locations	24b. Recognizes personal space, the relationship between self and the surroundings/ environments	ATL.9.AA Recalls simple information from familiar environments (e.g., knows where some classroom materials are kept, or remembers names of classmates). 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.). ATL.9.A Recalls one to two pieces of new and relevant information about their lived experiences (e.g., shares two things they did that day, recalls two toys that were in Dramatic Play). ATL.9.B Identifies and anticipates materials and expectations needed for everyday and routine activities.
25. Demonstrates an understanding of time as it relates to self, family and community	25a. Recognizes sequence of events to establish a sense of order and time	25a. Understands daily routines/sequences of events/experiences in the context of time, terms that are related to time (today/ tomorrow, now/ later) and the concepts of past/ present/ future	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).

SOCIAL STUDIES

Standard	Preschool Indicators	Pre-K Exit Expectations Indicators	Every Child Ready Standard(s)
25. Demonstrates an understanding of time as it relates to self, family and community	25b. Explores changes in people/places/events in daily routines/ sequences of events/experiences over time	25b. Observes and recognizes changes that take place over time in the immediate environment	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). SOC.5.D Describes how people and things change over time and will continue to change into the future.

THE ARTS

Standard	Preschool Indicators	Pre-K Exit Expectations Indicators	Every Child Ready Standard(s)
26. Engages in music and movement activities	26a. Responds to and communicates about music and movement, including culturally and linguistically diverse music and movement activities	26a. Participates in music and movement activities, responding to different forms of music and movement, including culturally diverse music and dance	C-ARTS.1.AA Moves body spontaneously to music. C-ARTS.1.A Participates in guided movement activities by copying dances and movements introduced by others. C-ARTS.1.E Creates and leads dances or movement sequences and begins to synchronize music with movement. C-ARTS.4.A Participates in a variety of music activities with different tempos, genres, and rhythms. C-ARTS.4.C Recognizes differences between a variety of music activities with different tempos, genres, and rhythms. C-ARTS.4.D Uses their voice or an instrument to express themselves and copy simple tempos. C-ARTS.5.A Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques.
26. Engages in music and movement activities	-	26b. Uses instruments and voice to accompany or create music	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. C-ARTS.4.E Creates and performs original music or songs for others. ATL.6.AA Follows along with and participates in songs, chants, and simple stories. LL-PA.3.A Listens to and sings favorite classroom songs with simple rhyme patterns like "Twinkle, Twinkle Little Star."

THE ARTS

Standard	Preschool Indicators	Pre-K Exit Expectations Indicators	Every Child Ready Standard(s)
26. Engages in music and movement activities	-	26c. Expresses ideas, feelings and experiences through music and movement	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.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. 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.
27. Engages in drama activities	27a. Explores real or fantasy scenarios through pretend play	27a. Participates in drama activities, responding to different imaginary characters and scenarios	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. 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.
27. Engages in drama activities	27b. Uses imagination and creativity to express self through pretend play	27b. Uses voice to create drama	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. ATL.1.C Engages in individual verbal or nonverbal imaginative play or role-play. ATL.1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play). ATL.1.E Coordinates roles and carries out more complex stories during role-play.

THE ARTS

Standard	Preschool Indicators	Pre-K Exit Expectations Indicators	Every Child Ready Standard(s)
27. Engages in drama activities	-	27c. Expresses ideas, feelings and experiences through dramatic expressions	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.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. ATL.1.C Engages in individual verbal or nonverbal imaginative play or role-play. ATL.1.E Coordinates roles and carries out more complex stories during role-play.
28. Explores the visual arts	28a. Knows and uses basic elements of visual arts	28a. Participates in arts activities, responding to visual art forms	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. C-ARTS.3.D Plans for and creates art using preferred art materials, tools, and techniques.
28. Explores the visual arts	28b. Combines a variety of materials to engage in the process of art	28b. Uses a variety of materials to create products	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. C-ARTS.3.D Plans for and creates art using preferred art materials, tools, and techniques. C-ARTS.3.E Reviews their original art and makes changes to the final product.
28. Explores the visual arts	28c. Uses imagination and creativity to express self through visual arts	28c. Expresses experiences, ideas and feelings through visual arts	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. C-ARTS.3.D Plans for and creates art using preferred art materials, tools, and techniques. C-ARTS.3.E Reviews their original art and makes changes to the final product.

SOCIAL AND EMOTIONAL DEVELOPMENT

Standard	Preschool Indicators	Pre-K Exit Expectations Indicators	Every Child Ready Standard(s)
29. Expresses a variety of feelings and learns to manage them	29a. Uses strategies learned from adults to manage feelings; begins to label feelings	29a. Uses socially acceptable ways of expressing thoughts and emotions	SE.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions. 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.D Independently verbally or nonverbally names and describes their own emotions. SE.2.A Coregulates emotion with one-on-one adult support and may take an extended period of time (10–15 minutes) to respond. 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. ATL.7.E Regulates impulses to complete tasks and engages in goal-directed behavior.
29. Expresses a variety of feelings and learns to manage them	-	29b. Demonstrates confidence in meeting own needs	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. 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. SE.3.E Demonstrates strong self-confidence through words or actions including sharing pride and celebrating others in relation to self, family, community, or culture. ATL.3.D Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed. ATL.7.E Regulates impulses to complete tasks and engages in goal-directed behavior.
30. Recognizes the feelings and rights of others and responds appropriately	30a. Responds positively to others' demonstration of feelings	30a. Recognizes and labels the basic feelings of others	SE.4.AA With adult modeling and one-on-one support, verbally or nonverbally names observable characteristics of others. SE.4.A With adult modeling and one-on-one support, verbally or nonverbally names observable emotions and experiences of others. SE.4.B With adult prompts, compares their own characteristics and emotions to those of others. 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.

SOCIAL AND EMOTIONAL DEVELOPMENT

Standard	Preschool Indicators	Pre-K Exit Expectations Indicators	Every Child Ready Standard(s)
31. Manages own behavior	31a. Follows classroom rules and routines (including new ones) with occasional reminders	31a. Follows limits and expectations	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.E Adapts to new rules or circumstances in an age-appropriate game or activity. 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. 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).
32. Develops positive relationships with adults	32a. Engages with trusted adults for information and socializing; manages separations	32a. Engages in positive interactions with adults to share ideas and plan activities	ATL.4.AA Verbally or nonverbally shares activities they are engaging in with a trusted adult. ATL.4.A Uses two to three words or nonverbal actions (gestures, body language, facial expressions) to explain activities they are engaging in. 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. SE.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult. ATL.3.C Asks questions and seeks clarity after attempting a challenging task.
33. Engages and plays with peers	33a. Uses successful strategies to initiate or join an activity with several children	33a. Sustains play with a few other children	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. ATL.2.B Plays, works on tasks, or participates in activities with peers with adult prompts (associative 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.

SOCIAL AND EMOTIONAL DEVELOPMENT

Standard	Preschool Indicators	Pre-K Exit Expectations Indicators	Every Child Ready Standard(s)
34. Resolves conflicts with others	34a. Asks adults for help and sometimes suggests ways to solve social problems	34a. Suggests ways to resolve social conflicts	SE.7.A Listens to or follows a solution provided by an adult. May communicate discomfort or dysregulation and require additional time to regulate while responding. SE.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions. SE.7.C When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise). SE.7.D With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise). SE.7.E Independently suggests and chooses an adult-provided solution to a personal challenge or challenge with others (e.g. ask for help, compromise). Supports peers by suggesting solutions. 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.

PHYSICAL DEVELOPMENT, HEALTH AND SAFETY

Standard	Preschool Indicators	Pre-K Exit Expectations Indicators	Every Child Ready Standard(s)
35. Demonstrates strength and coordination of large muscles	35a. Engages in complex large-muscle activities that involve flexibility, control and a full range of motion	35a. Demonstrates locomotor skills by running smoothly	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.

PHYSICAL DEVELOPMENT, HEALTH AND SAFETY

Standard	Preschool Indicators	Pre-K Exit Expectations Indicators	Every Child Ready Standard(s)
35. Demonstrates strength and coordination of large muscles	-	35b. Demonstrates balancing skills by hopping and jumping in place	PD.1.A Begins to develop balance and coordination in gross motor movements such as moving arms and legs together to climb, push, or pull. Jumps with two feet. PD.1.B Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet. PD.1.E Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target.
35. Demonstrates strength and coordination of large muscles	-	35c. Demonstrates ball-handling skills, using a full range of motion	PD.1.AA Sits down and stands up with control. Moves body in a variety of ways such as walking, running, and galloping. Walks up and down the stairs with assistance. Throws balls and attempts to kick balls. PD.1.B Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet. PD.1.C Begins to coordinate upper and lower body, such as when riding a scooter or pedaling a bicycle or tricycle. Kicks and throws forward toward another person or target. PD.1.D Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements. PD.1.E Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target.
36. Demonstrates strength and coordination of small muscles	36a. Uses finger and hand movements to work with small objects and accomplish tasks	36a. Uses precise hand, finger and wrist movements to grasp, release and manipulate small objects	PD.3.AA Uses crayons or markers with some coordination. PD.2.A Uses hands and fingers to complete a variety of tasks, such as opening drawers and cabinets. PD.2.B Uses hands, wrists, and fingers to complete a variety of tasks such as pouring, scooping, opening lids to easy-to-open jars, and simple puzzles. PD.2.C Begins to use refined hand movements such as using blunt scissors, buttoning large buttons, and connecting small toys, such as linking cubes or blocks. PD.2.D Demonstrates controlled fine motor movements in a variety of ways such as cutting along lines with accuracy. PD.2.E Uses precise hand movements to complete a variety of activities such as building using small blocks, completing lacing cards, and cutting out simple shapes with accuracy. PD.3.E Consistently uses a tripod grasp when writing and copies and creates complex designs.

PHYSICAL DEVELOPMENT, HEALTH AND SAFETY

Standard	Preschool Indicators	Pre-K Exit Expectations Indicators	Every Child Ready Standard(s)
36. Demonstrates strength and coordination of small muscles	-	36b. Uses writing and drawing tools to perform particular tasks	PD.3.AA Uses crayons or markers with some coordination. PD.3.A Draws vertical and horizontal lines with a model using a fistful grasp. PD.3.B With teacher modeling, draws circles, squares, and crosses. PD.3.C Copies simple designs such as a picture of a person that includes a head, body, arms, and legs. PD.3.D Begins to use a tripod grasp when writing and copies complex designs. PD.3.E Consistently uses a tripod grasp when writing and copies and creates complex designs.
37. Demonstrates behaviors that promote health and safety	37a. Follows familiar health and safety rules with occasional reminders	37a. Describes basic health and safety rules and follows them	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. 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.
37. Demonstrates behaviors that promote health and safety	37b. Performs basic self-help tasks with assistance	37b. Performs self-help tasks with minimal assistance	PD.4.AA Begins to recognize and accept help in self-care and hygiene routines. PD.4.A With teacher guidance, follows self-care and hygiene routines. PD.4.B Demonstrates understanding of self-care and hygiene routines and begins to initiate. PD.4.C Completes self-care and hygiene routines with minimal assistance. PD.4.D Independently completes self-care and hygiene routines. PD.4.E Understands and describes the importance of self-care and hygiene routines.
37. Demonstrates behaviors that promote health and safety	37c. Recognizes physical boundaries between their own bodies and others' bodies	37c. Practices consent with respect to physical boundaries	PD.6.A With teacher guidance, follows safety procedures. PD.6.B Demonstrates understanding of safety procedures and begins to initiate. PD.6.C Independently follows safety procedures. PD.6.D Understands and describes the importance of safety procedures. PD.6.E Understands and describes how to get help when there are unsafe objects, substances, or behaviors. ATL.9.B Identifies and anticipates materials and expectations needed for everyday and routine activities.

PHYSICAL DEVELOPMENT, HEALTH AND SAFETY

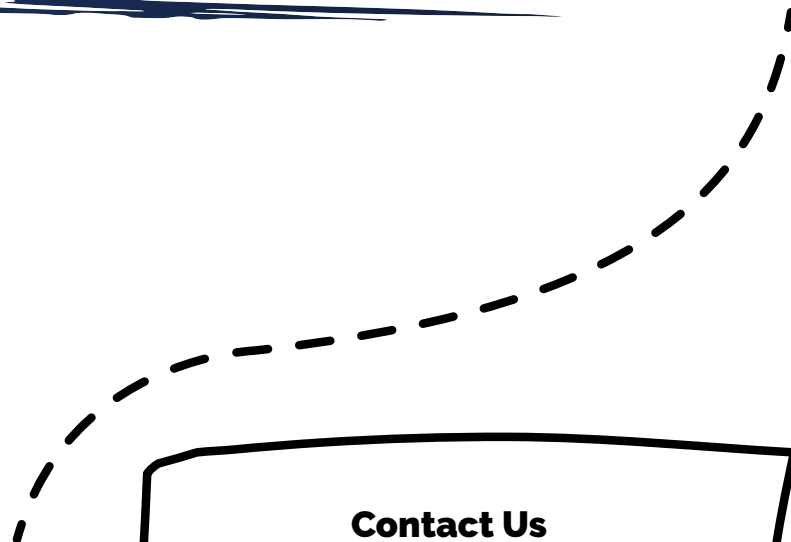
Standard	Preschool Indicators	Pre-K Exit Expectations Indicators	Every Child Ready Standard(s)
37. Demonstrates behaviors that promote health and safety	37d. Identifies trusted adult(s) and is aware of how to ask that person for help or articulates need for safety when a problem arises	37d. Identifies situations for which a trusted adult is needed and has awareness of what happens when help is requested or a report is made regarding safety	PD.6.AA Begins to recognize and accepts help in following safety procedures. PD.6.A With teacher guidance, 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. SE.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.
38. Demonstrates competent eating behaviors through the maintenance of positive eating attitudes, optimal food acceptance skills, self-regulation of food intake, mindful food choices and positive body image	38e. Begins to independently engage in mindful eating practices	38g. Demonstrates positive eating behaviors	PD.5.AA Uses senses to experience a variety of food during mealtimes. PD.5.A Recognizes and identifies a variety of different foods. PD.5.B Demonstrates understanding of types of foods and preferences. PD.5.C Begins to understand how eating a variety of foods and proper hydration helps the body grow and be healthy. PD.5.E Understands and describes different foods and how they give our bodies nutrients and energy.
38. Demonstrates competent eating behaviors through the maintenance of positive eating attitudes, optimal food acceptance skills, self-regulation of food intake, mindful food choices and positive body image	38f. Begins to participate in experiential nutrition activities	38h. Demonstrates basic comprehension of the role food plays in keeping the body strong and healthy	PD.5.AA Uses senses to experience a variety of food during mealtimes. PD.5.A Recognizes and identifies a variety of different foods. PD.5.B Demonstrates understanding of types of foods and preferences. PD.5.C Begins to understand how eating a variety of foods and proper hydration helps the body grow and be healthy. PD.5.D Demonstrates understanding and categorizes different food types such as vegetables, fruit, grains, protein, and dairy. PD.5.E Understands and describes different foods and how they give our bodies nutrients and energy.



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