Every Child Ready Standards & Missouri Early Learning Standards Alignment

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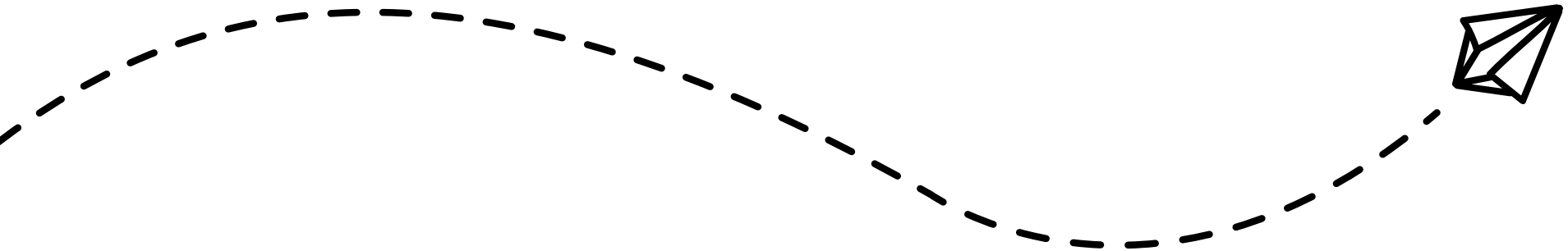

Approaches to Learning

Content Component	Developmental Goal	Age	Indicators by Age	Every Child Ready Standard(s)
I. Approaches to Learning	**I.ATL.A: Show Curiosity** **Components** **1.** Express interest in people **2.** Show interest in learning new things and trying new experiences **3.** Ask questions	Preschool	• Ask about others • Develop personal interest in topics,such as trains, dinosaurs and dolls • Experiment with toys, using trial and error • Ask questions • Ask others for personal information, such as "What's your name?"	**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.C** Asks questions and seeks clarity after attempting a challenging task. **ATL.1.AA** Engages in exploratory or sensory play. **ATL.2.B** Plays, works on tasks, or participates in activities with peers with adult prompts (associative play). **SC-P.1.AA** Uses senses to explore the colors and textures of materials and objects in the environment. **SC-SP.2.AA** Uses senses and tools to explore and manipulate objects and materials in the environment. **C-ARTS.3.AA** Freely explores a variety of art materials and tools for sensory exploration. **C-ARTS.5.AA** Shows enthusiasm and curiosity about different types of creative arts. **ATL.8.AA** Self-selects toy, activity, or Center to engage in when provided with choices. **SC-SP.1.A** With teacher guidance, participates in activities to formulate simple science-oriented questions based on observations.
I. Approaches to Learning	**I.ATL.B: Takes Initiative[1]** **Components** **1.** Initiate interaction with others **2.** Make decisions independently **3.** Develop independence during activities, routines and play [1]*Part 1 of 2. Continues on page 3.*	Preschool	• Participate in group activities and games • Offer to help with tasks, such as setting the table or feeding a pet • Select materials for a project • Repeatedly ask for a favorite book to be read • Hang-up personal belongings or put them in designated place • Ask a friend to join in play	**LL-BK.1.AA** Requests that books be read by an adult. **LL-BK.1.C** Listens to a wide variety of age appropriate literature read aloud. **SE.5.A** Engages with peers with teacher modeling and participates in organized group activities. **SE.5.D** Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support. **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.6.C** Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers. **SE.6.D** Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges. **SE.6.E** Seeks out opportunities to complete age-appropriate tasks independently. **ATL.9.B** Identifies and anticipates materials and expectations needed for everyday and routine activities. **ATL.2.D** Makes cooperative decisions with peers during play or structured activities (cooperative play).

Approaches to Learning

Content Component	Developmental Goal	Age	Indicators by Age	Every Child Ready Standard(s)
I. Approaches to Learning	**I.ATL.B: Takes Initiative[2]** **Components** **1.** Initiate interaction with others **2.** Make decisions independently **3.** Develop independence during activities, routines and play *[2]Part 2 of 2. Continued from page 2.*	Preschool	• Participate in group activities and games • Offer to help with tasks, such as setting the table or feeding a pet • Select materials for a project • Repeatedly ask for a favorite book to be read • Hang-up personal belongings or put them in designated place • Ask a friend to join in play	**ATL.2.E** Establishes rules with peers during play or structured activities (cooperative play). **ATL.8.AA** Self-selects toy, activity, or Center to engage in when provided with choices. **ATL.8.A** With one to one adult support, completes steps of a simple task or project (two to three steps). **ATL.8.B** Uses adult-created organization tools to complete steps of a simple task or project. **ATL.8.D** Creates and follows through with simple plans independently.
I. Approaches to Learning	**I.ATL.C: Exhibit Creativity[3]** **Components** **1.** Try new ways of doing things **2.** Use imagination to generate a variety of ideas **3.** Exhibit sense of humor *[3]Part 1 of 2. Continues on page 4.*	Preschool	• Complete projects differently than others • Use materials in new ways • Invent new activities and games • Suggest new rules for a familiar game • Make up jokes • Laugh at a funny story • Make up silly songs or stories • Create new dance moves • Engage in pretend play	**ATL.1.B** Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play). **ATL.1.C** Engages in individual verbal or nonverbal imaginative play or role-play. **ATL.1.D** Carries out familiar roles during individual or collaborative role-play. **ATL.1.E** Coordinates roles and carries out more complex stories during role-play. **ATL.2.E** Establishes rules with peers during play or structured activities (cooperative play). **ATL.8.D** Creates and follows through with simple plans independently. **C-ARTS.4.B** Sings a variety of songs within children's vocal range, independently and with others. **C-ARTS.4.D** Uses their voice or an instrument to express themselves and copy simple tempos. **C-ARTS.4.E** Creates and performs original music or songs for others. **C-ARTS.1.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. **C-ARTS.2.A** Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions. **C-ARTS.2.D** Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play. Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.

Approaches to Learning

Content Component	Developmental Goal	Age	Indicators by Age	Every Child Ready Standard(s)
I. Approaches to Learning	**I.ATL.C: Exhibit Creativity[4]** **Components** **1.** Try new ways of doing things **2.** Use imagination to generate a variety of ideas **3.** Exhibit sense of humor [4]*Part 2 of 2. Continued from page 3.*	Preschool	• Complete projects differently than others • Use materials in new ways • Invent new activities and games • Suggest new rules for a familiar game • Make up jokes • Laugh at a funny story • Make up silly songs or stories • Create new dance moves • Engage in pretend 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. **LL-NC.4.AA** Says or reenacts one event in a personal narrative by using at least one word. **LL-NC.4.A** Describes or reenacts one event in a personal narrative using a simple phrase. **LL-NC.4.B** Tells a two-event personal narrative using simple phrases. **LL-NC.4.C** Constructs a personal narrative with three or more events which may be out of order, include omissions, or deviations to other topics. **LL-NC.4.D** Constructs a personal narrative with three or more events in a coherent sequence. **LL-NC.4.E** Constructs a personal narrative with three or more events in coherent sequence, adding simple details. **C-ARTS.3.AA** Freely explores a variety of art materials and tools for sensory exploration. **C-ARTS.3.A** Expresses self using a variety of art materials and tools. **C-ARTS.3.C** Explores and creates art using different techniques, such as dot art, mixed media collages, and clay. **C-ARTS.3.D** Plans for and creates art using preferred art materials, tools, and techniques.
I. Approaches to Learning	**I.ATL.D: Show Confidence[5]** **Components** **1.** Express ideas and opinions **2.** View self as competent and has a positive self-image [5]*Part 1 of 2. Continues on page 5.*	Preschool	• Communicate likes and dislikes • Suggest a solution for a conflict or problem • Share ideas in a group situation, such as with family or peers • Engage in challenging gross motor activities • Build large and more complex structures • Create more complex artwork • Participate in more complex activities, such as number games, writing and science experiences	**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. **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.

Approaches to Learning

Content Component	Developmental Goal	Age	Indicators by Age	Every Child Ready Standard(s)
I. Approaches to Learning	**I.ATL.D: Show Confidence[6]** **Components** **1.** Express ideas and opinions **2.** View self as competent and has a positive self-image [6]*Part 2 of 2. Continued from page 4.*	Preschool	• Communicate likes and dislikes • Suggest a solution for a conflict or problem • Share ideas in a group situation, such as with family or peers • Engage in challenging gross motor activities • Build large and more complex structures • Create more complex artwork • Participate in more complex activities, such as number games, writing and science experiences	**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. **SE.3.D** Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others. **SE.3.E** Demonstrates strong self-confidence through words or actions including sharing pride and celebrating others in relation to self, family, community, or culture. **ATL.4.A** Uses two to three words or nonverbal actions (gestures, body language, facial expressions) to explain activities they are engaging in. **ATL.4.B** Verbally or nonverbally demonstrates an understanding of accomplishing a task. May verbally explain work product. **ATL.4.C** Monitors the completion of a task and identifies preferred elements of a work product or task. **ATL.4.D** Assesses or reflects upon activity or task outcome or product. **ATL.4.E** Assesses tasks and makes adjustments to strategies for updates or revisions. **LL-WR.1.B** Observes and nonverbally or verbally responds to a shared writing experience led by a teacher. **LL-WR.1.C** Contributes ideas and opinions to a shared writing experience with teacher support and dictation. **LL-WR.2.A** Draws and/or writes to represent, express, or communicate interests. **LL-WR.2.B** Draws and/or writes to represent and describe an object, event, or observation. **LL-WR.2.C** Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme. **LL-WR.2.D** Draws and/or writes to represent simple events or stories that entertain, and revises when necessary. **SC-SP.2.AA** Uses senses and tools to explore and manipulate objects and materials in the environment. **SC-SP.2.A** Participates in simple explorations and experiments based on a teacher-led inquiry and prior knowledge. **PD.5.B** Demonstrates understanding of types of foods and preferences.

Approaches to Learning

Content Component	Developmental Goal	Age	Indicators by Age	Every Child Ready Standard(s)
I. Approaches to Learning	**I.ATL.E: Display Persistence** **Components** **1.** Sustain attention to a task or activity that is age-appropriate **2.** Pursue challenges **3.** Cope with frustration	Preschool	• Remain engaged in an activity, such as building an elaborate block structure or playing a game • Attend to a task regardless of distractions • Show understanding when a peer accidentally knocks down their block structure • Lose a game without getting upset • Persist in trying to complete a task after many attempts have failed, such as tying shoes	**ATL.6.A** Sustains interest in a preferred task for a brief amount of time (5–10 minutes). **ATL.6.B** Sustains attention in an assigned task for a brief amount of time (5–10 minutes). **ATL.6.C** Attends to entirety of a short engaging lesson or teacher-led activity (10–15 minutes). **ATL.6.D** Refocuses attention to independent or group activity after minor distraction. **ATL.6.E** Attends to activities or peer engagement for extended periods of time (30+ minutes). **ATL.3.B** Demonstrates an interest in learning new information or starting a new activity on their own. **ATL.3.C** Asks questions and seeks clarity after attempting a challenging task. **ATL.3.D** Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed. **ATL.3.E** Attempts new challenging tasks and modifies approach to a challenge with teacher assistance. **ATL.7.D** Independently completes simple assignment or task despite normal classroom environment distractions. **ATL.7.E** Regulates impulses to complete tasks and engages in goal-directed behavior. **SE.2.D** Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance. **ATL.5.D** With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error).
I. Approaches to Learning	**I.ATL.F: Use Problem Solving Skills**[7] **Components** **1.** Recognize problems **2.** Try to solve problems **3.** Work with others to solve problems [7]*Part 1 of 2. Continues on page 7.*	Preschool	• State a personal problem, such as "I can't get my jacket zipped." or "I can't find the purple marker." • Anticipate potential for problems, using phrases such as "If I climb too high, I won't be able to get down." • Recall a previous problem and the solution • Participate in decision making • Take turns or share with others	**SE.5.C** With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns). **SE.5.D** Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support. **SE.5.E** Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others. **SE.2.D** Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance. **SE.2.E** Supports peers in regulating their emotions through co-regulation. Seeks and accepts co-regulation assistance when needed. **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).

Approaches to Learning

Content Component	Developmental Goal	Age	Indicators by Age	Every Child Ready Standard(s)
I. Approaches to Learning	**I.ATL.F: Use Problem Solving Skills[8]** **Components** **1.** Recognize problems **2.** Try to solve problems **3.** Work with others to solve problems [8]*Part 2 of 2. Continued from page 6.*	Preschool	• State a personal problem, such as "I can't get my jacket zipped." or "I can't find the purple marker." • Anticipate potential for problems, using phrases such as "If I climb too high, I won't be able to get down." • Recall a previous problem and the solution • Participate in decision making • Take turns or share with others	**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. **ATL.9.C** Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and wants to return, or fell on the slide yesterday, so exercises caution today). **ATL.9.D** With adult support, applies explicitly taught and practiced higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization). **ATL.9.E** Independently applies higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization).

Social-Emotional Development

Content Component	Developmental Goal	Age	Indicators by Age	Every Child Ready Standard(s)
Social-Emotional Development **I. Knowledge of Self**	**I.SED.I.A: Exhibit Self-Awareness[9]** **Components** **1.** Show respect for self **2.** Develop personal preferences **3.** Know personal information [9]*Part 1 of 2. Continues on page 8.*	Preschool	• Know personal information, such as their name, their age and the names of significant adults • Have a favorite song or book • Sing or read along with their favorite song or book • Take care of their basic needs,such as brushing their teeth, dressing themselves or getting a drink of water • Perform simple chores, such as feeding the dog, setting the table or putting away materials after they are done using them • Stand up for their rights and express their needs • Describe themselves using basic characteristics	**SE.3.C** Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence. **SE.3.D** Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others. **SE.3.E** Demonstrates strong self-confidence through words or actions including sharing pride and celebrating others in relation to self, family, community, or culture. **PD.4.C** Completes self-care and hygiene routines with minimal assistance. **PD.4.D** Independently completes self-care and hygiene routines. **PD.4.E** Understands and describes the importance of self-care and hygiene routines. **ATL.7.E** Regulates impulses to complete tasks and engages in goal-directed behavior. **ATL.9.B** Identifies and anticipates materials and expectations needed for everyday and routine activities. **ATL.6.AA** Follows along with and participates in songs, chants, and simple stories. **SOC.1.AA** Identifies and recognizes self and family members. **SOC.1.A** Understands family relationships in relation to self.

Social-Emotional Development

Content Component	Developmental Goal	Age	Indicators by Age	Every Child Ready Standard(s)
Social-Emotional Development **I. Knowledge of Self**	**I.SED.I.A: Exhibit Self-Awareness[10]** **Components** **1.** Show respect for self **2.** Develop personal preferences **3.** Know personal information [10]*Part 2 of 2. Continued from page 7.*	Preschool	• Know personal information, such as their name, their age and the names of significant adults • Have a favorite song or book • Sing or read along with their favorite song or book • Take care of their basic needs,such as brushing their teeth, dressing themselves or getting a drink of water • Perform simple chores, such as feeding the dog, setting the table or putting away materials after they are done using them • Stand up for their rights and express their needs • Describe themselves using basic characteristics	**LL-BK.1.B** Selects and requests that a favorite or familiar book be read by an adult. **C-ARTS.4.B** Sings a variety of songs within children's vocal range, independently and with others. **LL-PA.3.A** Listens to and sings favorite classroom songs with simple rhyme patterns like "Twinkle, Twinkle Little Star." **SOC.3.AA** Verbally or nonverbally expresses wants and needs with simple phrases or gestures.
Social-Emotional Development **I. Knowledge of Self**	**I.SED.I.B: Develop Self-Control[11]** **Components** **1.** Follow simple rules **2.** Accept transitions and follow daily routines **3.** Express feelings through appropriate gestures, action and language **4.** Adapt to different environments [11]*Part 1 of 2. Continues on page 9.*	Preschool	• Recognize and follow rules in a variety of settings, such as home, school or the grocery store • Recognize and follow safety rules • Recognize and participate in daily routines • Share in the happiness or success of others • Offer help to someone who is hurt • Separate easily from familiar adults	**SE.1.C** With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations. **SE.1.D** Independently verbally or nonverbally names and describes their own emotions. **SE.1.E** Identifies that they can have different emotions about the same situation. **PD.6.C** Independently follows safety procedures. **PD.6.D** Understands and describes the importance of safety procedures. **PD.6.E** Understands and describes how to get help when there are unsafe objects, substances, or behaviors. **SE.4.C** With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations.

Social-Emotional Development

Content Component	Developmental Goal	Age	Indicators by Age	Every Child Ready Standard(s)
Social-Emotional Development **I. Knowledge of Self**	**I.SED.I.B: Develop Self-Control[12]** **Components** **1.** Follow simple rules **2.** Accept transitions and follow daily routines **3.** Express feelings through appropriate gestures, action and language **4.** Adapt to different environments [12]*Part 2 of 2. Continued from page 8.*	Preschool	• Recognize and follow rules in a variety of settings, such as home, school or the grocery store • Recognize and follow safety rules • Recognize and participate in daily routines • Share in the happiness or success of others • Offer help to someone who is hurt • Separate easily from familiar adults	**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. **ATL.5.A** Transitions between activities that are part of the routine school day with adult reminders. **ATL.5.B** Shifts between tasks or activities, including ending preferred activities, with adult support. **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. **M-M.2.A** Sequences up to two to four steps in a familiar daily routine. **M-M.2.B** Demonstrates the understanding of daily routines (order and general length of components).
Social-Emotional Development **I. Knowledge of Self**	**I.SED.C: Develop Personal Responsibility** **Components** **1.** Care for personal and group belongings **2.** Begin to accept the consequences of their own actions	Preschool	• Handle books and other objects carefully • Put away their belongings and materials • Complete their personal care routines, such as toileting, washing hands and eating • Take ownership of their actions	**SE.6.C** Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers. **SE.6.D** Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges. **SE.6.E** Seeks out opportunities to complete age-appropriate tasks independently. **LL-BK.1.A** Treats books with care. **PD.4.C** Completes self-care and hygiene routines with minimal assistance. **PD.4.D** Independently completes self-care and hygiene routines. **PD.4.E** Understands and describes the importance of self-care and hygiene routines. **ATL.9.B** Identifies and anticipates materials and expectations needed for everyday and routine activities.

Social-Emotional Development

Content Component	Developmental Goal	Age	Indicators by Age	Every Child Ready Standard(s)
Social-Emotional Development **II. Knowledge of Others**	**II.SED.A: Builds Relationships of Mutual Trust and Respect with Others[13]** **Components** **1.** Respect rights of others **2.** Seek comfort and security from significant adults **3.** Develop friendships **4.** Use courteous words and actions **5.** Respect similarities and differences among people [13]*Part 1 of 2. Continues on page 11.*	Preschool	• Recognize that individuals have different religions, cultures, traditions and abilities • Respect the personal space of others • Use an adult as a resource • Follow adults' guidelines • Seek comfort and security from familiar adults • Play cooperatively with other children • Understand their behavior has an effect on others	**ATL.2.C** Makes cooperative decisions with peers based on adult provided choices (associative play). **ATL.2.D** Makes cooperative decisions with peers during play or structured activities (cooperative play). **ATL.2.E** Establishes rules with peers during play or structured activities (cooperative play). **SE.5.C** With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns). **SE.5.D** Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support. **SE.5.E** Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others. **SE.2.B** Accepts offers of adult assistance to engage in coregulation. **SE.2.C** Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult. **SE.2.D** Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance. **SE.2.E** Supports peers in regulating their emotions through co-regulation. Seeks and accepts co-regulation assistance when needed. **SE.3.D** Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others. **SE.3.E** Demonstrates strong self-confidence through words or actions including sharing pride and celebrating others in relation to self, family, community, or culture. **SOC.1.D** Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations. **SOC.1.E** Explains why it's important to recognize and celebrate differences in families, such as their languages, music, food, or celebrations. **SE.6.A** With explicit adult instruction and modeling, completes a task alongside teacher support. **SE.6.B** Requests or accepts (verbally or nonverbally) adult support with many tasks. **SE.6.C** Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers. **SE.7.A** Listens to or follows a solution provided by an adult. May communicate discomfort or dysregulation and require additional time to regulate while responding.

Social-Emotional Development

Content Component	Developmental Goal	Age	Indicators by Age	Every Child Ready Standard(s)
Social-Emotional Development **II. Knowledge of Others**	**II.SED.A: Builds Relationships of Mutual Trust and Respect with Others[14]** **Components** **1.** Respect rights of others **2.** Seek comfort and security from significant adults **3.** Develop friendships **4.** Use courteous words and actions **5.** Respect similarities and differences among people [14]*Part 2 of 2. Continued from page 10.*	Preschool	• Recognize that individuals have different religions, cultures, traditions and abilities • Respect the personal space of others • Use an adult as a resource • Follow adults' guidelines • Seek comfort and security from familiar adults • Play cooperatively with other children • Understand their behavior has an effect on others	**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).
Social-Emotional Development **II. Knowledge of Others**	**II.SED.B: Work Cooperatively with Others[15]** **Components** **1.** Participate successfully as a member of a group **2.** Share experiences and ideas with others **3.** Begin to examine a situation from another person's perspective **4.** Resolve conflicts with others [15]*Part 1 of 2. Continues on page 12.*	Preschool	• Allow others to join in play and activities • Participate cooperatively in large and small groups, sometimes as the leader and sometimes as a follower • Engage in conversation to express their own ideas • Express empathy • Adjust plans in consideration of others • Show interest in fairness and establishing rules • Attempt to make amends	**SE.5.D** Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support. **SE.5.E** Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others. **SE.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. **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). **SE.4.D** With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others. **SE.4.E** With minimal teacher prompts, demonstrates empathy by providing support for others through assistance or advocacy.

Social-Emotional Development

Content Component	Developmental Goal	Age	Indicators by Age	Every Child Ready Standard(s)
Social-Emotional Development **II. Knowledge of Others**	**II.SED.B: Work Cooperatively with Others[16]** **Components** **1.** Participate successfully as a member of a group **2.** Share experiences and ideas with others **3.** Begin to examine a situation from another person's perspective **4.** Resolve conflicts with others [16]*Part 2 of 2. Continued from page 11.*	Preschool	• Allow others to join in play and activities • Participate cooperatively in large and small groups, sometimes as the leader and sometimes as a follower • Engage in conversation to express their own ideas • Express empathy • Adjust plans in consideration of others • Show interest in fairness and establishing rules • Attempt to make amends	**C-ARTS.2.C** Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play. **C-ARTS.2.D** Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play. **C-ARTS.2.E** Continues an originally created scenario over the course of several play periods. Collaborates with others to carry out dramatic play and assumed roles.

Language and Literacy

Content Component	Developmental Goal	Age	Indicators by Age	Every Child Ready Standard(s)
Language and Literacy **I. Spoken / Expressive Language**	**I.LL.A: Use Language to Communicate[17]** **Components** **1.** Use the body to communicate **2.** Initiate and respond appropriately in conversation and discussions **3.** Use language to pretend or create **4.** Use sentences of varying length [17]*Part 1 of 2. Continues on page 13.*	Preschool	• Communicate their personal needs, preferences and feelings • Use language to pretend • Tell real and make-believe stories • Initiate and participate in conversations with adults and peers • Ask and answer questions • Use complete and complex sentences • Speak clearly	**LL-NC.4.B** Tells a two-event personal narrative using simple phrases. **LL-NC.4.C** Constructs a personal narrative with three or more events which may be out of order, include omissions, or deviations to other topics. **LL-NC.4.D** Constructs a personal narrative with three or more events in a coherent sequence. **LL-NC.4.E** Constructs a personal narrative with three or more events in coherent sequence, adding simple details. **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.

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Language and Literacy **I. Spoken / Expressive Language**	**I.LL.A: Use Language to Communicate**[18] **Components** 1. Use the body to communicate 2. Initiate and respond appropriately in conversation and discussions 3. Use language to pretend or create 4. Use sentences of varying length [18]*Part 2 of 2. Continued from page 12.*	Preschool	• Communicate their personal needs, preferences and feelings • Use language to pretend • Tell real and make-believe stories • Initiate and participate in conversations with adults and peers • Ask and answer questions • Use complete and complex sentences • Speak clearly	**LL-LC.5.B** Continues to develop more complex sentences using syntax with a noun and verb and object (i.e., "Armel throws the ball"). **LL-LC.5.C** Continues to develop more complex sentences by using adjectives (i.e., "Armel throws the blue ball"). **LL-LC.5.D** Uses complex sentences with correct word order and syntax. Begins to use prepositions (i.e., "Armel throws the round blue ball on the roof"). **LL-LC.5.E** Use clauses and conjunctions as part of a complex sentence with correct word order and syntax (i.e., "Armel threw the blue ball, and it got stuck on the roof"). **LL-LC.2.A** Uses two to three words to make a request, provide a description, or say a phrase/sentence. **LL-LC.2.B** Demonstrates understanding by answering simple "what" and "who" questions using two to three words when prompted by the teacher or peers. **LL-LC.2.C** Demonstrates understanding by answering simple "why" and "how" questions using two to three words when prompted by the teacher or peers. **LL-LC.2.D** Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic. **LL-LC.2.E** Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information. **LL-BK.2.A** Uses illustrations to tell a familiar story. **LL-BK.2.B** Uses illustrations to tell a familiar story with intonation and expression, using repeated phrases.
Language and Literacy **II. Listening / Receptive Language**	**II.LL.A: Listen for Different Purposes**[19] **Components** 1. Listen to others 2. Listen to sounds in the environment 3. Follow simple directions 4. Listen responsively to books and stories 5. Respond to questions [19]*Part 1 of 2. Continues on page 14.*	Preschool	• Participate in group activities • Listen to music and sing songs • Follow directions with two or more steps • Smile, laugh or cry in response to books or stories • Listen to multiple stories or books at a time • Listen to and engage in conversations with others	**LL-LC.1.B** Responds to multipart sentences, such as acting out multiple events, following two-step directions, or finding objects based on a description. **LL-LC.1.C** Responds to more complex sentences that include descriptive words for unrelated requests they may not have heard before. **LL-LC.1.D** Shows understanding of more complex sentences or questions through actions, such as following three-step directions. **LL-LC.1.E** Confirms understanding of spoken language, requests, and complex sentences through verbal or nonverbal requests for clarification. **LL-LC.2.C** Demonstrates understanding by answering simple "why" and "how" questions using two to three words when prompted by the teacher or peers. **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.

Language and Literacy

Content Component	Developmental Goal	Age	Indicators by Age	Every Child Ready Standard(s)
Language and Literacy **II. Listening / Receptive Language**	**II.LL.A: Listen for Different Purposes[20]** **Components** **1.** Listen to others **2.** Listen to sounds in the environment **3.** Follow simple directions **4.** Listen responsively to books and stories **5.** Respond to questions *[20]Part 2 of 2. Continued from page 13.*	Preschool	• Participate in group activities • Listen to music and sing songs • Follow directions with two or more steps • Smile, laugh or cry in response to books or stories • Listen to multiple stories or books at a time • Listen to and engage in conversations with others	**C-ARTS.4.B** Sings a variety of songs within children's vocal range, independently and with others. **C-ARTS.4.D** Uses their voice or an instrument to express themselves and copy simple tempos. **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. **ATL.6.AA** Follows along with and participates in songs, chants, and simple stories. **SE.5.A** Engages with peers with teacher modeling and participates in organized group activities. **LL-PA.3.A** Listens to and sings favorite classroom songs with simple rhyme patterns like "Twinkle, Twinkle Little Star."
Language and Literacy **III. Written Language**	**III.LL.A: Use Writing as a Means of Expression / Communication[21]** **Components** **1.** Experiment with writing tools and materials **2.** Use scribbles, shapes, pictures, letter-like forms and letters to write **3.** Tell others about marks and intended meaning of drawing or writing **4.** Use a variety of resources to facilitate writing *[21]Part 1 of 2. Continues on page 15.*	Preschool	• Use a variety of writing tools, such as crayons, markers or pencils • Use scribbles, symbols and letter-like forms to communicate ideas, write books or label pictures • Participate in writing for meaning, such as writing their name on their art work, signing up to use the computer, or writing a thank you note to a friend • Use written words in their environment to assist with writing, such as signs and cereal boxes	**LL-WR.2.A** Draws and/or writes to represent, express, or communicate interests. **LL-WR.2.B** Draws and/or writes to represent and describe an object, event, or observation. **LL-WR.2.C** Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme. **LL-WR.2.D** Draws and/or writes to represent simple events or stories that entertain, and revises when necessary. **LL-WR.2.E** Draws and/or writes to represent simple events or stories, including more details, that entertain, and revises when necessary. **LL-WR.4.A** Scribbles and makes marks on page. These may be continuous lines or separate shapes. The shapes may include dots, circles, or lines. **LL-WR.4.B** Writes letter-like forms and makes marks on page that look like conventional shapes or mock letters. **LL-WR.4.C** Writes letter-like symbols in strings. May leave spaces between symbols to indicate words. **LL-WR.4.D** Writes random recognizable letters in a row with spaces in between. Letters may be backward, reversed, or poorly formed and recognized only in context. **LL-WR.4.E** Forms correct, intentional, and recognizable letters on the page when writing. **LL-WR.3.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.

Language and Literacy

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Language and Literacy **III. Written Language**	**III.LL.A: Use Writing as a Means of Expression / Communication[22]** **Components** **1.** Experiment with writing tools and materials **2.** Use scribbles, shapes, pictures, letter-like forms and letters to write **3.** Tell others about marks and intended meaning of drawing or writing **4.** Use a variety of resources to facilitate writing [22]*Part 2 of 2. Continued from page 14.*	Preschool	• Use a variety of writing tools, such as crayons, markers or pencils • Use scribbles, symbols and letter-like forms to communicate ideas, write books or label pictures • Participate in writing for meaning, such as writing their name on their art work, signing up to use the computer, or writing a thank you note to a friend • Use written words in their environment to assist with writing, such as signs and cereal boxes	**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. **PD.3.AA** Uses crayons or markers with some coordination. **PD.3.A** Draws vertical and horizontal lines with a model using a fisted grasp. **PD.3.B** With teacher modeling, draws circles, squares, and crosses.
Literacy and Language **IV. Knowledge of Print and Books**	**IV.LL.A: Apply Early Reading Skills[23]** **Components** **1.** Show an interest in reading and books **2.** Exhibit book handling skills **3.** Recognize that print represents spoken words **4.** Develop a sense of story **5.** Read environmental print and symbols **6.** Identify some alphabet letters [23]*Part 1 of 2. Continues on page 16.*	Preschool	• Read, or pretend to read,easy and predictable books • Identify personally significant words, such as mom, dad and cat • Retell a story • Make predictions about books • Relate personal history to text • Identify characters in a book • Identify if the book is fiction or non-fiction • Tell what illustrators and authors do • Find their favorite cereal in the grocery store or find their name on a list • Identify some letters in the alphabet,especially those in their name	**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.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. **LL-BK.2.E** Demonstrates understanding of the title and back cover of a book. Identifies some words, such as those that are repeated regularly or have a known first sound in a familiar text. **LL-BK.3.AA** Identifies familiar images or logos in environmental print. **LL-BK.3.A** Demonstrates understanding that print has meaning. **LL-BK.3.B** Distinguishes between print and images in books and in the environment. **LL-BK.3.C** Demonstrates understanding that print has meaning and begins to connect environmental print with objects or locations in the classroom.

Language and Literacy

Content Component	Developmental Goal	Age	Indicators by Age	Every Child Ready Standard(s)
Literacy and Language **IV. Knowledge of Print and Books**	**IV.LL.A: Apply Early Reading Skills[24]** **Components** **1.** Show an interest in reading and books **2.** Exhibit book handling skills **3.** Recognize that print represents spoken words **4.** Develop a sense of story **5.** Read environmental print and symbols **6.** Identify some alphabet letters [24]*Part 2 of 2. Continued from page 15.*	Preschool	• Read, or pretend to read,easy and predictable books • Identify personally significant words, such as mom, dad and cat • Retell a story • Make predictions about books • Relate personal history to text • Identify characters in a book • Identify if the book is fiction or non-fiction • Tell what illustrators and authors do • Find their favorite cereal in the grocery store or find their name on a list • Identify some letters in the alphabet,especially those in their name	**LL-BK.3.D** Points to one word and one letter in an unfamiliar text or around the room. **LL-BK.3.E** Identifies basic elements of print, like spaces between words or punctuation at the end of a sentence (period, exclamation mark, question mark). **LL-NC.5.B** Recognizes that informational texts are a source of information. **LL-NC.2.A** Uses the book cover, illustrations, or photos to make simple predictions about the topic or text. **LL-NC.2.B** Answers factual questions using a variety of text types (predictable, informational, poetry, etc.). **LL-NC.2.C** Uses events from the book to make a prediction about what might happen next. **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. **LL-NC.1.AA** Identifies characters in a simple story. **LL-NC.1.A** Identifies and describes the main character in a story. **LL-NC.1.B** Identifies the setting in a story. **LL-NC.1.C** Identifies and answers questions about events in a story. **LL-NC.1.D** Identifies the cause and effect relationship between events in a narrative story. **LL-NC.1.E** Identifies the problem, solution, and character motivation in narrative story. **LL-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.

Language and Literacy

Content Component	Developmental Goal	Age	Indicators by Age	Every Child Ready Standard(s)
Language and Literacy **V. Sounds of Language (Phonological Awareness)**	**V.LL.A: Attend to Sounds of Language[25]** **Components** 1. Repeat rhymes, simple songs, poems and finger plays 2. Participate in word games 3. Discriminate some sounds in words *[25]Part 1 of 2. Continues on page 18.*	Preschool	• Experiment with alliteration, such as "Sally sells seashells by the seashore." • Recognize beginning and ending letter sounds • Identify syllables in words • Make sound-letter associations • Make up words that rhyme • Play games with letters, such as I Spy • Create new words by substituting one letter sound for another	**LL-PA.5.B** Isolates the onset of CVC words. **LL-PA.5.C** Isolates the rime of CVC words. **LL-PA.5.D** Blends onset-rimes to form familiar CVC words. **LL-PA.5.E** Segments onset-rimes in familiar CVC words. **LL-PA.6.B** Blends a two-phoneme word with teacher support. **LL-PA.6.C** Segments a two-phoneme word. **LL-PA.6.D** Blends three phonemes in familiar CVC words. **LL-PA.6.E** Segments three phonemes in familiar CVC words to identify the individual phonemes. **LL-PA.4.A** Identifies the initial consonant sounds in familiar words (no blends and digraphs). **LL-PA.4.B** Identifies if a pair of given words have the same initial consonant sound with picture support (no blends or digraphs). **LL-PA.4.C** Produces words that have the same initial sound when given a consonant sound. **LL-PA.4.D** Identifies the final consonant sound in one-syllable words. **LL-PA.4.E** Adds a new beginning sound to create a new word. For example, adding /c/ to "an" to create the word "can." **LL-PA.3.B** Listens to and fills in the missing rhyming word from a familiar song, poem, rhyme, fingerplay, or story. For example, "Twinkle, twinkle little star. How I wonder what you ____." **LL-PA.3.C** Identifies if two words rhyme when given in a pair. For example, "My words are 'cat' and 'hat.' Do these two words rhyme? My words are 'cat' and 'pan.' Do these two words rhyme?" **LL-PA.3.D** Produces at least one real or nonsense rhyming word when given a pair of CVC words, like "cat" and "hat." **LL-PA.3.E** Identifies rhyming words from groups of two to three words when given one rhyming word. **LL-PA.2.B** Segments the syllables in one- and two-syllable words verbally or nonverbally. **LL-PA.2.C** Segments the syllables in three- and four-syllable words verbally or nonverbally. **LL-PA.2.D** Blends the syllables in two- to three-syllable words. **LL-PA.2.E** Blends the syllables in four-syllable words. **LL-PA.1.B** Blends two words to make a compound word. **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.'"

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Language and Literacy **V. Sounds of Language (Phonological Awareness)**	**V.LL.A: Attend to Sounds of Language**[26] **Components** **1.** Repeat rhymes, simple songs, poems and finger plays **2.** Participate in word games **3.** Discriminate some sounds in words *[26]Part 2 of 2. Continued from page 17.*	Preschool	• Experiment with alliteration, such as "Sally sells seashells by the seashore." • Recognize beginning and ending letter sounds • Identify syllables in words • Make sound-letter associations • Make up words that rhyme • Play games with letters, such as I Spy • Create new words by substituting one letter sound for another	**LL-AK.2.AA** Produces the first letter sound in their name with teacher support. **LL-AK.2.A** Produces up to two letter sounds when shown uppercase or lowercase letters. **LL-AK.2.B** Produces up to five letter sounds when shown uppercase or lowercase letters. **LL-AK.2.C** Produces up to ten letter sounds when shown uppercase or lowercase letters. **LL-AK.2.D** Produces up to 15 letter sounds when shown uppercase or lowercase letters. **LL-AK.2.E** Produces up to 26 uppercase and lowercase letter sounds when shown letters in random order. **LL-WR.6.C** Writes the correct initial sound of a word. **LL-WR.6.D** Writes the final sound or another sound heard in a word. **LL-WR.6.E** Writes the correct initial, medial, and final sound when writing a CVC word.

Mathematics

Content Component	Developmental Goal	Age	Indicators by Age	Every Child Ready Standard(s)
Mathematics **I. Number and Operations**	**I.M.A: Develop Number Sense**[27] **Components** **1.** Show interest and understanding in counting **2.** Explores quantity *[27]Part 1 of 2. Continues on page 19.*	Preschool	• Rote count • Use fingers to represent numbers • Count familiar objects • Recognize quantities without counting • Compare objects and decide which has more, less or the same • Explore fractions, such as half of a cookie • Estimate the number of marbles in a jar • Recognize that if there are three friends, you need three cartons of milk • Participate in number games	**M-NC.1.AA** Says number words in order from 1–2 from memory. **M-NC.1.A** Says number words in order from 1–3 from memory. **M-NC.1.B** Says number words in order from 1–5 from memory. **M-NC.1.C** Says number words in order from 1–7 from memory. **M-NC.1.D** Says number words in order from 1–10 from memory. **M-NC.1.E** Says number words in order from 1–20 from memory. **M-NC.2.AA** Nonverbally or verbally matches 1–3 real objects or pictures that are the same or different. **M-NC.2.A** Says numbers in order while matching each number word to each object when counting from 1–3. **M-NC.2.B** Says numbers in order, matching each number word to each object when counting from 1–5. **M-NC.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.

Mathematics

Content Component	Developmental Goal	Age	Indicators by Age	Every Child Ready Standard(s)
Mathematics **I. Number and Operations**	**I.M.A: Develop Number Sense**[28] **Components** **1.** Show interest and understanding in counting **2.** Explores quantity [28]*Part 2 of 2. Continued from page 18.*	Preschool	• Rote count • Use fingers to represent numbers • Count familiar objects • Recognize quantities without counting • Compare objects and decide which has more, less or the same • Explore fractions, such as half of a cookie • Estimate the number of marbles in a jar • Recognize that if there are three friends, you need three cartons of milk • Participate in number games	**M-NC.3.AA** Subitizes by instantly saying how many are in a set without counting for quantities 1–2. **M-NC.3.A** Subitizes by instantly saying how many are in a set without counting for quantities 1–3. **M-NC.4.A** Compares two groups to identify which has more or less for quantities 0–10 without matching or counting. **M-NC.4.B** Matches 0–5 objects from two sets using one-to-one correspondence to understand the concept of the same. **M-NC.4.C** Matches 0–7 objects from two sets using one-to-one correspondence to identify which set has more, less, or if they are the same. **M-NC.4.D** Matches 0–10 objects from two sets using one-to-one correspondence to identify which set has more, less, or if they are the same. **M-NC.4.E** Rational counts and compares the objects in two sets to identify which has more, less, or if they are the same for quantities 0–10.
Mathematics **I. Number and Operations**	**I.M.B: Develop Numerical Representation**[29] **Components** **1.** Identify numerals in everyday situations **2.** Use drawings to represent number **3.** Write some numerals [29]*Part 1 of 2. Continues on page 20.*	Preschool	• Draw to show size or quantity • Keep score of game using symbols or numerals • Find numerals in books, posters and signs • Match numerals with quantity • Examine a chart, identify which column has more and write the corresponding number • Play restaurant and write how much on a ticket • Identify first, second and last positions in a line	**M-NC.6.AA** Matches a set of objects with the number symbol to represent the set for quantities 0–2. **M-NC.6.A** Matches a set of objects with the number symbol to represent the set for quantities 0–3. **M-NC.6.B** Matches a set of objects with the number symbol to represent the set for quantities 0–5. **M-NC.6.C** Matches a set of objects with the number symbol to represent the set for quantities 0–7. **M-NC.6.D** Matches a set of objects with the number symbol to represent the set for quantities 0–10. **M-NC.6.E** Matches a set of objects with the number symbol and compares written numerals between 0–10, identifying which numeral is higher, lower, or if they are the same. **M-PFA.2.D** Uses ordinal numbers to order and describe relative position for up to three objects. **M-PFA.2.E** Orders groups of different amounts using numerical order. **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.

Mathematics

Content Component	Developmental Goal	Age	Indicators by Age	Every Child Ready Standard(s)
Mathematics **I. Number and Operations**	**I.M.B: Develop Numerical Representation[30]** **Components** **1.** Identify numerals in everyday situations **2.** Use drawings to represent number **3.** Write some numerals [30]*Part 2 of 2. Continued from page 19.*	Preschool	• Draw to show size or quantity • Keep score of game using symbols or numerals • Find numerals in books, posters and signs • Match numerals with quantity • Examine a chart, identify which column has more and write the corresponding number • Play restaurant and write how much on a ticket • Identify first, second and last positions in a line	**M-NC.5.AA** Say the names of numerals 0–2 shown in random order. **M-NC.5.A** Says the names of numerals 1–3 shown in random order. **M-NC.5.B** Says the names of numerals 0–5 shown in random order. **M-NC.5.C** Says the names of numerals 0–7 shown in random order. **M-NC.5.D** Says the names of numerals 0–10 shown in random order. **M-NC.5.E** Says the names of numerals 0–20 shown in random order.
Mathematics **II. Geometry and Spatial Sense**	**II.M.A: Investigate Positions and Locations** **Components** **1.** Take objects apart and puts them together **2.** Use actions and words to indicate position and location **3.** Use actions and words to indicate movement and orientation	Preschool	• Build with interlocking blocks • Complete frame and floor puzzles • Move themselves to show position • Use objects to show position • Follow a path or move through an obstacle course • Explain where objects and/or people are located	**M-GS.3.AA** Demonstrates understanding of movement terms (e.g., “up,” “down”) by using gestures or objects. **M-GS.3.A** Demonstrates understanding of location terms (e.g., “in,” “on,” “under,” “over”) by using gestures or objects. **M-GS.3.B** Demonstrates understanding of proximity terms (e.g., “beside,” “between,” “above,” “below”) by using gestures or objects. **M-GS.3.C** Demonstrates understanding of frame of reference terms (e.g., “in back of,” “in front of,” “behind”) by using gestures or objects. **M-GS.3.D** Demonstrates understanding of direction terms (e.g., “forward,” “backward,” “around,” “through,” “to,” “from,” “towards”). **M-GS.3.E** Demonstrates understanding of direction terms (e.g., “near,” “far”) using gestures or objects. **PD.2.AA** Uses two hands to hold containers. Stacks objects such as blocks with coordination. **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.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.

Mathematics

Content Component	Developmental Goal	Age	Indicators by Age	Every Child Ready Standard(s)
Mathematics **II. Geometry and Spatial Sense**	**II.M.B: Explore Shapes** **Components** 1. Investigate and talk about the characteristics of shapes 2. Identify and name some shapes 3. Create and duplicate three-dimensional and two-dimensional shapes	Preschool	• Discuss the shapes of objects, such as "The pizza is round." • Use materials to create shapes, such as clay, blocks and yarn • Find shapes in the environment • Combine basic shapes to create a new shape, such as two squares to make a rectangle • Play shape games, such as Tangrams	**M-GS.1.AA** Verbally or nonverbally identifies one to two common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle). **M-GS.1.A** Verbally or nonverbally identifies at least three common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle). **M-GS.1.B** Verbally or nonverbally identifies at least five common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle). **M-GS.1.C** Identifies and describes the properties of common two-dimensional shapes using words like "sides," "corners," "curve." **M-GS.1.D** Verbally or nonverbally identifies two-dimensional shapes in the environment or in books. **M-GS.1.E** Verbally or nonverbally identifies three-dimensional shapes (sphere, cone, cylinder, cube). **M-GS.2.A** Constructs any recognizable or unrecognizable shape with materials. **M-GS.2.B** Constructs common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle) with materials. **M-GS.2.C** Using a model, constructs two-dimensional shapes and then puts them together to create objects in the environment. Puts together a square and triangle to create a house. **M-GS.2.D** Independently constructs two-dimensional shapes and then puts them together to create objects in the environment. Puts together a square and triangle to create a house. **M-GS.2.E** Constructs common three-dimensional shapes (circle, square, triangle, star, diamond, rectangle) with materials.
Mathematics **III. Patterns and Relationships (Algebra)**	**III.M.A: Develop an Awareness of Patterns** **Components** 1. Recognize patterns and relationships 2. Duplicate and extend patterns 3. Create patterns	Preschool	• Discuss colors or patterns in their clothing, using phrases such as "I have red and blue stripes on my shirt." • Recognize a pattern in a story • Repeat a pattern according to size, color and shape • Create more complex patterns using art materials or other toys • Begin to see and discuss patterns in words,such as cat, hat, mat and fat	**M-PFA.3.AA** Copies simple AB patterns through rhythm and movement. **M-PFA.3.A** Uses objects, rhythm, or movement to copy simple AB patterns. **M-PFA.3.B** Uses objects, rhythm, or movement to copy and extend simple AB patterns. **M-PFA.3.C** Uses rhythm and movement to copy simple and advanced patterns (e.g., AB, ABC, ABB, AAB). **M-PFA.3.D** Uses objects, rhythm, or movement to copy and extend simple and advanced patterns (e.g., AB, ABC, ABB, AAB). **M-PFA.3.E** Recognizes, describes, and copies patterns that include multiple attributes (e.g., red circle, yellow circle, red square, yellow square) or repeating elements (such as blue-red-blue, blue-red-blue).

Mathematics

Content Component	Developmental Goal	Age	Indicators by Age	Every Child Ready Standard(s)
Mathematics **IV. Measurement**	**IV.M.A: Use Measurement** **Components** 1. Explore ways to measure 2. Measure using objects 3. Compare objects using measurable features 4. Use language to describe measurement	Preschool	• Talk about an object being longer than another object • Use words to describe measurement, such as short, tall, wide, hot or cold • Fill a container with solids or liquids • Explore measurements by playing with measuring cups, measuring tapes and rulers • Put objects in order objects, such as putting cars in a row according to size	**M-M.1.AA** Demonstrates understanding of length terms (i.e., "longer," "shorter") using gestures or objects. **M-M.1.A** Demonstrates understanding of length terms (i.e., "longer," "shorter") and height terms (i.e., "taller," "shorter") using gestures or objects. **M-M.1.B** Demonstrates understanding of length terms (i.e., "longer," "shorter"), height terms (i.e., "taller," "shorter"), volume terms (i.e., "more," "less"), and weight terms (i.e., "heavier," "lighter") using gestures or objects. **M-M.1.C** Uses nonstandard units to measure objects by filling, covering, or matching, like when answering "How many scoops of sand fill a container? **M-M.1.D** Uses nonstandard units to measure and then comparative language to describe the measurements of two objects, like when answering "Which container holds more beans?" **M-M.1.E** Uses standard units (e.g., ruler, scale, balance) to measure and then use comparative language to describe the measurements of two objects. **M-PFA.2.AA** Correctly orders or stacks at least five rings, nesting cups, boxes, or other toys. **M-PFA.2.A** Orders up to two objects by one attribute, such as size, shades of color, texture, or sound, using comparative language. **M-PFA.2.B** Orders up to three objects by one attribute, such as size, shades of color, texture, or sound, using comparative language. **M-PFA.2.C** Order up to five objects by one attribute, such as size, shades of color, texture, or sound, using comparative language. **M-PFA.2.D** Uses ordinal numbers to order and describe relative position for up to three objects. **M-PFA.2.E** Orders groups of different amounts using numerical order.
Mathematics **V. Data**	**V.M.A: Explore Data**[31] **Components** 1. Collect and organize information 2. Displays information (charts and graphs) [31]*Part 1 of 2. Continues on page 23.*	Preschool	• Collect information to answer questions or solve problems • Create a chart from gathered information, such as "How many friends want juice or milk?" or "How many friends have on boots?" • Vote on a favorite item and then communicate the results of the vote verbally or using charts	**M-DAP.1.AA** Verbally or nonverbally participates in graphing discussions. **M-DAP.1.A** Verbally or nonverbally participates in graphing discussions and demonstrates understanding of the purpose of a graph. **M-DAP.1.B** Visually compares the amounts in each category without counting. Identifies the category with more, less, or the same. **M-DAP.1.C** Counts and identifies which category has more, less, or if they are the same. Identifies if there is zero in a category. **M-DAP.1.D** Uses comparative language to describe the quantities in each category. For example, answers "Did more people bike or walk to school?" or "Which column has fewer responses?" **M-DAP.1.E** Identifies trends and makes inferences from data. **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).

Mathematics

Content Component	Developmental Goal	Age	Indicators by Age	Every Child Ready Standard(s)
Mathematics **V. Data**	**V.M.A: Explore Data**[31] **Components** **1.** Collect and organize information **2.** Displays information (charts and graphs) [32]*Part 2 of 2. Continued from page 22.*	Preschool	• Collect information to answer questions or solve problems • Create a chart from gathered information, such as "How many friends want juice or milk?" or "How many friends have on boots?" • Vote on a favorite item and then communicate the results of the vote verbally or using charts	**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.2.E** Graphs using symbols such as paper squares, tally marks, or Xs to organize and display information. Compares four groups. **M-PFA.1.A** Sorts and groups objects based on one attribute such as visual features like color, size, or shape. **M-PFA.1.B** Sorts and groups pictures of objects based on one attribute such as visual features like color, size, or shape. **M-PFA.1.C** Sorts and groups objects based on more complex attributes such as function or category. **M-PFA.1.D** Sorts and groups objects or pictures that belong together by one attribute, then regroups according to a different attribute. **M-PFA.1.E** Sorts and groups objects into multiple categories such as size and color, or function and category at the same time.

Science

Content Component	Developmental Goal	Age	Indicators by Age	Every Child Ready Standard(s)
Science **I. Physical Science**	**I.SCI.A: Explore, Investigate and Solve Problems of the Physical World**[33] **Components** **1.** Ask questions **2.** Make predictions based on experiences **3.** Experiment **4.** Reflect on results [33]*Part 1 of 2. Continues on page 24.*	Preschool	• Make connections between cause and effect when playing with marble mazes or cars and ramps • Use tools such as ramps, magnets, scales, eyedroppers or binoculars • Describe properties, using phrases such as "This slide is slick." • Notice similarities and differences of objects, using phrases such as "This ball will bounce higher." • Document predictions and outcomes	**SC-P.1.C** Participates in activities related to changing physical properties of objects, such as crumpling a piece of paper to change the texture from smooth to bumpy. **SC-P.1.D** Describes and discusses various ways that the physical properties or characteristics of objects can change, such as the playdough was soft, but became hard when exposed to air for a long time period. **SC-P.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.1.A** With teacher guidance, participates in activities to formulate simple science-oriented questions based on observations. **SC-SP.1.B** Observes and describes cause and effect. **SC-SP.1.C** With teacher guidance, begins to formulate own questions based on observations. **SC-SP.1.D** Formulates own science-oriented questions based on observations.

Science

Content Component	Developmental Goal	Age	Indicators by Age	Every Child Ready Standard(s)
Science **I. Physical Science**	**I.SCI.A: Explore, Investigate and Solve Problems of the Physical World**[34] **Components** **1.** Ask questions **2.** Make predictions based on experiences **3.** Experiment **4.** Reflect on results [34]*Part 2 of 2. Continued from page 23.*	Preschool	• Make connections between cause and effect when playing with marble mazes or cars and ramps • Use tools such as ramps, magnets, scales, eyedroppers or binoculars • Describe properties, using phrases such as "This slide is slick." • Notice similarities and differences of objects, using phrases such as "This ball will bounce higher." • Document predictions and outcomes	**SC-SP.1.E** With teacher guidance, uses one's formulated science-oriented questions to plan simple explorations or experiments. **SC-SP.2.AA** Uses senses and tools to explore and manipulate objects and materials in the environment. **SC-SP.2.A** Participates in simple explorations and experiments based on a teacher-led inquiry and prior knowledge. **SC-SP.2.B** Participates in teacher-led explorations and experiments and uses prior knowledge to make predictions. **SC-SP.2.C** With teacher guidance, begins to hypothesize before teacher-led experiments. **SC-SP.2.D** Makes hypotheses, and tests their hypotheses through experimentation. **SC-SP.2.E** Explains rationale for predictions and hypotheses, and compares findings with predictions and hypotheses. **SC-SP.3.A** With teacher guidance, participates in recording scientific observations and data. **SC-SP.3.B** Begins to identify relevant information and collects and records information in own journal or paper. **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. **SC-SP.3.E** Makes recommendations based on observations and conclusions.
Science **II. Life Science**	**II.SCI.A: Explore, Investigate and Solve Problems of Living Things**[35] **Components** **1.** Asks questions **2.** Makes predictions based on experiences **3.** Experiment **4.** Reflect on results [35]*Part 1 of 2. Continues on page 25.*	Preschool	• Look for insects • Help plant and harvest a garden • Compare plants and animals,using phrases such as "These are farm animals." • Describe what they know about animals • Know that living things need water and food • Take care of plants or animals • Play outside	**SC-LES.4.A** Identifies various animals. **SC-LES.4.B** Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features. **SC-LES.4.C** Describes the needs of humans and animals and how their characteristics and behaviors support their needs, such as birds have beaks so they can dig for worms. **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.A** Identifies various plants such as trees, flowers, bushes, and so on. **SC-LES.5.B** Identifies that plants are living and identifies characteristics and features of plants. **SC-LES.5.C** Identifies that plants are living and describes the needs of plants. **SC-LES.5.D** Observes and describes plant habitats and life cycles.

Science

Content Component	Developmental Goal	Age	Indicators by Age	Every Child Ready Standard(s)
Science **II. Life Science**	**II.SCI.A: Explore, Investigate and Solve Problems of Living Things**[36] **Components** **1.** Asks questions **2.** Makes predictions based on experiences **3.** Experiment **4.** Reflect on results [36]*Part 2 of 2. Continued from page 24.*	Preschool	• Look for insects • Help plant and harvest a garden • Compare plants and animals,using phrases such as "These are farm animals." • Describe what they know about animals • Know that living things need water and food • Take care of plants or animals • Play outside	**SC-LES.5.E** Describes and discusses ways that plants impact living things and the environment and how humans can impact plants. **SC-SP.1.A** With teacher guidance, participates in activities to formulate simple science-oriented questions based on observations. **SC-SP.1.B** Observes and describes cause and effect. **SC-SP.1.C** With teacher guidance, begins to formulate own questions based on observations. **SC-SP.1.D** Formulates own science-oriented questions based on observations. **SC-SP.1.E** With teacher guidance, uses one's formulated science-oriented questions to plan simple explorations or experiments. **SC-SP.2.AA** Uses senses and tools to explore and manipulate objects and materials in the environment. **SC-SP.2.A** Participates in simple explorations and experiments based on a teacher-led inquiry and prior knowledge. **SC-SP.2.B** Participates in teacher-led explorations and experiments and uses prior knowledge to make predictions. **SC-SP.2.C** With teacher guidance, begins to hypothesize before teacher-led experiments. **SC-SP.2.D** Makes hypotheses, and tests their hypotheses through experimentation. **SC-SP.2.E** Explains rationale for predictions and hypotheses, and compares findings with predictions and hypotheses. **SC-SP.3.A** With teacher guidance, participates in recording scientific observations and data. **SC-SP.3.B** Begins to identify relevant information and collects and records information in own journal or paper. **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. **SC-SP.3.E** Makes recommendations based on observations and conclusions.

Science

Content Component	Developmental Goal	Age	Indicators by Age	Every Child Ready Standard(s)
Science **III. Earth Science**	**III.SCI.A: Explore, Investigate and Solve Problems Involving Properties of the Earth and Sky**[37] **Components** **1.** Ask questions **2.** Make predictions based on experiences **3.** Experiment **4.** Reflect on results [37]*Part 1 of 2. Continues on page 27.*	Preschool	• Identify or label characteristics of earth materials, such as sand, dirt and water • Notice different weather conditions • Use tools to investigate properties of the earth, such as pinwheels, magnifying glasses or prisms • Participate in activities related to the earth, such as making mud, looking at stars and making sand castles • Help with recycling or conservation activities • Notice seasonal changes	**SC-LES.2.A** Identifies different types of weather, such as sunny, rainy, cloudy, or snowy. **SC-LES.2.B** Identifies seasons and observes and describes patterns and changes in the weather. **SC-LES.2.C** Compares and contrasts the different seasons. **SC-LES.2.D** Discusses the effects of changes in weather, such as growing different crops or wearing different clothing. **SC-LES.2.E** Discusses the importance of weather forecasting to prepare for inclement or severe weather conditions. **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.1.C** Compares and contrasts the natural world and the human-made world, such as the wind provides a breeze outside and so does a fan. **SC-LES.1.D** Describes how humans affect their environment in positive and negative ways, such as recycling, planting trees, litter, and pollution. **SC-LES.1.E** Discusses how natural elements like wind and water have an impact on the natural world through a variety of processes, such as erosion. **SC-LES.3.A** Identifies objects in the sky, such as clouds, sun, moon, or stars. **SC-LES.3.B** Describes and discusses objects in the sky, such as clouds, sun, moon, or stars. **SC-LES.3.C** Develops basic understanding about space, such as Earth is a planet and there are other planets. **SC-LES.3.D** Compares and contrasts Earth and space, such as people can breathe on Earth but not in space. **SC-LES.3.E** Uses science tools to research and learn more about Earth and space, such as a telescope or binoculars. **SC-SP.1.A** With teacher guidance, participates in activities to formulate simple science-oriented questions based on observations. **SC-SP.1.B** Observes and describes cause and effect. **SC-SP.1.C** With teacher guidance, begins to formulate own questions based on observations. **SC-SP.1.D** Formulates own science-oriented questions based on observations.

Science

Content Component	Developmental Goal	Age	Indicators by Age	Every Child Ready Standard(s)
Science **III. Earth Science**	**III.SCI.A: Explore, Investigate and Solve Problems Involving Properties of the Earth and Sky**[38] **Components** **1.** Ask questions **2.** Make predictions based on experiences **3.** Experiment **4.** Reflect on results [38]*Part 2 of 2. Continued from page 26.*	Preschool	• Identify or label characteristics of earth materials, such as sand, dirt and water • Notice different weather conditions • Use tools to investigate properties of the earth, such as pinwheels, magnifying glasses or prisms • Participate in activities related to the earth, such as making mud, looking at stars and making sand castles • Help with recycling or conservation activities • Notice seasonal changes	**SC-SP.1.E** With teacher guidance, uses one's formulated science-oriented questions to plan simple explorations or experiments. **SC-SP.2.AA** Uses senses and tools to explore and manipulate objects and materials in the environment. **SC-SP.2.A** Participates in simple explorations and experiments based on a teacher-led inquiry and prior knowledge. **SC-SP.2.B** Participates in teacher-led explorations and experiments and uses prior knowledge to make predictions. **SC-SP.2.C** With teacher guidance, begins to hypothesize before teacher-led experiments. **SC-SP.2.D** Makes hypotheses, and tests their hypotheses through experimentation. **SC-SP.2.E** Explains rationale for predictions and hypotheses, and compares findings with predictions and hypotheses. **SC-SP.3.A** With teacher guidance, participates in recording scientific observations and data. **SC-SP.3.B** Begins to identify relevant information and collects and records information in own journal or paper. **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. **SC-SP.3.E** Makes recommendations based on observations and conclusions. **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.D** Discusses the uses and purpose of water in its different forms, such as ice helps make a drink cold. **SC-P.3.E** Begins to discuss how and why water changes into different forms, such as the water cycle.

Physical Development

Content Component	Developmental Goal	Age	Indicators by Age	Every Child Ready Standard(s)
Physical Development **I. Physical Development and Coordination**	**I.PD.A: Use Gross Motor Skills with Purpose and Coordination** **Components** 1. Control body movements 2. Use large muscle movements to manipulate objects 3. Move from one point to another	Preschool	• Walk, run, jump, gallop and hop on one foot • Stop" or "freeze" and then change directions while playing a game • Bend, stretch, turn and twist their body • Balance on one foot • Throw, kick, bounce and catch a ball • Ride a tricycle,bicycle or wheeled toy with pedals	**PD.1.AA** Sits down and stands up with control. Moves body in a variety of ways such as walking, running, and galloping. Walks up and down the stairs with assistance. Throws balls and attempts to kick balls. **PD.1.A** Begins to develop balance and coordination in gross motor movements such as moving arms and legs together to climb, push, or pull. Jumps with two feet. **PD.1.B** Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet. **PD.1.C** Begins to coordinate upper and lower body, such as when riding a scooter or pedaling a bicycle or tricycle. Kicks and throws forward toward another person or target. **PD.1.D** Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements. **PD.1.E** Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target.
Physical Development **I. Physical Development and Coordination**	**I.PD.B: Use Fine Motor Skills with Purpose and Coordination** **Components** 1. Use fingers and hands to accomplish fine motor tasks 2. Use tools in a functional manner 3. Exhibit coordination of facial muscles	Preschool	• Fasten buttons, zip zippers or snap snaps independently • Build with small connecting blocks • Create art using tools, such as paintbrushes and scissors • Use writing tools • Use eating utensils • Play board games • Speak clearly	**PD.2.B** Uses hands, wrists, and fingers to complete a variety of tasks such as pouring, scooping, opening lids to easy-to-open jars, and simple puzzles. **PD.2.C** Begins to use refined hand movements such as using blunt scissors, buttoning large buttons, and connecting small toys, such as linking cubes or blocks. **PD.2.D** Demonstrates controlled fine motor movements in a variety of ways such as cutting along lines with accuracy. **PD.2.E** Uses precise hand movements to complete a variety of activities such as building using small blocks, completing lacing cards, and cutting out simple shapes with accuracy. **PD.3.AA** Uses crayons or markers with some coordination. **PD.3.A** Draws vertical and horizontal lines with a model using a fisted grasp. **PD.3.B** With teacher modeling, draws circles, squares, and crosses. **PD.3.C** Copies simple designs such as a picture of a person that includes a head, body, arms, and legs. **PD.3.D** Begins to use a tripod grasp when writing and copies complex designs. **PD.3.E** Consistently uses a tripod grasp when writing and copies and creates complex designs.

Physical Development

Content Component	Developmental Goal	Age	Indicators by Age	Every Child Ready Standard(s)
Physical Development **I. Physical Development and Coordination**	**I.PD.C: Respond to Sensory Input to Function in the Environment** **Components** 1. Exhibit sensory awareness 2. Exhibit body awareness 3. Exhibit spatial awareness 4. Exhibit temporal awareness	Preschool	• Use touch, sight, smell, taste and hearing to understand world • Identify many body parts • Move through the environment without bumping into people and objects • Know there are routines and schedules they must follow, such as breakfast, school time and bed time	**C-ARTS.1.A** Participates in guided movement activities by copying dances and movements introduced by others. **M-M.2.B** Demonstrates the understanding of daily routines (order and general length of components). **M-M.2.C** Demonstrates understanding of passage of time within one day, such as understanding morning, afternoon, earlier, later. **M-M.2.D** Demonstrates the understanding of weekly routines (e.g., specials, home days, school days). **M-M.2.E** Begins to demonstrate basic knowledge that clocks and calendars are related to the passage of time. **PD.1.AA** Sits down and stands up with control. Moves body in a variety of ways such as walking, running, and galloping. Walks up and down the stairs with assistance. Throws balls and attempts to kick balls. **PD.1.A** Begins to develop balance and coordination in gross motor movements such as moving arms and legs together to climb, push, or pull. Jumps with two feet. **PD.1.B** Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet. **ATL.9.B** Identifies and anticipates materials and expectations needed for everyday and routine activities. **SC-LES.4.B** Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features. **C-ARTS.3.AA** Freely explores a variety of art materials and tools for sensory exploration. **PD.5.AA** Uses senses to experience a variety of food during mealtimes. **SC-SP.1.AA** Uses senses to observe the environment. **SC-SP.2.AA** Uses senses and tools to explore and manipulate objects and materials in the environment. **SC-LES.1.AA** Notices and looks at the natural world around them. **SC-LES.2.AA** Uses senses to observe and respond to changes in the weather. **SC-LES.3.AA** Points to and observes the sky. **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-P.1.AA** Uses senses to explore the colors and textures of materials and objects in the environment.

Physical Development

Content Component	Developmental Goal	Age	Indicators by Age	Every Child Ready Standard(s)
Physical Development **II. Health**	**II.PD.A: Practice Healthy Behaviors** **Components** **1.** Show independence in personal care routines. **2.** Participate in daily physical activity **3.** Exhibit body strength and endurance	Preschool	• Manage their toileting routine • Wash and dry their hands • Cover their nose and mouth when sneezing • Play on or with gross motor equipment • Engage in running, jumping and chasing • Ride pedal toys • Climb a ladder on a slide • Climb stairs with alternating steps • Tell an adult when they are tired or need to rest • Play outside	**PD.1.AA** Sits down and stands up with control. Moves body in a variety of ways such as walking, running, and galloping. Walks up and down the stairs with assistance. Throws balls and attempts to kick balls. **PD.1.A** Begins to develop balance and coordination in gross motor movements such as moving arms and legs together to climb, push, or pull. Jumps with two feet. **PD.1.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. **PD.4.A** With teacher guidance, follows self-care and hygiene routines. **PD.4.B** Demonstrates understanding of self-care and hygiene routines and begins to initiate. **PD.4.C** Completes self-care and hygiene routines with minimal assistance. **PD.4.D** Independently completes self-care and hygiene routines. **PD.4.E** Understands and describes the importance of self-care and hygiene routines.
Physical Development **III. Safety**	**III.PD.A: Practice Safe Behaviors**[39] **Components** **1.** Know and follows safety rules **2.** Recognize personal danger **3.** Know how and when to seek help from others [39]*Part 1 of 2. Continues on page 31.*	Preschool	• Listen to and follow directions during emergencies • Participate in safety drills • Ask an adult for help • Call for help during emergencies, such as shout for an adult or call 9-1-1 • Recognize trusted adults, such as police officers and firefighters • Follow vehicle, street and public safety • Sit in a car seat • Practice bike safety	**PD.6.AA** Begins to recognize and accepts help in following safety procedures. **PD.6.A** With teacher guidance, follows safety procedures. **PD.6.B** Demonstrates understanding of safety procedures and begins to initiate. **PD.6.C** Independently follows safety procedures. **PD.6.D** Understands and describes the importance of safety procedures. **PD.6.E** Understands and describes how to get help when there are unsafe objects, substances, or behaviors. **SE.7.B** When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions. **SE.7.C** When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise). **SE.7.D** With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise). **SE.7.E** Independently suggests and chooses an adult-provided solution to a personal challenge or challenge with others (e.g. ask for help, compromise). Supports peers by suggesting solutions.

Physical Development

Content Component	Developmental Goal	Age	Indicators by Age	Every Child Ready Standard(s)
Physical Development **III. Safety**	**III.PD.A: Practice Safe Behaviors**[40] **Components** **1.** Know and follows safety rules **2.** Recognize personal danger **3.** Know how and when to seek help from others [40]*Part 2 of 2. Continued from page 30.*	Preschool	• Listen to and follow directions during emergencies • Participate in safety drills • Ask an adult for help • Call for help during emergencies, such as shout for an adult or call 9-1-1 • Recognize trusted adults, such as police officers and firefighters • Follow vehicle, street and public safety • Sit in a car seat • Practice bike safety	**SOC.2.A** Verbally or nonverbally identifies a variety of community members within their community, such as in their neighborhood and school. **SOC.2.C** Recognizes and describes that different people have different roles and responsibilities in the community. **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.

Expressive Arts

Content Component	Developmental Goal	Age	Indicators by Age	Every Child Ready Standard(s)
Expressive Arts **I. Music and Movement**	**I.EA.A: Show Interest in Music and Movement**[41] **Components** **1.** Use body to move to music and express self **2.** Use music and movement to express concepts, ideas or feelings [41]*Part 1 of 2. Continues on page 32.*	Preschool	• Participate in movement activities, such as tag or freeze dance • Create new dances • Sing their favorite songs or sing-along to music • Makes up songs • Create and play musical instruments • Clap to a rhythm	**C-ARTS.1.AA** Moves body spontaneously to music. **C-ARTS.1.A** Participates in guided movement activities by copying dances and movements introduced by others. **C-ARTS.1.B** Recalls short, simple dances and movement sequences previously introduced by others. **C-ARTS.1.C** Creates short dances or movement sequences. **C-ARTS.1.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. **C-ARTS.4.AA** Listens to a variety of music. **C-ARTS.4.A** Participates in a variety of music activities with different tempos, genres, and rhythms. **C-ARTS.4.B** Sings a variety of songs within children's vocal range, independently and with others. **C-ARTS.4.C** Recognizes differences between a variety of music activities with different tempos, genres, and rhythms. **C-ARTS.4.D** Uses their voice or an instrument to express themselves and copy simple tempos.

Expressive Arts

Content Component	Developmental Goal	Age	Indicators by Age	Every Child Ready Standard(s)
Expressive Arts **I. Music and Movement**	**I.EA.A: Show Interest in Music and Movement**[42] **Components** **1.** Use body to move to music and express self **2.** Use music and movement to express concepts, ideas or feelings [42]*Part 2 of 2. Continued from page 31.*	Preschool	• Participate in movement activities, such as tag or freeze dance • Create new dances • Sing their favorite songs or sing-along to music • Makes up songs • Create and play musical instruments • Clap to a rhythm	**C-ARTS.4.E** Creates and performs original music or songs for others. **LL-PA.3.A** Listens to and sings favorite classroom songs with simple rhyme patterns like "Twinkle, Twinkle Little Star."
Expressive Arts **II. Visual Arts**	**II.EA.A: Show Interest in Visual Arts** **Components** **1.** Explore and experiment with a range of media through sensory exploration **2.** Use a range of materials to create pictures or three-dimensional objects **3.** Use creative art to express thoughts, feelings and experiences	Preschool	• Use art materials as intended • Create art work that represents people, places and objects • Discuss artwork • Look at other artwork	**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. **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.5.B** Discusses their own artistic creations and chooses artwork for display or performance. **C-ARTS.5.C** Recognizes and discusses differences in artistic creations. **C-ARTS.5.D** Expresses opinions about the artistic creations and techniques of others. **C-ARTS.5.E** Interprets the art of others by describing what they see and identifying a theme.

Expressive Arts

Content Component	Developmental Goal	Age	Indicators by Age	Every Child Ready Standard(s)
Expressive Arts **III. Drama**	**III.EA.A: Show Interest in Dramatic Arts** **Components** 1. Express self through physical action and sound 2. Begin to use representation to communicate 3. Begin to pretend play 4. Use creativity and imagination to assume roles in dramatic play	Preschool	• Pretend to role play various family and career roles, such as mother, father or teacher • Act out nursery rhymes or favorite stories • Use language to extend play, using statements such as "I am going to pick my baby up from school now." • Take on "roles" in play, using statements such as "I am the mommy and you are the daddy." • Create props for play • Put on a "performance" • Listen and watch an age-appropriate play or performance	**C-ARTS.2.AA** Engages briefly in, or observes others in, dramatic play. **C-ARTS.2.A** Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions. **C-ARTS.2.B** Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play. **C-ARTS.2.C** Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play. **C-ARTS.2.D** Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play. **C-ARTS.2.E** Continues an originally created scenario over the course of several play periods. Collaborates with others to carry out dramatic play and assumed roles. **ATL.1.B** Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play). **ATL.1.C** Engages in individual verbal or nonverbal imaginative play or role-play. **ATL.1.D** Carries out familiar roles during individual or collaborative role-play. **ATL.1.E** Coordinates roles and carries out more complex stories during role-play. **C-ARTS.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.5.B** Discusses their own artistic creations and chooses artwork for display or performance. **C-ARTS.5.C** Recognizes and discusses differences in artistic creations. **C-ARTS.5.D** Expresses opinions about the artistic creations and techniques of others. **C-ARTS.5.E** Interprets the art of others by describing what they see and identifying a theme.

Notes

Notes

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