

Revised Tennessee Early Learning Developmental Standards Birth–48 Months and Every Child Ready Standards Alignment

Revised Tennessee Early Learning Developmental Standards Birth–48 Months and Every Child Ready Standards Alignment													
Revised Tennessee Early Learning Developmental Standards Birth–48 Months Domain: Approaches to Learning (ATL)			Every Child Ready Standards										
Strand	Standard	Age	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	Alignment 8	Alignment 9	Alignment 10	
Engages and Interacts	AL.37-48.1 Demonstrate increasing interest in interactions within his environment.	37 months – 48 months	ATL.3.AA Exhibits curiosity and interest in activities and materials. Repeats preferred activities.	ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work.	ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own.	ATL.3.C Asks questions and seeks clarity after attempting a challenging task.	ATL.3.D Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed.	ATL.3.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance.	ATL.8.AA Self-selects toy, activity, or Center to engage in when provided with choices.				
	AL.37-48.2 Demonstrate ability to act out more complex pretend play scenarios.	37 months – 48 months	ATL.1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play).	ATL.1.C Engages in individual verbal or nonverbal imaginative play or role-play.	ATL.1.D Carries out familiar roles during individual or collaborative role-play.	ATL.1.E Coordinates roles and carries out more complex stories during role-play.	C-ARTS.2.AA Engages briefly in, or observes others in, dramatic play.	C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.	C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.	C-ARTS.2.C Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.	C-ARTS.2.D Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.	C-ARTS.2.E Continues an originally created scenario over the course of several play periods. Collaborates with others to carry out dramatic play and assumed roles.	
	AL.37-48.3 Demonstrate awareness of connection between prior and new knowledge.	37 months – 48 months	ATL.9.AA Recalls simple information from familiar environments (e.g., knows where some classroom materials are kept, or remembers names of classmates).	ATL.9.A Recalls one to two pieces of new and relevant information about their lived experiences (e.g., shares two things they did that day, recalls two toys that were in the Dramatic Play Center).	ATL.9.B Identifies and anticipates materials and expectations needed for everyday and routine activities.	ATL.9.C Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and wants to return, or fell on the slide yesterday, so exercises caution today).	ATL.9.D With adult support, applies explicitly taught and practiced higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization).	ATL.9.E Independently applies higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization).					
Flexibility and Inventiveness	AL.37-48.4 Attempt more challenging things.	37 months – 48 months	ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own.	ATL.3.C Asks questions and seeks clarity after attempting a challenging task.	ATL.3.D Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed.	ATL.3.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance.	IS.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.	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).					
	AL.37-48.5 Continue to ask questions for information or clarification.	37 months – 48 months	ATL.3.C Asks questions and seeks clarity after attempting a challenging task.	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.3.A Shows interest in new words or asks questions to acquire new vocabulary.	LL-LC.2.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.							
	AL.37-48.6 Use materials in complex ways, may use in ways other than originally intended.	37 months – 48 months	ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work.	ATL.1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play).	C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.	C-ARTS.3.A Expresses self using a variety of art materials and tools.							
Persistence	AL.37-48.9 Stay interested in an activity for longer periods of time.	37 months – 48 months	ATL.6.A Sustains interest in a preferred task for a brief amount of time (5–10 minutes).	ATL.6.B Sustains attention in an assigned task for a brief amount of time (5–10 minutes).	ATL.6.C Attends to entirety of a short engaging lesson or teacher-led activity (10–15 minutes).	ATL.6.D Refocuses attention to independent or group activity after minor distraction.	ATL.6.E Attends to activities or peer engagement for extended periods of time (30+ minutes).						
	AL.37-48.10 Work at a task or activity for longer periods of time.	37 months – 48 months	ATL.6.A Sustains interest in a preferred task for a brief amount of time (5–10 minutes).	ATL.6.B Sustains attention in an assigned task for a brief amount of time (5–10 minutes).	ATL.6.C Attends to entirety of a short engaging lesson or teacher-led activity (10–15 minutes).	ATL.6.D Refocuses attention to independent or group activity after minor distraction.	ATL.6.E Attends to activities or peer engagement for extended periods of time (30+ minutes).	ATL.7.E Regulates impulses to complete tasks and engages in goal-directed behavior.					

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Revised Tennessee Early Learning Developmental Standards Birth–48 Months Domain: Social Emotional Development (SE)			Every Child Ready Standards								
Strand	Standard	Age	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	Alignment 8	Alignment 9
Self-Awareness (Self-Concept)	SE.37-48.1 Show positive self-esteem.	37 months – 48 months	IS.3.A With adult support, verbally or nonverbally identifies something about themselves.	IS.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.	IS.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence.	IS.3.D Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.	IS.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.37-48.2 Verbalize feelings, needs and wants.	37 months – 48 months	IS.1.A Verbally or nonverbally expresses basic emotions, such as happy, surprised, angry, scared, frustrated, and sad, while an adult adds emotion labels to that expression.	IS.1.B With adult modeling and visual supports, verbally or nonverbally identifies and labels emotions such as happiness, surprise, anger, fear, and sadness in self.	IS.1.C With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations.	IS.1.D Independently verbally or nonverbally names and describes their own emotions.	IS.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult.	LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.	IS.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.37-48.3 Show greater comfort with independence and increased feelings of self-worth.	37 months – 48 months	IS.6.A With explicit adult instruction and modeling, completes a task alongside teacher support.	IS.6.B Requests or accepts (verbally or nonverbally) adult support with many tasks.	IS.6.C Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers.	IS.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.	IS.6.E Seeks out opportunities to complete age-appropriate tasks independently.	IS.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.			
Self-Regulation (Self-Control)	SE.37-48.4 Manage own behavior with increasing skill.	37 months – 48 months	IS.2.AA Co-regulates emotion with one-on-one adult support and may take an extended period of time (10–15 minutes) to respond.	IS.2.A Coregulates emotion with one-on-one adult support.	IS.2.B Accepts offers of adult assistance to engage in coregulation.	IS.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult.	IS.2.D Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance.	IS.2.E Supports peers in regulating their emotions through co-regulation. Seeks and accepts co-regulation assistance when needed.	ATL.7.E Regulates impulses to complete tasks and engages in goal-directed behavior.		
	SE.37-48.5 Begin to demonstrate an understanding of social expectations.	37 months – 48 months	IS.7.AA Observes or copies an adult modeling a solution to a personal challenge or challenge with others. May communicate discomfort or dysregulation.	IS.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.	IS.7.C When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise).	IS.7.D With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise).	IS.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.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.2.E Establishes rules with peers during play or structured activities (cooperative play).	IS.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	IS.5.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).
Cooperation	SE.37-48.6 Engage in cooperative play with other children.	37 months – 48 months	ATL.2.B Plays, works on tasks, or participates in activities with peers with adult prompts (associative play).	ATL.2.C Makes cooperative decisions with peers based on adult provided choices (associative play).	ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play).	ATL.2.E Establishes rules with peers during play or structured activities (cooperative play).	IS.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	ATL.1.D Carries out familiar roles during individual or collaborative role-play.	C-ARTS.1.D Leads dances or movement sequences and demonstrates them to others.	C-ARTS.2.C Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.	
	SE.37-48.7 Begin to develop more complex pretend play themes.	37 months – 48 months	ATL.1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play).	ATL.1.C Engages in individual verbal or nonverbal imaginative play or role-play.	ATL.1.D Carries out familiar roles during individual or collaborative role-play.	C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.	C-ARTS.2.C Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.	C-ARTS.2.D Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.	ATL.1.E Coordinates roles and carries out more complex stories during role-play.	C-ARTS.2.E Continues an originally created scenario over the course of several play periods. Collaborates with others to carry out dramatic play and assumed roles.	
	SE.37-48.8 Show increasing willingness to work out problems with peers.	37 months – 48 months	IS.7.AA Observes or copies an adult modeling a solution to a personal challenge or challenge with others. May communicate discomfort or dysregulation.	IS.7.A Listens to or follows a solution provided by an adult. May communicate discomfort or dysregulation and require additional time to regulate while responding.	IS.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.	IS.7.C When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise).	IS.7.D With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise). Supports peers by suggesting solutions.				
	SE.37-48.9 Show increasing ability to understand the feelings of others.	37 months – 48 months	IS.4.AA With adult modeling and one-on-one support, verbally or nonverbally names observable characteristics of others.	IS.4.A With adult modeling and one-on-one support, verbally or nonverbally names observable emotions and experiences of others.	IS.4.B With adult prompts, compares their own characteristics and emotions to those of others.	IS.4.C With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations.	IS.4.D With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others.	IS.4.E With minimal teacher prompts, demonstrates empathy by providing support for others through assistance or advocacy.	LL-LC.4.E Modifies conversations based on the context or listener.		

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Strand	Standard	Age	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	Alignment 8	Alignment 9	Alignment 10
Receptive Language	LE.37-48.1 Listen with understanding and interest to conversations, directions, music and a variety of reading materials.	37 months – 48 months		LL-LC.1.B Responds to multipart sentences, such as acting out multiple events, following two-step directions, or finding objects based on a description.	LL-LC.1.C Responds to more complex sentences that include descriptive words for unrelated requests they may not have heard before.	LL-LC.1.D Shows understanding of more complex sentences or questions through actions, such as following three-step directions.	LL-NC.5.A Listens and responds to a wide variety of informational texts read aloud.	LL-BK.1.C Listens to a wide variety of age appropriate literature read aloud.	C-ARTS.4.AA Listens to a variety of music.			
Expressive Language	LE.37-48.2 Use language for a variety of purposes.	37 months – 48 months	LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.	LL-LC.2.B Demonstrates understanding by answering simple "what" and "who" questions using two to three words when prompted by the teacher or peers.	LL-LC.2.C Demonstrates understanding by answering simple "why" and "how" questions using two to three words when prompted by the teacher or peers.	LL-LC.2.D Answers questions from adults and peers using multiword responses and uses question words "who," "what," "where," "why," and "how" to ask simple questions related to a topic.	LL-LC.4.A Initiates a brief verbal or nonverbal social interaction with adults or peers engaging in a one-way interaction.	LL-LC.4.B Initiates or joins conversations and engages in conversational turn-taking with at least one feedback loop using both verbal and nonverbal communication.	LL-LC.4.C Initiates or joins and engages in conversational turn-taking with at least two feedback loops alternating between speaker and 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.	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.
Speech	LE.37-48.3 Produce speech that is clear enough to be understood by most people.	37 months – 48 months	LL-LC.5.A Makes an attempt at using correct syntax with a noun and verb (i.e., "Armel throw").	LL-LC.5.B Continues to develop more complex sentences using syntax with a noun and verb and object (i.e., "Armel throws the ball").	LL-LC.5.C Continues to develop more complex sentences by using adjectives (i.e., "Armel throws the blue ball").	LL-LC.5.D Uses complex sentences with correct word order and syntax. Begins to use prepositions (i.e., "Armel throws the round blue ball on the roof").	LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.	LL-LC.2.B Demonstrates understanding by answering simple "what" and "who" questions using two to three words when prompted by the teacher or peers.	LL-LC.2.C Demonstrates understanding by answering simple "why" and "how" questions using two to three words when prompted by the teacher or peers.	LL-LC.2.D Answers questions from adults and peers using multiword responses and uses question words "who," "what," "where," "why," and "how" to ask simple questions related to a topic.		
Reading Foundational Skills	LE.37-48.4 Demonstrate interest in books and what they contain.	37 months – 48 months	LL-BK.1.AA Requests that books be read by an adult.	LL-BK.1.B Selects and requests that a favorite or familiar book be read by an adult.	LL-BK.1.D Looks at books independently or with peers.	LL-BK.1.C Listens to a wide variety of age appropriate literature read aloud.	LL-NC.3.AA Joins in acting out a book as it's read aloud.	LL-NC.3.E With prompting and support, retells familiar stories, including key details.	LL-NC.5.A Listens and responds to a wide variety of informational texts read aloud.	LL-NC.5.C Makes connections between own experiences, background knowledge, and information presented in an informational text.		
	LE.37-48.5 Demonstrate knowledge of how to use a book.	37 months – 48 months	LL-BK.2.AA Identifies a book and turns pages appropriately from right to left and may include multiple pages at one time.	LL-BK.2.A Demonstrates understanding of proper book orientation by holding books right side up and turning one page at a time, starting from the first page.	LL-BK.2.D Tracks print from left to right and top to bottom while imitating reading a familiar text.	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.						
	LE.37-48.6 Show awareness that print conveys a message, that print is read rather than pictures.	37 months – 48 months	LL-BK.3.A Demonstrates understanding that print has meaning.	LL-BK.3.B Distinguishes between print and images in books and in the environment.	LL-BK.3.C Demonstrates understanding that print has meaning and begins to connect environmental print with objects or locations in the classroom.	LL-BK.3.D Points to one word and one letter in an unfamiliar text or around the room.	LL-BK.2.D Tracks print from left to right and top to bottom while imitating reading a familiar text.					
Writing Behaviors and Skills	LE.37-48.7 Begin to attend to print in the environment, especially own name.	37 months – 48 months	LL-BK.3.AA Identifies familiar images or logos in environmental print.	LL-BK.3.A Demonstrates understanding that print has meaning.	LL-BK.3.B Distinguishes between print and images in books and in the environment.	LL-AK.1.AA Identifies the first letter in their name.						
	LE.37-48.8 Attempt to "write" own name.	37 months – 48 months	LL-WR.3.AA When asked to write their name, child scribbles and makes marks on page. These may be continuous lines or separate shapes. The shapes may include dots, circles, or lines.	LL-WR.3.A When asked to write their name, child writes letter-like forms. Child makes marks on page that look like conventional shapes or mock letters.	LL-WR.3.B Writes at least one recognizable letter from their name. The letter may be backward, reversed, or poorly formed and recognized only in context.	LL-WR.3.C Writes uppercase or lowercase letters that correspond to at least half of the letters in their name. Letters may be backward, reversed, or poorly formed and recognized only in context.	LL-WR.3.D Writes all letters using uppercase or lowercase letters in his or her name in correct order. Letters may be backward, reversed, or poorly formed and recognized only in context.	LL-WR.3.E Writes all letters in their name in correct order. All letters are correct and could be recognized out of context.				

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Domain: Math (MA)			Every Child Ready Standards									
Strand	Standard	Age	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	Alignment 8	Alignment 9	Alignment 10
Counting and Cardinality	MA.37-48.1 Begin to identify and label objects using numbers.	37 months – 48 months	M-NC.2.A Says numbers in order while matching each number word to each object when counting from 1–3.	M-NC.2.B Says numbers in order, matching each number word to each object when counting from 1–5.	M-NC.2.C Says numbers in order, matching each number word to each object when counting from 1–7.	M-NC.2.D Says numbers in order, matching each number word to each object when counting from 1–10.	M-NC.1.A Says number words in order from 1–3 from memory.	M-NC.1.B Says number words in order from 1–5 from memory.	M-NC.1.C Says number words in order from 1–7 from memory.	M-NC.1.D Says number words in order from 1–10 from memory.	M-NC.3.B Creates sets of 0–5 and begins to use cardinality to identify the last number counted.	
Comparing Numbers	MA.37-48.2 Begin to use comparative language such as more/less, equal to describe objects.	37 months – 48 months	M-NC.4.AA Compares two groups to identify which has more or less for quantities 0–5 without matching or counting.	M-NC.4.A Compares two groups to identify which has more or less for quantities 0–10 without matching or counting.	M-NC.4.B Matches 0–5 objects from two sets using one-to-one correspondence to understand the concept of the same.	M-NC.4.C Matches 0–7 objects from two sets using one-to-one correspondence to identify which set has more, less, or if they are the same.	M-NC.4.D Matches 0–10 objects from two sets using one-to-one correspondence to identify which set has more, less, or if they are the same.	M-DAP.1.B Visually compares the amounts in each category without counting. Identifies the category with more, less, or the same.	M-DAP.1.C Counts and identifies which category has more, less, or if they are the same. Identifies if there is zero in a category.	M-DAP.1.D Uses comparative language to describe the quantities in each category. For example, answers “Did more people bike or walk to school?” or “Which column has fewer responses?”		
Operations and Algebra	MA.37-48.3 Explores and begins to sort and classify objects.	37 months – 48 months	M-PFA.1.AA Matches one item that is similar to a given group with a provided example.	M-PFA.1.A Sorts and groups objects based on one attribute such as visual features like color, size, or shape.	M-PFA.1.B Sorts and groups pictures of objects based on one attribute such as visual features like color, size, or shape.	M-PFA.1.C Sorts and groups objects based on more complex attributes such as function or category.	M-PFA.1.D Sorts and groups objects or pictures that belong together by one attribute, then regroup according to a different attribute.	M-DAP.2.A Collects and organizes data by sorting and classifying groups of objects into clusters (e.g., sort buttons by color).				
Measurement and Data	MA.37-48.4 Begin to demonstrate understanding of time, length, weight, capacity and temperature.	37 months – 48 months	M-M.1.AA Demonstrates understanding of length terms (i.e., “longer,” “shorter”) using gestures or objects.	M-M.1.A Demonstrates understanding of length terms (i.e., “longer,” “shorter”) and height terms (i.e., “taller,” “shorter”) using gestures or objects.	M-M.1.B Demonstrates understanding of length terms (i.e., “longer,” “shorter”), height terms (i.e., “taller,” “shorter”), volume terms (i.e., “more,” “less”), and weight terms (i.e., “heavier,” “lighter”) using gestures or objects.	M-M.1.C Uses nonstandard units to measure objects by filling, covering, or matching, like when answering “How many scoops of sand fill a container?”	M-M.1.D Uses nonstandard units to measure and then comparative language to describe the measurements of two objects, like when answering “Which container holds more beans?”	M-M.2.A Sequences up to two to four steps in a familiar daily routine.	M-M.2.B Demonstrates the understanding of daily routines (order and general length of components).	M-M.2.C Demonstrates understanding of passage of time within one day, such as understanding morning, afternoon, earlier, later.	M-M.2.D Demonstrates the understanding of weekly routines (e.g., specials, home days, school days).	M-M.1.E Uses standard units (e.g., ruler, scale, balance) to measure and then uses comparative language to describe the measurements of two objects.
Geometry and Spatial Sense	MA.37-48.5 Become aware of his body and personal space during active exploration of physical environment.	37 months – 48 months	PD.1.D Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements.	C-ARTS.1.A Participates in guided movement activities by copying dances and movements introduced by others.	M-GS.3.A Demonstrates understanding of location terms (e.g., “in,” “on,” “under,” “over”) by using gestures or objects.	M-GS.3.B Demonstrates understanding of proximity terms (e.g., “beside,” “between,” “above,” “below”) by using gestures or objects.	M-GS.3.C Demonstrates understanding of frame of reference terms (e.g., “in back of,” “in front of,” “behind”) by using gestures or objects.	M-GS.3.D Demonstrates understanding of direction terms (e.g., “forward,” “backward,” “around,” “through,” “to,” “from,” “towards”) by using gestures or objects.	PD.6.B Demonstrates understanding of safety procedures and begins to initiate.	PD.6.C Independently follows safety procedures.		
Problem Solving and Analyzing Data	MA.37-48.6 Show interest in creating simple graphs.	37 months – 48 months	M-DAP.1.AA Verbally or nonverbally participates in graphing discussions.	M-DAP.1.A Verbally or nonverbally participates in graphing discussions and demonstrates understanding of the purpose of a graph.	M-DAP.2.AA Observes and collects data in their environment (e.g., colors, movement, sounds) with teacher support.	M-DAP.2.A Collects and organizes data by sorting and classifying groups of objects into clusters (e.g., sort buttons by color).	M-DAP.2.B Graphs using real objects to organize and display information one-to-one (e.g., place coins, buttons, or shells on a graphing mat).	M-DAP.1.C Counts and identifies which category has more, less, or if they are the same. Identifies if there is zero in a category.	M-DAP.2.C Graphs using pictures of objects to organize and display information. Compares two to three groups (e.g., pictures of front covers of books, or pictures of children to represent their votes).	M-DAP.1.D Uses comparative language to describe the quantities in each category. For example, answers “Did more people bike or walk to school?” or “Which column has fewer responses?”	M-DAP.2.D Graphs using symbols such as paper squares, tally marks, or Xs to organize and display information. Compares two to three groups.	

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Revised Tennessee Early Learning Developmental Standards Birth–48 Months Domain: Science (S)			Every Child Ready Standards								
Strand	Standard	Age	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	Alignment 8	Alignment 9
Sensory Awareness	S.37-48.1 Demonstrate growing ability to connect sensory input with words and expressions.	37 months – 48 months	SC-P.1.AA Uses senses to explore the colors and textures of materials and objects in the environment.	SC-P.1.A Uses senses to identify physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.	SC-P.1.B Uses senses to observe and describe some physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.	SC-SP.1.AA Uses senses to observe the environment.	SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment.	SC-LES.2.AA Uses senses to observe and respond to changes in the weather.	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").	
	S.37-48.2 Observe surroundings in relation to prior knowledge and methods.	37 months – 48 months	SC-SP.1.AA Uses senses to observe the environment.	SC-SP.1.A With teacher guidance, participates in activities to formulate simple science-oriented questions based on observations.	SC-SP.1.B Observes and describes cause and effect.	ATL.9.C Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and want to return to it, or that they fell on the slide yesterday, so exercises caution today).	SC-SP.1.C With teacher guidance, begins to formulate own questions based on observations.	SC-SP.1.D Formulates own science-oriented questions based on observations.	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).		
Problem Solving	S.37-48.3 Build understanding of reasoning skill and imagination when planning ways to make things happen.	37 months – 48 months	SC-SP.2.A Participates in simple explorations and experiments based on a teacher-led inquiry and prior knowledge.	ATL.8.C With adult support, creates a goal for an activity and follows a simple plan.	SC-SP.2.B Participates in teacher-led explorations and experiments and uses prior knowledge to make predictions.	SC-SP.2.C With teacher guidance, begins to hypothesize before teacher-led experiments	SC-SP.2.D Makes hypotheses, and tests their hypotheses through experimentation.	SC-SP.3.B Begins to identify relevant information and collects and records information in own journal or paper.	SC-SP.3.C Draws conclusions on prior knowledge and recorded information.	SC-SP.3.D Discusses conclusions and reflects on the scientific-oriented question and hypothesis based on prior knowledge and recorded information.	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).
Simple Tools	S.37-48.4 Imitate familiar actions in using simple tools to build knowledge of world through observation and awareness of surroundings.	37 months – 48 months	SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment.	SC-SP.2.A Participates in simple explorations and experiments based on a teacher-led inquiry and prior knowledge.	SC-SP.2.B Participates in teacher-led explorations and experiments and uses prior knowledge to make predictions.	SC-SP.3.A With teacher guidance, participates in recording scientific observations and data.	SC-SP.3.B Begins to identify relevant information and collects and records information in own journal or paper.	M-M.1.D Uses nonstandard units to measure and then comparative language to describe the measurements of two objects, like when answering "Which container holds more beans?"	M-M.1.E Uses standard units (e.g., ruler, scale, balance) to measure and then use comparative language to describe the measurements of two objects.	ATL.1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play).	
Earth and Space	S.37-48.5 Begin to investigate and identify a variety of earth materials by their observable properties.	37 months – 48 months	SC-LES.1.AA Notifies and looks at the natural world around them.	SC-LES.1.A Identifies different elements of nature, such as rocks, water, air and leaves.	SC-LES.1.B Demonstrates understanding of the difference between living and nonliving things.	SC-P.1.A Uses senses to identify physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.	SC-P.1.B Uses senses to observe and describe some physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.	SC-LES.3.A Identifies objects in the sky, such as clouds, sun, moon, or stars.	SC-LES.3.B Describes and discusses objects in the sky, such as clouds, sun, moon, or stars.		
	S.37-48.6 Understand sequencing and time in relation to daily routines.	37 months – 48 months	M-M.2.AA Demonstrates understanding of familiar daily routines.	M-M.2.A Sequences up to two to four steps in a familiar daily routine.	M-M.2.B Demonstrates the understanding of daily routines (order and general length of components)	M-M.2.C Demonstrates understanding of passage of time within one day, such as understanding morning, afternoon, earlier, later.	M-M.2.D Demonstrates the understanding of weekly routines (e.g., specials, home days, school days).	M-M.2.E Begins to demonstrate basic knowledge that clocks and calendars are related to the passage of time.			
Sequencing and Time	S.37-48.7 Use acquired knowledge of details of routines to carry out some routines independently.	37 months – 48 months	ATL.9.B Identifies and anticipates materials and expectations needed for everyday and routine activities.	M-M.2.AA Demonstrates understanding of familiar daily routines.	M-M.2.A Sequences up to two to four steps in a familiar daily routine.	M-M.2.B Demonstrates the understanding of daily routines (order and general length of components).	M-M.2.C Demonstrates understanding of passage of time within one day, such as understanding morning, afternoon, earlier, later.	M-M.2.D Demonstrates the understanding of weekly routines (e.g., specials, home days, school days).	M-M.2.E Begins to demonstrate basic knowledge that clocks and calendars are related to the passage of time.	IS.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.	
	S.37-48.8 Demonstrates understanding of simple weather conditions and related vocabulary.	37 months – 48 months	SC-LES.2.AA Uses senses to observe and respond to changes in the weather.	SC-LES.2.A Identifies different types of weather, such as sunny, rainy, cloudy, or snowy.	SC-LES.2.B Identifies seasons and observes and describes patterns and changes in the weather.	SC-LES.2.C Compares and contrasts the different seasons.	SC-LES.2.D Discusses the effects of changes in weather, such as growing different crops or wearing different clothing.				
Living Things	S.37-48.9 Begin to describe and identify the similarities, categories, and different structures of familiar plants and animals.	37 months – 48 months	SC-LES.4.AA Points to and observes animals in the environment.	SC-LES.4.A Identifies various animals.	SC-LES.4.B Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features.	SC-LES.5.AA Points to and observes plants in the environment.	SC-LES.5.A Identifies various plants such as trees, flowers, bushes, and so on.	SC-LES.5.B Identifies that plants are living and identifies characteristics and features of plants.	M-PFA.1.C Sorts and groups objects based on more complex attributes such as function or category.		
	S.37-48.10 Observe and describe and characteristics and needs of plants and animals.	37 months – 48 months	SC-LES.4.B Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features.	SC-LES.4.C Describes the needs of humans and animals and how their characteristics and behaviors support their needs, such as birds have beaks so they can dig for worms.	SC-LES.4.D Observes and describes habitats and life cycles.	SC-LES.5.B Identifies that plants are living and identifies characteristics and features of plants.	SC-LES.5.C Identifies that plants are living and describes the needs of plants.	SC-LES.5.D Observes and describes plant habitats and life cycles.			
Physical Science	S.37-48.9 Describe and categorize objects based on some observable properties.	37 months – 48 months	SC-P.1.A Uses senses to identify physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.	SC-P.1.B Uses senses to observe and describe some physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.	M-PFA.1.A Sorts and groups objects based on one attribute such as visual features like color, size, or shape.	M-PFA.1.B Sorts and groups pictures of objects based on one attribute such as visual features like color, size, or shape.	M-PFA.1.C Sorts and groups objects based on more complex attributes such as function or category.	M-PFA.1.D Sorts and groups objects or pictures that belong together by one attribute, then regrouping according to a different attribute.			
	S.37-48.10 Develop an awareness that objects can change in their environment.	37 months – 48 months	SC-P.1.C Participates in activities related to changing physical properties of objects, such as crumpling a piece of paper to change the texture from smooth to bumpy.	SC-P.1.D Describes and discusses various ways that the physical properties or characteristics of objects can change, such as playdough was soft, but became hard when exposed to air for a long time period.	SC-P.2.C Discusses how to manipulate light to create shadows and reflections.	SC-P.2.D Discusses how light can be brighter or dimmer depending on variables such as the source of light, distance, and so on.	SC-P.1.E Evaluates how well materials suit their intended purposes based on their physical characteristics, such as explores using tissue paper to construct a tower and considers how the paper's properties impact the building process.	SC-LES.2.D Discusses the effects of changes in weather, such as growing different crops or wearing different clothing.			
	S.37-48.11 Observe, predict, and solve problems based on prior knowledge and experiences and describe how objects move.	37 months – 48 months	SC-P.4.AA Explores the motion of objects by pushing and pulling objects and identifies whether an object is stationary or moving.	SC-P.4.A With teacher guidance, recognizes that different factors, such as force, impact how fast and far an object moves when it's pushed or pulled.	SC-P.4.B With teacher guidance, recognizes that when objects collide, the impact can change the speed, direction or stop an object.	SC-P.4.C With teacher guidance, recognizes that different factors, such as heights or textures, can change the speed of an object, such as racing cars on ramps.	SC-P.4.D Describes and discusses the motion of objects and that motion can change based on different factors.	SC-SP.2.C With teacher guidance, begins to hypothesize before teacher-led experiments.			

Revised Tennessee Early Learning Developmental Standards Birth–48 Months and Every Child Ready Standards Alignment

Revised Tennessee Early Learning Developmental Standards Birth–48 Months and Every Child Ready Standards Alignment											
Revised Tennessee Early Learning Developmental Standards Birth–48 Months Domain: Social Studies (SS)			Every Child Ready Standards								
Strand	Standard	Age	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	Alignment 8	Alignment 9
Interactions and Culture	SS.37-48.1 Begins to understand concept of individual, culture and community.	37 months – 48 months	SOC.1.A Understands family relationships in relation to self.	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.	SOC.1.D Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations	SOC.2.A Verbally or nonverbally identifies a variety of community members within their community, such as in their neighborhood and school.	SOC.2.B Recognizes their role within the classroom, neighborhood, and community, such as voting in the classroom or being a member of the soccer team.	SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community.	SOC.2.D Recognizes that people have different thoughts and opinions within a community.	SOC.2.E Shares how their thoughts, opinions, choices, and actions can impact their community.
	SS.37-48.2 Demonstrate increasing interest in unfamiliar people	37 months – 48 months	IS.5.AA Mostly engages in play on own, but notices or takes an interest in peer or social situations.	SOC.2.A Verbally or nonverbally identifies a variety of community members within their community, such as in their neighborhood and school.	SOC.2.AA Shows interest in a variety of familiar community members.	LL-LC.4.A Initiates a brief verbal or nonverbal social interaction with adults or peers engaging in a one-way interaction.					
History	SS.37-48.1 Identify common events and routines.	37 months – 48 months	SOC.5.AA Begins to demonstrate an understanding of present experiences through concrete materials and visual supports.	SOC.5.A Begins to demonstrate an understanding of past and present experiences through concrete materials and visual supports.	SOC.5.B Begins to sequence past and present experiences using visual supports.	SOC.5.C Begins to use knowledge of past and present experiences to make predictions about the future.	SOC.5.D Describes how people and things change over time and will continue to change into the future.	SOC.5.E Begins to connect past and present experiences and describes events that have happened or will happen in the future.	M-M.2.B Demonstrates the understanding of daily routines (order and general length of components).	M-M.2.D Demonstrates the understanding of weekly routines (e.g., specials, home days, school days).	M-M.2.A Sequences up to two to four steps in a familiar daily routine.
	SS.37-48.4 Begin to categorize time intervals.	37 months – 48 months	M-M.2.C Demonstrates understanding of passage of time within one day, such as understanding morning, afternoon, earlier, later.	SOC.5.A Begins to demonstrate an understanding of past and present experiences through concrete materials and visual supports.	SOC.5.B Begins to sequence past and present experiences using visual supports.	SOC.5.C Begins to use knowledge of past and present experiences to make predictions about the future.	SOC.5.D Describes how people and things change over time and will continue to change into the future.	SOC.5.E Begins to connect past and present experiences and describes events that have happened or will happen in the future.	M-M.2.B Demonstrates the understanding of daily routines (order and general length of components).	M-M.2.D Demonstrates the understanding of weekly routines (e.g., specials, home days, school days).	M-M.2.E Begins to demonstrate basic knowledge that clocks and calendars are related to the passage of time.
	SS.37-48.5 React to changes in environment.	37 months – 48 months	ATL.5.C Adjusts to changes in the environment or schedule with adult guidance and advance warning.	ATL.5.B Shifts between tasks or activities, including ending preferred activities, with adult support.	ATL.5.D With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error).	ATL.5.E Adapts to new rules or circumstances in an age-appropriate game or activity.	ATL.6.D Refocuses attention to independent or group activity after minor distraction.				

Revised Tennessee Early Learning Developmental Standards Birth–48 Months and Every Child Ready Standards Alignment

Revised Tennessee Early Learning Developmental Standards Birth–48 Months and Every Child Ready Standards Alignment											
Revised Tennessee Early Learning Developmental Standards Birth–48 Months Domain: Creative Arts (CA)			Every Child Ready Standards								
Strand	Standard	Age	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	Alignment 8	
Music	CA.37-48.1 Enjoy participating in group music activities and music making activities.	37 months – 48 months	C-ARTS.4.AA Listens to a variety of music.	C-ARTS.4.A Participates in a variety of music activities with different tempos, genres, and rhythms.	C-ARTS.4.C Recognizes differences between a variety of music activities with different tempos, genres, and rhythms.	C-ARTS.1.AA Moves body spontaneously to music.	C-ARTS.4.B Sings a variety of songs within children's vocal range, independently and with others.	C-ARTS.4.C Recognizes differences between a variety of music activities with different tempos, genres, and rhythms.	C-ARTS.1.E Creates and leads dances or movement sequences and begins to synchronize music with movement.	LL-PA.3.A Listens to and sings favorite classroom songs with simple rhyme patterns like "Twinkle, Twinkle Little Star."	
	CA.37-48.2 Experiment with voice and instruments.	37 months – 48 months	C-ARTS.4.B Sings a variety of songs within children's vocal range, independently and with others.	C-ARTS.4.D Uses their voice or an instrument to express themselves and copy simple tempos.	C-ARTS.4.A Participates in a variety of music activities with different tempos, genres, and rhythms.	C-ARTS.4.E Creates and performs original music or songs for others.					
Art	CA.37-48.3 Focus on and shows fascination for fun things.	37 months – 48 months	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.	ATL.3.AA Exhibits curiosity and interest in activities and materials. Repeats preferred activities.	C-ARTS.5.D Expresses opinions about the artistic creations and techniques of others.	ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work.	ATL.4.C Monitors the completion of a task and identifies preferred elements of a work product or task.	C-ARTS.3.D Plans for and creates art using preferred art materials, tools, and techniques.		
	CA.37-48.4 Scribble and paint and begin to use other art materials.	37 months – 48 months	C-ARTS.3.A Expresses self using a variety of art materials and tools.	C-ARTS.3.B Creates drawings, paintings, and models with an increasing level of detail.	C-ARTS.3.C Explores and creates art using different techniques, such as dot art, mixed media collages, and clay.	C-ARTS.3.D Plans for and creates art using preferred art materials, tools, and techniques.	PD.3.AA Uses crayons or markers with some coordination.	C-ARTS.3.AA Freely explores a variety of art materials and tools for sensory exploration.			
Dramatic Play and Movement	CA.37-48.5 Control body to participate in creative movement and drama.	37 months – 48 months	C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.	C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.	C-ARTS.1.C Creates short dances or movement sequences.	C-ARTS.1.D Leads dances or movement sequences and demonstrates them to others.	PD.1.D Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements.				
	CA.37-48.6 Become more creative in dramatic play activities	37 months – 48 months	C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.	C-ARTS.2.C Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.	C-ARTS.2.D Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.	C-ARTS.2.E Continues an originally created scenario over the course of several play periods. Collaborates with others to carry out dramatic play and assumed roles.	ATL.1.E Coordinates roles and carries out more complex stories during role-play.				

Revised Tennessee Early Learning Developmental Standards Birth–48 Months and Every Child Ready Standards Alignment

Revised Tennessee Early Learning Developmental Standards Birth–48 Months (2013)			Revised Tennessee Early Learning Developmental Standards Birth–48 Months and Every Child Ready Standards Alignment									
Domain: Physical Development (PD)			Every Child Ready Standards									
Strand	Standard	Age	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	Alignment 8	Alignment 9	Alignment 10
Gross Motor (Large Muscle)		37 months – 48 months	PD.1.AA Sits down and stands up with control. Moves body in a variety of ways such as walking, running, and galloping. Walks up and down the stairs with assistance. Throws balls and attempts to kick balls.	PD.1.A Begins to develop balance and coordination in gross motor movements such as moving arms and legs together to climb, push, or pull. Jumps with two feet.	PD.1.B Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet.	PD.1.C Begins to coordinate upper and lower body, such as when riding a scooter or pedaling a bicycle or tricycle. Kicks and throws forward toward another person or target.	PD.1.D Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements.	PD.1.E Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target.				
	PD.37-48.1 Move with enough control to perform more complex tasks.											
Fine Motor (Small Muscle)		37 months – 48 months	PD.2.AA Uses two hands to hold containers. Stacks objects such as blocks with coordination.	PD.2.A Uses hands and fingers to complete a variety of tasks, such as opening drawers and cabinets.	PD.2.B Uses hands, wrists, and fingers to complete a variety of tasks such as pouring, scooping, opening lids to easy-to-open jars, and simple puzzles.	PD.2.C Begins to use refined hand movements such as using blunt scissors, buttoning large buttons, and connecting small toys, such as linking cubes or blocks.	PD.2.D Demonstrates controlled fine motor movements in a variety of ways such as cutting along lines with accuracy.	PD.2.E Uses precise hand movements to complete a variety of activities such as building using small blocks, completing lacing cards, and cutting out simple shapes with accuracy.	PD.3.A Draws vertical and horizontal lines with a model using a folded grasp.	PD.3.B With teacher modeling, draws circles, squares, and crosses.	PD.3.D Begins to use a tripod grasp when writing and copies complex designs.	PD.3.C Copies simple designs such as a picture of a person that includes a head, body, arms, and legs.
	PD.37-48.2 Use hands with increasing control and precision for a variety of purposes.											
Self-Help		37 months – 48 months	PD.4.A With teacher guidance, follows self-care and hygiene routines.	PD.4.B Demonstrates understanding of self-care and hygiene routines and begins to initiate.	PD.4.C Completes self-care and hygiene routines with minimal assistance.	PD.4.D Independently completes self-care and hygiene routines.	PD.4.E Understands and describes the importance of self-care and hygiene routines.	PD.6.A With teacher guidance, follows safety procedures.	PD.6.B Demonstrates understanding of safety procedures and begins to initiate.	PD.6.C Independently follows safety procedures.	PD.6.D Understands and describes the importance of safety procedures.	PD.6.E Understands and describes how to get help when there are unsafe objects, substances, or behaviors.
	PD.37-48.3 Begin to perform self-help skills and follows basic health and safety rules.											