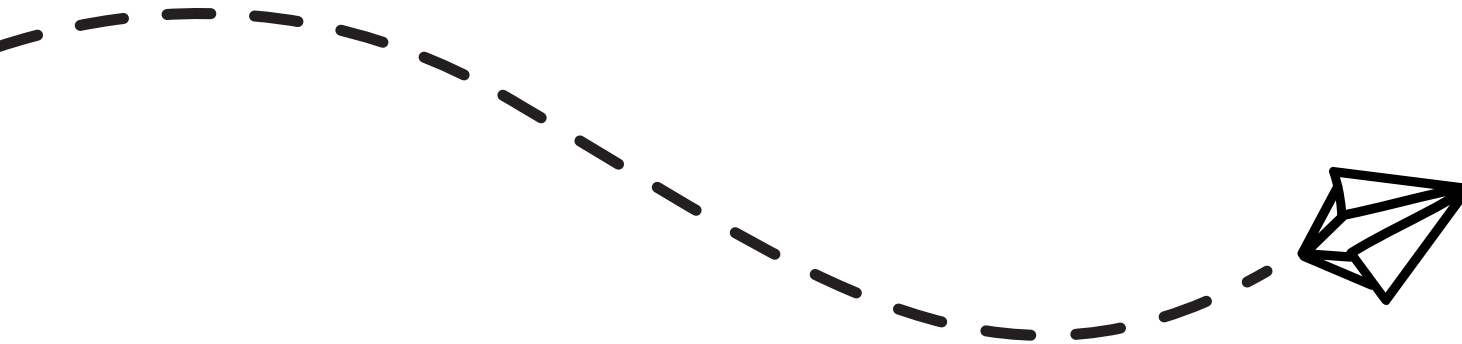


# **Every Child Ready Standards & West Virginia Prekindergarten Standards Alignment**



# **Every Child Ready Standards & West Virginia Prekindergarten Standards Alignment**



# Table of Contents

APPROACHES TO LEARNING	3
SOCIAL AND EMOTIONAL DEVELOPMENT	6
ENGLISH LANGUAGE ARTS (ELA)	11
MATHEMATICS	20
SCIENCE	26
HEALTH AND PHYSICAL DEVELOPMENT	29
THE ARTS	33



## APPROACHES TO LEARNING

Cluster	West Virginia Standard	Every Child Ready Standard(s)
<b>Executive Functioning and Cognitive Self-Regulation</b> Sustain attention, impulse control, flexibility in thinking	<b>AL.PK.1</b> Illustrate increasing abilities in impulse control.	<b>ATL.7.AA</b> With adult support, starts or stops a task following a simple one-step direction (e.g., "do" and "don't" commands). <b>ATL.7.D</b> Independently completes simple assignment or task despite normal classroom environment distractions. <b>ATL.7.E</b> Regulates impulses to complete tasks and engages in goal-directed behavior. <b>SE.2.D</b> Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance.
<b>Executive Functioning and Cognitive Self-Regulation</b> Sustain attention, impulse control, flexibility in thinking	<b>AL.PK.2</b> Demonstrate actions, words, and behaviors with increasing independence.	<b>ATL.8.AA</b> Self-selects toy, activity, or Center when provided with choices <b>ATL.7.C</b> Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn). <b>SE.6.D</b> Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges. <b>Tech.1.E</b> Independently uses technology devices and learning applications to play games, access or share information, or express themselves creatively.
<b>Initiative and Curiosity</b> Interest in varied topics and experiences, desire to learn, creativeness, and independence in learning	<b>AL.PK.3</b> Demonstrate flexibility, imagination, and inventiveness in approaching tasks and activities.	<b>ATL.1.B</b> Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play). <b>ATL.1.E</b> Coordinates roles and carries out more complex stories during role-play. <b>C-ARTS.1.C</b> Creates short dances or movement sequences. <b>ATL.5.E</b> Adapts to new rules or circumstances in an age-appropriate game or activity.
<b>Initiative and Curiosity</b> Interest in varied topics and experiences, desire to learn, creativeness, and independence in learning	<b>AL.PK.4</b> Originate and combine ideas to learn and discuss a range of topics.	<b>ATL.4.B</b> Verbally or nonverbally demonstrates an understanding of accomplishing a task. May verbally explain work product. <b>ATL.4.E</b> Assesses tasks and makes adjustments to strategies for updates or revisions. <b>ATL.4.D</b> Assesses or reflects upon activity or task outcome or product. <b>SE.4.C</b> With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations.
<b>Initiative and Curiosity</b> Interest in varied topics and experiences, desire to learn, creativeness, and independence in learning	<b>AL.PK.5</b> Inquire and investigate.	<b>ATL.3.AA</b> Exhibits curiosity and interest in activities and materials. Repeats preferred activities. <b>ATL.3.C</b> Asks questions and seeks clarity after attempting a challenging task. <b>SC-SP.1.D</b> Formulates own science-oriented questions based on observations. <b>Tech.1.D</b> With teacher guidance, uses technology devices and learning applications to play games, access or share information, or express themselves creatively.



## APPROACHES TO LEARNING

Cluster	West Virginia Standard	Every Child Ready Standard(s)
<b>Persistence and Attentiveness</b> Engagement in activities with persistence and attention	<b>AL.PK.6</b> Persist in completing tasks, activities, projects, and experiences.	<b>ATL.3.D</b> Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed. <b>ATL.3.E</b> Attempts new challenging tasks and modifies approach to a challenge with teacher assistance. <b>ATL.6.D</b> Refocuses attention to independent or group activity after minor distraction. <b>ATL.6.E</b> Attends to activities or peer engagement for extended periods of time (30+ minutes). <b>SE.6.B</b> Requests or accepts (verbally or nonverbally) adult support with many tasks. <b>SE.6.C</b> Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers.
<b>Persistence and Attentiveness</b> Engagement in activities with persistence and attention	<b>AL.PK.7</b> Increase concentration over a reasonable amount of time despite distractions and interruptions.	<b>ATL.6.B</b> Sustains attention in an assigned task for a brief amount of time (5–10 minutes). <b>ATL.6.C</b> Attends to the entirety of a short, engaging lesson or teacher-led activity (10–15 minutes). <b>ATL.6.E</b> Attends to activities or peer engagement for extended periods (30+ minutes).
<b>Persistence and Attentiveness</b> Engagement in activities with persistence and attention	<b>AL.PK.8</b> Engage in project or activity over an extended period.	<b>ATL.6.E</b> Attends to activities or peer engagement for extended periods (30+ minutes). <b>C-ARTS.2.E</b> Continues an originally created scenario over the course of several play periods. Collaborates with others to carry out dramatic play and assumed roles. <b>ATL.8.D</b> Creates and follows through with simple plans independently.
<b>Persistence and Attentiveness</b> Engagement in activities with persistence and attention	<b>AL.PK.9</b> Continuously create, develop, and implement plans.	<b>ATL.8.C</b> With adult support, creates a goal for an activity and follows a simple plan. <b>ATL.8.D</b> Creates and follows through with simple plans independently. <b>C-ARTS.3.D</b> Plans for and creates art using preferred art materials, tools, and techniques. <b>SE.6.E</b> Seeks out opportunities to complete age-appropriate tasks independently.
<b>Persistence and Attentiveness</b> Engagement in activities with persistence and attention	<b>AL.PK.10</b> Seek solutions to questions, tasks, or problems through trial and error.	<b>ATL.5.D</b> With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error). <b>ATL.3.E</b> Attempts new challenging tasks and modifies approach to a challenge with teacher assistance. <b>SE.7.C</b> 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). <b>SC-SP.2.D</b> Makes hypotheses, and tests their hypotheses through experimentation.

## APPROACHES TO LEARNING

Cluster	West Virginia Standard	Every Child Ready Standard(s)
<b>Cooperation</b> Interest and engagement with group experiences	<b>AL.PK.11</b> Initiate and engage in learning experiences and play with peers.	<b>ATL.2.C</b> Makes cooperative decisions with peers based on adult-provided choices (associative play). <b>ATL.2.D</b> Makes cooperative decisions with peers during play or structured activities (cooperative play). <b>SE.5.C</b> With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns). <b>Tech.1.D</b> With teacher guidance, uses technology devices and learning applications to play games, access or share information, or express themselves creatively.
<b>Cooperation</b> Interest and engagement with group experiences	<b>AL.PK.12</b> Relate and share knowledge with peers.	<b>LL-LC.4.B</b> Initiates or joins conversations and engages in conversational turn-taking with at least one feedback loop using both verbal and nonverbal communication. <b>ATL.4.B</b> Verbally or nonverbally demonstrates an understanding of accomplishing a task. May verbally explain work product. <b>LL-LC.4.D</b> Adds information or appropriately remains on, or changes, topic during a conversation with multiple feedback loops alternating between speaker and listener. <b>SOC.2.E</b> Shares how their thoughts, opinions, choices, and actions can impact their community.
<b>Cooperation</b> Interest and engagement with group experiences	<b>AL.PK.13</b> Assemble and guide classroom activities.	<b>ATL.8.D</b> Creates and follows through with simple plans independently. <b>ATL.2.E</b> Establishes rules with peers during play or structured activities (cooperative play). <b>C-ARTS.1.E</b> Creates and leads dances or movement sequences and begins to synchronize music with movement. <b>SOC.2.C</b> Recognizes and describes that different people have different roles and responsibilities in the community.

## SOCIAL AND EMOTIONAL DEVELOPMENT

Cluster	West Virginia Standard	Every Child Ready Standard(s)
<b>Self-Concept</b> Development of Self-Concept	<b>SE.PK.1</b> Describe themselves by using physical characteristics/traits.	<b>SE.3.B</b> With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities. <b>SE.3.C</b> Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence. <b>SE.3.A</b> With adult support, verbally or nonverbally identifies something about themselves. <b>C-ARTS.3.A</b> Expresses self using a variety of art materials and tools.
<b>Self-Concept</b> Development of Self-Concept	<b>SE.PK.2</b> Demonstrate growing confidence in skills and express pride.	<b>SE.3.D</b> 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. <b>SE.3.E</b> Demonstrates strong self-confidence through words or actions including sharing pride and celebrating others in relation to self, family, community, or culture. <b>SE.3.C</b> Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence.
<b>Self-Concept</b> Development of Self-Concept	<b>SE.PK.3</b> Increase independence in activities, routines, and tasks.	<b>SE.6.B</b> Requests or accepts (verbally or nonverbally) adult support with many tasks. <b>SE.6.C</b> Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers. <b>SE.6.D</b> Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges. <b>SE.6.E</b> Seeks out opportunities to complete age-appropriate tasks independently. <b>PD.4.D</b> Independently completes self-care and hygiene routines.
<b>Self-Concept</b> Development of Self-Expression and Self-Awareness	<b>SE.PK.4</b> Demonstrate progress in expressing needs, wants, and feelings.	<b>SE.1.C</b> With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations. <b>SE.1.D</b> Independently verbally or nonverbally names and describes their own emotions. <b>LL-LC.2.A</b> Uses two to three words to make a request, provide a description, or say a phrase/sentence.
<b>Self-Concept</b> Development of Self-Expression and Self-Awareness	<b>SE.PK.5</b> Express a broad range of emotions and recognize them in others.	<b>SE.1.E</b> Identifies that they can have different emotions about the same situation. <b>SE.4.A</b> With adult modeling and one-on-one support, verbally or nonverbally names observable emotions and experiences of others. <b>LL-LC.3.D</b> Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love"). <b>SOC.2.D</b> Recognizes that people have different thoughts and opinions within a community.

## SOCIAL AND EMOTIONAL DEVELOPMENT

Cluster	West Virginia Standard	Every Child Ready Standard(s)
<b>Self-Concept</b> Development of Self-Expression and Self-Awareness	<b>SE.PK.6</b> Respond appropriately to different social situations.	<b>SE.6.C</b> Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers. <b>ATL.5.C</b> Adjusts to changes in the environment or schedule with adult guidance and advance warning. <b>SOC.2.D</b> Recognizes that people have different thoughts and opinions within a community. <b>ATL.5.D</b> With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error). <b>SE.2.E</b> Supports peers in regulating their emotions through coregulation. Seeks and accepts coregulation assistance when needed.
<b>Social Relationships</b> Development and Demonstration of Pro-Social Behaviors	<b>SE.PK.7</b> Develop positive relationships with children and adults.	<b>SE.5.A</b> Engages with peers with teacher modeling and participates in organized group activities. <b>SE.5.C</b> With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns). <b>SE.5.D</b> Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.
<b>Social Relationships</b> Development and Demonstration of Pro-Social Behaviors	<b>SE.PK.8</b> Show empathy and caring for others.	<b>SE.4.D</b> With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others. <b>SE.4.E</b> With minimal teacher prompts, demonstrates empathy by providing support for others through assistance or advocacy. <b>SOC.2.E</b> Shares how their thoughts, opinions, choices, and actions can impact their community.
<b>Social Relationships</b> Development and Demonstration of Pro-Social Behaviors	<b>SE.PK.9</b> Follow basic rules and routines.	<b>PD.6.C</b> Independently follows safety procedures. <b>ATL.5.A</b> Transitions between activities that are part of the routine school day with adult reminders. <b>M-M.2.D</b> Demonstrates the understanding of weekly routines (e.g., specials, home days, school days). <b>M-M.2.B</b> Demonstrates the understanding of daily routines (order and general length of components). <b>SOC.2.C</b> Recognizes and describes that different people have different roles and responsibilities in the community.



## SOCIAL AND EMOTIONAL DEVELOPMENT

Cluster	West Virginia Standard	Every Child Ready Standard(s)
<b>Social Relationships</b> Development and Demonstration of Pro-Social Behaviors	<b>SE.PK.10</b> Use materials purposefully, safely, and responsibly.	<b>SE.6.D</b> Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges. <b>PD.6.B</b> Demonstrates understanding of safety procedures and begins to initiate. <b>Tech.2.C</b> Demonstrates simple ways to manage and maintain devices, such as alerting the teacher when the batteries need charging. <b>PD.6.C</b> Independently follows safety procedures. <b>PD.6.E</b> Understands and describes how to get help when there are unsafe objects, substances, or behaviors.
<b>Social Relationships</b> Development and Demonstration of Pro-Social Behaviors	<b>SE.PK.11</b> Develop and sustain friendships with peers.	<b>SE.5.D</b> Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support. <b>SE.5.C</b> With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns). <b>SE.5.A</b> Engages with peers with teacher modeling and participates in organized group activities. <b>SE.4.D</b> With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others.
<b>Social Relationships</b> Development and Demonstration of Pro-Social Behaviors	<b>SE.PK.12</b> Manage transitions and adapt to changes.	<b>SE.7.D</b> With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise). <b>ATL.5.C</b> Adjusts to changes in the environment or schedule with adult guidance and advance warning. <b>ATL.5.D</b> With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error).
<b>Social Relationships</b> Cooperation	<b>SE.PK.13</b> Use communication skills to initiate or join activities.	<b>SE.5.C</b> With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns). <b>LL-LC.4.B</b> Initiates or joins conversations and engages in conversational turn-taking with at least one feedback loop using both verbal and nonverbal communication. <b>LL-LC.4.C</b> Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic.

## SOCIAL AND EMOTIONAL DEVELOPMENT

Cluster	West Virginia Standard	Every Child Ready Standard(s)
Social Relationships Cooperation	SE.PK.14 Engage in cooperative play.	<p><b>SE.5.B</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).</p> <p><b>ATL.2.C</b> Makes cooperative decisions with peers during play or structured activities (cooperative play).</p> <p><b>ATL.2.D</b> Makes cooperative decisions with peers during play or structured activities (cooperative play).</p> <p><b>C-ARTS.2.D</b> Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.</p> <p><b>C-ARTS.4.E</b> Creates and performs original music or songs for others.</p>
Social Relationships Cooperation	SE.PK.15 Take turns with materials and during experiences.	<p><b>SE.5.D</b> Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.</p> <p><b>SOC.3.D</b> Shows an understanding of the concepts of trading and bartering, such as trading corn for broccoli at a market in Dramatic Play.</p> <p><b>SE.5.B</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).</p>
Social Relationships Cooperation	SE.PK.16 Use negotiation, compromise, and discussion to resolve conflicts.	<p><b>SE.7.D</b> With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise).</p> <p><b>SOC.2.D</b> Recognizes that people have different thoughts and opinions within a community.</p> <p><b>SOC.3.D</b> Shows an understanding of the concepts of trading and bartering, such as trading corn for broccoli at a market in Dramatic Play.</p> <p><b>ATL.8.C</b> With adult support, creates a goal for an activity and follows a simple plan.</p>
Social Relationships Cooperation	SE.PK.17 Accept guidance and direction from familiar adults.	<p><b>SE.2.B</b> Accepts offers of adult assistance to engage in coregulation.</p> <p><b>SE.6.C</b> Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers.</p>
Social Relationships Cooperation	SE.PK.18 Participate in classroom activities and tasks.	<p><b>SE.5.A</b> Engages with peers with teacher modeling and participates in organized group activities.</p> <p><b>ATL.1.B</b> Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play).</p> <p><b>Tech.1.B</b> Participates in digital activities that use learning applications and programs with adult support.</p>

## SOCIAL AND EMOTIONAL DEVELOPMENT

Cluster	West Virginia Standard	Every Child Ready Standard(s)
<b>Knowledge of Family and Community</b> Progression of Understanding of their Role in the Family and the Community	<b>SE.PK.19</b> Understand and describe interactive roles and relationships among family members.	<b>SE.3.C</b> Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence. <b>SOC.1.C</b> Discusses the importance of their own family and the roles and responsibilities of various individuals in the family. <b>LL-WR.2.E</b> Draws and/or writes to represent simple events or stories, including more details, that entertain, and revises when necessary.
<b>Knowledge of Family and Community</b> Progression of Understanding of their Role in the Family and the Community	<b>SE.PK.20</b> Identify and describe roles of community members.	<b>SE.3.D</b> 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. <b>SOC.2.C</b> Recognizes and describes that different people have different roles and responsibilities in the community.
<b>Knowledge of Family and Community</b> Progression of Understanding of their Role in the Family and the Community	<b>SE.PK.21</b> Understand similarities and respect differences among people (e.g., gender, race, special needs, culture, language, and family structure).	<b>SE.3.D</b> 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. <b>SE.3.E</b> Demonstrates strong self-confidence through words or actions including sharing pride and celebrating others in relation to self, family, community, or culture. <b>SE.4.C</b> With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations. <b>SOC.1.E</b> Explains why it's important to recognize and celebrate differences in families, such as their languages, music, food, or celebrations.
<b>Knowledge of Family and Community</b> Progression of Understanding of their Role in the Family and the Community	<b>SE.PK.22</b> Identify themselves as a member of community groups.	<b>SE.3.B</b> With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities <b>SOC.2.B</b> Recognizes their role within the classroom, neighborhood, and community, such as by voting in the classroom or being a member of the soccer team. <b>SOC.4.A</b> Verbally or nonverbally identifies common locations in their neighborhood and community and their features (library, store, park, etc.).
<b>Knowledge of Family and Community</b> Progression of Understanding of their Role in the Family and the Community	<b>SE.PK.23</b> Identify and describe locations and places in their community.	<b>SE.3.B</b> With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities. <b>SOC.4.B</b> Recognizes and describes common geographical features within their region. <b>Tech.1.C</b> Demonstrates ability to turn on digital devices and follows instructions to use familiar technology devices.

## ENGLISH LANGUAGE ARTS (ELA)

Cluster	West Virginia Standard	Every Child Ready Standard(s)
Literacy Early Learning Foundations Fluency	ELA.PK.I Retell familiar stories from text with some accuracy and details.	<p><b>LL-NC.2.B</b> Retells two events from a familiar narrative using visuals or gestures.</p> <p><b>LL-NC.3.D</b> Retells three or more events from a familiar narrative in sequence using visuals or gestures.</p> <p><b>LL-NC.3.E</b> With prompting and support, retells familiar stories including key details</p> <p><b>SE.3.E</b> Demonstrates strong self-confidence through words and actions, including sharing pride and celebrating others in relation to self, family, community, or culture.</p> <p><b>C-ARTS.2.C</b> Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.</p>
Literacy Early Learning Foundations Phonics and Word Recognition	<p><b>ELA.PK.II</b></p> <ul style="list-style-type: none"> <li>Know the sounds associated with several letters.</li> <li>Recognize their own name and words associated with environmental print.</li> </ul>	<p><b>LL-AK.2.B</b> Produces up to five letter sounds when shown uppercase or lowercase letters.</p> <p><b>LL-AK.2.D</b> Produces up to 15 letter sounds when shown uppercase or lowercase letters.</p> <p><b>LL-AK.1.B</b> Identifies up to ten uppercase or lowercase letters.</p> <p><b>LL-AK.1.D</b> Identifies up to 30 uppercase or lowercase letters.</p> <p><b>LL-PA.4.A</b> Identifies initial consonant sounds in familiar words.</p> <p><b>LL-BK.3.C</b> Demonstrates understanding that print has meaning and begins to connect environmental print with objects or locations in the classroom.</p>
Literacy Early Learning Foundations Handwriting	ELA.PK.III Use a pincer grip to hold and manipulate tools for writing, drawing, and painting. Use scribbles, shapes, pictures, and letters to represent objects, stories, experiences, or ideas. Write first name. Attempt to independently write some familiar words.	<p><b>LL-WR.4.C</b> Writes letter-like symbols in strings. May leave spaces between symbols to indicate words.</p> <p><b>PD.3.D</b> Begins to use a tripod grasp when writing and copies complex designs.</p> <p><b>LL-WR.3.E</b> Writes all letters in their name in correct order. All letters are correct and could be recognized out of context.</p> <p><b>LL-WR.3.D</b> Writes all letters using uppercase or lowercase letters in correct order. Letters may be backward, reversed, or poorly formed and recognized only in context.</p> <p><b>PD.3.B</b> With teacher modeling, draws circles, squares, and crosses.</p>
Literacy Early Learning Foundations Phonological Awareness	<p><b>ELA.PK.IV</b></p> <ul style="list-style-type: none"> <li>Identify sounds or spoken words in the environment.</li> <li>Recognize and produce rhyming words.</li> <li>Separate words into syllables.</li> <li>Replicate the beginning sound in a word.</li> </ul>	<p><b>LL-PA.4.AA</b> Listens to and repeats correct beginning sounds.</p> <p><b>LL-PA.3.D</b> Produces at least one real or nonsense rhyming word when given a pair of CVC words, like "cat" and "hat."</p> <p><b>LL-PA.3.C</b> Identifies if two words rhyme when given in a pair.</p> <p><b>LL-PA.2.B</b> Segments the syllables in one- and two-syllable words verbally or nonverbally.</p> <p><b>LL-PA.4.A</b> Identifies the initial consonant sounds in familiar words (no blends and digraphs).</p> <p><b>LL-PA.4.C</b> Produces words that have the same initial sound when given a consonant sound.</p>

## ENGLISH LANGUAGE ARTS (ELA)

Cluster	West Virginia Standard	Every Child Ready Standard(s)
<b>Literacy Early Learning Foundations</b> Print Concepts	<b>ELA.PK.V</b> <ul style="list-style-type: none"> <li>• Show interest in shared reading and looking at books independently.</li> <li>• Demonstrate an understanding that writing conveys meaning.</li> <li>• Understand concepts of print such as print moves from left to right and top to bottom, and print conveys a message.</li> <li>• Recognize that letters are grouped to form words and words are a unit of print.</li> <li>• Recognize and name some upper and lower case letters of the alphabet.</li> </ul>	<b>LL-BK.1.D</b> Looks at books independently or with peers. <b>LL-BK.1.C</b> Listens to a wide variety of age-appropriate literature read aloud. <b>LL-BK.3.A</b> Demonstrates understanding that print has meaning. <b>LL-BK.2.D</b> Tracks print from left to right and top to bottom while imitating reading a familiar text. <b>LL-BK.3.B</b> Distinguishes between print and images in books and in the environment. <b>LL-AK.1.B</b> Identifies up to ten uppercase or lowercase letters. <b>LL-BK.3.E</b> Identifies basic elements of print, like spaces between words or punctuation at the end of a sentence (period, exclamation mark, question mark). <b>ATL.7.D</b> Independently completes simple assignment or task despite normal classroom environment distractions.
<b>Reading</b> Key Ideas and Details	<b>ELA.PK.1</b> With prompting and support, ask and answer questions about details in a literary text.	<b>LL-NC.2.B</b> Answers factual questions using a variety of text types (predictable, informational, poetry, etc.). <b>LL-NC.1.A</b> Identifies and describes the main character in a story. <b>LL-NC.1.B</b> Identifies the setting in a story. <b>LL-NC.1.C</b> Identifies and answers questions about events in a story. <b>LL-NC.1.E</b> Identifies the problem, solution, and character motivation in narrative story. <b>LL-LC.2.D</b> 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. <b>SE.7.B</b> When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.
<b>Reading</b> Key Ideas and Details	<b>ELA.PK.2</b> With prompting and support, retell familiar stories in literary texts.	<b>LL-NC.3.B</b> Retells two events from a familiar narrative using visuals or gestures <b>LL-NC.3.D</b> Retells three or more events from a familiar narrative in sequence using visuals or gestures. <b>LL-NC.3.E</b> With prompting and support, retells familiar stories, including key details. <b>C-ARTS.2.B</b> Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.
<b>Reading</b> Key Ideas and Details	<b>ELA.PK.3</b> With prompting and support, identify characters, events, and settings in a literary text.	<b>LL-NC.1.A</b> Identifies and describes the main character in a story. <b>LL-NC.1.B</b> Identifies the setting in a story. <b>SE.1.C</b> With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations. <b>C-ARTS.2.B</b> Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.



## ENGLISH LANGUAGE ARTS (ELA)

Cluster	West Virginia Standard	Every Child Ready Standard(s)
<b>Reading</b> Key Ideas and Details	<b>ELA.PK.4</b> With prompting and support, ask and answer questions about details in an informational text.	<b>LL-NC.5.B</b> Recognizes that informational texts are a source of information. <b>LL-NC.3.E</b> With prompting and support, retells familiar stories, including key details. <b>ATL.4.B</b> Verbally or nonverbally demonstrates an understanding of accomplishing a task. May verbally explain work product. <b>SOC.5.C</b> Begins to use knowledge of past and present experiences to make predictions about the future.
<b>Reading</b> Key Ideas and Details	<b>ELA.PK.5</b> With prompting and support, identify the main topic and retell details of an informational text.	<b>LL-NC.5.B</b> Recognizes that informational texts are a source of information. <b>LL-NC.5.E</b> Uses features of informational text such as charts, diagrams, graphs, or maps as a source of information.
<b>Reading</b> Key Ideas and Details	<b>ELA.PK.6</b> (Begins in kindergarten.)	-
<b>Reading</b> Craft and Structure	<b>ELA.PK.7</b> With prompting and support, answer questions about unknown words in a literary text.	<b>LL-LC.3.C</b> Attempts to integrate new vocabulary into oral communication with peers and adults. <b>LL-LC.3.D</b> Explains meaning or attempts to use descriptive words and abstract nouns. <b>LL-LC.3.E</b> Uses various resources to identify new meanings for familiar words or clarify the meaning of unknown words and phrases.
<b>Reading</b> Craft and Structure	<b>ELA.PK.8</b> (Begins in kindergarten.)	-
<b>Reading</b> Craft and Structure	<b>ELA.PK.9</b> With prompting and support, define the roles of author and illustrator of a literary text.	<b>LL-BK.2.E</b> 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 <b>SE.3.D</b> 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
<b>Reading</b> Craft and Structure	<b>ELA.PK.10</b> With prompting and support, ask questions about unknown words in informational text.	<b>LL-LC.2.E</b> Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information. <b>LL-LC.3.C</b> Attempts to integrate new vocabulary into oral communication with peers and adults. <b>LL-LC.3.A</b> Shows interest in new words or asks questions to acquire new vocabulary. <b>ATL.3.B</b> Demonstrates an interest in learning new information or starting a new activity on their own.

## ENGLISH LANGUAGE ARTS (ELA)

Cluster	West Virginia Standard	Every Child Ready Standard(s)
<b>Reading</b> Craft and Structure	<b>ELA.PK.11</b> With prompting and support, identify the front cover and back cover of a book and recognize how books are read (e.g., one page at a time, from front to back).	<b>LL-BK.2.E</b> 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. <b>LL-BK.2.A</b> Demonstrates understanding of proper book orientation by holding books right side up and turning one page at a time, starting from the first page.
<b>Reading</b> Craft and Structure	<b>ELA.PK.12</b> With prompting and support, define the roles of author and illustrator of informational text.	<b>LL-NC.5.B</b> Recognizes that informational texts are a source of information. <b>LL-NC.5.C</b> Makes connections between own experiences, background knowledge, and information presented in an informational text.
<b>Reading</b> Integration of Knowledge and Ideas	<b>ELA.PK.13</b> With prompting and support, describe the relationship between illustrations and the literary story in which they appear (e.g., what moment in a story an illustration depicts).	<b>LL-NC.2.D</b> Makes inferences to answer simple "why" questions by using background knowledge and events in a text. <b>LL-BK.2.C</b> Uses illustrations to tell a familiar story with intonation and expression, using repeated phrases. <b>LL-NC.2.A</b> Uses the book cover, illustrations, or photos to make simple predictions about the topic or text.
<b>Reading</b> Integration of Knowledge and Ideas	<b>ELA.PK.14</b> With prompting and support, discuss how the adventures and experiences of characters in familiar literary stories relate to children's own experiences.	<b>LL-NC.2.E</b> Makes inferences and provides explanation and reasoning for events in a text or characters' actions. <b>LL-NC.5.C</b> Makes connections between own experiences, background knowledge, and information presented in an informational text. <b>SE.4.C</b> With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations. <b>SE.4.D</b> With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others. <b>SOC.1.B</b> Discusses the activities or celebrations that their family does together.
<b>Reading</b> Integration of Knowledge and Ideas	<b>ELA.PK.15</b> With prompting and support, describe the relationship between illustrations and the informational text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	<b>LL-NC.2.A</b> Uses the book cover, illustrations, or photos to make simple predictions about the topic or text. <b>LL-BK.2.C</b> Uses illustrations to tell a familiar story with intonation and expression, using repeated phrases.
<b>Reading</b> Integration of Knowledge and Ideas	<b>ELA.PK.16</b> (Begins in kindergarten.)	-

## ENGLISH LANGUAGE ARTS (ELA)

Cluster	West Virginia Standard	Every Child Ready Standard(s)
<b>Reading</b> Integration of Knowledge and Ideas	<b>ELA.PK.17</b> (Begins in kindergarten.)	-
<b>Reading</b> Range of Reading and Text Complexity	<b>ELA.PK.18</b> (Begins in kindergarten.)	-
<b>Reading</b> Range of Reading and Text Complexity	<b>ELA.PK.19</b> (Begins in kindergarten.)	-
<b>Writing</b> Text Types and Purposes	<b>ELA.PK.20</b> With prompting and support, use a combination of drawing, dictating, and writing to compose opinion pieces in which the topic or the name of the text being discussed is included; state an opinion or preference about the topic or book using discussion, experience, or texts.	<b>LL-WR.2.D</b> Draws and/or writes to represent simple events or stories that entertain, and revises when necessary. <b>LL-WR.2.C</b> Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme. <b>LL-WR.2.A</b> Draws and/or writes to represent, express, or communicate interests. <b>LL-WR.1.B</b> Contributes ideas and opinions to a shared writing experience with teacher support and dictation. <b>LL-WR.1.D</b> Helps lead a shared writing experience with a teacher or peers. <b>ATL.8.D</b> Creates and follows through with simple plans independently.
<b>Writing</b> Text Types and Purposes	<b>ELA.PK.21</b> With prompting and support, use a combination of drawing, dictating, and writing to compose informative/explanatory texts; name and supply some information about the topic using discussion, experience, or texts.	<b>LL-WR.2.C</b> Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme. <b>SOC.2.C</b> Recognizes and describes that different people have different roles and responsibilities in the community. <b>LL-NC.2.B</b> Answers factual questions using a variety of text types (predictable, informational, poetry, etc.). <b>C-ARTS.3.C</b> Explores and creates art using different techniques, such as dot art, mixed media collages, and clay.
<b>Writing</b> Text Types and Purposes	<b>ELA.PK.22</b> With prompting and support, use a combination of drawing, dictating, and writing to narrate text in sequential order (beginning, middle, end) using discussion, experience, or texts.	<b>LL-WR.2.E</b> Draws and/or writes to represent simple events or stories, including more details, that entertain, and revises when necessary. <b>LL-NC.4.C</b> Constructs a personal narrative with three or more events which may be out of order and include omissions or deviations to other topics. <b>LL-NC.3.D</b> Retells three or more events from a familiar narrative in sequence using visuals or gestures.
<b>Writing</b> Production and Distribution of Writing	<b>ELA.PK.23</b> (Begins in grade 3.)	-

## ENGLISH LANGUAGE ARTS (ELA)

Cluster	West Virginia Standard	Every Child Ready Standard(s)
<b>Writing</b> Production and Distribution of Writing	<b>ELA.PK.24</b> (Begins in kindergarten.)	-
<b>Writing</b> Production and Distribution of Writing	<b>ELA.PK.25</b> With guidance and support, explore a variety of writing tools and materials (e.g., pencils, markers, sand, developmentally appropriate digital tools).	<b>LL-WR.1.E</b> Explores a variety of digital tools (tablet, computer, etc.) to produce and publish writing, including in collaboration with peers. <b>PD.2.D</b> Demonstrates controlled fine motor movements in a variety of ways, such as cutting along lines with accuracy. <b>ATL.8.B</b> Uses adult-created organization tools to complete steps of a simple task or project. <b>PD.3.AA</b> Uses crayons or markers with some coordination.
<b>Writing</b> Research to Build and Present Knowledge	<b>ELA.PK.26</b> With guidance and support, participate in shared research and writing during play (e.g., explore a number of books by a favorite author and express opinions about them).	<b>LL-WR.1.D</b> Helps lead a shared writing experience with a teacher or peers. <b>SOC.1.B</b> Discusses the activities or celebrations that their family does together. <b>ATL.4.C</b> Monitors the completion of a task and identifies preferred elements of a work product or task. <b>SE.1.C</b> With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations.
<b>Writing</b> Research to Build and Present Knowledge	<b>ELA.PK.27</b> With prompting and support, recall information from experiences to answer a question.	<b>LL-NC.5.C</b> Makes connections between own experiences, background knowledge, and information presented in an informational text <b>ATL.9.A</b> Recalls simple information from familiar environments (e.g., knows where some classroom materials are kept, or remembers names of classmates) <b>LL-NC.2.B</b> Answers factual questions using a variety of text types (predictable, informational, poetry, etc.). <b>SE.1.C</b> With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations <b>LL-NC.4.D</b> Constructs a personal narrative with three or more events in a coherent sequence.
<b>Writing</b> Research to Build and Present Knowledge	<b>ELA.PK.28</b> (Begins in grade 4.)	-
<b>Writing</b> Range of Writing	<b>ELA.PK.29</b> (Begins in grade 3.)	-

## ENGLISH LANGUAGE ARTS (ELA)

Cluster	West Virginia Standard	Every Child Ready Standard(s)
Speaking & Listening Comprehension and Collaboration	<b>ELA.PK.30</b> With prompting and support, participate in collaborative conversations about Pre-K topics and texts with peers and adults through multiple exchanges.	<b>LL-LC.4.B</b> Engages in conversational turn-taking with at least one feedback loop using both verbal and nonverbal communication. <b>LL-LC.4.C</b> Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic. <b>SE.5.D</b> Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others. <b>SE.5.C</b> With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns). <b>ATL.2.D</b> Makes cooperative decisions with peers during play or structured activities.
Speaking & Listening Comprehension and Collaboration	<b>ELA.PK.31</b> With prompting and support, confirm understanding of a text read aloud or information presented orally or through other media by answering questions about details.	<b>LL-NC.1.C</b> Identifies and answers questions about events in a story. <b>LL-NC.5.B</b> Recognizes that informational texts are a source of information. <b>LL-NC.5.C</b> Makes connections between own experiences, background knowledge, and information presented in an informational text. <b>SOC.5.B</b> Begins to sequence past and present experiences using visual supports.
Speaking & Listening Comprehension and Collaboration	<b>ELA.PK.32</b> With prompting and support, ask and answer questions in order to seek help and get information.	<b>LL-LC.2.D</b> 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. <b>LL-NC.2.B</b> Answers factual questions using a variety of text types (predictable, informational, poetry, etc.). <b>Tech.1.B</b> Participates in digital activities that use learning applications and programs with adult support.
Speaking & Listening Presentation of Knowledge and Ideas	<b>ELA.PK.33</b> Describe familiar people, places, things, and events.	<b>LL-LC.2.A</b> Uses two to three words to make a request, provide a description, or say a phrase/sentence. <b>LL-LC.2.B</b> Demonstrates understanding by answering simple "what" and "who" questions using two to three words when prompted by the teacher or peers. <b>SOC.1.A</b> Understands family relationships in relation to self <b>LL-NC.1.B</b> Identifies the setting in a story. <b>LL-WR.2.B</b> Draws and/or writes to represent and describe an object, event, or observation.
Speaking & Listening Presentation of Knowledge and Ideas	<b>ELA.PK.34</b> With prompting and support, add drawings or other visual displays to descriptions as desired to provide additional details (e.g., 2- or 3-dimensional artwork).	<b>LL-WR.2.A</b> Draws and/or writes to represent, express, or communicate interests. <b>LL-WR.2.C</b> Draws and/or writes to represent and describe an object, event, or observation that is relevant to the classroom or theme. <b>LL-NC.2.A</b> Uses the book cover, illustrations, or photos to make simple predictions about the topic or text. <b>C-ARTS.3.B</b> Creates drawings, paintings, and models with an increasing level of detail.



## ENGLISH LANGUAGE ARTS (ELA)

Cluster	West Virginia Standard	Every Child Ready Standard(s)
<b>Speaking &amp; Listening</b> Presentation of Knowledge and Ideas	<b>ELA.PK.35</b> Use non-verbal communication or spoken language to express ideas, needs, and feelings.	<b>LL-LC.1.AA</b> Points to familiar objects, people, body parts, or emotions. <b>LL-LC.4.AA</b> Communicates with peers and teachers using nonverbal gestures like pointing, shrugging shoulders, or giving a thumbs-up. <b>SE.1.D</b> Independently verbally or nonverbally names and describes their own emotions.
<b>Language</b> Conventions of Standard English	<b>ELA.PK.36</b> Communicate clearly enough to be understood by adults across a range of situations. <ul style="list-style-type: none"> <li>Pronunciation errors and grammatical errors are isolated and infrequent.</li> <li>Show proficiency with prepositions, regular/irregular past tense, verb, possessives, and noun-verb agreement.</li> <li>Uses sentences with five or more words.</li> </ul>	<b>LL-LC.5.C</b> Continues to develop more complex sentences by using adjectives (i.e., "Armel throws the blue ball."). <b>LL-LC.5.D</b> Uses complex sentences with correct word order and syntax. Begins to use prepositions (i.e., "Armel throws the round blue ball on the roof."). <b>LL-LC.5.E</b> Uses 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.").
<b>Language</b> Conventions of Standard English	<b>ELA.PK.37</b> (Begins in Kindergarten.)	-
<b>Language</b> Knowledge of Language	<b>ELA.PK.38</b> (Begins in grade 2.)	-
<b>Language</b> Vocabulary Acquisition and Use	<b>ELA.PK.39</b> (Begins in Kindergarten.)	-
<b>Language</b> Vocabulary Acquisition and Use	<b>ELA.PK.40</b> With prompting and support, explore word categories and relationships among words. <ul style="list-style-type: none"> <li>Sort common objects into categories (e.g., shapes or foods) to gain a sense of the concepts the categories represent.</li> <li>Demonstrate understanding of frequently occurring verbs and adjectives and opposites (antonyms).</li> <li>Identify real-life connections between words and their meaning.</li> <li>Distinguish meaning among verbs describing the same general action (e.g., walk, march, strut, and prance) by acting out the meanings.</li> </ul>	<b>M-PFA.1.A</b> Sorts and groups objects based on one attribute such as visual features like color, size, or shape. <b>M-PFA.1.B</b> Sorts and groups pictures of objects based on one attribute such as visual features like color, size, or shape. <b>LL-LC.2.D</b> Answers questions from adults and peers using multiword responses <b>LL-LC.3.B</b> Attempts to use words to label familiar objects, people, places, emotions, and actions. <b>C-ARTS.1.A</b> Participates in guided movement activities by copying dances and movements introduced by others <b>LL-LC.3.E</b> Uses various resources to identify new meanings for familiar words or clarify the meaning of unknown words and phrases <b>M-NC.4.A</b> Compares two groups to identify which has more or less for quantities 0–10 without matching or counting. <b>LL-LC.3.C</b> Attempts to integrate new vocabulary into oral communication with peers and adults. <b>LL-LC.3.D</b> Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").

# ENGLISH LANGUAGE ARTS (ELA)

Cluster	West Virginia Standard	Every Child Ready Standard(s)
<b>Language</b> Vocabulary Acquisition and Use	<b>ELA.PK.41</b> With prompting and support, use words and phrases acquired through conversations, being read to, and responding to texts.	<b>LL-LC.3.B</b> Attempts to use words to label familiar objects, people, places, emotions, and actions. <b>SE.1.C</b> With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations. <b>LL-LC.3.C</b> Attempts to integrate new vocabulary into oral communication with peers and adults. <b>LL-LC.3.E</b> Uses resources to clarify meanings of unknown words or phrases.

# MATHEMATICS

Cluster	West Virginia Standard	Every Child Ready Standard(s)
Counting and Cardinality Number Names	<b>M.PK.1</b> Count in sequence to 10 and beyond.	<b>M-NC.1.D</b> Says number words in order from 1–10 from memory. <b>M-NC.1.E</b> Says number words in order from 1–20 from memory.
Counting and Cardinality Number Names	<b>M.PK.2</b> (Begins in kindergarten.)	-
Counting and Cardinality Number Names	<b>M.PK.3</b> Begin to identify and write some numerals.	<b>M-NC.5.B</b> Says the names of numerals 0–5 in random order. <b>M-NC.5.C</b> Says the names of numerals 0–7 shown in random order. <b>M-NC.6.B</b> Matches a set of objects with the number symbol to represent the set for quantities 0–5.
Counting and Cardinality Counting to Tell the Numbers of Objects	<b>M.PK.4</b> Understand the relationship between numbers and quantities; connect counting to cardinality. <ul style="list-style-type: none"> <li>• Use one-to-one correspondence to count objects and match groups to objects.</li> <li>• Match quantity with number symbols; given a number up to 10, counts out that many objects.</li> <li>• Recognize quantity without counting up to five objects.</li> </ul>	<b>M-NC.3.E</b> Creates sets of 0–10 and uses cardinality to identify the last number counted. <b>M-NC.6.D</b> Matches a set of objects with the number symbol to represent the set for quantities 0–10. <b>M-NC.2.D</b> Says numbers in order, matching each number word to each object when counting from 1–10. <b>M-NC.3.B</b> Creates sets of 0–5 and begins to use cardinality to identify the last number counted. <b>M-NC.3.AA</b> Subitizes by instantly saying how many are in a set without counting for quantities 1–2. <b>M-NC.3.A</b> Subitizes by instantly saying how many are in a set without counting for quantities 1–3.
Counting and Cardinality Counting to Tell the Numbers of Objects	<b>M.PK.5</b> Count to answer “how many?” questions up to 10 items.	<b>M-NC.2.D</b> Says numbers in order, matching each number word to each object when counting from 1–10. <b>M-NC.3.C</b> Creates sets of 0–7 and begins to use cardinality to identify the last number counted. <b>M-NC.3.D</b> Creates sets of 0–10 and begins to use cardinality to identify the last number counted. <b>M-NC.2.E</b> Says numbers in order, matching each number word to each object when counting from 1–15. <b>SOC.3.A</b> Shows an understanding of supply and demand, such as, “We are out of paint at Art Easel. We need more.”

# MATHEMATICS

Cluster	West Virginia Standard	Every Child Ready Standard(s)
Counting and Cardinality Comparing and Ordering Numbers	<b>M.PK.6</b> Identify whether the number of objects in one group is more, less, greater than, fewer, and or equal to number of objects in another group for up to 5 objects (e.g., by using matching and counting strategies).	<p><b>M-NC.4.B</b> Matches 0–5 objects from two sets using one-to-one correspondence to understand the concept of the same.</p> <p><b>M-NC.4.C</b> 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.</p> <p><b>M-NC.4.D</b> 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.</p> <p><b>M-NC.4.E</b> 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.</p>
Counting and Cardinality Comparing and Ordering Numbers	<b>M.PK.7</b> Identify first and last related to order or position.	<p><b>M-PFA.2.A</b> Orders up to two objects by one attribute, such as size, shades of color, texture, or sound, using comparative language.</p> <p><b>M-PFA.2.B</b> Orders up to three objects by one attribute, such as size, shades of color, texture, or sound, using comparative language.</p> <p><b>M-PFA.2.C</b> Orders up to five objects by one attribute, such as size, shades of color, texture, or sound, using comparative language.</p> <p><b>M-PFA.2.D</b> Uses ordinal numbers to order and describe relative position for up to three objects.</p>
Operations and Algebraic Thinking Composing and Decomposing Numbers	<b>M.PK.8</b> Recognize addition as putting objects together and subtraction as taking objects apart. (e.g., if we have 3 apples and add 2 more, how many apples do we have all together?).	<p><b>M-NC.7.A</b> Demonstrates an understanding that adding one more increases the amount of a set.</p> <p><b>M-NC.7.B</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.</p> <p><b>M-NC.7.D</b> Combines two sets and counts the whole (up to 10).</p> <p><b>M-NC.8.B</b> Counts a set of 1–5 objects. Takes objects away and counts how many are left.</p> <p><b>M-NC.8.C</b> Counts a set of 1–7 objects. Takes objects away and counts how many are left.</p> <p><b>M-NC.8.E</b> Solves subtraction story problems for quantities 1–10 using objects, fingers, drawings, or actions.</p>
Operations and Algebraic Thinking Composing and Decomposing Numbers	<b>M.PK.9</b> With adult assistance, solves addition and subtraction word problems.	<p><b>M-NC.8.E</b> Solves subtraction story problems for quantities 1–10 using objects, fingers, drawings, or actions.</p> <p><b>M-NC.7.D</b> Counts two sets separately, then combines sets and counts the sets together to get the whole. Counts up to a total quantity of 10.</p> <p><b>LL-WR.2.E</b> Writes or draws to represent simple events or stories that entertain.</p> <p><b>SOC.3.C</b> Shows an understanding of the concepts of trading and bartering, such as trading corn for broccoli at a market in Dramatic Play.</p>

# MATHEMATICS

Cluster	West Virginia Standard	Every Child Ready Standard(s)
<b>Operations and Algebraic Thinking</b> Composing and Decomposing Numbers	<b>M.PK.10</b> Solve addition problems by joining objects together.	<b>M-NC.7.D</b> Counts two sets separately, then combines sets and counts the sets together to get the whole. Counts up to a total quantity of 10. <b>M-NC.7.E</b> 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. <b>SOC.3.C</b> Shows an understanding of the concepts of trading and bartering, such as trading corn for broccoli at a market in Dramatic Play.
<b>Operations and Algebraic Thinking</b> Composing and Decomposing Numbers	<b>M.PK.11</b> (Begins in kindergarten.)	-
<b>Operations and Algebraic Thinking</b> Composing and Decomposing Numbers	<b>M.PK.12</b> (Begins in kindergarten.)	-
<b>Operations and Algebraic Thinking</b> Composing and Decomposing Numbers	<b>M.K.13</b> Duplicate, create, and extend simple patterns using concrete objects.	<b>M-PFA.3.B</b> Uses objects, rhythm, or movement to copy and extend simple AB patterns. <b>M-PFA.3.C</b> Uses rhythm and movement to copy simple and advanced patterns (e.g., AB, ABC, ABB, AAB). <b>M-PFA.3.D</b> Uses objects, rhythm, or movement to copy and extend simple and advanced patterns (e.g., AB, ABC, ABB, AAB). <b>M-PFA.3.E</b> Recognizes, describes, and copies patterns that include multiple attributes (e.g., red circle, yellow circle, red square, yellow square) or repeating elements (e.g., blue-red-blue, blue-red-blue).
<b>Number and Operations in Base Ten</b> Number and Operations in Base Ten	<b>M.PK.14</b> (Begins in kindergarten.)	-
<b>Measurement and Data</b> Describe and Compare Measurable Attribute	<b>M.PK.15</b> With prompting and support, identify measurable attributes of objects, such as length and/or weight.	<b>M-M.1.A</b> Demonstrates understanding of length terms (i.e., "longer," "shorter") and height terms (i.e., "taller," "shorter") using gestures or objects. <b>M-M.1.B</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. <b>M-M.1.C</b> Uses nonstandard units to measure objects by filling, covering, or matching, like when answering "How many scoops of sand fill a container?"



# MATHEMATICS

Cluster	West Virginia Standard	Every Child Ready Standard(s)
<b>Measurement and Data</b> Describe and Compare Measurable Attribute	<b>M.PK.16</b> Represent and interpret data. Estimate the size of objects in comparison to a common unit of measurement (e.g., more/less, long/short, big/little, light/heavy). Recognize and interpret information/symbols presented in tables and graphs.	<b>M-DAP.1.C</b> Counts and identifies which category has more, less, or if they are the same. Identifies if there is zero in a category. <b>M-DAP.2.B</b> Graphs using real objects to organize and display information one-to-one (e.g., place coins, buttons, or shells on a graphing mat). <b>M-DAP.2.D</b> Graphs using symbols such as paper squares, tally marks, or Xs to organize and display information. Compares two to three groups. <b>M-DAP.2.E</b> Graphs using symbols such as paper squares, tally marks, or Xs to organize and display information. Compares four groups. <b>M-M.1.B</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. <b>M-DAP.1.E</b> Identifies trends and makes inferences from data. <b>LL-NC.5.E</b> Uses features of informational text such as charts, diagrams, graphs, or maps as a source of information. <b>SOC.4.C</b> Uses geographic tools, such as maps and globes, with support and guidance to find common geographical features.
<b>Measurement and Data</b> Classify Objects and Count the Number of Objects in Each Category	<b>M.PK.17</b> Sort objects into categories according to common characteristics (e.g., color, size, shape) and count the number of objects up to 5.	<b>M-PFA.1.A</b> Sorts and groups objects based on one attribute such as visual features like color, size, or shape. <b>M-PFA.1.B</b> Sorts and groups pictures of objects based on one attribute such as visual features like color, size, or shape. <b>M-PFA.1.E</b> Sorts and groups objects into multiple categories such as size and color, or function and category at the same time. <b>M-NC.3.B</b> Creates sets of 0–5 and begins to use cardinality to identify the last number counted.
<b>Measurement and Data</b> Classify Objects and Count the Number of Objects in Each Category	<b>M.PK.18</b> (Begins in kindergarten.)	-
<b>Measurement and Data</b> Classify Objects and Count the Number of Objects in Each Category	<b>M.PK.19</b> (Begins in kindergarten.)	-

# MATHEMATICS

Cluster	West Virginia Standard	Every Child Ready Standard(s)
<b>Geometry</b> Identify and Describe Shapes	<b>M.K.20</b> Describe objects in the environment. <ul style="list-style-type: none"> <li>• Use the names of basic shapes.</li> <li>• Describe the relative positions of objects using terms (e.g., up, down, over, under, top, bottom, inside, outside, in front, behind).</li> </ul>	<b>M-GS.3.C</b> Demonstrates understanding of frame of reference terms (e.g., "in back of," "in front of," "behind"). <b>M-GS.3.A</b> Demonstrates understanding of location terms (e.g., "in," "on," "under," "over") by using gestures or objects. <b>M-GS.3.B</b> Demonstrates understanding of proximity terms (e.g., "beside," "between," "above," "below") by using gestures or objects. <b>M-GS.1.B</b> Verbally or nonverbally identifies at least five common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle). <b>M-GS.1.A</b> Verbally or nonverbally identifies at least three common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle). <b>LL-LC.5.C</b> Uses complex sentences with correct word order and syntax.
<b>Geometry</b> Identify and Describe Shapes	<b>M.PK.21</b> Correctly name basic shapes regardless of their orientation or overall size.	<b>M-GS.1.C</b> Identifies and describes the properties of common two-dimensional shapes using words like "sides," "corners," "curve." <b>M-GS.1.D</b> Verbally or nonverbally identifies two-dimensional shapes in the environment or in books.
<b>Geometry</b> Identify and Describe Shapes	<b>M.PK.22</b> Sort two-and three-dimensional shapes and objects.	<b>M-GS.1.E</b> Verbally or nonverbally identifies three-dimensional shapes (sphere, cone, cylinder, cube). <b>M-PFA.1.A</b> Sorts and groups objects based on one attribute such as visual features like color, size, or shape. <b>M-PFA.1.E</b> Sorts and groups objects into multiple categories such as size and color, or function and category at the same time.
<b>Geometry</b> Analyze, Compare, Create, and Compose Shapes	<b>M.PK.23</b> Analyze and compare two- and three-dimensional shapes and objects in different sizes. Describe their similarities, differences, and other attributes.	<b>M-GS.1.E</b> Verbally or nonverbally identifies three-dimensional shapes (sphere, cone, cylinder, cube). <b>M-GS.1.C</b> Identifies and describes the properties of common two-dimensional shapes using words like "sides," "corners," "curve." <b>M-M.1.E</b> Uses standard units (e.g., ruler, scale, balance) to measure and then uses comparative language to describe the measurements of two objects. <b>M-PFA.1.AA</b> Matches one item that is similar to a given group with a provided example. <b>LL-WR.2.B</b> Draws and/or writes to represent and describe an object, event, or observation.

## MATHEMATICS

Cluster	West Virginia Standard	Every Child Ready Standard(s)
<b>Geometry</b> Analyze, Compare, Create, and Compose Shapes	<b>M.PK.24</b> Create and build shapes from components (e.g., sticks and clay balls).	<b>M-GS.2.D</b> Independently constructs two-dimensional shapes and then puts them together to create objects in the environment. <b>M-GS.2.A</b> Constructs any recognizable or unrecognizable shape with materials. <b>M-GS.2.B</b> Constructs common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle) with materials. <b>M-GS.2.C</b> Using a model, constructs two-dimensional shapes and then puts them together to create objects in the environment. Puts together a square and triangle to create a house. <b>C-ARTS.3.B</b> Creates drawings, paintings, and models with an increasing level of detail
<b>Geometry</b> Analyze, Compare, Create, and Compose Shapes	<b>M.PK.25</b> With prompting and support, compose simple shapes to form larger shapes (e.g., "Can these two triangles, with full sides touching, join to make a rectangle?").	<b>M-GS.2.C</b> Using a model, constructs two-dimensional shapes and then puts them together to create objects in the environment. <b>M-GS.2.D</b> 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. <b>Tech.1.C</b> Demonstrates ability to use technology to manipulate shapes. <b>M-PFA.3.B</b> Copies and extends simple AB patterns using objects, rhythm, or movement.

## SCIENCE

Cluster	West Virginia Standard	Every Child Ready Standard(s)
<b>Science as Inquiry</b> Foundational Knowledge of Scientific Inquiry	<b>SC.PK.1</b> Ask questions that can be answered through active investigation.	<b>SC-SP.1.C</b> With teacher guidance, begins to formulate own questions based on observations. <b>SC-SP.1.D</b> Formulates own science-oriented questions based on observations. <b>SC-SP.1.A</b> With teacher guidance, participates in activities to formulate simple science-oriented questions based on observations. <b>LL-NC.2.C</b> Uses events from a book to make a prediction about what might happen next. <b>ATL.3.C</b> Asks questions and seeks clarity after a challenging task. <b>Tech.1.B</b> Participates in digital activities that use learning applications and programs with adult support.
<b>Science as Inquiry</b> Foundational Knowledge of Scientific Inquiry	<b>SC.PK.2</b> Explore and discuss similarities and differences among objects and materials.	<b>SC-P.1.B</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. <b>SC-LES.1.C</b> Compares and contrasts the natural world and the human-made world, such as the wind provides a breeze outside and so does a fan. <b>SC-LES.4.B</b> Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features. <b>SC-LES.5.B</b> Identifies that plants are living and identifies characteristics and features of plants.
<b>Science as Inquiry</b> Foundational Knowledge of Scientific Inquiry	<b>SC.PK.3</b> Investigate cause and effect relationships through exploration, manipulation, and interaction with the environment (problem-solving techniques).	<b>SC-SP.1.B</b> Observes and describes cause and effect. <b>SC-SP.2.D</b> Makes hypotheses, and tests their hypotheses through experimentation. <b>SC-LES.1.D</b> Describes how humans affect their environment in positive and negative ways, such as recycling, planting trees, litter, and pollution. <b>ATL.5.D</b> With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error). <b>SE.7.C</b> 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). <b>LL-NC.1.D</b> Identifies cause and effect relationships between events in a narrative.
<b>Science as Inquiry</b> Foundational Knowledge of Scientific Inquiry	<b>SC.PK.4</b> Make predictions and brainstorm solutions.	<b>SC-SP.2.C</b> With teacher guidance, begins to hypothesize before teacher-led experiments. <b>SC-SP.2.E</b> Explains rationale for predictions and hypotheses, and compares findings with predictions and hypotheses. <b>SC-SP.2.B</b> Participates in teacher-led explorations and experiments and uses prior knowledge to make predictions. <b>SC-SP.2.D</b> Makes hypotheses, and tests their hypotheses through experimentation. <b>LL-NC.2.C</b> Uses events from a book to make a prediction about what might happen next.

## SCIENCE

Cluster	West Virginia Standard	Every Child Ready Standard(s)
Science as Inquiry Utilization of Inquiry	SC.PK.5 Identify the five senses and use them to make observations.	<p><b>SC-SP.1.AA</b> Uses senses to observe the environment.</p> <p><b>SC-P.1.A</b> Uses senses to identify physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.</p> <p><b>SC-LES.2.AA</b> Uses senses to observe and respond to changes in the weather.</p> <p><b>ATL.1.AA</b> Engages in exploratory or sensory play.</p>
Science as Inquiry Utilization of Inquiry	SC.PK.6 Explore observational tools to extend the five senses.	<p><b>SC-LES.3.E</b> Uses science tools to research and learn more about Earth and space, such as a telescope or binoculars.</p> <p><b>SC-P.2.B</b> Recognizes sources of light including natural and human-made, such as the sun, lamps, or flashlights.</p> <p><b>SC-SP.2.AA</b> Uses senses and tools to explore and manipulate objects and materials in the environment.</p>
Science as Inquiry Utilization of Inquiry	SC.PK.7 Engage using scientific vocabulary.	<p><b>SC-SP.3.AA</b> Observes teacher recording of common scientific observations and data.</p> <p><b>SC-SP.3.C</b> Draws conclusions on prior knowledge and recorded information.</p> <p><b>SC-SP.3.D</b> Discusses conclusions and reflects on the scientific-oriented question and hypothesis based on prior knowledge and recorded information.</p> <p><b>SC-SP.3.A</b> With teacher guidance, participates in recording scientific observations and data.</p> <p><b>LL-LC.3.A</b> Shows interest in new words or asks questions to acquire new vocabulary.</p> <p><b>LL-LC.3.B</b> Attempts to use words to label familiar objects, people, places, emotions, and actions.</p>
Science as Inquiry Utilization of Inquiry	SC.PK.8 Communicate results, solutions, and conclusions.	<p><b>SC-SP.3.D</b> Discusses conclusions and reflects on the scientific-oriented question and hypothesis based on prior knowledge and recorded information.</p> <p><b>SC-SP.3.E</b> Makes recommendations based on observations and conclusions.</p> <p><b>SC-SP.3.A</b> With teacher guidance, participates in recording scientific observations and data.</p> <p><b>LL-WR.2.D</b> Draws and/or writes to represent simple events or stories that entertain, and revises when necessary.</p>



## SCIENCE

Cluster	West Virginia Standard	Every Child Ready Standard(s)
<b>Scientific Knowledge</b> Understanding the Living and Physical World	<b>SC.PK.9</b> Explore and describe the natural environment.	<p><b>SC-LES.1.AA</b> Notices and looks at the natural world around them.</p> <p><b>SC-LES.1.A</b> Identifies different elements of nature, such as rocks, water, air, and leaves.</p> <p><b>SC-LES.1.B</b> Demonstrates understanding of the difference between living and nonliving things.</p> <p><b>SC-P.1.A</b> Uses senses to identify physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.</p> <p><b>SC-LES.1.E</b> Discusses how natural elements like wind and water have an impact on the natural world through a variety of processes, such as erosion.</p> <p><b>LL-NC.2.A</b> Uses the book cover, illustrations, or photos to make simple predictions about the topic or text.</p>
<b>Scientific Knowledge</b> Understanding the Living and Physical World	<b>SC.PK.10</b> Explore and describe changes in materials and relationships.	<p><b>SC-P.1.D</b> Describes and discusses various ways that the physical properties or characteristics of objects can change, such as the playdough was soft, but became hard when exposed to air for a long time period.</p> <p><b>SC-LES.2.B</b> Identifies seasons and observes and describes patterns and changes in the weather.</p> <p><b>SC-LES.1.E</b> Discusses how natural elements like wind and water have an impact on the natural world through a variety of processes, such as erosion.</p> <p><b>SC-P.3.D</b> Discusses the uses and purpose of water in its different forms, such as ice helps make a drink cold.</p> <p><b>SC-P.3.E</b> Begins to discuss how and why water changes into different forms, such as the water cycle.</p> <p><b>SC-P.4.C</b> 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.</p>
<b>Scientific Knowledge</b> Understanding the Living and Physical World	<b>SC.PK.11</b> Communicate awareness that people impact the environment.	<p><b>SC-LES.1.D</b> Describes how humans affect their environment in positive and negative ways, such as recycling, planting trees, litter, and pollution.</p> <p><b>SC-LES.5.E</b> Describes and discusses ways that plants impact living things and the environment and how humans can impact plants.</p> <p><b>SC-LES.1.C</b> Compares and contrasts the natural world and the human-made world, such as the wind provides a breeze outside and so does a fan.</p> <p><b>SC-LES.2.D</b> Discusses the effects of changes in weather, such as growing different crops or wearing different clothing.</p>

## HEALTH AND PHYSICAL DEVELOPMENT

Cluster	West Virginia Standard	Every Child Ready Standard(s)
Safety Practices Safety Practices	<b>PH.PK.1</b> Participate in safety stories, games, and drills (e.g., bus, fire, bike, and strangers).	<b>PD.6.A</b> With teacher guidance, follows safety procedures. <b>PD.6.C</b> Independently follows safety procedures. <b>PD.6.E</b> Understands and describes how to get help when there are unsafe objects, substances, or behaviors. <b>SE.7.C</b> 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).
Safety Practices Safety Practices	<b>PH.PK.2</b> Recognize symbols indicating danger (e.g., STOP signs, Mr. Yuk sticker).	<b>PD.6.D</b> Understands and describes the importance of safety procedures. <b>PD.6.B</b> Demonstrates understanding of safety procedures and begins to initiate. <b>LL-BK.3.C</b> Demonstrates understanding that print has meaning and begins to connect environmental print with objects or locations.
Safety Practices Safety Practices	<b>PH.PK.3</b> Respond appropriately to harmful and unsafe situations.	<b>PD.6.E</b> Understands and describes how to get help when there are unsafe objects, substances, or behaviors. <b>SE.7.D</b> With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise). <b>ATL.5.E</b> Adapts to new rules or circumstances in an age-appropriate game or activity.
Safety Practices Safety Practices	<b>PH.PK.4</b> Follow classroom and community safety rules and routines.	<b>PD.6.C</b> Independently follows safety procedures. <b>PD.6.A</b> With teacher guidance, follows safety procedures. <b>SE.6.D</b> Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.
Safety Practices Safety Practices	<b>PH.PK.5</b> Communicate understanding of the importance of safety routines and rules.	<b>PD.6.D</b> Understands and describes the importance of safety procedures. <b>PD.6.E</b> Understands and describes how to get help when there are unsafe objects, substances, or behaviors. <b>PD.6.B</b> Demonstrates understanding of safety procedures and begins to initiate.
Health Practices Healthy Development	<b>PH.PK.6</b> Complete personal care tasks independently.	<b>PD.4.D</b> Independently completes self-care and hygiene routines. <b>PD.4.E</b> Understands and describes the importance of self-care and hygiene routines. <b>SE.6.D</b> Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.

## HEALTH AND PHYSICAL DEVELOPMENT

Cluster	West Virginia Standard	Every Child Ready Standard(s)
Health Practices Healthy Development	PH.PK.7 Participate in structured and unstructured physical activities to enhance fitness.	<p><b>PD.1.A</b> 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.</p> <p><b>PD.1.B</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.</p> <p><b>PD.1.C</b> Coordinates upper and lower body, such as riding a scooter or pedaling a tricycle.</p> <p><b>PD.1.D</b> Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements.</p> <p><b>PD.1.E</b> 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.</p>
Health Practices Healthy Development	PH.PK.8 Communicate understanding of healthy routines.	<p><b>PD.4.E</b> Understands and describes the importance of self-care and hygiene routines.</p> <p><b>PD.5.C</b> Begins to understand how eating a variety of foods and proper hydration helps the body grow and be healthy.</p> <p><b>SE.5.D</b> Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.</p>
Health Practices Healthy Development	PH.PK.9 Demonstrate knowledge and skills for nutritious food choices.	<p><b>PD.5.C</b> Begins to understand how eating a variety of foods and proper hydration helps the body grow and be healthy.</p> <p><b>PD.5.D</b> Demonstrates understanding and categorizes different food types such as vegetables, fruit, grains, protein, and dairy.</p> <p><b>PD.5.E</b> Understands and describes how different foods give the body nutrients and energy.</p>
Gross Motor Gross Motor Development	PH.PK.10 Develop motor control for a range of physical activities.	<p><b>PD.1.AA</b> 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.</p> <p><b>PD.1.A</b> 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.</p> <p><b>PD.1.B</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.</p> <p><b>PD.1.C</b> Coordinates upper and lower body, such as riding a scooter or pedaling a tricycle.</p> <p><b>PD.1.D</b> Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements.</p> <p><b>PD.1.E</b> Demonstrates coordinated gross motor movements in various ways such as traveling forwards, sideways, or backward while changing direction.</p>

## HEALTH AND PHYSICAL DEVELOPMENT

Cluster	West Virginia Standard	Every Child Ready Standard(s)
Gross Motor Gross Motor Development	PH.PK.11 Develop motor coordination and skill in using objects for physical activities.	<p><b>PD.1.D</b> Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements.</p> <p><b>PD.1.E</b> 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.</p> <p><b>PD.2.B</b> Uses hands, wrists, and fingers to complete a variety of tasks such as pouring, scooping, or opening lids to easy-to-open jars.</p> <p><b>PD.1.C</b> Coordinates upper and lower body, such as riding a scooter or pedaling a tricycle.</p>
Gross Motor Gross Motor Development	PH.PK.12 Demonstrate increased balance.	<p><b>PD.1.B</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.</p> <p><b>PD.1.E</b> Demonstrates coordinated gross motor movements in a variety of ways such as <b>traveling</b> 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.</p>
Gross Motor Gross Motor Development	PH.PK.13 Demonstrate awareness of own body and other people's space.	<p><b>PD.1.D</b> Demonstrates coordinated gross motor movements in a variety of ways such as sequencing movements.</p> <p><b>PD.1.E</b> 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.</p> <p><b>SE.4.C</b> With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations.</p>
Gross Motor Gross Motor Development	PH.PK.14 Move body in relation to objects to perform tasks.	<p><b>PD.2.C</b> Begins to use refined hand movements such as using blunt scissors, buttoning large buttons, and connecting small toys, such as linking cubes or blocks.</p> <p><b>PD.2.D</b> Demonstrates controlled fine motor movements in a variety of ways such as cutting along lines with accuracy.</p> <p><b>PD.1.D</b> Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements.</p> <p><b>PD.1.C</b> Coordinates upper and lower body, such as riding a scooter or pedaling a tricycle.</p>

## HEALTH AND PHYSICAL DEVELOPMENT

Cluster	West Virginia Standard	Every Child Ready Standard(s)
<b>Fine Motor</b> Fine Motor Development	<b>PH.PK.15</b> Demonstrate dexterity and control to manipulate tools.	<b>PD.2.C</b> Begins to use refined hand movements such as using blunt scissors, buttoning large buttons, and connecting small toys, such as linking cubes or blocks. <b>PD.2.D</b> Demonstrates controlled fine motor movements in a variety of ways such as cutting along lines with accuracy. <b>PD.2.E</b> Uses precise hand movements to complete a variety of activities such as building using small blocks, stringing lacing beads, and cutting out simple shapes with accuracy. <b>LL-WR.2.C</b> Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme.
<b>Fine Motor</b> Fine Motor Development	<b>PH.PK.16</b> Demonstrate accuracy of eye-hand coordination.	<b>PD.2.E</b> Uses precise hand movements to complete a variety of activities such as building using small blocks, stringing lacing beads, and cutting out simple shapes with accuracy. <b>PD.2.D</b> Demonstrates controlled fine motor movements in a variety of ways such as cutting along lines with accuracy. <b>PD.3.C</b> Copies simple designs such as a picture of a person that includes a head, body, arms, and legs. <b>PD.3.B</b> With teacher modeling, draws circles, squares, and crosses. <b>LL-WR.3.C</b> Writes all letters in their name in correct order using a tripod grasp.
<b>Fine Motor</b> Fine Motor Development	<b>PH.PK.17</b> Explore a variety of writing tools and materials.	<b>PD.3.D</b> Begins to use a tripod grasp when writing and copies complex designs. <b>PD.3.E</b> Consistently uses a tripod grasp when writing and copies and creates complex designs. <b>PD.3.AA</b> Uses crayons or markers with some coordination. <b>LL-WR.2.D</b> Draws or writes to represent events or stories. <b>LL-WR.2.C</b> Draws or writes to represent, share, or document information that is relevant to the classroom or theme.
<b>Fine Motor</b> Fine Motor Development	<b>PH.PK.18</b> Demonstrate increased ability with self-help skills.	<b>PD.4.D</b> Independently completes self-care and hygiene routines. <b>PD.4.C</b> Completes self-care and hygiene routines with minimal assistance. <b>SE.6.E</b> Seeks out opportunities to complete age-appropriate tasks independently.

## THE ARTS

Cluster	West Virginia Standard	Every Child Ready Standard(s)
Music Music	<b>AR.PK.1</b> Participate in music activities (e.g., listening, singing, and finger plays).	<p><b>C-ARTS.4.A</b> Participates in a variety of music activities with different tempos, genres, and rhythms.</p> <p><b>C-ARTS.4.B</b> Sings a variety of songs within children's vocal range, independently and with others.</p> <p><b>C-ARTS.4.AA</b> Listens to a variety of music.</p> <p><b>ATL.1.AA</b> Engages in exploratory or sensory play.</p> <p><b>PD.1.B</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.</p> <p><b>PD.2.C</b> Begins to use refined hand movements such as using blunt scissors, buttoning large buttons, and connecting small toys.</p> <p><b>SOC.1.D</b> Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations.</p>
Music Music	<b>AR.PK.2</b> Create music through a variety of techniques and tools.	<p><b>C-ARTS.4.D</b> Uses their voice or an instrument to express themselves and copy simple tempos.</p> <p><b>C-ARTS.4.E</b> Creates and performs original music or songs for others</p> <p><b>ATL.3.B</b> Demonstrates an interest in learning new information or starting a new activity on their own.</p> <p><b>Tech.1.D</b> With teacher guidance, uses technology devices and learning applications to play games, access or share information, or express themselves creatively.</p>
Music Music	<b>AR.PK.3</b> Experiment with traditional and nontraditional musical instruments.	<p><b>C-ARTS.4.D</b> Uses their voice or an instrument to express themselves and copy simple tempos.</p> <p><b>C-ARTS.4.E</b> Creates and performs original music or songs for others.</p> <p><b>ATL.1.C</b> Engages in imaginative play or role-play independently.</p> <p><b>Tech.1.B</b> Participates in digital activities, such as using applications to explore music</p> <p><b>Tech.1.C</b> Demonstrates ability to use familiar technology devices, such as music apps.</p>
Music Music	<b>AR.PK.4</b> Communicate by moving expressively to music (e.g., tempo, style).	<p><b>C-ARTS.1.AA</b> Moves body spontaneously to music.</p> <p><b>C-ARTS.1.A</b> Participates in guided movement activities by copying dances and movements introduced by others.</p> <p><b>C-ARTS.1.E</b> Creates and leads dances or movement sequences and begins to synchronize music with movement.</p> <p><b>PD.1.B</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.</p>



## THE ARTS

Cluster	West Virginia Standard	Every Child Ready Standard(s)
<b>Creative Movement</b> Creative Movement	<b>AR.PK.5</b> Move to different patterns of beat and rhythm in music.	<p><b>C-ARTS.1.B</b> Recalls short, simple dances and movement sequences.</p> <p><b>C-ARTS.4.A</b> Participates in a variety of music activities with different tempos, genres, and rhythms.</p> <p><b>C-ARTS.4.C</b> Recognizes differences between a variety of music activities with different tempos, genres, and rhythms.</p> <p><b>PD.1.B</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.</p> <p><b>PD.1.E</b> 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.</p>
<b>Creative Movement</b> Creative Movement	<b>AR.PK.6</b> Use creative movement to express ideas or feelings.	<p><b>C-ARTS.1.C</b> Creates short dances or movement sequences.</p> <p><b>C-ARTS.1.E</b> Creates and leads dances or movement sequences and begins to synchronize music with movement.</p> <p><b>ATL.6.E</b> Attends to activities or peer engagement for extended periods of time (30+ minutes).</p>
<b>Visual Arts</b> Visual Arts	<b>AR.PK.7</b> Express thoughts and feelings through creative artwork.	<p><b>C-ARTS.3.A</b> Expresses self using a variety of art materials and tools.</p> <p><b>C-ARTS.3.B</b> Creates drawings, paintings, and models with increasing detail.</p> <p><b>SE.1.C</b> Verbally or nonverbally names and describes their emotions.</p> <p><b>LL-WR.2.B</b> Draws or writes to describe an object, event, or observation.</p>
<b>Visual Arts</b> Visual Arts	<b>AR.PK.8</b> Communicate ideas, experiences, and knowledge through creative artwork.	<p><b>C-ARTS.3.D</b> Plans for and creates art using preferred materials, tools, and techniques.</p> <p><b>C-ARTS.3.E</b> Reviews original art and makes changes to the final product</p> <p><b>ATL.4.AA</b> Verbally or nonverbally shares activities they are engaging in with a trusted adult.</p> <p><b>LL-WR.2.B</b> Draws or writes to describe an object, event, or observation.</p> <p><b>Tech.1.D</b> Uses technology to express experiences creatively through digital art</p> <p><b>SOC.1.C</b> Discusses the importance of their own family and the roles and responsibilities of various individuals in the family.</p>

## THE ARTS

Cluster	West Virginia Standard	Every Child Ready Standard(s)
Visual Arts Visual Arts	<b>AR.PK.9</b> Demonstrate ability to plan and persist in art projects.	<b>C-ARTS.3.D</b> Plans for and creates art using preferred materials, tools, and techniques. <b>C-ARTS.3.E</b> Reviews and modifies original art. <b>ATL.3.D</b> Uses self-talk to continue tasks even when slightly challenging. <b>SOC.5.B</b> Begins to sequence past and present experiences using visual supports.
Visual Arts Visual Arts	<b>AR.PK.10</b> Describe one's own artwork.	<b>C-ARTS.5.B</b> Discusses their own artistic creations and chooses artwork for display or performance. <b>C-ARTS.5.D</b> Expresses opinions about the artistic creations and techniques of others. <b>ATL.4.AA</b> Verbally or nonverbally shares activities they are engaging in with a trusted adult. <b>SOC.5.D</b> Describes how people and things change over time and will continue to change into the future.
Visual Arts Visual Arts	<b>AR.PK.11</b> Explore colors, textures, and techniques using different mediums.	<b>C-ARTS.3.C</b> Explores and creates art using different techniques, such as dot art, mixed media collages, and clay. <b>C-ARTS.3.AA</b> Freely explores a variety of art materials and tools. <b>Tech.1.C</b> Demonstrates ability to use digital tools to explore textures and colors in art.
Dramatic Play Dramatic Play	<b>AR.PK.12</b> Participate in pretend play to explore roles (e.g., family, community).	<b>C-ARTS.2.A</b> Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions. <b>C-ARTS.2.B</b> Recreates and acts out scenarios from familiar stories or life experiences. <b>ATL.2.C</b> Makes cooperative decisions with peers during play or structured activities <b>SOC.2.B</b> Recognizes their role within the classroom or community, such as through pretend play. <b>Tech.1.B</b> Participates in digital activities, such as using role-playing games.
Dramatic Play Dramatic Play	<b>AR.PK.13</b> Use dialogue, actions, and objects to tell a story.	<b>C-ARTS.2.C</b> Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play. <b>C-ARTS.2.E</b> Continues an originally created scenario over the course of several play periods. Collaborates with others to carry out dramatic play and assumed roles. <b>LL-NC.4.D</b> Constructs a personal narrative with three or more events. <b>SOC.3.D</b> Shows understanding of trading and bartering, such as using props to represent objects. <b>Tech.1.E</b> Independently uses technology devices and learning applications to play games, access or share information, or express themselves creatively.

## THE ARTS

Cluster	West Virginia Standard	Every Child Ready Standard(s)
Dramatic Play Dramatic Play	AR.PK.14 Show creativity through materials in pretend play (e.g., props, puppets).	<p><b>C-ARTS.2.AA</b> Engages briefly in or observes others in dramatic play.</p> <p><b>C-ARTS.2.A</b> Participates in dramatic play using costumes, props, gestures, or facial expressions.</p> <p><b>C-ARTS.2.C</b> Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.</p> <p><b>C-ARTS.2.B</b> Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.</p> <p><b>SOC.4.C</b> Uses geographic tools, such as maps and globes, with support and guidance to find common geographical features.</p>
Dramatic Play Dramatic Play	AR.PK.15 Use symbolic play to extend play scenarios and create props.	<p><b>C-ARTS.2.C</b> Collaborates with peers to create original scenarios and settings in dramatic play.</p> <p><b>C-ARTS.2.D</b> Collaborates with peers to assign roles and settings for dramatic play.</p> <p><b>C-ARTS.2.E</b> Continues an originally created scenario over the course of several play periods. Collaborates with others to carry out dramatic play and assumed roles.</p> <p><b>LL-NC.4.C</b> Constructs a personal narrative with three or more events in sequence.</p> <p><b>SOC.4.C</b> Uses geographic tools, such as maps and globes, with support and guidance to find common geographical features.</p>

[illegible]A grid of dots with a stylized sun in the top right corner. The sun is composed of a central circle and several radiating lines of varying lengths, some solid and some dashed. The grid of dots is composed of small, light gray circles arranged in a regular pattern. The sun is located in the upper right quadrant of the grid.

[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 to represent rays. The grid of dots is composed of small, light gray circles arranged in a regular pattern.

[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 to represent rays. The grid of dots is composed of small, light gray circles arranged in a regular pattern.

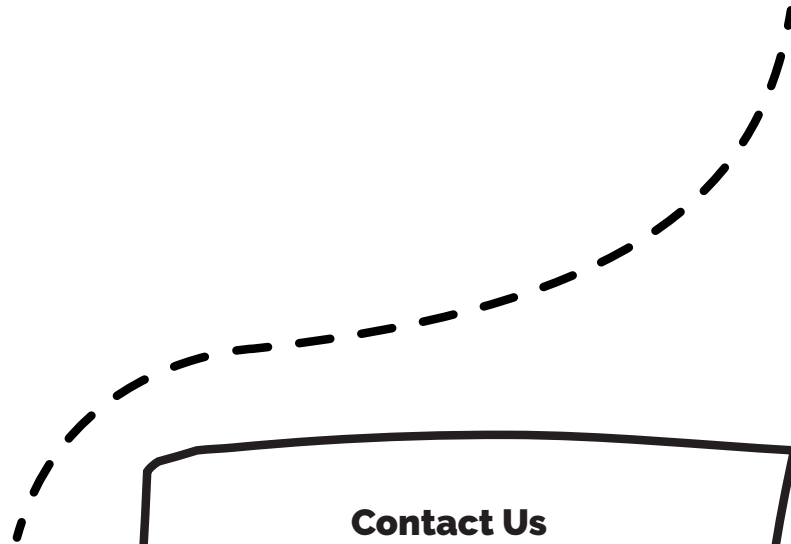




AppleTree Institute  
1801 Mississippi Ave SE  
Washington, DC 20020

No part of this publication may be reproduced in whole or in part, or stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without permission of the publisher. For information regarding permission, contact AppleTree Institute.

Copyright ©2024. Text and Illustrations. Appletree Institute. All Rights Reserved.



### Contact Us

(202) 488-3990  
[info@appletreeinstitute.org](mailto:info@appletreeinstitute.org)  
[www.everychildready.org](http://www.everychildready.org)

