

Alaska Early Learning Guidelines and Every Child Ready Standards Alignment

Alaska Early Learning Guidelines (2020) and Every Child Ready Standards											
Alaska Early Learning Guidelines (2020)		Every Child Ready Standards									
Domain 1: Physical wellbeing, health, and motor development		Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	Alignment 8	Alignment 9	Alignment 10
Goal 1: Children engage in a variety of physical activities	Preschoolers May										
	• Enthusiastically participate in different full body physical activities (walking, climbing, playing in snow, throwing, dancing, digging, bouncing, swimming). • Incorporate various physical activities while transitioning from one place to another (marches between the kitchen and the bathroom). • Play actively with other children. • Spend most of the day moving and choosing activities and playmates. • Regularly participate in physical activity (walks, dances, plays organized or informal sports). • Help with physical chores (shoveling snow, sweeping the floor, carrying laundry, putting away toys). • Participate in cooperative games with peers. • Work on physical challenges such as climbing rocks, hills and trees, rolling, jumping, throwing, digging, shoveling.	PD.1.AA Sits down and stands up with control. Moves body in a variety of ways such as walking, running, and galloping. Walks up and down the stairs with assistance. Throws balls and attempts to kick balls.	PD.1.A Begins to develop balance and coordination in gross motor movements, such as moving arms and legs together to climb, push, or pull. Jumps with two feet.	PD.1.B Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet.	PD.1.C Begins to coordinate upper and lower body, such as when riding a scooter or pedaling a bicycle or tricycle. Kicks and throws forward toward another person or target.	PD.1.E Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target.	C-ARTS.1.AA Moves body spontaneously to music.	C-ARTS.1.A Participates in guided movement activities by copying dances and movements introduced by others.	C-ARTS.1.C Creates short dances or movement sequences.	C-ARTS.1.E Creates and leads dances or movement sequences and begins to synchronize music with movement.	
	• Walk and run in circular paths (around obstacles and corners). • Climb on play equipment. • Throw beanbags or large lightweight ball with progressively more accuracy. • Catches large balls with two hands, with progressively more skill for smaller balls. • Balance on one foot. • Hop forward on one foot without losing balance. • Jump on two feet and over small objects with balance and control. • Gallop comfortably. • Pedal steadily when riding tricycle. • Walk up and down stairs, using alternating feet, with less and less assistance. • Jump sideways.	PD.1.A Begins to develop balance and coordination in gross motor movements, such as moving arms and legs together to climb, push, or pull. Jumps with two feet.	PD.1.B Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet.	PD.1.C Begins to coordinate upper and lower body, such as when riding a scooter or pedaling a bicycle or tricycle. Kicks and throws forward toward another person or target.	PD.1.D Demonstrates coordinated gross motor movements in a variety of ways such as bounding a ball or sequencing movements.	PD.1.E Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target.	C-ARTS.1.A Participates in guided movement activities by copying dances and movements introduced by others.	M-GS.3.D Demonstrates understanding of direction terms (e.g., "forward," "backward," "around," "through," "to," "from," "towards").	C-ARTS.1.C Creates short dances or movement sequences.		
	• Carry light objects, bags, or backpack for a short distance. • Repetitively practice new skills. • Engage in physical activities at least one hour a day, with sustained physical activity for at least 15 minutes at a time (swinging, playground equipment, running games). • Follow along with guided movement activities, such as music and movement or child yoga/Zumba. • Ride a trike by pedaling for extended periods of time and distance. • Run 50 to 75 yards without stopping. • Engage in physical activities for at least one hour throughout each day. • Complete extended activities such as short hikes or bike rides with supportive adults. • Initiate physical activities (movement games with other children, dancing to music). • Pump on a swing for several minutes. • Skip for 2 minutes. • Jump and hop with increasing persistence.	ATL.6.C Attends to entirety of a short, engaging lesson or teacher-led activity (10-15 minutes).	PD.1.A Begins to develop balance and coordination in gross motor movements, such as moving arms and legs together to climb, push, or pull. Jumps with two feet.	ATL.7.E Regulates impulses to complete tasks and engages in goal-directed behavior.	PD.1.C Begins to coordinate upper and lower body, such as when riding a scooter or pedaling a bicycle or tricycle. Kicks and throws forward toward another person or target.	PD.1.D Demonstrates coordinated gross motor movements in a variety of ways such as bounding a ball or sequencing movements.	PD.1.E Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target.	ATL.6.E Attends to activities or peer engagement for extended periods of time (30+ minutes).	ATL.3.D Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed.	C-ARTS.1.E Creates and leads dances or movement sequences and begins to synchronize music with movement.	
Goal 2: Children demonstrate strength and coordination of gross motor skills											
	• Eat with utensils. • Use various drawing and art materials (markers, pencils, crayons, small brushes, finger paint). • Copy shapes and geometric designs. • Open and closes blunt scissors with one hand. • Cut paper on a straight line and on a curve but without precision. • Manipulate small objects with ease (string beads, fit small objects into holes). • Fasten large buttons. • Use large zippers. • Increase strength in fingers with age, progressing to using a stapler or hole punch. • Fit complex puzzles together (single, cut-out figures to 10-15 piece jigsaw puzzles). • Write some recognizable letters or numbers. • Use fine motor muscles in a variety of activities (winking, snapping fingers, clucking tongue). • Remove and replaces easy-to-open container lids. • Fold paper and makes paper objects (airplanes, origami), with assistance. • Cut, draw, glue with materials provided. • Tie knots and shoe laces, with assistance. • Print some letters in own name. • Button large buttons on clothing. • Tear tape off a dispenser without letting the tape get stuck to itself, most of the time. • Put together and pulls apart manipulatives (Legos, beads for stringing and sewing, Lincoln Logs) appropriately. • Fit jigsaw puzzles with smaller pieces together.	PD.2.AA Uses two hands to hold containers. Stacks objects, such as blocks, with coordination.	PD.2.A Uses hands and fingers to complete a variety of tasks, such as opening drawers and cabinets.	PD.2.B Uses hands, wrists, and fingers to complete a variety of tasks such as pouring, scooping, opening lids to easy-to-open jars, and simple puzzles.	PD.2.C Begins to use refined hand movements such as using blunt scissors, buttoning large buttons, and connecting small toys, such as linking cubes or blocks.	PD.2.D Demonstrates controlled fine motor movements in a variety of ways such as cutting along lines with accuracy.	PD.2.E Uses precise hand movements to complete a variety of activities such as building using small blocks, stringing lacing beads, and cutting out simple shapes with accuracy.	LL-WR.3.B Writes at least one recognizable letter from their name. The letter may be backward, reversed, or poorly formed and recognized only in context.	PD.3.B With teacher modeling, draws circles, squares, and crosses.	PD.3.D Begins to use a tripod grasp when writing and copies complex designs.	PD.3.E Consistently uses a tripod grasp when writing and copies and creates complex designs.
	• Physically react appropriately to the environment (bend knees to soften a landing, move quickly to avoid obstacles). • Demonstrate concepts through movement (imitates an animal through movement, sounds, dress, dramatization, dance). • Practice sensory regulation by pushing objects, climbing short ladders, swinging on a swing, and sliding. • Move their body in response to sound, marching or dancing with rhythm. • Explore new foods through sight, smell and touch, eventually tasting. • Enjoy watching their own image in photo albums, videos and their motions in the mirror. • Match pairs of colors and patterns. • Match pairs of similar sounds. • Correctly identify high tones and low tones on a music instrument. • Identify a variety of smells. • Echo back a rhythm of hand clapping or drumming. • Be willing to touch the unknown in a "felly bag". • Match textures by feel such as plastic, fur, woods. • Experiment with music instruments. • Use materials to create mosaic patterns.	SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment.	SC-P.1.AA Uses senses to explore the colors and textures of materials and objects in the environment.	M-PFA.3.E Recognizes, describes, and copies patterns that include multiple attributes (e.g., red circle, yellow circle, red square, yellow square) or repeating elements (e.g., blue-red-blue, blue-red-blue).	SC-P.1.B Uses senses to observe and describe some physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.	SC-P.2.AA Identifies light and dark and explores shadows and reflections.	PD.5.AA Uses senses to experience a variety of food during mealtimes.	C-ARTS.3.AA Freely explores a variety of art materials and tools for sensory exploration.	C-ARTS.4.AA Listens to a variety of music.	C-ARTS.4.D Uses their voice or an instrument to express themselves and copy simple tempos.	PD.1.E Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target.
	• Use tissue to wipe own nose and throw tissue in wastebaskets. • Take care of own toileting needs. • Wash and dry hands before eating and after toileting, without assistance. • Cooperate and assist caregiver with tooth brushing. • Identify health products (shampoo, toothpaste, soap). • Choose to rest when he/she is tired. • Participate in helping younger siblings with personal care routines. • Get own snack out of the cabinet. • Begin to tie own shoes with assistance. Brush teeth and attempts flossing with supervision, and then allows assistance to complete process. • Wash face, without assistance. • Cover mouth and nose when coughing and sneezing with elbow or tissue. • Use fork, spoon, and (sometimes) a blunt table knife. • Pour milk or juice easily and with minimal help. • Dress and undress in easy pull-on clothes, without assistance. • Brush and comb hair, with assistance. • Help select clothes appropriate for the weather. • Cover mouth when coughing. • Recognize and communicate when experiencing symptoms of illness. • Feed self with fork and spoon, without assistance. • Clean up spills. • Get a drink of water without assistance. • Dress and undress with minimal help. • Choose own clothes to wear, when asked. • Put shoes on, without assistance. • Decide, with few prompts, when to carry out self-help tasks (washing hands when dirty and before meals).	PD.4.AA Begins to recognize and accept help in self-care and hygiene routines.	PD.4.A With teacher guidance, follows self-care and hygiene routines.	PD.4.B Demonstrates understanding of self-care and hygiene routines and begins to initiate.	PD.4.C Completes self-care and hygiene routines with minimal assistance.	PD.4.E Understands and describes the importance of self-care and hygiene routines.	IS.6.C Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers.	IS.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.	IS.6.E Seeks out opportunities to complete age-appropriate tasks independently.	PD.5.C Begins to understand how eating a variety of foods and proper hydration helps the body grow and be healthy.	
Goal 3: Children demonstrate stamina in daily activities											
	• Engage in physical activities at least one hour a day, with sustained physical activity for at least 15 minutes at a time (swinging, playground equipment, running games). • Follow along with guided movement activities, such as music and movement or child yoga/Zumba. • Ride a trike by pedaling for extended periods of time and distance. • Run 50 to 75 yards without stopping. • Engage in physical activities for at least one hour throughout each day. • Complete extended activities such as short hikes or bike rides with supportive adults. • Initiate physical activities (movement games with other children, dancing to music). • Pump on a swing for several minutes. • Skip for 2 minutes. • Jump and hop with increasing persistence.	ATL.6.C Attends to entirety of a short, engaging lesson or teacher-led activity (10-15 minutes).	PD.1.A Begins to develop balance and coordination in gross motor movements, such as moving arms and legs together to climb, push, or pull. Jumps with two feet.	ATL.7.E Regulates impulses to complete tasks and engages in goal-directed behavior.	PD.1.C Begins to coordinate upper and lower body, such as when riding a scooter or pedaling a bicycle or tricycle. Kicks and throws forward toward another person or target.	PD.1.D Demonstrates coordinated gross motor movements in a variety of ways such as bounding a ball or sequencing movements.	PD.1.E Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target.	ATL.6.E Attends to activities or peer engagement for extended periods of time (30+ minutes).	ATL.3.D Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed.	C-ARTS.1.E Creates and leads dances or movement sequences and begins to synchronize music with movement.	
	• Carry light objects, bags, or backpack for a short distance. • Repetitively practice new skills. • Engage in physical activities at least one hour a day, with sustained physical activity for at least 15 minutes at a time (swinging, playground equipment, running games). • Follow along with guided movement activities, such as music and movement or child yoga/Zumba. • Ride a trike by pedaling for extended periods of time and distance. • Run 50 to 75 yards without stopping. • Engage in physical activities for at least one hour throughout each day. • Complete extended activities such as short hikes or bike rides with supportive adults. • Initiate physical activities (movement games with other children, dancing to music). • Pump on a swing for several minutes. • Skip for 2 minutes. • Jump and hop with increasing persistence.	ATL.6.C Attends to entirety of a short, engaging lesson or teacher-led activity (10-15 minutes).	PD.1.A Begins to develop balance and coordination in gross motor movements, such as moving arms and legs together to climb, push, or pull. Jumps with two feet.	ATL.7.E Regulates impulses to complete tasks and engages in goal-directed behavior.	PD.1.C Begins to coordinate upper and lower body, such as when riding a scooter or pedaling a bicycle or tricycle. Kicks and throws forward toward another person or target.	PD.1.D Demonstrates coordinated gross motor movements in a variety of ways such as bounding a ball or sequencing movements.	PD.1.E Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target.	ATL.6.E Attends to activities or peer engagement for extended periods of time (30+ minutes).	ATL.3.D Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed.	C-ARTS.1.E Creates and leads dances or movement sequences and begins to synchronize music with movement.	
	• Carry light objects, bags, or backpack for a short distance. • Repetitively practice new skills. • Engage in physical activities at least one hour a day, with sustained physical activity for at least 15 minutes at a time (swinging, playground equipment, running games). • Follow along with guided movement activities, such as music and movement or child yoga/Zumba. • Ride a trike by pedaling for extended periods of time and distance. • Run 50 to 75 yards without stopping. • Engage in physical activities for at least one hour throughout each day. • Complete extended activities such as short hikes or bike rides with supportive adults. • Initiate physical activities (movement games with other children, dancing to music). • Pump on a swing for several minutes. • Skip for 2 minutes. • Jump and hop with increasing persistence.	ATL.6.C Attends to entirety of a short, engaging lesson or teacher-led activity (10-15 minutes).	PD.1.A Begins to develop balance and coordination in gross motor movements, such as moving arms and legs together to climb, push, or pull. Jumps with two feet.	ATL.7.E Regulates impulses to complete tasks and engages in goal-directed behavior.	PD.1.C Begins to coordinate upper and lower body, such as when riding a scooter or pedaling a bicycle or tricycle. Kicks and throws forward toward another person or target.	PD.1.D Demonstrates coordinated gross motor movements in a variety of ways such as bounding a ball or sequencing movements.	PD.1.E Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target.	ATL.6.E Attends to activities or peer engagement for extended periods of time (30+ minutes).	ATL.3.D Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed.	C-ARTS.1.E Creates and leads dances or movement sequences and begins to synchronize music with movement.	
Goal 4: Children demonstrate strength and coordination of fine motor skills											
	• Use various drawing and art materials (markers, pencils, crayons, small brushes, finger paint). • Copy shapes and geometric designs. • Open and closes blunt scissors with one hand. • Cut paper on a straight line and on a curve but without precision. • Manipulate small objects with ease (string beads, fit small objects into holes). • Fasten large buttons. • Use large zippers. • Increase strength in fingers with age, progressing to using a stapler or hole punch. • Fit complex puzzles together (single, cut-out figures to 10-15 piece jigsaw puzzles). • Write some recognizable letters or numbers. • Use fine motor muscles in a variety of activities (winking, snapping fingers, clucking tongue). • Remove and replaces easy-to-open container lids. • Fold paper and makes paper objects (airplanes, origami), with assistance. • Cut, draw, glue with materials provided. • Tie knots and shoe laces, with assistance. • Print some letters in own name. • Button large buttons on clothing. • Tear tape off a dispenser without letting the tape get stuck to itself, most of the time. • Put together and pulls apart manipulatives (Legos, beads for stringing and sewing, Lincoln Logs) appropriately. • Fit jigsaw puzzles with smaller pieces together.	PD.2.AA Uses two hands to hold containers. Stacks objects, such as blocks, with coordination.	PD.2.A Uses hands and fingers to complete a variety of tasks, such as opening drawers and cabinets.	PD.2.B Uses hands, wrists, and fingers to complete a variety of tasks such as pouring, scooping, opening lids to easy-to-open jars, and simple puzzles.	PD.2.C Begins to use refined hand movements such as using blunt scissors, buttoning large buttons, and connecting small toys, such as linking cubes or blocks.	PD.2.D Demonstrates controlled fine motor movements in a variety of ways such as cutting along lines with accuracy.	PD.2.E Uses precise hand movements to complete a variety of activities such as building using small blocks, stringing lacing beads, and cutting out simple shapes with accuracy.	LL-WR.3.B Writes at least one recognizable letter from their name. The letter may be backward, reversed, or poorly formed and recognized only in context.	PD.3.B With teacher modeling, draws circles, squares, and crosses.	PD.3.D Begins to use a tripod grasp when writing and copies complex designs.	PD.3.E Consistently uses a tripod grasp when writing and copies and creates complex designs.
	• Physically react appropriately to the environment (bend knees to soften a landing, move quickly to avoid obstacles). • Demonstrate concepts through movement (imitates an animal through movement, sounds, dress, dramatization, dance). • Practice sensory regulation by pushing objects, climbing short ladders, swinging on a swing, and sliding. • Move their body in response to sound, marching or dancing with rhythm. • Explore new foods through sight, smell and touch, eventually tasting. • Enjoy watching their own image in photo albums, videos and their motions in the mirror. • Match pairs of colors and patterns. • Match pairs of similar sounds. • Correctly identify high tones and low tones on a music instrument. • Identify a variety of smells. • Echo back a rhythm of hand clapping or drumming. • Be willing to touch the unknown in a "felly bag". • Match textures by feel such as plastic, fur, woods. • Experiment with music instruments. • Use materials to create mosaic patterns.	SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment.	SC-P.1.AA Uses senses to explore the colors and textures of materials and objects in the environment.	M-PFA.3.E Recognizes, describes, and copies patterns that include multiple attributes (e.g., red circle, yellow circle, red square, yellow square) or repeating elements (e.g., blue-red-blue, blue-red-blue).	SC-P.1.B Uses senses to observe and describe some physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.	SC-P.2.AA Identifies light and dark and explores shadows and reflections.	PD.5.AA Uses senses to experience a variety of food during mealtimes.	C-ARTS.3.AA Freely explores a variety of art materials and tools for sensory exploration.	C-ARTS.4.AA Listens to a variety of music.	C-ARTS.4.D Uses their voice or an instrument to express themselves and copy simple tempos.	PD.1.E Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target.
	• Use tissue to wipe own nose and throw tissue in wastebaskets. • Take care of own toileting needs. • Wash and dry hands before eating and after toileting, without assistance. • Cooperate and assist caregiver with tooth brushing. • Identify health products (shampoo, toothpaste, soap). • Choose to rest when he/she is tired. • Participate in helping younger siblings with personal care routines. • Get own snack out of the cabinet. • Begin to tie own shoes with assistance. Brush teeth and attempts flossing with supervision, and then allows assistance to complete process. • Wash face, without assistance. • Cover mouth and nose when coughing and sneezing with elbow or tissue. • Use fork, spoon, and (sometimes) a blunt table knife. • Pour milk or juice easily and with minimal help. • Dress and undress in easy pull-on clothes, without assistance. • Brush and comb hair, with assistance. • Help select clothes appropriate for the weather. • Cover mouth when coughing. • Recognize and communicate when experiencing symptoms of illness. • Feed self with fork and spoon, without assistance. • Clean up spills. • Get a drink of water without assistance. • Dress and undress with minimal help. • Choose own clothes to wear, when asked. • Put shoes on, without assistance. • Decide, with few prompts, when to carry out self-help tasks (washing hands when dirty and before meals).	PD.4.AA Begins to recognize and accept help in self-care and hygiene routines.	PD.4.A With teacher guidance, follows self-care and hygiene routines.	PD.4.B Demonstrates understanding of self-care and hygiene routines and begins to initiate.	PD.4.C Completes self-care and hygiene routines with minimal assistance.	PD.4.E Understands and describes the importance of self-care and hygiene routines.	IS.6.C Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers.	IS.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.	IS.6.E Seeks out opportunities to complete age-appropriate tasks independently.	PD.5.C Begins to understand how eating a variety of foods and proper hydration helps the body grow and be healthy.	
• Use tissue to wipe own nose and throw tissue in wastebaskets. • Take care of own toileting needs. • Wash and dry hands before eating and after toileting, without assistance. • Cooperate and assist caregiver with tooth brushing. • Identify health products (shampoo, toothpaste, soap). • Choose to rest when he/she is tired. • Participate in helping younger siblings with personal care routines. • Get own snack out of the cabinet. • Begin to tie own shoes with assistance. Brush teeth and attempts flossing with supervision, and then allows assistance to complete process. • Wash face, without assistance. • Cover mouth and nose when coughing and sneezing with elbow or tissue. • Use fork, spoon, and (sometimes) a blunt table knife. • Pour milk or juice easily and with minimal help. • Dress and undress in easy pull-on clothes, without assistance. • Brush and comb hair, with assistance. • Help select clothes appropriate for the weather. • Cover mouth when coughing. • Recognize and communicate when experiencing symptoms of illness. • Feed self with fork and spoon, without assistance. • Clean up spills. • Get a drink of water without assistance. • Dress and undress with minimal help. • Choose own clothes to wear, when asked. • Put shoes on, without assistance. • Decide, with few prompts, when to carry out self-help tasks (washing hands when dirty and before meals).	PD.4.AA Begins to recognize and accept help in self-care and hygiene routines.	PD.4.A With teacher guidance, follows self-care and hygiene routines.	PD.4.B Demonstrates understanding of self-care and hygiene routines and begins to initiate.	PD.4.C Completes self-care and hygiene routines with minimal assistance.	PD.4.E Understands and describes the importance of self-care and hygiene routines.	IS.6.C Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers.	IS.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.	IS.6.E Seeks out opportunities to complete age-appropriate tasks independently.	PD.5.C Begins to understand how eating a variety of foods and proper hydration helps the body grow and be healthy.		
Goal 5: Children use their senses of sight, hearing, smell, taste and touch to guide and integrate their learning and interactions (sensory motor skills)											
	• Use various drawing and art materials (markers, pencils, crayons, small brushes, finger paint). • Copy shapes and geometric designs. • Open and closes blunt scissors with one hand. • Cut paper on a straight line and on a curve but without precision. • Manipulate small objects with ease (string beads, fit small objects into holes). • Fasten large buttons. • Use large zippers. • Increase strength in fingers with age, progressing to using a stapler or hole punch. • Fit complex puzzles together (single, cut-out figures to 10-15 piece jigsaw puzzles). • Write some recognizable letters or numbers. • Use fine motor muscles in a variety of activities (winking, snapping fingers, clucking tongue). • Remove and replaces easy-to-open container lids. • Fold paper and makes paper objects (airplanes, origami), with assistance. • Cut, draw, glue with materials provided. • Tie knots and shoe laces, with assistance. • Print some letters in own name. • Button large buttons on clothing. • Tear tape off a dispenser without letting the tape get stuck to itself, most of the time. • Put together and pulls apart manipulatives (Legos, beads for stringing and sewing, Lincoln Logs) appropriately. • Fit jigsaw puzzles with smaller pieces together.	PD.2.AA Uses two hands to hold containers. Stacks objects, such as blocks, with coordination.	PD.2.A Uses hands and fingers to complete a variety of tasks, such as opening drawers and cabinets.	PD.2.B Uses hands, wrists, and fingers to complete a variety of tasks such as pouring, scooping, opening lids to easy-to-open jars, and simple puzzles.	PD.2.C Begins to use refined hand movements such as using blunt scissors, buttoning large buttons, and connecting small toys, such as linking cubes or blocks.	PD.2.D Demonstrates controlled fine motor movements in a variety of ways such as cutting along lines with accuracy.	PD.2.E Uses precise hand movements to complete a variety of activities such as building using small blocks, stringing lacing beads, and cutting out simple shapes with accuracy.	LL-WR.3.B Writes at least one recognizable letter from their name. The letter may be backward, reversed, or poorly formed and recognized only in context.	PD.3.B With teacher modeling, draws circles, squares, and crosses.	PD.3.D Begins to use a tripod grasp when writing and copies complex designs.	PD.3.E Consistently uses a tripod grasp when writing and copies and creates complex designs.
	• Physically react appropriately to the environment (bend knees to soften a landing, move quickly to avoid obstacles). • Demonstrate concepts through movement (imitates an animal through movement, sounds, dress, dramatization, dance). • Practice sensory regulation by pushing objects, climbing short ladders, swinging on a swing, and sliding. • Move their body in response to sound, marching or dancing with rhythm. • Explore new foods through sight, smell and touch, eventually tasting. • Enjoy watching their own image in photo albums, videos and their motions in the mirror. • Match pairs of colors and patterns. • Match pairs of similar sounds. • Correctly identify high tones and low tones on a music instrument. • Identify a variety of smells. • Echo back a rhythm of hand clapping or drumming. • Be willing to touch the unknown in a "felly bag". • Match textures by feel such as plastic, fur, woods. • Experiment with music instruments. • Use materials to create mosaic patterns.	SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment.	SC-P.1.AA Uses senses to explore the colors and textures of materials and objects in the environment.	M-PFA.3.E Recognizes, describes, and copies patterns that include multiple attributes (e.g., red circle, yellow circle, red square, yellow square) or repeating elements (e.g., blue-red-blue, blue-red-blue).	SC-P.1.B Uses senses to observe and describe some physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.	SC-P.2.AA Identifies light and dark and explores shadows and reflections.	PD.5.AA Uses senses to experience a variety of food during mealtimes.	C-ARTS.3.AA Freely explores a variety of art materials and tools for sensory exploration.	C-ARTS.4.AA Listens to a variety of music.	C-ARTS.4.D Uses their voice or an instrument to express themselves and copy simple tempos.	PD.1.E Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target.
	• Use tissue to wipe own nose and throw tissue in wastebaskets. • Take care of own toileting needs. • Wash and dry hands before eating and after toileting, without assistance. • Cooperate and assist caregiver with tooth brushing. • Identify health products (shampoo, toothpaste, soap). • Choose to rest when he/she is tired. • Participate in helping younger siblings with personal care routines. • Get own snack out of the cabinet. • Begin to tie own shoes with assistance. Brush teeth and attempts flossing with supervision, and then allows assistance to complete process. • Wash face, without assistance. • Cover mouth and nose when coughing and sneezing with elbow or tissue. • Use fork, spoon, and (sometimes) a blunt table knife. • Pour milk or juice easily and with minimal help. • Dress and undress in easy pull-on clothes, without assistance. • Brush and comb hair, with assistance. • Help select clothes appropriate for the weather. • Cover mouth when coughing. • Recognize and communicate when experiencing symptoms of illness. • Feed self with fork and spoon, without assistance. • Clean up spills. • Get a drink of water without assistance. • Dress and undress with minimal help. • Choose own clothes to wear, when asked. • Put shoes on, without assistance. • Decide, with few prompts, when to carry out self-help tasks (washing hands when dirty and before meals).	PD.4.AA Begins to recognize and accept help in self-care and hygiene routines.	PD.4.A With teacher guidance, follows self-care and hygiene routines.	PD.4.B Demonstrates understanding of self-care and hygiene routines and begins to initiate.	PD.4.C Completes self-care and hygiene routines with minimal assistance.	PD.4.E Understands and describes the importance of self-care and hygiene routines.	IS.6.C Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers.	IS.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.	IS.6.E Seeks out opportunities to complete age-appropriate tasks independently.	PD.5.C Begins to understand how eating a variety of foods and proper hydration helps the body grow and be healthy.	
• Use tissue to wipe own nose and throw tissue in wastebaskets. • Take care of own toileting needs. • Wash and dry hands before eating and after toileting, without assistance. • Cooperate and assist caregiver with tooth brushing. • Identify health products (shampoo, toothpaste, soap). • Choose to rest when he/she is tired. • Participate in helping younger siblings with personal care routines. • Get own snack out of the cabinet. • Begin to tie own shoes with assistance. Brush teeth and attempts flossing with supervision, and then allows assistance to complete process. • Wash face, without assistance. • Cover mouth and nose when coughing and sneezing with elbow or tissue. • Use fork, spoon, and (sometimes) a blunt table knife. • Pour milk or juice easily and with minimal help. • Dress and undress in easy pull-on clothes, without assistance. • Brush and comb hair, with assistance. • Help select clothes appropriate for the weather. • Cover mouth when coughing. • Recognize and communicate when experiencing symptoms of illness. • Feed self with fork and spoon, without assistance. • Clean up spills. • Get a drink of water without assistance. • Dress and undress with minimal help. • Choose											

Alaska Early Learning Guidelines and Every Child Ready Standards Alignment

Alaska Early Learning Guidelines (2020) and Every Child Ready Standards											
Alaska Early Learning Guidelines (2020)		Every Child Ready Standards									
Domain 1: Physical wellbeing, health, and motor development											
Goal	Preschoolers May	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	Alignment 8	Alignment 9	Alignment 10
Goal 8: Children are kept safe, and learn safety rules	- Tell peers and adults when they see dangerous behaviors (throwing rocks on the playground). - Use and ask to use helmets when riding on movable toys. - Carry scissors and pencils with points down to avoid accidents. - Begin to look both ways before crossing street or road, and know to cross with adult assistance. - Recognize danger and poison symbols and avoid those objects or areas. - Know to not touch or take medicine without adult assistance, but knows that medicine can improve health when used properly. - Understand the difference between "safe touch" and "unsafe touch". - Follow emergency drill instruction (fire, earthquake, tsunami). - Begin to try to help getting buckled into car seat. - Know not to accept rides, food, or money from strangers. - Know to not talk with strangers unless trusted adult is present and gives permission. - Understand that some practices may be personally dangerous (smoking, drinking alcohol, playing with matches, contact with germs and blood). - Identify local hazards (thin ice, wildlife, dogs, moving water, guns). - Identify adults who can assist in dangerous situations (parent, teacher, police officer). - Consistently follow safety rules. - Understand why emergency drills are important. - Explain how to get help in emergency situations (calling 911, finding a police officer or responsible adult, local emergency response). - Demonstrate safety rules as ehhages in dramatic play ("Tell your doll to keep his/her fingers away from the hot stove").	PD.6.AA Begins to recognize and accept help when following safety procedures.	PD.6.A With teacher guidance, follows safety procedures.	PD.6.B Demonstrates understanding of safety procedures and begins to initiate.	PD.6.C Independently follows safety procedures.	PD.6.D Understands and describes the importance of safety procedures.	PD.6.E Understands and describes how to get help when there are unsafe objects, substances, or behaviors.	LL-BK.3.AA Identifies familiar images or logos in environmental print.	SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community.	LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.	IS.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.

Alaska Early Learning Guidelines and Every Child Ready Standards Alignment

Alaska Early Learning Guidelines (2020) and Every Child Ready Standards												
Alaska Early Learning Guidelines (2020) Domain 2: Social and emotional development			Every Child Ready Standards									
Goal	Preschoolers May	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	Alignment 8	Alignment 9	Alignment 10	
Goal 9: Children develop positive relationships with adults	• Separate from primary caregiver with help from familiar adult (consistent adult is at the door with a smile and a high five). • Express affection for significant adult ("I love you"). • Use familiar adults when engaging new adults (Stays close to mom and makes minimal eye contact with new adult). • Follow directions and rules with minimal support (puts on coat and boots, settles in car seat). • Ask questions of adults to obtain information ("Why are we doing this?"). • Follow directions in different environments with minimal support ("Remember we use our whisper voices in the library"). • Separate willingly from adults to play with other children. • Make and maintains a positive relationship with at least one child (develops friendships). • Initiate or enters play, with more than one child, shows flexibility in roles (cooperative play). • Participate in simple sequences of pretend play ("It's time to feed the baby, I will get the bottle, you change her diaper"). • Attempt to solve social problems, with assistance (asks for a timer, offers to trade, says "When I'm done YOU CAN have it"). • Use mostly words and some gestures to communicate ("Do you want to play with me?"). • Interact with other children positively ("I want to be the dad, who do you want to be?"). • Share materials and toys, with assistance ("That is mine." Adult: "You left it here and Carmen saw it."). Helps other children and follows suggestions given by another child ("I'll help you clean up." "Ok, you do the blocks"). • Have positive relationships in different settings (child has friends at school and church). • Maintain positive relationships with multiple children. • Show understanding of another child's feelings and attempts to comfort them (child falls and is crying, another child goes to see if they are ok). • Attempt to solve problems, seeks adult assistance ("Can we take turns?"). • Share materials and toys with other children. • Initiate more complex cooperative play, with three or more children, for extended periods of time. • Play games with rules, with assistance (adult teaches a simple board game and then children play). • Play different roles and makes plans with children (leader, follower, dad, baby). • Complete projects with other children (children make a fort with sheets. The fort changes often). • Use multiple strategies to solve problems (attempts to communicate and then seeks assistance). • Demonstrate understanding of others' intentions or motives ("You wanted my toy because yours broke."). • Show empathy for physically hurt or emotionally upset child. • Describe other children's positive, thoughtful, kind behaviors. • Demonstrate understanding of the consequences of own actions on others. ("I gave him the block and he is playing with it now.") • Ask "why" questions about behavior he/she sees. • Take turns and share with peers, with assistance. Practice empathetic, caring behavior so others respond positively. • Describe how own actions make others feel and behave. • Explain his/her response to others' actions and feelings ("I gave him a hug because he was sad."). • Cooperate with peers to complete a project with little conflict. • Guess how own and others' behavior will influence responses.	IS.6.B Requests or accepts (verbally or nonverbally) adult support with many tasks.	IS.6.C Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers.	IS.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.	LL-LC.4.A Initiates a brief verbal or nonverbal social interaction with adults or peers engaging in a one-way interaction.	LL-LC.4.B Initiates or joins conversations and engages in conversational turn-taking with at least one feedback loop using both verbal and nonverbal communication.	LL-LC.2.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.	ATL.3.C Asks questions and seeks clarity after attempting a challenging task.	ATL.7.B Independently follows two- to three-step verbal adult directions.	ATL.7.C Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn).	IS.2.B Accepts offers of adult assistance to engage in coregulation.	
Goal 10: Children develop positive relationships with other children	• Share materials and toys with other children. • Initiate more complex cooperative play, with three or more children, for extended periods of time. • Play games with rules, with assistance (adult teaches a simple board game and then children play). • Play different roles and makes plans with children (leader, follower, dad, baby). • Complete projects with other children (children make a fort with sheets. The fort changes often). • Use multiple strategies to solve problems (attempts to communicate and then seeks assistance). • Demonstrate understanding of others' intentions or motives ("You wanted my toy because yours broke."). • Show empathy for physically hurt or emotionally upset child. • Describe other children's positive, thoughtful, kind behaviors. • Demonstrate understanding of the consequences of own actions on others. ("I gave him the block and he is playing with it now.") • Ask "why" questions about behavior he/she sees. • Take turns and share with peers, with assistance. Practice empathetic, caring behavior so others respond positively. • Describe how own actions make others feel and behave. • Explain his/her response to others' actions and feelings ("I gave him a hug because he was sad."). • Cooperate with peers to complete a project with little conflict. • Guess how own and others' behavior will influence responses.	IS.5.B With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	IS.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	IS.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.	IS.4.E With minimal teacher prompts, demonstrates empathy by providing support for others through assistance or advocacy.	ATL.2.C Makes cooperative decisions with peers based on adult provided choices (associative play).	ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play).	ATL.2.E Establishes rules with peers during play or structured activities (cooperative play).	IS.7.D With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise).	C-ARTS.2.C Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.	C-ARTS.2.E Continues an originally created scenario over the course of several play periods. Collaborates with others to carry out dramatic play and assumed roles.	
Goal 11: Children demonstrate awareness of behavior and its effects	• Share materials and toys with other children. • Initiate more complex cooperative play, with three or more children, for extended periods of time. • Play games with rules, with assistance (adult teaches a simple board game and then children play). • Play different roles and makes plans with children (leader, follower, dad, baby). • Complete projects with other children (children make a fort with sheets. The fort changes often). • Use multiple strategies to solve problems (attempts to communicate and then seeks assistance). • Demonstrate understanding of others' intentions or motives ("You wanted my toy because yours broke."). • Show empathy for physically hurt or emotionally upset child. • Describe other children's positive, thoughtful, kind behaviors. • Demonstrate understanding of the consequences of own actions on others. ("I gave him the block and he is playing with it now.") • Ask "why" questions about behavior he/she sees. • Take turns and share with peers, with assistance. Practice empathetic, caring behavior so others respond positively. • Describe how own actions make others feel and behave. • Explain his/her response to others' actions and feelings ("I gave him a hug because he was sad."). • Cooperate with peers to complete a project with little conflict. • Guess how own and others' behavior will influence responses.	IS.4.A With adult modeling and one-on-one support, verbally or nonverbally names observable emotions and experiences of others.	IS.4.B With adult prompts, compares their own characteristics and emotions to those of others.	IS.4.C With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations.	IS.4.D With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others.	IS.4.E With minimal teacher prompts, demonstrates empathy by providing support for others through assistance or advocacy.	IS.5.E Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.	LL-LC.2.D Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic.	SC-SP.1.B Observes and describes cause and effect.	ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play).	IS.7.D With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise).	
Goal 12: Children participate positively in group activities	• Seek out other children to play with. • Notice and comment on who is absent from group settings. • Identify self as a member of a group (family, culture, school). • Use play to explore, practice and understand social roles. • Join a group of other children playing, with adult encouragement.	SOC.2.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.	IS.5.A Engages with peers with teacher modeling and participates in organized group activities.	IS.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	ATL.2.B Plays, works on tasks, or participates in activities with peers with adult prompting (associative play).	ATL.2.C Makes cooperative decisions with peers based on adult provided choices (associative play).	IS.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.	IS.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence.	ATL.9.AA Recalls simple information from familiar environments (e.g., knows where some classroom materials are kept, or remembers names of classmates).	C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.	C-ARTS.2.C Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.	
Goal 13: Children adapt to diverse settings	• Explore objects and materials and interact with others in a variety of group settings. • Make smooth transitions from one activity/ setting to the next during the day, with guidance. • Adjust behavior to different settings. Express anticipation of special events in different settings. • Adjust to a variety of settings throughout the day. • Anticipate diverse settings and what will be needed in them, with assistance ("We are going to the library, so I will need the books"). • Notice and show concern for another child's feelings. • Adopt a variety of roles and feelings during pretend play. • Care for and doesn't destroy plants, flowers and other living things with guidance. • Act kindly and gently with safe, child-friendly animals. Describe how another child feels ("I think her feelings are hurt because I was picked to help rake leaves."). • Comfort family members or friends who are not feeling well or are upset. • Express excitement about special events and accomplishments of others. • Be able to adjust plans in response to injured peer or animal ("I know we can't go to the gym today because David hurt his leg").	ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work.	IS.5.A Engages with peers with teacher modeling and participates in organized group activities.	ATL.2.B Plays, works on tasks, or participates in activities with peers with adult prompting (associative play).	M-M.2.AA Demonstrates understanding of familiar daily routines.	ATL.5.C Adjusts to changes in the environment or schedule with adult guidance and advance warning.	ATL.7.B Independently follows two- to three-step verbal adult directions.	ATL.7.C Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn).	ATL.9.B Identifies and anticipates materials and expectations needed for everyday and routine activities.	IS.6.C Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers.		
Goal 14: Children demonstrate empathy for others	• Notice and show concern for another child's feelings. • Adopt a variety of roles and feelings during pretend play. • Care for and doesn't destroy plants, flowers and other living things with guidance. • Act kindly and gently with safe, child-friendly animals. Describe how another child feels ("I think her feelings are hurt because I was picked to help rake leaves."). • Comfort family members or friends who are not feeling well or are upset. • Express excitement about special events and accomplishments of others. • Be able to adjust plans in response to injured peer or animal ("I know we can't go to the gym today because David hurt his leg").	IS.4.A With adult modeling and one-on-one support, verbally or nonverbally names observable emotions and experiences of others.	IS.4.C With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations.	IS.4.D With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions or others.	IS.4.E With minimal teacher prompts, demonstrates empathy by providing support for others through assistance or advocacy.	IS.5.E Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.	SC-LES.4.E Describes and discusses the relationship between humans and animals.	SC-LES.5.E Describes and discusses ways that plants impact living things and the environment and how humans can impact plants.	C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.	C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.	ATL.5.D With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error).	
Goal 15: Children recognize, appreciate, and respect similarities and differences in people	• Identify gender and other basic similarities and differences between self and others. • Compare similarities or differences of others (hair color, skin color). • Develop awareness, knowledge and appreciation of own gender and cultural identity. • Begin to include other children in her/his activities who are of a different gender, ethnic background, who speak other languages, or have special needs. • Ask questions about others' families, language, ethnicity, cultural heritage, physical characteristics. Shows concern about fairness within peer group. • Recognize others' abilities in certain areas (Maria is a fast runner). • Name and accept differences and similarities in preferences (food likes/dislikes and favorite play). • Notice that children might use different words for the same object. • Explore a situation from another's perspective.	IS.4.AA With adult modeling and one-on-one support, verbally or nonverbally names observable characteristics of others.	IS.4.B With adult prompts, compares their own characteristics and emotions to those of others.	IS.4.C With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations.	SOC.1.D Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations.	IS.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence.	IS.3.D Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.	IS.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	SOC.1.E Explains why it's important to recognize and celebrate differences in families, such as their languages, music, food, or celebrations.	LL-LC.2.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.	SOC.2.D Recognizes that people have different thoughts and opinions within a community.	

Alaska Early Learning Guidelines and Every Child Ready Standards Alignment

Alaska Early Learning Guidelines (2020) and Every Child Ready Standards												
Alaska Early Learning Guidelines (2020) Domain 2: Social and emotional development			Every Child Ready Standards									
Goal	Preschoolers May	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	Alignment 8	Alignment 9	Alignment 10	
Goal 16: Children show awareness of their unique self	- Describe self as a person with a mind, a body, and feelings. - Refer to self by first and last name and use appropriate pronouns (I, me) rather than referring to self in third person. - Choose individual activities (doing puzzles, painting). - Participate in pretend play, assuming different roles. - Describe family members and begin to understand their relationship to one another. - Show awareness of own thoughts, feelings, and preferences. - Describe own basic physical characteristics. - Try to get his/her way and express clear preferences. - Test abilities through trial and error. - Test limits set by caregiver. - Develop awareness, knowledge, and appreciation of own gender and cultural identity. - Identify feelings, likes and dislikes, and begin to be able to explain why he/she has them. - Share information about self with others. - Know some important personal information (family's name, street name). - Play alone and with others, and enjoy him or herself. - Accept responsibilities and follow through on (helps with chores). - Request quiet time and space. - Describe self, using several physical and behavioral characteristics ("I am tall and I can reach up high.") - Describe own skills and abilities in certain areas ("I like to paint.") - Suggest games and activities that demonstrate own preferences and abilities (sets up a game of catch). - Notice different preferences between self and others ("I like to play with dolls and she likes to play with toy animals.")	LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.	IS.3.A With adult support, verbally or nonverbally identifies something about themselves.	IS.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.	IS.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence.	IS.3.D Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.	IS.3.E Demonstrates strong self-confidence through words or actions including sharing pride and celebrating others in relation to self, family, community, or culture.	ATL.8.AA Self-selects toy, activity, or center to engage in when provided with choices.	ATL.1.D Carries out familiar roles during individual or collaborative role-play.	LL-LC.2.AA Verbally labels familiar objects, body parts, people, or emotions using one-word responses.	IS.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.	
Goal 17: Children demonstrate belief in their abilities to control motivation, behavior and social environment	- Express delight with mastery of a skill ("I did it myself.") - Ask others to view own creations ("Look at my picture.") - Demonstrate confidence in own abilities ("I can climb to the top of the big slide!") - Express own ideas and opinions. - Enjoy process of creating. - Take on new tasks and improve skills with practice (catching a ball) - Express delight over a successful project and want others to like it too. - Start a task and work on it until finished. - Participate easily in routine activities (meal time, snack time, bedtime). - Follow simple rules without reminders (handles toys with care). - Demonstrate increasing ability to use materials purposefully, safely, and respectfully. - Adapt to changes in daily schedule. - Predict what comes next in the day, when there is an established and consistent schedule. - Manage transitions and adapt to changes in schedules and routines with adult support. - Engage in and complete simple routines without assistance (puts coat on to go outside to play). - Follow rules in different settings (lower voice when enters library). - Explain simple family or classroom rules to others. - Manage transitions and adapt to changes in schedules and routines independently. - Express strong emotions constructively, at times with assistance. - Recognize own feelings and desire to control self, with assistance. - Calm self after having strong emotions, with guidance (go to quiet area or request favorite book to be read when upset). - Wait for turn and sometimes show patience during group activities. - Stick with difficult tasks without becoming overly frustrated. - Express self in safe and appropriate ways (express anger or sadness without fights). - Show ability to control destructive impulses, with guidance. - Seek peaceful resolution to conflict. - Stop and listen to instructions before jumping into activity, with guidance.	IS.3.D Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.	IS.3.E Demonstrates strong self-confidence through words or actions including sharing pride and celebrating others in relation to self, family, community, or culture.	ATL.4.AA Verbally or nonverbally shares activities they are engaging in with a trusted adult.	ATL.4.B Verbally or nonverbally demonstrates an understanding of accomplishing a task. May verbally explain work product.	ATL.4.D Assesses or reflects upon activity or task outcome or product.	ATL.4.E Assesses tasks and makes adjustments to strategies for updates or revisions.	ATL.7.E Regulates impulses to complete tasks and engages in goal-directed behavior.	C-ARTS.5.AA Shows enthusiasm and curiosity about different types of creative arts.	C-ARTS.5.B Discusses their own artistic creations and chooses artwork for display or performance.	ATL.3.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance.	
Goal 18: Children understand and follow rules and routines	- Participate easily in routine activities (meal time, snack time, bedtime). - Follow simple rules without reminders (handles toys with care). - Demonstrate increasing ability to use materials purposefully, safely, and respectfully. - Adapt to changes in daily schedule. - Predict what comes next in the day, when there is an established and consistent schedule. - Manage transitions and adapt to changes in schedules and routines with adult support. - Engage in and complete simple routines without assistance (puts coat on to go outside to play). - Follow rules in different settings (lower voice when enters library). - Explain simple family or classroom rules to others. - Manage transitions and adapt to changes in schedules and routines independently. - Express strong emotions constructively, at times with assistance. - Recognize own feelings and desire to control self, with assistance. - Calm self after having strong emotions, with guidance (go to quiet area or request favorite book to be read when upset). - Wait for turn and sometimes show patience during group activities. - Stick with difficult tasks without becoming overly frustrated. - Express self in safe and appropriate ways (express anger or sadness without fights). - Show ability to control destructive impulses, with guidance. - Seek peaceful resolution to conflict. - Stop and listen to instructions before jumping into activity, with guidance.	M-M.2.AA Demonstrates understanding of familiar daily routines.	M-M.2.A Sequences up to two to four steps in a familiar daily routine.	M-M.2.B Demonstrates the understanding of daily routines (order and general length of components).	ATL.5.B Shifts between tasks or activities, including ending preferred activities, with adult support.	ATL.5.C Adjusts to changes in the environment or schedule with adult guidance and advance warning.	ATL.5.E Adapts to new rules or circumstances in an age-appropriate game or activity.	ATL.7.B Independently follows two- to three-step verbal adult directions.	ATL.7.C Starts or stops a task based on given directions or previously established rules (e.g. raises hand and waits for a turn).	ATL.9.B Identifies and anticipates materials and expectations needed for everyday and routine activities.	PD.6.C Independently follows safety procedures.	
Goal 19: Children regulate their feelings and impulses	- Express strong emotions constructively, at times with assistance. - Recognize own feelings and desire to control self, with assistance. - Calm self after having strong emotions, with guidance (go to quiet area or request favorite book to be read when upset). - Wait for turn and sometimes show patience during group activities. - Stick with difficult tasks without becoming overly frustrated. - Express self in safe and appropriate ways (express anger or sadness without fights). - Show ability to control destructive impulses, with guidance. - Seek peaceful resolution to conflict. - Stop and listen to instructions before jumping into activity, with guidance.	IS.1.A Verbally or nonverbally expresses basic emotions, such as happy, excited, angry, scared, frustrated, and sad, while an adult adds emotion labels to that expression.	IS.1.C With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations.	IS.2.AA Coregulates emotion with one-on-one adult support and may take an extended period of time (10-15 minutes) to respond.	IS.2.B Accepts offers of adult assistance to engage in coregulation.	IS.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult.	IS.2.D Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance.	ATL.3.D Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed.	ATL.7.C Starts or stops a task based on given directions or previously established rules (e.g. raises hand and waits for a turn).	ATL.7.E Regulates impulses to complete tasks and engages in goal-directed behavior.	IS.7.C When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise).	
Goal 20: Children express appropriately a range of emotions	- Name and talk about own emotions. - Use pretend play to understand and respond to emotions. - Associate emotions with words and facial expressions. - Express a broad range of emotions across settings, during play and interactions with peers and adults. - Share own excitement with peers, caregivers, and adults. - Acknowledge sadness about loss (change in caregiver, divorce, or death). - Not inhibit emotional expression (cry when feeling sad, name some levels of emotion such as frustrated or angry).	IS.1.AA Verbally or nonverbally expresses basic emotions, such as happy, angry, and sad, while an adult adds emotion labels to that expression.	IS.1.A Verbally or nonverbally expresses basic emotions, such as happy, excited, angry, scared, frustrated, and sad, while an adult adds emotion labels to that expression.	IS.1.B With adult modeling and visual supports, verbally or nonverbally identifies and labels emotions and begins to connect those emotions with situations.	IS.1.C With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations.	IS.1.D Independently verbally or nonverbally names and describes their own emotions.	IS.2.D Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance.	LL-LC.2.AA Verbally labels familiar objects, body parts, people, or emotions using one-word responses.	IS.1.E Identifies that they can have different emotions about the same situation.	IS.4.D With adult prompts, demonstrates empathy by verbally or nonverbally reading or responding to the emotions of others.	C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.	
Goal 21: Children demonstrate awareness of family characteristics and functions	- Recognize extended family members (cousins, aunts, uncles). - Talk about how other children have different family compositions. - Quickly adjust to a new rule (lining up inside the building rather than outside when the weather gets colder or it rains).	SOC.1.AA Identifies and recognizes self and family members.	SOC.1.A Understands family relationships in relation to self.	SOC.1.B Discusses the activities or celebrations that their family does together.	SOC.1.C Discusses the importance of their own family and the roles and responsibilities of various individuals in the family.	IS.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.	SOC.1.D Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations.	ATL.5.C Adjusts to changes in the environment or schedule with adult guidance and advance warning.	SOC-LES.2.D Discusses the effects of changes in weather, such as growing different crops or wearing different clothing.			
Goal 22: Children demonstrate awareness of their community, human interdependence, and social roles	- Recognize others' capabilities in specific area ("That woman is good at fixing cars.") - Identify some types of jobs and some of the tools used to perform those jobs. - Understand personal responsibility as a member of a group ("If you put away the toys, then I'll clean up the art table.")	SOC.2.AA Shows interest in a variety of familiar community members.	SOC.2.A Verbally or nonverbally identifies a variety of community members within their community, such as in their neighborhood and school.	SOC.2.B Recognizes their role within the classroom, neighborhood, and community, such as by voting in the classroom or being a member of the soccer team.	SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community.	SOC.3.B Shows an understanding of and identifies goods, such as items purchased from a store, and services, such as a haircut from a stylist.	IS.4.AA With adult modeling and one-on-one support, verbally or nonverbally names observable characteristics of others.	IS.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.	LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions.	ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work.	SOC.2.E Shares how their thoughts, opinions, choices, and actions can impact their community.	
Goal 23: Children demonstrate civic responsibility	- Show awareness of group rules (wait before painting because the easels are full). - Help to make rules for free choice play ("Only four people at the sand table.") - Follow rules while playing games and reminds others of the rules. - Respond to another child's needs by sometimes giving and sharing. - Notice if another child is missing an essential article needed to participate in the group (other child does not have crayons to draw with). - Invite other children to join groups or other activities. - With adult support, avoid initiating the negative behavior of another child. With adult reminders, waits to communicate information in a group. - Exhibit positive citizenship behaviors by sharing, taking turns, following rules, and taking responsibility for classroom jobs.	ATL.7.C Starts or stops a task based on given directions or previously established rules (e.g. raises hand and waits for a turn).	ATL.2.E Establishes rules with peers during play or structured activities (cooperative play).	ATL.5.E Adapts to new rules or circumstances in an age-appropriate game or activity.	SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community.	SOC.3.B Shows an understanding of and identifies goods, such as items purchased from a store, and services, such as a haircut from a stylist.	IS.4.AA With adult modeling and one-on-one support, verbally or nonverbally names observable characteristics of others.	IS.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.	IS.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.	IS.7.C When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise).	SOC.2.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.	SOC.2.E Shares how their thoughts, opinions, choices, and actions can impact their community.
Goal 24: Children demonstrate awareness and appreciation of their own and others cultures	- Follow rules and understand that there may be different rules for different places. - Share information about their family and community. - Identify themselves as members of a family or classroom. - Create art that contains realistic elements (pointing to one of their drawings and saying "This is my house.") - Engage in pretend play and act out different settings or events that happen at home (being a doll's "Daddy" or using a spoon to feed a doll). - Demonstrate an understanding of the rights and responsibilities in a group (following simple classroom rules, participating in classroom clean-up). - Demonstrate an awareness of and appreciation for personal characteristics ("That man is nice.", "She has red hair.")	ATL.7.C Starts or stops a task based on given directions or previously established rules (e.g. raises hand and waits for a turn).	ATL.5.E Adapts to new rules or circumstances in an age-appropriate game or activity.	SOC.1.D Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations.	SOC.1.AA Identifies and recognizes self and family members.	SOC.2.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.	SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community.	IS.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.	C-ARTS.3.B Creates drawings, paintings, and models with an increasing level of detail.	C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.	IS.4.AA With adult modeling and one-on-one support, verbally or nonverbally names observable characteristics of others.	

Alaska Early Learning Guidelines and Every Child Ready Standards Alignment

Alaska Early Learning Guidelines (2020) and Every Child Ready Standards Alignment											
Alaska Early Learning Guidelines (2020) Domain 3: Approaches to learning		Every Child Ready Standards									
Goal	Preschoolers May	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	Alignment 8	Alignment 9	Alignment 10
Goal 25: Children show curiosity and interest in learning	- Ask others for information ("What is that?" "Why is the moon round?"). - Use "Why" to get additional information. - Develop personal interests (trains, farm animals). - Ask a peer to join in play. - Join a play activity already in progress. - Select new activities during play time (select characters for dress-up). - Find and use materials to follow through on an idea (blocks for building a tower, blank paper and crayons for drawing about a story or experience). - Engage in discussions about new events and occurrences ("Why did this happen?") - Ask questions about changes in his/her world. - Look for new information and want to know more about personal interests. - Develop increasing complexity and persistence in using familiar materials. - Form a plan for an activity and act on it. - Tell the difference between appropriate and inappropriate (or dangerous) risk-taking.	ATL.3.AA Exhibits curiosity and interest in activities and materials. Repeats preferred activities.	LL-LC.2.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.	ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work.	ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own.	IS.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	ATL.8.AA Self-selects toy, activity, or Center to engage in when provided with choices.	ATL.8.C With adult support, creates a goal for an activity and follows a simple plan.	ATL.8.D Creates and follows through with simple plans independently.	ATL.9.B Identifies and anticipates materials and expectations needed for everyday and routine activities.	PD.6.D Understands and describes the importance of safety procedures.
Goal 26: Children persist when facing challenges	- Focuses on tasks of interest to him/her. - Remains engaged in an activity for at least 5 to 10 minutes at a time. - Completes favorite tasks over and over again. - Persists in trying to complete a task after previous attempts have failed (finish a puzzle, build a tower). - Uses at least two different strategies to solve a problem. - Participates in meal time with few distractions. - Works on a task over a period of time, leaving and returning to it (block structure). - Shifts attention back to activity at hand after being distracted. - Focuses on projects despite distractions. - Accepts reasonable challenges and continues through frustration. - Cooperates with a peer or adult on a task.	ATL.6.A Sustains interest in a preferred task for a brief amount of time (5–10 minutes).	ATL.6.B Sustains attention in an assigned task for a brief amount of time (5–10 minutes).	ATL.6.C Attends to entirety of a short, engaging lesson or teacher-led activity (10–15 minutes).	ATL.6.D Refocuses attention to independent or group activity after minor distraction.	ATL.6.E Attends to activities or peer engagement for extended periods of time (30+ minutes).	ATL.5.D With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error).	ATL.3.D Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed.	ATL.7.D Independently completes simple assignment or task despite normal classroom environment distractions.	IS.7.D With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise).	ATL.7.E Regulates impulses to complete tasks and engages in goal-directed behavior.
Goal 27: Children demonstrate initiative	- Ask a peer to join in play. - Join a play activity already in progress, with assistance. - Select new activities during play time (select characters for dress-up). - Offer to help with chores (sweeping sand from the floor, helping to clean up spilled juice). - Find and use materials to follow through on an idea (blocks for building a tower, blank paper and crayons for drawing about a story or experience). - Make decisions about what activity or materials to work with from selection offered.	IS.5.E Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.	IS.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	ATL.9.B Identifies and anticipates materials and expectations needed for everyday and routine activities.	ATL.2.C Makes cooperative decisions with peers based on adult provided choices (associative play).	ATL.8.AA Self-selects toy, activity, or Center to engage in when provided with choices.	ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own.	ATL.8.C With adult support, creates a goal for an activity and follows a simple plan.	ATL.8.D Creates and follows through with simple plans independently.	IS.6.E Seeks out opportunities to complete age-appropriate tasks independently.	IS.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.
Goal 28: Children approach daily activities with creativity and imagination	- Invent new activities or games. - Use imagination to create a variety of ideas. - Create acceptable rules for group activities. - Make up words, songs, or stories. - Express ideas through art construction, movement, or music. - Engage in extensive pretend play that includes role play (play "house" or "explorers"). - Investigate and experiment with materials. - Represent reality in a variety of ways (pretend play, drawing). - Invent projects and work on them. - Engage in role play.	ATL.1.C Engages in individual verbal or nonverbal imaginative play or role-play.	ATL.1.E Coordinates roles and carries out more complex stories during role-play.	C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.	C-ARTS.2.C Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.	C-ARTS.3.A Expresses self using a variety of art materials and tools.	C-ARTS.1.C Creates short dances or movement sequences.	C-ARTS.4.E Creates and performs original music or songs for others.	ATL.2.E Establishes rules with peers during play or structured activities (cooperative play).	SC-SP.2.A Participates in simple explorations and experiments based on a teacher-led inquiry and prior knowledge.	ATL.8.D Creates and follows through with simple plans independently.
Goal 29: Children learn through play and explorations	- Tell others about events that happened in the past. - Represent things in environment with available materials, moving from simple to complex representations (recreate pictures of a house, bridge, road with blocks). - Think out loud and talk through a situation. - Work out problems mentally rather than through trial and error. - Use a variety of methods to express thoughts and ideas (discussion, art activities). - Demonstrate long-term memory of meaningful events and interesting ideas. - Describe or act out a memory of a situation or action. - Seek information for further understanding. - Use multiple sources of information to complete projects and acquire new information, with assistance. - Plan activities and set goals based on past experience. - Demonstrate beginning understanding of what others are thinking, their intentions, or motivations.	ATL.9.A Recalls one to two pieces of new and relevant information about their lived experiences (e.g., shares two things they did that day, recalls two toys that were in Dramatic Play).	ATL.9.C Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and want to return to it, or that they fell on the slide yesterday, so exercises caution today).	ATL.9.D With adult support, applies explicitly taught and practiced higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization).	SOC.5.A Begins to demonstrate an understanding of past and present experiences through concrete materials and visual supports.	LL-NC.4.D Constructs a personal narrative with three or more events in a coherent sequence.	C-ARTS.3.B Creates drawings, paintings, and models with an increasing level of detail.	LL-LC.2.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.	LL-NC.5.E Uses features of informational text such as charts, diagrams, graphs, or maps as a source of information.	IS.4.C With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations.	ATL.8.E Plans simple steps for future activity goal.

Alaska Early Learning Guidelines and Every Child Ready Standards Alignment

Alaska Early Learning Guidelines (2020) and Every Child Ready Standards												
Alaska Early Learning Guidelines (2020)			Every Child Ready Standards									
Domain 4: Cognition and general knowledge												
Goal	Preschoolers May		Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	Alignment 8	Alignment 9	Alignment 10
Goal 30: Children gain reasoning and critical thinking	• Explore cause-and-effect relationships (rolling two different cars down a ramp and observing the different distances traveled). • Recognize and labels aspects of an event (long, fun). • Compare experiences, with adult assistance (recalls and compares play times with different children). • Use comparative words ("Now the music is faster." "The soup is hotter than the juice"). • Solve simple problems without trying every possibility (putting big blocks at the base of a tower and smaller blocks on top to make a tower that doesn't topple).	SC-SP.1.B Observes and describes cause and effect.	SC-P.4.D Describes and discusses the motion of objects and that motion can change based on different factors.	SC-P.4.E Compares and contrasts how different factors change the motion of objects.	M-M.1.B Demonstrates understanding of length terms (i.e., "longer," "shorter"), height terms (i.e., "taller," "shorter"), volume terms (i.e., "more," "less"), and weight terms (i.e., "heavier," "lighter") using gestures or objects.	SC-P.1.E Evaluates how well materials suit their intended purposes based on their physical characteristics, such as explores using tissue paper to construct a tower and considers how the paper's properties impact the building process.	LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").	ATL.9.C Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and want to return to it, or that they fell on the slide yesterday, so exercises caution today).	SC-SP.3.C Draws conclusions on prior knowledge and recorded information.	IS.7.D With limited teacher prompts, suggests and chooses a solution to a personal challenge with others (e.g., ask for help, compromise).	ATL.5.D With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error).	
Goal 31: Children find multiple solutions to questions, tasks, problems, and challenges	• Find their own solution or agree to try someone else's idea for a problem (accepting a suggestion to secure a tower's greater stability by building it on a wood floor rather than on a rug). • Successfully follow three-step directions. Retells a familiar story in the proper sequence, including such details as characters, phrases, and events. • Follow detailed, multi-step directions.	IS.7.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).	IS.7.C When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise).	IS.7.D With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise).	IS.7.E Independently suggests and chooses an adult-provided solution to a personal challenge or challenge with others (e.g., ask for help, compromise). Supports peers by suggesting solutions.	ATL.5.D With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error).	ATL.3.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance.	ATL.7.B Independently follows two- to three-step verbal adult directions.	LL-LC.1.D Shows understanding of more complex sentences or questions through actions, such as following three-step directions.	LL-NC.3.D Retells three or more events from a familiar narrative in sequence using visuals or gestures.	LL-NC.3.E With prompting and support, retells familiar stories, including key details.	
Goal 32: Children use symbols to represent objects	• Provide more complex description of a person or object that is not present (the dog is black, soft, and runs around; child gestures to show how big). • Use symbols or pictures as representation for talking. • Use objects to represent real items in make-believe play (card becomes camera). • Recognize objects, places, and ideas by symbols (recognizes which is the men's or women's restroom by looking at the doors). • Use physical objects to demonstrate vocabulary (creates two piles of blocks, one with "more" blocks, one with "less"). • Represent simple objects through drawings, movement, mime, three-dimensional constructions. • Take on pretend roles and situations, using the appropriate language, tone, and move ments (pretends to be a baby, crawling on the floor and making baby sounds). • Engage in complex make-believe play, theme-oriented play that involves multiple characters and settings). • Make connections between characters in books, stories, or movies, with people in real life.	ATL.1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play).	C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.	LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions.	LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").	LL-BK.3.AA Identifies familiar images or logos in environmental print.	LL-WR.2.A Draws and/or writes to represent, express, or communicate interests.	LL-WR.2.B Draws and/or writes to represent and describe an object, event, or observation.	M-GS.2.E Constructs common three-dimensional shapes (sphere, cone, cylinder, cube) with materials.	C-ARTS.3.B Creates drawings, paintings, and models with an increasing level of detail.	M-GS.2.D Independently constructs two-dimensional shapes and then puts them together to create objects in the environment. Puts together a square and triangle to create a house.	
Goal 33: Children can distinguish between fantasy and reality	• Take on pretend roles and situations, using the appropriate language, tone, and move ments (pretends to be a baby, crawling on the floor and making baby sounds). • Engage in complex make-believe play, theme-oriented play that involves multiple characters and settings). • Make connections between characters in books, stories, or movies, with people in real life. • Question the reality of characters in books, family and traditional oral stories. Explain if a story is real or make-believe when prompted. • Understand and express when fantasy is influencing actions ("I was just pretending to do that"). • Recognize that some characters, places, and objects in stories, movies, television shows are not real. • Quickly count objects up to four. • Use toys and other objects as tools to solve simple addition and subtraction problems when the total is smaller than five. • Verbally count to 20 (or in some way indicate knowledge of the words for the numbers from 1 to 20 in sequence) with occasional errors. • Count to 10 from memory. • Understand that the last number counted represents the number of objects in a set. • Recognize and write some numerals up to 10. • Solve simple word problems with totals of five or fewer items (know they will have a total of four pencils if they already have three and are given one more). • Continue to count when another item is added to a set. Quickly name the number in a group of objects, up to 10. • Use counting to compare two sets of objects and to determine which set has more, less, or the same as the other. • Understand that adding one or taking away one changes the number in a group of objects by exactly one. • Use toys and other objects as tools to solve simple addition and subtraction problems with totals smaller than 10. • Verbally count beyond 20, demonstrating an understanding of the number pattern. • Use strategies to count large sets of objects (more than 10). • Know the number that comes before or after a specified number (up to 20). • Recognize and order each written numeral up to 10. • Solve simple word problems with totals of 10 or fewer items (know they will have nine grapes if they have seven and are given two more).	ATL.1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play).	ATL.1.C Engages in individual verbal or nonverbal imaginative play or role-play.	ATL.1.D Carries out familiar roles during individual or collaborative role-play.	ATL.1.E Coordinates roles and carries out more complex stories during role-play.	C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.	C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.	C-ARTS.2.C Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.	C-ARTS.2.E Continues an originally created scenario over the course of several play periods. Collaborates with others to carry out dramatic play and assumed roles.	LL-NC.1.E Identifies the problem, solution, and character motivation in narrative story.	LL-NC.2.D Makes inferences to answer simple "why" questions by using background knowledge and events in a text.	
Goal 34: Children demonstrate knowledge of numbers and countings	• Quickly count objects up to four. • Use toys and other objects as tools to solve simple addition and subtraction problems when the total is smaller than five. • Verbally count to 20 (or in some way indicate knowledge of the words for the numbers from 1 to 20 in sequence) with occasional errors. • Count to 10 from memory. • Understand that the last number counted represents the number of objects in a set. • Recognize and write some numerals up to 10. • Solve simple word problems with totals of five or fewer items (know they will have a total of four pencils if they already have three and are given one more). • Continue to count when another item is added to a set. Quickly name the number in a group of objects, up to 10. • Use counting to compare two sets of objects and to determine which set has more, less, or the same as the other. • Understand that adding one or taking away one changes the number in a group of objects by exactly one. • Use toys and other objects as tools to solve simple addition and subtraction problems with totals smaller than 10. • Verbally count beyond 20, demonstrating an understanding of the number pattern. • Use strategies to count large sets of objects (more than 10). • Know the number that comes before or after a specified number (up to 20). • Recognize and order each written numeral up to 10. • Solve simple word problems with totals of 10 or fewer items (know they will have nine grapes if they have seven and are given two more).	M-NC.1.E Says number words in order from 1–20 from memory.	M-NC.2.E Says numbers in order, matching each number word to each object when counting from 1–15.	M-NC.3.A Sublizes by instantly saying how many are in a set without counting for quantities 1–3.	M-NC.3.E Creates sets of 0–10 and uses cardinality to identify the last number counted.	M-NC.4.E Rational counts and compares the objects in two sets to identify which has more, less, or if they are the same for quantities 0–10.	M-NC.5.D Says the names of numerals 0–10 shown in random order.	M-NC.6.D Matches a set of objects with the number symbol to represent the set for quantities 0–10.	M-NC.7.D Counts two sets separately, then combines sets and counts the sets together to get the whole. Counts up to a total quantity of 10.	M-NC.7.A Demonstrates an understanding that adding one more increases the amount of a set.	M-NC.8.E Solves subtraction story problems for quantities 1–10 using objects, fingers, drawings, or actions.	
Goal 35: Children demonstrate some knowledge of measurement: size, volume, height, weight and length	• Compare two small sets of objects (five or fewer). • Make small series of objects (putting three or four objects in order by length). • Recognize differences in measuring (when trying to pour the same amount of juice into three cups, looks to see if one cup has more than the others). • Use multiple copies of the same unit to measure (seeing how many pillows make up pillow fort wall). • Use comparative language ("shortest," "heavier," "biggest"). • Build block buildings and include such structural features as arches and ramps. • Order four or more items by decreasing or increasing (arranging a rock collection from the largest to the smallest). • Use correct tools to measure different items (choosing a scale for weight and a cup for volume). • Use measurement language ("This is three blocks long"). • Correctly add an object to an existing series (put longest block at end of row of increasing lengths).	M-M.1.AA Demonstrates understanding of length terms (i.e., "longer," "shorter") using gestures or objects.	M-M.1.A Demonstrates understanding of length terms (i.e., "longer," "shorter") and height terms (i.e., "taller," "shorter") using gestures or objects.	M-M.1.B Demonstrates understanding of length terms (i.e., "longer," "shorter"), height terms (i.e., "taller," "shorter"), volume terms (i.e., "more," "less"), and weight terms (i.e., "heavier," "lighter") using gestures or objects.	M-M.1.C Uses nonstandard units to measure objects by filling, covering, or matching (like when answering "How many scoops of sand fill a container?").	M-M.1.D Uses nonstandard units to measure and then comparative language to describe the measurements of two objects.	M-M.1.E Uses standard units (e.g., ruler, scale, balance) to measure and then uses comparative language to describe the measurements of two objects.	M-PFA.2.C Orders up to five objects by one attribute, such as size, shades of color, texture, or sound, using comparative language.	M-PFA.2.E Orders groups of different amounts using numerical order.	SC-P.1.E Evaluates how well materials suit their intended purposes based on their physical characteristics, such as explores using tissue paper to construct a tower and considers how the paper's properties impact the building process.	M-NC.4.E Rational counts and compares the objects in two sets to identify which has more, less, or if they are the same for quantities 0–10.	
Goal 36: Children sort, classify, and organize objects	• Sort objects and then counts and compares them. • Sort objects by one attribute into two or more groups (big, medium, and small). • Classify everyday objects that go together (mittens, hats, coats). • Copy, complete, and extend repeating patterns. • Build block buildings and include such structural features as arches and ramps. • Count only those objects in a group that have a specific attribute (all of the red cars in a picture). • Place four or more objects or groups in order (number, length, etc.). • Sort sets of objects by one characteristic, then sort by a different characteristic and explains the sorting rules ("These are all of the red ones, but these are all of the big ones"). • Replicate and extend simple patterns (adds yellow to patterns of different colored blocks). • Combine shapes into patterns that make new shapes or complete puzzles (rearranging a collection of circles and variously sized rectangles to make the image of a person). • Build complex block buildings, intentionally maintain such features as symmetry. • Help child create his or her own patterns ("What would I look like if we sorted blocks by color?"). • Suggest different rules for sorting (put a different color spoon with each plate). • Offer art projects that use shapes ("You can draw a house by putting a triangle on top of a square," "You can draw a rectangle for the door").	M-PFA.1.A Sorts and groups pictures of objects based on one attribute such as visual features like color, size, or shape.	M-PFA.1.B Sorts and groups pictures of objects based on one attribute such as visual features like color, size, or shape.	M-PFA.1.C Sorts and groups objects based on more complex attributes such as function or category.	M-PFA.1.D Sorts and groups objects by one attribute, then regroup according to a different attribute.	M-PFA.1.E Sorts and groups objects into multiple categories such as size and color, or function and category at the same time.	M-DAP.2.A Collects and organizes data by sorting and classifying groups of objects into clusters (e.g., sorts buttons by color).	M-PFA.3.D Uses objects, rhythm, or movement to copy and extend simple and advanced patterns (e.g., AB, ABC, ABB, AAB).	SC-P.1.A Uses senses to identify physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.	SC-P.1.B Use senses to observe and describe some physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.	M-GS.2.D Independently constructs two-dimensional shapes and then puts them together to create objects in the environment. Puts together a square and triangle to create a house.	
Goal 37: Children collect information through observation and manipulation	• Identify and distinguish among senses (tastes, sounds, textures). • Use non-standard tools (blocks, paper tubes) to explore the environment. • Try new experiences provided by adults and describe observations (mixing soil and water to make mud). • Seek information through observation, exploration, and conversations. • Identify, describe, and compare objects.	SC-SP.1.AA Uses senses to observe the environment.	SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment.	SC-SP.1.C With teacher guidance, begins to formulate own questions based on observations.	SC-SP.2.A Participates in simple explorations and experiments based on a teacher-led inquiry and prior knowledge.	SC-SP.3.A With teacher guidance, participates in recording scientific observations and data.	SC-SP.3.B Begins to identify relevant information and collects and records information in a journal or paper.	SC-P.1.E Uses senses to identify physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.	LL-LC.2.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.	LL-LC.4.B Initiates or joins conversations and engages in conversational turn-taking with at least one feedback loop using both verbal and nonverbal communication.		
Goal 38: Children make predictions and experiment	• Ask questions and finds answers through active exploration. • Make predictions and develops generalizations based on past experiences. • Use vocabulary that show recognition of changes (such as sink, float, melt, freeze). • Communicate information learned from exploration of the natural world ("We picked lots of berries." "The snow was cold and wet.") • Make reasonable explanations, without assistance. • Describe and discuss predictions, explanations, and generalizations based on past experiences.	SC-SP.1.C With teacher guidance, begins to formulate own questions based on observations.	SC-SP.1.D Formulates own science-oriented questions based on observations.	SC-SP.1.E With teacher guidance, uses formulated science-oriented questions to plan simple explorations or experiments.	SC-SP.2.B Participates in teacher-led explorations and experiments and uses prior knowledge to make predictions.	SC-SP.2.C With teacher guidance, begins to hypothesize before teacher-led experiments.	SC-SP.2.D Makes hypotheses, and tests their hypotheses through experimentation.	SC-SP.2.E Explains rationale for predictions and hypotheses, and compares findings with predictions and hypotheses.	SC-SP.3.C Draws conclusions on prior knowledge and recorded information.	SC-P.1.D Describes and discusses various ways that the physical properties or characteristics of objects can change, such as the playground was soft, but became hard when exposed to air for a long time period.		

Alaska Early Learning Guidelines and Every Child Ready Standards Alignment

Alaska Early Learning Guidelines (2020) and Every Child Ready Standards											
Alaska Early Learning Guidelines (2020) Domain 4: Cognition and general knowledge			Every Child Ready Standards								
Goal	Preschoolers May	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	Alignment 8	Alignment 9	Alignment 10
Goal 39: Children observe and describe the natural world	- Identify things as living or non-living based on their characteristics (breathes, moves, grows). - Describe characteristics of plants, animals, and people ("That tree grew really tall"). - Show understanding of changes in living things (plants, spider webs). - Ask questions about growth and change in plants and animals. - Investigate properties of rocks, dirt and water. Recognize and provide simple descriptions of the state of matter ("Water is wet"). - Make simple observations of the characteristics and movements of the sun, moon, stars, and clouds. - Discuss changes in the weather and seasons, using common weather-related vocabulary (rainy, sunny, windy).	SC-LES.1.B Demonstrates understanding of the difference between living and nonliving things.	SC-LES.4.B Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features.	SC-LES.4.C Describes the needs of humans and animals and how their characteristics and behaviors support their needs, such as birds having beaks so they can dig for worms.	SC-LES.5.B Identifies that plants are living and identifies characteristics and features of plants.	SC-LES.5.C Identifies that plants are living and describes the needs of plants.	SC-P.1.B Use senses to observe and describe some physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.	SC-P.3.C Explains water in its three forms, such as how ice is frozen water.	SC-LES.3.B Describes and discusses objects in the sky, such as clouds, sun, moon, or stars.	SC-LES.2.B Identifies seasons and observes and describes patterns and changes in the weather.	SC-LES.2.D Discusses the effects of changes in weather, such as growing different crops or wearing different clothing.
Goal 40: Children differentiate between events that happen in the past, present, and future	- With support, retell or reenact familiar stories, including such details as characters, phrases, and events. - Demonstrate an awareness of important activities that are "coming up" or "in the near future" (keeping track of the days until a birthday or vacation trip) as a strategy to control excitement. - Make shapes from parts (using a set of circle, rectangle, and line shapes to create an image of a snowman). - Combine and separate shapes to make designs or pictures (complete shape puzzles). - Build simple examples of buildings, structures, or areas with three-dimensional shapes, such as building blocks. - Name shapes (circle, triangle, square, rectangle), regardless of their size or orientation. - Use basic language to describe location ("I am under the bed"). - Correctly follow directions involving their own positions in space ("move forward," "sit behind," etc.). - Link or sorts familiar shapes (circle, square, triangle) that have different sizes and orientation.	LL-NC.3.E With prompting and support, retells familiar stories, including key details.	LL-NC.3.D Retells three or more events from a familiar narrative in sequence using visuals or gestures.	LL-NC.1.C Identifies and answers questions about events in a story.	SOC.5.A Begins to demonstrate an understanding of past and present experiences through concrete materials and visual supports.	SOC.5.B Begins to sequence past and present experiences using visual supports.	SOC.5.C Begins to use knowledge of past and present experiences to make predictions about the future.	SOC.5.E Begins to connect past and present experiences and describes events that have happened or will happen in the future.	M-M.2.C Demonstrates understanding of passage of time within one day, such as understanding morning, afternoon, earlier, later.	M-M.2.D Demonstrates the understanding of weekly routines (e.g., specials, home days, school days).	M-M.2.E Begins to demonstrate basic knowledge that clocks and calendars are related to the passage of time.
Goal 41: Children demonstrate awareness of location and spatial relationships	- Make shapes from parts (using a set of circle, rectangle, and line shapes to create an image of a snowman). - Combine and separate shapes to make designs or pictures (complete shape puzzles). - Build simple examples of buildings, structures, or areas with three-dimensional shapes, such as building blocks. - Name shapes (circle, triangle, square, rectangle), regardless of their size or orientation. - Use basic language to describe location ("I am under the bed"). - Correctly follow directions involving their own positions in space ("move forward," "sit behind," etc.). - Link or sorts familiar shapes (circle, square, triangle) that have different sizes and orientation.	M-GS.2.AA Uses simple shape puzzles to create common two-dimensional shapes.	M-GS.2.B Constructs common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle) with materials.	M-GS.2.C Using a model, constructs two-dimensional shapes and then puts them together to create objects in the environment. Puts together a square and triangle to create a house.	M-GS.2.D Independently constructs two-dimensional shapes and then puts them together to create objects in the environment. Puts together a square and triangle to create a house.	M-GS.2.E Constructs common three-dimensional shapes (sphere, cone, cylinder, cube) with materials.	M-GS.1.B Verbally or nonverbally identifies at least five common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle).	M-GS.1.D Verbally or nonverbally identifies two-dimensional shapes in the environment or in books.	M-GS.3.A Demonstrates understanding of location terms (e.g., "in," "on," "under," "over") by using gestures or objects.	M-GS.3.C Demonstrates understanding of frame of reference terms (e.g., "in back of," "in front of," "behind") by using gestures or objects.	M-GS.3.D Demonstrates understanding of direction terms (e.g., "forward," "backward," "around," "through," "to," "from," "towards").
Goal 42: Children demonstrate knowledge of the relationship among people, places and geography	- Match objects to their usual locations (stove in the kitchen, bed in the bedroom, tree in the park). - Be aware of characteristics of own geographic region ("It rains/snow here a lot"). - Recognize where he/she is while traveling in familiar areas, most of the time. - Begin to express and understand concepts and language of geography in the contexts of the classroom, home, and community. - Describe some physical characteristics (bodies of water, mountains, weather) and some of the social characteristics of the corresponding communities (types of shelter, clothing, food, jobs). - Help to investigate on journeys ("After you pass the blue house, our house is next," "I live by the bus stop,").	SOC.4.AA Verbally or nonverbally identifies familiar places and the features, such as home, classroom, and school building.	SOC.4.A Verbally or nonverbally identifies common locations in their neighborhood and community and their features (library, store, park, etc.).	SOC.4.B Recognizes and describes common geographical features within their region.	SOC.4.C Uses geographic tools, such as maps and globes, with support and guidance to find common geographical features.	SOC.4.D Creates representations or maps of familiar places, such as classroom, community, or region.	SOC.4.E Recognizes and describes different geographical features in different regions and discusses how they are the same and different.	M-GS.3.A Demonstrates understanding of location terms (e.g., "in," "on," "under," "over") by using gestures or objects.	M-GS.3.C Demonstrates understanding of frame of reference terms (e.g., "in back of," "in front of," "behind") by using gestures or objects.	M-GS.3.D Demonstrates understanding of direction terms (e.g., "forward," "backward," "around," "through," "to," "from," "towards").	M-GS.3.E Demonstrates understanding of direction terms (e.g., "near," "far") using gestures or objects.
Goal 43: Children demonstrate awareness of economic concepts	- Understand that money is needed to purchase goods and services. - Play store or restaurant with play or real money, receipts, credit cards, telephones. - Talk about what wants to be when he/she grows up. - Realize that making one choice means that you may not be able to do something else. - Recognize that people rely on others for goods and services. - Understand the concept of saving resources for use in the future. - Accurately name some coins and paper cash (penny, nickel, dollar). - Recognize some things are owned by people and other things are collective goods.	SOC.3.D Shows an understanding of buying and selling, including that money is needed to buy goods and services, such as items purchased from a store, and services, such as a haircut from a stylist.	SOC.3.B Shows an understanding of and identifies goods, such as items purchased from a store, and services, such as a haircut from a stylist.	SOC.3.A Shows an understanding of supply and demand, such as, "We are out of paint at Art Easel. We need more."	SOC.3.E Discusses the purpose of saving money for a future purchase.	SOC.2.AA Shows interest in a variety of familiar community members.	SOC.2.A Verbally or nonverbally identifies a variety of community members within their community, such as in their neighborhood and school.	SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community.	C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.	SOC.2.E Shares how their thoughts, opinions, choices, and actions can impact their community.	
Goal 44: Children demonstrate awareness of the relationship between humans and the environment	- Show awareness of environment by noticing features of own home and other familiar places (recounts how water was flowing over the road on the way to store). - Recognize things that do not belong in the environment (litter). - Help protect equipment and materials from weather (helps cover outdoor furniture, sweeps leaves). - Recognize, with adult support and guidance, how people can take care of the earth's resources. - Exhibit simple concepts of conservation (uses paper judiciously, does not waste water). - Show interest in understanding how animals gather and store food, sleep, and live. - Uses a telephone to talk to familiar people, with assistance. - Identify some materials as natural or as human-made and explains how he/she knows the difference. - Describe stories, images, or sounds experienced with technology (music on speaker, program on television, story heard on speaker). - Use accurate vocabulary to identify technology (camera, computer, printer, television, phone). - Identify ways in which technology helps people ("The wheelchair helps Alfonso get from one place to another," "Email or texting lets you communicate with your friend Opal, who lives far away,"). - Identify alternate ways of doing things with and without technology (can use hands or dishwasher to clean dishes, can travel by foot or by car). - Consider, with adult guidance, what it must have been like to live without technology in an earlier time. - Use computer for simple "point and click" operations on child-appropriate websites or software.	SC-LES.1.D Describes how humans affect their environment in positive and negative ways, such as recycling, planting trees, litter, and pollution.	SC-LES.1.C Compares and contrasts the natural world and the human-made world, such as the wind provides a breeze outside and so does a fan.	SC-LES.5.E Describes and discusses ways that plants impact living things and the environment and how humans can impact plants.	SC-LES.4.C Describes the needs of humans and animals and how their characteristics and behaviors support their needs, such as birds having beaks so they can dig for worms.	SC-LES.4.E Describes and discusses the relationship between humans and animals.	SC-LES.2.D Discusses the effects of changes in weather, such as growing different crops or wearing different clothing.	SC-LES.2.E Discusses the importance of weather forecasting to prepare for imminent or severe weather conditions.	SOC.4.AA Verbally or nonverbally identifies familiar places and the features, such as home, classroom, and school building.	SOC.4.A Verbally or nonverbally identifies common locations in their neighborhood and community and their features (library, store, park, etc.).	SC-P.1.E Evaluates how well materials suit their intended purposes based on their physical characteristics, such as explores using tissue paper to construct a tower and considers how the paper's properties impact the building process.
Goal 45: Children use technology appropriately	- Identify some materials as natural or as human-made and explains how he/she knows the difference. - Describe stories, images, or sounds experienced with technology (music on speaker, program on television, story heard on speaker). - Use accurate vocabulary to identify technology (camera, computer, printer, television, phone). - Identify ways in which technology helps people ("The wheelchair helps Alfonso get from one place to another," "Email or texting lets you communicate with your friend Opal, who lives far away,"). - Identify alternate ways of doing things with and without technology (can use hands or dishwasher to clean dishes, can travel by foot or by car). - Consider, with adult guidance, what it must have been like to live without technology in an earlier time. - Use computer for simple "point and click" operations on child-appropriate websites or software.	Tech.1.AA Observes adults using technology devices.	Tech.1.A Identifies a variety of technology devices and begins to use technology devices with adult support.	Tech.1.B Participates in digital activities that use learning applications and programs with adult support.	Tech.1.C Demonstrates ability to turn on digital devices and follows instructions to use familiar technology devices.	Tech.1.D With teacher guidance, uses technology devices and learning applications to play games, access or share information, or express themselves creatively.	Tech.1.E Independently uses technology devices and learning applications to play games, access or share information, or express themselves creatively.	Tech.2.A Begins to hold and care for technology appropriately with adult support.	Tech.2.D Demonstrates safe behaviors, such as accessing only approved applications or websites and disconnects from the screen after a set amount of time.	Tech.2.E Explains why it is important to use safe behaviors when using technology devices and learning applications.	SC-LES.1.C Compares and contrasts the natural world and the human-made world, such as the wind provides a breeze outside and so does a fan.
Goal 46: Children use creative arts to express and represent what they know, think, believe, or feel	- Create new songs and dances or adds their own words to songs. - Express preferences for some different types of art, music, and drama. - Explore musical instruments and uses them to produce rhythms and tones. - Mold and build with dough and clay and then identifies and sometimes names their creation ("I make a dog and his name is Spot"). - Act out plots and characters found in familiar stories. - Participate in pretend play with other children. - Apply vocal skills to instruments to produce more complex rhythms, tones, melodies, and songs. - Intentionally create content in a work of art (picture, a playdough sculpture, etc.). - Write and act out stories based upon familiar topics or characters.	C-ARTS.1.C Creates short dances or movement sequences.	C-ARTS.1.E Creates and leads dances or movement sequences and begins to synchronize music with movement.	C-ARTS.4.A Participates in a variety of music activities with different tempos, genres, and rhythms.	C-ARTS.4.D Uses their voice or an instrument to express themselves and copy simple tempos.	C-ARTS.4.E Creates and performs original music or songs for others.	C-ARTS.3.A Expresses self using a variety of art materials and tools.	C-ARTS.3.B Creates drawings, paintings, and models with an increasing level of detail.	C-ARTS.3.D Plans for and creates art using preferred art materials, tools, and techniques.	C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.	LL-WR.2.D Draws and/or writes to represent simple events or stories that entertain, and revises when necessary.
Goal 47: Children demonstrate understanding and appreciation of creative arts	- Enjoy and engage with displays of art, music, and drama. - Express clear preferences for types of artwork or art activities. - Plan art and shows with increasing care and persistence in completing it. - Choose own art for display in the classroom or for inclusion in a portfolio or book and explains their choices and preferences in some detail. - Communicate about elements appearing in art, music and drama.	C-ARTS.5.AA Shows enthusiasm and curiosity about different types of creative arts.	C-ARTS.5.A Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques.	C-ARTS.5.B Discusses their own artistic creations and chooses artwork for display or performance.	C-ARTS.5.C Recognizes and discusses differences in artistic creations.	C-ARTS.5.D Expresses opinions about the artistic creations and techniques of others.	C-ARTS.5.E Interprets the art of others by describing what they see and identifying a theme.	C-ARTS.3.D Plans for and creates art using preferred art materials, tools, and techniques.	C-ARTS.3.E Reviews their original art and makes changes to the final product.	ATL.4.C Monitors the completion of a task and identifies preferred elements of a work product or task.	ATL.4.D Assesses or reflects upon activity or task outcome or product.

Alaska Early Learning Guidelines and Every Child Ready Standards Alignment

Alaska Early Learning Guidelines (2020) Domain 5: Communication, language, and literacy			Alaska Early Learning Guidelines (2020) and Every Child Ready Standards									
Goal	Preschoolers May		Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	Alignment 8	Alignment 9	Alignment 10
Goal 48: Children demonstrate understanding of social communication	• Listen to others and take turns in a group discussion for a short period. • Respond to simple open-ended questions. • State point of view, likes/dislikes, and opinions using words, signs or picture boards. • Use multiple word sentences. • Relay a simple message (from grandparent to parent). • Repeat words or ideas to be sure information is communicated. • Use pre-writing (also known as "print approximations") in play with other children when pretending to communicate. • Enjoy and participate in jokes and humor with peers (make up silly knock-knock jokes). • Use and respond to a variety of more complex non-verbal cues (facial expressions for pride, displeasure, encouragement). • Begin to understand that non-family adults and peers may not understand home language (code switching for children learning English as an additional language, using more or less formal language for different contexts). • Work with caregivers and peers to solve simple problems verbally, and is progressing toward independence. (Caregiver identifies feelings and states problem "You both are upset...you both want the swing." Child states "I want swing".) • Begin to understand that non-family adults and peers may not understand home language. • Listen to others and responds in group conversations and discussions. • Enjoy telling jokes or creating humorous dramatic play. • Enjoy listening to stories from different sources (in person, audiobooks, podcasts). • Begin conversation by making statements or asking questions. • Use language appropriately depending upon the purpose (to tell stories, get information, ask for help), most of the time. • Adjust intonation and volume in a variety of settings (whispers when a baby is sleeping).											
	• Follow directions that involve a two- or three-step sequence of actions which may not be related ("Please pick up your toys and then get your shoes"). • Show understanding of more concept words, such as on, under, behind, next to, first, last, above, below, basic colors). • Show understanding of several shapes, colors (child able to find the green pillow when asked). • Answer "who, where, why, and how many" questions. • Know the difference between gender of self and peers. • Show increased understanding of vocabulary words for most toys, pictures, objects, and materials in the household and familiar environments. • Follow two- and three-part directions unfamiliar to the daily routine. • Use and understand complex sentences in home language. • Enjoy humor through word play (jokes, riddles, words that sound fun together). • Begin to identify pairs of words that rhyme. • Begin to represent a storyline through drawing, acting, or singing, with assistance. • Make grammatical adjustments in English (men instead of "mans," went instead of "goed"). • Show increased understanding of advanced concept words, such as more/less, first/last, big, bigger, biggest, morning/day/nighttime. • Be able to stay engaged for longer periods of time for books, in conversations and/or stories.	LL-LC.4.B Initiates or joins conversations and engages in conversational turn-taking with at least one feedback loop using both verbal and nonverbal communication.	LL-LC.4.C Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic.	LL-LC.4.D Adds information or appropriately remains on, or changes, topic during a conversation with multiple feedback loops alternating between speaker and listener.	LL-LC.4.E Modifies conversations based on the context or listener.	LL-LC.2.D Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic.	LL-LC.2.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.	LL-LC.5.D Uses complex sentences with correct word order and syntax. Begins to use prepositions (i.e., "Armel throws the round blue ball on the roof.")	LL-LC.5.E Use clauses and conjunctions as part of a complex sentence with correct word order and syntax (i.e., "Armel threw the blue ball, and it got stuck on the roof.")	IS.7.D With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise).	LL-WR.4.C Writes letter-like symbols in strings. May leave spaces between symbols to indicate words.	
Goal 49: Children listen and understand communication (receptive language)	• Use new vocabulary in spontaneous speech. • Ask the meaning of unfamiliar words and then experiment with using them. • Use words to further describe actions or adjectives ("running fast" or "playing well"). • Use multiple words to explain ideas (when talking about primary caregiver says "mother/father" and/or "parent"). • Use words to express emotions (happy, sad, tired, scared). • Talk in sentences with five to six words to describe people, places, and events. • Use words with past and future. • Use verb tenses to denote and describe events from the past or future. (He jumped on the bed, I am going to grandma's house). • Describe a task, project, and/or event sequentially in three or more segments. • Use prepositions in everyday language, sometimes needing assistance (at, in, under). • Child may go through a period of normal non-fluency or "stuttering". • Be able to recall and describe a previous event, such as what they ate for breakfast. • Use increasingly complex language in response to questions to show understanding of new ideas, experiences and concepts. • Define words, with assistance ("Firefighters put out fires"). • Be able to retell a 3-part story or event in sequence. • Use sentences in home language that show an emerging understanding of grammatical structure. • Speech is 90 to 100 percent understandable. • Express an idea in more than one way. • Expand vocabulary to include 1,000 to 2,000 words. • Ask others for assistance to define new words in their vocabulary. • Show an interest in playing with language through joke telling and word play.	LL-LC.1.B Responds to multi-part sentences, such as acting out multiple events, following two-step directions, or finding objects based on a description.	LL-LC.1.D Shows understanding of more complex sentences or questions through actions, such as following three-step directions.	LL-LC.1.E Confirms understanding of spoken language, requests, and complex sentences through verbal or nonverbal requests for clarification.	LL-LC.2.C Demonstrates understanding by answering simple "why" and "how" questions using two to three words when prompted by the teacher or peers.	LL-LC.2.D Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic.	M-GS.3.A Demonstrates understanding of location terms (e.g., "in," "on," "under," "over") by using gestures or objects.	M-GS.3.C Demonstrates understanding of frame of reference terms (e.g., "in back of," "in front of," "behind") by using gestures or objects.	M-M.1.B Demonstrates understanding of length terms (i.e., "longer," "shorter"), height terms (i.e., "taller," "shorter"), volume terms (i.e., "more," "less"), and weight terms (i.e., "heavier," "lighter") using gestures or objects.	LL-PA.3.C Identifies if two words rhyme when given in a pair. For example, "My words are 'cat' and 'hat.' Do these two words rhyme? My words are 'cat' and 'pan.' Do these two words rhyme?"	ATL.6.C Attends to entirety of a short, engaging lesson or teacher-led activity (10–15 minutes)	
	• Use new vocabulary in spontaneous speech. • Ask the meaning of unfamiliar words and then experiment with using them. • Use words to further describe actions or adjectives ("running fast" or "playing well"). • Use multiple words to explain ideas (when talking about primary caregiver says "mother/father" and/or "parent"). • Use words to express emotions (happy, sad, tired, scared). • Talk in sentences with five to six words to describe people, places, and events. • Use words with past and future. • Use verb tenses to denote and describe events from the past or future. (He jumped on the bed, I am going to grandma's house). • Describe a task, project, and/or event sequentially in three or more segments. • Use prepositions in everyday language, sometimes needing assistance (at, in, under). • Child may go through a period of normal non-fluency or "stuttering". • Be able to recall and describe a previous event, such as what they ate for breakfast. • Use increasingly complex language in response to questions to show understanding of new ideas, experiences and concepts. • Define words, with assistance ("Firefighters put out fires"). • Be able to retell a 3-part story or event in sequence. • Use sentences in home language that show an emerging understanding of grammatical structure. • Speech is 90 to 100 percent understandable. • Express an idea in more than one way. • Expand vocabulary to include 1,000 to 2,000 words. • Ask others for assistance to define new words in their vocabulary. • Show an interest in playing with language through joke telling and word play.	LL-LC.3.A Shows interest in new words or asks questions to acquire new vocabulary.	LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults.	LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").	LL-LC.3.E Uses various resources to identify new meanings for familiar words or clarify the meaning of unknown words and phrases.	LL-LC.5.C Continues to develop more complex sentences by using adjectives (i.e., "Armel throws the blue ball").	LL-LC.5.D Uses complex sentences with correct word order and syntax. Begins to use prepositions (i.e., "Armel throws the round blue ball on the roof.")	LL-LC.5.E Use clauses and conjunctions as part of a complex sentence with correct word order and syntax (i.e., "Armel threw the blue ball, and it got stuck on the roof.")	IS.1.D Independently verbally or nonverbally names and describes their own emotions.	LL-NC.4.D Constructs a personal narrative with three or more events in coherent sequence, adding simple details.	LL-NC.4.E Constructs a personal narrative with three or more events in coherent sequence, adding simple details.	

Alaska Early Learning Guidelines and Every Child Ready Standards Alignment

Alaska Early Learning Guidelines (2020) and Every Child Ready Standards Alignment											
Alaska Early Learning Guidelines (2020) Domain 5: Communication, language, and literacy		Every Child Ready Standards									
Goal	Preschoolers May	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	Alignment 8	Alignment 9	Alignment 10
Goal 51: Children demonstrate appreciation and enjoyment of reading	- Participate in and create songs, rhymes, and games that play with sounds of language (claps out sounds or rhythms of language). - Find objects in a picture with the same beginning sound, with assistance. - Know that alphabet letters can be individually named and begin to show interest in naming them (letters from their name, letters common in their environment). - Know first and last page of a book. - Begin to understand that print progresses from left to right (Exceptions are Arabic, Chinese, Japanese text, etc.). - Recognize some signs and symbols in environment (stop signs). - Use pictures to predict a story. - Recite some words in familiar books from memory. - Fill in missing information in a familiar story. - Pretend to read a familiar book. - Enjoy a variety of genres (poetry, folk or fairy tales, nonfiction books about different concepts). - Compare stories with real life. - Recognize and name at least half of the letters in the alphabet, including letters in own name (first name and last name), as well as letters encountered often in the environment. - Produce the sound of many recognized letters. - Make up an ending for a story. - Be interested in reading a variety of printed materials (books, newspapers, cereal boxes) and may ask for help. - Use signs he/she sees for information ("no fishing" sign on dock). - Give opinion on books in terms of sections enjoyed. - Enjoy a variety of genres (poetry, folk or fairy tales, nonfiction books about different concepts). - Use picture clues for information (attempts to predict weather by looking at picture of clouds and rain in newspaper or on television news). - Start to make letter-sound associations (begins to recognize that the sound "b" is present in the words ball, boy, and baby). - Recognize beginning sound and letter in his or her name as well as some classmates. - With prompting and support, run their finger under or over print as they pretend to read text. - Demonstrate understanding of some basic print conventions (the concept of what a letter is, the concept of words, direction of print). - Recognize differences among letters, words, and numerals. - Read own first name. - Find objects in a picture with the same beginning sound, with assistance (all items that begin with a "b"). - Differentiate among similar-sounding words in pronunciation and listening skills (three and tree). - Provide one or more words that rhyme with a single word (What rhymes with log?). - Use character voices when retelling a story or event. - Begin to create and invent words by substituting one sound for another (Band-Aid/dambaid). - Recognize function of common labels in the environment (bathroom sign). - Use a simple cookbook, map, or similar printed material with assistance. - Enjoy "how-to" books, non-fiction, and reference books. - Share and talk about books with peers. - Look for books of interest. - Show interest in learning to read and make attempts at reading favorite books aloud. - Pay attention to story and engage during entire picture book read aloud. - Have a favorite author/illustrator or series of books. - Identify book parts and features such as the front, back, title and author.										
	- Know the difference between printed letters and drawings. - Create increasingly recognizable drawings, including attempts to represent human figures, older preschool expands drawings to include other objects, pets, scenery. - Child may identify and refine or revise symbols to represent concepts and ideas they are exploring (squiggly lines for curly hair). - Attempt to copy letters of the alphabet. - Label pictures using letter-like marks. - Try to connect sounds in spoken words with the written form. - Show interest in using approximations of letters to write their own name or other familiar words. - May use invented spelling with consistent or logical beginning sound substitutions. - Attempt to convey meaning through writing. - Dictate a story for an adult to put in print. - Begin to hold marker/pencil in a tripod grasp (48 months). - Write/draw/illustrate for a variety of purposes. - May attempt to write a short phrase or greeting. - May print several alphabetic letters for given letter names. - Show an interest in writing his or her first name. - Make a simple storybook using pictures, personal experience or culture and some words, with assistance. - Create a variety of written products that may or may not communicate intended message phonetically. - Show an interest in copying simple words posted in the classroom or in the environment. - May attempt to independently write some words using invented spelling. - Demonstrate understanding of print conventions when creating documents (text moves from left to right, page order, etc.).	LL-BK.1.C Listens to a wide variety of age appropriate literature read aloud.	LL-BK.1.D Looks at books independently or with peers.	LL-BK.1.E Invites peers to look at books or asks questions about books read by peers.	LL-BK.2.A Demonstrates understanding of proper book orientation by holding books right side up and turning one page at a time, starting from the first page.	LL-BK.2.D Tracks print from left to right and top to bottom while imitating reading a familiar text.	LL-BK.3.AA Identifies familiar images or logos in environmental print.	LL-BK.3.E Identifies basic elements of print, like spaces between words or punctuation at the end of a sentence (period, exclamation mark, question mark).	LL-NC.2.A Uses the book cover, illustrations, or photos to make simple predictions about the topic or text.	LL-PA.3.C Identifies if two words rhyme when given in a pair. For example, "My words are 'cat' and 'hat.' Do these two words rhyme? My words are 'cat' and 'pan.' Do these two words rhyme?"	LL-AK.2.D Produces up to 15 letter sounds when shown uppercase or lowercase letters.
Goal 52: Children use writing for a variety of purposes		LL-BK.3.B Distinguishes between print and images in books and in the environment.	LL-WR.2.B Draws and/or writes to represent and describe an object, event, or observation.	LL-WR.2.C Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme.	LL-WR.2.E Draws and/or writes to represent simple events or stories, including more details, that entertain, and revises when necessary.	LL-WR.3.D Writes all letters using uppercase or lowercase letters in his or her name in correct order. Letters may be backward, reversed, or poorly formed and recognized only in context.	LL-WR.4.C Writes letter-like symbols in strings. May leave spaces between symbols to indicate words.	LL-WR.4.E Forms correct, intentional, and recognizable letters on the page when writing.	LL-WR.5.B Uses left to right directionality when writing, even at the emergent writing stage.	LL-WR.6.C Writes the correct initial sound of a word.	PD.3.D Begins to use a tripod grasp when writing and copies complex designs.