

Every Child Ready Standards & New Jersey Preschool Teaching and Learning Standards Alignment





AppleTree Institute
1801 Mississippi Ave SE
Washington, DC 20020

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SOCIAL/EMOTIONAL DEVELOPMENT

New Jersey Preschool Teaching and Learning Standards	Preschool Number	Preschool Indicator	P-12 Database Number	Every Child Ready Standard(s)
Standard 0.1: Children demonstrate self-confidence.	0.1.1	Express individuality by making independent decisions about which materials to use.	0.1.P.A.1	ATL.9.B Identifies and anticipates materials and expectations needed for everyday and routine activities. ATL.9.C Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and wants to return, or fell on the slide yesterday, so exercises caution today).
Standard 0.1: Children demonstrate self-confidence.	0.1.2	Express ideas for activities and initiate discussions.	0.1.P.A.2	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. LL-LC.4.C Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic.
Standard 0.1: Children demonstrate self-confidence.	0.1.3	Actively engage in activities and interactions with teachers and peers.	0.1.P.A.3	ATL.2.A Engages in activities next to peers using shared materials (parallel play). SE.5.A Engages with peers with teacher modeling and participates in organized group activities.
Standard 0.1: Children demonstrate self-confidence.	0.1.4	Discuss their own actions and efforts.	0.1.P.A.4	ATL.4.AA Verbally or nonverbally shares activities they are engaging in with a trusted adult. ATL.3.D Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed. ATL.4.D Assesses or reflects upon activity or task outcome or product.
Standard 0.2: Children demonstrate self-direction.	0.2.1	Make independent choices and plans from a broad range of diverse interest centers.	0.2.P.A.1	ATL.8.AA Self-selects toy, activity, or Center to engage in when provided with choices. LL-LC.1.A Responds to simple requests, such as choosing between objects.
Standard 0.2: Children demonstrate self-direction.	0.2.2	Demonstrate self-help skills (e.g., clean up, pour juice, use soap when washing hands, put away belongings).	0.2.P.A.2	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.
Standard 0.2: Children demonstrate self-direction.	0.2.3	Move through classroom routines and activities with minimal teacher direction and transition easily from one activity to the next.	0.2.P.A.3	ATL.5.A Transitions between activities that are part of the routine school day with adult reminders.

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Standard 0.2: Children demonstrate self-direction.	0.2.4	Attend to tasks for a period of time.	0.2.P.A.4	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).
Standard 0.3: Children identify and express feelings.	0.3.1	Recognize and describe a wide range of feelings, including sadness, anger, fear, and happiness.	0.3.P.A.1	SE.1.B With adult modeling and visual supports, verbally or nonverbally identifies and labels emotions such as happiness, surprise, anger, fear, and sadness in self. SE.1.D Independently verbally or nonverbally names and describes their own emotions.
Standard 0.3: Children identify and express feelings.	0.3.2	Empathize with feelings of others (e.g., get a blanket for a friend and comfort him/her when he/she feels sad).	0.3.P.A.2	SE.4.E With minimal teacher prompts, demonstrates empathy by providing support for others through assistance or advocacy. SE.2.E Supports peers in regulating their emotions through co-regulation. Seeks and accepts co-regulation assistance when needed. SOC.2.D Recognizes that people have different thoughts and opinions within a community.
Standard 0.3: Children identify and express feelings.	0.3.3	Channel impulses and negative feelings, such as anger (e.g., taking three deep breaths, using calming words, pulling self out of play to go to “safe spot” to relax, expressive activities).	0.3.P.A.3	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.
Standard 0.4: Children exhibit positive interactions with other children and adults.	0.4.1	Engage appropriately with peers and teachers in classroom activities.	0.4.P.A.1	SE.5.A Engages with peers with teacher modeling and participates in organized group activities. SE.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns). ATL.6.C Attends to entirety of a short engaging lesson or teacher-led activity (10–15 minutes).
Standard 0.4: Children exhibit positive interactions with other children and adults.	0.4.2	Demonstrate socially acceptable behavior for teachers and peers (e.g., give hugs, get a tissue, sit next to a friend/teacher, hold hands).	0.4.P.A.2	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.4.E With minimal teacher prompts, demonstrates empathy by providing support for others through assistance or advocacy. SE.5.E Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.

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Standard 0.4: Children exhibit positive interactions with other children and adults.	0.4.3	Say "thank you," "please," and "excuse me."	0.4.P.A.3	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.
Standard 0.4: Children exhibit positive interactions with other children and adults.	0.4.4	Respect the rights of others (e.g., "This painting belongs to Carlos.").	0.4.P.A.4	SOC.2.D Recognizes that people have different thoughts and opinions within a community. SE.4.E With minimal teacher prompts, demonstrates empathy by providing support for others through assistance or advocacy.
Standard 0.4: Children exhibit positive interactions with other children and adults.	0.4.5	Express needs verbally or nonverbally to teacher and peers without being aggressive (e.g., "I don't like it when you call me dummy. Stop!").	0.4.P.A.5	SOC.3.AA Verbally or nonverbally expresses wants and needs with simple phrases or gestures. SE.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult. SE.2.D Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance.
Standard 0.4: Children exhibit positive interactions with other children and adults.	0.4.6	Demonstrate verbal or nonverbal problem-solving skills without being aggressive (e.g., talk about a problem and related feelings and negotiate solutions).	0.4.P.A.6	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.2.D Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance. SE.7.E Independently suggests and chooses an adult-provided solution to a personal challenge or challenge with others (e.g. ask for help, compromise). Supports peers by suggesting solutions.
Standard 0.5: Children exhibit pro-social behaviors.	0.5.1	Play independently and cooperatively in pairs and small groups.	0.5.P.A.1	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). 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).

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Standard 0.5: Children exhibit pro-social behaviors.	0.5.2	Engage in pretend play.	0.5.P.A.2	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.
Standard 0.5: Children exhibit pro-social behaviors.	0.5.3	Demonstrate how to enter into play when a group of children are already involved in play.	0.5.P.A.3	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.
Standard 0.5: Children exhibit pro-social behaviors.	0.5.4	Take turns.	0.5.P.A.4	SE.5.B With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns). SE.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).
Standard 0.5: Children exhibit pro-social behaviors.	0.5.5	Demonstrate understanding the concept of sharing by attempting to share.	0.5.P.A.5	ATL.2.A Engages in activities next to peers using shared materials (parallel 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).

VISUAL & PERFORMING ARTS

New Jersey Preschool Teaching and Learning Standards	Preschool Number	Preschool Indicator	P-12 Database Number	Every Child Ready Standard(s)
Standard 1.1: Children express themselves through and develop an appreciation of creative movement and dance.	1.1.1	Move the body in a variety of ways, with and without music.	1.3.P.A.1	C-ARTS.1.AA Moves body spontaneously to music. C-ARTS.1.A Participates in guided movement activities by copying dances and movements introduced by others. C-ARTS.1.C Creates short dances or movement sequences.

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New Jersey Preschool Teaching and Learning Standards	Preschool Number	Preschool Indicator	P-12 Database Number	Every Child Ready Standard(s)
Standard 1.1: Children express themselves through and develop an appreciation of creative movement and dance.	1.1.2	Respond to changes in tempo and a variety of musical rhythms through body movement.	1.3.P.A.2	C-ARTS.4.C Recognizes differences between a variety of music activities with different tempos, genres, and rhythms. C-ARTS.1.E Creates and leads dances or movement sequences and begins to synchronize music with movement.
Standard 1.1: Children express themselves through and develop an appreciation of creative movement and dance.	1.1.3	Participate in simple sequences of movements.	1.3.P.A.3	C-ARTS.1.C Creates short dances or movement sequences. C-ARTS.1.A Participates in guided movement activities by copying dances and movements introduced by others. C-ARTS.1.B Recalls short, simple dances and movement sequences previously introduced by others.
Standard 1.1: Children express themselves through and develop an appreciation of creative movement and dance.	1.1.4	Define and maintain personal space, concentration, and focus during creative movement/dance performances.	1.3.P.A.4	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. SE.5.A Engages with peers with teacher modeling and participates in organized group activities.
Standard 1.1: Children express themselves through and develop an appreciation of creative movement and dance.	1.1.5	Participate in or observe a variety of dance and movement activities accompanied by music and/or props from different cultures and genres.	1.3.P.A.5	C-ARTS.5.A Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques. C-ARTS.4.A Participates in a variety of music activities with different tempos, genres, and rhythms. C-ARTS.4.AA Listens to a variety of music. C-ARTS.4.C Recognizes differences between a variety of music activities with different tempos, genres, and rhythms.
Standard 1.1: Children express themselves through and develop an appreciation of creative movement and dance.	1.1.6	Use movement/dance to convey meaning around a theme or to show feelings.	1.3.P.A.6	C-ARTS.1.E Creates and leads dances or movement sequences and begins to synchronize music with movement. SE.1.C With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations.
Standard 1.1: Children express themselves through and develop an appreciation of creative movement and dance.	1.1.7	Describe feelings and reactions in response to a creative movement/dance performance.	1.4.P.A.1	C-ARTS.5.D Expresses opinions about the artistic creations and techniques of others. C-ARTS.5.B Discusses their own artistic creations and chooses artwork for display or performance.

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New Jersey Preschool Teaching and Learning Standards	Preschool Number	Preschool Indicator	P-12 Database Number	Every Child Ready Standard(s)
Standard 1.1: Children express themselves through and develop an appreciation of creative movement and dance.	1.1.8	Begin to demonstrate appropriate audience skills during creative movement and dance performances.	1.4.P.A.5	C-ARTS.5.A Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques.
Standard 1.2: Children express themselves through and develop an appreciation of music.	1.2.1	Sing a variety of songs with expression, independently and with others.	1.3.P.B.1	C-ARTS.4.B Sings a variety of songs within children's vocal range, independently and with others.
Standard 1.2: Children express themselves through and develop an appreciation of music.	1.2.2	Use a variety of musical instruments to create music alone and/or with others, using different beats, tempos, dynamics, and interpretations.	1.3.P.B.2	C-ARTS.4.A Participates in a variety of music activities with different tempos, genres, and rhythms. C-ARTS.4.D Uses their voice or an instrument to express themselves and copy simple tempos.
Standard 1.2: Children express themselves through and develop an appreciation of music.	1.2.3	Clap or sing songs with repetitive phrases and rhythmic patterns.	1.3.P.B.3	C-ARTS.4.A Participates in a variety of music activities with different tempos, genres, and rhythms. C-ARTS.4.D Uses their voice or an instrument to express themselves and copy simple tempos.
Standard 1.2: Children express themselves through and develop an appreciation of music.	1.2.4	Listen to, imitate, and improvise sounds, patterns, or songs.	1.3.P.B.4	C-ARTS.4.D Uses their voice or an instrument to express themselves and copy simple tempos. C-ARTS.4.AA Listens to a variety of music.
Standard 1.2: Children express themselves through and develop an appreciation of music.	1.2.5	Participate in and listen to music from a variety of cultures and times.	1.3.P.B.5	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.5.A Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and technique
Standard 1.2: Children express themselves through and develop an appreciation of music.	1.2.6	Recognize and name a variety of music elements using appropriate music vocabulary.	1.3.P.B.6	C-ARTS.4.C Recognizes differences between a variety of music activities with different tempos, genres, and rhythms. LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults.

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Standard 1.2: Children express themselves through and develop an appreciation of music.	1.2.7	Describe feelings and reactions in response to diverse musical genres and styles.	1.4.P.A.2	C-ARTS.5.E Interprets the art of others by describing what they see and identifying a theme. SE.1.C With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations.
Standard 1.2: Children express themselves through and develop an appreciation of music.	1.2.8	Begin to demonstrate appropriate audience skills during recordings and music performances.	1.4.P.A.6	LL-PA.3.A Listens to and sings favorite classroom songs with simple rhyme patterns like "Twinkle, Twinkle Little Star." 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.
Standard 1.3: Children express themselves through and develop an appreciation of dramatic play and storytelling.	1.3.1	Play roles observed through life experiences (e.g., mom/dad, baby, firefighter, police officer, doctor, mechanic).	1.3.P.C.1	C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play. ATL.1.D Carries out familiar roles during individual or collaborative role-play.
Standard 1.3: Children express themselves through and develop an appreciation of dramatic play and storytelling.	1.3.2	Use memory, imagination, creativity, and language to make up new roles and act them out	1.3.P.C.2	C-ARTS.2.D Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play. C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play. ATL.1.E Coordinates roles and carries out more complex stories during role-play.
Standard 1.3: Children express themselves through and develop an appreciation of dramatic play and storytelling.	1.3.3	Participate with others in dramatic play, negotiating roles and setting up scenarios using costumes and props.	1.3.P.C.3	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 Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.
Standard 1.3: Children express themselves through and develop an appreciation of dramatic play and storytelling.	1.3.4	Differentiate between fantasy/pretend play and real events.	1.3.P.C.4	C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play. ATL.1.C Engages in individual verbal or nonverbal imaginative play or role-play.

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Standard 1.3: Children express themselves through and develop an appreciation of dramatic play and storytelling.	1.3.5	Sustain and extend play during dramatic play interactions (i.e., anticipate what will happen next).	1.3.PC.5	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.
Standard 1.3: Children express themselves through and develop an appreciation of dramatic play and storytelling.	1.3.6	Participate in and listen to stories and dramatic performances from a variety of cultures and times.	1.3.PC.6	C-ARTS.5.A Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques.
Standard 1.3: Children express themselves through and develop an appreciation of dramatic play and storytelling.	1.3.7	Describe feelings and reactions and make increasingly informed responses to stories and dramatic performances.	1.4.PA.3	C-ARTS.5.D Expresses opinions about the artistic creations and techniques of others. C-ARTS.5.E Interprets the art of others by describing what they see and identifying a theme. C-ARTS.5.B Discusses their own artistic creations and chooses artwork for display or performance.
Standard 1.3: Children express themselves through and develop an appreciation of dramatic play and storytelling.	1.3.8	Begin to demonstrate appropriate audience skills during storytelling and performances.	1.4.PA.7	C-ARTS.2.AA Engages briefly in, or observes others in, dramatic play.
Standard 1.4: Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting, and drawing).	1.4.1	Demonstrate the safe and appropriate use and care of art materials and tools.	1.3.PD.1	C-ARTS.3.D Plans for and creates art using preferred art materials, tools, and techniques. C-ARTS.3.AA Freely explores a variety of art materials and tools for sensory exploration.
Standard 1.4: Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting, and drawing).	1.4.2	Create two- and three-dimensional works of art while exploring color, line, shape, form, texture, and space.	1.3.PD.2	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.
Standard 1.4: Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting, and drawing).	1.4.3	Use vocabulary to describe various art forms (e.g., photographs, sculpture), artists (e.g. illustrator, sculptor, photographer) and elements in the visual arts.	1.3.PD.3	C-ARTS.5.C Recognizes and discusses differences in artistic creations. LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults.

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Standard 1.4: Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting, and drawing).	1.4.4	Demonstrate a growing ability to represent experiences, thoughts, and ideas through a variety of age-appropriate materials and visual art media using memory, observation, and imagination.	1.3.P.D.4	C-ARTS.3.A Expresses self using a variety of art materials and tools. 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.
Standard 1.4: Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting, and drawing).	1.4.5	Demonstrate planning, persistence, and problem-solving skills while working independently, or with others, during the creative process.	1.3.P.D.5	ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play). C-ARTS.2.D Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play. C-ARTS.3.E Reviews their original art and makes changes to the final product. 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.
Standard 1.4: Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting, and drawing).	1.4.6	Create more recognizable representations as eye-hand coordination and fine-motor skills develop.	1.3.P.D.6	C-ARTS.3.B Creates drawings, paintings, and models with an increasing level of detail. PD.3 Consistently uses a tripod grasp when writing and copies and creates complex designs.
Standard 1.4: Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting, and drawing).	1.4.7	Describe feelings and reactions and make increasingly thoughtful observations in response to a variety of culturally diverse works of art and objects in the everyday world.	1.4.P.A.4	C-ARTS.5.D Expresses opinions about the artistic creations and techniques of others. C-ARTS.5.A Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques. C-ARTS.5.E Interprets the art of others by describing what they see and identifying a theme. C-ARTS.5.AA Shows enthusiasm and curiosity about different types of creative arts.

HEALTH SAFETY AND PHYSICAL EDUCATION

New Jersey Preschool Teaching and Learning Standards	Preschool Number	Preschool Indicator	P-12 Database Number	Every Child Ready Standard(s)
Standard 2.1: Children develop self-help and personal hygiene skills.	2.1.1	Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).	2.1.P.A.1	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.
Standard 2.1: Children develop self-help and personal hygiene skills.	2.1.2	Demonstrate emerging self-help skills (e.g., developing independence when pouring, serving, and using utensils and when dressing and brushing teeth).	2.1.P.A.2	PD.4.AA Begins to recognize and accept help in self-care and hygiene routines. 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.
Standard 2.2: Children begin to develop the knowledge and skills necessary to make nutritious food choices.	2.2.1	Explore foods and food groups (e.g., compare and contrast foods representative of various cultures by taste, color, texture, smell, and shape).	2.1.P.B.1	PD.5.AA Uses senses to experience a variety of food during mealtimes. PD.5.D Demonstrates understanding and categorizes different food types such as vegetables, fruit, grains, protein, and dairy. PD.5.A Recognizes and identifies a variety of different food.
Standard 2.2: Children begin to develop the knowledge and skills necessary to make nutritious food choices.	2.2.2	Develop awareness of nutritious food choices (e.g., participate in classroom cooking activities, hold conversations with knowledgeable adults about daily nutritious meal and snack offerings).	2.1.P.B.2	PD.5.B Demonstrates understanding of types of foods and preferences. PD.5.C Begins to understand how eating a variety of foods and proper hydration helps the body grow and be healthy. PD.5.E Understands and describes different foods and how they give our bodies nutrients and energy.
Standard 2.3: Children begin to develop an awareness of potential hazards in their environment.	2.3.1	Use safe practices indoors and out (e.g., wear bike helmets, walk in the classroom, understand how to participate in emergency drills, and understand why car seats and seat belts are used).	2.1.P.D.1	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 procedure.
Standard 2.3: Children begin to develop an awareness of potential hazards in their environment.	2.3.2	Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol, etc.).	2.1.P.D.2	LL-BK.3.AA Identifies familiar images or logos in environmental print. PD.6.AA Begins to recognize and accepts help in following safety procedures. LL-BK.3.A Demonstrates understanding that print has meaning.

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Standard 2.3: Children begin to develop an awareness of potential hazards in their environment.	2.3.3	Identify community helpers who assist in maintaining a safe environment.	2.1.P.D.3	SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community. PD.6.E Understands and describes how to get help when there are unsafe objects, substances, or behaviors.
Standard 2.3: Children begin to develop an awareness of potential hazards in their environment.	2.3.4	Know how to dial 911 for help.	2.1.P.D.4	PD.6.E Understands and describes how to get help when there are unsafe objects, substances, or behaviors.
Standard 2.4: Children develop competence and confidence in activities that require gross- and fine-motor skills.	2.4.1	Develop and refine gross-motor skills (e.g., hopping, galloping, jumping, running, and marching).	2.5.P.A.1	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.
Standard 2.4: Children develop competence and confidence in activities that require gross- and fine-motor skills.	2.4.2	Develop and refine fine-motor skills (e.g., complete gradually more complex puzzles, use smaller-sized manipulatives during play, and use a variety of writing instruments in a conventional matter).	2.5.P.A.2	PD.2.A Uses hands and fingers to complete a variety of tasks, such as opening drawers and cabinets. 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.D Begins to use a tripod grasp when writing and copies complex designs.
Standard 2.4: Children develop competence and confidence in activities that require gross- and fine-motor skills.	2.4.3	Use objects and props to develop spatial and coordination skills (e.g., throw and catch balls and Frisbees, twirl a hula- hoop about the hips, walk a balance beam, lace different sized beads, and button and unbutton).	2.5.P.A.3	PD.2.A Uses hands and fingers to complete a variety of tasks, such as opening drawers and cabinets. 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.2.E Uses precise hand movements to complete a variety of activities such as building using small blocks, completing lacing cards, and cutting out simple shapes with accuracy.

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New Jersey Preschool Teaching and Learning Standards	Preschool Number	Preschool Indicator	P-12 Database Number	Every Child Ready Standard(s)
Reading: Literature	RL.PK.1	With prompting and support, ask and answer key elements in a familiar story or poem.	RL.K.1	C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play. ATL.1.D Carries out familiar roles during individual or collaborative role-play.
Reading: Literature	RL.PK.2	With prompting and support, retell familiar stories or poems.	RL.K.2	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.
Reading: Literature	RL.PK.3	With prompting and support, identify characters, settings, and major events in a familiar story.	RL.K.3	LL-NC.1.AA Identifies characters in a simple story. LL-NC.1.B Identifies the setting in a story. LL-NC.1.C Identifies and answers questions about events in a story.
Reading: Literature	RL.PK.4	With prompting and support, ask and answer questions about unfamiliar words in a story or poem read aloud.	RL.K.4	LL-LC.3.A Shows interest in new words or asks questions to acquire new vocabulary. LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults. 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.3.D Points to one word and one letter in an unfamiliar text or around the room.
Reading: Literature	RL.PK.5	Recognize common types of literature (storybooks and poetry books).	RL.K.5	LL-NC.2.B Answers factual questions using a variety of text types (predictable, informational, poetry, etc.). LL-NC.5.B Recognizes that informational texts are a source of information. LL-BK.1.C Listens to a wide variety of age appropriate literature read aloud.
Reading: Literature	RL.PK.6	With prompting and support, identify the role of author and illustrator in telling the story.	RL.K.6	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.

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Reading: Literature	RL.PK.7	With prompting and support, using a familiar storybook, tell how the illustrations support the story.	RL.K.7	LL-BK.2.C Uses illustrations to tell a familiar story with intonation and expression, using repeated phrases. LL-NC.2.A Uses the book cover, illustrations, or photos to make simple predictions about the topic or text. LL-BK.2.B Uses illustrations to tell a familiar story.
Reading: Literature	RL.PK.8	(Not applicable to literature)	RL.K.8	n/a
Reading: Literature	RL.PK.9	With prompting and support using a familiar storybook, tell how adventures and experiences of characters are alike and how they are different.	RL.K.9	SE.4.C With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations. LL-NC.2.E Makes inferences and provides explanation and reasoning for events in a text or characters' actions. LL-NC.1.D Identifies the cause and effect relationship between events in a narrative story.
Reading: Literature	RL.PK.10	Actively participate in read aloud experiences using age appropriate literature in individual, small and large groups.	RL.K.10	LL-NC.3.AA Joins in acting out a book as it's read aloud. LL-NC.5.A Listens and responds to a wide variety of informational texts read aloud. 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.
Reading: Informational Text	RI.PK.1	With prompting and support, ask and answer questions about key elements in a familiar text.	RI.K.1	LL-LC.2.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information. LL-LC.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.
Reading: Informational Text	RI.PK.2	With prompting and support, recall important facts from a familiar text.	RI.K.2	LL-NC.3.A Describes one event from a familiar narrative using visuals or gestures. LL-NC.3.B Retells two events from a familiar narrative using visuals or gestures. LL-NC.3.C Retells three or more events from a familiar story in any order using visuals or gestures. LL-NC.2.B Answers factual questions using a variety of text types (predictable, informational, poetry, etc.).

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Reading: Informational Text	RI.PK.3	With prompting and support, make a connection between pieces of essential information in a familiar text.	RI.K.3	LL-NC.1.D Identifies the cause and effect relationship between events in a narrative story. LL-BK.2.B Uses illustrations to tell a familiar story. LL-NC.2.E Makes inferences and provides explanation and reasoning for events in a text or characters' actions. LL-NC.1.E Identifies the problem, solution, and character motivation in narrative story.
Reading: Informational Text	RI.PK.4	With prompting and support, ask and answer questions about unfamiliar words in informational text.	RI.K.4	LL-LC.3.A Shows interest in new words or asks questions to acquire new vocabulary. LL-LC.2.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information. LL-NC.2.B Answers factual questions using a variety of text types (predictable, informational, poetry, etc.).
Reading: Informational Text	RI.PK.5	Identify the front and back cover of a book.	RI.K.5	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.
Reading: Informational Text	RI.PK.6	With prompting and support, identify the role of author and illustrator in presenting ideas in informational text.	RI.K.6	LL-BK.3.A Demonstrates understanding that print has meaning.
Reading: Informational Text	RI.PK.7	With prompting and support, tell how the illustrations support the text (information or topic) in informational text.	RI.K.7	LL-NC.2.A Uses the book cover, illustrations, or photos to make simple predictions about the topic or text. LL-NC.2.AA Responds to illustrations or photos by using at least one word.
Reading: Informational Text	RI.PK.8	(Begins in kindergarten)	RI.K.8	n/a
Reading: Informational Text	RI.PK.10	Actively participate in read aloud experiences using age appropriate information books individually and in small and large groups.	RI.K.10	LL-NC.3.AA Joins in acting out a book as it's read aloud. LL-NC.5.A Listens and responds to a wide variety of informational texts read aloud. LL-BK.1.C Listens to a wide variety of age appropriate literature read aloud.

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Reading: Foundational Skills	RF.PK.1	Begin to demonstrate understanding of basic features of print.	RF.K.1	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-WR.5. Identifies and begins using punctuation at the end of a sentence (period, exclamation mark, question mark). LL-BK.3.B Distinguishes between print and images in books and in the environment.
Reading: Foundational Skills	RF.PK.1a	a) Follow words from left to right, top to bottom, page by page.	RF.PK.1a	LL-BK.2.D Tracks print from left to right and top to bottom while imitating reading a familiar text.
Reading: Foundational Skills	RF.PK.1b	b) Recognize that spoken words can be written and read.	RF.PK.1b	LL-BK.3.A Demonstrates understanding that print has meaning. LL-BK.3.C Demonstrates understanding that print has meaning and begins to connect environmental print with objects or locations in the classroom. LL-WR.4.B Writes letter-like forms and makes marks on page that look like conventional shapes or mock letters.
Reading: Foundational Skills	RF.PK.1c	c) Recognize that words are separated by spaces.	RF.PK.1c	LL-WR.5.C Leaves spaces between words when writing.
Reading: Foundational Skills	RF.PK.1d	d) Recognize and name many upper and lower case letters of the alphabet.	RF.PK.1d	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.
Reading: Foundational Skills	RF.PK.2	Demonstrate understanding of spoken words and begin to understand syllables and sounds (phonemes).	RF.PK.2	LL-PA.1.AA Demonstrates understanding of a word by repeating a simple two to three word sentence or phrase, or jumping and clapping to each word. LL-PA.2.A Repeats multisyllabic words or participates in games and word play involving multisyllabic words. LL-PA.6.A Repeats an individual sound.
Reading: Foundational Skills	RF.PK.2a	a) Recognize and produce simple rhyming words.	RF.PK.2a	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.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."

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Reading: Foundational Skills	RF.PK.2b	b) Segment syllables in spoken words by clapping out the number of syllables.	RF.PK.2b	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.
Reading: Foundational Skills	RF.PK.2c	c) Identify many initial sounds of familiar words.	RF.PK.2c	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.
Reading: Foundational Skills	RF.PK.2d	d) (Begins in kindergarten)	RF.PK.2d	n/a
Reading: Foundational Skills	RF.PK.2e	e) (Begins in kindergarten)	RF.PK.2e	n/a
Reading: Foundational Skills	RF.PK.3	Demonstrate an understanding of beginning phonics and word skills.	RF.PK.3	LL-PA.6.D Blends three phonemes in familiar CVC words. LL-AK.1.E Identifies all 26 uppercase and lowercase letters in random order. LL-AK.2.E Produces up to 26 uppercase and lowercase letter sounds when shown letters in random order.
Reading: Foundational Skills	RF.PK.3a	a) Associates many letters (consonants and vowels as ready) with their names and their most frequent sounds.	RF.PK.3a	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.2.AA Produces the first letter sound in their name with teacher support.
Reading: Foundational Skills	RF.PK.3b	b) (Begins in kindergarten)	RF.PK.3b	n/a
Reading: Foundational Skills	RF.PK.3c	c) Recognize their name in print as well as other familiar print in the environment.	RF.PK.3c	LL-BK.3.C Demonstrates understanding that print has meaning and begins to connect environmental print with objects or locations in the classroom.
Reading: Foundational Skills	RF.PK.3d	d) (Begins in kindergarten)	RF.PK.3d	n/a

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Reading: Foundational Skills	RF.PK.4	Begin to engage in a variety of texts with purpose and understanding.	RF.K.4	LL-NC.2.B Answers factual questions using a variety of text types (predictable, informational, poetry, etc.). LL-NC.2.C Uses events from the book to make a prediction about what might happen next. LL-NC.2.D Makes inferences to answer simple “why” questions by using background knowledge and events in a text. LL-NC.5.C Makes connections between own experiences, background knowledge, and information presented in an informational text.
Writing	W.PK.1	Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share a preference or opinion during play or other activities.	W.K.1	LL-WR.2.AA Draws to represent something or to communicate a thought. LL-WR.2.A Draws and/or writes to represent, express, or communicate interests.
Writing	W.PK.2	Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share information during play or other activities.	W.K.2	LL-WR.2.B Draws and/or writes to represent and describe an object, event, or observation. LL-WR.2.C Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme. C-ARTS.3.C Creates drawings, paintings, and models with an increasing level of detail.
Writing	W.PK.3	(Begins in kindergarten)	W.K.3	n/a
Writing	W.PK.4	(Begins in grade 3)	W.K.4	n/a
Writing	W.PK.5	With guidance and support, share a drawing with dictation, scribble-writing, letter-strings, or invented spelling to describe an event real or imagined.	W.K.5	ATL.4.AA Verbally or nonverbally shares activities they are engaging in with a trusted adult. 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.
Writing	W.PK.6	With guidance and support, use digital tools to express ideas (e.g., taking a picture of a block structure to document or express ideas, etc.).	W.K.6	LL-WR.1.E Explores a variety of digital tools (tablet, computer, etc.) to produce and publish writing, including in collaboration with peers. TECH.1.D With teacher guidance, uses technology devices and learning applications to play games, access or share information, or express themselves creatively.

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Writing	W.PK.7	With guidance and support, participate in shared research and shared writing projects.	W.K.7	LL-WR.1.C Contributes ideas and opinions to a shared writing experience by drawing or writing with teacher support. LL-WR.1.B Contributes ideas and opinions to a shared writing experience with teacher support and dictation. LL-WR.1.D Helps lead a shared writing experience with teacher or peers.
Writing	W.PK.8	With guidance and support, recall information from experience or familiar topic to answer a question.	W.K.8	LL-NC.2.D Makes inferences to answer simple “why” questions by using background knowledge and events in a text. ATL.9.A Recalls one to two pieces of new and relevant information about their lived experiences (e.g., shares two things they did that day, recalls two toys that were in the Dramatic Play Center). LL-WR.2.D Draws and/or writes to represent simple events or stories that entertain, and revises when necessary.
Writing	W.PK.9	(Begins in grade 4)	W.K.9	n/a
Speaking and Listening	SL.PK.1	Participate in conversations and interactions with peers and adults individually and in small and large groups.	SL.K.1	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.
Speaking and Listening	SL.PK.1.a	a) Follow-agreed upon rules for discussions during group interactions.	SL.K.1.a	LL-LC.2.D Answers questions from adults and peers using multiword responses and uses question words (“who,” “what,” “where,” “why,” and “how”) to ask simple questions related to a topic. ATL.7.C Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn). 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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New Jersey Preschool Teaching and Learning Standards	Preschool Number	Preschool Indicator	P-12 Database Number	Every Child Ready Standard(s)
Speaking and Listening	SL.PK.1.b	b) Continue a conversation through several back and forth exchanges.	SL.K.1.b	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.C Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic. LL-LC.4.B Initiates or joins conversations and engages in conversational turn-taking with at least one feedback loop using both verbal and nonverbal communication."
Speaking and Listening	SL.PK.2	Ask and answer questions about a text or other information read aloud or presented orally.	SL.K.2	LL-LC.2.D Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic. LL-NC.1.C Identifies and answers questions about events in a story. LL-LC.2.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.
Speaking and Listening	SL.PK.3	Ask and answer questions to seek help, get information, or follow directions.	SL.K.3	ATL.3.C Asks questions and seeks clarity after attempting a challenging task. LL-LC.2.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information. 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.
Speaking and Listening	SL.PK.4	Begin to describe familiar people, places, things, and events and sometimes with detail.	SL.K.4	LL-NC.4.A Describes or reenacts one event in a personal narrative using a simple phrase. LL-NC.3.A Describes one event from a familiar narrative using visuals or gestures. SE.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.
Speaking and Listening	SL.PK.5	Use drawings or visual displays to add to descriptions to provide additional detail.	SL.K.5	LL-WR.2.AA Draws to represent something or to communicate a thought. LL-WR.1.C Contributes ideas and opinions to a shared writing experience by drawing or writing with teacher support.

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Speaking and Listening	SL.PK.6	With guidance and support, speak audibly and express thoughts, feelings, and ideas.	SL.K.6	SE.1.A Verbally or nonverbally expresses basic emotions, such as happy, surprised, angry, scared, frustration, and sad, while an adult adds emotion labels to that expression. SE.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities. SE.4.C With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations.
Language	L.PK.1,a,b,c,d,e,f,g	Begin to understand the conventions of standard English grammar when speaking during interactions and activities.	L.K.1,a,b,c,d,e,f,g	see below
Language	L.PK.1,a	a) Print many alphabet letters.	L.K.1,a	LL-WR.4.E Forms correct, intentional, and recognizable letters on the page when writing. 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.
Language	L.PK.1,b	b) Use frequently occurring nouns and verbs.	L.K.1,b	LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions. 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.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").
Language	L.PK.1,c	c) Form regular plural nouns.	L.K.1,c	LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions.
Language	L.PK.1,d	d) Understand and use question words (e.g., who, what, where, when, why, how).	L.K.1,d	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.
Language	L.PK.1,e	e) Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, by, with).	L.K.1,e	LL-LC.5.D Uses complex sentence with correct word order and syntax. Begins to use prepositions (i.e., "Armel throws the round blue ball on the roof"). M-GS.3.A Demonstrates understanding of location terms (e.g., "in," "on," "under," "over") by using gestures or objects.

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Language	L.PK.1,f	f) Begin to speak in complete sentences.	L.K.1,f	LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence. LL-LC.4.C Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic. LL-LC.2.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information. 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.
Language	L.PK.1,g	g) Understands and can follow simple multi-step directions.	L.K.1,g	ATL.7.B Independently follows two- to three-step verbal adult directions. LL-LC.1.B Responds to multipart sentences, such as acting out multiple events, following two-step directions, or finding objects based on a description. LL-LC.1.D Shows understanding of more complex sentences or questions through actions, such as following three-step directions.
Language	L.PK.2,a,b,c,d	Begin to understand the simple conventions of standard English grammar during reading and writing experiences throughout the day.	L.K.2,a,b,c,d	see below
Language	L.PK.2,a	a) (Begins in kindergarten)	L.K.2,a	n/a
Language	L.PK.2,b	b) (Begins in kindergarten)	L.K.2,b	n/a
Language	L.PK.2,c	c) Attempt to write a letter or letters by using scribble-writing, letter-like forms, letter-strings, and invented spelling during writing activities throughout the day.	L.K.2,c	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.
Language	L.PK.2,d	d) (Begins in kindergarten)	L.K.2,d	n/a

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Language	L.PK.3	(Begins in grade 2)	L.K.3	n/a
Language	L.PK.4,a,b	Begin to determine the meaning of new words and phrases introduced through preschool reading and content.	L.K.4,a,b	LL-LC.3.A Shows interest in new words or asks questions to acquire new vocabulary. LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults.
Language	L.PK.4,a	a) With guidance and support, generate words that are similar in meaning (e.g., rock/stone, happy/glad).	L.K.4,a	M-PFA.1.AA Matches one item that is similar to a given group with a provided example. LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").
Language	L.PK.4,b	b) (Begins in kindergarten)	L.K.4,b	n/a
Language	L.PK.5,a,b,c,d	With guidance and support, explore word relationships.	L.K.5,a,b,c,d	see below
Language	L.PK.5,a	a) Begin to sort familiar objects (e.g., sort a collection of plastic animals into groups: dogs, tigers, and bears).	L.K.5,a	M-PFA.1.AA Matches one item that is similar to a given group with a provided example. M-PFA.1.A Sorts and groups objects based on one attribute such as visual features like color, size, or shape. M-PFA.1.C Sorts and groups objects based on more complex attributes such as function or category.
Language	L.PK.5,b	b) Begin to understand opposites of simple and familiar words.	L.K.5,b	LL-LC.3.E Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on classroom reading and content.
Language	L.PK.5,c	c) Identify real-life connections between words and their use (e.g., "Tell me the name of a place in the classroom that is noisy or quiet.").	L.K.5,c	LL-LC.2.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information. LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions. LL-BK.3.C Demonstrates understanding that print has meaning and begins to connect environmental print with objects or locations in the classroom. LL-LC.3.A Shows interest in new words or asks questions to acquire new vocabulary.

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New Jersey Preschool Teaching and Learning Standards	Preschool Number	Preschool Indicator	P-12 Database Number	Every Child Ready Standard(s)
Language	L.PK.5,d	d) (Begins in kindergarten)	L.K.5,d	n/a
Language	L.PK.6	Use words and phrases acquired through conversations, activities and read alouds.	L.PK.6	LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults. LL-LC.3.AA Repeats or attempts to use words heard in the everyday language or environment. LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love"). ATL.6.AA Follows along with and participates in songs, chants, and simple stories.

APPROACHES TO LEARNING

New Jersey Preschool Teaching and Learning Standards	Preschool Number	Preschool Indicator	P-12 Database Number	Every Child Ready Standard(s)
Standard 9.1: Children demonstrate initiative, engagement, and persistence.	9.1.1	Make plans and decisions to actively engage in learning (e.g., two children greet each other as they arrive to school and decide that they will finish counting all the bottle caps they collected during choice time.)	-	ATL.8.E Plans simple steps for future activity goal. ATL.8.D Creates and follows through with simple plans independently. ATL.8.C With adult support, creates a goal for an activity and follows a simple plan. ATL.8.B Uses adult-created organization tools to complete steps of a simple task or project.
Standard 9.1: Children demonstrate initiative, engagement, and persistence.	9.1.2	Show curiosity and initiative by choosing to explore a variety of activities and experiences with a willingness to try new challenges (e.g., choosing harder and harder puzzles).	-	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.
Standard 9.1: Children demonstrate initiative, engagement, and persistence.	9.1.3	Focus attention on tasks and experiences, despite interruptions or distractions (e.g., working hard on a drawing even when children nearby are playing a game).	-	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.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).

APPROACHES TO LEARNING

New Jersey Preschool Teaching and Learning Standards	Preschool Number	Preschool Indicator	P-12 Database Number	Every Child Ready Standard(s)
Standard 9.1: Children demonstrate initiative, engagement, and persistence.	9.1.4	Show persistence when faced with challenging tasks and uncertainty, seeking and accepting help when appropriate (e.g., saying to a friend, "This is hard. Can you help me figure it out?").	-	ATL.3.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance. ATL.3.D Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed. 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).
Standard 9.1: Children demonstrate initiative, engagement, and persistence.	9.1.5	Bring a teacher-directed or self-initiated task, activity or project to completion (e.g., showing the teacher, "Look—I finished it all by myself!").	-	ATL.8.B Uses adult-created organization tools to complete steps of a simple task or project. ATL.7.D Independently completes simple assignment or task despite normal classroom environment distractions. ATL.7.E Regulates impulses to complete tasks and engages in goal-directed behavior. ATL.4.C Monitors the completion of a task and identifies preferred elements of a work product or task.
Standard 9.2: Children show creativity and imagination.	9.2.1	Show flexibility in approaching tasks by being open to new ideas (i.e., doesn't cling to one approach to a task, but is willing to experiment and to risk trying out a new idea or approach).	-	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.
Standard 9.2: Children show creativity and imagination.	9.2.2	Use the imagination to solve problems, use materials, role play, write stories, move the body, or create works of art (e.g., create pretend spinach out of torn green construction paper to serve for dinner).	-	ATL.1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic 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.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play). C-ARTS.2.E Continues an originally created scenario over the course of several play periods. Collaborates with others to carry out dramatic play and assumed roles. ATL.1.E Coordinates roles and carries out more complex stories during role-play.

APPROACHES TO LEARNING

New Jersey Preschool Teaching and Learning Standards	Preschool Number	Preschool Indicator	P-12 Database Number	Every Child Ready Standard(s)
Standard 9.2: Children show creativity and imagination.	9.2.3	Use multiple means of communication to creatively express thoughts, ideas, and feelings (e.g., sing a song and act out the story of the life cycle of a butterfly).	-	C-ARTS.3.A Expresses self using a variety of art materials and tools C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play. SE.4.C With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations.
Standard 9.3: Children identify and solve problems.	9.3.1	Recognize a problem and describe or demonstrate ways to solve it alone or with others (e.g., "I know! Jamar and I can work together to clean off the table so that we can have a place to eat lunch.")	-	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.3.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance.
Standard 9.3: Children identify and solve problems.	9.3.2	Use varied strategies to seek or recall information and to find answers (e.g., questioning, trial and error, testing, building on ideas, finding resources, drawing, or thinking aloud).	-	ATL.9.E Independently applies higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization). 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.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.A Recalls one to two pieces of new and relevant information about their lived experiences (e.g., shares two things they did that day, recalls two toys that were in the Dramatic Play Center).
Standard 9.3: Children identify and solve problems.	9.3.3	Predict what will happen next based on prior experience and knowledge and test the prediction for accuracy (e.g., raising the height of the ramp to see if the ball will roll farther than when the ramp was lower).	-	SOC.5.C Begins to use knowledge of past and present experiences to make predictions about the future. SC-SP.2.D Make hypotheses, and tests their hypotheses through experimentation. LL-NC.2.C Uses events from the book to make a prediction about what might happen next. ATL.9.E Independently applies higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization).
Standard 9.3: Children identify and solve problems.	9.3.4	Reflect on, evaluate, and communicate what was learned (e.g., children in the class demonstrating and explaining their project to children in a younger group).	-	ATL.4.D Assesses or reflects upon activity or task outcome or product. SC-SP.2.E Explains rationale for predictions and hypotheses, and compares findings with predictions and hypotheses.

APPROACHES TO LEARNING

New Jersey Preschool Teaching and Learning Standards	Preschool Number	Preschool Indicator	P-12 Database Number	Every Child Ready Standard(s)
Standard 9.4: Children apply what they have learned to new situations.	9.4.1	Use prior knowledge to understand new experiences or a problem in a new context (e.g., after learning about snakes, children make comparisons when finding a worm on the playground).	-	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.A Recalls one to two pieces of new and relevant information about their lived experiences (e.g., shares two things they did that day, recalls two toys that were in the Dramatic Play Center). ATL.5.E Adapts to new rules or circumstances in an age-appropriate game or activity.
Standard 9.4: Children apply what they have learned to new situations.	9.4.2	Make connections between ideas, concepts, and subjects (e.g., children take pictures from a field trip or nature walk, and use them to write and illustrate classroom books).	-	LL-NC.5.C Makes connections between own experiences, background knowledge, and information presented in an informational text. SE.1.C With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations. SOC.5.E Begins to connect past and present experiences and describes events that have happened or will happen in the future.
Standard 9.4: Children apply what they have learned to new situations.	9.4.3	Demonstrate understanding of what others think and feel through words or actions (e.g., children act out a story that the teacher has told them, mirroring the characters' emotions).	-	SE.4.E With minimal teacher prompts, demonstrates empathy by providing support for others through assistance or advocacy. SOC.2.D Recognizes that people have different thoughts and opinions within a community. ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play).

MATHEMATICS

New Jersey Preschool Teaching and Learning Standards	Preschool Number	Preschool Indicator	P-12 Database Number	Every Child Ready Standard(s)
Standard 4.1: Children begin to demonstrate an understanding of number and counting.	4.1.1	Count to 20 by ones with minimal prompting.	K.CC.1	M-NC.1.E Says number words in order from 1–20 from memory.
Standard 4.1: Children begin to demonstrate an understanding of number and counting.	4.1.2	Recognize and name one-digit written numbers up to 10 with minimal prompting.	K.CC.2	M-NC.5.D Says the names of numerals 0–10 shown in random order.

MATHEMATICS

New Jersey Preschool Teaching and Learning Standards	Preschool Number	Preschool Indicator	P-12 Database Number	Every Child Ready Standard(s)
Standard 4.1: Children begin to demonstrate an understanding of number and counting.	4.1.3	Know that written numbers are symbols for number quantities and, with support, begin to write numbers from 0 to 10.	K.CC.3	M-NC.6. Matches a set of objects with the number symbol to represent the set for quantities 0–10.
Standard 4.1: Children begin to demonstrate an understanding of number and counting.	4.1.4	Understand the relationship between numbers and quantities (i.e., the last word stated when counting tells “how many”):	K.CC.4	M-NC.3.B Creates sets of 0–5 and begins to use cardinality to identify the last number counted. M-NC.3.C Creates sets of 0–7 and begins to use cardinality to identify the last number counted. M-NC.3.D Creates sets of 0–10 and begins to use cardinality to identify the last number counted. M-NC.3.E Create sets of 0–10 and uses cardinality to identify the last number counted.
Standard 4.1: Children begin to demonstrate an understanding of number and counting.	4.1.4a	(a) Accurately count quantities of objects up to 10, using one-to-one correspondence, and accurately count as many as 5 objects in a scattered configuration.	K.CC.4	M-NC.2.D Says numbers in order, matching each number word to each object when counting from 1–10.
Standard 4.1: Children begin to demonstrate an understanding of number and counting.	4.1.4b	(b) Arrange and count different kinds of objects to demonstrate understanding of the consistency of quantities (i.e., “5” is constant, whether it is a group of 5 people, 5 blocks or 5 pencils).	K.CC.4	M-NC.2.B Says numbers in order, matching each number word to each object when counting from 1–5.
Standard 4.1: Children begin to demonstrate an understanding of number and counting.	4.1.4c	(c) Instantly recognize, without counting, small quantities of up to 3 or 4 objects (i.e., subitize).	K.CC.4	M-NC.3.A Subitizes by instantly saying how many are in a set without counting for quantities 1–3.
Standard 4.1: Children begin to demonstrate an understanding of number and counting.	4.1.5	Use one to one correspondence to solve problems by matching sets (e.g., getting just enough straws to distribute for each juice container on the table) and comparing amounts (e.g., collecting the number of cubes needed to fill the spaces in a muffin tin with one cube each).	K.CC.5	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.2.D Says numbers in order, matching each number word to each object when counting from 1–10.

MATHEMATICS

New Jersey Preschool Teaching and Learning Standards	Preschool Number	Preschool Indicator	P-12 Database Number	Every Child Ready Standard(s)
Standard 4.1: Children begin to demonstrate an understanding of number and counting.	4.1.6	Compare groups of up to 5 objects (e.g., beginning to use terms such as "more," "less," "same").	K.CC.6	M-NC.4.AA Compares two groups to identify which has more or less for quantities 0–5 without matching or counting. M-NC.4.B Matches 0–5 objects from two sets using one-to-one correspondence to understand the concept of the same. M-DAP.1.B Visually compares the amounts in each category without counting. Identifies the category with more, less, or the same.
Standard 4.2: Children demonstrate an initial understanding of numerical operations.	4.2.1	Represent addition and subtraction by manipulating up to 5 objects:	K.OA.1	see below
Standard 4.2: Children demonstrate an initial understanding of numerical operations.	4.2.1a	(a) putting together and adding to (e.g., "3 blue pegs, 2 yellow pegs, 5 pegs altogether."); and	K.OA.2	M-NC.7.AA Demonstrates an understanding that combining two sets increases the total quantity. M-NC.7.A Demonstrates an understanding that adding one more increases the amount of a set. M-NC.7.B Counts two sets separately, then combines sets and counts the sets together to get the whole. Counts up to a total quantity of 5.
Standard 4.2: Children demonstrate an initial understanding of numerical operations.	4.2.1b	(b) taking apart and taking from ("I have four carrot sticks. I'm eating one. Now I have 3.").	K.OA.3	M-NC.8.AA Demonstrates an understanding that separating one set of objects into two sets decreases the total quantity in the original set. M-NC.8.A Demonstrates an understanding that removing one object decreases the amount in a set. M-NC.8.B Counts a set of 1–5 objects. Takes objects away and counts how many are left.
Standard 4.2: Children demonstrate an initial understanding of numerical operations.	4.2.2	Begin to represent simple word problem data in pictures and drawings.	K.OA.4	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.

MATHEMATICS

New Jersey Preschool Teaching and Learning Standards	Preschool Number	Preschool Indicator	P-12 Database Number	Every Child Ready Standard(s)
Standard 4.3: Children begin to conceptualize measurable attributes of objects and how to measure them.	4.3.1	Sort, order, pattern, and classify objects by non-measurable (e.g., color, texture, type of material) and measurable attributes (e.g., length, capacity, height).	K.MD.3	M-PFA.1.A Sorts and groups objects based on one attribute such as visual features like color, size, or shape. 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.3.D Uses objects, rhythm, or movement to copy and extend simple and advanced patterns (e.g., AB, ABC, ABB, AAB). M-DAP.2.A Collects and organizes data by sorting and classifying groups of objects into clusters (e.g., sort buttons by color).
Standard 4.3: Children begin to conceptualize measurable attributes of objects and how to measure them.	4.3.2	Begin to use appropriate vocabulary to demonstrate awareness of the measurable attributes of length, area, weight and capacity of everyday objects (e.g., long, short, tall, light, heavy, full).	K.MD.1	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.
Standard 4.3: Children begin to conceptualize measurable attributes of objects and how to measure them.	4.3.3	Compare (e.g., which container holds more) and order (e.g., shortest to longest) up to 5 objects according to measurable attributes.	K.MD.2	M-PFA.2.AA Correctly orders or stacks at least five rings, nesting cups, boxes, or other toys. 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-NC.4.AA Compares two groups to identify which has more or less for quantities 0–5 without matching or counting.
Standard 4.4: Children develop spatial and geometric sense.	4.4.1	Respond to and use positional words (e.g., in, under, between, down, behind).	K.G.1	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.
Standard 4.4: Children develop spatial and geometric sense.	4.4.2	Use accurate terms to name and describe some two-dimensional shapes and begin to use accurate terms to name and describe some three-dimensional shapes (e.g., circle, square, triangle, sphere, cylinder, cube, side point, angle).	K.G.2	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.

MATHEMATICS

New Jersey Preschool Teaching and Learning Standards	Preschool Number	Preschool Indicator	P-12 Database Number	Every Child Ready Standard(s)
Standard 4.4: Children develop spatial and geometric sense.	4.4.3	Manipulate, compare and discuss the attributes of: (a) two-dimensional shapes (e.g., use two dimensional shapes to make designs, patterns and pictures by manipulating materials such as paper shapes, puzzle pieces, tangrams; construct shapes from materials such as straws; match identical shapes; sort shapes based on rules [something that makes them alike/different]; describe shapes by sides/angles; use pattern blocks to compose/decompose shapes when making and taking apart compositions of several shapes). (b) three-dimensional shapes by building with blocks and with other materials having height, width and depth (e.g., unit blocks, hollow blocks, attribute blocks, boxes, empty food containers, plastic pipe).	K.G.4 K.G.5	M-GS.2.B Constructs common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle) with materials. M-GS.2.E Constructs common three-dimensional shapes (circle, square, triangle, star, diamond, rectangle) with materials. M-GS.1.C Identifies and describes the properties of common two-dimensional shapes using words like "sides," "corners," "curve." 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.

SCIENCE

New Jersey Preschool Teaching and Learning Standards	Preschool Number	Preschool Indicator	P-12 Database Number	Every Child Ready Standard(s)
Standard 5.1: Children develop inquiry skills.	5.1.2	Observe, question, predict, and investigate materials, objects, and phenomena during classroom activities indoors and outdoors and during any longer-term investigations in progress. Seek answers to questions and test predictions using simple experiments or research media (e.g., cracking a nut to look inside; putting a toy car in water to determine whether it sinks).	5.1.P.B.1	SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment. SC-SP.1.E With teacher guidance, uses one's formulated science-oriented questions to plan simple explorations or experiments. SC-SP.1.A With teacher guidance, participates in activities to formulate simple science-oriented questions based on observations. SC-SP.2.D Make hypotheses, and tests their hypotheses through experimentation.

SCIENCE

New Jersey Preschool Teaching and Learning Standards	Preschool Number	Preschool Indicator	P-12 Database Number	Every Child Ready Standard(s)
Standard 5.1: Children develop inquiry skills.	5.1.3	Use basic science terms (e.g., observe, predict, experiment) and topic-related science vocabulary (e.g., words related to living things [fur, fins, feathers, beak, bark, trunk, stem]; weather terms [breezy, mild, cloudy, hurricane, shower, temperature]; vocabulary related to simple machines [wheel, pulley, lever, screw, inclined plane]; words for states of matter [solid, liquid]; names of basic tools [hammer, screwdriver, awl, binoculars, stethoscope, magnifier]).	5.1.P.B.2	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.A Identifies different elements of nature, such as rocks, water, air and leaves. SC-LES.5.A Identifies various plants such as trees, flowers, bushes, and so on. SC-LES.2.A Identifies different types of weather, such as sunny, rainy, cloudy, or snowy. SC-P.3.C Explains water in its three forms, such as ice is frozen water.
Standard 5.1: Children develop inquiry skills.	5.1.4	Communicate with other children and adults to share observations, pursue questions, make predictions, and/or conclusions.	5.1.P.C.1	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-SP.2.E Explains rationale for predictions and hypotheses, and compares findings with predictions and hypotheses.
Standard 5.1: Children develop inquiry skills.	5.1.5	Represent observations and work through drawing, recording data, and "writing" (e.g., drawing and "writing" on observation clipboards, making rubbings, charting the growth of plants).	5.1.P.D.1	SC-SP.3.B Begins to identify relevant information and collects and records information in own journal or paper.
Standard 5.2: Children observe and investigate matter and energy.	5.2.1	Observe, manipulate, sort, and describe objects and materials (e.g., water, sand, clay, paint, glue, various types of blocks, collections of objects, simple household items that can be taken apart, or objects made of wood, metal, or cloth) in the classroom and outdoor environment based on size, shape, color, texture, and weight.	5.2.P.A.1	SC-P.1.B Use senses to observe and describe some physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on. SC-P.1.C Participates in activities related to changing physical properties of objects, such as crumpling a piece of paper to change the texture from smooth to bumpy. M-DAP.2.A Collects and organizes data by sorting and classifying groups of objects into clusters (e.g., sort buttons by color).

SCIENCE

New Jersey Preschool Teaching and Learning Standards	Preschool Number	Preschool Indicator	P-12 Database Number	Every Child Ready Standard(s)
Standard 5.2: Children observe and investigate matter and energy.	5.2.2	Explore changes in liquids and solids when substances are combined, heated, or cooled (e.g., mixing sand or clay with various amounts of water; preparing gelatin; mixing different colors of tempera paint; and longer term investigations, such as the freezing and melting of water and other liquids).	5.2.P.B.1	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.1.D Describes and discusses various ways that the physical properties or characteristics of objects can change, such the playdough was soft, but became hard when exposed to air for a long time period. SC-P.3.D Discusses the uses and purpose of water in its different forms, such as ice helps make a drink cold.
Standard 5.2: Children observe and investigate matter and energy.	5.2.3	Investigate sound, heat, and light energy through one or more of the senses (e.g., comparing the pitch and volume of sounds made by commercially made and homemade instruments, recording how shadows change during the course of a day or over time, using flashlights or lamp light to make shadows indoors).	5.2.P.C.1	SC-P.2.C Discusses how to manipulate light to create shadows and reflections. SC-P.2.E Observes and discusses how light is a form of energy and gives off heat. M-DAP.2.AA Observes and collects data in their environment (e.g., colors, movement, sounds) with teacher support.
Standard 5.2: Children observe and investigate matter and energy.	5.2.4	Investigate how and why things move (e.g., slide block, balance structures, push structures over, use ramps to explore how far and how fast different objects move or roll).	5.2.P.E.1	SC-P.4.D Describes and discusses the motion of objects and that motion can change based on different factors. SC-P.4.E Compares and contrasts how different factors change the motion of objects. SC-P.4.AA Explores the motion of objects by pushing and pulling objects and identifies whether an object is stationary or moving.
Standard 5.3: Children observe and investigate living things.	5.3.1	Investigate and compare the basic physical characteristics of plants, humans, and other animals (e.g., observing and discussing leaves, stems, roots, body parts; observing and drawing different insects; sorting leaves by shape; comparing animals with fur to those with feathers).	5.3.P.A.1	SC-LES.4.B Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features. SC-LES.5.B Identifies that plants are living and identifies characteristics and features of plants.

SCIENCE

New Jersey Preschool Teaching and Learning Standards	Preschool Number	Preschool Indicator	P-12 Database Number	Every Child Ready Standard(s)
Standard 5.3: Children observe and investigate living things.	5.3.2	Observe similarities and differences in the needs of living things, and differences between living and nonliving things (e.g., observing and discussing similarities between animal babies and their parents; discussing the differences between a living thing, such as a hermit crab, and a nonliving thing, such as a shell).	5.2.P.A.2	SC-LES.4.C Describes the needs of humans and animals and how their characteristics and behaviors support their needs, such as birds have beaks so they can dig for worms. SC-LES.1.B Demonstrates understanding of the difference between living and nonliving things. SC-LES.4.B Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features.
Standard 5.3: Children observe and investigate living things.	5.3.3	Observe and describe how natural habitats provide for the basic needs of plants and animals with respect to shelter, food, water, air, and light (e.g., digging outside in the soil to investigate the kinds of animal life that live in and around the ground or replicating a natural habitat in a classroom terrarium).	5.3.P.C.1	SC-LES.5.C Identifies that plants are living and describes the needs of plants. SC-LES.4.C Describes the needs of humans and animals and how their characteristics and behaviors support their needs, such as birds have beaks so they can dig for worms. SC-LES.4.D Observes and describes habitats and life cycles.
Standard 5.3: Children observe and investigate living things.	5.3.4	Observe and record change over time and cycles of change that affect living things (e.g., monitoring the life cycle of a plant, using children's baby photographs to discuss human change and growth, using unit blocks to record the height of classroom plants).	5.3.P.D.1	SC-LES.4.D Observes and describes habitats and life cycles. SC-SP.3.B Begins to identify relevant information and collects and records information in own journal or paper. SC-LES.5.D Observes and describes plant habitats and life cycles. SC-LES.5.E Describes and discusses ways that plants impact living things and the environment and how humans can impact plants.
Standard 5.4: Children observe and investigate the Earth.	5.4.1	Explore and describe characteristics of soil, rocks, water, and air (e.g., sorting rocks by shape and/or color, observing water as a solid and a liquid, noticing the wind's effect on playground objects).	5.4.P.C.1	SC-LES.1.A Identifies different elements of nature, such as rocks, water, air and leaves. SC-P.1.B Use senses to observe and describe some physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on. SC-LES.1.AA Notices and looks at the natural world around them. SC-P.3.B Recognizes and explores water in its liquid, solid, and gas forms.

SCIENCE

New Jersey Preschool Teaching and Learning Standards	Preschool Number	Preschool Indicator	P-12 Database Number	Every Child Ready Standard(s)
Standard 5.4: Children observe and investigate the Earth.	5.4.2	Explore the effects of sunlight on living and nonliving things (e.g., growing plants with and without sunlight, investigating shadows that occur when the sun's light is blocked by objects).	5.4.P.E.1	SC-LES.5.C Identifies that plants are living and describes the needs of plants. SC-P.2.B Recognizes sources of light including natural and human-made, such as the sun, lamps, or flashlights. SC-P.2.C Discusses how to manipulate light to create shadows and reflections. SC-SP.1.B Observes and describes cause and effect.
Standard 5.4: Children observe and investigate the Earth.	5.4.3	Observe and record weather (e.g., chart temperatures throughout the seasons or represent levels of wind by waving scarves outdoors).	5.4.P.F.1	SC-LES.2.AA Uses senses to observe and respond to changes in the weather. SC-LES.2.B Identifies seasons and observes and describes patterns and changes in the weather. SC-SP.3.B Begins to identify relevant information and collects and records information in own journal or paper.
Standard 5.4: Children observe and investigate the Earth.	5.4.4	Demonstrate emergent awareness of the need for conservation, recycling, and respect for the environment (e.g., turning off water faucets, collecting empty yogurt cups for reuse as paint containers, separating materials in recycling bins, re-using clean paper goods for classroom collage and sculpture projects).	5.4.P.G.1	SC-LES.1.D Describes how humans affect their environment in positive and negative ways, such as recycling, planting trees, litter, and pollution. SC-LES.5.E Describes and discusses ways that plants impact living things and the environment and how humans can impact plants. SC-LES.4.E Describes and discusses the relationship between humans and animals.
Standard 5.5: Children gain experience in using technology.	5.5.1	Identify and use basic tools and technology to extend exploration in conjunction with science investigations (e.g., writing, drawing, and painting utensils, scissors, staplers, magnifiers, balance scales, ramps, pulleys, hammers, screwdrivers, sieves, tubing, binoculars, whisks, measuring cups, appropriate computer software and website information, video and audio recordings, digital cameras, tape recorders).	5.1.P.B.3	SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment. SC-LES.3.E Uses science tools to research and learn more about Earth and space, such as a telescope or binoculars. Tech.1.D With teacher guidance, uses technology devices and learning applications to play games, access or share information, or express themselves creatively.

SOCIAL STUDIES, FAMILY, AND LIFE SKILLS

New Jersey Preschool Teaching and Learning Standards	Preschool Number	Preschool Indicator	P-12 Database Number	Every Child Ready Standard(s)
Standard 6.1: Children identify unique characteristics of themselves, their families, and others.	6.1.1	Describe characteristics of oneself, one's family, and others.	6.1.P.D.1	SOC.1.AA Identifies and recognizes self and family members. SOC.2.A Verbally or nonverbally identifies a variety of community members within their community, such as in their neighborhood and school.
Standard 6.1: Children identify unique characteristics of themselves, their families, and others.	6.1.2	Demonstrate an understanding of family roles and traditions.	6.1.P.D.2	SOC.1.B Discusses the activities or celebrations that their family does together. SOC.1.C Discusses the importance of their own family and the roles and responsibilities of various individuals in the family.
Standard 6.1: Children identify unique characteristics of themselves, their families, and others.	6.1.3	Express individuality and cultural diversity (e.g., through dramatic play)	6.1.P.D.3	SOC.1.D Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations. C-ARTS.5.A Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques.
Standard 6.2: Children become contributing members of the classroom community.	6.2.1	Demonstrate understanding of rules by following most classroom routines.	6.1.P.A.1	ATL.9.B Identifies and anticipates materials and expectations needed for everyday and routine activities. ATL.5.E Adapts to new rules or circumstances in an age-appropriate game or activity. SOC.2.E Shares how their thoughts, opinions, choices, and actions can impact their community.
Standard 6.2: Children become contributing members of the classroom community.	6.2.2	Demonstrates responsibility by initiating simple classroom tasks and jobs.	6.1.P.A.2	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. ATL.9.B Identifies and anticipates materials and expectations needed for everyday and routine activities.
Standard 6.2: Children become contributing members of the classroom community.	6.2.3	Demonstrate appropriate behavior when collaborating with others.	6.1.P.A.3	ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play).
Standard 6.3: Children demonstrate knowledge of neighborhood and community.	6.3.1	Develop an awareness of the physical features of the neighborhood/ community.	6.1.P.B.1	SOC.4.B Recognizes and describes common geographical features within their region. SOC.4.C Uses geographic tools, such as maps and globes, with support and guidance to find common geographical features. SOC.4.AA Verbally or nonverbally identifies familiar places and the features, such as home, classroom, and school building. SOC.4.D Creates representations or maps of familiar places, such as classroom, community, or region.

SOCIAL STUDIES, FAMILY, AND LIFE SKILLS

New Jersey Preschool Teaching and Learning Standards	Preschool Number	Preschool Indicator	P-12 Database Number	Every Child Ready Standard(s)
Standard 6.3: Children demonstrate knowledge of neighborhood and community.	6.3.2	Identify, discuss, and role-play the duties of a range of community workers.	6.1.P.B.2	SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community. ATL.1.D Carries out familiar roles during individual or collaborative role-play. C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.
Standard 6.4: Children demonstrate awareness of the cultures within their classroom and community.	6.4.1	Learn about and respect other cultures within the classroom and community.	6.1.P.D.4	C-ARTS.5.A Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques. SOC.1.D Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations. SOC.1.E Explains why it's important to recognize and celebrate differences in families, such as their languages, music, food, or celebrations. SOC.2.D Recognizes that people have different thoughts and opinions within a community.

WORLD LANGUAGES

New Jersey Preschool Teaching and Learning Standards	Preschool Number	Preschool Indicator	P-12 Database Number	Every Child Ready Standard(s)
Standard 7.1: Children know that people use different languages (including sign language) to communicate, and will express simple greetings, words, and phrases in a language other than their own.	7.1.1	Acknowledge that a language other than their own is being spoken or used (e.g., in a story, rhyme, or song).	7.1.P.A.1	SOC.1.D Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations. SE.3.D Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.
Standard 7.1: Children know that people use different languages (including sign language) to communicate, and will express simple greetings, words, and phrases in a language other than their own.	7.1.2	Say simple greetings, words, and phrases in a language other than their own.	7.1.P.A.2	LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence. LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults.

WORLD LANGUAGES

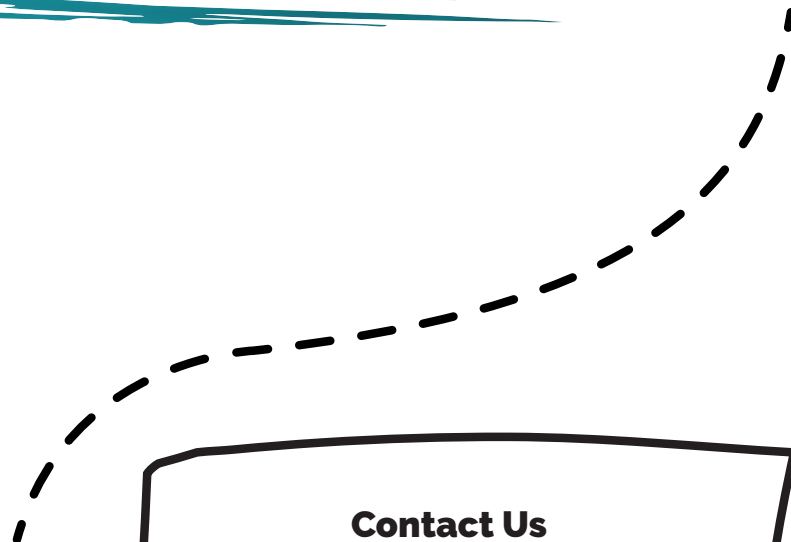
New Jersey Preschool Teaching and Learning Standards	Preschool Number	Preschool Indicator	P-12 Database Number	Every Child Ready Standard(s)
Standard 7.1: Children know that people use different languages (including sign language) to communicate, and will express simple greetings, words, and phrases in a language other than their own.	7.1.3	Comprehend previously learned simple vocabulary in a language other than their own.	7.1.P.A.3	LL-LC.1.A Responds to simple requests, such as choosing between objects. 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.
Standard 7.1: Children know that people use different languages (including sign language) to communicate, and will express simple greetings, words, and phrases in a language other than their own.	7.1.4	Communicate effectively with adults and/or classmates who speak other languages by using gestures, pointing, or facial expressions to augment oral language.	7.1.P.A.4	LL-LC.4.AA Communicates with peers and teachers using nonverbal gestures like pointing, shrugging shoulders, or giving a thumbs-up. LL-LC.4.E Modifies conversations based on the context or listener. LL-LC.2.AA Verbally labels familiar objects, body parts, people, or emotions using one-word responses.

TECHNOLOGY

New Jersey Preschool Teaching and Learning Standards	Preschool Number	Preschool Indicator	P-12 Database Number	Every Child Ready Standard(s)
Standard 8.1: Navigate simple on screen menus.	8.1.1	Use the mouse to negotiate a simple menu on the screen (e.g., to print a picture).	8.1.P.A.1	TECH.2.B Independently holds and cares for technology appropriately. TECH.1.D With teacher guidance, uses technology devices and learning applications to play games, access or share information, or express themselves creatively.
Standard 8.1: Navigate simple on screen menus.	8.1.2	Navigate the basic functions of a browser, including how to open or close windows and use the "back" key.	8.1.P.F.1	TECH.2.B Independently holds and cares for technology appropriately. TECH.1.D With teacher guidance, uses technology devices and learning applications to play games, access or share information, or express themselves creatively.
Standard 8.2: Use electronic devices independently.	8.2.1	Identify the "power keys" (e.g., ENTER, spacebar) on a keyboard.	8.1.P.A.3	TECH.1.C Demonstrates ability to turn on digital devices and follows instructions to use familiar technology devices.

TECHNOLOGY

New Jersey Preschool Teaching and Learning Standards	Preschool Number	Preschool Indicator	P-12 Database Number	Every Child Ready Standard(s)
Standard 8.2: Use electronic devices independently.	8.2.2	Access materials on a disk, cassette tape, or DVD. Insert a disk, cassette tape, CD-ROM, DVD, or other storage device and press "play" and "stop."	8.1.P.C.2	TECH.1.A Identifies a variety of technology devices and begins to use technology devices with adult support. TECH.1.C Demonstrates ability to turn on digital devices and follows instructions to use familiar technology devices.
Standard 8.2: Use electronic devices independently.	8.2.3	Turn smart toys on and/or off.	8.1.P.A.6	TECH.1.C Demonstrates ability to turn on digital devices and follows instructions to use familiar technology devices.
Standard 8.2: Use electronic devices independently.	8.2.4	Recognize that the number keys are in a row on the top of the keyboard.	8.1.P.A.4	TECH.1.B Participates in digital activities that use learning applications and programs with adult support.
Standard 8.2: Use electronic devices independently.	8.2.5	Operate frequently used, high quality, interactive games or activities in either screen or toy-based formats.	8.1.P.C.1	TECH.1.D With teacher guidance, uses technology devices and learning applications to play games, access or share information, or express themselves creatively.
Standard 8.2: Use electronic devices independently.	8.2.6	Use a digital camera to take a picture.	8.1.P.B.1	TECH.1.D With teacher guidance, uses technology devices and learning applications to play games, access or share information, or express themselves creatively.
Standard 8.3: Begin to use electronic devices to communicate.	8.3.1	Use electronic devices (e.g., computer) to type name and to create stories with pictures and letters/words.	8.1.P.A.2	TECH.1.D With teacher guidance, uses technology devices and learning applications to play games, access or share information, or express themselves creatively.
Standard 8.4: Use common technology vocabulary.	8.4.1	Use basic technology terms in conversations (e.g. digital camera, battery, screen, computer, Internet, mouse, keyboard, and printer).	8.1.P.A.5	TECH.1.A Identifies a variety of technology devices and begins to use technology devices with adult support.
Standard 8.5: Begin to use electronic devices to gain information.	8.5.1	Use the Internet to explore and investigate questions with a teacher's support.	8.1.P.E.1	TECH.2.D Demonstrates safe behaviors, such as accessing only approved applications or websites and disconnects from the screen after a set amount of time.



Contact Us

(202) 488-3990
info@appletreeinstitute.org
www.everychildready.org

