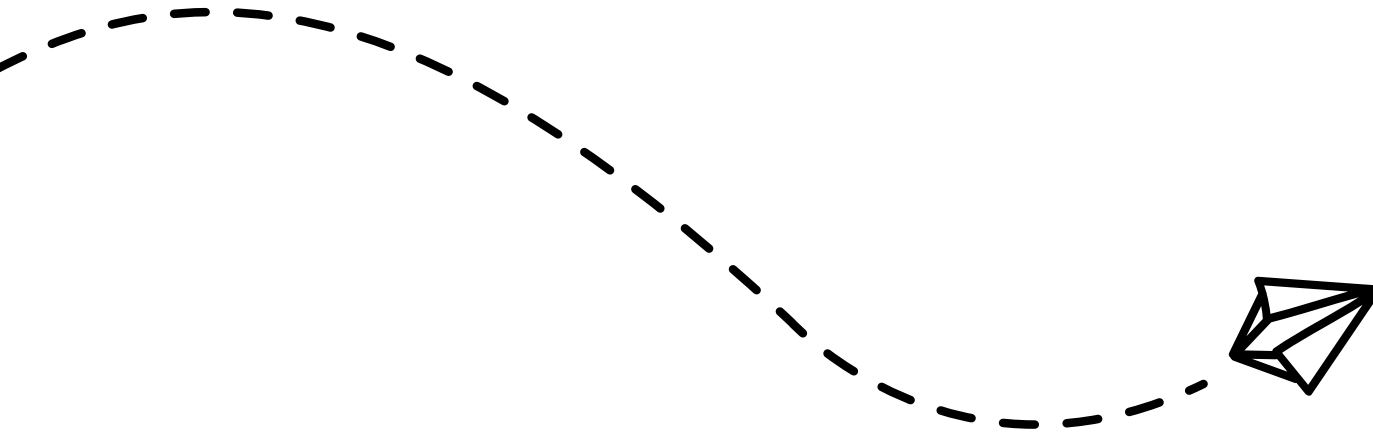


Every Child Ready Standards & Florida Early Learning and Development Standards Alignment



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I. PHYSICAL DEVELOPMENT DOMAIN

Age	Component	Sub-Component	Standard	Benchmark	Every Child Ready Standard(s)
3-4 Years (36-48 Months)	A. Health and Well Being	a. Active Physical Play	1. Engages in physical activities with increasing balance, coordination, endurance and intensity	Benchmark a. Engages in active games or outdoor play and other forms of physical activity for sustained periods of time (e.g., dancing in circle time)	C-ARTS.1.A Participates in guided movement activities by copying dances and movements introduced by others. C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions. 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.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.
3-4 Years (36-48 Months)	A. Health and Well Being	b. Safety	1. Shows awareness of safety and increasingly demonstrates knowledge of safe choices and risk assessment when participating in a daily activity	Benchmark a: (CD) Follows basic safety practices with close adult supervision (e.g., tries to buckle own seatbelt; seeks adult assistance to use step stool)	PD.6.A With teacher guidance, follows safety procedures. PD.6.E Understands and describes how to get help when there are unsafe objects, substances, or behaviors. ATL.3.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance.
3-4 Years (36-48 Months)	A. Health and Well Being	c. Personal Care Routines	1. Responds to and initiates care routines that support personal hygiene	Benchmark a: Carries out familiar hygiene routines with occasional reminders of how to do them	PD.6.AA Begins to recognize and accepts help in following safety procedures. PD.4.C Completes self-care and hygiene routines with minimal assistance.

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Age	Component	Sub-Component	Standard	Benchmark	Every Child Ready Standard(s)
3-4 Years (36-48 Months)	A. Health and Well Being	d. Feeding and Nutrition	1. Responds to feeding or feeds self with increasing efficiency and demonstrates increasing interest in eating habits and making food choices	Benchmark a: Serves self or others by scooping or pouring from containers	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.4.C Completes self-care and hygiene routines with minimal 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?"
3-4 Years (36-48 Months)	A. Health and Well Being	d. Feeding and Nutrition	1. Responds to feeding or feeds self with increasing efficiency and demonstrates increasing interest in eating habits and making food choices	Benchmark b: Begins to recognize nutritious food choices and healthy eating habits	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.
3-4 Years (36-48 Months)	B. Motor Development	a. Gross Motor Development	1. Demonstrates use of large muscles for movement, position, strength, and coordination	Benchmark a: Begins to balance, such as on one leg or a beam, for short periods	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.
3-4 Years (36-48 Months)	B. Motor Development	a. Gross Motor Development	1. Demonstrates use of large muscles for movement, position, strength, and coordination	Benchmark b: Begins to perform some skills, such as jumping for height and hopping	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.

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Age	Component	Sub-Component	Standard	Benchmark	Every Child Ready Standard(s)
3-4 Years (36-48 Months)	B. Motor Development	a. Gross Motor Development	1. Demonstrates use of large muscles for movement, position, strength, and coordination	Benchmark c: Engages in physical activity that requires strength and stamina for brief periods	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. ATL.6.C Attends to entirety of a short engaging lesson or teacher-led activity (10–15 minutes). PD.1.D Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements.
3-4 Years (36-48 Months)	B. Motor Development	a. Gross Motor Development	2. Demonstrates use of large muscles to move in the environment	Benchmark a: Begins to combine and coordinate two or more motor movements (e.g., runs with long strides showing arm and leg opposition; uses wheelchair to move in classroom)	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.
3-4 Years (36-48 Months)	B. Motor Development	b. Gross Motor Perception	1. Uses perceptual information to guide motions and interactions with objects and other people	Benchmark a: Begins to act and move with purpose and recognizes differences in direction, distance and location	PD.1.E Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target. PD.1.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. M-GS.3.D Demonstrates understanding of direction terms (e.g., "forward," "backward," "around," "through," "to," "from," "towards") M-GS.3.E Demonstrates understanding of direction terms (e.g., "near," "far") using gestures or objects.

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Age	Component	Sub-Component	Standard	Benchmark	Every Child Ready Standard(s)
3-4 Years (36-48 Months)	B. Motor Development	b. Gross Motor Perception	1. Uses perceptual information to guide motions and interactions with objects and other people	Benchmark b: Demonstrates awareness of own body in relation to others	LL-LC.2.AA Verbally labels familiar objects, body parts, people, or emotions using one-word responses. ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play). ATL.1.A Plays simple games and copies the play of others. 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. SE.5.A Engages with peers with teacher modeling and participates in organized group activities.
3-4 Years (36-48 Months)	B. Motor Development	c. Fine Motor Development	1. Demonstrates increasing precision, strength, coordination, and efficiency when using hand muscles for play and functional tasks	Benchmark a: Uses various drawing and art tools with developing coordination	PD.2.D Demonstrates controlled fine motor movements in a variety of ways such as cutting along lines with accuracy. PD.3.D Begins to use a tripod grasp when writing and copies complex designs. C-ARTS.3.AA Freely explores a variety of art materials and tools for sensory exploration. 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.3.AA Uses crayons or markers with some coordination.

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Age	Component	Sub-Component	Standard	Benchmark	Every Child Ready Standard(s)
3-4 Years (36-48 Months)	B. Motor Development	c. Fine Motor Development	2. Increasingly coordinates hand and eye movements to perform a variety of actions with increasing precision	Benchmark a: Uses hand-eye coordination to manipulate objects and materials (e.g., completing large-piece puzzles or threading beads with large holes, begins to use scissors)	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.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. ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work.
3 - 4 Years (36-48 Months)	B. Motor Development	c. Fine Motor Development	2. Increasingly coordinates hand and eye movements to perform a variety of actions with increasing precision	Benchmark b: Uses hand-eye coordination in handling books (e.g., turning pages, pointing to a picture or looking for favorite page)	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.
4 Years - Kindergarten (48 Months - Kindergarten)	A. Health and Well Being	a. Active Physical Play	1. Engages in physical activities with increasing balance, coordination, endurance and intensity	Benchmark a: Seeks to engage in physical activities or active play routinely with increased intensity and duration	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. ATL.6.E Attends to activities or peer engagement for extended periods of time (30+ minutes). C-ARTS.1.A Participates in guided movement activities by copying dances and movements introduced by others. PD.1.D Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements.

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Age	Component	Sub-Component	Standard	Benchmark	Every Child Ready Standard(s)
4 Years - Kindergarten (48 Months - Kindergarten)	A. Health and Well Being	b. Safety	1. Shows awareness of safety and increasingly demonstrates knowledge of safe choices and risk assessment when participating in a daily activity	Benchmark a: (CD) Consistently follows basic safety rules independently across different situations	PD.6.C Independently follows safety procedures. PD.6.D Understands and describes the importance of safety procedures. 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. 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).
4 Years - Kindergarten (48 Months - Kindergarten)	A. Health and Well Being	b. Safety	1. Shows awareness of safety and increasingly demonstrates knowledge of safe choices and risk assessment when participating in a daily activity	Benchmark b: (CD) Identifies consequences of not following safety rules	SOC.2.E Shares how their thoughts, opinions, choices, and actions can impact their community. PD.6.D Understands and describes the importance of safety procedures. ATL.9.B Identifies and anticipates materials and expectations needed for everyday and routine activities. SE.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges. Tech.2.E Explains why it is important to use safe behaviors when using technology devices and learning applications.
4 Years - Kindergarten (48 Months - Kindergarten)	A. Health and Well Being	c. Personal Care Routines	1. Responds to and initiates care routines that support personal hygiene	Benchmark a: Initiates and completes familiar hygiene routines independently	PD.4.D Independently completes self-care and hygiene routines. PD.4.C Completes self-care and hygiene routines with minimal assistance.
4 Years - Kindergarten (48 Months - Kindergarten)	A. Health and Well Being	d. Feeding and Nutrition	1. Responds to feeding or feeds self with increasing efficiency and demonstrates increasing interest in eating habits and making food choices	Benchmark a: Assists adults in preparing simple foods to serve to self or others	PD.5.AA Uses senses to experience a variety of food during mealtimes. SE.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges. PD.4.C Completes self-care and hygiene routines with minimal assistance.

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Age	Component	Sub-Component	Standard	Benchmark	Every Child Ready Standard(s)
4 Years - Kindergarten (48 Months - Kindergarten)	A. Health and Well Being	d. Feeding and Nutrition	1. Responds to feeding or feeds self with increasing efficiency and demonstrates increasing interest in eating habits and making food choices	Benchmark b: Recognizes nutritious food choices and healthy eating habits	PD.5.E Understands and describes different foods and how they give our bodies nutrients and energy. PD.4.E Understands and describes the importance of self-care and hygiene routines. PD.5.C Begins to understand how eating a variety of foods and proper hydration helps the body grow and be healthy.
4 Years - Kindergarten (48 Months - Kindergarten)	B. Motor Development	a. Gross Motor Development	1. Demonstrates use of large muscles for movement, position, strength, and coordination	Benchmark a: Balances, such as on one leg or on a beam, for longer periods of time both when standing still and when moving from one position to another	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.
4 Years - Kindergarten (48 Months - Kindergarten)	B. Motor Development	a. Gross Motor Development	1. Demonstrates use of large muscles for movement, position, strength, and coordination	Benchmark b: Demonstrates more coordinated movement when engaging in skills, such as jumping for height and distance, hopping and running	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.

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Age	Component	Sub-Component	Standard	Benchmark	Every Child Ready Standard(s)
4 Years - Kindergarten (48 Months - Kindergarten)	B. Motor Development	a. Gross Motor Development	1. Demonstrates use of large muscles for movement, position, strength, and coordination	Benchmark c: Engages in more complex movements (e.g., riding a tricycle with ease)	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.
4 Years - Kindergarten (48 Months - Kindergarten)	B. Motor Development	a. Gross Motor Development	1. Demonstrates use of large muscles for movement, position, strength, and coordination	Benchmark d: Engages in physical activities of increasing levels of intensity for sustained periods of time	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. ATL.6.E Attends to activities or peer engagement for extended periods of time (30+ minutes). C-ARTS.1.D Leads dances or movement sequences and demonstrates them to others.
4 Years - Kindergarten (48 Months - Kindergarten)	B. Motor Development	a. Gross Motor Development	2. Demonstrates use of large muscles to move in the environment	Benchmark a: Combines and coordinates more than two motor movements (e.g., moves a wheelchair through an obstacle course)	PD.1 D Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements. PD.1.E Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target. C-ARTS.1.E Creates and leads dances or movement sequences and begins to synchronize music with movement. M-PFA.3.C Uses rhythm and movement to copy simple and advanced patterns (e.g., AB, ABC, ABB, AAB).

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Age	Component	Sub-Component	Standard	Benchmark	Every Child Ready Standard(s)
4 Years - Kindergarten (48 Months - Kindergarten)	B. Motor Development	b. Gross Motor Perception	1. Uses perceptual information to guide motions and interactions with objects and other people	Benchmark a: Acts and moves with purpose and independently recognizes differences in direction, distance and location	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. 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.
4 Years - Kindergarten (48 Months - Kindergarten)	B. Motor Development	b. Gross Motor Perception	1. Uses perceptual information to guide motions and interactions with objects and other people	Benchmark b: Demonstrates spatial awareness through play activities	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. PD.1.E Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target.

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Age	Component	Sub-Component	Standard	Benchmark	Every Child Ready Standard(s)
4 Years - Kindergarten (48 Months - Kindergarten)	B. Motor Development	c. Fine Motor Development	1. Demonstrates increasing precision, strength, coordination, and efficiency when using hand muscles for play and functional tasks	Benchmark a: Shows hand control using various drawing and art tools with increasing coordination	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. 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.E Consistently uses a tripod grasp when writing and copies and creates complex designs. 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.
4 Years - Kindergarten (48 Months - Kindergarten)	B. Motor Development	c. Fine Motor Development	2. Increasingly coordinates hand and eye movements to perform a variety of actions with increasing precision	Benchmark a: Easily coordinates hand and eye movements to carry out tasks (e.g., working on puzzles or stringing beads together)	PD.2.AA Uses two hands to hold containers. Stacks objects such as blocks with 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.

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Age	Component	Sub-Component	Standard	Benchmark	Every Child Ready Standard(s)
4 Years - Kindergarten (48 Months - Kindergarten)	B. Motor Development	c. Fine Motor Development	2. Increasingly coordinates hand and eye movements to perform a variety of actions with increasing precision	Benchmark b: Uses developmentally appropriate grasp to hold and manipulate tools for writing, drawing and painting	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. C-ARTS.3.B Creates drawings, paintings, and models with an increasing level of detail.
4 Years - Kindergarten (48 Months - Kindergarten)	B. Motor Development	c. Fine Motor Development	2. Increasingly coordinates hand and eye movements to perform a variety of actions with increasing precision	Benchmark c: Uses coordinated movements to complete complex tasks (e.g., cuts along a line, pours or buttons, buckles/unbuckles, zips, snaps, laces shoes, fastens tabs)	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.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.

II. APPROACHES TO LEARNING DOMAIN

Age	Component	Standard	Every Child Ready Standard(s)
3 - 4 Years (36-48 Months)	A. Eagerness and Curiosity	1. Shows curiosity and is eager to learn new things and have 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. C-ARTS.5.AA Shows enthusiasm and curiosity about different types of creative arts. SC-P.1.AA Uses senses to explore the colors and textures of materials and objects in the environment.

II. APPROACHES TO LEARNING DOMAIN

Age	Component	Standard	Every Child Ready Standard(s)
3 - 4 Years (36-48 Months)	B. Persistence	1. (CD) Sustains attention for brief periods and finds help when needed	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). 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.D Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed.
3 - 4 Years (36-48 Months)	C. Creativity and Inventiveness	1. Approaches daily activities with creativity and inventiveness	ATL.1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic 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.4.E Creates and performs original music or songs for others. C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.
3 - 4 Years (36-48 Months)	D. Planning and Reflection	1. Shows initial signs of planning and learning from their experiences	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.8.C With adult support, creates a goal for an activity and follows a simple plan. ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work.

II. APPROACHES TO LEARNING DOMAIN

Age	Component	Standard	Every Child Ready Standard(s)
4 Years - Kindergarten (48 Months - Kindergarten)	A. Eagerness and Curiosity	1. Shows increased curiosity and is eager to learn new things and have new experiences	ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work. C-ARTS.5.AA Shows enthusiasm and curiosity about different types of creative arts. ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own. ATL.9.E Independently applies higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization) ATL.8.D Creates and follows through with simple plans independently. ATL.8.E Plans simple steps for future activity goal.
4 Years - Kindergarten (48 Months - Kindergarten)	B. Persistence	1. (CD) Attends to tasks for brief periods of time	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). SE.6.C Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers.
4 Years - Kindergarten (48 Months - Kindergarten)	C. Creativity	1. Approaches daily activities with creativity and inventiveness	ATL.1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play). C-ARTS.5.A Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques. C-ARTS.5.E Interprets the art of others by describing what they see and identifying a theme. C-ARTS.4.E Creates and performs original music or songs for others. C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions. 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. C-ARTS.5.AA Shows enthusiasm and curiosity about different types of creative arts.

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Age	Component	Standard	Every Child Ready Standard(s)
4 Years - Kindergarten (48 Months - Kindergarten)	D. Planning and Reflection	1. Demonstrates some planning and learning from experiences	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.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.3.A Explores a variety of available objects and materials to discover what they do and how they work. ATL.8.E Plans simple steps for future activity goal. ATL.4.E Assesses tasks and makes adjustments to strategies for updates or revisions.

III. SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN

Age	Component	Standard	Benchmark	Every Child Ready Standard(s)
3 - 4 Years (36 - 48 Months)	A. Emotional Functioning	1. Expresses, identifies and responds to a range of emotions	Benchmark a: (CD) Identifies complex emotions in a book, picture or on a person's face (e.g., frustrated, confused)	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. 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. LL-LC.2.AA Verbally labels familiar objects, body parts, people, or emotions using one-word responses.

III. SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN

Age	Component	Standard	Benchmark	Every Child Ready Standard(s)
3 - 4 Years (36 - 48 Months)	A. Emotional Functioning	2. Demonstrates appropriate affect (emotional response) between behavior and facial expression	Benchmark a: (CD) Verbalizes own feelings and those of others	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.4.C With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations. LL-LC.2.AA Verbally labels familiar objects, body parts, people, or emotions using one-word responses.
3 - 4 Years (36 - 48 Months)	B. Managing Emotions	1. Demonstrates ability to self-regulate	Benchmark a: (CD) Begins to verbalize their emotions	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.
3 - 4 Years (36 - 48 Months)	B. Managing Emotions	2. Attends to sights, sounds, objects, people and activities	Benchmark a: (CD) Begins to sustain attention for brief period of time in group activities	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). SE.5.A Engages with peers with teacher modeling and participates in organized group activities. ATL.6.D Refocuses attention to independent or group activity after minor distraction.

III. SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN

Age	Component	Standard	Benchmark	Every Child Ready Standard(s)
3 - 4 Years (36 - 48 Months)	C. Building and Maintaining Relationships with Adults and Peers	1. Develops positive relationships with adults	Benchmark a: (CD) Develops positive relationships and interacts comfortably with familiar adults	SE.4.D With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others. ATL.4.AA Verbally or nonverbally shares activities they are engaging in with a trusted adult. SE.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult.
3 - 4 Years (36 - 48 Months)	C. Building and Maintaining Relationships with Adults and Peers	2. Develops positive relationships with peers	Benchmark a: (CD) Builds social relationships and becomes more connected to other children	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). 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.
3 - 4 Years (36 - 48 Months)	C. Building and Maintaining Relationships with Adults and Peers	2. Develops positive relationships with peers	Benchmark b: (CD) Demonstrates strategies for entry into social play with peers	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). LL-BK.1.E Invites peers to look at books or ask questions about books read by peers. SE.5.A Engages with peers with teacher modeling and participates in organized group activities. 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.

III. SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN

Age	Component	Standard	Benchmark	Every Child Ready Standard(s)
3 - 4 Years (36 - 48 Months)	C. Building and Maintaining Relationships with Adults and Peers	2. Develops positive relationships with peers	Benchmark c: (CD) Develops an initial understanding of bullying	SOC.2.E Shares how their thoughts, opinions, choices, and actions can impact their community. 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.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.4.C With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations.
3 - 4 Years (36 - 48 Months)	C. Building and Maintaining Relationships with Adults and Peers	3. Develops increasing ability to engage in social problem solving	Benchmark a: (CD) Able to suggest a potential solution to social problems and with adult support is able to follow through	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.

III. SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN

Age	Component	Standard	Benchmark	Every Child Ready Standard(s)
3 - 4 Years (36 - 48 Months)	C. Building and Maintaining Relationships with Adults and Peers	4. Exhibits empathy by demonstrating care and concern for others	Benchmark a: (CD) Responds to the emotions of others with comforting words or actions	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.D With minimal teacher prompts, demonstrates empathy by providing support for others through assistance or advocacy. SE.4.A With adult modeling and one-on-one support, verbally or nonverbally names observable emotions and experiences of 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. 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.
3 - 4 Years (36 - 48 Months)	D. Sense of Identity and Belonging	1. Develops sense of identity and belonging through play	Benchmark a: (CD) Continues to play with preferred playmates	SE.5.A Engages with peers with teacher modeling and participates in organized group activities. LL-BK.1.E Invites peers to look at books or ask questions about books read by 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.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). C-ARTS.2.C Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.

III. SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN

Age	Component	Standard	Benchmark	Every Child Ready Standard(s)
3 - 4 Years (36 - 48 Months)	D. Sense of Identity and Belonging	2. Develops sense of identity and belonging through exploration and persistence	Benchmark a: (CD) Continues sustained independent play and participates in more planned group activities	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). SE.5.A Engages with peers with teacher modeling and participates in organized group activities. ATL.1.C Engages in individual verbal or nonverbal imaginative play or role-play.
3 - 4 Years (36 - 48 Months)	D. Sense of Identity and Belonging	3. Develops sense of identity and belonging through routines, rituals, and interactions	Benchmark a: (CD) Begins to show a willingness to be flexible if routines must change in minor ways	ATL.5.C Adjusts to changes in the environment or schedule with adult guidance and advance warning. 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.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.3.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance.
3 - 4 Years (36 - 48 Months)	D. Sense of Identity and Belonging	4. Develops sense of self awareness and independence	Benchmark a: (CD) Increasingly uses words to communicate needs and wants	SOC.3.AA Verbally or nonverbally expresses wants and needs with simple phrases or gestures. 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. LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.

III. SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN

Age	Component	Standard	Benchmark	Every Child Ready Standard(s)
3 - 4 Years (36 - 48 Months)	D. Sense of Identity and Belonging	4. Develops sense of self awareness and independence	Benchmark b: (CD) Begins to recognize preferences 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. SOC.2.D Recognizes that people have different thoughts and opinions within a community.
3 - 4 Years (36 - 48 Months)	D. Sense of Identity and Belonging	4. Develops sense of self awareness and independence	Benchmark c: (CD) Begins to use words to demonstrate knowledge of personal information (e.g., hair color, age, gender or size)	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 With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.
3 - 4 Years (36 - 48 Months)	D. Sense of Identity and Belonging	4. Develops sense of self awareness and independence	Benchmark d: (CD) Begins to identify self as part of a group (e.g., class or family)	SOC.1.AA Identifies and recognizes self and family members. SOC.1.A Understands family relationships in relation to self. SOC.1.C Discusses the importance of their own family and the roles and responsibilities of various individuals in the family. 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 With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.

III. SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN

Age	Component	Standard	Benchmark	Every Child Ready Standard(s)
4 Years - Kindergarten (48 Months - Kindergarten)	A. Emotional Functioning	1. Expresses, identifies and responds to a range of emotions	Benchmark a: (CD) Recognizes the emotions of peers and responds with empathy and compassion	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.
4 Years - Kindergarten (48 Months - Kindergarten)	A. Emotional Functioning	2. Demonstrates appropriate affect (emotional response) between behavior and facial expression	Benchmark a: (CD) Demonstrates cognitive empathy (recognizing or inferring other's mental states) and the use of words, gestures and facial expressions to respond appropriately	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.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. SE.2.E Supports peers in regulating their emotions through co-regulation. Seeks and accepts co-regulation assistance when needed.
4 Years - Kindergarten (48 Months - Kindergarten)	B. Managing Emotions	1. Demonstrates ability to self-regulate	Benchmark a: (CD) Recognizes and names own emotions and manages and exhibits behavioral control with or without adult support	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.

III. SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN

Age	Component	Standard	Benchmark	Every Child Ready Standard(s)
4 Years - Kindergarten (48 Months - Kindergarten)	B. Managing Emotions	2. Attends to sights, sounds, objects, people and activities	Benchmark a: (CD) Increases attention to preferred activities and begins to attend to non-preferred activities	ATL.4.C Monitors the completion of a task and identifies preferred elements of a work product or task. ATL.3.D Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed. ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own. ATL.5.B Shifts between tasks or activities, including ending preferred activities, with adult support. C-ARTS.3.D Plans for and creates art using preferred art materials, tools, and techniques. 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).
4 Years - Kindergarten (48 Months - Kindergarten)	C. Building and Maintaining Relationships with Adults and Peers	1. Develops positive relationships with adults	Benchmark a: (CD) Shows enjoyment in interactions with trusted adults while also demonstrating skill in separating from these adults	ATL.4.AA Verbally or nonverbally shares activities they are engaging in with a trusted adult. 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.D Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance. SE.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges. ATL.5.C Adjusts to changes in the environment or schedule with adult guidance and advance warning.

III. SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN

Age	Component	Standard	Benchmark	Every Child Ready Standard(s)
4 Years - Kindergarten (48 Months - Kindergarten)	C. Building and Maintaining Relationships with Adults and Peers	2. Develops positive relationships with peers	Benchmark a: (CD) Plays with peers in a coordinated manner including assigning roles, materials and actions	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.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.C 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 Years - Kindergarten (48 Months - Kindergarten)	C. Building and Maintaining Relationships with Adults and Peers	2. Develops positive relationships with peers	Benchmark b: (CD) Maintains friendships and is able to engage in prosocial behavior such as cooperating, compromising and turn-taking	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.D Makes cooperative decisions with peers during play or structured activities (cooperative play). 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.

III. SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN

Age	Component	Standard	Benchmark	Every Child Ready Standard(s)
4 Years - Kindergarten (48 Months - Kindergarten)	C. Building and Maintaining Relationships with Adults and Peers	2. Develops positive relationships with peers	Benchmark c: (CD) Responds appropriately to bullying behavior	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.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.5.E Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.
4 Years - Kindergarten (48 Months - Kindergarten)	C. Building and Maintaining Relationships with Adults and Peers	3. Develops increasing ability to engage in social problem solving	Benchmark a: (CD) Able to independently engage in simple social problem solving including offering potential solutions and reflecting on the appropriateness of the solution	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.
4 Years - Kindergarten (48 Months - Kindergarten)	C. Building and Maintaining Relationships with Adults and Peers	4. Exhibits empathy by demonstrating care and concern for others	Benchmark a: (CD) Able to take the perspective of others and actively respond in a manner that is consistent and supportive	SOC.2.D Recognizes that people have different thoughts and opinions within a community. SE.4.C With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations. SE.4.E With minimal teacher prompts, demonstrates empathy by providing support for others through assistance or advocacy. SE.4.D With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others.

III. SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN

Age	Component	Standard	Benchmark	Every Child Ready Standard(s)
4 Years - Kindergarten (48 Months - Kindergarten)	D. Sense of Identity and Belonging	1. Develops sense of identity and belonging through play	Benchmark a: (CD) Engages in associative play and begins to play cooperatively with friends	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). C-ARTS.2.C Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.
4 Years - Kindergarten (48 Months - Kindergarten)	D. Sense of Identity and Belonging	2. Develops sense of identity and belonging through exploration and persistence	Benchmark a: (CD) Persists at individual planned experiences, caregiver- directed experiences and planned group activities	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). ATL.3.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance. ATL.3.D Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed. ATL.6.D Refocuses attention to independent or group activity after minor distraction. 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.
4 Years - Kindergarten (48 Months - Kindergarten)	D. Sense of Identity and Belonging	3. Develops sense of identity and belonging through routines, rituals, and interactions	Benchmark a: (CD) Demonstrates willingness to be flexible if routines must change	ATL.5.C Adjusts to changes in the environment or schedule with adult guidance and advance warning. 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.

III. SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN

Age	Component	Standard	Benchmark	Every Child Ready Standard(s)
4 Years - Kindergarten (48 Months - Kindergarten)	D. Sense of Identity and Belonging	4. Develops sense of self awareness and independence	Benchmark a: (CD) Uses words to communicate personal characteristics, preferences, thoughts and feelings	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 With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities. C-ARTS.5.D Expresses opinions about the artistic creations and techniques of others. LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence. 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.
4 Years - Kindergarten (48 Months - Kindergarten)	D. Sense of Identity and Belonging	4. Develops sense of self awareness and independence	Benchmark b: (CD) Recognizes preferences of others	SOC.2.D Recognizes that people have different thoughts and opinions within a community. 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.
4 Years - Kindergarten (48 Months - Kindergarten)	D. Sense of Identity and Belonging	4. Develops sense of self awareness and independence	Benchmark c: (CD) Uses words to demonstrate knowledge of personal information (e.g., hair color, age, gender or size)	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 With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.

III. SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN

Age	Component	Standard	Benchmark	Every Child Ready Standard(s)
4 Years - Kindergarten (48 Months - Kindergarten)	D. Sense of Identity and Belonging	4. Develops sense of self awareness and independence	Benchmark d: (CD) Identifies self as a unique member of a group (e.g., class, school, family or larger community)	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. SC-LES.1.D Describes how humans affect their environment in positive and negative ways, such as recycling, planting trees, litter, and pollution. SE.3.C With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.

IV. LANGUAGE AND LITERACY DOMAIN

Age	Component	Standard	Benchmark	Every Child Ready Standard(s)
3 - 4 Years (36 - 48 Months)	A. Listening and Understanding	1. Demonstrates understanding when listening	Benchmark a: Engages in multiple back-and-forth communicative interactions with adults and peers in purposeful and novel situations to reach a goal	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.

IV. LANGUAGE AND LITERACY DOMAIN

Age	Component	Standard	Benchmark	Every Child Ready Standard(s)
3 - 4 Years (36 - 48 Months)	A. Listening and Understanding	1. Demonstrates understanding when listening	Benchmark b: Shows understanding by answering factual questions and responding appropriately to what is said	LL-NC.2.B Answers factual questions using a variety of text types (predictable, informational, poetry, etc.). 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.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-NC.1.C Identifies and answers questions about events in a story.
3 - 4 Years (36 - 48 Months)	A. Listening and Understanding	2. Increase knowledge through listening	Benchmark a: Tells the main idea or topic of a conversation, story, informational text or creative play, and makes a connection	LL-NC.4.A Describes or reenacts one event in a personal narrative using a simple phrase. LL-NC.4.D Constructs a personal narrative with three or more events in a coherent sequence. LL-LC.4.C Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic. LL-NC.1.D Identifies the cause and effect relationship between events in a narrative story. LL-NC.3.D Retells three or more events from a familiar narrative in sequence using visuals or gestures.
3 - 4 Years (36 - 48 Months)	A. Listening and Understanding	2. Increase knowledge through listening	Benchmark b: Observes simple aspects of child's world and responds and reacts	SC-SP.1.AA Uses senses to observe the environment. SC-SP.1.B Observes and describes cause and effect. SC-LES.1.AA Notices and looks at the natural world around them. SOC.4.AA Verbally or nonverbally identifies familiar places and the features, such as home, classroom, and school building.

IV. LANGUAGE AND LITERACY DOMAIN

Age	Component	Standard	Benchmark	Every Child Ready Standard(s)
3 - 4 Years (36 - 48 Months)	A. Listening and Understanding	3. Follows directions	Benchmark a: Achieves mastery of one-step directions and usually follows two-step directions	LL-LC.1.A Responds to simple requests, such as choosing between objects. LL-LC.1.C Responds to more complex sentences that include descriptive words for unrelated requests they may not have heard before. ATL7.A Participates in one- to two-step inhibition games and activities. ATL7.AA With adult support, starts or stops a task following a simple one-step direction (e.g., "do" and "don't" commands).
3 - 4 Years (36 - 48 Months)	B. Speaking	1. Speaks and is understood when speaking	Benchmark a: Begins to speak and is usually understood by both a familiar and an unfamiliar adult but may make some pronunciation errors	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.5.AA Makes an attempt at using correct syntax, but drops the subject of the sentence (i.e., "Throw ball"). 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.
3 - 4 Years (36 - 48 Months)	C. Vocabulary	1. Shows an understanding of words and their meanings (receptive)	Benchmark a: Begins to demonstrate understanding of age appropriate vocabulary across multiple topic areas and demonstrates a variety of words and their meanings within each area (e.g., world knowledge, names of body parts and feelings)	SE.1.C With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations. 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. SC-LES.4.B Identifies various animals. SC-LES.5.B Identifies various plants such as trees, flowers, bushes, and so on. LL-LC.1.AA Points to familiar objects, people, body parts, or emotions.

IV. LANGUAGE AND LITERACY DOMAIN

Age	Component	Standard	Benchmark	Every Child Ready Standard(s)
3 - 4 Years (36 - 48 Months)	C. Vocabulary	1. Shows an understanding of words and their meanings (receptive)	Benchmark b: Begins to understand the use of words in different context (including plurals and past tense in speech)	LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions. LL-LC.1.C Responds to more complex sentences that include descriptive words for unrelated requests they may not have heard before. 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. 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") LL-LC.5.AA Makes an attempt at using correct syntax, but drops the subject of the sentence (i.e., "Throw 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").
3 - 4 Years (36 - 48 Months)	C. Vocabulary	2. Uses increased vocabulary to describe objects, actions, and events (expressive)	Benchmark a: Adds new words to vocabulary weekly (e.g., repeats words and integrates new words in play scenarios) (typically has a speaking vocabulary of approximately 1,000 words)	LL-LC.3.AA Repeats or attempts to use words heard in the everyday language or environment. LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults. LL-LC.3.E Uses various resources to identify new meanings for familiar words or clarify the meaning of unknown words and phrases. ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own.

IV. LANGUAGE AND LITERACY DOMAIN

Age	Component	Standard	Benchmark	Every Child Ready Standard(s)
3 - 4 Years (36 - 48 Months)	C. Vocabulary	2. Uses increased vocabulary to describe objects, actions, and events (expressive)	Benchmark b: Describes what objects are used for and is able to express ideas (e.g., names some colors, shapes, and says full name)	LL-WR.2.B Draws and/or writes to represent and describe an object, event, or observation. 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). ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work. SE.3.A With adult support, verbally or nonverbally identifies something about themselves.
3 - 4 Years (36 - 48 Months)	D. Sentences and Structure	1. Uses appropriate grammar in conversations and increasingly complex phrases and sentences	Benchmark a: Produces utterances of four to five units of meaning in length	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").
3 - 4 Years (36 - 48 Months)	D. Sentences and Structure	1. Uses appropriate grammar in conversations and increasingly complex phrases and sentences	Benchmark b: Produces words and phrases using the regular past tense and the regular third person (e.g., "Daddy jumped." "We're building.")	SOC.5.E Begins to connect past and present experiences and describes events that have happened or will happen in the future. LL-LC.5.A Makes an attempt at using correct syntax with a noun and verb (i.e., "Armel throw"). LL-LC.5.A 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").

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Age	Component	Standard	Benchmark	Every Child Ready Standard(s)
3 - 4 Years (36 - 48 Months)	D. Sentences and Structure	2. Connects words, phrases, and sentences to build ideas	Benchmark a: Produces sentences or phrases of two to five words including subject/verb/object (e.g., "Suzy has cookies." "My shirt's got blue flowers.")	LL-LC.5.A Makes an attempt at using correct syntax with a noun and verb (i.e., "Armel throw"). LL-LC.5.A 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.D Writes a short sentence using phonetic spelling, leaving spaces between words when writing. LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.
3 - 4 Years (36 - 48 Months)	D. Sentences and Structure	2. Connects words, phrases, and sentences to build ideas	Benchmark b: Asks more complex questions beginning with "is" (e.g., "Is David here?" "What was for lunch?")	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. SC-SP.1.D Formulates own science-oriented questions based on observations.

IV. LANGUAGE AND LITERACY DOMAIN

Age	Component	Standard	Benchmark	Every Child Ready Standard(s)
3 - 4 Years (36 - 48 Months)	D. Sentences and Structure	2. Connects words, phrases, and sentences to build ideas	Benchmark c: Uses conjunctions "and" and sometimes "because" in sentences and uses other complex sentence structures (e.g., elaborated phrases with adjectives and adverbs)	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.5.C Continues to develop more complex sentences by using adjectives (i.e., "Armel throws the blue ball"). 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.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.
3 - 4 Years (36 - 48 Months)	E. Conversation	1. Uses nonverbal and verbal communication and language to express needs and feelings, share experiences, and resolve problems	Benchmark a: Engages in conversations using sentences with four or more words, participates in simple, back-and-forth conversations to exchange ideas or information	LL-LC.4.B Initiates or joins conversations and engages in conversational turn-taking with at least one feedback loop using both verbal and nonverbal communication. LL-LC.4.C Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic. 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.
3 - 4 Years (36 - 48 Months)	E. Conversation	2. Asks questions, and responds to adults and peers in a variety of settings	Benchmark a: Asks and responds to increasingly longer and more complex sentences and simple questions	LL-NC.2.B Answers factual questions using a variety of text types (predictable, informational, poetry, etc.). LL-LC.2.D Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic. ATL.3.C Asks questions and seeks clarity after attempting a challenging task. 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.D Formulates own science-oriented questions based on observations.

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Age	Component	Standard	Benchmark	Every Child Ready Standard(s)
3 - 4 Years (36 - 48 Months)	E. Conversation	3. Demonstrates understanding of the social conventions of communication and language use	Benchmark a: Demonstrates awareness of nonverbal conversational rules	ATL.4.A Uses two to three words or nonverbal actions (gestures, body language, facial expressions) to explain activities they are engaging in. LL-LC.1.E Confirms understanding of spoken language, requests, and complex sentences through verbal or nonverbal requests for clarification. LL-LC.4.AA Communicates with peers and teachers using nonverbal gestures like pointing, shrugging shoulders, or giving a thumbs-up. ATL.2.B Plays, works on tasks, or participates in activities with peers with adult prompts (associative play). 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.
3 - 4 Years (36 - 48 Months)	E. Conversation	3. Demonstrates understanding of the social conventions of communication and language use	Benchmark b: Begins to demonstrate knowledge of verbal conversational rules (e.g., appropriately takes turns, does not interrupt, uses appropriate verbal expressions and uses appropriate intonation)	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. 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.
3 - 4 Years (36 - 48 Months)	E. Conversation	3. Demonstrates understanding of the social conventions of communication and language use	Benchmark c: Begins to match language to social and academic contexts (e.g., uses volume appropriate to context)	LL-LC.4.E Modifies conversations based on the context or listener.

IV. LANGUAGE AND LITERACY DOMAIN

Age	Component	Standard	Benchmark	Every Child Ready Standard(s)
3 - 4 Years (36 - 48 Months)	F. Emergent Reading	1. Shows motivation for and appreciation of reading	Benchmark a: Begins to select books for reading enjoyment and reading related activities including pretending to read to self or others	LL-BK.1.B Selects and requests that a favorite or familiar book be read by an adult. LL-BK.1.D Looks at books independently or with peers. LL-BK.1.E Invites peers to look at books or ask questions about books read by peers.
3 - 4 Years (36 - 48 Months)	F. Emergent Reading	1. Shows motivation for and appreciation of reading	Benchmark b: Begins to make real-world 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.2.D Makes inferences to answer simple "why" questions by using background knowledge and events in a 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).
3 - 4 Years (36 - 48 Months)	F. Emergent Reading	1. Shows motivation for and appreciation of reading	Benchmark c: Interacts appropriately with books; pretends to read, holds book appropriately or picture reads	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.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.D Tracks print from left to right and top to bottom while imitating reading a familiar text.

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Age	Component	Standard	Benchmark	Every Child Ready Standard(s)
3 - 4 Years (36 - 48 Months)	F. Emergent Reading	1. Shows motivation for and appreciation of reading	Benchmark d: Asks to be read to or asks the meaning of written text	LL-BK.1.E Invites peers to look at books or ask questions about books read by peers. LL-LC.2.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information. LL-BK.1.B Selects and requests that a favorite or familiar book be read by an adult. LL-BK.1.AA Requests that books be read by an adult. LL-NC.5.A Listens and responds to a wide variety of informational texts read aloud.
3 - 4 Years (36 - 48 Months)	F. Emergent Reading	1. Shows motivation for and appreciation of reading	Benchmark e: Participates in conversations that demonstrate appreciation of printed materials	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.A Listens and responds to a wide variety of informational texts read aloud. LL-NC.5.D Describes the relationship between an informational text and another text about a similar topic. LL-BK.3.C Demonstrates understanding that print has meaning and begins to connect environmental print with objects or locations in the classroom.
3 - 4 Years (36 - 48 Months)	F. Emergent Reading	2. Shows age-appropriate phonological awareness	Benchmark a: Listens and matches rhythm, volume and pitch of rhymes, songs and chants	C-ARTS.4.A Participates in a variety of music activities with different tempos, genres, and rhythms. LL-PA.3.AA Imitates common sounds like a duck (quack, quack) or train (choo, choo). LL-PA.3.A Listens to and sings favorite classroom songs with simple rhyme patterns like "Twinkle, Twinkle Little Star." LL-PA.3.B Listens to and fills in the missing rhyming word from a familiar song, poem, rhyme, fingerplay, or story. For example, "Twinkle, twinkle little star. How I wonder what you ____." ATL.6.AA Follows along with and participates in songs, chants, and simple stories.

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Age	Component	Standard	Benchmark	Every Child Ready Standard(s)
3 - 4 Years (36 - 48 Months)	F. Emergent Reading	3. Shows alphabetic and print knowledge	Benchmark a: Recognizes that print conveys meaning	LL-BK.3.A Demonstrates understanding that print has meaning. LL-BK.3.C Demonstrates understanding that print has meaning and begins to connect environmental print with objects or locations in the classroom.
3 - 4 Years (36 - 48 Months)	F. Emergent Reading	3. Shows alphabetic and print knowledge	Benchmark b: Recognizes some letters when named (e.g., when shown a group of letters, can accurately identify, verbally or nonverbally, the letter that is named)	LL-AK.1.AA Identifies the first letter in their name. LL-AK.1.A Identifies up to five uppercase or lowercase letters. Some letters may be in own name. LL-AK.1.B Identifies up to ten uppercase or lowercase letters. LL-AK.1.C Identifies up to 20 uppercase or lowercase letters. LL-AK.1.D Identifies up to 30 uppercase or lowercase letters. LL-AK.1.E Identifies all 26 uppercase and lowercase letters in random order.
3 - 4 Years (36 - 48 Months)	F. Emergent Reading	3. Shows alphabetic and print knowledge	Benchmark c: Names some letters (e.g., when shown an uppercase or lowercase letter, can accurately say its 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. 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.

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Age	Component	Standard	Benchmark	Every Child Ready Standard(s)
3 - 4 Years (36 - 48 Months)	F. Emergent Reading	4. Demonstrates comprehension of books read aloud	Benchmark a: Retells or reenacts parts of a story after it is read aloud	LL-NC.3.AA Joins in acting out a book as it's read aloud. LL-NC.3.A Describes one event from a familiar narrative using visuals or gestures. 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.
3 - 4 Years (36 - 48 Months)	G. Emergent Writing	1. Begins to show motivation to engage in written expression appropriate knowledge of forms and functions of written composition	Benchmark a: Uses scribbling, letter-like shapes and drawings to represent thoughts and ideas	LL-WR.4.A Scribbles and makes marks on page. These may be continuous lines or separate shapes. The shapes may include dots, circles, or lines. LL-WR.4.B Writes letter-like forms and makes marks on page that look like conventional shapes or mock letters. LL-WR.2.A Draws and/or writes to represent, express, or communicate interests. LL-WR.2.AA Draws to represent something or to communicate a thought.
4 Years - Kindergarten (48 Months - Kindergarten)	A. Listening and Understanding	1. Demonstrates understanding when listening	Benchmark a: Engages in multiple back-and-forth communicative interactions with adults (e. g., teacher-shared information, read-aloud books) and peers to set goals, follow rules, solve problems and share what is learned with others	LL-LC.4.B Initiates or joins conversations and engages in conversational turn-taking with at least one feedback loop using both verbal and nonverbal communication. LL-LC.4.C Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic. LL-LC.4.D Adds information or appropriately remains on or changes topic during a conversation with multiple feedback loops alternating between speaker and listener.

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Age	Component	Standard	Benchmark	Every Child Ready Standard(s)
4 Years - Kindergarten (48 Months - Kindergarten)	A. Listening and Understanding	1. Demonstrates understanding when listening	Benchmark b: Shows understanding by asking and answering factual, predictive and inferential questions, adding comments relevant to the topic and reacting appropriately to what is said	LL-NC.2.B Answers factual questions using a variety of text types (predictable, informational, poetry, etc.). 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-NC.2.E Makes inferences and provides explanation and reasoning for events in a text or characters' actions. 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. LL-NC.1.C Identifies and answers questions about events in a story. SC-SP.1.D Formulates own science-oriented questions based on observations.
4 Years - Kindergarten (48 Months - Kindergarten)	A. Listening and Understanding	2. Increase knowledge through listening	Benchmark a: Identifies the main idea, some details of a conversation, story or informational text and can explicitly connect what is being learned to own existing knowledge	LL-LC.4.C Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic. 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). LL-NC.5.C Makes connections between own experiences, background knowledge, and information presented in an informational text. 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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Age	Component	Standard	Benchmark	Every Child Ready Standard(s)
4 Years - Kindergarten (48 Months - Kindergarten)	A. Listening and Understanding	2. Increase knowledge through listening	Benchmark b: Demonstrates increased ability to focus and sustain attention, set goals and solve dilemmas presented in conversation, story, informational text or creative play	ATL.6.E Attends to activities or peer engagement for extended periods of time (30+ minutes). SE.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges. 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.1.E Coordinates roles and carries out more complex stories during role-play. ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play). ATL.7.E Regulates impulses to complete tasks and engages in goal-directed behavior.
4 Years - Kindergarten (48 Months - Kindergarten)	A. Listening and Understanding	3. Follows directions	Benchmark a: Achieves mastery of twostep directions and usually follows threestep directions	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. 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.
4 Years - Kindergarten (48 Months - Kindergarten)	B. Speaking	1. Speaks and is understood when speaking	Benchmark a: Speaks and is understood by both a familiar and an unfamiliar adult but may make some pronunciation errors	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.D Adds information or appropriately remains on or changes topic during a conversation with multiple feedback loops alternating between speaker and listener. LL-LC.5.C Continues to develop more complex sentences by using adjectives (i.e., "Armel throws the blue ball").

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Age	Component	Standard	Benchmark	Every Child Ready Standard(s)
4 Years - Kindergarten (48 Months - Kindergarten)	C. Vocabulary	1. Shows an understanding of words and their meanings (receptive)	Benchmark a: Demonstrates understanding of age appropriate vocabulary across many topic areas and demonstrates a wide variety of words and their meanings within each area (e.g., world knowledge, names of body parts and feelings)	LL-LC.1.AA Points to familiar objects, people, body parts, or emotions. SE.1.C With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations. 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") SC-LES.4.B Identifies various animals. SC-LES.5.B Identifies various plants such as trees, flowers, bushes, and so on. LL-LC.2.AA Verbally labels familiar objects, body parts, people, or emotions using one-word responses.
4 Years - Kindergarten (48 Months - Kindergarten)	C. Vocabulary	1. Shows an understanding of words and their meanings (receptive)	Benchmark b: Demonstrates mastery of functional and organizational language (e.g., same and different, in front of and behind, next to, opposite, below) when describing people and settings in multiple environments	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. M-GS.3.A Demonstrates understanding of location terms (e.g., "in," "on," "under," "over") by using gestures or objects. M-GS.3.B Demonstrates understanding of proximity terms (e.g., "beside," "between," "above," "below") by using gestures or objects. M-GS.3.C Demonstrates understanding of frame of reference terms (e.g., "in back of," "in front of," "behind") by using gestures or objects. M-GS.3.D Demonstrates understanding of direction terms (e.g., "forward," "backward," "around," "through," "to," "from," "towards"). M-GS.3.E Demonstrates understanding of direction terms (e.g., "near," "far") using gestures or objects.

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Age	Component	Standard	Benchmark	Every Child Ready Standard(s)
4 Years - Kindergarten (48 Months - Kindergarten)	C. Vocabulary	1. Shows an understanding of words and their meanings (receptive)	Benchmark c: Understands or knows the meaning of many thousands of words including subject area words (e.g., science, social studies, math and literacy), many more than he or she routinely uses (receptive language)	LL-LC.3.A Shows interest in new words or asks questions to acquire new vocabulary. LL-LC.2.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information. PD.5.D Demonstrates understanding and categorizes different foods types such as vegetables, fruit, grains, protein, and dairy. M-GS.1.C Identifies and describes the properties of common two-dimensional shapes using words like "sides," "corners," "curve." SC-LES.4.B Identifies various animals. SC-LES.5.B Identifies various plants such as trees, flowers, bushes, and so on. LL-LC.1.AA Points to familiar objects, people, body parts, or emotions.
4 Years - Kindergarten (48 Months - Kindergarten)	C. Vocabulary	2. Uses increased vocabulary to describe objects, actions, and events (expressive)	Benchmark a: Uses a large speaking vocabulary, adding new words weekly (e.g., repeats words and uses them appropriately in context) (typically has a vocabulary of more than 1,500 words)	LL-LC.3.E Uses various resources to identify new meanings for familiar words or clarify the meaning of unknown words and phrases. LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults. ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own.
4 Years - Kindergarten (48 Months - Kindergarten)	C. Vocabulary	2. Uses increased vocabulary to describe objects, actions, and events (expressive)	Benchmark b: Uses a variety of word-meaning relationships (e.g., part whole, objectfunction, objectlocation)	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").

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Age	Component	Standard	Benchmark	Every Child Ready Standard(s)
4 Years - Kindergarten (48 Months - Kindergarten)	C. Vocabulary	2. Uses increased vocabulary to describe objects, actions, and events (expressive)	Benchmark c: Identifies unfamiliar words asking for clarification	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-LC.2.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.
4 Years - Kindergarten (48 Months - Kindergarten)	C. Vocabulary	2. Uses increased vocabulary to describe objects, actions, and events (expressive)	Benchmark d: Uses words in multiple contexts, with the understanding that some words have multiple meanings	LL-LC.4.E Modifies conversations based on the context or listener. LL-LC.4.D Adds information or appropriately remains on or changes topic during a conversation with multiple feedback loops alternating between speaker and listener. LL-LC.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.
4 Years - Kindergarten (48 Months - Kindergarten)	D. Sentences and Structure	1. Uses appropriate grammar in conversations and increasingly complex phrases and sentences	Benchmark a: Typically uses complete sentences of five or more words, usually with subject, verb and object order	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").
4 Years - Kindergarten (48 Months - Kindergarten)	D. Sentences and Structure	1. Uses appropriate grammar in conversations and increasingly complex phrases and sentences	Benchmark b: Uses regular and irregular plurals, regular past tense, personal and possessive pronouns and subjectverb agreement	SOC.5.E Begins to connect past and present experiences and describes events that have happened or will happen in the future. 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").

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Age	Component	Standard	Benchmark	Every Child Ready Standard(s)
4 Years - Kindergarten (48 Months - Kindergarten)	D. Sentences and Structure	2. Connects words, phrases, and sentences to build ideas	Benchmark a: Uses sentences with more than one phrase	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.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.
4 Years - Kindergarten (48 Months - Kindergarten)	D. Sentences and Structure	2. Connects words, phrases, and sentences to build ideas	Benchmark b: Combines more than one idea using complex sentences (e.g., sequences and cause/effect relationships)	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-NC.1.D Identifies the cause and effect relationship between events in a narrative story. 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.4.E Constructs a personal narrative with three or more events in coherent sequence, adding simple details. LL-NC.3.E With prompting and support, retells familiar stories, including key details.
4 Years - Kindergarten (48 Months - Kindergarten)	D. Sentences and Structure	2. Connects words, phrases, and sentences to build ideas	Benchmark c: Combines sentences that give lots of detail, stick to the topic and clearly communicate intended meaning	LL-NC.4.E Constructs a personal narrative with three or more events in coherent sequence, adding simple details. LL-NC.3.E With prompting and support, retells familiar stories, including key details. 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.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information. 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").

IV. LANGUAGE AND LITERACY DOMAIN

Age	Component	Standard	Benchmark	Every Child Ready Standard(s)
4 Years - Kindergarten (48 Months - Kindergarten)	E. Conversation	1. Uses nonverbal and verbal communication and language to express needs and feelings, share experiences, and resolve problems	Benchmark a: Engages in conversations with two to three back-and-forth turns using language, gestures, and expressions (e.g., words related to social conventions like "please" and "thank you")	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.
4 Years - Kindergarten (48 Months - Kindergarten)	E. Conversation	2. Asks questions, and responds to adults and peers in a variety of settings	Benchmark a: Asks and responds to more complex statements and questions, follows another's conversational lead, maintains multi-turn conversations, appropriately introduces new content and appropriately initiates or ends conversations	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.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.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information. LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").
4 Years - Kindergarten (48 Months - Kindergarten)	E. Conversation	3. Demonstrates understanding of the social conventions of communication and language use	Benchmark a: Demonstrates increased awareness of nonverbal conversational rules	ATL.4.A Uses two to three words or nonverbal actions (gestures, body language, facial expressions) to explain activities they are engaging in. LL-LC.4.AA Communicates with peers and teachers using nonverbal gestures like pointing, shrugging shoulders, or giving a thumbs-up. 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.5.E Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.

IV. LANGUAGE AND LITERACY DOMAIN

Age	Component	Standard	Benchmark	Every Child Ready Standard(s)
4 Years - Kindergarten (48 Months - Kindergarten)	E. Conversation	3. Demonstrates understanding of the social conventions of communication and language use	Benchmark b: Demonstrates knowledge of verbal conversational rules (e.g., appropriately takes turns, does not interrupt, uses appropriate verbal expressions and uses appropriate intonation)	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.
4 Years - Kindergarten (48 Months - Kindergarten)	E. Conversation	3. Demonstrates understanding of the social conventions of communication and language use	Benchmark c: Matches language to social and academic contexts (e.g., uses volume appropriate to context)	LL-LC.4.E Modifies conversations based on the context or listener.
4 Years - Kindergarten (48 Months - Kindergarten)	F. Emergent Reading	1. Shows motivation for and appreciation of reading	Benchmark a: Selects books for reading enjoyment and reading related activities including pretending to read to self or others	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-BK.1.D Looks at books independently or with peers. LL-BK.1.E Invites peers to look at books or ask questions about books read by peers. LL-BK.2.C Uses illustrations to tell a familiar story with intonation and expression, using repeated phrases. LL-BK.2.D Tracks print from left to right and top to bottom while imitating reading a familiar text.
4 Years - Kindergarten (48 Months - Kindergarten)	F. Emergent Reading	1. Shows motivation for and appreciation of reading	Benchmark b: Makes real-world 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.2.D Makes inferences to answer simple "why" questions by using background knowledge and events in a 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).

IV. LANGUAGE AND LITERACY DOMAIN

Age	Component	Standard	Benchmark	Every Child Ready Standard(s)
4 Years - Kindergarten (48 Months - Kindergarten)	F. Emergent Reading	1. Shows motivation for and appreciation of reading	Benchmark c: Interacts appropriately with books and other materials in a print-rich environment	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.C Uses illustrations to tell a familiar story with intonation and expression, using repeated phrases. LL-BK.3.C Demonstrates understanding that print has meaning and begins to connect environmental print with objects or locations in the classroom.
4 Years - Kindergarten (48 Months - Kindergarten)	F. Emergent Reading	1. Shows motivation for and appreciation of reading	Benchmark d: Asks to be read to, asks the meaning of written text or compares books/stories	LL-BK.1.B Selects and requests that a favorite or familiar book be read by an adult. LL-LC.3.E Uses various resources to identify new meanings for familiar words or clarify the meaning of unknown words and phrases. LL-NC.5.D Describes the relationship between an informational text and another text about a similar topic.
4 Years - Kindergarten (48 Months - Kindergarten)	F. Emergent Reading	1. Shows motivation for and appreciation of reading	Benchmark e: Initiates and participates in conversations that demonstrate appreciation of printed materials	LL-NC.3.E With prompting and support, retells familiar stories, including key details. LL-NC.5.C Makes connections between own experiences, background knowledge, and information presented in an informational text. LL-BK.1.C Listens to a wide variety of age appropriate literature read aloud.
4 Years - Kindergarten (48 Months - Kindergarten)	F. Emergent Reading	2. Shows age-appropriate phonological awareness	Benchmark a: Distinguishes individual words within spoken phrases or sentences	LL-PA.3.B Listens to and fills in the missing rhyming word from a familiar song, poem, rhyme, fingerplay, or story. For example, "Twinkle, twinkle little star. How I wonder what you ____." LL-PA.4.B Identifies if a pair of given words have the same initial consonant sound with picture support (no blends or digraphs). 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.

IV. LANGUAGE AND LITERACY DOMAIN

Age	Component	Standard	Benchmark	Every Child Ready Standard(s)
4 Years - Kindergarten (48 Months - Kindergarten)	F. Emergent Reading	2. Shows age-appropriate phonological awareness	Benchmark b: Combines words to make a compound word (e.g., "foot" + "ball" = "football")	LL-PA.1.B Blends two words to make a compound word.
4 Years - Kindergarten (48 Months - Kindergarten)	F. Emergent Reading	2. Shows age-appropriate phonological awareness	Benchmark c: Deletes a word from a compound word (e.g., "starfish" – "star" = "fish")	LL-PA.1.C Segments compound words to identify the two words within the compound word. LL-PA.1.D Performs elision of the first or second word in compound words using pictures. For example, "My word is 'butterfly.' 'Butterfly' without 'fly' is 'butter.' LL-PA.1.E Substitutes either the first or second word of a compound word using picture. For example, "'Basketball.' Remove 'basket' and replace it with 'foot' to create 'football.'"
4 Years - Kindergarten (48 Months - Kindergarten)	F. Emergent Reading	2. Shows age-appropriate phonological awareness	Benchmark d: Combines syllables into words (e.g., "sis" + "ter" = "sister")	LL-PA.2.D Blends the syllables in two- to three-syllable words. LL-PA.2.E Blends the syllables in four-syllable words.
4 Years - Kindergarten (48 Months - Kindergarten)	F. Emergent Reading	2. Shows age-appropriate phonological awareness	Benchmark e: Deletes a syllable from a word (e.g., "trumpet" – "trum" = "pet" or "candy" – "dy" = "can")	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.
4 Years - Kindergarten (48 Months - Kindergarten)	F. Emergent Reading	2. Shows age-appropriate phonological awareness	Benchmark f: Combines onset and rime to form a familiar one-syllable word with and without pictorial support (e.g., when shown several pictures and adult says "/c/" + "at," child can select the picture of the cat)	LL-PA.5.D Blends onset-rimes to form familiar CVC words.

IV. LANGUAGE AND LITERACY DOMAIN

Age	Component	Standard	Benchmark	Every Child Ready Standard(s)
4 Years - Kindergarten (48 Months - Kindergarten)	F. Emergent Reading	3. Shows alphabetic and print knowledge	Benchmark a: Recognizes that print conveys meaning	LL-BK.3.A Demonstrates understanding that print has meaning. LL-BK.3.C Demonstrates understanding that print has meaning and begins to connect environmental print with objects or locations in the classroom.
4 Years - Kindergarten (48 Months - Kindergarten)	F. Emergent Reading	3. Shows alphabetic and print knowledge	Benchmark b: Recognizes almost all letters when named (e.g., when shown a group of letters, can accurately identify, verbally or nonverbally, the letter that is named)	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.
4 Years - Kindergarten (48 Months - Kindergarten)	F. Emergent Reading	3. Shows alphabetic and print knowledge	Benchmark c: Names most letters (e.g., when shown an uppercase or lowercase letter, can accurately say its name)	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.
4 Years - Kindergarten (48 Months - Kindergarten)	F. Emergent Reading	3. Shows alphabetic and print knowledge	Benchmark d: Recognizes some letter sounds (e.g., when shown a group of letters, can accurately identify, verbally or nonverbally, the letter of the sound given)	LL-AK.2.AA Produces the first letter sound in their name with teacher support. 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.

IV. LANGUAGE AND LITERACY DOMAIN

Age	Component	Standard	Benchmark	Every Child Ready Standard(s)
4 Years - Kindergarten (48 Months - Kindergarten)	F. Emergent Reading	4. Demonstrates comprehension of books read aloud	Benchmark a: Retells or reenacts story with increasing accuracy and complexity after it is 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.
4 Years - Kindergarten (48 Months - Kindergarten)	F. Emergent Reading	4. Demonstrates comprehension of books read aloud	Benchmark b: Asks and answers appropriate questions about the story (e.g., "What just happened?" "What might happen next?" "What would happen if...?" "What was so silly about...?" "How would you feel if you...?")	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-LC.2.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information. LL-NC.1.E Identifies the problem, solution, and character motivation in narrative story. LL-NC.2.C Uses events from the book to make a prediction about what might happen next. LL-NC.2.E Makes inferences and provides explanation and reasoning for events in a text or characters' actions.
4 Years - Kindergarten (48 Months - Kindergarten)	G. Emergent Writing	1. Begins to show motivation to engage in written expression appropriate knowledge of forms and functions of written composition	Benchmark a: Intentionally uses scribbles/writing to convey meaning (e.g., signing artwork, captioning, labeling, creating lists, making notes)	LL-WR.4.A Scribbles and makes marks on page. These may be continuous lines or separate shapes. The shapes may include dots, circles, or lines. LL-WR.2.A Draws and/or writes to represent, express, or communicate interests. LL-WR.2.B Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme.

IV. LANGUAGE AND LITERACY DOMAIN

Age	Component	Standard	Benchmark	Every Child Ready Standard(s)
4 Years - Kindergarten (48 Months - Kindergarten)	G. Emergent Writing	1. Begins to show motivation to engage in written expression appropriate knowledge of forms and functions of written composition	Benchmark b: Uses letterlike shapes or letters to write words or parts of words	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.E Forms correct, intentional, and recognizable letters on the page when writing. LL-WR.7.A Completes a sentence prompt with a written word using phonetic spelling.
4 Years - Kindergarten (48 Months - Kindergarten)	G. Emergent Writing	1. Begins to show motivation to engage in written expression appropriate knowledge of forms and functions of written composition	Benchmark c: Writes own name (e.g., first name, last name, or nickname), not necessarily with full correct spelling or well formed letters	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. 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.

V. MATHEMATICAL THINKING DOMAIN

Age	Component	Standard	Every Child Ready Standard(s)
3 - 4 Years (36 - 48 Months)	A. Number Sense	1. Subitizes (immediately recognizes without counting) the number of objects in a set of four objects.	M-NC.3.A Subitizes by instantly saying how many are in a set without counting for quantities 1-3.

V. MATHEMATICAL THINKING DOMAIN

Age	Component	Standard	Every Child Ready Standard(s)
3 - 4 Years (36 - 48 Months)	A. Number Sense	2. Counts and identifies the number sequence "1 to 10"	M-NC.1.D Says number words in order from 1–10 from memory.
3 - 4 Years (36 - 48 Months)	A. Number Sense	3. Begins 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.
3 - 4 Years (36 - 48 Months)	A. Number Sense	4. Identifies the last number spoken tells "how many" up to five (cardinality)	M-NC.3.B Creates sets of 0–5 and begins to use cardinality to identify the last number counted.
3 - 4 Years (36 - 48 Months)	A. Number Sense	5. Counts sets constructed by the teacher to five and beyond	M-NC.2.D Says numbers in order, matching each number word to each object when counting from 1–10. 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.E Creates sets of 0–10 and uses cardinality to identify the last number counted.
3 - 4 Years (36 - 48 Months)	A. Number Sense	6. Constructs and counts sets of one to five and beyond	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.

V. MATHEMATICAL THINKING DOMAIN

Age	Component	Standard	Every Child Ready Standard(s)
3 - 4 Years (36 - 48 Months)	B. Number and Operations	1. Explores quantities up to five using objects, fingers and dramatic play to solve real-world joining and separating problems	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. M-NC.8.E Solves subtraction story problems for quantities 1–10 using objects, fingers, drawings, or actions.
3 - 4 Years (36 - 48 Months)	B. Number and Operations	2. Changes size of a set of up to five objects by combining and taking away	M-NC.8.B Counts a set of 1–5 objects. Takes objects away and counts how many are left. 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.
3 - 4 Years (36 - 48 Months)	C. Patterns	1. Notices a pattern with a missing element and completes the pattern	M-PFA.3.D Uses objects, rhythm, or movement to copy and extend simple and advanced patterns (e.g., AB, ABC, ABB, AAB).
3 - 4 Years (36 - 48 Months)	C. Patterns	2. Begins to duplicate a pattern from a model	M-PFA.3.AA Copies simple AB patterns through rhythm and movement. M-PFA.3.A 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).
3 - 4 Years (36 - 48 Months)	D. Geometry	1. Recognizes and names typical shapes (circle, square, triangle)	M-GS.1.AA Verbally or nonverbally identifies one to two common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle). M-GS.1.A Verbally or nonverbally identifies at least three common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle).

V. MATHEMATICAL THINKING DOMAIN

Age	Component	Standard	Every Child Ready Standard(s)
3 - 4 Years (36 - 48 Months)	D. Geometry	2. Matches a wider variety of shapes and orientations	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).
3 - 4 Years (36 - 48 Months)	D. Geometry	3. Explores three-dimensional shapes in the environment through play	M-GS.1.E Verbally or nonverbally identifies three-dimensional shapes (sphere, cone, cylinder, cube). M-GS.2.E Constructs common three-dimensional shapes (sphere, cone, cylinder, cube) with materials.
3 - 4 Years (36 - 48 Months)	E. Spatial Relations	1. Demonstrates an understanding of basic spatial directions through songs, finger plays and games	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.
3 - 4 Years (36 - 48 Months)	E. Spatial Relations	2. Demonstrates directionality, order and position of objects by following simple directions	M-GS.3.AA Demonstrates understanding of movement terms (e.g., "up," "down") 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.E Demonstrates understanding of direction terms (e.g., "near," "far") using gestures or objects. ATL.7.B Independently follows two- to three-step verbal adult directions. M-PFA.2.D Uses ordinal numbers to order and describe relative position for up to three objects.

V. MATHEMATICAL THINKING DOMAIN

Age	Component	Standard	Every Child Ready Standard(s)
3 - 4 Years (36 - 48 Months)	F. Measurement and Data	1. Uses size words to label objects	M-PFA.1.A Sorts and groups objects based on one attribute such as visual features like color, size, or shape. M-M.1.AA Demonstrates understanding of length terms (i.e., "longer," "shorter") using gestures or objects. LL-LC.1.B Attempts to use words to label familiar objects, people, places, emotions, and actions. M-PFA.2.C Order up to five objects by one attribute, such as size, shades of color, texture, or sound, using comparative language.
3 - 4 Years (36 - 48 Months)	F. Measurement and Data	2. Explores two objects by making direct comparisons in length, weight and size using a single 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-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.
3 - 4 Years (36 - 48 Months)	F. Measurement and Data	3. Measures object attributes using a variety of standard and nonstandard tools with adult guidance	M-M.1.E Uses standard units (e.g., ruler, scale, balance) to measure and then use comparative language to describe the measurements of two objects. M-M.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?"
3 - 4 Years (36 - 48 Months)	F. Measurement and Data	4. Participates in group sorting and data collection	M-PFA.1.A Sorts and groups objects based on one attribute such as visual features like color, size, or shape. 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).
4 Years - Kindergarten (48 Months - Kindergarten)	A. Number Sense	1. Subitizes (immediately recognizes without counting) up to five objects	M-NC.3.A Subitizes by instantly saying how many are in a set without counting for quantities 1–3.

V. MATHEMATICAL THINKING DOMAIN

Age	Component	Standard	Every Child Ready Standard(s)
4 Years - Kindergarten (48 Months - Kindergarten)	A. Number Sense	2. Counts and identifies the number sequence "1 to 31" Begins to count groups of one to five objects in daily routine	M-NC.1.E Says number words in order from 1–20 from memory. M-NC.2.B Says numbers in order, matching each number word to each object when counting from 1–5.
4 Years - Kindergarten (48 Months - Kindergarten)	A. Number Sense	3. Demonstrates one-to-one correspondence when counting objects placed in a row (one to 15 and beyond)	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.
4 Years - Kindergarten (48 Months - Kindergarten)	A. Number Sense	4. Identifies the last number spoken tells "how many" up to 10 (cardinality)	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.
4 Years - Kindergarten (48 Months - Kindergarten)	A. Number Sense	5. Constructs and counts sets of objects (one to 10 and beyond)	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.
4 Years - Kindergarten (48 Months - Kindergarten)	A. Number Sense	6. Uses counting and matching strategies to find which is more, less than or equal to 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. 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.

V. MATHEMATICAL THINKING DOMAIN

Age	Component	Standard	Every Child Ready Standard(s)
4 Years - Kindergarten (48 Months - Kindergarten)	A. Number Sense	7. Reads and writes some numerals one to 10 using appropriate activities	M-NC.5.D Says the names of numerals 0–10 shown in random order. M-NC.6.D Matches a set of objects with the number symbol to represent the set for quantities 0–10. LL-WR.2.B Draws and/or writes to represent and describe an object, event, or observation.
4 Years - Kindergarten (48 Months - Kindergarten)	B. Number and Operations	1. Explores quantities up to eight using objects, fingers and dramatic play to solve real-world joining and separating problems	M-NC.8.E Solves subtraction story problems for quantities 1–10 using objects, fingers, drawings, or actions. M-NC.8.D Counts a set of 1–10 objects. Takes objects away and counts how many are left. 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.
4 Years - Kindergarten (48 Months - Kindergarten)	B. Number and Operations	2. Begins to demonstrate how to compose and decompose (build and take apart) sets up to eight using objects, fingers and acting out	M-NC.3.E Creates sets of 0–10 and uses cardinality to identify the last number counted. M-NC.8.E Solves subtraction story problems for quantities 1–10 using objects, fingers, drawings, or actions. M-NC.7.AA Demonstrates an understanding that combining two sets increases the total quantity. M-NC.8.AA Demonstrates an understanding that separating one set of objects into two sets decreases the total quantity in the original set.
4 Years - Kindergarten (48 Months - Kindergarten)	C. Patterns	1. Identifies and extends a simple AB repeating pattern	M-PFA.3.B Uses objects, rhythm, or movement to copy and extend simple AB patterns.
4 Years - Kindergarten (48 Months - Kindergarten)	C. Patterns	2. Duplicates a simple AB pattern using different objects	M-PFA.3.A Uses objects, rhythm, or movement to copy simple AB patterns. M-PFA.3.B Uses objects, rhythm, or movement to copy and extend simple AB patterns.
4 Years - Kindergarten (48 Months - Kindergarten)	C. Patterns	3. Recognizes the unit of repeat of a more complex pattern and extends the pattern (e.g., ABB or ABC)	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).

V. MATHEMATICAL THINKING DOMAIN

Age	Component	Standard	Every Child Ready Standard(s)
4 Years - Kindergarten (48 Months - Kindergarten)	D. Geometry	1. Recognizes and names two-dimensional shapes (circle, square, triangle and rectangle) of different size and orientation	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.
4 Years - Kindergarten (48 Months - Kindergarten)	D. Geometry	2. Describes, sorts and classifies two- and three-dimensional shapes using some attributes such as size, sides and other properties (e.g., vertices)	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.C Identifies and describes the properties of common two-dimensional shapes using words like "sides," "corners," "curve." M-PFA.1.A Sorts and groups objects based on one attribute such as visual features like color, size, or shape.
4 Years - Kindergarten (48 Months - Kindergarten)	D. Geometry	3. Creates two-dimensional shapes using other shapes (e.g., putting two squares together to make a rectangle)	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.
4 Years - Kindergarten (48 Months - Kindergarten)	D. Geometry	4. Constructs with three-dimensional shapes in the environment through play (e.g., building castles in the construction area)	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.
4 Years - Kindergarten (48 Months - Kindergarten)	E. Spatial Relations	1. Describes relationships between objects and locations with words and gestures by constructing models to demonstrate an understanding of proximity (beside, next to, between, below, over and under)	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. C-ARTS.3.B Creates drawings, paintings, and models with an increasing level of detail.

V. MATHEMATICAL THINKING DOMAIN

Age	Component	Standard	Every Child Ready Standard(s)
4 Years - Kindergarten (48 Months - Kindergarten)	E. Spatial Relations	2. Uses directions to move through space and find places in space	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. 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.
4 Years - Kindergarten (48 Months - Kindergarten)	F. Measurement and Data	1. Measures object attributes using a variety of standard and nonstandard tools	M-M.1.E Uses standard units (e.g., ruler, scale, balance) to measure and then use comparative language to describe the measurements of two objects. M-M.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?"
4 Years - Kindergarten (48 Months - Kindergarten)	F. Measurement and Data	2. Identifies measurable attributes such as length and weight and solves problems by making direct comparisons of objects	M-M.1.A Demonstrates understanding of length terms (i.e., "longer," "shorter") and height terms (i.e., "taller," "shorter") using gestures or objects. M-M.1.B Demonstrates understanding of length terms (i.e., "longer," "shorter"), height terms (i.e., "taller," "shorter"), volume terms (i.e., "more," "less"), and weight terms (i.e., "heavier," "lighter") using gestures or objects. 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.
4 Years - Kindergarten (48 Months - Kindergarten)	F. Measurement and Data	3. Seriates (places objects in sequence) up to six objects in order by height or length (e.g., cube towers or unit blocks)	M-PFA.2.C Order up to five objects by one attribute, such as size, shades of color, texture, or sound, using comparative language.

V. MATHEMATICAL THINKING DOMAIN

Age	Component	Standard	Every Child Ready Standard(s)
4 Years - Kindergarten (48 Months - Kindergarten)	F. Measurement and Data	4. Represents, analyzes and discusses data (e.g. charts, graphs and tallies)	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 students to represent children's 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. 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?"
4 Years - Kindergarten (48 Months - Kindergarten)	F. Measurement and Data	5. Begins to predict the results of data collection	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.

VI. SCIENTIFIC INQUIRY DOMAIN

Age	Component	Standard	Benchmark	Every Child Ready Standard(s)
3 - 4 Years (36 - 48 Months)	A. Scientific Inquiry Through Exploration and Discovery	1. Uses senses to explore and understand their social and physical environment	Benchmark a: Begins to identify each of the five senses and how they relate to the sense organs	LL-LC.2.AA Verbally labels familiar objects, body parts, people, or emotions using one-word responses. 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.
3 - 4 Years (36 - 48 Months)	A. Scientific Inquiry Through Exploration and Discovery	1. Uses senses to explore and understand their social and physical environment	Benchmark b: Uses senses to observe and experience objects and environment	SC-SP.1.AA Uses senses to observe the environment. PD.5.AA Uses senses to experience a variety of food during mealtimes.
3 - 4 Years (36 - 48 Months)	A. Scientific Inquiry Through Exploration and Discovery	2. Uses tools in scientific inquiry	Benchmark a: Demonstrates the use of simple tools and equipment for observing and investigating (e.g., droppers, blocks, bug catchers)	SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment. 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. SC-LES.3.E Uses science tools to research and learn more about Earth and space, such as a telescope or binoculars.
3 - 4 Years (36 - 48 Months)	A. Scientific Inquiry Through Exploration and Discovery	3. Uses understanding of causal relationships to act on social and physical environments	Benchmark a: Makes simple predictions and reflects on what caused something to happen	SC-SP.2.B Participates in teacher-led explorations and experiments and uses prior knowledge to make predictions. SC-SP.1.B Observes and describes cause and effect. 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).

VI. SCIENTIFIC INQUIRY DOMAIN

Age	Component	Standard	Benchmark	Every Child Ready Standard(s)
3 - 4 Years (36 - 48 Months)	A. Scientific Inquiry Through Exploration and Discovery	3. Uses understanding of causal relationships to act on social and physical environments	Benchmark b: Participates in and discusses simple experiments	SC-SP.2.B Participates in teacher-led explorations and experiments and uses prior knowledge to make predictions. SC-SP.3.C Draws conclusions on prior knowledge and recorded information.
3 - 4 Years (36 - 48 Months)	A. Scientific Inquiry Through Exploration and Discovery	3. Uses understanding of causal relationships to act on social and physical environments	Benchmark c: Represents ideas and observations through drawings or using other forms of representation (e.g., manipulatives or different objects)	SC-SP.3.B Begins to identify relevant information and collects and records information in own journal or paper. SC-SP.1.AA Uses senses to observe the environment.
3 - 4 Years (36 - 48 Months)	B. Life Science	1. Demonstrates knowledge related to living things and their environments	Benchmark a: Observes and explores a variety of plants and animals and their environments (e.g., rabbits, birds, ladybugs, hermit crabs, eggs, butterflies and bugs in the garden)	SC-SP.1.AA Uses senses to observe the environment. SC-LES.1.AA Notices and looks at the natural world around them. SC-LES.4.AA Points to and observes animals in the environment. SC-LES.5.AA Points to and observes plants in the environment. SC-LES.5.D Observes and describes plant habitats and life cycles. SC-LES.4.D Observes and describes habitats and life cycles.
3 - 4 Years (36 - 48 Months)	B. Life Science	1. Demonstrates knowledge related to living things and their environments	Benchmark b: Begins to notice the similarities and differences among various living things	SC-LES.1.A Identifies different elements of nature, such as rocks, water, air, and leaves. 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.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.

VI. SCIENTIFIC INQUIRY DOMAIN

Age	Component	Standard	Benchmark	Every Child Ready Standard(s)
3 - 4 Years (36 - 48 Months)	B. Life Science	1. Demonstrates knowledge related to living things and their environments	Benchmark c: Explores basic life cycles (e.g., plants grow from seeds and hatching eggs)	SC-LES.4.D Observes and describes habitats and life cycles. SC-LES.4.E Describes and discusses the relationship between humans and animals. SC-LES.5.D Observes and describes plant habitats and life cycles.
3 - 4 Years (36 - 48 Months)	B. Life Science	1. Demonstrates knowledge related to living things and their environments	Benchmark d: Explores the differences between living and non-living things	SC-LES.1.B Demonstrates understanding of the difference between living and nonliving things. 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.
3 - 4 Years (36 - 48 Months)	B. Life Science	1. Demonstrates knowledge related to living things and their environments	Benchmark e: Explores the needs of living things (e.g., plants need water to grow and kids need food to grow)	SC-LES.5.C Identifies that plants are living and describes the needs of plants. 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.
3 - 4 Years (36 - 48 Months)	C. Physical Science	1. Demonstrate knowledge related to physical science	Benchmark a: Explores and investigates objects that require positioning and movement through play (e.g., gears, marble chutes, screws in a toy workbench)	SC-P.1.AA Uses senses to explore the colors and textures of materials and objects in the environment. 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. ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work.
3 - 4 Years (36 - 48 Months)	C. Physical Science	1. Demonstrate knowledge related to physical science	Benchmark b: Explores and investigates how to change the speed with which an object will move (e.g., pedaling a tricycle, rolling a ball)	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.

VI. SCIENTIFIC INQUIRY DOMAIN

Age	Component	Standard	Benchmark	Every Child Ready Standard(s)
3 - 4 Years (36 - 48 Months)	C. Physical Science	1. Demonstrate knowledge related to physical science	Benchmark c: Explores and investigates the properties of toys and objects (e.g., relationship between size and weight of blocks, what makes balls bounce)	SC-P.1.AA Uses senses to explore the colors and textures of materials and objects in the environment. ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work. SOC.5.AA Begins to demonstrate an understanding of present experiences through concrete materials and visual supports. 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.
3 - 4 Years (36 - 48 Months)	C. Physical Science	1. Demonstrate knowledge related to physical science	Benchmark d: Explores and begins to identify physical properties and state of matter of objects or materials (e.g., playing with sand and water, mixing paints, freezing and cooking, sinking/floating objects)	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.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. SC-P.3.B Recognizes and explores water in its liquid, solid, and gas forms.
3 - 4 Years (36 - 48 Months)	D. Earth and Space Science	1. Demonstrate knowledge related to the dynamic properties of earth and sky	Benchmark a: Investigates and asks questions about the properties of water using adult- and child-directed activities	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. SC-P.3.B Recognizes and explores water in its liquid, solid, and gas forms.
3 - 4 Years (36 - 48 Months)	D. Earth and Space Science	1. Demonstrate knowledge related to the dynamic properties of earth and sky	Benchmark b: Investigates and asks questions about the properties of rocks, soil, sand and mud using adult- and child-directed activities	SC-LES.1.A Identifies different elements of nature, such as rocks, water, air, and leaves. SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment. SC-SP.1.C With teacher guidance, begins to formulate own questions based on observations.

VI. SCIENTIFIC INQUIRY DOMAIN

Age	Component	Standard	Benchmark	Every Child Ready Standard(s)
3 - 4 Years (36 - 48 Months)	D. Earth and Space Science	1. Demonstrate knowledge related to the dynamic properties of earth and sky	Benchmark c: Asks questions and shows curiosity about objects in the sky (e.g., clouds, sun, moon and stars)	SC-LES.3.B Describes and discusses objects in the sky, such as clouds, sun, moon, or stars. 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.C With teacher guidance, begins to formulate own questions based on observations.
3 - 4 Years (36 - 48 Months)	D. Earth and Space Science	1. Demonstrate knowledge related to the dynamic properties of earth and sky	Benchmark d: Describes typical daytime and nighttime activities for people and other animals through drawing, naming or pretend play	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. M-M.2.C Demonstrates understanding of passage of time within one day, such as understanding morning, afternoon, earlier, later. M-M.2.B Demonstrates the understanding of daily routines (order and general length of components). C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play. LL-WR.2.B Draws and/or writes to represent and describe an object, event, or observation.
3 - 4 Years (36 - 48 Months)	D. Earth and Space Science	1. Demonstrate knowledge related to the dynamic properties of earth and sky	Benchmark e: Observes and discusses weather changes day to day	SC-LES.2.AA Uses senses to observe and respond to changes in the weather. SC-LES.2.B Identifies seasons and observes and describes patterns and changes in the weather.
3 - 4 Years (36 - 48 Months)	E. Environment	1. Demonstrates awareness of relationship to people, objects and living/ non-living things in their environment	Benchmark a: Describes familiar people and objects in the environment	SOC.2.A Verbally or nonverbally identifies a variety of community members within their community, such as in their neighborhood and school. SOC.4.A Verbally or nonverbally identifies common locations in their neighborhood and community and their features (library, store, park, etc.). SE.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities. SC-P.1.A 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.

VI. SCIENTIFIC INQUIRY DOMAIN

Age	Component	Standard	Benchmark	Every Child Ready Standard(s)
3 - 4 Years (36 - 48 Months)	E. Environment	1. Demonstrates awareness of relationship to people, objects and living/ non-living things in their environment	Benchmark b: Participates in activities 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.E Shares how their thoughts, opinions, choices, and actions can impact their community. 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.
3 - 4 Years (36 - 48 Months)	F. Engineering and Technology	1. Shows interest and understanding of how simple tools and machines assist with solving problems or creating objects and structures	Benchmark a: Begins to identify problems and tries to solve them by designing or using tools (e.g., uses a stick or bat to reach and pull a ball back inside the fence)	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.
3 - 4 Years (36 - 48 Months)	F. Engineering and Technology	1. Shows interest and understanding of how simple tools and machines assist with solving problems or creating objects and structures	Benchmark b: Explores and identifies simple machines through play (e.g., ramps, gears, wheels, pulleys and levers)	SC-P.4.AA Explores the motion of objects by pushing and pulling objects and identifies whether an object is stationary or moving. 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.
3 - 4 Years (36 - 48 Months)	F. Engineering and Technology	1. Shows interest and understanding of how simple tools and machines assist with solving problems or creating objects and structures	Benchmark c: Explores and constructs simple objects and structures with appropriate materials and explores concept of stability of structures (e.g., block building, ramps, pathways, sand, playdough and knocking over a block tower)	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-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. C-ARTS.3.B Creates drawings, paintings, and models with an increasing level of detail.

VI. SCIENTIFIC INQUIRY DOMAIN

Age	Component	Standard	Benchmark	Every Child Ready Standard(s)
4 Years - Kindergarten (48 Months - Kindergarten)	A. Scientific Inquiry Through Exploration and Discovery	1. Uses senses to explore and understand their social and physical environment	Benchmark a: Identifies each of the five senses and their relationship to each of the sense organs	LL-LC.2.AA Verbally labels familiar objects, body parts, people, or emotions using one-word responses. 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. PD.5.AA Uses senses to experience a variety of food during mealtimes.
4 Years - Kindergarten (48 Months - Kindergarten)	A. Scientific Inquiry Through Exploration and Discovery	1. Uses senses to explore and understand their social and physical environment	Benchmark b: Begins to identify and make observations about what can be learned about the world using each of the five senses	SC-SP.1.AA Uses senses to observe the environment. SC-SP.1.A With teacher guidance, participates in activities to formulate simple science-oriented questions based on observations. 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. PD.5.AA Uses senses to experience a variety of food during mealtimes.
4 Years - Kindergarten (48 Months - Kindergarten)	A. Scientific Inquiry Through Exploration and Discovery	1. Uses senses to explore and understand their social and physical environment	Benchmark c: Begins to understand that individuals may experience sensory events differently from each other (e.g., may like sound of loud noises or feel of fuzzy fabric)	SOC.2.D Recognizes that people have different thoughts and opinions within a community. SE.4.C With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations.
4 Years - Kindergarten (48 Months - Kindergarten)	A. Scientific Inquiry Through Exploration and Discovery	2. Uses tools in scientific inquiry	Benchmark a: Uses tools and various technologies to support exploration and inquiry (e.g., digital cameras, scales)	SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment. 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. Tech.1.E Independently 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.

VI. SCIENTIFIC INQUIRY DOMAIN

Age	Component	Standard	Benchmark	Every Child Ready Standard(s)
4 Years - Kindergarten (48 Months - Kindergarten)	A. Scientific Inquiry Through Exploration and Discovery	3. Uses understanding of causal relationships to act on social and physical environments	Benchmark a: Makes predictions and tests their predictions through experimentation and investigation	SC-SP.2.B Participates in teacher-led explorations and experiments and uses prior knowledge to make predictions. SC-SP.2.D Makes hypotheses, and tests their hypotheses through experimentation.
4 Years - Kindergarten (48 Months - Kindergarten)	A. Scientific Inquiry Through Exploration and Discovery	3. Uses understanding of causal relationships to act on social and physical environments	Benchmark b: Collects through drawing, writing, dictation and taking photographs and records data (e.g., using tables, charts, drawings, tallies and graphs)	SC-SP.3.B Begins to identify relevant information and collects and records information in own journal or paper. 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 students to represent children's 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. LL-WR.2.B Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme.
4 Years - Kindergarten (48 Months - Kindergarten)	A. Scientific Inquiry Through Exploration and Discovery	3. Uses understanding of causal relationships to act on social and physical environments	Benchmark c: Begins to form conclusions and construct explanations (e.g., What do the results mean?)	SC-SP.3.C Draws conclusions on prior knowledge and recorded information. SC-SP.3.D Discusses conclusions and reflects on the scientific-oriented question and hypothesis based on prior knowledge and recorded information.
4 Years - Kindergarten (48 Months - Kindergarten)	A. Scientific Inquiry Through Exploration and Discovery	3. Uses understanding of causal relationships to act on social and physical environments	Benchmark d: Shares findings and outcomes of experiments	SC-SP.3.D Discusses conclusions and reflects on the scientific-oriented question and hypothesis based on prior knowledge and recorded information.

VI. SCIENTIFIC INQUIRY DOMAIN

Age	Component	Standard	Benchmark	Every Child Ready Standard(s)
4 Years - Kindergarten (48 Months - Kindergarten)	B. Life Science	1. Demonstrates knowledge related to living things and their environments	Benchmark a: Identifies characteristics of a variety of plants and animals including physical attributes and behaviors (e.g., camouflage, body covering, eye color, other adaptations, types of trees and where they grow)	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.
4 Years - Kindergarten (48 Months - Kindergarten)	B. Life Science	1. Demonstrates knowledge related to living things and their environments	Benchmark b: Notices the similarities and differences among various living 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.4.E Describes and discusses the relationship between humans and animals. 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.1.B Demonstrates understanding of the difference between living and nonliving things. SC-LES.5.E Describes and discusses ways that plants impact living things and the environment and how humans can impact plants. SC-LES.5.B Identifies that plants are living and identifies characteristics and features of plants.
4 Years - Kindergarten (48 Months - Kindergarten)	B. Life Science	1. Demonstrates knowledge related to living things and their environments	Benchmark c: Understands that all living things grow, change and go through life cycles	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.
4 Years - Kindergarten (48 Months - Kindergarten)	B. Life Science	1. Demonstrates knowledge related to living things and their environments	Benchmark d: Begins to distinguish between living and non-living things	SC-LES.1.B Demonstrates understanding of the difference between living and nonliving things. 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.

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Age	Component	Standard	Benchmark	Every Child Ready Standard(s)
4 Years - Kindergarten (48 Months - Kindergarten)	B. Life Science	1. Demonstrates knowledge related to living things and their environments	Benchmark e: Observes that living things differ with regard to their needs and habitats	SC-LES.5.C Identifies that plants are living and describes the needs of plants. 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.D Observes and describes plant habitats and life cycles. SC-LES.4.D Observes and describes habitats and life cycles.
4 Years - Kindergarten (48 Months - Kindergarten)	C. Physical Science	1. Demonstrate knowledge related to physical science	Benchmark a: Discusses what makes objects move the way they do and how the movement can be controlled	SC-P.4.AA Explores the motion of objects by pushing and pulling objects and identifies whether an object is stationary or moving. ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work. 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.
4 Years - Kindergarten (48 Months - Kindergarten)	C. Physical Science	1. Demonstrate knowledge related to physical science	Benchmark b: Makes predictions about how to change the speed of an object, tests predictions through experiments and describes what happens	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-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.

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Age	Component	Standard	Benchmark	Every Child Ready Standard(s)
4 Years - Kindergarten (48 Months - Kindergarten)	C. Physical Science	1. Demonstrate knowledge related to physical science	Benchmark c: Distinguishes between the properties of an object and the properties of which the material is made (e.g., water and ice)	SC-LES.1.A Identifies different elements of nature, such as rocks, water, air, and leaves. 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.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. SC-P.3.C Explains water in its three forms, such as ice is frozen water.
4 Years - Kindergarten (48 Months - Kindergarten)	C. Physical Science	1. Demonstrate knowledge related to physical science	Benchmark d: Investigates and describes changing states of matter —liquid, solid and gas	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. SC-P.3.B Recognizes and explores water in its liquid, solid, and gas forms.
4 Years - Kindergarten (48 Months - Kindergarten)	C. Physical Science	1. Demonstrate knowledge related to physical science	Benchmark e: Explores the relationship of objects to light (e.g., light and shadows)	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.C Discusses how to manipulate light to create shadows and reflections. SC-P.2.E Observes and discusses how light is a form of energy and gives off heat.
4 Years - Kindergarten (48 Months - Kindergarten)	D. Earth and Space Science	1. Demonstrate knowledge related to the dynamic properties of earth and sky	Benchmark a: Describes properties of water including changes in the states of water – liquid, solid and gas (e.g., buoyancy, movement, displacement and flow)	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. 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.E Begins to discuss how and why water changes into different forms, such as the water cycle.

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Age	Component	Standard	Benchmark	Every Child Ready Standard(s)
4 Years - Kindergarten (48 Months - Kindergarten)	D. Earth and Space Science	1. Demonstrate knowledge related to the dynamic properties of earth and sky	Benchmark b: Discovers, explores, sorts, compares, and contrasts objects that are naturally found in the environment, including rocks, soil, sand and mud, and recognizes relationships among the objects (e.g., nature walks with hand lenses, collection bag) (e.g., rocks, twigs, leaves and sea shells)	SC-LES.1.A Identifies different elements of nature, such as rocks, water, air, and leaves. 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 students to represent children's votes). 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.C Order up to five objects by one attribute, such as size, shades of color, texture, or sound, using comparative language. M-PFA.1.C Sorts and groups objects based on more complex attributes such as function or category.
4 Years - Kindergarten (48 Months - Kindergarten)	D. Earth and Space Science	1. Demonstrate knowledge related to the dynamic properties of earth and sky	Benchmark c: Begins to explore and discuss simple observations of characteristics and movements of the clouds, sun, moon and stars	SC-LES.3.B Describes and discusses objects in the sky, such as clouds, sun, moon, or stars. SC-LES.1.AA Notices and looks at the natural world around them. 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. LL-LC.2.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.
4 Years - Kindergarten (48 Months - Kindergarten)	D. Earth and Space Science	1. Demonstrate knowledge related to the dynamic properties of earth and sky	Benchmark d: Compares the daytime and nighttime cycle	M-M.2.C Demonstrates understanding of passage of time within one day, such as understanding morning, afternoon, earlier, later.
4 Years - Kindergarten (48 Months - Kindergarten)	D. Earth and Space Science	1. Demonstrate knowledge related to the dynamic properties of earth and sky	Benchmark e: Uses appropriate vocabulary to discuss climate and changes in the weather and the impact it has on their daily lives (e.g., types of clothing for different environment	SC-LES.2.AA Uses senses to observe and respond to changes in the weather. 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.

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Age	Component	Standard	Benchmark	Every Child Ready Standard(s)
4 Years - Kindergarten (48 Months - Kindergarten)	E. Environment	1. Demonstrates awareness of relationship to people, objects and living/ non-living things in their environment	Benchmark a: Demonstrates how people use objects and natural resources in 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. SC-LES.5.E Describes and discusses ways that plants impact living things and the environment and how humans can impact plants. SC-P.3.D Discusses the uses and purpose of water in its different forms, such as ice helps make a drink cold.
4 Years - Kindergarten (48 Months - Kindergarten)	E. Environment	1. Demonstrates awareness of relationship to people, objects and living/ non-living things in their environment	Benchmark b: Participates in daily routines demonstrating basic conservation strategies (e.g., conserving water when washing hands or brushing teeth)	SOC.2.E Shares how their thoughts, opinions, choices, and actions can impact their community. ATL.9.B Identifies and anticipates materials and expectations needed for everyday and routine activities.
4 Years - Kindergarten (48 Months - Kindergarten)	E. Environment	1. Demonstrates awareness of relationship to people, objects and living/ non-living things in their environment	Benchmark c: Identifies examples of organized efforts to protect the environment (e.g., recycling materials in the classroom)	SOC.2.E Shares how their thoughts, opinions, choices, and actions can impact their community. SC-LES.1.D Describes how humans affect their environment in positive and negative ways, such as recycling, planting trees, litter, and pollution. SOC.4.A Verbally or nonverbally identifies common locations in their neighborhood and community and their features (library, store, park, etc.). SOC.4.AA Verbally or nonverbally identifies familiar places and the features, such as home, classroom, and school building.
4 Years - Kindergarten (48 Months - Kindergarten)	F. Engineering and Technology	1. Shows interest and understanding of how simple tools and machines assist with solving problems or creating objects and structures	Benchmark a: Identifies problems and tries to solve them by designing or using tools (e.g., makes a simple tent with a chair and cloth for protection from the sun)	SC-P.1.E Evaluates how well materials suit their intended purposes based on their physical characteristics, such as explores using tissue paper to construct a tower and considers how the paper's properties impact the building process. ATL.3.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance. ATL.8.D Creates and follows through with simple plans independently. 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.

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Age	Component	Standard	Benchmark	Every Child Ready Standard(s)
4 Years - Kindergarten (48 Months - Kindergarten)	F. Engineering and Technology	1. Shows interest and understanding of how simple tools and machines assist with solving problems or creating objects and structures	Benchmark b: Explains why a simple machine is appropriate for a particular task (e.g., moving something heavy, moving water from one location to another)	ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work. 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.
4 Years - Kindergarten (48 Months - Kindergarten)	F. Engineering and Technology	1. Shows interest and understanding of how simple tools and machines assist with solving problems or creating objects and structures	Benchmark c: Uses appropriate tools and materials with greater flexibility to create or solve problems	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-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment. ATL.8.D Creates and follows through with simple plans independently.
4 Years - Kindergarten (48 Months - Kindergarten)	F. Engineering and Technology	1. Shows interest and understanding of how simple tools and machines assist with solving problems or creating objects and structures	Benchmark d: Invents and constructs simple objects or more complex structures and investigates concepts of motion and stability of structures (e.g., ramps, pathways, structure, Legos, block building and play)	SC-P.4.D Describes and discusses the motion of objects and that motion can change based on different factors. SC-P.1.E Evaluates how well materials suit their intended purposes based on their physical characteristics, such as explores using tissue paper to construct a tower and considers how the paper's properties impact the building process. ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work. C-ARTS.3.B Creates drawings, paintings, and models with an increasing level of detail.

VII. SOCIAL STUDIES DOMAIN

Age	Component	Standard	Every Child Ready Standard(s)
3 - 4 Years (36 - 48 Months)	A. Culture	1. Begins to identify self as a member of a culture	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.C With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.
3 - 4 Years (36 - 48 Months)	A. Culture	2. Begins to understand everyone belongs to a culture	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. 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.
3 - 4 Years (36 - 48 Months)	A. Culture	3. Explores culture of peers and families (classroom)	C-ARTS.5.A Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques. 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. 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.
3 - 4 Years (36 - 48 Months)	B. Individual Development and Identity	1. Recognizes characteristics of self as an individual	SE.3.AA Responds to own name. 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.A With adult support, verbally or nonverbally identifies something about themselves. SOC.1.A Identifies and recognizes self and family members.

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Age	Component	Standard	Every Child Ready Standard(s)
3 - 4 Years (36 - 48 Months)	B. Individual Development and Identity	2. Recognizes the ways self is similar to and different from peers and others	SOC.1.D Recognizes and celebrates how families differ or are the same, 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.
3 - 4 Years (36 - 48 Months)	C. Individuals and Groups	1. Identifies self and others as part of a group	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.1.A Understands family relationships in relation to self. SE.3.C With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.
3 - 4 Years (36 - 48 Months)	C. Individuals and Groups	2. Identifies groups within a community	SOC.1.AA Identifies and recognizes self and family members. SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community. SE.3.C With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.
3 - 4 Years (36 - 48 Months)	C. Individuals and Groups	3. Begins to demonstrate awareness of group rules (e.g., family, classroom, school and community)	SE.5.A Engages with peers with teacher modeling and participates in organized group activities. 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). ATL.2.E Establishes rules with peers during play or structured activities (cooperative play). ATL.7.C Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn). PD.6.C Independently follows safety procedures. ATL.9.B Identifies and anticipates materials and expectations needed for everyday and routine activities.

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Age	Component	Standard	Every Child Ready Standard(s)
3 - 4 Years (36 - 48 Months)	C. Individuals and Groups	4. Exhibits emerging leadership skills and roles (e.g., line leader and door holder)	PD.6.D Understands and describes the importance of safety procedures. 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. LL-WR.1.D Helps lead a shared writing experience with teacher or peers. 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.
3 - 4 Years (36 - 48 Months)	D. Spaces, Places, and Environments	1. Recognizes the relationship of personal space to surroundings	C-ARTS.1.A Participates in guided movement activities by copying dances and movements introduced by others. 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.
3 - 4 Years (36 - 48 Months)	D. Spaces, Places, and Environments	2. Identifies own environment and other locations	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.).
3 - 4 Years (36 - 48 Months)	D. Spaces, Places, and Environments	3. Identifies basic physical characteristics (e.g., landmarks or land features)	SOC.4.A Verbally or nonverbally identifies common locations in their neighborhood and community and their features (library, store, park, etc.). SOC.4.B Recognizes and describes common geographical features within their region. SOC.4.E Recognizes and describes different geographical features in other regions and discusses how they are the same and different.
3 - 4 Years (36 - 48 Months)	D. Spaces, Places, and Environments	4. Begins to use spatial words (e.g., far/close, over/under and up/down)	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.

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Age	Component	Standard	Every Child Ready Standard(s)
3 - 4 Years (36 - 48 Months)	D. Spaces, Places, and Environments	5. Begins to recognize some geographic tools and resources (e.g., maps, globes or GPS)	SOC.4.D Creates representations or maps of familiar places, such as classroom, community, or region. SOC.4.C Uses geographic tools, such as maps and globes, with support and guidance to find common geographical features. Tech.1.D With teacher guidance, uses technology devices and learning applications to play games, access or share information, or express themselves creatively.
3 - 4 Years (36 - 48 Months)	E. Time, Continuity, and Change	1. Recognizes sequence of events to establish a sense of order and time	M-M.2.C Demonstrates understanding of passage of time within one day, such as understanding morning, afternoon, earlier, later. M-M.2.B Demonstrates the understanding of daily routines (order and general length of components). M-M.2.A Sequences up to two to four steps in a familiar daily routine.
3 - 4 Years (36 - 48 Months)	E. Time, Continuity, and Change	2. Explores changes that take place over time in the immediate environment	M-M.2.D Demonstrates the understanding of weekly routines (e.g., specials, home days, school days). 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-LES.2.C Compares and contrasts the different seasons. SOC.5.D Describes how people and things change over time and will continue to change into the future.
3 - 4 Years (36 - 48 Months)	F. Governance, Civic Ideals, and Practices	1. Begins to recognize and follow rules and expectations in varying settings	ATL.2.E Establishes rules with peers during play or structured activities (cooperative play). ATL.7.C Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn). PD.6.C Independently follows safety procedures. ATL.9.B Identifies and anticipates materials and expectations needed for everyday and routine activities.
3 - 4 Years (36 - 48 Months)	F. Governance, Civic Ideals, and Practices	2. Begins to participate in problem solving and decision making	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). ATL.2.E Establishes rules with peers during play or structured activities (cooperative play).

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Age	Component	Standard	Every Child Ready Standard(s)
3 - 4 Years (36 - 48 Months)	F. Governance, Civic Ideals, and Practices	3. Begins to recognize national patriotic symbols (e.g., flag and eagle)	SE.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities. LL-BK.3.AA Identifies familiar images or logos in environmental print.
3 - 4 Years (36 - 48 Months)	G. Economics and Resources	1. Begins to recognize the difference between wants and needs	SOC.3.AA Verbally or nonverbally expresses wants and needs with simple phrases or gestures. 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.
3 - 4 Years (36 - 48 Months)	G. Economics and Resources	2. Recognizes familiar people who perform different occupations	SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community. SOC.2.A Verbally or nonverbally identifies a variety of community members within their community, such as in their neighborhood and school
3 - 4 Years (36 - 48 Months)	H. Technology and Our World	1. Uses technology as a tool when appropriate (e.g., writing utensils, electronic toys, DVD, music players, digital cameras, computers or tablets)	Tech.1.D With teacher guidance, uses technology devices and learning applications to play games, access or share information, or express themselves creatively. LL-WR.1.E Explores a variety of digital tools (tablet, computer, etc.) to produce and publish writing, including in collaboration with peers.
4 Years - Kindergarten (48 Months - Kindergarten)	A. Culture	1. Identifies self as a member of a culture	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.C With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.
4 Years - Kindergarten (48 Months - Kindergarten)	A. Culture	2. Understands everyone belongs to a culture	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. 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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Age	Component	Standard	Every Child Ready Standard(s)
4 Years - Kindergarten (48 Months - Kindergarten)	A. Culture	3. Explores culture of peers and families in the classroom and community	C-ARTS.5.A Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques. 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. 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.
4 Years - Kindergarten (48 Months - Kindergarten)	A. Culture	4. Explores cultural attributes by comparing and contrasting different characteristics (e.g., language, literature, music, arts, artifacts, foods, architecture and celebrations)	C-ARTS.5.A Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques. SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community. SOC.1.D Recognizes and celebrates how families differ or are the same, 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.
4 Years - Kindergarten (48 Months - Kindergarten)	B. Individual Development and Identity	1. Identifies characteristics of self as an individual	SE.3.A With adult support, verbally or nonverbally identifies something about themselves. C-ARTS.3.A Expresses self using a variety of art materials and tools. SOC.1.AA Identifies and recognizes self and family members. SE.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.
4 Years - Kindergarten (48 Months - Kindergarten)	B. Individual Development and Identity	2. Identifies the ways self is similar to and different from peers and others	SOC.1.D Recognizes and celebrates how families differ or are the same, 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.
4 Years - Kindergarten (48 Months - Kindergarten)	B. Individual Development and Identity	3. Recognizes individual responsibility as a member of a group (e.g., classroom or family)	SOC.1.C Discusses the importance of their own family and the roles and responsibilities of various individuals in the family. 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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Age	Component	Standard	Every Child Ready Standard(s)
4 Years - Kindergarten (48 Months - Kindergarten)	C. Individuals and Groups	1. Identifies differences and similarities of self and others as part of a group	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.2.D Recognizes that people have different thoughts and opinions within a community. SOC.1.A Understands family relationships in relation to self. SOC.1.D Recognizes and celebrates how families differ or are the same, 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.
4 Years - Kindergarten (48 Months - Kindergarten)	C. Individuals and Groups	2. Explains the role of groups within a community	SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community. SOC.2.D Recognizes that people have different thoughts and opinions within a community. SOC.1.C Discusses the importance of their own family and the roles and responsibilities of various individuals in the family.
4 Years - Kindergarten (48 Months - Kindergarten)	C. Individuals and Groups	3. Demonstrates awareness of group rules (e.g., family, classroom, school or community)	SE.5.A Engages with peers with teacher modeling and participates in organized group activities. 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). ATL.2.E Establishes rules with peers during play or structured activities (cooperative play). ATL.7.C Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn). PD.6.C Independently follows safety procedures. ATL.9.B Identifies and anticipates materials and expectations needed for everyday and routine activities.
4 Years - Kindergarten (48 Months - Kindergarten)	C. Individuals and Groups	4. Exhibits leadership skills and roles (e.g., line leader and door holder)	PD.6.D Understands and describes the importance of safety procedures. 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. LL-WR.1.D Helps lead a shared writing experience with teacher or peers. 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.

VII. SOCIAL STUDIES DOMAIN

Age	Component	Standard	Every Child Ready Standard(s)
4 Years - Kindergarten (48 Months - Kindergarten)	D. Spaces, Places, and Environments	1. Identifies the relationship of personal space to surroundings	C-ARTS.1.A Participates in guided movement activities by copying dances and movements introduced by others. 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.
4 Years - Kindergarten (48 Months - Kindergarten)	D. Spaces, Places, and Environments	2. Identifies differences and similarities between own environment and other locations	SOC.4.E Recognizes and describes different geographical features in other regions and discusses how they are the same and different. SOC.4.B Recognizes and describes common geographical features within their region.
4 Years - Kindergarten (48 Months - Kindergarten)	D. Spaces, Places, and Environments	3. Identifies differences and similarities of basic physical characteristics (e.g., landmarks or land features)	SOC.4.A Verbally or nonverbally identifies common locations in their neighborhood and community and their features (library, store, park, etc.). SOC.4.B Recognizes and describes common geographical features within their region. SOC.4.E Recognizes and describes different geographical features in other regions and discusses how they are the same and different.
4 Years - Kindergarten (48 Months - Kindergarten)	D. Spaces, Places, and Environments	4. Uses spatial words (e.g., far/close, over/under and up/down)	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.
4 Years - Kindergarten (48 Months - Kindergarten)	D. Spaces, Places, and Environments	5. Recognizes some geographic tools and resources (e.g., maps, globes or GPS)	SOC.4.D Creates representations or maps of familiar places, such as classroom, community, or region. SOC.4.C Uses geographic tools, such as maps and globes, with support and guidance to find common geographical features. Tech.1.D With teacher guidance, uses technology devices and learning applications to play games, access or share information, or express themselves creatively.

VII. SOCIAL STUDIES DOMAIN

Age	Component	Standard	Every Child Ready Standard(s)
4 Years - Kindergarten (48 Months - Kindergarten)	D. Spaces, Places, and Environments	6. Begins to identify the relationship between human decisions and the impact on the environment (e.g., recycling and water conservation)	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.
4 Years - Kindergarten (48 Months - Kindergarten)	E. Time, Continuity, and Change	1. Identifies changes within a sequence of events to establish a sense of order and time	M-M.2.C Demonstrates understanding of passage of time within one day, such as understanding morning, afternoon, earlier, later. M-M.2.B Demonstrates the understanding of daily routines (order and general length of components). M-M.2.D Demonstrates the understanding of weekly routines (e.g., specials, home days, school days). M-M.2.A Sequences up to two to four steps in a familiar daily routine.
4 Years - Kindergarten (48 Months - Kindergarten)	E. Time, Continuity, and Change	2. Observes and recognizes changes that take place over time in the immediate environment	M-M.2.D Demonstrates the understanding of weekly routines (e.g., specials, home days, school days). 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-LES.2.C Compares and contrasts the different seasons. SOC.5.D Describes how people and things change over time and will continue to change into the future.
4 Years - Kindergarten (48 Months - Kindergarten)	F. Governance, Civic Ideals, and Practices	1. Recognizes and follows rules and expectations in varying settings	ATL.2.E Establishes rules with peers during play or structured activities (cooperative play). ATL.7.C Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn). PD.6.C Independently follows safety procedures. ATL.9.B Identifies and anticipates materials and expectations needed for everyday and routine activities.
4 Years - Kindergarten (48 Months - Kindergarten)	F. Governance, Civic Ideals, and Practices	2. Participates in problem solving and decision making	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). ATL.2.E Establishes rules with peers during play or structured activities (cooperative play).

VII. SOCIAL STUDIES DOMAIN

Age	Component	Standard	Every Child Ready Standard(s)
4 Years - Kindergarten (48 Months - Kindergarten)	F. Governance, Civic Ideals, and Practices	3. Begins to explore basic principles of democracy (e.g., deciding rules in a classroom, respecting opinions of others, voting on classroom activities or civic responsibilities)	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.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities. 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.D Recognizes that people have different thoughts and opinions within a community. ATL.2.E Establishes rules with peers during play or structured activities (cooperative play).
4 Years - Kindergarten (48 Months - Kindergarten)	G. Economics and Resources	1. Recognizes the difference between wants and needs	SOC.3.AA Verbally or nonverbally expresses wants and needs with simple phrases or gestures. 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.
4 Years - Kindergarten (48 Months - Kindergarten)	G. Economics and Resources	2. Begins to recognize that people work to earn money to buy things they need or want	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.
4 Years - Kindergarten (48 Months - Kindergarten)	H. Technology and Our World	1. Uses and shows awareness of technology and its impact on how people live (e.g., computers, tablets, mobile devices, cameras or music players)	Tech.2.E Explains why it is important to use safe behaviors when using technology devices and learning applications. LL-WR.1.E Explores a variety of digital tools (tablet, computer, etc.) to produce and publish writing, including in collaboration with peers. Tech.1.D With teacher guidance, uses technology devices and learning applications to play games, access or share information, or express themselves creatively.

VIII. CREATIVE EXPRESSION THROUGH THE ARTS DOMAIN

Age	Component	Standard	Every Child Ready Standard(s)
3 - 4 Years (36 - 48 Months)	A. Sensory Art Experience	1. Uses imagination and creativity to express self with intention using a variety of open-ended, process-oriented and diverse art materials	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.
3 - 4 Years (36 - 48 Months)	B. Music	1. Engages in a variety of individual and group musical activities with more coordinated intention	C-ARTS.4.A Participates in 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.
3 - 4 Years (36 - 48 Months)	B. Music	2. Begins to express and represent thought, observations, imagination, feelings, experiences and knowledge in individual and group music activities (e.g., singing, trying musical instruments or marching)	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.
3 - 4 Years (36 - 48 Months)	C. Creative Movement	1. Engages in individual and group movement activities to express and represent thoughts, observations, imagination, feelings, experiences and knowledge	C-ARTS.1.AA Moves body spontaneously to music. C-ARTS.1.A Participates in guided movement activities by copying dances and movements introduced by others. C-ARTS.1.C Creates short dances or movement sequences.
3 - 4 Years (36 - 48 Months)	D. Imaginative and Creative Play	1. Expresses and represents thoughts, observations, imagination, feelings, experiences and knowledge, verbally or non-verbally, using a variety of objects in own environment	C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions. C-ARTS.3.A Expresses self using a variety of art materials and tools. C-ARTS.1.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).
3 - 4 Years (36 - 48 Months)	E. Appreciation of the Arts	1. Responds to and expresses opinions and feelings about own art form as well as a variety of artistic expressions of others	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.

VIII. CREATIVE EXPRESSION THROUGH THE ARTS DOMAIN

Age	Component	Standard	Every Child Ready Standard(s)
4 Years - Kindergarten (48 Months - Kindergarten)	A. Sensory Art Experience	1. Combines with intention a variety of open-ended, process-oriented and diverse art materials	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.
4 Years - Kindergarten (48 Months - Kindergarten)	B. Music	1. Actively participates in a variety of individual and group musical activities with more coordinated intention	C-ARTS.4.A Participates in a variety of music activities with different tempos, genres, and rhythms. C-ARTS.4.AA Listens to a variety of 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.
4 Years - Kindergarten (48 Months - Kindergarten)	B. Music	2. Expresses and represents thought, observations, imagination, feelings, experiences and knowledge in individual and group music activities	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. 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.
4 Years - Kindergarten (48 Months - Kindergarten)	C. Creative Movement	1. Continues to engage in individual and group movement activities to express and represent thoughts, observations, imagination, feelings, experiences and knowledge	C-ARTS.1.A Participates in guided movement activities by copying dances and movements introduced by others. C-ARTS.1.C Creates short dances or movement sequences. C-ARTS.1.D Leads dances or movement sequences and demonstrates them to others. C-ARTS.1.E Creates and leads dances or movement sequences and begins to synchronize music with movement.
4 Years - Kindergarten (48 Months - Kindergarten)	D. Imaginative and Creative Play	1. Expresses and represents thoughts, observations, imagination, feelings, experiences and knowledge, verbally and non-verbally, with others using a variety of objects in own environment	C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions. C-ARTS.3.A Expresses self using a variety of art materials and tools. C-ARTS.1.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.D Carries out familiar roles during individual or collaborative role-play.

VIII. CREATIVE EXPRESSION THROUGH THE ARTS DOMAIN

Age	Component	Standard	Every Child Ready Standard(s)
4 Years - Kindergarten (48 Months - Kindergarten)	E. Appreciation of the Arts	1. Uses appropriate art vocabulary to describe own art creations and those of others	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.
4 Years - Kindergarten (48 Months - Kindergarten)	E. Appreciation of the Arts	2. Compares own art to similar art forms	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. C-ARTS.5.B Discusses their own artistic creations and chooses artwork for display or performance.
4 Years - Kindergarten (48 Months - Kindergarten)	E. Appreciation of the Arts	3. Begins to recognize that instruments and art forms represent cultural perspectives of the home and the community, now and in the past	C-ARTS.5.A Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques. SOC.1.D Recognizes and celebrates how families differ or are the same, 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.

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