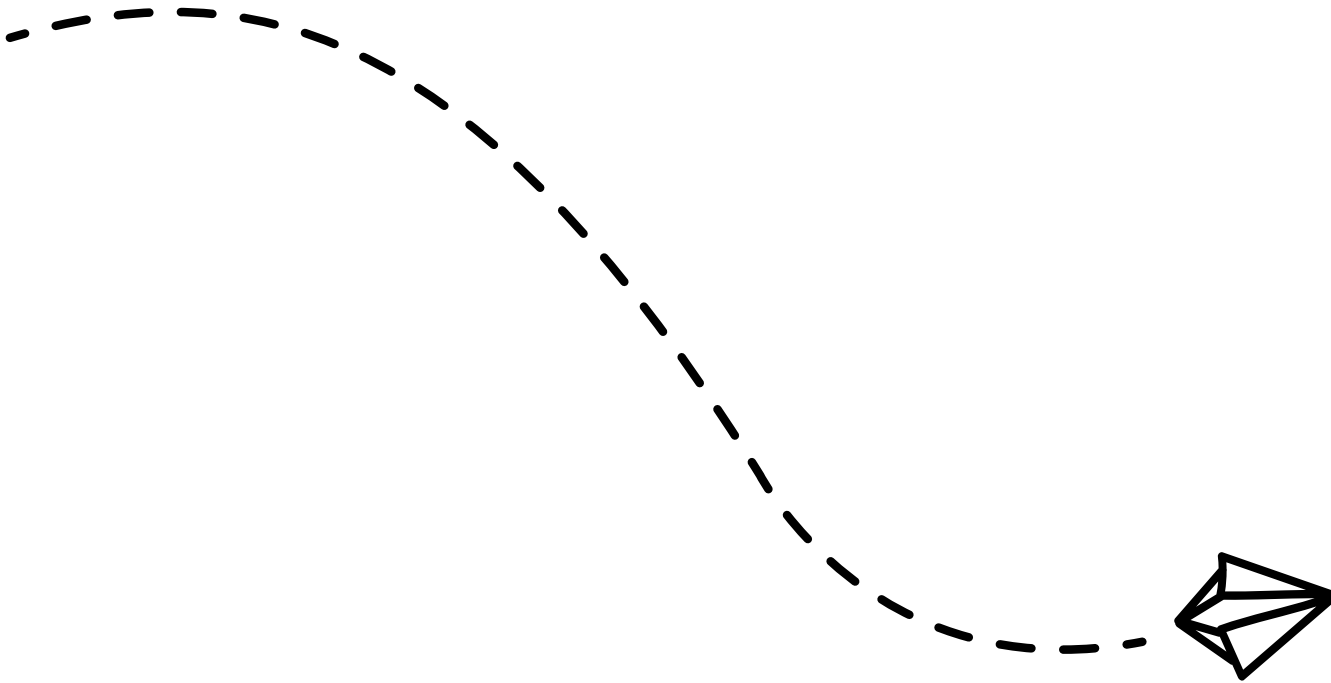


Every Child Ready Standards & Oregon's Early Learning and Kindergarten Guidelines Alignment



Every Child Ready Standards & Oregon's Early Learning and Kindergarten Guidelines Alignment



APPROACHES TO LEARNING

Subdomain	Goal	Developmental Progression, Indicators, and Standards	Every Child Ready Standard(s)
Emotional and Behavioral Self-Regulation	Goal 1: Child manages emotions with increasing independence. (P-ATL1)	DEVELOPMENTAL PROGRESSION Age 3 • Begins to manage less intense emotions, such as mild frustration, independently. • May require a trusted adult's support to manage more intense emotions.	SE.2.AA Coregulates emotion with one-on-one adult support and may take an extended period of time (10–15 minutes) to respond. SE.2.A Coregulates emotion with one-on-one adult support.
Emotional and Behavioral Self-Regulation	Goal 1: Child manages emotions with increasing independence. (P-ATL1)	DEVELOPMENTAL PROGRESSION Age 4–5/Not Yet in Kindergarten • Has an expanding range of strategies for managing emotions, both less intense emotions and those that cause greater distress. • May still look to a trusted adult for support in managing the most intense emotions, but shows increasing skill in successfully using strategies suggested by adults.	SE.2.D Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance. SE.2.B Accepts offers of adult assistance to engage in coregulation.
Emotional and Behavioral Self-Regulation	Goal 1: Child manages emotions with increasing independence. (P-ATL1)	INDICATORS By Entry to Kindergarten • Expresses emotions in ways that are appropriate to the situation according to their life experience and cultural beliefs. • Often looks for adult assistance when emotions are most intense. • With the support of an adult, uses a range of coping strategies to manage emotions, such as using words or symbols or taking deep breaths.	SE.1.A Verbally or nonverbally expresses basic emotions, such as happy, surprised, angry, scared, frustrated, and sad, while an adult adds emotion labels to that expression. SE.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.
Emotional and Behavioral Self-Regulation	Goal 1: Child manages emotions with increasing independence. (P-ATL1)	STANDARDS By End of Kindergarten • Often expresses emotions in ways that are appropriate to the situation according to their life experience and cultural beliefs. • Checks in with an adult when emotions are most intense. • With the occasional support of an adult and/or peer, is able to use a range of coping strategies to manage emotions, such as using words or symbols or taking deep breaths.	SE.1.C Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance. SE.2.E Supports peers in regulating their emotions through coregulation. Seeks and accepts coregulation assistance when needed.

APPROACHES TO LEARNING

Subdomain	Goal	Developmental Progression, Indicators, and Standards	Every Child Ready Standard(s)
Emotional and Behavioral Self-Regulation	Goal 2: Child follows rules and routines with increasing independence. (P-ATL2)	DEVELOPMENTAL PROGRESSION Age 3 When supported by a trusted adult, follows simple established rules and routines (with occasional reminders), such as hanging up their coat or sitting at the table.	ATL.5.A Transitions between activities that are part of the routine school day with adult reminders. ATL.5.B Shifts between tasks or activities, including ending preferred activities, with adult support. ATL.7.B Independently follows two- to three-step verbal adult directions. PD.4.A With teacher guidance, follows self-care and hygiene routines.
Emotional and Behavioral Self-Regulation	Goal 2: Child follows rules and routines with increasing independence. (P-ATL2)	DEVELOPMENTAL PROGRESSION Age 4–5/Not Yet in Kindergarten With occasional reminders from a trusted adult, usually follows established rules and routines, such as following an end-of-lunch routine that includes putting away their plate, washing their hands, and lining up at the door to go outside.	ATL.5.C Adjusts to changes in the environment or schedule with adult guidance and advance warning. LL-LC.1.D Shows understanding of more complex sentences or questions through actions, such as following three-step directions. ATL.7.C Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn). PD.4.C Completes self-care and hygiene routines with minimal assistance.
Emotional and Behavioral Self-Regulation	Goal 2: Child follows rules and routines with increasing independence. (P-ATL2)	INDICATORS By Entry to Kindergarten - Often demonstrates awareness of established rules, when asked, and is able to follow these rules most of the time. - Follows most routines, such as putting away their backpack when entering the room or sitting on the rug after outside time. - Responds to signals when transitioning from one activity to another.	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). LL-LC.1.D Shows understanding of more complex sentences or questions through actions, such as following three-step directions. 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.1.E Confirms understanding of spoken language, requests, and complex sentences through verbal or nonverbal requests for clarification. ATL.9.B Identifies and anticipates materials and expectations needed for everyday and routine activities. PD.4.D Independently completes self-care and hygiene routines.

APPROACHES TO LEARNING

Subdomain	Goal	Developmental Progression, Indicators, and Standards	Every Child Ready Standard(s)
Emotional and Behavioral Self-Regulation	Goal 2: Child follows rules and routines with increasing independence. (P-ATL2)	STANDARDS By End of Kindergarten • Demonstrates awareness of established rules, when asked, and is able to follow these rules with regularity. • Follows routines with regularity, such as putting away their backpack when entering the room or sitting on the rug after outside time. • Consistently responds to signals when transitioning from one activity to another.	ATL.5.E Adapts to new rules or circumstances in an age-appropriate game or activity. LL-LC.1.D Shows understanding of more complex sentences or questions through actions, such as following three-step directions. 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.1.E Confirms understanding of spoken language, requests, and complex sentences through verbal or nonverbal requests for clarification. ATL.9.B Identifies and anticipates materials and expectations needed for everyday and routine activities. PD.4.D Independently completes self-care and hygiene routines.
Emotional and Behavioral Self-Regulation	Goal 3: Child appropriately handles and takes care of materials. (P-ATL3)	DEVELOPMENTAL PROGRESSION Age 3 • With trusted adult support, handles materials, such as putting them where they belong.	ATL.3.AA Exhibits curiosity and interest in activities and materials. Repeats preferred activities. PD.2.A Uses hands and fingers to complete a variety of tasks, such as opening drawers and cabinets. SE.6.AA Responds to one-on-one support to complete tasks. May attempt or mimic the completion of tasks on own with close support.
Emotional and Behavioral Self-Regulation	Goal 3: Child appropriately handles and takes care of materials. (P-ATL3)	DEVELOPMENTAL PROGRESSION Age 4–5/Not Yet in Kindergarten • Usually handles, takes care of, and manages materials, such as using them in appropriate ways.	ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work. PD.2.B Uses hands, wrists, and fingers to complete a variety of tasks such as pouring, scooping, opening lids to easy-to-open jars, and simple puzzles. ATL.9.B Identifies and anticipates materials and expectations needed for everyday and routine activities.
Emotional and Behavioral Self-Regulation	Goal 3: Child appropriately handles and takes care of materials. (P-ATL3)	INDICATORS By Entry to Kindergarten • Often handles materials appropriately during activities. • With minimal adult support, cleans up and puts materials away appropriately, such as placing blocks back on the correct shelf or placing markers in the correct bin.	ATL.1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play). ATL.9.B Identifies and anticipates materials and expectations needed for everyday and routine activities. SE.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.

APPROACHES TO LEARNING

Subdomain	Goal	Developmental Progression, Indicators, and Standards	Every Child Ready Standard(s)
Emotional and Behavioral Self-Regulation	Goal 3: Child appropriately handles and takes care of materials. (P-ATL3)	STANDARDS By End of Kindergarten - Consistently handles materials appropriately during activities. - Independently cleans up and puts materials away appropriately, such as placing blocks back on the correct shelf or placing markers in the correct bin.	ATL.1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play). ATL.9.B Identifies and anticipates materials and expectations needed for everyday and routine activities. SE.6.E Seeks out opportunities to complete age-appropriate tasks independently.
Emotional and Behavioral Self-Regulation	Goal 4: Child manages actions, words, and behavior with increasing independence. (P-ATL4)	DEVELOPMENTAL PROGRESSION Age 3 Manages own actions, words, and behavior with frequent support from a trusted adult, such as reminders to use gentle touches and friendly words.	ATL.4.B Verbally or nonverbally demonstrates an understanding of accomplishing a task. May verbally explain work product. SE.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions. 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).
Emotional and Behavioral Self-Regulation	Goal 4: Child manages actions, words, and behavior with increasing independence. (P-ATL4)	DEVELOPMENTAL PROGRESSION Age 4–5/Not Yet in Kindergarten Manages own actions, words, and behavior with occasional support from a trusted adult.	ATL.4.B Verbally or nonverbally demonstrates an understanding of accomplishing a task. May verbally explain work product. SE.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions. SE.6.B Requests or accepts (verbally or nonverbally) adult support with many tasks. 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).

APPROACHES TO LEARNING

Subdomain	Goal	Developmental Progression, Indicators, and Standards	Every Child Ready Standard(s)
Emotional and Behavioral Self-Regulation	Goal 4: Child manages actions, words, and behavior with increasing independence. (P-ATL4)	INDICATORS By Entry to Kindergarten • Demonstrates control over actions and words in response to a challenging situation, such as wanting to use the same materials as another child or frustration over not being able to climb to the top of a structure. May need support from an adult. • Often manages behavior according to expectations, such as using quiet feet when asked or sitting on the rug during circle time. • Often waits for their turn, such as waiting in line to wash their hands or waiting for their turn on a swing. • Often refrains from aggressive behavior towards others. • Begins to understand the consequences of behavior, such as spilling water on the floor means you will have to clean it up. Can describe the effects their behavior may have on others, such as noticing that another child.	ATL.7.C When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise). SE.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support. ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play). SE.2.D Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance. SE.4.D With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others. SOC.2.E Shares how their thoughts, opinions, choices, and actions can impact their community.
Emotional and Behavioral Self-Regulation	Goal 4: Child manages actions, words, and behavior with increasing independence. (P-ATL4)	STANDARDS By End of Kindergarten • Demonstrates control over actions and words in response to a challenging situation with increasing frequency. • Consistently manages behavior according to expectations. • Waits for their turn with increasing frequency. • Consistently refrains from aggressive behavior towards others. • Understands the consequences of behavior with increasing frequency.	ATL.7.E Independently suggests and chooses an adult-provided solution to a personal challenge or challenge with others (e.g., ask for help, compromise). Supports peers by suggesting solutions. SE.5.E Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others. ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play). SE.2.E Supports peers in regulating their emotions through coregulation. Seeks and accepts coregulation assistance when needed. SE.4.D With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others.

APPROACHES TO LEARNING

Subdomain	Goal	Developmental Progression, Indicators, and Standards	Every Child Ready Standard(s)
Cognitive Self-Regulation (Executive Functioning)	Goal 1: Child demonstrates an increasing ability to control impulses. (P-ATL5)	DEVELOPMENTAL PROGRESSION Age 3 When directly supported by a trusted adult, frequently engages in impulsive behaviors, but inhibits them.	SE.2.AA Coregulates emotion with one-on-one adult support and may take an extended period of time (10–15 minutes) to respond. SE.7.AA Observes or copies an adult modeling a solution to a personal challenge or challenge with others. May communicate discomfort or dysregulation.
Cognitive Self-Regulation (Executive Functioning)	Goal 1: Child demonstrates an increasing ability to control impulses. (P-ATL5)	DEVELOPMENTAL PROGRESSION Age 4–5/Not Yet in Kindergarten Sometimes controls impulses independently and may self-soothe, while at other times needs support from a trusted adult.	SE.2.A Coregulates emotion with one-on-one adult support. SE.7.A Listens to or follows a solution provided by an adult. May communicate discomfort or dysregulation and require additional time to regulate while responding. SE.2.D Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance.
Cognitive Self-Regulation (Executive Functioning)	Goal 1: Child demonstrates an increasing ability to control impulses. (P-ATL5)	INDICATORS By Entry to Kindergarten - With adult guidance and support, stops an engaging activity to transition to another less desirable activity. - Sometimes delays having desires met, such as agreeing to wait their turn to start an activity. - Without adult reminders, waits to communicate information to a group. - Sometimes refrains from responding impulsively, such as waiting to be called on during group discussion or requesting materials rather than grabbing them.	ATL.5.A Transitions between activities that are part of the routine school day with adult reminders. 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.E Modifies conversations based on the context or listener. ATL.5.B Shifts between tasks or activities, including ending preferred activities, with adult support.
Cognitive Self-Regulation (Executive Functioning)	Goal 1: Child demonstrates an increasing ability to control impulses. (P-ATL5)	STANDARDS By End of Kindergarten - Frequently able to stop an engaging activity to transition to another less desirable activity. - Frequently delays having desires met. - Waits to communicate information to a group. - Consistently refrains from responding impulsively.	ATL.5.A Transitions between activities that are part of the routine school day with adult reminders. SE.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support. ATL.7.E Regulates impulses to complete tasks and engages in goal-directed behavior. LL-LC.4.E Modifies conversations based on the context or listener. ATL.5.E Adapts to new rules or circumstances in an age-appropriate game or activity.

APPROACHES TO LEARNING

Subdomain	Goal	Developmental Progression, Indicators, and Standards	Every Child Ready Standard(s)
Cognitive Self-Regulation (Executive Functioning)	Goal 2: Child maintains focus and sustains attention with minimal trusted adult support. (P-ATL6)	DEVELOPMENTAL PROGRESSION Age 3 With trusted adult support, focuses attention on tasks and experiences for short periods of time, despite interruptions or distractions.	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.
Cognitive Self-Regulation (Executive Functioning)	Goal 2: Child maintains focus and sustains attention with minimal trusted adult support. (P-ATL6)	DEVELOPMENTAL PROGRESSION Age 4–5/Not Yet in Kindergarten With increasing independence, focuses attention on tasks and experiences for longer periods of time, despite interruptions or distractions.	ATL.6.C Attends to entirety of a short engaging lesson or teacher-led activity (10–15 minutes). ATL.6.D Refocuses attention to independent or group activity after minor distraction.
Cognitive Self-Regulation (Executive Functioning)	Goal 2: Child maintains focus and sustains attention with minimal trusted adult support. (P-ATL6)	INDICATORS By Entry to Kindergarten - Frequently maintains focus on activities for extended periods of time, such as 15 minutes or more. - Often engages in purposeful play for extended periods of time. - With minimal support, attends to an adult during large- and small-group activities.	ATL.6.C Attends to entirety of a short engaging lesson or teacher-led activity (10–15 minutes). ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play). ATL.6.D Refocuses attention to independent or group activity after minor distraction.
Cognitive Self-Regulation (Executive Functioning)	Goal 2: Child maintains focus and sustains attention with minimal trusted adult support. (P-ATL6)	STANDARDS By End of Kindergarten - Maintains focus on activities for extended periods of time. - Engages in purposeful play for extended periods of time. - Independently attends to an adult during large- and small group activities.	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).
Cognitive Self-Regulation (Executive Functioning)	Goal 3: Child persists in tasks. (P-ATL7)	DEVELOPMENTAL PROGRESSION Age 3 With or without trusted adult support, persists on preferred tasks when presented with small challenges, such as continuing to try to build a tall tower with blocks even when some pieces fall.	ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own. ATL.3.D Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed.

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Subdomain	Goal	Developmental Progression, Indicators, and Standards	Every Child Ready Standard(s)
Cognitive Self-Regulation (Executive Functioning)	Goal 3: Child persists in tasks. (P-ATL7)	DEVELOPMENTAL PROGRESSION Age 4–5/Not Yet in Kindergarten - Frequently persists on preferred tasks. - With or without the support of a trusted adult, sometimes persists on less-preferred activities, such as working to clean up an activity area.	ATL.3.D Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed.
Cognitive Self-Regulation (Executive Functioning)	Goal 3: Child persists in tasks. (P-ATL7)	INDICATORS By Entry to Kindergarten - With encouragement from an adult, expresses the desire to take on challenges through verbal or nonverbal means. - Shows some understanding that mistakes can provide information to learn from. - Sometimes completes tasks that are challenging or less preferred despite frustration, either by persisting independently or by seeking help from a trusted adult or another child. - Sometimes returns with focus to an activity or project after having been away from it.	ATL.4.B Verbally or nonverbally demonstrates an understanding of accomplishing a task. May verbally explain work product. ATL.3.D Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed. SE.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions. ATL.3.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance. ATL.5.D With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error).
Cognitive Self-Regulation (Executive Functioning)	Goal 3: Child persists in tasks. (P-ATL7)	STANDARDS By End of Kindergarten - Takes on challenges through verbal or nonverbal means. - Demonstrates understanding that mistakes can provide information to learn from. - Often completes tasks that are challenging or less preferred despite frustration, either by persisting independently or by seeking help from a trusted adult or another child. - Often returns focus to an activity or project after having been away from it.	ATL.4.B Verbally or nonverbally demonstrates an understanding of accomplishing a task. May verbally explain work product. ATL.3.D Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed. SE.7.E When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise). ATL.3.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance. ATL.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).

APPROACHES TO LEARNING

Subdomain	Goal	Developmental Progression, Indicators, and Standards	Every Child Ready Standard(s)
Cognitive Self-Regulation (Executive Functioning)	Goal 4: Child holds information in mind and manipulates it to perform tasks. (P-ATL8)	DEVELOPMENTAL PROGRESSION Age 3 With the support of a trusted adult or peer, holds small amounts of information in mind, such as two-step directions, to successfully complete simple tasks.	ATL.7.AA With adult support, starts or stops a task following a simple one-step direction (e.g., "do" and "don't" commands). ATL.7.A Participates in one- to two-step inhibition games and activities. 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. SE.6.AA Responds to one-on-one support to complete tasks. May attempt or mimic the completion of tasks on own with close support.
Cognitive Self-Regulation (Executive Functioning)	Goal 4: Child holds information in mind and manipulates it to perform tasks. (P-ATL8)	DEVELOPMENTAL PROGRESSION Age 4–5/Not Yet in Kindergarten Holds an increasing amount of information in mind in order to successfully complete tasks.	ATL.7.D Independently completes simple assignment or task despite normal classroom environment distractions. SE.6.C Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers. ATL.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).
Cognitive Self-Regulation (Executive Functioning)	Goal 4: Child holds information in mind and manipulates it to perform tasks. (P-ATL8)	INDICATORS By Entry to Kindergarten - Often accurately recounts recent experiences in the correct order and includes relevant details. - Often successfully follows detailed, multistep directions, sometimes with reminders. - Often remembers actions to go with stories or songs shortly after being taught.	ATL.7.D Independently completes simple assignment or task despite normal classroom environment distractions. ATL.9.A Recalls one to two pieces of new and relevant information about their lived experiences (e.g., shares two things they did that day, recalls two toys that were in Dramatic Play). LL-LC.1.D Shows understanding of more complex sentences or questions through actions, such as following three-step directions. ATL.9.C Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and wants to return, or fell on the slide yesterday, so exercises caution today). ATL.9.D With adult support, applies explicitly taught and practiced higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization).

APPROACHES TO LEARNING

Subdomain	Goal	Developmental Progression, Indicators, and Standards	Every Child Ready Standard(s)
Cognitive Self-Regulation (Executive Functioning)	Goal 4: Child holds information in mind and manipulates it to perform tasks. (P-ATL8)	STANDARDS By End of Kindergarten - Consistently and accurately recounts recent experiences in the correct order and includes relevant details. - Successfully follows detailed, multistep directions, sometimes with few reminders. - Consistently remembers actions to go with stories or songs shortly after being taught.	ATL9.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). ATL7.D Independently completes simple assignment or task despite normal classroom environment distractions. LL-LC.1.D Shows understanding of more complex sentences or questions through actions, such as following three-step directions. ATL9.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). ATL9.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).
Cognitive Self-Regulation (Executive Functioning)	Goal 5: Child demonstrates flexibility in thinking and learning. (P-ATL5)	DEVELOPMENTAL PROGRESSION Age 3 Demonstrates flexibility, or the ability to switch gears, in thinking and behavior when prompted by a trusted adult, such as trying a new way to climb a structure when the first attempt does not work.	ATL5.B Shifts between tasks or activities, including ending preferred activities, with adult support. ATL5.C Adjusts to changes in the environment or schedule with adult guidance and advance warning. ATL3.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance.
Cognitive Self-Regulation (Executive Functioning)	Goal 5: Child demonstrates flexibility in thinking and learning. (P-ATL5)	DEVELOPMENTAL PROGRESSION Age 4–5/Not Yet in Kindergarten Demonstrates flexibility in thinking and behavior without prompting at times. Also responds consistently to a trusted adult's suggestions to show flexibility in approaching tasks or solving problems, such as choosing a different toy when many children want to use the same one.	ATL5.C Adjusts to changes in the environment or schedule with adult guidance and advance warning. SE.7.C When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise). ATL4.E Assesses tasks and makes adjustments to strategies for updates or revisions. ATL3.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance. ATL5.D With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error).

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Cognitive Self-Regulation (Executive Functioning)	Goal 5: Child demonstrates flexibility in thinking and learning. (P-ATL5)	INDICATORS By Entry to Kindergarten • Tries different strategies to complete work or solve problems, including problems with other children. • Often applies different rules in contexts that require different behaviors, such as using indoor voices or feet instead of outdoor voices or feet. • Often transitions between activities without getting upset.	SE.7.E Independently suggests and chooses an adult-provided solution to a personal challenge or challenge with others (e.g., ask for help, compromise). Supports peers by suggesting solutions. ATL.2.E Establishes rules with peers during play or structured activities (cooperative play). ATL.7.C Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn). 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.3.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance.
Cognitive Self-Regulation (Executive Functioning)	Goal 5: Child demonstrates flexibility in thinking and learning. (P-ATL5)	STANDARDS By End of Kindergarten • Often tries different strategies to complete work or solve problems, including problems with other children. • Engages in cooperative and collaborative tasks, activities, and projects. • Consistently applies different rules in contexts that require different behaviors. • Usually transitions between activities without getting upset.	SE.7.E Independently suggests and chooses an adult-provided solution to a personal challenge or challenge with others (e.g., ask for help, compromise). Supports peers by suggesting solutions. ATL.2.E Establishes rules with peers during play or structured activities (cooperative play). ATL.7.C Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn). ATL.5.A Transitions between activities that are part of the routine school day with adult reminders. ATL.3.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance. ATL.4.E Assesses tasks and makes adjustments to strategies for updates or revisions.
Initiative and Curiosity	Goal 1: Child demonstrates initiative and independence. (P-ATL10)	DEVELOPMENTAL PROGRESSION Age 3 • Regularly shows initiative, particularly in interactions with trusted adult. • Without adult prompting, works independently for a brief length of time.	SE.6.A With explicit adult instruction and modeling, completes a task alongside teacher support. SE.6.B Requests or accepts (verbally or nonverbally) adult support with many tasks. SE.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges. ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own.

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Subdomain	Goal	Developmental Progression, Indicators, and Standards	Every Child Ready Standard(s)
Initiative and Curiosity	Goal 1: Child demonstrates initiative and independence. (P-ATL10)	DEVELOPMENTAL PROGRESSION Age 4–5/Not Yet in Kindergarten - Frequently shows initiative, particularly when engaged in preferred activities. - Demonstrates a willingness and capability to work independently for increasing amounts of time.	SE.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges. ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own.
Initiative and Curiosity	Goal 1: Child demonstrates initiative and independence. (P-ATL10)	INDICATORS By Entry to Kindergarten - Often engages in independent activities. - Makes choices and usually communicates these to adults and other children. - Usually independently identifies and seeks supplies to complete activities, such as gathering art supplies to make a mask or gathering cards to play a matching activity. - Plans play scenarios, such as dramatic play or construction, by establishing roles for play, using appropriate materials, and generating scenarios to be enacted.	SE.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges. SE.6.E Seeks out opportunities to complete age-appropriate tasks independently. ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play). ATL.1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play). ATL.4.C Monitors the completion of a task and identifies preferred elements of a work product or task. ATL.8.C With adult support, creates a goal for an activity and follows a simple plan.
Initiative and Curiosity	Goal 1: Child demonstrates initiative and independence. (P-ATL10)	STANDARDS By End of Kindergarten - Engages in independent activities. - Makes choices and effectively communicates these to adults and other children. - Independently identifies and seeks supplies to complete activities or tasks. - Plans a variety of play scenarios, including establishing roles for peers.	SE.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges. ATL.4.A Uses two to three words or nonverbal actions (gestures, body language, facial expressions) to explain activities they are engaging in. ATL.1.E Coordinates roles and carries out more complex stories during role-play. ATL.1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play). ATL.8.D Creates and follows through with simple plans independently. ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play).

APPROACHES TO LEARNING

Subdomain	Goal	Developmental Progression, Indicators, and Standards	Every Child Ready Standard(s)
Initiative and Curiosity	Goal 2: Child shows interest in and curiosity about the world around them. (P-ATL11)	DEVELOPMENTAL PROGRESSION Age 3 • With trusted adult support, seeks out new information and explores new play and tasks.	ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work. ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own. ATL.1.AA Engages in exploratory or sensory play. SE.6.AA Responds to one-on-one support to complete tasks. May attempt or mimic the completion of tasks on own with close support.
Initiative and Curiosity	Goal 2: Child shows interest in and curiosity about the world around them. (P-ATL11)	DEVELOPMENTAL PROGRESSION Age 4–5/Not Yet in Kindergarten • Independently and with the support of a trusted adult, seeks out new information and explores new play and tasks.	ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own. ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work. ATL.1.AA Engages in exploratory or sensory play. SE.6.C Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers.
Initiative and Curiosity	Goal 2: Child shows interest in and curiosity about the world around them. (P-ATL11)	INDICATORS By Entry to Kindergarten • Often expresses the belief that they can develop new skills, interests, and talents. • With prompting from adult, asks questions and seeks new information. • Often is willing to participate in new activities or experiences even if they are perceived as challenging. • Often demonstrates eagerness to learn about and discuss a range of topics, ideas, and activities.	ATL.3.C Asks questions and seeks clarity after attempting a challenging task. ATL.3.D Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed. ATL.3.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance. SE.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.
Initiative and Curiosity	Goal 2: Child shows interest in and curiosity about the world around them. (P-ATL11)	STANDARDS By End of Kindergarten • Expresses the belief that they can develop new skills, interests, and talents. • Asks questions and seeks new information. • Is willing to participate in new activities or experiences even if they are perceived as challenging. • Demonstrates eagerness to learn about and discuss a range of topics, ideas, and activities.	ATL.3.C Asks questions and seeks clarity after attempting a challenging task. ATL.3.D Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed. ATL.3.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance. SE.6.E Seeks out opportunities to complete age-appropriate tasks independently.

APPROACHES TO LEARNING

Subdomain	Goal	Developmental Progression, Indicators, and Standards	Every Child Ready Standard(s)
Creativity (Relationship Skills)	Goal 1: Child expresses creativity in thinking and communication. (P-ATL12)	DEVELOPMENTAL PROGRESSION Age 3 Responds to adults' prompts to express creative ideas in words and/or actions.	C-ARTS.5.AA Shows enthusiasm and curiosity about different types of creative arts. C-ARTS.5.A Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques. C-ARTS.3.A Expresses self using a variety of art materials and tools. C-ARTS.1.AA Moves body spontaneously to music.
Creativity (Relationship Skills)	Goal 1: Child expresses creativity in thinking and communication. (P-ATL12)	DEVELOPMENTAL PROGRESSION Age 4–5/Not Yet in Kindergarten With prompting from a trusted adult, communicates creative ideas and actions.	C-ARTS.5.B Discusses their own artistic creations and chooses artwork for display or performance. 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.
Creativity (Relationship Skills)	Goal 1: Child expresses creativity in thinking and communication. (P-ATL12)	INDICATORS By Entry to Kindergarten - Occasionally asks questions related to tasks or activities that indicate thinking about new ways to accomplish the task or activity. - With and without prompting from an adult, approaches tasks, activities, and play in ways that show creative problem solving. - With and without prompting from an adult, uses multiple means of communication to creatively express thoughts, feelings, or ideas.	ATL.3.C Asks questions and seeks clarity after attempting a challenging task. 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). LL-LC.1.E Confirms understanding of spoken language, requests, and complex sentences through verbal or nonverbal requests for clarification. 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.

APPROACHES TO LEARNING

Subdomain	Goal	Developmental Progression, Indicators, and Standards	Every Child Ready Standard(s)
Creativity (Relationship Skills)	Goal 1: Child expresses creativity in thinking and communication. (P-ATL12)	STANDARDS By End of Kindergarten - Asks questions related to tasks or activities that indicate thinking about new ways to accomplish the task or activity. - Approaches tasks, activities, and play in ways that show creative thinking and problem solving. - Uses multiple means of communication to creatively express thoughts, feelings, or ideas.	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.1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play). LL-LC.1.E Confirms understanding of spoken language, requests, and complex sentences through verbal or nonverbal requests for clarification. ATL.3.C Asks questions and seeks clarity after attempting a challenging task. 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.
Creativity (Relationship Skills)	Goal 2: Child uses imagination in play and interactions with others. (P-ATL13)	DEVELOPMENTAL PROGRESSION Age 3 - Uses imagination in play and other creative works. - Begins to communicate creative ideas to other children and trusted adults.	ATL.1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play). C-ARTS.5.B Discusses their own artistic creations and chooses artwork for display or performance.
Creativity (Relationship Skills)	Goal 2: Child uses imagination in play and interactions with others. (P-ATL13)	DEVELOPMENTAL PROGRESSION Age 4–5/Not Yet in Kindergarten Develops more elaborate imaginary play, stories, and other creative works with children and trusted adults.	C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play. ATL.1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play). LL-WR.2.D Draws and/or writes to represent simple events or stories that entertain, and revises when necessary.

APPROACHES TO LEARNING

Subdomain	Goal	Developmental Progression, Indicators, and Standards	Every Child Ready Standard(s)
Creativity (Relationship Skills)	Goal 2: Child uses imagination in play and interactions with others. (P-ATL13)	INDICATORS By Entry to Kindergarten - Engages in social and pretend play. - Often uses imagination with materials to create stories or works of art. - Often uses objects or materials to represent something else during play, such as using a paper plate or Frisbee as a steering wheel.	ATL.1.C Engages in individual verbal or nonverbal imaginative play or role-play. ATL.1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play). C-ARTS.2.C Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play. C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions. LL-WR.2.D Draws and/or writes to represent simple events or stories that entertain, and revises when necessary. C-ARTS.3.A Expresses self using a variety of art materials and tools.
Creativity (Relationship Skills)	Goal 2: Child uses imagination in play and interactions with others. (P-ATL13)	STANDARDS By End of Kindergarten - Frequently engages in social and pretend play. - Uses imagination with materials to create stories or works of art. - Uses a variety of objects or materials to represent something else during play.	ATL.1.E Coordinates roles and carries out more complex stories during role-play. ATL.1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play). C-ARTS.3.C Explores and creates art using different techniques, such as dot art, mixed media collages, and clay. C-ARTS.2.C Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play. LL-WR.2.D Draws and/or writes to represent simple events or stories that entertain, and revises when necessary. C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.

SOCIAL-EMOTIONAL DEVELOPMENT

Subdomain	Goal	Developmental Progression, Indicators, and Standards	Every Child Ready Standard(s)
Senses of Identity and Belonging	Goal 1: Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests. (P-SEg)	DEVELOPMENTAL PROGRESSION Age 3 With the support of a trusted adult or peer, describes own physical characteristics and behaviors and indicates likes and dislikes when asked.	SE.3.A With adult support, verbally or nonverbally identifies something about themselves.
Senses of Identity and Belonging	Goal 1: Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests. (P-SEg)	DEVELOPMENTAL PROGRESSION Age 4–5/Not Yet in Kindergarten Describes a larger range of individual characteristics and interests and communicates how these are similar or different from those of other people.	SE.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities. SE.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence. SE.3.D Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.
Senses of Identity and Belonging	Goal 1: Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests. (P-SEg)	INDICATORS By Entry to Kindergarten - Describes self using several different characteristics. - Demonstrates knowledge of uniqueness of self, such as talents, interests, preferences, language(s) spoken, or culture. - Begins to demonstrate understanding that smartness, abilities, skills, and talents are developed through effort, hard work, and learning.	SE.3.D Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others. SE.3.E Demonstrates strong self-confidence through words or actions including sharing pride and celebrating others in relation to self, family, community, or culture. SE.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence.
Senses of Identity and Belonging	Goal 1: Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests. (P-SEg)	STANDARDS By End of Kindergarten - Describes self using several different characteristics with increased confidence. - Consistently demonstrates knowledge of uniqueness of self, such as talents, interests, preferences, or culture. - Demonstrates that smartness, abilities, skills, and talents are developed through effort, hard work, and learning.	SE.3.E Demonstrates strong self-confidence through words or actions including sharing pride and celebrating others in relation to self, family, community, or culture. SE.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence.

SOCIAL-EMOTIONAL DEVELOPMENT

Subdomain	Goal	Developmental Progression, Indicators, and Standards	Every Child Ready Standard(s)
Senses of Identity and Belonging	Goal 2: Child expresses confidence in own skills and positive feelings about self. (P-SE10)	DEVELOPMENTAL PROGRESSION Age 3 - Expresses enjoyment in accomplishing daily routines and new skills and may draw trusted adult attention to these accomplishments. - When prompted by a trusted adult, may share own ideas or express positive feelings about self.	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. ATL.4.D Assesses or reflects upon activity or task outcome or product. SE.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence. ATL.4.B Verbally or nonverbally demonstrates an understanding of accomplishing a task. May verbally explain work product.
Senses of Identity and Belonging	Goal 2: Child expresses confidence in own skills and positive feelings about self. (P-SE10)	DEVELOPMENTAL PROGRESSION Age 4–5/Not Yet in Kindergarten - Enjoys accomplishing a greater number of tasks and sharing these accomplishments with other children and a trusted adult. - With or without a trusted adult's prompting, makes increasing number of contributions to group discussion and may share ideas.	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. ATL.4.D Assesses or reflects upon activity or task outcome or product. LL-LC.4.C Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic. SE.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges. LL-WR.1.C Contributes ideas and opinions to a shared writing experience by drawing or writing with teacher support.
Senses of Identity and Belonging	Goal 2: Child expresses confidence in own skills and positive feelings about self. (P-SE10)	INDICATORS By Entry to Kindergarten - Shows satisfaction or seeks acknowledgment when completing a task or solving a problem. - Expresses own ideas or beliefs in group contexts or in interactions with others. - Uses descriptive words to define self that are acceptable within the child's culture.	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. ATL.4.D Assesses or reflects upon activity or task outcome or product. LL-WR.1.C Contributes ideas and opinions to a shared writing experience by drawing or writing with teacher support. SE.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence.

SOCIAL-EMOTIONAL DEVELOPMENT

Subdomain	Goal	Developmental Progression, Indicators, and Standards	Every Child Ready Standard(s)
Senses of Identity and Belonging	Goal 2: Child expresses confidence in own skills and positive feelings about self. (P-SE10)	STANDARDS By End of Kindergarten • Often shows satisfaction or seeks acknowledgment when completing a task or solving a problem. • Frequently expresses own ideas or beliefs in group contexts or in interactions with others. • Readily uses descriptive words to define self that are acceptable within the child's culture.	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. ATL.4.D Assesses or reflects upon activity or task outcome or product. LL-WR.1.C Contributes ideas and opinions to a shared writing experience by drawing or writing with teacher support. SE.3.E Demonstrates strong self-confidence through words or actions including sharing pride and celebrating others in relation to self, family, community, or culture. SE.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence.
Senses of Identity and Belonging	Goal 3: Child has a sense of belonging to family, community, and other groups. (P-SE11)	DEVELOPMENTAL PROGRESSION Age 3 • With the support of a trusted adult or peer, communicates feeling a sense of belonging to family and an emerging sense of connections to other communities through words or other forms of expression, such as drawing a picture of their family or sharing a special object related to their cultural heritage.	SE.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities. SE.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence. SOC.1.A Understands family relationships in relation to self. SOC.1.C Discusses the importance of their own family and the roles and responsibilities of various individuals in the family.
Senses of Identity and Belonging	Goal 3: Child has a sense of belonging to family, community, and other groups. (P-SE11)	DEVELOPMENTAL PROGRESSION Age 4–5/Not Yet in Kindergarten • Has a sense of belonging to family and community and communicates details about these connections, such as sharing a story about a family gathering, both spontaneously and when prompted by a trusted adult or peer.	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. SE.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence.

SOCIAL-EMOTIONAL DEVELOPMENT

Subdomain	Goal	Developmental Progression, Indicators, and Standards	Every Child Ready Standard(s)
Senses of Identity and Belonging	Goal 3: Child has a sense of belonging to family, community, and other groups. (P-SE11)	INDICATORS By Entry to Kindergarten - Identifies self as being a part of different groups, such as family, community, team, organization, culture, faith, or preschool. - Sometimes relates personal stories about being a part of different groups. - Identifies similarities and differences about self across familiar environments and settings.	SE.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence. SOC.1.C Discusses the importance of their own family and the roles and responsibilities of various individuals in the family. 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. SOC.1.D Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations. SOC.1.B Discusses the activities or celebrations that their family does together.
Senses of Identity and Belonging	Goal 3: Child has a sense of belonging to family, community, and other groups. (P-SE11)	STANDARDS By End of Kindergarten - Often identifies self as member of different groups, such as family, community, team, organization, culture, faith, or school. - Often relates detailed personal stories about being a member of different groups. - Often identifies similarities and differences about self across familiar and new environments and settings.	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. SOC.1.D Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations. SOC.1.B Discusses the activities or celebrations that their family does together. SE.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence.
Emotional Functioning	Goal 1: Child expresses a broad range of emotions and recognizes these emotions in self and others. (P-SE6)	DEVELOPMENTAL PROGRESSION Age 3 - Expresses a broad range of emotions across contexts, such as during play and in interactions with a trusted adult. - Notices when strong emotions are exhibited by others and begins to use words or gestures to describe some of these emotions, such as happy, sad, or mad.	SE.1.A Verbally or nonverbally expresses basic emotions, such as happy, surprised, angry, scared, frustrated, and sad, while an adult adds emotion labels to that expression. SE.4.A With adult modeling and one-on-one support, verbally or nonverbally names observable emotions and experiences of others.

SOCIAL-EMOTIONAL DEVELOPMENT

Subdomain	Goal	Developmental Progression, Indicators, and Standards	Every Child Ready Standard(s)
Emotional Functioning	Goal 1: Child expresses a broad range of emotions and recognizes these emotions in self and others. (P-SE6)	DEVELOPMENTAL PROGRESSION Age 4–5/Not Yet in Kindergarten - Expresses a broad range of emotions and begins to notice more subtle or complex emotions in self and others, such as embarrassment or worry. - Communicates to describe own feelings when prompted and may at times communicate without prompting, such as communicating “Don’t be mad” when engaged in play with other children.	SE.1.D Independently verbally or nonverbally names and describes their own emotions. SE.4.C With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations. SE.4.D With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others. SE.4.A With adult modeling and one-on-one support, verbally or nonverbally names observable emotions and experiences of others.
Emotional Functioning	Goal 1: Child expresses a broad range of emotions and recognizes these emotions in self and others. (P-SE6)	INDICATORS By Entry to Kindergarten - Recognizes and labels basic emotions in books, photographs, or other media images. - Uses at least 3–5 words or gestures to describe own feelings, such as happy, sad, mad, or surprised. - Uses at least 3–5 words or gestures to describe the feelings of adults or other children.	SE.1.D Independently verbally or nonverbally names and describes their own emotions. LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions. SE.4.C With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations. SE.4.A With adult modeling and one-on-one support, verbally or nonverbally names observable emotions and experiences of others. LL-NC.2.AA Responds to illustrations or photos by using at least one word.
Emotional Functioning	Goal 1: Child expresses a broad range of emotions and recognizes these emotions in self and others. (P-SE6)	STANDARDS By End of Kindergarten - Frequently recognizes and labels a variety of emotions across different media. - Frequently uses a variety of expressive words or gestures to describe own feelings. - Often uses words or gestures to describe the feelings of a trusted adult or other children.	SE.1.D Independently verbally or nonverbally names and describes their own emotions. LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions. LL-NC.2.AA Responds to illustrations or photos by using at least one word. SE.4.C With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations. SE.4.A With adult modeling and one-on-one support, verbally or nonverbally names observable emotions and experiences of others.

SOCIAL-EMOTIONAL DEVELOPMENT

Subdomain	Goal	Developmental Progression, Indicators, and Standards	Every Child Ready Standard(s)
Emotional Functioning	Goal 2: Child expresses care and concern toward others. (P-SE7)	DEVELOPMENTAL PROGRESSION Age 3 • Often pays attention when others are distressed, but attention and response to this distress may be brief. • May seek out trusted adult support to help another child who is distressed.	SE.4.C With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations.
Emotional Functioning	Goal 2: Child expresses care and concern toward others. (P-SE7)	DEVELOPMENTAL PROGRESSION Age 4–5/Not Yet in Kindergarten • Consistently pays attention when others are distressed and often responds with care, either by seeking out trusted adult support or providing reassurance or support themselves.	SE.4.D With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others. SE.4.C With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations.
Emotional Functioning	Goal 2: Child expresses care and concern toward others. (P-SE7)	INDICATORS By Entry to Kindergarten • Sometimes makes empathetic statements or gestures to adults or other children. • Offers support to adults or other children who are distressed.	SE.4.D With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others. SE.4.E With minimal teacher prompts, demonstrates empathy by providing support for others through assistance or advocacy. SE.5.E Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.
Emotional Functioning	Goal 2: Child expresses care and concern toward others. (P-SE7)	STANDARDS By End of Kindergarten • Often makes empathetic statements or gestures to adults or other children. • Offers support to adults or other children who are distressed, with increased confidence.	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.
Emotional Functioning	Goal 3: Child manages emotions with increasing independence. (P-SE8)	DEVELOPMENTAL PROGRESSION Age 3 • Manages less intense emotions, such as mild frustration, independently. • May require trusted adult support to manage more intense emotions.	SE.2.B Accepts offers of adult assistance to engage in coregulation. SE.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult.

SOCIAL-EMOTIONAL DEVELOPMENT

Subdomain	Goal	Developmental Progression, Indicators, and Standards	Every Child Ready Standard(s)
Emotional Functioning	Goal 3: Child manages emotions with increasing independence. (P-SE8)	DEVELOPMENTAL PROGRESSION Age 4–5/Not Yet in Kindergarten - Has an expanding range of strategies for managing emotions, both less intense emotions and those that cause greater distress. - Sometimes looks to a trusted adult for support in managing the most intense emotions, but shows increasing skill in managing emotions independently.	SE.2.D Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance.
Emotional Functioning	Goal 3: Child manages emotions with increasing independence. (P-SE8)	INDICATORS By Entry to Kindergarten - Expresses feelings in ways that are appropriate to the situation according to their life experience and cultural beliefs. - Looks for adult assistance when feelings are most intense. - With adult support, uses a variety of coping strategies to manage emotions, such as using words or taking a deep breath.	SE.2.D Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance. SE.2.E Supports peers in regulating their emotions through coregulation. Seeks and accepts coregulation assistance when needed.
Emotional Functioning	Goal 3: Child manages emotions with increasing independence. (P-SE8)	STANDARDS By End of Kindergarten - Expresses feelings in ways that are appropriate to the situation according to their life experience and cultural beliefs, with increasing confidence. - Looks for adult assistance when feelings are most intense. - Uses a range of coping strategies to manage emotions, such as using words or taking a deep breath, independently or with some adult support.	SE.2.D Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance. SE.2.E Supports peers in regulating their emotions through coregulation. Seeks and accepts coregulation assistance when needed.
Relationships with a Trusted Adult	Goal 1: Child engages in and maintains positive relationships and interactions with a trusted adult. (P-SE1)	DEVELOPMENTAL PROGRESSION Age 3 - Engages in positive interactions with a trusted adult, such as by demonstrating affection. - Separates from trusted adults when in familiar settings. - Uses trusted adults as a resource to solve problems.	ATL.4.AA Verbally or nonverbally shares activities they are engaging in with a trusted adult. SE.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions. SE.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult. ATL.5.C Adjusts to changes in the environment or schedule with adult guidance and advance warning.

SOCIAL-EMOTIONAL DEVELOPMENT

Subdomain	Goal	Developmental Progression, Indicators, and Standards	Every Child Ready Standard(s)
Relationships with a Trusted Adult	Goal 1: Child engages in and maintains positive relationships and interactions with a trusted adult. (P-SE1)	DEVELOPMENTAL PROGRESSION Age 4–5/Not Yet in Kindergarten - Shows enjoyment in interactions with trusted adults while also demonstrating skill in separating from these trusted adults with minimal distress when in a familiar setting. - Initiates interactions with trusted adults and participates in longer and more reciprocal interactions with both trusted and new adults.	SE.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support. ATL.4.AA Verbally or nonverbally shares activities they are engaging in with a trusted adult. SOC.2.AA Shows interest in a variety of familiar community members. ATL.5.C Adjusts to changes in the environment or schedule with adult guidance and advance warning.
Relationships with a Trusted Adult	Goal 1: Child engages in and maintains positive relationships and interactions with a trusted adult. (P-SE1)	INDICATORS By Entry to Kindergarten - Interacts with trusted adults. - Sometimes engages in positive interactions with less familiar adults, such as volunteers. - Shows affection and preference for trusted adults who interact with them on a regular basis. - Usually seeks help from adults when needed.	SE.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support. ATL.4.AA Verbally or nonverbally shares activities they are engaging in with a trusted adult. SE.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions. SE.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult. SE.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.
Relationships with a Trusted Adult	Goal 1: Child engages in and maintains positive relationships and interactions with a trusted adult. (P-SE1)	STANDARDS By End of Kindergarten - Interacts with adults when needed. - Often engages in positive interactions with less familiar adults, such as volunteers. - Often shows affection and preference for adults who interact with them on a regular basis. - Seeks help from adults when needed.	SE.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support. ATL.4.AA Verbally or nonverbally shares activities they are engaging in with a trusted adult. SE.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions. SE.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges. SE.2.D Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance.

SOCIAL-EMOTIONAL DEVELOPMENT

Subdomain	Goal	Developmental Progression, Indicators, and Standards	Every Child Ready Standard(s)
Relationships with a Trusted Adult	Goal 2: Child engages in prosocial and cooperative behavior with trusted adult. (P-SE2)	DEVELOPMENTAL PROGRESSION Age 3 - Sometimes engages in prosocial behavior with a trusted adult, such as greeting the teacher or saying goodbye, and responds to trusted adult requests and directions that may include assistance or prompting. - Sometimes demonstrates uncooperative behavior with a familiar trusted adult, such as saying "No" to requests, but these moments are typically resolved with support from the trusted adult.	SE.7.A Listens to or follows a solution provided by an adult. May communicate discomfort or dysregulation and require additional time to regulate while responding. SE.2.A Coregulates emotion with one-on-one adult support. SOC.2.AA Shows interest in a variety of familiar community members. ATL.4.AA Verbally or nonverbally shares activities they are engaging in with a trusted adult.
Relationships with a Trusted Adult	Goal 2: Child engages in prosocial and cooperative behavior with trusted adult. (P-SE2)	DEVELOPMENTAL PROGRESSION Age 4–5/Not Yet in Kindergarten - Engages in prosocial behavior with a trusted adult and usually responds to trusted adult requests and directions without significant assistance or prompting. - Uncooperative behavior with familiar adults is rare and the child is able to resolve minor conflicts with support, such as being given reminders to use a quiet voice or follow directions.	SE.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions. SE.2.B Accepts offers of adult assistance to engage in coregulation. ATL.4.AA Verbally or nonverbally shares activities they are engaging in with a trusted adult. ATL.7.B Independently follows two- to three-step verbal adult directions. 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).
Relationships with a Trusted Adult	Goal 2: Child engages in prosocial and cooperative behavior with trusted adult. (P-SE2)	INDICATORS By Entry to Kindergarten - Engages in prosocial behaviors with adults, such as using respectful language or greetings. - Attends to an adult when asked. - Often follows adult guidelines and expectations for behavior. - Often asks or waits for adult permission before doing something when they are unsure.	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. SE.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support. ATL.7.C Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn). SE.5.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.7.B Independently follows two- to three-step verbal adult directions.

SOCIAL-EMOTIONAL DEVELOPMENT

Subdomain	Goal	Developmental Progression, Indicators, and Standards	Every Child Ready Standard(s)
Relationships with a Trusted Adult	Goal 2: Child engages in prosocial and cooperative behavior with trusted adult. (P-SE2)	STANDARDS By End of Kindergarten - Engages in prosocial behaviors with adults when needed. - Follows adult guidelines and expectations for behavior. - Asks or waits for adult permission before doing something when they are unsure.	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. SE.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support. ATL.7.C Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn). ATL.7.B Independently follows two- to three-step verbal adult directions.
Relationships with Other Children	Goal 1: Child engages in and maintains positive interactions and relationships with other children. (P-SE3)	DEVELOPMENTAL PROGRESSION Age 3 - Sometimes engages in and maintains interactions with other children without support from a trusted adult, or demonstrates skills in doing this when prompted by a trusted adult. - May spontaneously engage in prosocial behaviors with other children, such as sharing and taking turns with materials and in conversations or may engage with prompting from a trusted adult.	SE.5.A Engages with peers with teacher modeling and participates in organized group activities. SE.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns). ATL.2.B Plays, works on tasks, or participates in activities with peers with adult prompts (associative play).
Relationships with Other Children	Goal 1: Child engages in and maintains positive interactions and relationships with other children. (P-SE3)	DEVELOPMENTAL PROGRESSION Age 4–5/Not Yet in Kindergarten - Sustains interactions with other children more often and for increasing periods of time. - With and without prompting from a trusted adult, demonstrates prosocial behaviors with other children. - Likely to show at least some preference for playing with particular children.	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.A Engages with peers with teacher modeling and participates in organized group activities. 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).

SOCIAL-EMOTIONAL DEVELOPMENT

Subdomain	Goal	Developmental Progression, Indicators, and Standards	Every Child Ready Standard(s)
Relationships with Other Children	Goal 1: Child engages in and maintains positive interactions and relationships with other children. (P-SE3)	INDICATORS By Entry to Kindergarten - Engages in and maintains positive interactions with other children at times. - Uses a variety of skills for entering social situations with other children, such as suggesting something to do together, joining an existing activity, or sharing a toy. - Often takes turns in conversations and interactions with other children. - Develops at least one friendship with another child.	SE.5.E Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others. ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play). LL-LC.4.C Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic. 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.
Relationships with Other Children	Goal 1: Child engages in and maintains positive interactions and relationships with other children. (P-SE3)	STANDARDS By End of Kindergarten - Consistently engages in and maintains positive interactions with other children. - Enters familiar and new social situations with other children when needed, such as suggesting something to do together, joining an existing activity, or sharing a toy. - Initiates and responds to conversations and interactions with other children while attending to social cues. - Develops and maintains friendships with other children.	SE.5.E Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others. ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play). LL-LC.4.C Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic. 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.
Relationships with Other Children	Goal 2: Child engages in cooperative play with other children. (P-SE4)	DEVELOPMENTAL PROGRESSION Age 3 - With the support of an adult, often plays cooperatively with other children. - For at least short periods during this play, works with other children to plan and enact play in a coordinated way.	ATL.2.B Plays, works on tasks, or participates in activities with peers with adult prompts (associative play). ATL.6.A Sustains interest in a preferred task for a brief amount of time (5–10 minutes). ATL.8.C With adult support, creates a goal for an activity and follows a simple plan. ATL.2.C Makes cooperative decisions with peers based on adult provided choices (associative play).

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Subdomain	Goal	Developmental Progression, Indicators, and Standards	Every Child Ready Standard(s)
Relationships with Other Children	Goal 2: Child engages in cooperative play with other children. (P-SE4)	DEVELOPMENTAL PROGRESSION Age 4–5/Not Yet in Kindergarten - Cooperatively plays with other children in an increasingly coordinated way. - Works with other children to make plans for what and how they will play together. - When given the opportunity, coordinated play periods get longer.	ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play). ATL.2.E Establishes rules with peers during play or structured activities (cooperative play). ATL.8.D Creates and follows through with simple plans independently. ATL.6.D Refocuses attention to independent or group activity after minor distraction. C-ARTS.2.D Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.
Relationships with Other Children	Goal 2: Child engages in cooperative play with other children. (P-SE4)	INDICATORS By Entry to Kindergarten - Engages in joint play, such as using coordinated goals, planning, roles, and games with rules, with at least one other child at a time. - Shows a willingness to include others' ideas during interactions and play. - Demonstrates enjoyment of play with other children, such as through verbal exchanges, smiles, and laughter. - Engages in reflection and conversation about past play experiences.	ATL.2.E Establishes rules with peers during play or structured activities (cooperative play). ATL.5.D With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error). ATL.8.E Plans simple steps for future activity goal. 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.4.D Assesses or reflects upon activity or task outcome or product. 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. C-ARTS.2.D Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.

SOCIAL-EMOTIONAL DEVELOPMENT

Subdomain	Goal	Developmental Progression, Indicators, and Standards	Every Child Ready Standard(s)
Relationships with Other Children	Goal 2: Child engages in cooperative play with other children. (P-SE4)	STANDARDS By End of Kindergarten • Often engages in joint activities and projects, such as using coordinated goals, planning, roles, and games with rules, with at least one other child or small groups of peers. • Often shows a willingness to include others' ideas during interactions and play. • Often demonstrates enjoyment of play with other children, such as through verbal exchanges, smiles, and laughter. • Engages in reflection and conversation about past play experiences with increasing complexity.	ATL.2.E Establishes rules with peers during play or structured activities (cooperative play). 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.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.4.D Assesses or reflects upon activity or task outcome or product. 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. 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.
Relationships with Other Children	Goal 3: Child uses basic problem-solving skills to resolve conflicts with other children. (P-SE5)	DEVELOPMENTAL PROGRESSION Age 3 • Begins to recognize and describe social problems. • With trusted adult guidance and support, suggests solutions to conflicts.	SE.7.AA Observes or copies an adult modeling a solution to a personal challenge or challenge with others. May communicate discomfort or dysregulation. SE.7.A Listens to or follows a solution provided by an adult. May communicate discomfort or dysregulation and require additional time to regulate while responding. SE.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.
Relationships with Other Children	Goal 3: Child uses basic problem-solving skills to resolve conflicts with other children. (P-SE5)	DEVELOPMENTAL PROGRESSION Age 4–5/Not Yet in Kindergarten • Sometimes recognizes and describes social problems, suggests solutions to conflicts, and compromises when working or playing in a group. • Although simple conflicts may be resolved without trusted adult • assistance, may seek out or need trusted adult support in more challenging moments.	SE.7.C When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise). SE.7.D With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise). SE.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.

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Subdomain	Goal	Developmental Progression, Indicators, and Standards	Every Child Ready Standard(s)
Relationships with Other Children	Goal 3: Child uses basic problem-solving skills to resolve conflicts with other children. (P-SE5)	INDICATORS By Entry to Kindergarten - Often recognizes and describes basic social problems in books or pictures, such as both children wanting the same toy, and during interactions with other children, such as "Why do you think your friend might be sad?" - Uses basic strategies for dealing with common conflicts, such as sharing, taking turns, and compromising some of the time. - Often expresses feelings, needs, and opinions in conflict situations. - Often seeks adult help when needed to resolve conflicts.	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.1.D Independently verbally or nonverbally names and describes their own emotions. LL-NC.1.E Identifies the problem, solution, and character motivation in narrative story. SE.4.C With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations.
Relationships with Other Children	Goal 3: Child uses basic problem-solving skills to resolve conflicts with other children. (P-SE5)	STANDARDS By End of Kindergarten - Recognizes and describes basic social problems in books, newspapers, and electronic media, such as game playing, sports, and during interactions with other children, such as "How will you share computer time?" - Independently uses strategies for dealing with common conflicts, such as sharing, taking turns, and compromising. - Consistently expresses feelings, needs, and opinions in conflict situations. - Seeks adult help when needed to resolve conflicts.	SE.7.E Independently suggests and chooses an adult-provided solution to a personal challenge or challenge with others (e.g., ask for help, compromise). Supports peers by suggesting solutions. SE.1.D Independently verbally or nonverbally names and describes their own emotions. LL-NC.1.E Identifies the problem, solution, and character motivation in narrative story. SE.4.C With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations.

LANGUAGE AND COMMUNICATION

Subdomain	Goal	Developmental Progression, Indicators, and Standards	Every Child Ready Standard(s)
Attending and Understanding	Goal 1: Child attends to communication and language from others. (P-LC1)	DEVELOPMENTAL PROGRESSION Age 3 With the support of a trusted adult or peer, shows acknowledgment of comments or questions and is able to attend to conversations, either spoken or signed.	LL-LC.1.B Responds to multipart sentences, such as acting out multiple events, following two-step directions, or finding objects based on a description. LL-LC.4.A Initiates a brief verbal or nonverbal social interaction with adults or peers engaging in a one-way interaction.

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Subdomain	Goal	Developmental Progression, Indicators, and Standards	Every Child Ready Standard(s)
Attending and Understanding	Goal 1: Child attends to communication and language from others. (P-LC1)	DEVELOPMENTAL PROGRESSION Age 4–5/Not Yet in Kindergarten - Shows acknowledgment of complex comments or questions. - Is able to attend to longer, multi-turn conversations, either spoken or signed.	LL-LC.1.D Shows understanding of more complex sentences or questions through actions, such as following three-step directions. LL-LC.4.B Initiates or joins conversations and engages in conversational turn-taking with at least one feedback loop using both verbal and nonverbal communication.
Attending and Understanding	Goal 1: Child attends to communication and language from others. (P-LC1)	INDICATORS By Entry to Kindergarten - Uses verbal and nonverbal signals to acknowledge the comments or questions of others. - Shows ongoing connection to a conversation, group discussion, or presentation.	LL-LC.4.B Initiates or joins conversations and engages in conversational turn-taking with at least one feedback loop using both verbal and nonverbal communication. LL-LC.1.D Shows understanding of more complex sentences or questions through actions, such as following three-step directions.
Attending and Understanding	Goal 1: Child attends to communication and language from others. (P-LC1)	STANDARDS By End of Kindergarten There is no corresponding CCSS for this goal.	N/A
Attending and Understanding	Goal 2: Child understands and responds to increasingly complex communication and language from others. (P-LC2)	DEVELOPMENTAL PROGRESSION Age 3 With the support of a trusted adult or peer, understands and responds (verbally and nonverbally) to increasingly longer sentences, simple questions, and simple stories.	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.1.B Responds to multipart sentences, such as acting out multiple events, following two-step directions, or finding objects based on a description.
Attending and Understanding	Goal 2: Child understands and responds to increasingly complex communication and language from others. (P-LC2)	DEVELOPMENTAL PROGRESSION Age 4–5/Not Yet in Kindergarten Understands and responds (verbally and nonverbally) to complex statements, questions, and stories containing multiple phrases and ideas.	LL-LC.2.C Demonstrates understanding by answering simple “why” and “how” questions using two to three words when prompted by the teacher or peers. LL-LC.1.D Shows understanding of more complex sentences or questions through actions, such as following three-step directions.

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Subdomain	Goal	Developmental Progression, Indicators, and Standards	Every Child Ready Standard(s)
Attending and Understanding	Goal 2: Child understands and responds to increasingly complex communication and language from others. (P-LC2)	INDICATORS By Entry to Kindergarten - Shows an ability to recall (in order) multiple step directions. - Demonstrates understanding of a variety of question types, such as "Yes/No?" or "Who/ What/When/ Where?" or "How/ Why?" - Shows understanding of a variety of sentence types, such as multclause, cause-effect, sequential order, or if-then. - Shows an understanding of talk related to the past or future. - Shows understanding, such as nodding or gestures, in response to the content of books read aloud, stories that are told, or lengthy explanations on a given topic. - Children who are dual language learners may demonstrate more complex communication and language in their home language than in English.	LL-LC.2.D Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic. LL-LC.1.D Shows understanding of more complex sentences or questions through actions, such as following three-step directions. LL-LC.5.D Uses complex sentences with correct word order and syntax. Begins to use prepositions (i.e., "Armel throws the round blue ball on the roof"). SOC.5.E Begins to connect past and present experiences and describes events that have happened or will happen in the future. ATL.4.A Uses two to three words or nonverbal actions (gestures, body language, facial expressions) to explain activities they are engaging in. LL-NC.5.A Listens and responds to a wide variety of informational texts read aloud.
Attending and Understanding	Goal 2: Child understands and responds to increasingly complex communication and language from others. (P-LC2)	STANDARDS By End of Kindergarten - Confirms understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. (K.SL.2) - Asks and answers questions in order to seek help, get information, or clarify something that is not understood. (K.SL.3)	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.E Modifies conversations based on the context or listener. LL-NC.1.C Identifies and answers questions about events in a story. LL-NC.2.B Answers factual questions using a variety of text types (predictable, informational, poetry, etc.).
Communicating and Speaking	Goal 1: Child varies the amount of information provided to meet the demands of the situation. (P-LC3)	DEVELOPMENTAL PROGRESSION Age 3 Uses language, spoken or sign, for different purposes and is sometimes able to provide sufficient detail to get needs met from a variety of trusted adults.	ATL.4.A Uses two to three words or nonverbal actions (gestures, body language, facial expressions) to explain activities they are engaging in. LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/ sentence. SOC.3.AA Verbally or nonverbally expresses wants and needs with simple phrases or gestures.

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Subdomain	Goal	Developmental Progression, Indicators, and Standards	Every Child Ready Standard(s)
Communicating and Speaking	Goal 1: Child varies the amount of information provided to meet the demands of the situation. (P-LC3)	DEVELOPMENTAL PROGRESSION Age 4–5/Not Yet in Kindergarten • Uses language, spoken or sign, for a variety of purposes and can typically provide sufficient detail in order to get needs met from a variety of trusted adults.	ATL.4.A Uses two to three words or nonverbal actions (gestures, body language, facial expressions) to explain activities they are engaging in. LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence. SOC.3.AA Verbally or nonverbally expresses wants and needs with simple phrases or gestures.
Communicating and Speaking	Goal 1: Child varies the amount of information provided to meet the demands of the situation. (P-LC3)	INDICATORS By Entry to Kindergarten • Usually provides sufficient detail in order to get needs met, such as explaining a point of difficulty in a task or sharing a request from home with the teacher. • Uses language, spoken or sign, to clarify a word or statement when misunderstood. • Children who are dual language learners may switch between their languages.	ATL.4.B Verbally or nonverbally demonstrates an understanding of accomplishing a task. May verbally explain work product. LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions. ATL.3.C Asks questions and seeks clarity after attempting a challenging task.
Communicating and Speaking	Goal 1: Child varies the amount of information provided to meet the demands of the situation. (P-LC3)	STANDARDS By End of Kindergarten • Describes familiar people, places, things, and events and, with prompting and supports, provides additional detail. (K.SL.4) • Adds drawings or other visual displays to descriptions as desired to provide additional detail. (K.SL.5)	LL-LC.3.E Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on classroom reading and content. LL-WR.2.C Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme. LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.
Communicating and Speaking	Goal 2: Child understands, follows, and uses appropriate social and conversational rules. (P-LC4)	DEVELOPMENTAL PROGRESSION Age 3 • Engages in conversations with trusted adults, other children, or within the group setting lasting 2–3 conversational turns, and, with support, will sometimes adjust tone and volume for different situations.	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.E Modifies conversations based on the context or listener.

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Subdomain	Goal	Developmental Progression, Indicators, and Standards	Every Child Ready Standard(s)
Communicating and Speaking	Goal 2: Child understands, follows, and uses appropriate social and conversational rules. (P-LC4)	DEVELOPMENTAL PROGRESSION Age 4–5/Not Yet in Kindergarten - Maintains multi-turn conversations with trusted adults or other children by being responsive to the conversational partner in a variety of ways, such as by asking a question. - With increasing independence, varies tone and volume of expression to match the social situation.	LL-LC.4.D Adds information or appropriately remains on or changes topic during a conversation with multiple feedback loops alternating between speaker and listener. LL-LC.2.D Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic. LL-LC.4.E Modifies conversations based on the context or listener.
Communicating and Speaking	Goal 2: Child understands, follows, and uses appropriate social and conversational rules. (P-LC4)	INDICATORS By Entry to Kindergarten - Maintains multi-turn conversations with adults, other children, and within larger groups by responding in increasingly sophisticated ways, such as asking related questions or expressing agreement. - With increasing independence, matches the tone and volume of expression to the content and social situation, such as by using a whisper to tell a secret.	LL-LC.4.D Adds information or appropriately remains on or changes topic during a conversation with multiple feedback loops alternating between speaker and listener. LL-LC.2.D Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic. LL-LC.4.E Modifies conversations based on the context or listener.
Communicating and Speaking	Goal 2: Child understands, follows, and uses appropriate social and conversational rules. (P-LC4)	STANDARDS By End of Kindergarten - Participates in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. (K.SL.1) - Follows agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). - Continues conversations through multiple exchanges.	LL-LC.4.E Modifies conversations based on the context or listener. LL-LC.4.D Adds information or appropriately remains on or changes topic during a conversation with multiple feedback loops alternating between speaker and listener. 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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Subdomain	Goal	Developmental Progression, Indicators, and Standards	Every Child Ready Standard(s)
Communicating and Speaking	Goal 3: Child expresses self in increasingly long, detailed, and sophisticated ways. (P-LC5)	DEVELOPMENTAL PROGRESSION Age 3 - Communicates clearly enough to be understood by familiar adults, but may make some pronunciation and grammatical errors. - Typically uses 3–5 word phrases/ sentences when communicating. - With some prompting, can offer multiple (2–3) pieces of information on a single topic. - Children who are dual language learners may use 2–3 words to communicate an entire idea or thought, such as “Me paint.”	LL-LC.5.B Continues to develop more complex sentences using syntax with a noun and verb and object (i.e., “Armel throws the ball”). LL-LC.5.C Continues to develop more complex sentences by using adjectives (i.e., “Armel throws the blue ball”). LL-LC.2.B Demonstrates understanding by answering simple “what” and “who” questions using two to three words when prompted by the teacher or peers. LL-LC.2.C Demonstrates understanding by answering simple “why” and “how” questions using two to three words when prompted by the teacher or peers. LL-LC.5.A Makes an attempt at using correct syntax with a noun and verb (i.e., “Armel throw”).
Communicating and Speaking	Goal 3: Child expresses self in increasingly long, detailed, and sophisticated ways. (P-LC5)	DEVELOPMENTAL PROGRESSION Age 4–5/Not Yet in Kindergarten - Communicates clearly enough to be understood by familiar and unfamiliar adults, but may make some pronunciation errors and some isolated grammatical errors. - Uses longer sentences, as well as sentences that are slightly more complex, such as “I need a pencil because this one broke.” - Can offer multiple pieces of information on a topic with increasing independence and answer simple questions. - Children who are dual language learners may use the language structure of the home language when speaking English, such as “I have a dog big.”	LL-LC.5.C Continues to develop more complex sentences by using adjectives (i.e., “Armel throws the blue ball”). LL-LC.5.D Uses complex sentences with correct word order and syntax. Begins to use prepositions (i.e., “Armel throws the round blue ball on the roof”). LL-LC.1.D Shows understanding of more complex sentences or questions through actions, such as following three-step directions.

LANGUAGE AND COMMUNICATION

Subdomain	Goal	Developmental Progression, Indicators, and Standards	Every Child Ready Standard(s)
Communicating and Speaking	Goal 3: Child expresses self in increasingly long, detailed, and sophisticated ways. (P-LC5)	INDICATORS By Entry to Kindergarten - Communicates clearly enough to be understood by a trusted adult across a range of situations. Pronunciation errors and grammatical errors are isolated and infrequent. - Shows proficiency with prepositions, regular/ irregular past tense, possessives, and noun-verb agreement. - Typically uses complete sentences of more than 5 words with complex structures, such as sentences involving sequence and causal relations. - Can produce and organize multiple sentences on a topic, such as giving directions or telling a story, including information about the past or present or things not physically present, and can answer a variety of question types.	LL-LC.5.D Uses complex sentences with correct word order and syntax. Begins to use prepositions (i.e., "Armel throws the round blue ball on the roof"). LL-LC.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.
Communicating and Speaking	Goal 3: Child expresses self in increasingly long, detailed, and sophisticated ways. (P-LC5)	STANDARDS By End of Kindergarten - Demonstrates command of the conventions of Standard English grammar and usage when writing or speaking. (K.L.1) - Uses frequently occurring nouns and verbs. - Forms regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). - Understands and uses question words (interrogatives) (e.g., who, what, where, when, why, how). - Uses the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). - Produces and expands complete sentences in shared language activities. - Applies audibly and expresses thoughts, feelings, and ideas clearly. (K.SL.6)	LL-LC.4.E Modifies conversations based on the context or listener. LL-LC.5.E Use clauses and conjunctions as part of a complex sentence with correct word order and syntax (i.e., "Armel threw the blue ball, and it got stuck on the roof"). LL-LC.1.E Confirms understanding of spoken language, requests, and complex sentences through verbal or nonverbal requests for clarification. LL-LC.2.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.
Vocabulary	Goal 1: Child understands and uses a wide variety of words for a variety of purposes. (P-LC6)	DEVELOPMENTAL PROGRESSION Age 3 - Shows a rapid increase in acquisition of new vocabulary words that describe actions, emotions, things, or ideas that are meaningful within the everyday environment. - Uses new vocabulary words to describe relations among things or ideas. Shows repetition of new words offered by trusted adults.	LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions. LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults.

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Subdomain	Goal	Developmental Progression, Indicators, and Standards	Every Child Ready Standard(s)
Vocabulary	Goal 1: Child understands and uses a wide variety of words for a variety of purposes. (P-LC6)	DEVELOPMENTAL PROGRESSION Age 4–5/Not Yet in Kindergarten - Shows a steady increase in vocabulary through the acquisition of words with increasing specificity and variety. - Shows repetition of new words offered by adults and may ask about the meaning of unfamiliar words.	LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults. LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love"). LL-LC.3.AA Repeats or attempts to use words heard in the everyday language or environment.
Vocabulary	Goal 1: Child understands and uses a wide variety of words for a variety of purposes. (P-LC6)	INDICATORS By Entry to Kindergarten - Demonstrates the use of multiple (2–3) new words or signs a day during play and other activities. - Shows recognition of and/or familiarity with key domain-specific words heard during reading or discussions. - With multiple exposures, uses new domain-specific vocabulary during activities, such as using the word "cocoon" when learning about the lifecycle of caterpillars or "cylinder" when learning about 3D shapes. - With support, forms guesses about the meaning of new words from context clues.	LL-LC.3.AA Repeats or attempts to use words heard in the everyday language or environment. LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions. LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love"). LL-LC.2.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.
Vocabulary	Goal 1: Child understands and uses a wide variety of words for a variety of purposes. (P-LC6)	STANDARDS By End of Kindergarten¹ - Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. (K.L.4) - Identifies new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). - Uses the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. - With guidance and support from adults, explores word relationships and nuances in word meanings. (K.L.5) ¹Part 1 of 2. Continues on page 39.	LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love"). 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.C Attempts to integrate new vocabulary into oral communication with peers and adults. LL-LC.3.E Uses various resources to identify new meanings for familiar words or clarify the meaning of unknown words and phrases.

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Subdomain	Goal	Developmental Progression, Indicators, and Standards	Every Child Ready Standard(s)
Vocabulary	Goal 1: Child understands and uses a wide variety of words for a variety of purposes. (P-LC6)	STANDARDS By End of Kindergarten² • Sorts common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. • Demonstrates understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). • Identifies real-life connections between words and their use (e.g., note places at school that are colorful). • Distinguishes shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. • Uses words and phrases acquired through conversations, reading and being read to, and responding to texts. (K.L.6) ²Part 2 of 2. Continued from page 38.	LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love"). 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.C Attempts to integrate new vocabulary into oral communication with peers and adults. LL-LC.3.E Uses various resources to identify new meanings for familiar words or clarify the meaning of unknown words and phrases.
Vocabulary	Goal 2: Child shows understanding of word categories and relationships among words. (P-LC7)	DEVELOPMENTAL PROGRESSION Age 3 • Typically uses known words in the correct context and, with support, shows an emerging understanding of how words are related to broader categories, such as sorting things by color.	LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence. M-PFA.1.A Sorts and groups objects based on one attribute such as visual features like color, size, or shape.
Vocabulary	Goal 2: Child shows understanding of word categories and relationships among words. (P-LC7)	DEVELOPMENTAL PROGRESSION Age 4–5/Not Yet in Kindergarten • Demonstrates an increasingly sophisticated understanding of words and word categories with support, such as listing multiple examples of a familiar category or identifying words that have the same meaning (synonyms) and words that have opposite meanings (antonyms).	LL-LC.2.C Demonstrates understanding by answering simple "why" and "how" questions using two to three words when prompted by the teacher or peers. M-PFA.1.C Sorts and groups objects based on more complex attributes such as function or category.

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Subdomain	Goal	Developmental Progression, Indicators, and Standards	Every Child Ready Standard(s)
Vocabulary	Goal 2: Child shows understanding of word categories and relationships among words. (P-LC7)	INDICATORS By Entry to Kindergarten • Categorizes words or objects, such as sorting a hard hat, machines, and tools into the construction group, or giving many examples of farm animals. • Discusses new words in relation to known words and word categories, such as "It fell to the bottom when it sank" or "When you hop it's like jumping on one leg" or "The bear and fox are both wild animals." • Identifies shared characteristics among people, places, things, or actions, such as identifying that both cats and dogs are furry and have four legs. • Identifies key common antonyms, such as black/white or up/down. Identifies 1–2 synonyms for very familiar words, such as glad or happy. • Shows an ability to distinguish similar words, such as "I don't like it, I love it!" or "It's more than tall, it's gigantic" or "It's so cold, it's freezing."	LL-LC.3.E Uses various resources to identify new meanings for familiar words or clarify the meaning of unknown words and phrases. M-PFA.1.C Sorts and groups objects based on more complex attributes such as function or category. LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love"). SC-LES.4.B Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features.
Vocabulary	Goal 2: Child shows understanding of word categories and relationships among words. (P-LC7)	STANDARDS By End of Kindergarten • With guidance and support from adults, explores word relationships and nuances in word meanings. (K.L.5) • Sorts common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. • Demonstrates understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). • Identifies real-life connections between words and their use (e.g., notes places at school that are colorful). • Distinguishes shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	LL-LC.3.E Uses various resources to identify new meanings for familiar words or clarify the meaning of unknown words and phrases. M-PFA.1.C Sorts and groups objects based on more complex attributes such as function or category. LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").

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Subdomain	Goal	Developmental Progression, Indicators, and Standards	Every Child Ready Standard(s)
Phonological Awareness	Goal 1: Child demonstrates awareness that spoken language is composed of smaller segments of sound. (P-Lit1)	DEVELOPMENTAL PROGRESSION Age 3 - Shows rote imitation and enjoyment of rhyme and words that start with the same sound (alliteration). - With support, distinguishes when two words rhyme and when two words begin with the same sound.	LL-P.4.AA Listens to and repeats the correct beginning sounds. 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.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.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.AA Imitates common sounds like a duck (quack, quack) or train (choo, choo).
Phonological Awareness	Goal 1: Child demonstrates awareness that spoken language is composed of smaller segments of sound. (P-Lit1)	DEVELOPMENTAL PROGRESSION Age 4–5/Not Yet in Kindergarten - Demonstrates rhyme recognition, such as identifying which words rhyme from a group of three: hat, cat, log. - Recognizes changes in the sounds of words (phonemic awareness), such as noticing the problem with "Old McDonald had a charm." - Is able to count syllables and understand sounds in spoken words.	LL-PA.3.C Identifies if two words rhyme when given in a pair. For example, "My words are 'cat' and 'hat.' Do these two words rhyme? My words are 'cat' and 'pan.' Do these two words rhyme?" LL-PA.4.A Identifies the initial consonant sounds in familiar words (no blends and digraphs). LL-PA.2.A Repeats multisyllabic words or participates in games and word play involving multisyllabic words. LL-PA.6.AA Participates in phoneme activities with teachers. LL-PA.2.C Segments the syllables in three- and four-syllable words verbally or nonverbally.
Phonological Awareness	Goal 1: Child demonstrates awareness that spoken language is composed of smaller segments of sound. (P-Lit1)	INDICATORS By Entry to Kindergarten - Provides one or more words that rhyme with a given word, such as "What rhymes with log?" - Produces the beginning sound in a spoken word, such as "Dog begins with /d/." - With adult support, provides a word that fits with a group of words that have the same beginning sound, such as "Sock, Sara, and song all start with the /s/ sound. What else starts with the /s/ sound?"	LL-PA.3.D Produces at least one real or nonsense rhyming word when given a pair of CVC words, like "cat" and "hat." LL-PA.4.A Identifies the initial consonant sounds in familiar words (no blends and digraphs). LL-PA.4.C Produces words that have the same initial sound when given a consonant sound.

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Subdomain	Goal	Developmental Progression, Indicators, and Standards	Every Child Ready Standard(s)
Phonological Awareness	Goal 1: Child demonstrates awareness that spoken language is composed of smaller segments of sound. (P-Lit1)	STANDARDS By End of Kindergarten • Demonstrates understanding of spoken words, syllables, and sounds (phonemes). (K.RF.2) • Recognizes and produces rhyming words. • Counts, pronounces, blends, and segments syllables in spoken words. • Blends and segments the beginning sound in a word (onset) and the last letters of the word (rime) of single-syllable spoken words. For example, in the word "CAT", the onset is "C" and the rime is "AT". • Isolates and pronounces the beginning (initial), middle (medial) vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) • Adds or substitutes individual sounds (phonemes) in simple, one-syllable words to make new words.	LL-PA.3.D Produces at least one real or nonsense rhyming word when given a pair of CVC words, like "cat" and "hat." LL-PA.3.E Identifies rhyming words from groups of two to three words when given one rhyming word. LL-PA.5.D Blends onset-rimes to form familiar CVC words. LL-PA.5.E Segments onset-rimes in familiar CVC words. LL-PA.5.E Segments three phonemes in familiar CVC words to identify the individual phonemes. LL-PA.4.E Adds a new beginning sound to create a new word. For example, adding /c/ to "an" to create the word "can." LL-PA.2.C Segments the syllables in three- and four-syllable words verbally or nonverbally. LL-PA.2.D Blends the syllables in two- to three-syllable words.
Print and Alphabet Knowledge	Goal 1: Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print). (P-Lit2)	DEVELOPMENTAL PROGRESSION Age 3 • Distinguishes print from pictures and shows an understanding that print is something meaningful, such as asking a trusted adult "What does this say?" or "Read this."	LL-BK.3.A Demonstrates understanding that print has meaning. LL-BK.1.AA Requests that books be read by an adult. LL-BK.3.B Distinguishes between print and images in books and in the environment.
Print and Alphabet Knowledge	Goal 1: Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print). (P-Lit2)	DEVELOPMENTAL PROGRESSION Age 4–5/Not Yet in Kindergarten • Begins to demonstrate an understanding of the connection between speech and print. • Shows a growing awareness that print has rules, such as holding a book correctly or following a book left to right when reading in English.	LL-BK.3.C Demonstrates understanding that print has meaning and begins to connect environmental print with objects or locations in the classroom. LL-BK.2.A Demonstrates understanding of proper book orientation by holding books right side up and turning one page at a time, starting from the first page. LL-BK.2.D Tracks print from left to right and top to bottom while imitating reading a familiar text. LL-WR.1.C Contributes ideas and opinions to a shared writing experience by drawing or writing with teacher support.

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Print and Alphabet Knowledge	Goal 1: Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print). (P-Lit2)	INDICATORS By Entry to Kindergarten - Understands that print is organized differently for different purposes, such as a note, list, or storybook. - Understands that written words are made up of a group of individual letters. - Begins to point to one-syllable words while reading simple, memorized texts. - Identifies book parts and features, such as the front, back, title, and author.	LL-WR.2.C Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme. LL-BK.3.D Points to one word and one letter in an unfamiliar text or around the room. LL-BK.2.E Demonstrates understanding of the title and back cover of a book. Identifies some words, such as those that are repeated regularly or have a known first sound in a familiar text. LL-NC.2.B Answers factual questions using a variety of text types (predictable, informational, poetry, etc.).
Print and Alphabet Knowledge	Goal 1: Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print). (P-Lit2)	STANDARDS By End of Kindergarten - Demonstrates understanding of the organization and basic features of print. (K.RF.1) - Follows words from left to right, top to bottom, and page by page. - Recognizes that spoken words are represented in written language by specific sequences of letters. - Understands that words are separated by spaces in print. - Recognizes common types of texts (e.g., storybooks, poems). (K.RL.5) - With prompting and support, names the author and illustrator of a story and defines the role of each in telling the story. (K.RL.6)	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-BK.2.D Tracks print from left to right and top to bottom while imitating reading a familiar text. LL-BK.3.C Demonstrates understanding that print has meaning and begins to connect environmental print with objects or locations in the classroom. LL-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-BK1.C Listens to a wide variety of age appropriate literature read aloud. LL-NC.2.B Answers factual questions using a variety of text types (predictable, informational, poetry, etc.). SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community.
Print and Alphabet Knowledge	Goal 2: Child identifies letters of the alphabet and produces correct sounds associated with letters. (P-Lit3)	DEVELOPMENTAL PROGRESSION Age 3 With support from a trusted adult, shows an awareness of alphabet letters, such as singing the ABC song, recognizing letters from one's name, or naming some letters that are encountered often.	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.

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Print and Alphabet Knowledge	Goal 2: Child identifies letters of the alphabet and produces correct sounds associated with letters. (P-Lit3)	DEVELOPMENTAL PROGRESSION Age 4–5/Not Yet in Kindergarten - Recognizes and names at least half of the letters in the alphabet, including letters in own name (first name and last name), as well as letters often seen in the environment. - Produces the sound of many recognized letters.	LL-AK.2.C Produces up to 15 letter sounds when shown uppercase or lowercase letters. LL-AK.1.C Identifies up to 20 uppercase or lowercase letters.
Print and Alphabet Knowledge	Goal 2: Child identifies letters of the alphabet and produces correct sounds associated with letters. (P-Lit3)	INDICATORS By Entry to Kindergarten - Names 18 uppercase and 15 lowercase letters. - Knows the sounds associated with several letters.	LL-AK.1.C Identifies up to 20 uppercase or lowercase letters. LL-AK.2.E Produces up to 26 uppercase and lowercase letter sounds when shown letters in random order.
Print and Alphabet Knowledge	Goal 2: Child identifies letters of the alphabet and produces correct sounds associated with letters. (P-Lit3)	STANDARDS By End of Kindergarten - Demonstrates understanding of the organization and basic features of print. (K.RF.1) - Recognizes and name all uppercase and lowercase letters of the alphabet. - Know and apply grade-level phonics and word analysis skills in decoding words. (K.RF.3) - Demonstrates basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. - Associates the long and short sounds with the common spellings (graphemes) for the five major vowels.	LL-AK.3.C Demonstrates understanding that print has meaning and begins to connect environmental print with objects or locations in the classroom. 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. 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.
Comprehension and Text Structure	Goal 1: Child demonstrates an understanding of narrative structure through storytelling/re-telling. (P-Lit4)	DEVELOPMENTAL PROGRESSION Age 3 With support, may be able to tell one or two key events from a story or may act out a story with pictures or props.	LL-NC.3.A Describes one event from a familiar narrative using visuals or gestures. LL-BK.2.B Uses illustrations to tell a familiar story. C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play. LL-NC.3.AA Joins in acting out a book as it's read aloud.

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Comprehension and Text Structure	Goal 1: Child demonstrates an understanding of narrative structure through storytelling/re-telling. (P-Lit4)	DEVELOPMENTAL PROGRESSION Age 4–5/Not Yet in Kindergarten Retells 2–3 key events from a well-known story, typically in the right order and using some simple sequencing terms, such as “first . . . and then.”	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.
Comprehension and Text Structure	Goal 1: Child demonstrates an understanding of narrative structure through storytelling/re-telling. (P-Lit4)	INDICATORS By Entry to Kindergarten - Retells or acts out a story that was read, putting events in the appropriate sequence, and demonstrating more sophisticated understanding of how events relate, such as cause-and-effect relationships. - Tells fictional or personal stories using a sequence of at least 2–3 connected events. - Identifies characters and main events in books and stories.	LL-NC.3.D Retells three or more events from a familiar narrative in sequence using visuals or gestures. LL-NC.4.B Tells a two-event personal narrative using simple phrases. LL-NC.1.A Identifies and describes the main character in a story. LL-NC.1.D Identifies the cause and effect relationship between events in a narrative story. LL-NC.4.D Constructs a personal narrative with three or more events in a coherent sequence.
Comprehension and Text Structure	Goal 1: Child demonstrates an understanding of narrative structure through storytelling/re-telling. (P-Lit4)	STANDARDS By End of Kindergarten - With prompting and support, retells familiar stories, including key details. (K.RL.2) - With prompting and support, identifies the main topic and retells key details of a text. (K.RI.2) - With prompting and support, identifies characters, settings, and major events in a story. (K.RL.3) - With prompting and support, describes the connection between two individuals, events, ideas, or pieces of information in a text. (K.RI.3) - With prompting and support, describes the relationship between illustrations and the story/ text in which they appear. (K.RL.7) - With prompting and support, compares and contrasts the adventures and experiences of characters in familiar stories. (K.RL.9) - With prompting and support, identifies basic similarities in and differences between two texts on the same topic. (K.RI.9)	LL-NC.3.E With prompting and support, retells familiar stories, including key details. LL-NC.5.D Describes the relationship between an informational text and another text about a similar topic. LL-NC.1.A Identifies and describes the main character in a story. LL-NC.1.B Identifies the setting in a story. LL-NC.2.E Makes inferences and provides explanation and reasoning for events in a text or characters’ actions.

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Comprehension and Text Structure	Goal 2: Child asks and answers questions about a book that was read aloud. (P-Lit5)	DEVELOPMENTAL PROGRESSION Age 3 • With support, can answer basic questions about likes or dislikes in a book or story. • With support, asks and answers questions about main characters or events in a familiar story. • With modeling and support, makes predictions about events that might happen next.	ATL.9.C Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and wants to return, or fell on the slide yesterday, so exercises caution today). LL-BK.1.E Invites peers to look at books or ask questions about books read by peers. LL-NC.2.C Uses events from the book to make a prediction about what might happen next. LL-NC.1.C Identifies and answers questions about events in a story.
Comprehension and Text Structure	Goal 2: Child asks and answers questions about a book that was read aloud. (P-Lit5)	DEVELOPMENTAL PROGRESSION Age 4–5/Not Yet in Kindergarten • With support, provides basic answers to specific questions about details of a story, such as who, what, when, or where. • With support, can answer questions about stories, such as predictions or how/why something is happening in a particular moment.	LL-NC.2.B Answers factual questions using a variety of text types (predictable, informational, poetry, etc.). LL-NC.2.D Makes inferences to answer simple “why” questions by using background knowledge and events in a text. LL-NC.1.C Identifies and answers questions about events in a story. LL-NC.2.C Uses events from the book to make a prediction about what might happen next.
Comprehension and Text Structure	Goal 2: Child asks and answers questions about a book that was read aloud. (P-Lit5)	INDICATORS By Entry to Kindergarten • Answers questions about details of a story with increasingly specific information, such as when asked “Who was Mary?” responds “She was the girl who was riding the horse and then got hurt.” • Answers increasingly complex questions that require making predictions based on multiple pieces of information from the story, understanding characters’ feelings or intentions, or explaining why something happened in the story. • Provides a summary of a story, highlighting a number of the key ideas in the story and how they relate.	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. LL-NC.2.D Makes inferences to answer simple “why” questions by using background knowledge and events in a text.

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Comprehension and Text Structure	Goal 2: Child asks and answers questions about a book that was read aloud. (P-Lit5)	STANDARDS By End of Kindergarten • With prompting and support, asks and answers questions about key details in a text. (K.RL.1) (K.RI.1) • Asks and answers questions about unknown words in a text. (K.RL.4)(K.RI.4) • Actively engages in group reading activities with purpose and understanding. (K.RL.10)	LL-NC.1.E Identifies the problem, solution, and character motivation in narrative story. ATL.6.E Attends to activities or peer engagement for extended periods of time (30+ minutes). ATL.9.E Independently applies higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization). LL-LC.3.A Shows interest in new words or asks questions to acquire new vocabulary.
Writing	Goal 1: Child writes for a variety of purposes using increasingly sophisticated marks. (P-Lit6)	DEVELOPMENTAL PROGRESSION Age 3 • With support, holds a writing tool and copies single lines and circles. • With support, engages in writing activities that consist largely of drawing and scribbling. • With support, begins to convey meaning. With modeling and support, writes some letter-like forms and letters.	PD.3.A Draws vertical and horizontal lines with a model using a fist grasp. 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. PD.3.B With teacher modeling, draws circles, squares, and crosses.
Writing	Goal 1: Child writes for a variety of purposes using increasingly sophisticated marks. (P-Lit6)	DEVELOPMENTAL PROGRESSION Age 4–5/Not Yet in Kindergarten • With trusted adult prompting, holds a writing tool with a three-finger grasp. • Able to imitate zigzag and crossed lines, trace dotted lines, and draw simple figures. • Progressively uses drawing, scribbling, letter-like forms, and letters to intentionally convey meaning. • With support, may use invented spelling consisting of main or beginning sounds, such as MV for movie or B for bug.	PD.3.D Begins to use a tripod grasp when writing and copies complex designs. LL-WR.4.B Writes letter-like forms and makes marks on page that look like conventional shapes or mock letters. LL-WR.4.C Writes letter-like symbols in strings. May leave spaces between symbols to indicate words. LL-WR.4.D Writes random recognizable letters in a row with spaces in between. Letters may be backward, reversed, or poorly formed and recognized only in context. LL-WR.6.C Writes the correct initial sound of a word. PD.3.C Copies simple designs such as a picture of a person that includes a head, body, arms, and legs.

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Subdomain	Goal	Developmental Progression, Indicators, and Standards	Every Child Ready Standard(s)
Writing	Goal 1: Child writes for a variety of purposes using increasingly sophisticated marks. (P-Lit6)	INDICATORS By Entry to Kindergarten • With minimal adult prompting, holds a writing tool with a three-finger grasp. • Able to copy more sophisticated figures, such as squares, crossed lines, and triangles. • Creates a variety of written products that may or may not phonetically relate to intended messages. • Shows an interest in copying simple words posted in the environment. • Attempts to independently write some words using invented spelling, such as K for kite. • Writes first name correctly or close to correctly. • Writes (draws, illustrates) for a variety of purposes and demonstrates evidence of many aspects of print, such as creating a book that moves left to right.	PD.3.E Consistently uses a tripod grasp when writing and copies and creates complex designs. LL-WR.4.B Writes letter-like forms and makes marks on page that look like conventional shapes or mock letters. LL-WR.2.E Draws and/or writes to represent simple events or stories, including more details, that entertain, and revises when necessary. LL-WR.2.C Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme. LL-WR.6.C Writes the correct initial sound of a word. LL-WR.3.D Writes all letters using uppercase or lowercase letters in his or her name in correct order. Letters may be backward, reversed, or poorly formed and recognized only in context.
Writing	Goal 1: Child writes for a variety of purposes using increasingly sophisticated marks. (P-Lit6)	STANDARDS By End of Kindergarten³ • Uses a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is ...). (K.W.1) • Uses a combination of drawing, dictating, and writing to compose informative or explanatory texts in which they name what they are writing about and supply some information about the topic. (K.W.2) • Uses a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. (K.W.3) • With guidance and support from trusted adult, responds to questions and suggestions from peers and add details to strengthen writing as needed. (K.W.5) • With guidance and support from trusted adult, explores a variety of digital tools to produce and publish writing, including in collaboration with peers. (K.W.6) ³Part 1 of 2. Continues on page 49.	LL-WR.2.E Draws and/or writes to represent simple events or stories, including more details, that entertain, and revises when necessary. LL-WR.1.E Explores a variety of digital tools (tablet, computer, etc.) to produce and publish writing, including in collaboration with peers. 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). LL-WR.5.D Capitalizes the first letter in name. LL-WR.5.E Identifies and begins using punctuation at the end of a sentence (period, exclamation mark, question mark). LL-WR.6.E Writes the correct initial, medial, and final sound when writing a CVC word.

LITERACY

Subdomain	Goal	Developmental Progression, Indicators, and Standards	Every Child Ready Standard(s)
Writing	Goal 1: Child writes for a variety of purposes using increasingly sophisticated marks. (P-Lit6)	STANDARDS By End of Kindergarten⁴ - Participates in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). (K.W.7) - With guidance and support from an adult, recalls information from experiences or gathers information from provided sources to answer a question. (K.W.8) - Demonstrates commands of the conventions of Standard English capitalization, punctuation, and spelling when writing. (K.L.2) - Capitalizes the first word in a sentence and the pronoun I. Recognizes and names end punctuation. - Writes a letter or letters for most consonant and short-vowel sounds (phonemes). - Spells simple words phonetically, drawing on knowledge of sound-letter relationships. - Demonstrates command of the conventions of Standard English grammar and usage when writing or speaking. (K.L.1) - Prints many uppercase and lowercase letters. ⁴Part 2 of 2. Continued from page 48.	LL-WR.2.E Draws and/or writes to represent simple events or stories, including more details, that entertain, and revises when necessary. LL-WR.1.E Explores a variety of digital tools (tablet, computer, etc.) to produce and publish writing, including in collaboration with peers. 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). LL-WR.5.D Capitalizes the first letter in name. LL-WR.5.E Identifies and begins using punctuation at the end of a sentence (period, exclamation mark, question mark). LL-WR-6.E Writes the correct initial, medial, and final sound when writing a CVC word.

MATHEMATICS

Subdomain	Goal	Developmental Progression, Indicators, and Standards	Every Child Ready Standard(s)
Counting and Cardinality	Goal 1: Child knows number names and the count sequence. (P-Math1)	DEVELOPMENTAL PROGRESSION Age 3 - Says or signs some number words in sequence (up to 10), starting with one. - With support, understands that counting words are separate words, such as "one," "two," "three" versus "onetwothree."	M-NC.1.A Says number words in order from 1–3 from memory. M-NC.1.B Says number words in order from 1–5 from memory. M-NC.1.C Says number words in order from 1–7 from memory. M-NC.1.D Says number words in order from 1–10 from memory.

MATHEMATICS

Subdomain	Goal	Developmental Progression, Indicators, and Standards	Every Child Ready Standard(s)
Counting and Cardinality	Goal 1: Child knows number names and the count sequence. (P-Math1)	DEVELOPMENTAL PROGRESSION Age 4–5/Not Yet in Kindergarten Says or signs more number words in sequence.	M-NC.1.D Says number words in order from 1–10 from memory. M-NC.1.E Says number words in order from 1–20 from memory.
Counting and Cardinality	Goal 1: Child knows number names and the count sequence. (P-Math1)	INDICATORS By Entry to Kindergarten Counts verbally or signs to at least 20 by ones.	M-NC.1.E Says number words in order from 1–20 from memory.
Counting and Cardinality	Goal 1: Child knows number names and the count sequence. (P-Math1)	STANDARDS By End of Kindergarten - Counts to 100 by ones and by 10's. (K.CC.1) - Counts forward beginning from a given number within the known sequence (instead of having to begin at one). (K.CC.2)	N/A
Counting and Cardinality	Goal 2: Child recognizes the number of objects in a small set. (P-Math2)	DEVELOPMENTAL PROGRESSION Age 3 - Develops an understanding of what whole numbers mean. - With support, begins to recognize the number of small objects in groups without counting (referred to as “subitizing”). For example, there are two cars in a pile. A child looks and quickly says, “Look, two cars!”	M-NC.3.AA Subitizes by instantly saying how many are in a set without counting for quantities 1–2.
Counting and Cardinality	Goal 2: Child recognizes the number of objects in a small set. (P-Math2)	DEVELOPMENTAL PROGRESSION Age 4–5/Not Yet in Kindergarten Quickly recognizes the number of objects in a small set (referred to as “subitizing”).	M-NC.3.A Subitizes by instantly saying how many are in a set without counting for quantities 1–3.

MATHEMATICS

Subdomain	Goal	Developmental Progression, Indicators, and Standards	Every Child Ready Standard(s)
Counting and Cardinality	Goal 2: Child recognizes the number of objects in a small set. (P-Math2)	INDICATORS By Entry to Kindergarten Instantly recognizes, without counting, small quantities of up to five objects and says or signs the number.	M-NC.3.A Subitizes by instantly saying how many are in a set without counting for quantities 1–3.
Counting and Cardinality	Goal 2: Child recognizes the number of objects in a small set. (P-Math2)	STANDARDS By End of Kindergarten No matching CCSS standard.	N/A
Counting and Cardinality	Goal 3: Child understands the relationship between numbers and quantities. (P-Math3)	DEVELOPMENTAL PROGRESSION Age 3 - With support, begins to coordinate verbal counting with objects by pointing to or moving objects or small groups of objects laid in a line (referred to as one-to-one correspondence). - With support, begins to understand that the last number represents how many objects are in a group (cardinality). For example, a child is asked to count a pile of bears. The adult asks “How many?” The child points and counts one, two, three and says, “Three!”	M-NC.2.A Says numbers in order while matching each number word to each object when counting from 1–3. M-NC.2.B Says numbers in order, matching each number word to each object when counting from 1–5. M-NC.3.B Creates sets of 0–5 and begins to use cardinality to identify the last number counted.
Counting and Cardinality	Goal 3: Child understands the relationship between numbers and quantities. (P-Math3)	DEVELOPMENTAL PROGRESSION Age 4–5/Not Yet in Kindergarten - Understands that number words refer to quantity. May point to or move objects while counting objects to 10 and beyond (one-to-one correspondence). - Understands that the last number represents how many objects are in a group (cardinality).	M-NC.2.D Says numbers in order, matching each number word to each object when counting from 1–10. M-NC.2.E Says numbers in order, matching each number word to each object when counting from 1–15. M-NC.3.B Creates sets of 0–5 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.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.

MATHEMATICS

Subdomain	Goal	Developmental Progression, Indicators, and Standards	Every Child Ready Standard(s)
Counting and Cardinality	Goal 3: Child understands the relationship between numbers and quantities. (P-Math3)	INDICATORS By Entry to Kindergarten • When counting objects, says or signs the number names in order, pairing one number word that corresponds with one object, up to at least 10. • Counts and answers "How many?" questions for approximately 10 objects. • Accurately counts as many as five objects in a scattered configuration. • Understands that each successive number name refers to a quantity that is one larger. For example, knows that six is larger than five. • Understands that the last number said represents the number of objects in a set.	M-NC.2.D Says numbers in order, matching each number word to each object when counting from 1–10. M-NC.3.D Creates sets of 0–10 and begins to use cardinality to identify the last number counted. M-NC.7.A Demonstrates an understanding that adding one more increases the amount of a set.
Counting and Cardinality	Goal 3: Child understands the relationship between numbers and quantities. (P-Math3)	STANDARDS By End of Kindergarten • Understands the relationship between numbers and quantities; connect counting to cardinality. • a. When counting objects, says the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. • b. Understands that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. • c. Understands that each successive number name refers to a quantity that is one larger. (K.CC.4) • Counts to answer "How many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, counts out that many objects. (K.CC.5)	M-NC.2.E Says numbers in order, matching each number word to each object when counting from 1–15. M-NC.3.E Creates sets of 0–10 and uses cardinality to identify the last number counted. M-NC.7.A Demonstrates an understanding that adding one more increases the amount of a set.

MATHEMATICS

Subdomain	Goal	Developmental Progression, Indicators, and Standards	Every Child Ready Standard(s)
Counting and Cardinality	Goal 4: Child compares numbers. (P-Math4)	DEVELOPMENTAL PROGRESSION Age 3 • With support, begins to accurately count and compare objects that are about the same size and are in small groups with trusted adult assistance, such as counts a pile of two blocks and a pile of four, and determines whether the piles have the same or different numbers of blocks. • Identifies the first and second objects in a sequence.	M-NC.4.A Compares two groups to identify which has more or less for quantities 0–10 without matching or counting. M-NC.4.B Matches 0–5 objects from two sets using one-to-one correspondence to understand the concept of the same. M-NC.4.E Rational counts and compares the objects in two sets to identify which has more, less, or if they are the same for quantities 0–10. M-PFA.2.D Uses ordinal numbers to order and describe relative position for up to three objects.
Counting and Cardinality	Goal 4: Child compares numbers. (P-Math4)	DEVELOPMENTAL PROGRESSION Age 4–5/Not Yet in Kindergarten • Counts to determine and compare number amounts even when the larger group's objects are smaller in size, such as buttons, compared with the smaller group's objects that are Larger in size, such as markers. • Uses numbers related to order or position. For example, the child knows that three comes before four.	M-NC.4.C Matches 0–7 objects from two sets using one-to-one correspondence to identify which set has more, less, or if they are the same. M-NC.2.B Says numbers in order, matching each number word to each object when counting from 1–5. M-PFA.2.D Uses ordinal numbers to order and describe relative position for up to three objects. M-NC.4.E Rational counts and compares the objects in two sets to identify which has more, less, or if they are the same for quantities 0–10.
Counting and Cardinality	Goal 4: Child compares numbers. (P-Math4)	INDICATORS By Entry to Kindergarten • Identifies whether the number of objects in one group is more than, less than, or the same as objects in another group for up to at least five objects. • Identifies and uses numbers related to order or position from 1–10.	M-NC.4.D Matches 0–10 objects from two sets using one-to-one correspondence to identify which set has more, less, or if they are the same. M-NC.2.D Says numbers in order, matching each number word to each object when counting from 1–10. M-NC.4.E Rational counts and compares the objects in two sets to identify which has more, less, or if they are the same for quantities 0–10. M-PFA.2.E Orders groups of different amounts using numerical order.

MATHEMATICS

Subdomain	Goal	Developmental Progression, Indicators, and Standards	Every Child Ready Standard(s)
Counting and Cardinality	Goal 4: Child compares numbers. (P-Math4)	STANDARDS By End of Kindergarten - Identifies whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (e.g., by using matching and counting strategies, including groups with up to 10 objects). (K.CC.6) - Compares two numbers between 1 and 10 presented as written numerals. (K.CC.7)	M-NC.4.E Rational counts and compares the objects in two sets to identify which has more, less, or if they are the same for quantities 0–10. M-NC.6.E Matches a set of objects with the number symbol and compares written numerals between 0–10, identifying which numeral is higher, lower, or if they are the same.
Counting and Cardinality	Goal 5: Child associates a quantity with written numerals and begins to write numbers. (P-Math5)	DEVELOPMENTAL PROGRESSION Age 3 With support, begins to understand that a written numeral represents a quantity and may draw objects or use informal symbols to represent numbers.	M-NC.6.AA Matches a set of objects with the number symbol to represent the set for quantities 0–2. LL-WR.2.B Draws and/or writes to represent and describe an object, event, or observation. M-NC.5.A Says the names of numerals 0–3 shown in random order.
Counting and Cardinality	Goal 5: Child associates a quantity with written numerals and begins to write numbers. (P-Math5)	DEVELOPMENTAL PROGRESSION Age 4–5/Not Yet in Kindergarten - Understands that written numbers represent quantities of objects and uses information symbols, such as a tally, to represent numerals. - With trusted adult support, writes some numerals up to 10.	M-NC.6.B Matches a set of objects with the number symbol to represent the set for quantities 0–5. LL-WR.2.B Draws and/or writes to represent and describe an object, event, or observation. M-NC.5.D Says the names of numerals 0–10 shown in random order.
Counting and Cardinality	Goal 5: Child associates a quantity with written numerals and begins to write numbers. (P-Math5)	INDICATORS By Entry to Kindergarten - Associates a number of objects with a written numeral 0–5. - Recognizes and, with support, writes some numerals up to 10.	M-NC.6.B Matches a set of objects with the number symbol to represent the set for quantities 0–5. LL-WR.2.B Draws and/or writes to represent and describe an object, event, or observation. M-NC.5.D Says the names of numerals 0–10 shown in random order.

MATHEMATICS

Subdomain	Goal	Developmental Progression, Indicators, and Standards	Every Child Ready Standard(s)
Counting and Cardinality	Goal 5: Child associates a quantity with written numerals and begins to write numbers. (P-Math5)	STANDARDS By End of Kindergarten - Writes numbers from 0–20. - Represents a number of objects with a written numeral 0–20 (with 0 representing a count of no objects). (K.CC.3)	LL-WR.2.B Draws and/or writes to represent and describe an object, event, or observation. M-NC.5.E Says the names of numerals 0–20 shown in random order. M-NC.5.D Says the names of numerals 0–10 shown in random order.
Operations and Algebraic Thinking	Goal 1: Child understands addition as adding to and understands subtraction as taking away from. (P-Math6)	DEVELOPMENTAL PROGRESSION Age 3 Begins to add and subtract very small collections of objects with trusted adult support. For example, the adult says, “You have three grapes and get one more. How many in all?” Child counts out three, then counts out one more, then counts all four: “One, two, three, four. I have four!”	M-NC.7.A Demonstrates an understanding that adding one more increases the amount of a set. M-NC.8.A Demonstrates an understanding that removing one object decreases the amount in a set. M-NC.7.B Counts two sets separately, then combines sets and counts the sets together to get the whole. Counts up to a total quantity of 5. M-NC.8.B Counts a set of 1–5 objects. Takes objects away and counts how many are left.
Operations and Algebraic Thinking	Goal 1: Child understands addition as adding to and understands subtraction as taking away from. (P-Math6)	DEVELOPMENTAL PROGRESSION Age 4–5/Not Yet in Kindergarten With adult support, solves addition problems by joining objects together and subtraction problems by separating, using manipulatives and fingers to represent objects.	M-NC.7.D Counts two sets separately, then combines sets and counts the sets together to get the whole. Counts up to a total quantity of 10. M-NC.8.D Counts a set of 1–10 objects. Takes objects away and counts how many are left.
Operations and Algebraic Thinking	Goal 1: Child understands addition as adding to and understands subtraction as taking away from. (P-Math6)	INDICATORS By Entry to Kindergarten - Represents addition and subtraction in different ways, such as with fingers, objects, and drawings. - Solves addition and subtraction word problems. For example, when told “You have two carrots and your friend gives you two more. How many do you have now?” Adds and subtracts up to five to or from a given number. - With adult assistance, begins to use counting on from the larger number for addition. For example, when adding a group of three and a group of two, counts “One, two, three. . .” and then counts on “four, five!” (keeping track with fingers). When counting back for subtraction such as taking away three from five, counts, “Five, four, three. . . two!” (keeping track with fingers).	M-NC.7.E Combines two sets by counting both sets together to get the whole without having to first count them separately. Counts up to a total quantity of 10. M-NC.8.E Solves subtraction story problems for quantities 1–10 using objects, fingers, drawings, or actions.

MATHEMATICS

Subdomain	Goal	Developmental Progression, Indicators, and Standards	Every Child Ready Standard(s)
Operations and Algebraic Thinking	Goal 1: Child understands addition as adding to and understands subtraction as taking away from. (P-Math6)	STANDARDS By End of Kindergarten - Represents addition and subtraction with objects, fingers, mental images, or drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. (Drawings need not show details, but should show the mathematics in the problem. This applies wherever drawings are mentioned in the standards.) (K.OA.1) - Solves addition and subtraction word problems and adds and subtracts within 10, (e.g., by using objects or drawings to represent the problem). (K.OA.2) - Decomposes numbers less than or equal to 10 into pairs in more than one way (e.g., by using objects or drawings) and records each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$). (K.OA.3) - For any number from 1 to 9, finds the number that makes 10 when added to the given number (e.g., by using objects or drawings) and records the answer with a drawing or equation. (K.OA.4) - Fluently adds and subtracts within five. (K.OA.5)	M-NC.7.E Combines two sets by counting both sets together to get the whole without having to first count them separately. Counts up to a total quantity of 10. M-NC.8.E Solves subtraction story problems for quantities 1–10 using objects, fingers, drawings, or actions.
Operations and Algebraic Thinking	Goal 2: Child understands simple patterns. (P-Math7)	DEVELOPMENTAL PROGRESSION Age 3 With support, recognizes a simple pattern, and with trusted adult assistance, fills in the missing element of a pattern, such as red, blue, red, blue, ____, blue. Duplicates and extends ABABAB patterns.	M-PFA.3.AA Copies simple AB patterns through rhythm and movement. M-PFA.3.A Uses objects, rhythm, or movement to copy simple AB patterns. M-PFA.3.B Uses objects, rhythm, or movement to copy and extend simple AB patterns.
Operations and Algebraic Thinking	Goal 2: Child understands simple patterns. (P-Math7)	DEVELOPMENTAL PROGRESSION Age 4–5/Not Yet in Kindergarten Creates, identifies, extends, and duplicates simple repeating patterns in different forms, such as with objects, numbers, sounds, and movements.	M-PFA.3.B Uses objects, rhythm, or movement to copy and extend simple AB patterns. M-PFA.3.C Uses rhythm and movement to copy simple and advanced patterns (e.g., AB, ABC, ABB, AAB).

MATHEMATICS

Subdomain	Goal	Developmental Progression, Indicators, and Standards	Every Child Ready Standard(s)
Operations and Algebraic Thinking	Goal 2: Child understands simple patterns. (P-Math7)	INDICATORS By Entry to Kindergarten - Fills in missing elements of simple patterns. Duplicates simple patterns in a different location than demonstrated, such as making the same alternating color pattern with blocks at a table that was demonstrated on the rug. Extends patterns, such as making an eight block tower of the same pattern that was demonstrated with four blocks. - Identifies the core unit of sequentially repeating patterns, such as color in a sequence of alternating red and blue blocks.	M-PFA.3.D Uses objects, rhythm, or movement to copy and extend simple and advanced patterns (e.g., AB, ABC, ABB, AAB). M-PFA.3.E Recognizes, describes, and copies patterns that include multiple attributes (e.g., red circle, yellow circle, red square, yellow square) or repeating elements (such as blue-red-blue, blue-red-blue).
Operations and Algebraic Thinking	Goal 2: Child understands simple patterns. (P-Math7)	STANDARDS By End of Kindergarten Not addressed in CCSS.	N/A
Numbers and Operations in Base Ten	Goal 1: Child works with numbers 11 to 19 to gain foundations for place value. (P-Math8)	DEVELOPMENTAL PROGRESSION Age 3 Not addressed in <i>Head Start Early Learning Outcomes Framework</i>.	N/A
Numbers and Operations in Base Ten	Goal 1: Child works with numbers 11 to 19 to gain foundations for place value. (P-Math8)	DEVELOPMENTAL PROGRESSION Age 4–5/Not Yet in Kindergarten Not addressed in <i>Head Start Early Learning Outcomes Framework</i>.	N/A
Numbers and Operations in Base Ten	Goal 1: Child works with numbers 11 to 19 to gain foundations for place value. (P-Math8)	INDICATORS By Entry to Kindergarten Not addressed in <i>Head Start Early Learning Outcomes Framework</i>.	N/A

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Subdomain	Goal	Developmental Progression, Indicators, and Standards	Every Child Ready Standard(s)
Numbers and Operations in Base Ten	Goal 1: Child works with numbers 11 to 19 to gain foundations for place value. (P-Math8)	STANDARDS By End of Kindergarten Composes and decomposes numbers from 11 to 19 into 10 ones and some further ones (e.g., by using objects or drawings) and records each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understands that these numbers are composed of 10 ones and one, two, three, four, five, six, seven, eight, or nine ones.	N/A
Measurement and Data	Goal 1: Child measures objects by their various attributes using standard and non-standard measurement and uses differences in attributes to make comparisons. (P-Mathg)	DEVELOPMENTAL PROGRESSION Age 3 With trusted adult support, begins to understand that attributes can be compared, such as one child can be taller than another child.	M-M.1.AA Demonstrates understanding of length terms (i.e., "longer," "shorter") and height terms (i.e., "taller," "shorter") using gestures or objects. M-M.1.A Demonstrates understanding of length terms (i.e., "longer," "shorter") and height terms (i.e., "taller," "shorter") using gestures or objects.
Measurement and Data	Goal 1: Child measures objects by their various attributes using standard and non-standard measurement and uses differences in attributes to make comparisons. (P-Mathg)	DEVELOPMENTAL PROGRESSION Age 4–5/Not Yet in Kindergarten With some trusted adult support, uses measurable attributes to make comparisons, such as identifies objects as the same/different and more/less.	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.
Measurement and Data	Goal 1: Child measures objects by their various attributes using standard and non-standard measurement and uses differences in attributes to make comparisons. (P-Mathg)	INDICATORS By Entry to Kindergarten - Measures using the same unit, such as putting together snap cubes to see how tall a book is. - Compares or orders up to five objects based on their measurable attributes, such as height or weight. - Uses comparative language, such as shortest, heavier, or biggest.	M-M.1.D Uses nonstandard units to measure and then comparative language to describe the measurements of two objects, like when answering "Which container holds more beans?" M-M.2.B Demonstrates the understanding of daily routines (order and general length of components). M-M.1.E Uses standard units (e.g., ruler, scale, balance) to measure and then use comparative language to describe the measurements of two objects.

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Subdomain	Goal	Developmental Progression, Indicators, and Standards	Every Child Ready Standard(s)
Measurement and Data	Goal 1: Child measures objects by their various attributes using standard and non-standard measurement and uses differences in attributes to make comparisons. (P-Mathg)	STANDARDS By End of Kindergarten - Describes measurable attributes of objects, such as length or weight. Describes several measurable attributes of a single object. (K.MD.1) - Directly compares two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describes the difference. For example, directly compares the heights of two children and describes one child as taller/shorter. (K.MD.2)	M-M.1.E Uses standard units (e.g., ruler, scale, balance) to measure and then use comparative language to describe the measurements of two objects. M-M.1.D Uses nonstandard units to measure and then comparative language to describe the measurements of two objects, like when answering “Which container holds more beans?”
Measurement and Data	Goal 2: Child classifies objects into given categories; counts the numbers of objects in each category and sorts the categories by count. (Limit category counts to be less than or equal to 10). (P-Math10)	DEVELOPMENTAL PROGRESSION Age 3 Not addressed in <i>Head Start Early Learning Outcomes Framework</i>.	M-PFA.1.A Sorts and groups objects based on one attribute such as visual features like color, size, or shape. M-PFA.1.B Sorts and groups pictures of objects based on one attribute such as visual features like color, size, or shape. M-NC.2.B Says numbers in order, matching each number word to each object when counting from 1–5.
Measurement and Data	Goal 2: Child classifies objects into given categories; counts the numbers of objects in each category and sorts the categories by count. (Limit category counts to be less than or equal to 10). (P-Math10)	DEVELOPMENTAL PROGRESSION Age 4–5/Not Yet in Kindergarten Not addressed in <i>Head Start Early Learning Outcomes Framework</i>.	M-PFA.1.C Sorts and groups objects based on more complex attributes such as function or category. M-PFA.1.D Sorts and groups objects or pictures that belong together by one attribute, then regroups according to a different attribute. M-NC.2.D Says numbers in order, matching each number word to each object when counting from 1–10.
Measurement and Data	Goal 2: Child classifies objects into given categories; counts the numbers of objects in each category and sorts the categories by count. (Limit category counts to be less than or equal to 10). (P-Math10)	INDICATORS By Entry to Kindergarten Not addressed in <i>Head Start Early Learning Outcomes Framework</i>.	M-PFA.1.D Sorts and groups objects or pictures that belong together by one attribute, then regroups according to a different attribute. M-NC.2.D Says numbers in order, matching each number word to each object when counting from 1–10. M-PFA.1.C Sorts and groups objects based on more complex attributes such as function or category.

MATHEMATICS

Subdomain	Goal	Developmental Progression, Indicators, and Standards	Every Child Ready Standard(s)
Measurement and Data	Goal 2: Child classifies objects into given categories; counts the numbers of objects in each category and sorts the categories by count. (Limit category counts to be less than or equal to 10). (P-Math10)	STANDARDS By End of Kindergarten Classifies objects into given categories; counts the numbers of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10.) (K.MD.3)	M-PFA.1.E Sorts and groups objects into multiple categories such as size and color, or function and category at the same time. M-NC.2.D Says numbers in order, matching each number word to each object when counting from 1–10. M-PFA.1.C Sorts and groups objects based on more complex attributes such as function or category. M-PFA.1.D Sorts and groups objects or pictures that belong together by one attribute, then regroups according to a different attribute.
Geometry and Spatial Sense	Goal 1: Child identifies, describes, compares, and composes shapes. (P-Math11)	DEVELOPMENTAL PROGRESSION Age 3 - Recognizes and names a typical circle, square, and (sometimes) triangle. - With trusted adult support, matches some shapes that are different sizes and orientations.	M-GS.1.A Verbally or nonverbally identifies at least three common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle).
Geometry and Spatial Sense	Goal 1: Child identifies, describes, compares, and composes shapes. (P-Math11)	DEVELOPMENTAL PROGRESSION Age 4–5/Not Yet in Kindergarten - Recognizes and compares a greater number of shapes of different sizes and orientations. - Begins to identify sides and angles as distinct parts of shapes.	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.”
Geometry and Spatial Sense	Goal 1: Child identifies, describes, compares, and composes shapes. (P-Math11)	INDICATORS By Entry to Kindergarten - Names and describes shapes in terms of length of sides, number of sides, and number of angles. - Correctly names basic shapes regardless of size and orientation. - Analyzes, compares, and sorts two- and three-dimensional shapes and objects in different sizes. Describes their similarities, differences, and other attributes, such as size and shape. - Creates and builds shapes from components.	M-GS.1.C Identifies and describes the properties of common two-dimensional shapes using words like “sides,” “corners,” “curve.” M-GS.1.D Verbally or nonverbally identifies two-dimensional shapes in the environment or in books. M-GS.1.E Verbally or nonverbally identifies three-dimensional shapes (sphere, cone, cylinder, cube). M-GS.2.B Constructs common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle) with materials. M-PFA.1.A Sorts and groups objects based on one attribute such as visual features like color, size, or shape. M-GS.2.E Constructs common three-dimensional shapes (sphere, cone, cylinder, cube) with materials.

MATHEMATICS

Subdomain	Goal	Developmental Progression, Indicators, and Standards	Every Child Ready Standard(s)
Geometry and Spatial Sense	Goal 1: Child identifies, describes, compares, and composes shapes. (P-Math11)	STANDARDS By End of Kindergarten • Correctly names shapes regardless of their orientations or overall size. (K.G.2) • Identifies shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid"). (K.G.3) • Analyzes and compares two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length). (K.G.4) • Models shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. (K.G.5) • Composes simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?" (K.G.6)	M-GS.1.E Verbally or nonverbally identifies three-dimensional shapes (sphere, cone, cylinder, cube). M-GS.1.D Verbally or nonverbally identifies two-dimensional shapes in the environment or in books. M-GS.2.D Independently constructs two-dimensional shapes and then puts them together to create objects in the environment. Puts together a square and triangle to create a house. M-GS.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."
Geometry and Spatial Sense	Goal 2: Child explores the positions of objects in space. (P-Math12)	DEVELOPMENTAL PROGRESSION Age 3 • Begins to understand spatial vocabulary. • With trusted adult support, follows directions involving their own position in space, such as "Stand up and stretch your arms to the sky."	M-GS.3.AA Demonstrates understanding of movement terms (e.g., "up," "down") by using gestures or objects. M-GS.3.A Demonstrates understanding of location terms (e.g., "in," "on," "under," "over") by using gestures or objects. ATL.7.B Independently follows two- to three-step verbal adult directions.
Geometry and Spatial Sense	Goal 2: Child explores the positions of objects in space. (P-Math12)	DEVELOPMENTAL PROGRESSION Age 4–5/Not Yet in Kindergarten • Increasingly understands spatial vocabulary. • Follows directions involving their own position in space, such as "Move to the front of the line."	M-GS.3.B Demonstrates understanding of proximity terms (e.g., "beside," "between," "above," "below") by using gestures or objects. M-GS.3.C Demonstrates understanding of frame of reference terms (e.g., "in back of," "in front of," "behind") by using gestures or objects. ATL.7.B Independently follows two- to three-step verbal adult directions.

MATHEMATICS

Subdomain	Goal	Developmental Progression, Indicators, and Standards	Every Child Ready Standard(s)
Geometry and Spatial Sense	Goal 2: Child explores the positions of objects in space. (P-Math12)	INDICATORS By Entry to Kindergarten - Understands and uses language related to directionality, order, and the position of objects, including up/down, and front/behind. - Correctly follows directions involving their own position in space, such as "Stand up" and "Move forward."	M-GS.3.D Demonstrates understanding of direction terms (e.g., "forward," "backward," "around," "through," "to," "from," "towards") by using gestures or objects. ATL.7.B Independently follows two- to three-step verbal adult directions. M-GS.3.AA Demonstrates understanding of movement terms (e.g., "up," "down") by using gestures or objects. M-GS.3.C Demonstrates understanding of frame of reference terms (e.g., "in back of," "in front of," "behind") by using gestures or objects.
Geometry and Spatial Sense	Goal 2: Child explores the positions of objects in space. (P-Math12)	DEVELOPMENTAL PROGRESSION STANDARDS By End of Kindergarten Describes objects in the environment using names of shapes and describes the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to. (K.G.1)	M-GS.3.B Demonstrates understanding of proximity terms (e.g., "beside," "between," "above," "below") by using gestures or objects. M-GS.3.C Demonstrates understanding of frame of reference terms (e.g., "in back of," "in front of," "behind") by using gestures or objects. M-GS.3.D Demonstrates understanding of direction terms (e.g., "forward," "backward," "around," "through," "to," "from," "towards") by using gestures or objects. M-GS.1.D Verbally or nonverbally identifies two-dimensional shapes in the environment or in books. M-GS.1.E Verbally or nonverbally identifies three-dimensional shapes (sphere, cone, cylinder, cube).

[illegible]A grid of dots with a stylized sun in the top right corner. The sun is drawn with a simple black outline and several short lines radiating from it. The dots are arranged in a regular grid pattern across the page.



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