

Nebraska's Early Learning Guidelines & Every Child Ready Standards Alignment

Nebraska's Early Learning Guidelines & Every Child Ready Standards Alignment														
Nebraska's Birth to Five Early Learning Guidelines: Birth to Five Learning and Development Standards					Every Child Ready Standards									
Developmental Domain	Standard	Age	During this age period:	Indicators for children include:	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	Alignment 8	Alignment 9	Alignment 10
SOCIAL & EMOTIONAL - Self Control	Standard (SE.01): Develops self-awareness and sense of self	3-4 years	Children begin to describe characteristics of self and others. Later, children begin to show growing independence in a range of activities, routines, and tasks.	- Refers to self by first and last name and identifies some personal characteristics (e.g., gender, hair color) - Introduces self and family members to others - Describes themselves in terms of basic preferences - Makes independent choices and plans from a broad range of diverse play areas or interest centers - Shows growing independence in a range of activities, routines, and tasks	IS.3.A With adult support, verbally or nonverbally identifies something about themselves.	IS.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.	SOC.1.AA Identifies and recognizes self and family members.	SOC.1.A Understands family relationships in relation to self.	LL.CC.2.AA Verbally labels familiar objects, body parts, people, or emotions using one-word responses.	LL.CC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.	LL.CC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions.	ATL.8.D Creates and follows through with simple plans independently.		
		4-5 years	Children begin to compare what they could do at a younger age to current abilities. Later, children begin to develop independence, confidence, and competence.	- Expresses individuality by making independent decisions - Expresses ideas for activities and initiates discussions - Actively engages in activities and interactions with adults and peers - Discusses their own actions and efforts - Uses positive words to describe self - Contributes to group discussions expressing own thoughts and ideas	IS.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence.	IS.3.D Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.	SOC.5.D Describes how people and things change over time and will continue to change into the future.	IS.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.	IS.6.E Seeks out opportunities to complete age-appropriate tasks independently.	IS.5.A Engages with peers with teacher modeling and participates in organized group activities.	LL.CC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship?" and verbs ("love").	ATL.8.D Creates and follows through with simple plans independently.	ATL.4.C Monitors the completion of a task and identifies preferred elements of a work product or task.	
	Standard (SE.02): Manages emotions with increasing independence	3-4 years	Children begin to regulate a wide range of emotions, sometimes with adult assistance. Later, children begin to learn coping and self-regulation skills to manage a variety of emotions and behaviors with increasing independence.	- Recognizes and describes a wide range of feelings including the primary emotions - Manages transitions and adapts to changes in schedules, routines, and situations with adult support - Follows simple program rules, routines, and directions with few reminders - Shows awareness and responds appropriately to the feelings of others	IS.2.A Correlates emotion with one-on-one adult support	IS.2.B Accepts offers of adult assistance to engage in coregulation.	IS.1.A Verbally or nonverbally expresses basic emotions, such as happy, surprised, angry, scared, frustrated, and sad, while an adult adds emotion labels to that expression.	IS.1.B With adult modeling and visual supports, verbally or nonverbally identifies and labels emotions such as happiness, surprise, anger, fear, and sadness in self.	IS.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.	IS.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.	ATL.2.B Plays, works on tasks, or participates in activities with peers with adult prompts (associative play).	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.	
		4-5 years	Children begin to tolerate small levels of frustration and disappointment with adult support. Later, children begin to utilize strategies to help delay gratification (e.g., waiting for a turn).	- Empathizes with feelings of others (e.g., tries to comfort a sad friend) - Describes emotions to trusted adult and peers - Manages impulses and feelings (e.g., takes three deep breaths, uses calming words, puts self out of play to go to "safe spot" to relax, uses expressive activities) - Transitions between tasks with minimal direction from adults - Attempts to solve problems with other children independently, by negotiation, or other socially acceptable means - Participates in daily routine without being asked	IS.2.C Begins to connect their emotions with their needs and requests coregulation	IS.2.D Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance.	IS.1.C With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations.	IS.1.D Independently verbally or nonverbally names and describes their own emotions.	IS.7.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).	IS.7.D With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise).	IS.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.	ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play).	ATL.7.C Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn).	ATL.5.C Adjusts to changes in the environment or schedule with adult guidance and advance warning.
SOCIAL & EMOTIONAL - Cooperation and Prosocial Behavior	Standard (SE.03): Develops foundational skills to support cooperation and prosocial behavior	3-4 years	Children begin to take turns, share with peers. Later, children begin to develop and maintain ongoing relationships.	- Seeks out other children with whom to play - Wants to take turn in an activity - Demonstrates understanding of sharing - Uses appropriate communication skills to initiate or join classroom activities - Shows empathy for physically hurt or emotionally upset child - Increases use of language skills instead of physical force to resolve conflicts - Uses social conventions	IS.5.A Engages with peers with teacher modeling and participates in organized group activities.	IS.5.B With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	IS.4.A With adult modeling and one-on-one support, verbally or nonverbally names observable emotions and experiences of others.	IS.4.B With adult prompts, compares their own characteristics and emotions to those of others.	IS.7.AA Observes or copies an adult modeling a solution to a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.	IS.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.	ATL.2.B Plays, works on tasks, or participates in activities with peers with adult prompts (associative play).	ATL.2.C Makes cooperative decisions with peers based on adult provided choices (associative play).		
		4-5 years	Children begin to recognize and acknowledge the feelings, needs, and rights of others. Later, children begin to respect the rights of others.	- Attempts to solve problems with other children independently, by negotiation, or other socially acceptable means - Recognizes how actions affect others and accepts consequences for own actions - Engages in cooperative group play - Accepts guidance and direction from a variety of familiar adults - Follows basic rules and routines for play and group participation	IS.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	IS.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.	IS.4.C With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations.	IS.4.D With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others.	IS.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).	IS.7.D With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise).	ATL.2.C Makes cooperative decisions with peers based on adult provided choices (associative play).	ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play).	IS.4.E With minimal teacher prompts, demonstrates empathy by providing support for others through assistance or advocacy.	
	Standard (SE.04): Shows interest in, interacts with, and develops personal relationships with others	3-4 years	Children begin to recognize and describe social problems. Children continue to interact empathetically and cooperatively with adults and peers.	- Responds to adults' questions - Shares by taking turns with materials and toys with other children - Engages in cooperative play with others (may require adult guidance) - Uses adults as a resource to solve problems - Suggests solutions to conflicts with adult guidance and support - Uses words to express anger, such as "I don't like it when you push me" or "That makes me mad"	IS.5.A Engages with peers with teacher modeling and participates in organized group activities.	IS.5.B With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	IS.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.	IS.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).	IS.4.E With minimal teacher prompts, demonstrates empathy by providing support for others through assistance or advocacy.	ATL.2.A Engages in activities next to peers using shared materials (parallel play).	ATL.2.B Plays, works on tasks, or participates in activities with peers with adult prompts (associative play).			
		4-5 years	Children continue to adapt to new environments with appropriate emotions and behaviors.	- Develops close friendships with one or two children as well as plays with many children - Notifies who is absent from circle time and asks about it, showing concern for others - Initiates conversations with adults and other children - Accepts and requests guidance from adults - Knows how to join a group of playing children - Engages in sustained periods of cooperative play	ATL.2.C Makes cooperative decisions with peers based on adult provided choices (associative play).	ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play).	IS.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	IS.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.	IS.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).	IS.7.D With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise).	IS.5.E Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.	LL.CC.4.E Modifies conversations based on the context or listener.		
SOCIAL & EMOTIONAL - Knowledge of Families and Communities	Standard (SE.05): Develops a sense of belonging to family, community, and other groups	3-4 years	Children begin to understand various family roles, jobs, and rules. Later, children begin to express some understanding of familiar places in the community, such as where people live, and locations of stores, parks, and restaurants.	- Recognizes familiar places in their environment (stores, parks, restaurants, roads, buildings, trees, gardens, bodies of water, and land formations) - Sees self as a family member and identifies his/her role within the family - Reads/looks at books and writes/dictates/shares or dramatizes stories about families/events	SOC.4.AA Verbally or nonverbally identifies familiar places and the features, such as home, classroom, and school building.	SOC.4.A Verbally or nonverbally identifies common locations in their neighborhood and community and their features (library, store, park, etc.).	SOC.1.A Understands family relationships in relation to self.	SOC.1.C Discusses the importance of their own family and the roles and responsibilities of various individuals in the family.	SOC.2.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	LL.NC.4.A Describes or reenacts one event in a personal narrative using a simple phrase.			
		4-5 years	Children begin to understand the reason for rules in the home, classroom, and laws in the community. Later, children begin to participate in activities to help others in the group or community.	- Recognizes a variety of jobs and the work associated with them - Sometimes recognizes other children's family members (e.g., who they are, where they work) - Identifies self as being a part of different groups e.g., (family, community, culture, preschool) - Understands that events in the past, present, or future relate to, and can change self, family, and community	SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community.	SOC.1.C Discusses the importance of their own family and the roles and responsibilities of various individuals in the family.	SOC.2.B Recognizes their role within the classroom, neighborhood, and community, such as voting in the classroom or being a member of the soccer team.	SOC.5.A Begins to demonstrate an understanding of past and present experiences through concrete materials and visual supports.	SOC.5.B Begins to sequence past and present experiences using visual supports.	SOC.5.D Describes how people and things change over time and will continue to change into the future.	ATL.5.E Adapts to new rules or circumstances in an age-appropriate game or activity.	IS.5.E Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.		

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Developmental Domain	Standard	Age	During this age period:	Indicators for children include:	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	Alignment 8	Alignment 9
APPROACHES TO LEARNING - Initiative and Curiosity	Standard (AL.01): Develops foundational skills that support initiative, self-direction, and curiosity as a learner	3-4 years	Children begin to demonstrate self-direction and independence.	- Shows willingness to listen to a new song or story - Participates with different art materials, dramatic play, and puzzles/toys/blocks - Chooses activity at choice time and goes to another area to play when finished - Selects items/objects from a variety of choices and comes up with ideas about ways to use them constructively - Works to complete tasks with increasing independence—starts an art project and asks to continue it the next day	ATL.3.AA Exhibits curiosity and interest in activities and materials. Repeats preferred activities.	ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work.	ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own.	ATL.6.AA Follows along with and participates in songs, chants, and simple stories.	LL-LC.1.A Responds to simple requests, such as choosing between objects.	LL-LC.3.A Shows interest in new words or asks questions to acquire new vocabulary.	ATL.6.A Sustains interest in a preferred task for a brief amount of time (5–10 minutes).	ATL.7.C Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn)	
		4-5 years	Children begin to follow directions and demonstrate interdependence.	- Follows and responds positively to directions from adult (e.g., gets and brings carpet square to meeting area for story time) - Accepts suggestions from other children during play - Notifies new displays and materials and discusses them with the adult - Offers or accepts assistance from other children when help is needed	ATL.3.C Asks questions and seeks clarity after attempting a challenging task.	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.7.B Independently follows two- to three-step verbal adult directions.	LL-LC.1.D Shows understanding of more complex sentences or questions through actions, such as following three-step directions.	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.	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.	LL-LC.2.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.
APPROACHES TO LEARNING - Sensory Exploration, Reasoning, and Problem Solving	Standard (AL.02): Demonstrates active inquiry, persistence, problem identification, and application of knowledge to new situations	3-4 years	Children begin to find inventive or creative ways of completing a task or problem solve with adult guidance.	- Agrees to continue to work on an activity or computer/tablet application when the teacher offers help with a problem - Asks for assistance after trying for a couple minutes to put a puzzle together - Uses objects to represent real items in pretend play (e.g., cardboard box as car, sets up a "grocery store" using blocks/other classroom items) - Makes comparisons among objects that are observed - Describes and explains reasoning for classifying and sorting different items	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.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.3.C Asks questions and seeks clarity after attempting a challenging task.	ATL.1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play).	M-PFA.1.A Sorts and groups objects based on one attribute such as visual features like color, size, or shape.	C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.	
		4-5 years	Children begin to recognize and problem solve by trying several strategies and is highly involved and persistent.	- Uses symbols/images/objects to represent something not present - Constructs a bridge or other structure with blocks using past experiences as a guide - Recalls and reflects on experiences and information, and interprets or draws conclusions based on the information (e.g., tells teacher during clean up at school about matching spoons at home after washing dishes) - Asks what would happen if materials were added or taken away during activities or exploration (e.g., asks, "What would happen to a floating boat if objects were added to the deck?")	ATL.8.C With adult support, creates a goal for an activity and follows a simple plan.	ATL.8.D Creates and follows through with simple plans independently.	ATL.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.5.D With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error).	ATL.4.D Assesses or reflects upon activity or task outcome or product.	ATL.3.D Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed.	SC-SP.1.C With teacher guidance, begins to formulate own questions based on observations.	SC-SP.3.C Draws conclusions on prior knowledge and recorded information.	SC-SP.1.D Formulates own science-oriented questions based on observations.

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HEALTH & PHYSICAL DEVELOPMENT - Fine (Small) Motor Skills	Standard (HP.01): Child demonstrates effective and efficient use of large muscles for movement, position, and to explore the environment.	3-4 years	Children begin to coordinate the use of arms, hands, and fingers to accomplish more complex tasks. Later, children begin to use classroom and household tools independently with hand-eye coordination to carry out more complex activities.	• Uses fork and spoon to eat • Manages large buttons • Handles small objects, such as stringing small beads and pegboard pegs, with growing skill • Uses scissors to cut simple shapes • Pulls caps off markers and puts them back on firmly • Opens and closes lids on a container • Builds with small blocks and puts them apart with relative ease	PD.2.AA Uses two hands to hold containers. Stacks objects, such as blocks, with coordination.	PD.2.A Uses hands and fingers to complete a variety of tasks, such as opening drawers and cabinets.	PD.2.B Uses hands, wrists, and fingers to complete a variety of tasks such as pouring, scooping, opening lids to easy-to-open jars, and simple puzzles.	PD.2.C Begins to use refined hand movements such as using blunt scissors, buttoning large buttons, and connecting small toys, such as linking cubes or blocks.	PD.3.AA Uses crayons or markers with some coordination.	C-ARTS.3.A Expresses self using a variety of art materials and tools.	LL-BK.2.AA Identifies a book and turns pages appropriately from right to left and may include multiple pages at one time.	PD.3.A Draws vertical and horizontal lines with a model using a fist/grip.
		4-5 years	Children begin to demonstrate hand-eye coordination and fine motor control through various activities (e.g., catch or hit a ball, build with small blocks, pour using different tools, button/zip/snap). Later, children begin to fluently and accurately use classroom and household tools independently to carry out activities.	• Uses scissors to cut out shapes with moderate levels of precision and control • Draws letter like forms • Zips and snaps clothing to dress self • Uses tripod grasp to hold and manipulate writing and art tools • Uses coordinated movements to complete complex tasks such as cutting along a line, pouring, or buttoning	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.3.D Begins to use a tripod grasp when writing and copies complex designs.	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.	C-ARTS.3.A Expresses self using a variety of art materials and tools.	PD.4.C Completes self-care and hygiene routines with minimal assistance.	PD.4.D Independently completes self-care and hygiene routines.
HEALTH & PHYSICAL DEVELOPMENT - Gross (Large) Motor Skills	Standard (HP.02): Child demonstrates effective and efficient use of large muscles for movement, position, and to explore the environment.	3-4 years	Children begin to coordinate both hands to manipulate large objects. Later, children begin to use sensory information to guide motion.	• Walks and runs around obstacles and corners • Gallops or hops • Balances on one foot • Pretends to be various jumping or crawling creatures (e.g., rabbit, frog, kangaroo, lizard) • Throws large bean bags or ball with some accuracy • Climbs on play equipment • Develops spatial awareness and may enjoy activities such as crawling through tunnels, simple obstacle courses, or under tables	PD.2.AA Uses two hands to hold containers. Stacks objects such as blocks with coordination.	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.	C-ARTS.1.A Participates in guided movement activities by copying dances and movements introduced by others.			
		4-5 years	Children begin to demonstrate increasing stamina, endurance, control, balance, and coordination of body movements. Children continue to develop body flexibility and coordination.	• Jumps on two feet over small objects with some control • Jumps for distance and/or height • Combines large muscle movements with equipment (e.g., swinging, using a slide, riding a tricycle, or bouncing a ball) • Engages in activities that involve climbing, swinging, rolling, spinning, jumping, tumbling, or being upside down • Walks up and down stairs using alternating feet • Pedals consistently when riding a tricycle • Starts and stops a tricycle intentionally	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.	C-ARTS.1.A Participates in guided movement activities by copying dances and movements introduced by others.	PD.1.E Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target.			
HEALTH & PHYSICAL DEVELOPMENT - Health and Safety Practices	Standard (HP.03): Child develops an awareness and understanding of health, physical activity, and safety	3-4 years	Children begin to demonstrate growing independence in personal hygiene, and personal care when eating, dressing, washing hands, brushing teeth, and toileting. Later, children begin to begin to demonstrate knowledge about health, harmful objects, and situations.	• Actively participates in indoor/outdoor physically active play that enhances health and well-being • Takes care of own toileting needs • Cooperates and assists adult with tooth brushing • Uses good personal hygiene practices • Follows program or safety rules with few reminders and recognizes signs of danger • Communicates to peers and adults when seeing dangerous behaviors • Understands the difference between safe and unsafe touch • Identifies appropriate clothing for various weather conditions • Recognizes safety issues with guns, water, fire, and strangers	PD.4.AA Begins to recognize and accept help in self-care and hygiene routines.	PD.4.A With teacher guidance, follows self-care and hygiene routines.	PD.4.B Demonstrates understanding of self-care and hygiene routines and begins to initiate.	PD.6.A With teacher guidance, follows safety procedures.	PD.6.B Demonstrates understanding of safety procedures and begins to initiate.	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.2.D Discusses the effects of changes in weather, such as growing different crops or wearing different clothing.	
		4-5 years	Children begin to explain healthy practices, harmful objects and situations and respond independently most of the time. Later, children begin to initiate and carry out personal tasks independently from adults.	• Recognizes danger and poison symbols and avoids those objects/areas • Recognizes the importance of doctor and dentist visits as a necessary and positive experience • Cooperates and participates in care for illness (e.g., takes medicine with adult assistance, understands importance of taking each dose, uses tissue to blow nose) • Understands and explains that some practices may be personally dangerous (e.g., playing near streets and/or ditches, smoking, playing with matches or lighters) • Identifies adults that can help in dangerous situations (e.g., parents, teachers, police officers) • Recognizes personal privacy in relation to their body • Exhibits independence in toileting and other personal care tasks, such as teeth brushing, washing hands, blowing nose, dressing	PD.4.C Completes self-care and hygiene routines with minimal assistance.	PD.4.D Independently completes self-care and hygiene routines.	PD.6.C Independently follows safety procedures.	PD.6.E Understands and describes how to get help when there are unsafe objects, substances, or behaviors.	SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community.	LL-BK.3.AA Identifies familiar images or logos in environmental print.	PD.5.C Begins to understand how eating a variety of foods and proper hydration helps the body grow and be healthy.	
HEALTH & PHYSICAL DEVELOPMENT - Nutrition	Standard (HP.04): Child develops healthy eating habits and exhibits increasing independence in eating abilities	3-4 years	Children begin to eat a variety of foods and learn about food through observation and modeling during mealtimes. Later, children begin to participate in mealtime routines with increasing independence and increase consistency in using serving and eating utensils.	• Uses spoon and fork, but may resort to fingers for efficiency • Uses dramatic play and learning experiences to gain awareness of various food sources and how they're prepared • Expresses hunger and satiety verbally and uses descriptive vocabulary for food preferences • Knows and participates in routines for serving, passing, and cleaning up after meals • Uses serving utensils to self-serve food and exhibits increasing accuracy • Passes food at the table, or participates in other culturally-specific family serving styles; is able to take appropriate sized portions	PD.5.AA Uses senses to experience a variety of food during mealtimes.	PD.5.A Recognizes and identifies a variety of different foods.	PD.5.B Demonstrates understanding of types of foods and preferences.	PD.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.	ATL.9.B Identifies and anticipates materials and expectations needed for everyday and routine activities.	SOC.3.AA Verbally or nonverbally expresses wants and needs with simple phrases or gestures.	PD.5.C Begins to understand how eating a variety of foods and proper hydration helps the body grow and be healthy.	
		4-5 years	Children begin to become more curious and enthusiastic about eating and trying new foods. Later, children begin to take more responsibility for eating and food choices.	• Accepts a wider variety of foods with various textures and flavors • Displays greater accuracy with utensils, such as fork use and spreading soft foods with a knife • Identifies food sources and is able to distinguish more or less healthy foods • Develops understanding that eating healthy foods is important and they give them the energy to grow, think, and play • States food preferences, but is willing to try most new foods • Able to provide simple explanations for their own and/or others' food allergies	PD.5.B Demonstrates understanding of types of foods and preferences.	PD.5.C Begins to understand how eating a variety of foods and proper hydration helps the body grow and be healthy.	PD.5.D Demonstrates understanding and categorizes different food types such as vegetables, fruit, grains, protein, and dairy.	PD.2.D Demonstrates controlled fine motor movements in a variety of ways such as cutting along lines with accuracy.	ATL.9.B Identifies and anticipates materials and expectations needed for everyday and routine activities.	PD.5.E Understands and describes different foods and how they give our bodies nutrients and energy.		

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Developmental Domain	Standard	Age	During this age period:	Indicators for children include:	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	Alignment 8	Alignment 9	Alignment 10
LANGUAGE & LITERACY - Listening and Understanding	Standard (LL.01): Demonstrates continual growth in understanding increasingly complex and varied vocabulary	3-4 years	Children begin to listen to directions and conversations with understanding. Later, children begin to listen to stories that are read aloud, and show understanding through body language, pointing to pictures, or retelling the story.	• Listens to others and responds to feelings and expressed ideas • Demonstrates understanding of the meaning of stories, songs, and poems • Follows single, multistep, and complex directions in order. At first with adult support and later on their own • Listens to stories that are read aloud, and shows understanding through body language, pointing to pictures, or retelling the story	LL-LC.1.A Responds to simple requests, such as choosing between objects.	LL-LC.1.B Responds to multiple sentences, such as acting out multiple events, following two-step directions, or finding objects based on a description.	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-NC.3.A Describes one event from a familiar narrative using visuals or gestures.	LL-NC.3.B Retells two events from a familiar narrative using visuals or gestures.					
		4-5 years	Children begin to provide basic answers to specific questions about details of a story (e.g., who, what, where, or when). Later, children begin to provide a summary of a story highlighting key ideas in the story and how they relate to one another.	• Retells 2-3 key events from a well-known story • Demonstrates understanding of home and/or English languages during social interactions, program directions, and activities • Understands increasingly complex sentences that include multiple concepts	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.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 multistep responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic.	LL-NC.2.B Answers factual questions using a variety of text types (predictable, informational, poetry, etc.).	LL-NC.3.C Retells three or more events from a familiar story in sequence using visuals or gestures.	LL-NC.3.D Retells three or more events from a familiar narrative in sequence using visuals or gestures.			
LANGUAGE & LITERACY - Speaking and Communicating	Standard (LL.02): Develops foundational skills to communicate effectively for a variety of purposes	3-4 years	Children begin to use complex gestures and actions to enhance communication. Later, children begin to use expanded sentences when communicating with others.	• Greets and initiates interactions with adults and peers • Uses sentences that include two or more separate ideas using new vocabulary that has been introduced • Understands different rules for using language and variation in voice level • Begins to understand body language as a nonverbal means of communication • Uses some question words and some prepositions • Speaks clearly, or uses alternative communication methods, to be understood by unfamiliar listeners • Uses non-verbal communication to enhance message (e.g., eye contact as culturally and individually appropriate, facial expression, gestures) • Uses social conventions in language with adult support • Uses simple pronouns (e.g., I, me, you, mine, he) • Demonstrates an emerging understanding of basic grammar rules, overgeneralization of grammar rules is common	LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.	LL-LC.3.AA Repeats or attempts to use words heard in the everyday language or environment.	LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions.	LL-LC.4.AA Communicates with peers and teachers using nonverbal gestures like pointing, shrugging shoulders, or giving a thumbs-up.	LL-LC.4.A Initiates a brief verbal or nonverbal social interaction with adults or peers engaging in a one-way interaction.	LL-LC.4.B Initiates or joins conversations and engages in conversational turn-taking with at least one feedback loop using both verbal and nonverbal communication.	LL-LC.5.B Continues to develop more complex sentences using syntax with a noun and verb and object (i.e., "Armel throws the ball").	LL-LC.4.E Modifies conversations based on the context or listener.	LL-NC.4.B Tells a two-event personal narrative using simple phrases.	
		4-5 years	Children begin to use complex sentences. Later, children begin to use increasing variety and specificity of words to communicate their thoughts and ideas.	• Attempts to independently solve problems through communicating with other children • Follows agreed upon rules for discussions • Understands and uses most question words • Uses many frequently occurring prepositions • Begins to use new words and phrases acquired through conversations and exposures to texts • Uses increasingly longer and more complex sentences to communicate ideas • Changes word tense to indicate time • Uses language to share ideas and gain information • Uses language for a variety of purposes (role playing, rhyming, using props, describing feelings, telling jokes, conversing) • Maintains a topic of conversation through multiple exchanges	LL-LC.2.D Answers questions from adults and peers using multistep responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic.	LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults.	LL-LC.3.D Explains meaning or attempts to use descriptive words to label familiar objects ("friendship") and verbs ("love").	LL-LC.4.C Initiates or joins conversations using 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 attempting between speaker and listener.	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").	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.D Constructs a personal narrative with three or more events in a coherent sequence.	LL-WR.1.C Contributes ideas and opinions to a shared writing experience by drawing or writing with teacher support.
LANGUAGE & LITERACY - Phonological Awareness	Standard (LL.03): Demonstrates knowledge of phonological awareness	3-4 years	Children begin to engage in word and sound play with adults. Later, children begin to distinguish between words that contain similar sounding phonemes (e.g., cat-hat).	• Shows enjoyment of rhymes and alliteration • Notices that several words or names begin with the same sound • Claps hands for each syllable in words • Recognizes rhyming words in songs, chants or poems • Identifies when initial sounds in words are the same (e.g., pumpkin, puppet) • Distinguishes individual words in a sentence	LL-PA.3.A Listens to and sings favorite classroom songs with simple rhyme patterns like "Twinkle, Twinkle Little Star."	LL-PA.3.B Listens to and fills in the missing rhyming word from a familiar song, poem, rhyme, fingerplay, or story. For example, "Twinkle, twinkle little star. How I wonder what you ____."	LL-PA.2.A Repeats multisyllabic words or participates in games and word play involving multisyllabic words.	LL-PA.2.B Segments the syllables in one- and two-syllable words verbally or nonverbally.	LL-PA.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.5.A Repeats a list of three CVC words that have the same rime.	LL-PA.5.B Isolates the onset of CVC words.	LL-PA.6.A Repeats an individual sound.	LL-PA.6.B Blends a two-phoneme word with teacher support.
		4-5 years	Children begin to demonstrate basic knowledge of letter-sound correspondence. Later, children begin to identify, blend, and segment syllables in spoken words.	• Makes rhymes to simple words • Demonstrates phonemic awareness by playing with sounds to create new words • Able to distinguish and count syllables in words • Isolates the initial sound in some words • Produces rhyming words or words that have same initial sound • Progresses in listening and telling differences in phonemes • Isolates beginning and ending sounds of printed or spoken words	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 'bat.' 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.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.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.5.C Isolates the rime of CVC words.	LL-PA.5.D Blends onset-rimes to form familiar CVC words.	LL-PA.6.C Segments a two-phoneme word.	LL-PA.6.D Blends three phonemes in familiar CVC words.
LANGUAGE & LITERACY - Book Knowledge and Appreciation	Standard (LL.04): Demonstrates interest in and appreciation of reading-related activities	3-4 years	Children begin to understand that books are comprised of written words. Later, children begin to increase their knowledge about books and how they typically are read (e.g., holds book right side up, turns pages from front to back).	• Demonstrates interest in and appreciation of reading-related activities • Relates events in story to own knowledge and experience • Begins to sequence, predict, and retell a story (e.g., tells about the story from the pictures) • Asks people to read stories, signs, and notes • Understands that print carries meaning • Answers questions about a story that has been read or repeats parts of the story • Chooses a favorite book • Tells stories to others, real and imaginary • Demonstrates an interest in different types of literature (e.g., nonfiction, poetry)	LL-BK.1.AA Requests that books be read by an adult.	LL-BK.1.B Selects and requests that a favorite or familiar book be read by an adult.	LL-BK.2.A Demonstrates understanding of proper book orientation by holding books right side up and turning one page at a time, starting from the first page.	LL-BK.2.C Uses illustrations to tell a familiar story with information and expression, using repeated phrases.	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-NC.1.A Identifies and describes the main character in a story.	LL-NC.1.B Identifies the setting in a story.	LL-NC.2.B Answers factual questions using a variety of text types (predictable, informational, poetry, etc.)	LL-NC.5.A Listens and responds to a wide variety of informational texts read aloud.
		4-5 years	Children begin to know features of books such as title, author, and illustrator. Later, children begin to independently choose to "read" books and select a variety of texts including fiction and non-fiction.	• Utilizes books as a source of information • Identifies main components of a story (major plot points) • Asks people to read stories, signs, or notes • Knows how to care for books • Shows knowledge of basic print conventions when "reading" picture books • Pretends to read book titles/simple stories • Knows specific words related to books such as author and illustrator	LL-BK.1.D Looks at books independently or with peers.	LL-BK.1.E Treats books with care.	LL-BK.2.A Demonstrates understanding of proper book orientation by holding books right side up and turning one page at a time, starting from the first page.	LL-BK.2.D Tracks print from left to right and top to bottom while imitating reading a familiar text.	LL-BK.3.C Demonstrates understanding that print has meaning and begins to connect environmental print with objects or locations in the classroom.	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.3.C Retells three or more events from a familiar story in sequence using visuals or gestures.	LL-NC.5.B Recognizes that informational texts are a source of information.	
LANGUAGE & LITERACY - Print Awareness and Early Writing	Standard (LL.05): Conveys meaning through drawing, letters, and words	3-4 years	Children begin to engage in writing activities that consist largely of drawing and scribbling. Children begin to recognize symbols have meaning. Later, children begin to draw or "write" to convey an idea, event or story. Children continue to progress in identifying of letters.	• Shows an awareness of print as a form of meaningful communication (e.g., asks people to read notes, signs) • Shows an interest in early writing • Uses scribbles, shapes, or pictures to represent specific thoughts, ideas, stories • Copies simple lines and shapes • Writes some letter-like forms and letters with adult support • Identifies haphazard writing as distinct from haphazard drawing • Labels a drawing with several randomly placed, letter-like shapes • Recognizes that the letters of the alphabet are a special category of visual graphics that can be named • Shows awareness of letters (sings ABC song, recognizes letters from own name) • Creates writing with the intent of communicating (e.g., makes a pretend list) • "Reads" familiar environmental print (e.g., logos, signs) • Recognize the letters in their own name	LL-BK.1.AA Requests that books be read by an adult.	LL-BK.1.B Selects and requests that a favorite or familiar book be read by an adult.	LL-BK.2.A Demonstrates understanding of proper book orientation by holding books right side up and turning one page at a time, starting from the first page.	LL-BK.2.D Tracks print from left to right and top to bottom while imitating reading a familiar text.	LL-BK.3.C Demonstrates understanding that print has meaning and begins to connect environmental print with objects or locations in the classroom.	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.3.C Retells three or more events from a familiar story in sequence using visuals or gestures.	LL-NC.5.B Recognizes that informational texts are a source of information.	
		4-5 years	Children begin to use drawing, scribbling, and letters as a form of communication. Children begin to recognize that letters make sounds. Later, children begin to write for a variety of purposes and demonstrate understanding of many print conventions. Children continue to recognize most uppercase and some lowercase letters.	• Recognizes writing as a way of communicating for a variety of purposes (e.g., giving information, sharing stories, or giving an opinion) • Identifies some letters and numbers and progresses in the identification of letters • Uses pretend writing in play as a purposeful activity • Recognizes and/or writes own name on artwork or possessions • Progressively uses drawing, scribbling, letter-like form, and letters to intentionally convey meaning • Recognizes that letters of the alphabet have distinct sounds(s) associated with them • Attends to the beginning letters in sounds and words • Recognizably writes a majority of letters in their name • Copies environmental print from signs/labels posted around room • Makes some letter-sound connections (e.g., identifies letters and associates the correct sounds with letters) • May use invented spelling consisting of salient or beginning sounds to write words (e.g., B for ball or L for elevator)	LL-BK.3.C Demonstrates understanding that print has meaning and begins to connect environmental print with objects or locations in the classroom.	LL-BK.3.D Points to one word and one letter in an unfamiliar text or around the room.	LL-WR.4.E Forms correct, intentional, and recognizable letters on the page when writing stories that entertain, and revises when necessary.	LL-WR.2.D Draws and/or writes to represent simple events or objects that look like conventional shapes or mock letters.	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 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.F 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.G 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.	

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MATHEMATICS- Number and Operations	Standard (M.01): Demonstrates awareness of quantity, counting, and numeric complexities	3-4 years	Children begin to coordinate verbal counting with objects by pointing to or moving objects. Later, children begin to spontaneously count for own purposes.	- Counts to 10 by ones with minimal prompting - Accurately counts quantities of objects up to 10, using one-to-one correspondence - Compares groups of up to 5 objects - Represents addition and subtraction by manipulating up to 5 objects (e.g., "3 blue pegs, 2 yellow pegs, 5 pegs altogether," "I have four carrot sticks. I'm eating one. Now I have 3.")	M-NC.1.D Says number words in order from 1-10 from memory.	M-NC.2.D Says numbers in order, matching each number word to each object when counting from 1-10.	M-NC.3.B Creates sets of 0-6 and begins to use cardinality to identify the last number counted.	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.5.B Says the names of numerals 0-5 shown in random order.	M-NC.6.B Matches a set of objects with the number symbol to represent the set for quantities 0-5.	M-NC.7.B Counts two sets separately, then combines sets and counts the sets together to get the whole. Counts up to a total quantity of 5.	M-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-NC.2.B Says numbers in order, matching each number word to each object when counting from 1-5.	
		4-5 years	Children begin to count to answer "how many" questions. Later, children begin to compare two numbers between 1 and 5 in written form (e.g., 4 is more than 2).	- Begin to subitize small quantities of up to 3 or 4 objects - Counts verbally or signs to 20 by ones - Knows that written numbers are symbols for number quantities and, with support, begins to write numbers from 0 to 10 - Understands cardinality - Begin to represent simple word problem data in pictures and drawings	M-NC.1.E Says number words in order from 1-20 from memory.	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.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.5.D Says the names of numerals 0-10 shown in random order.	M-NC.6.D Matches a set of objects with the number symbol to represent the set for quantities 0-10.	M-NC.7.D Counts two sets separately, then combines sets and counts the sets together to get the whole. Counts up to a total quantity of 10.	M-NC.8.D Counts a set of 1-10 objects. Takes objects away and counts how many are left.	M-NC.3.A Subitizes by instantly saying how many are in a set without counting for quantities 1-3.	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.
MATHEMATICS- Geometry and Spatial Sense	Standard (M.02): Develops understanding of geometric shapes and spatial relationships	3-4 years	Children begin to identify the properties of shapes. Later, children begin to complete tangrams or pattern block puzzles using simple shapes.	- Responds to and uses spatial words - Recognizes and names simple shapes in various sizes and positions - Combines different shapes to make representations or patterns - Demonstrates an understanding of math concepts and vocabulary through representations such as movement, drawing, and building	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.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-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.3.B Uses objects, rhythm, or movement to copy and extend simple AB patterns.	M-GS.2.AA Uses simple shape puzzles to create common two-dimensional shapes.
		4-5 years	Children begin to identify sides and angles as distinct parts of shapes. Later, children begin to group similar objects together and provide rationale for groupings.	- Uses accurate terms to name and describe some two-dimensional shapes (e.g., sphere, cylinder, cube) - Analyzes, compares, and sorts two- and three-dimensional shapes and objects in different sizes - Creates and builds shapes from components	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 three-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.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-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.A Sorts and groups objects based on one attribute such as visual features like color, size, or shape.	
MATHEMATICS- Patterns and Measurement	Standard (M.03): Demonstrates awareness of routines, patterns, and attributes that can be measured	3-4 years	Children begin to understand that attributes can be compared. Later, children begin to order 3 objects by size (e.g., longest to shortest).	- Identifies, describes, and extends simple patterns started by adult - Sorts, orders, patterns, and classifies objects by non-measurable (e.g., color, texture, type of material) and measurable attributes (length, height, weight) - Engages in meaningful conversations reflective of experiences with the materials present in the environment - Physically aligns two objects to directly compare length or height - Represents the length of an immovable object (e.g., bench on a playground) using a third object (e.g., child's arms, string, stick) - Recognizes size of space ("This paper will let me make a big picture")	M-PFA.1.AA 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.1.A Sorts and groups pictures of 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.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-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-PFA.1.D Sorts and groups objects or pictures that belong together by one attribute, then regroup according to a different attribute.
		4-5 years	Children begin to use measurable attributes to make comparisons. Later, children begin to intentionally make their own simple patterns using objects, pictures, actions, and/or words.	- Compares (e.g., which container holds more) and order (e.g., shortest to longest) up to 5 objects according to measurable attributes - Uses comparative language (e.g., shortest, heaviest, biggest) - Uses strategies to determine measurable attributes - Recognizes/identifies patterns in the environment - Completes (i.e., fill in missing part) or extend (i.e., continue) given repeating patterns - Completes or extends patterns without adult assistance - Begin to create and describe own patterns - Begin to translate patterns through other representations (e.g., connects "tallshort" fence pattern to another AB pattern in the classroom)	M-PFA.1.D Sorts and groups objects or pictures that belong together by one attribute, then regroup according to a different attribute.	M-PFA.1.C Sorts and groups objects based on more complex attributes such as function or category.	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-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.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-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).		
MATHEMATICS- Data Analysis	Standard (M.04): Develops foundational skills in learning to understand concepts of classification, data collection, organization, and description	3-4 years	Children begin to represent data using concrete objects, pictures, and simple graphs. Later, children begin to compare and interpret data collected.	- Graphs real objects or pictures of objects as a way to organize information - Participates in recording specific information about self (e.g., favorite color, ice cream, or other topic of interest) - Describes and analyzes information from simple graphs	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.2.A Collects and organizes data by sorting and classifying groups of objects into clusters (e.g., sort buttons by color).	M-DAP.2.B Graphs using real objects to organize and display information one-to-one (e.g., place coins, buttons, or shells on a graphing mat).	SC-SP.3.B Begins to identify relevant information and collects and records information in own journal or paper.	LL-WR.2.B Draws and/or writes to represent and describe an object, event, or observation.	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).			
		4-5 years	Children begin to identify problems and persevere in finding ways to solve them. Later, children begin to use ordinal numbers to describe objects and activities.	- Engages in tasks that involves collecting information and creating a strategy to show the data (e.g., Adult asks group of children their favorite color, graphing responses – 5 like orange, 3 like purple) - Participates in group tasks that involve identifying which graph represents "more" or "less" or "the same" - Makes inferences from graphic examples (e.g., Most of us like red apples, no one likes green apples.) - Draws simple maps of the learning environment, neighborhood, or other relevant places	M-DAP.2.C Graphs using pictures of objects to organize and display information. Compares two to three groups (e.g., pictures of front covers of books, or pictures of children to represent their votes).	M-DAP.2.D Graphs using symbols such as paper squares, tally marks, or Xs to organize and display information. Compares two to three groups.	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?"	SC-SP.3.C Draws conclusions on prior knowledge and recorded information.	SOC.4.D Creates representations or maps of familiar places, such as classroom, community, or region.	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-DAP.1.E Identifies trends and makes inferences from data.	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).	

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Nebraska's Birth to Five Early Learning Guidelines: Birth to Five Learning and Development Standards					Every Child Ready Standards									
Developmental Domain	Standard	Age	During this age period:	Indicators for children include:	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	Alignment 8	Alignment 9	Alignment 10
SCIENCE - Scientific Knowledge	Standard (S.01): Demonstrates a basic awareness and use of scientific concepts	3-4 years	Children begin to show interest in active investigations by observing, describing, and discussing phenomena. Later, children begin to develop increased ability to observe and discuss things that are similar and different.	- Compares and contrasts properties of objects (e.g., sink or float) - Provides simple verbal or signed descriptions of observed phenomenon - Differentiates between living and nonliving organisms - Describes or represents a series of events in the correct sequence - Begins to use scientific vocabulary	SC-P1.A Uses senses to identify physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.	SC-P1.B Use senses to observe and describe some physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.	SC-P2.B Recognizes sources of light including natural and human-made, such as the sun, lamps, or flashlights.	SC-SP1.A With teacher guidance, participates in activities to formulate simple science-oriented questions based on observations	SC-P3.B Recognizes and explores water in its liquid, solid, and gas forms.	SC-LES.5.B Identifies that plants are living and identifies characteristics and features of plants.	SC-LES.4.B Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features.	SC-LES.1.B Demonstrates understanding of the difference between living and nonliving things.	M-M.2.C Demonstrates understanding of passage of time within one day, such as understanding morning, afternoon, earlier, later.	
		4-5 years	Children begin to ask more complex questions regarding science concepts. Later, children begin to make increasingly complex observations of objects, organisms and events.	- Shows interest in measurement of time, length, distance, weight - Describes observable phenomena using adjectives and labels - Uses scientific practice words (e.g., observe, experiment, compare) - Uses scientific content words (e.g., some plants are comprised of stems, roots, leaves) - Uses measurement tools (e.g., scale, ruler, unit blocks) to quantify similarities and difference between objects - Uses non-adult sources to gather information (e.g., reference books) - Develops beginning understanding of caring for the environment	SC-SP1.C With teacher guidance, begins to formulate own questions based on observations.	SC-SP1.D Formulates own science-oriented questions based on observations.	LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults.	SC-SP3.D Discusses conclusions and reflects on the scientific-oriented question and hypothesis based on prior knowledge and recorded information.	SC-P3.D Discusses the uses and purpose of water in its different forms, such as ice helps make a drink cold.	SC-P1.D Describes and discusses various ways that the physical properties or characteristics of objects can change, such the playground was soft, but became hard when exposed to air for a long time period.	SC-LES.3.D Compares and contrasts Earth and space, such as people can breathe on Earth but not in space.	SC-LES.4.D Observes and describes habitats and life cycles.	SC-LES.1.D Describes how humans affect their environment in positive and negative ways, such as recycling, planting trees, litter, and pollution.	M-M.1.E Uses standard units (e.g., ruler, scale, balance) to measure and then uses comparative language to describe the measurements of two objects.
SCIENCE - Scientific Skills and Methods	Standard (S.02): Develops foundational skills in learning and understanding about the world through exploration and investigation	3-4 years	Children begin to observe with a focus on details. Later, children begin to explore and experiment with familiar and unfamiliar objects.	- Explores various materials to learn about characteristics of objects, plants, animals, and various phenomena (e.g., weight, shape, size, color, temperature) - Begins to look for answers to questions through active investigation - Uses a variety of tools and objects to explore the world and how things work in the world (uses magnets, microscope, or magnifying glasses) - Asks questions about the relationship between two things (e.g., Why do you think some animals sleep in the day?)	SC-P1.A Uses senses to identify physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.	SC-P1.B Use senses to observe and describe some physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.	SC-SP2.A Participates in simple explorations and experiments based on a teacher-led inquiry and prior knowledge.	SC-SP2.E Participates in teacher-led explorations and experiments and uses prior knowledge to make predictions.	SC-P2.C Discusses how to manipulate light to create shadows and reflections.	SC-P3.B Recognizes and explores water in its liquid, solid, and gas forms.	SC-P4.A With teacher guidance, recognizes that different factors, such as force, impact how fast and far an object moves when it's pushed or pulled.	SC-P4.B With teacher guidance, recognizes that when objects collide, the impact can change the speed, direction or stop an object.	SC-LES.3.E Uses science tools to research and learn more about Earth and space, such as a telescope or binoculars.	ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work.
		4-5 years	Children begin to use simple tools to extend investigations. Later, children begin to use senses, materials, tools, technology, events in nature, and the environment to investigate and expand knowledge.	- Makes observations, asks questions, predicts, draws conclusions, explains, and tries things out to see what will happen - Independently uses simple tools to conduct an investigation to increase understanding - Collects, describes, and records information through discussions, drawings, maps, and charts - Communicates results of an investigation - Begins to distinguish evidence from opinion	SC-SP1.C With teacher guidance, begins to formulate own questions based on observations.	SC-SP1.D Formulates own science-oriented questions based on observations.	SC-SP2.C With teacher guidance, begins to hypothesize before teacher-led experiments.	SC-SP3.D Discusses conclusions and reflects on the scientific-oriented question and hypothesis based on prior knowledge and recorded information.	SC-SP3.C Draws conclusions on prior knowledge and recorded information.	SC-LES.3.E Uses science tools to research and learn more about Earth and space, such as a telescope or binoculars.	SC-P1.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-P4.C With teacher guidance, recognizes that different factors, such as heights or textures, can change the speed of an object, such as racing cars on ramps.	LL-WR.2.C Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme.	M-DAP.2.A Collects and organizes data by sorting and classifying groups of objects into clusters (e.g., sorts buttons by color).

Nebraska's Early Learning Guidelines & Every Child Ready Standards Alignment

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CREATIVE ARTS-Music	Standard (CA.01): Develops foundational skills to support creative expression through voice, instruments, and objects	3-4 years	Children begin to explore simple music concepts (tempo, beat). Later, children begin to respond to changes heard in music.	- Responds to tempos presented in a variety of ways (marches, gallops, claps according to beat) - Imitates or spontaneously sings an entire verse of a song - Produces rhythmic patterns to familiar songs	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.	LL-PA.3.A Listens to and sings favorite classroom songs with simple rhyme patterns like "Twinkle, Twinkle Little Star."	LL-PA.3.B Listens to and fills in the missing rhyming word from a familiar song, poem, rhyme, fingerplay, or story. For example, "Twinkle, twinkle little star. How I wonder what you _____."	ATL.6.AA Follows along with and participates in songs, chants, and simple stories.	M-PFA.3.B Uses objects, rhythm, or movement to copy and extend simple AB patterns.		
		4-5 years	Children begin to initiate new musical activities with voices or instruments. Later, children begin to use familiar songs, chants, and musical instruments to express creativity.	- Sings songs that use the voice in a variety of ways - Responds to rhythmic patterns in music - Describes feelings and reactions in response to diverse musical genres and styles - Creates own songs and movements - Vocalizes and uses instruments in more complex music/songs	C-ARTS.4.B Sings a variety of songs within children's vocal range, independently and with others.	C-ARTS.4.C Recognizes differences between a variety of music activities with different tempos, genres, and rhythms.	C-ARTS.4.D Uses their voice or an instrument to express themselves and copy simple tempos.	C-ARTS.4.E Creates and performs original music or songs for others.	C-ARTS.5.A Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques.	LL-PA.3.A Listens to and sings favorite classroom songs with simple rhyme patterns like "Twinkle, Twinkle Little Star."	C-ARTS.1.C Creates short dances or movement sequences.	M-PFA.3.C Uses rhythm and movement to copy simple and advanced patterns (e.g., AB, ABC, ABB, AAB).	
CREATIVE ARTS-Visual Art	Standard (CA.02): Develops foundational skills that support creative expression through the process, production, and appreciation of visual art forms	3-4 years	Children begin to use color, lines, and shapes to communicate meaning. Later, children begin to progress in ability to create visual art using a variety of materials.	- Demonstrates self-expression with art materials - Creates work that requires some planning - Draws or paints images with a few details - Can work independently - Uses materials to build and create a three-dimensional structure to represent another item (blocks become a castle, clay becomes a snake) - Demonstrates the safe and appropriate use and care of art materials and tools	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.	ATL.8.B Uses adult-created organization tools to complete steps of a simple task or project.	ATL.8.C With adult support, creates a goal for an activity and follows a simple plan.	PD.3.C Copies simple designs such as a picture of a person that includes a head, body, arms, and legs.	ATL.1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play).	ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work.	M-GS.2.E Constructs common three-dimensional shapes (sphere, cone, cylinder, cube) with materials.	C-ARTS.3.C Explores and creates art using different techniques, such as dot art, mixed media collages, and clay.
		4-5 years	Children begin to broaden artistic exploration. Later, children begin to develop confidence in expressing creativity.	- Drawing becomes better defined and more detailed - Develops growing ability to plan, work independently and cooperatively, and demonstrate care and persistence in a variety of art - Recognizes and describes various art forms - Reflects on differences and preferences when encountering artwork - Demonstrates understanding of art vocabulary and concepts - Discusses own artistic creations and those of others	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.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.	ATL.8.D Creates and follows through with simple plans independently.	ATL.4.D Assesses or reflects upon activity or task outcome or product.	LL-WR.2.D Draws and/or writes to represent simple events or stories that entertain, and revises when necessary.	C-ARTS.3.E Reviews their original art and makes changes to the final product.
CREATIVE ARTS - Movement	Standard (CA.03): Develops foundational skills that support creative expression through movement	3-4 years	Children begin to move their body in a variety of ways, with and without music. Later, children begin to respond to the beat of music with more complex movements (walking or jumping to the beat, clapping).	- Shows creativity using his/her body (dance, march, hop, jump, away, clap, snap, stomp, twist, turn) - Uses props to create special movements and dances (scarves, streamers, instruments) - Uses movement to interpret or imitate feelings, animals, and such things as plants growing, or a rainstorm	C-ARTS.1.AA Moves body spontaneously to music.	C-ARTS.1.A Participates in guided movement activities by copying dances and movements introduced by others.	C-ARTS.1.B Recalls short, simple dances and movement sequences previously introduced by others.	C-ARTS.1.C Creates short dances or movement sequences.	ATL.1.C Engages in individual verbal or nonverbal imaginative play or role-play.	ATL.1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play).	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.		
		4-5 years	Children begin to demonstrate a wide variety of positions with increasing coordination and balance. Later, children begin to express strong emphasis, steady beats and changing dynamics in various musical tempos and styles through movement.	- Responds to changes in tempo and rhythm through body movement - Participates in simple sequences of movements - Defines and maintains personal space, concentration, and focus during creative movement/dance performances - Participates in or observes a variety of dance and movement activities - Begins to demonstrate appropriate audience skills during creative movement and dance performances	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.	PD.1.B Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet.	PD.1.D Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements.	ATL.8.C Attends to entirety of a short engaging lesson or teacher-led activity (10-15 minutes).	C-ARTS.1.E Creates and leads dances or movement sequences and begins to synchronize music with movement.		
CREATIVE ARTS-Dramatic Play	Standard (CA.04): Expresses creativity using puppetry, storytelling, dance, plays, and theater	3-4 years	Children begin to change voice, emotion, and body in play situations. Later, children begin to use creativity, words, actions, and materials to portray a role, situation, or setting.	- Recites nursery rhymes and simple songs - Acts out or retells a familiar story - Uses costumes to disguise self and become a character - Talks to and plays with pretend friends, stuffed animals and other toys - Creates stories with props or manipulatives - Engages in role play in various activities such as dramatic play, block play, or outdoor 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.	LL-NC.3.B Retells two events from a familiar narrative using visuals or gestures.	LL-NC.3.A Describes one event from a familiar narrative using visuals or gestures.	ATL.1.C Engages in individual verbal or nonverbal imaginative play or role-play.	LL-NC.4.A Describes or reenacts one event in a personal narrative using a simple phrase.	ATL.1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play).		
		4-5 years	Children begin to follow simple instructions to recreate a familiar storyline. Later, children begin to imagine and clearly describe characters, their relationships and their environment in dramatic play situations with other children.	- Recognizes difference between pretend/fantasy and reality - Repeats dialogue and movement to tell a story - Creates roles for self and others in dramatic play situations using body and dialogue - Uses props/objects in creative ways to promote and enact a story - Critiques drama experiences	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.	LL-NC.3.C Retells three or more events from a familiar story in one order using visuals or gestures.	LL-NC.3.D Retells three or more events from a familiar narrative in sequence using visuals or gestures.	ATL.1.D Carries out familiar roles during individual or collaborative role-play.	LL-NC.4.D Constructs a personal narrative with three or more events in a coherent sequence.	C-ARTS.5.D Expresses opinions about the artistic creations and techniques of others.		