

Every Child Ready & Idaho Early Learning Guidelines Alignment														
Idaho Early Learning Guidelines, 36-60 Months					Every Child Ready Standards									
Domain 1: Approaches to Learning, Executive Function, and Cognitive Development														
Sub-Domain	Goal	Developmental Growth	Child Indicators	Caregiver Strategies	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	Alignment 8	Alignment 9	
Learning Approaches Curiosity, Motivation, Exploration, and Experimentation	1: Children show curiosity and interest in learning and experimenting.	Become inquisitive; seeking information to build understanding and gaining descriptive vocabulary to seek understanding.	-Asks others for information (e.g., "What is that?" "Why is the moon round?"). -Investigates and experiments with materials; matching, sorting, and grouping. -Shows interest in how and why others do things. -Uses "wh" questions to get additional information about how their world works (why, who, what, where and when). -Develops personal interests (trains, animals, dinosaurs). -Develops sense of competence by actively engaging in play and putting materials together in new ways to test end results. -Builds a vocabulary of adjectives and adverbs to describe and categorize words and actions. -Uses fantasy and reality to explain phenomenon.	-Provide opportunities and time for child to explore a variety of activities and materials, including those in the larger community and those from diverse cultures. -Identify and build on child's individual interests. -Provide a variety of stimulating, open-ended materials reflecting child's expressed interests, and self-directed time to use them. -Provide opportunities for child to explore ideas and ask questions where adults and other children listen and respond. -Help child find answers to their questions by exploring together and asking open-ended questions (e.g., "I wonder...?" "How could that work?" "What do you think about...?" or "What ideas do you have?"). -Play question-and-answer games that inspire child's curiosity. -Read about topics of interest with the child (trucks, insects, gardening) to demonstrate how and where people find information. -Elaborate and embellish a child's utterances (Child says, "I rode the trike." Adult responds, "Yes, you rode on the tricycle with two small wheels and one large wheel"). -Offer many sensory play opportunities using textures, mixing substances, block play, and dramatic play.	ATL.3.C Asks questions and seeks clarity after attempting a challenging task.	LL-L.C.3.A Shows interest in new words or asks questions to acquire new vocabulary.	LL-L.C.2.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.	LL-L.C.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").	SC-SP.1.C With teacher guidance, begins to formulate own questions based on observations.	ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work.	M-PFA.1.A Sorts and groups objects based on one attribute such as visual features like color, size, or shape.			
Learning Approaches Creativity and Inventiveness	2: Children are able to generate new ideas, approaches, and activities in daily routines.	Expand personal expression through inventive language and play.	-Uses dramatic play to take on roles. -Invents new activities or games. -Uses imagination to create a variety of ideas. -Creates and negotiates acceptable rules for group activities. -Makes up words, songs, or stories. -Expresses ideas through art, construction, movement, or music. -Engages in extensive pretend play that includes role-play (playing house or explorers). -Engages in open-ended exploration of raw materials messy play). -Uses materials in a new or novel way. -Chooses new and different materials to represent thoughts.	-Create an environment and a range of materials where child is encouraged to experiment and use their imagination. -Ask open-ended questions to encourage creative thinking. -Provide tasks where the goal is trying different strategies rather than right or wrong answers. -Ask child how a story may have ended differently (e.g., "What if...?"). -Provide opportunities for child to create and complete projects in their own way. -Engage child in creating and completing projects using different media (clay, collage, paint, music, dance, chalk, box construction). -Demonstrate and explain how to be flexible about changes in routines and plans (provide more structure for child with special needs). -Provide child with access to artists and artwork from their own and other cultures. -Maintain files of a child's creative work for the child to revisit and comment on. -Display a variety of child's creative work instead of mass-produced or teacher-created display. -Engage child in drawing a series of pictures that represent or illustrate experiences or a story they have made up.	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.	LL-L.C.3.C Attempts to integrate new vocabulary into oral communication with peers and adults.	LL-L.C.5.B Continues to develop more complex sentences using syntax with a noun and verb and object (i.e., "Armel throws the ball").	C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.	ATL.2.E Establishes rules with peers during play or structured activities (cooperative play).	C-ARTS.4.E Creates and performs original music or songs for others.			
Learning Approaches Confidence and Initiative	3: Children are confident to initiate and complete activities using a variety of approaches.	Display initiative and confidence interacting in a variety of social and physical settings.	-Asks a peer to join in play. -Joins a play activity already in progress, with assistance. -Selects new activities during play time (selects characters for dress up, tries a new scooter). -Offers to help with chores (sweeping sand from the floor, helping to clean up juice spills). -Finds and uses materials to follow through on an idea (blocks for building a tower, blank paper and crayons for drawing about a story or experience). -Makes decisions about activities and materials to work with from the selection offered. -Plans time for completing activities. -Shows completed projects to others and explains what they did.	-Encourage child to pursue favorite activities. -Demonstrate and explain to child that taking reasonable risks is acceptable. -Facilitate play in groups; offer props to extend play. -Modify group activities to ensure participation of children with special needs. -Acknowledge when child initiates pro-social activities and point out the positive outcomes. -Provide environments that create opportunities for child to initiate activities where failure is acceptable. -Recognize that child may not demonstrate and express initiative in the same way in all settings (may take initiative with peers but not in presence of elders). -Create opportunities to "save" art, blocks, or process activities so child can return to them later. -Offer opportunities to display work, including three-dimensional structures.	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.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.	ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play).	ATL.8.AA Self-selects toy, activity, or Center to engage in when provided with choices.	ATL.8.D Creates and follows through with simple plans independently.	IS.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.	ATL.4.B Verbally or nonverbally demonstrates an understanding of accomplishing a task. May verbally explain work product.			
Executive Function Cognitive Self-regulation/Persistence and Attentiveness	4: Children demonstrate an expanding ability to develop and carry out plans.	Develop schemas for how things work and attempt more complex tasks requiring problem-solving strategies.	-Waits briefly for desired object or turn and knows they will have a turn. -Develops analogical thinking; schemas for what has worked and what to try. -Increases intentional, goal directed activities.	-Help child understand sequences (e.g., "What do we do first?"). -Provide a varied set of props, toys, and materials to encourage pretend play. Include realistic props to encourage role-play. -Provide open-ended loose parts for children to re-configure and create their own props. -Assist child in explaining plans and the outcomes of plans. -Extend child's explanations and stories with open-ended questions. -Encourage child to look at the possible outcomes of plans.	ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work.	ATL.3.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance.	ATL.5.D With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error).	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).	SC-SP.2.B Participates in teacher-led explorations and experiments and uses prior knowledge to make predictions.	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.8.D Creates and follows through with simple plans independently.	ATL.8.E Plans simple steps for future activity goals.	IS.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.	
Executive Function Cognitive Self-regulation/Persistence and Attentiveness	5: Children sustain attention to tasks even when faced with challenges and frustration.	Use trial and error skills and attention for more complex tasks.	-Sustains focus on tasks of interest to them, when few distractions exist. -Remains engaged in an activity for at least 5 to 10 minutes, much of the time. -Completes favorite tasks repeatedly. -Manages tasks with sequences of three to four steps. -Persists in trying to complete a task after previous attempts have failed (completes a puzzle, builds a tower). -Uses at least two different strategies to solve a problem. -Uses self-talk to guide action when solving a problem. -Participates in basic routines of daily living (meal time, circle time, or nap routines). -Finds hidden object by searching in more than one place.	-Be available and respond when child encounters problems, without being intrusive. -Comment positively on child's persistence and concentration, when appropriate. -Provide opportunities for physical and mental challenge (e.g. climbing structures, balance beams, complex puzzles, constructing with intricate manipulatives, and classification activities). -Play simple board games that require taking turns (e.g. Candy Land, Chutes and Ladders, Memory, Hood Owl Hood, or Feed the Wozzie). -Try child's suggested interventions when problems are encountered; talk with them about what worked and what did not. -Ask what child would like to try first when solving problems. -Help child focus attention (e.g., "Look at that!" "See the picture?" "Look at the orange cat."). Change your voice, point to pictures, ask questions, and repeat words. -Help child stay on task, break activity into manageable pieces, give visual and spoken cues, and help them return to tasks. -Modify expectations for persistence to meet individual variations for temperament, age, stage, or ability.	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.6.B Sustains attention in an assigned task for a brief amount of time (5-10 minutes).	ATL.6.D Refocuses attention to independent or group activity after minor distraction.	ATL.3.D Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed.	ATL.8.A With one to one adult support, completes steps of a simple task or project (two to three steps).	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).			
Executive Function Cognitive Self-regulation/Reflection and Interpretation	6: Mediated by individual temperament, children learn to understand and appreciate individual style in approaching and interacting with the world.	Display different levels of initiative and confidence in exploring a wide variety of social and physical settings. Can recognize emotional states in themselves and others and problem solve around emotional issues, with adult assistance.	-Chooses personal strategies to control emotional responses. -Seeks shared experiences. -Begins to allow peers to impact how they see themselves. -Explains and problem-solves issues of emotion (label emotions of self and others). -Can observe and respond to a friend or family members' ideas, likes, or dislikes.	-Recognize child's increasing range of complexity in emotional expressions and processing. -Support child's learning to adapt by mediating stressful situations for them. -Model language, labels, feelings, thoughts, and experiences for them. -Continue to respond to child's individual temperament traits to support interactions and transitions	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.1.B With adult modeling and visual supports, verbally or nonverbally identifies and labels emotions (such as happiness, excitement, anger, fear, and sadness in self.	IS.1.C With adult support, verbally or nonverbally identifies emotions in others.	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.2.D Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance.	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.C With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations.	SOC.2.D Recognizes that people have different thoughts and opinions within a community.		

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Executive Function Mental Flexibility/Reflection and Interpretation	7. Children show ability to change or adapt thought processes, applying previously learned concepts and skills to new situations.	Take more risks by extending previous learning to the exploration of new settings, people, and objects.	<ul style="list-style-type: none"> -Plays beside others and uses common materials. -Begins to plan play themes corporately with others. -Plays with shared meaning and evolving scripts. -Shows interest by asking about new things and people around them. -Seeks out and engages in new experiences and with toys that are unfamiliar. -Tells others about events that happened in the past. -Represents things in the environment with available materials; moving from simple to complex representations. -Thinks out loud and talks themselves through a situation. -Works out problems mentally or remembers past experience as well as using trial and error. 	<ul style="list-style-type: none"> -Provide many and varied safe toys and activities for children to play with alone and in adult- mediated groups. -Talk with child about what they have seen, heard, and done. -Rotate toys as child appears to lose interest. Later, reintroduce toy to spark renewed interest. -Go on field trips and invite experts in to explore nature and the outdoors. -Provide time for and materials to process experiences and information. -Help child remember experiences with photos, mementos, found objects, and written stories. -Ask open-ended questions to encourage reflection (e.g., "What if?" "How else...?"). -Expose child to differences in people and clarify understanding. -Interpret a peer's intentions or point of view as part of conflict resolution. 	ATL.3.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance.	ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work.	ATL.4.C Monitors the completion of a task and identifies preferred elements of a work product or task.	IS.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.	ATL.5.D With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error).	ATL.2.A Engages in activities next to peers using shared materials (parallel play).	ATL.3.D Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed.	ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own.		
			<ul style="list-style-type: none"> -Explains events that happened in the past. -Represents things in environment with available materials; moving from simple to complex representations (recreate picture of a house, build road with blocks, or make a tree with modeling clay). -Thinks out loud and talks themselves through a situation. -Works out problems using information from prior experiences rather than through trial and error. -Tells a story or recounts an event from photographs of self and others (e.g., "We made a big tent with boxes and blankets"). -Points to objects that are out of place. -Points out objects in complex pictures and puzzles. -Completes a sequence of three to six pictures or pieces of a sequence puzzle. -Sings and chants along with repetitive lines in songs, poems, and stories. -Uses words for yesterday, today, and tomorrow even though the timing may be incorrect. -Tells others about their acquaintances and experiences without considering the other person's lack of knowledge with the topic or person. 	<ul style="list-style-type: none"> -Engage child about what he/she has seen, heard, or done. -Provide child with time to respond in conversation where they want to offer experiences and information. -Help child remember experiences using photographs, mementos, and tell-toy stories. -Ask open-ended questions that encourage reflection (e.g., "What if...?" "How else could you do this?"). -Provide play interactions with other children and props that elicit previous experiences. -Use photos to prompt routines such as hand washing, brushing teeth, and putting away toys. -Encourage children to tell you stories. Write stories down to read with the child. -Sing songs and tell/read stories with repeating lines or sequences of actions. -Play "remember when" games, family stories. -Play name word games and sing name songs to help children know one another's names. -Rotate toys and activities based on input from children and their comments about past experiences. 	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.	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).	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).	SOC.5.A Begins to demonstrate an understanding of past and present experiences through concrete materials and visual supports					
Executive Function Working Memory/Concept Formation	8. Children use prior relationships, and knowledge to expand understanding.	Connect current behavior and past experiences to new situations, relationships, and problem-solving.	<ul style="list-style-type: none"> -Explains events that happened in the past. -Represents things in environment with available materials; moving from simple to complex representations (recreate picture of a house, build road with blocks, or make a tree with modeling clay). -Thinks out loud and talks themselves through a situation. -Works out problems using information from prior experiences rather than through trial and error. -Tells a story or recounts an event from photographs of self and others (e.g., "We made a big tent with boxes and blankets"). -Points to objects that are out of place. -Points out objects in complex pictures and puzzles. -Completes a sequence of three to six pictures or pieces of a sequence puzzle. -Sings and chants along with repetitive lines in songs, poems, and stories. -Uses words for yesterday, today, and tomorrow even though the timing may be incorrect. -Tells others about their acquaintances and experiences without considering the other person's lack of knowledge with the topic or person. 	<ul style="list-style-type: none"> -Encourage child to participate in everyday tasks (stirring, pouring, and wiping up). -Incorporate songs with movement into the daily schedule. Use longer action songs with sequences of motions (use a slow pace as children first learn to do both words and actions). -Use picture cards to help child see actions they can imitate. 	ATL.1.C Engages in individual verbal or nonverbal imaginative play or role-play.	C-ARTS.1.A Participates in guided movement activities by copying dances and movements introduced by others.	C-ARTS.1.B Recalls short, simple dances and movement sequences previously introduced by others.	LL-BK.2.C Uses illustrations to tell a familiar story with intonation and expression, using repeated phrases.						
Executive Function Working Memory/Imitation	9. Children show emerging ability to imitate behaviors that they have observed.	Use imitation as a foundation for symbolic play and sequencing.	<ul style="list-style-type: none"> -Imitates sequences of action (songs with gestures, movement games). -Uses phrases or plays out plots from favorite books or movies. -Sings and gestures to songs with both actions and words (Wheels on the Bus, folk songs with gestures). 	<ul style="list-style-type: none"> -Provide opportunities for child to play without adult guidance; discovering causal relationships. -Engage child in activities that demonstrate cause and effect (cooking projects, planting seeds and watching them grow). -Demonstrate, explain, and provide opportunities for child to explore cause and effect. -Provide opportunities for child to engage in efforts to address the effects of social issues (pollen, littering). -Help child make connections about cause (actions) and effect when resolving social conflicts. -Understand that social complexity can exceed child's capacity to problem solve. 	ATL.1.C Engages in individual verbal or nonverbal imaginative play or role-play.	SC-SP.1.C With teacher guidance, begins to formulate own questions based on observations.	ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work.	ATL.1.C Engages in individual verbal or nonverbal imaginative play or role-play.						
Cognition and Cognitive Processes Reasoning and Logic	10. Children demonstrate awareness of cause and effect relationships.	Are aware of and interested in simple causal relationships. Uses magical thinking.	<ul style="list-style-type: none"> -Identifies objects that influence or affect other objects (food coloring makes the water blue). -Asks "why" questions to show effort at understanding causation (if I do this, why does that happen?). -Explains the effects that simple actions may have on objects (it will be dark when you turn off the light). -Recognizes which element of an object causes the effect in simple relationships (the beads inside the box make the noise). -Begins to use "What?" "Who?" "When?" and "Where?" questions. 	<ul style="list-style-type: none"> -Encourage child to participate in everyday tasks (stirring, pouring, and wiping up). -Incorporate songs with movement into the daily schedule. Use longer action songs with sequences of motions (use a slow pace as children first learn to do both words and actions). -Use picture cards to help child see actions they can imitate. 	ATL.1.C Engages in individual verbal or nonverbal imaginative play or role-play.	C-ARTS.1.A Participates in guided movement activities by copying dances and movements introduced by others.	C-ARTS.1.B Recalls short, simple dances and movement sequences previously introduced by others.	LL-BK.2.C Uses illustrations to tell a familiar story with intonation and expression, using repeated phrases.						
Cognition and Cognitive Processes Reasoning and Logic/Problem-Solving	11. Children find multiple solutions to problems, tasks, problems, and challenges, including trial and error.	Are increasingly confident in interacting in a variety of social and physical settings as they try new things. Use emerging perspective-taking experiments.	<ul style="list-style-type: none"> -Explores various ways to solve a problem and select one option. -Seeks assistance from another child or adult to solve problems. -Modifies actions based on new information and experiences (change block structure when the tower continues to fall). -Uses magical thinking to influence solutions to problems (child thinks inanimate objects have intentions). -Uses emerging perspective taking to think of multiple situations for problem-solving. -Solves an increasing number of problems within everyday activities. 	<ul style="list-style-type: none"> -Be available to assist child with challenges, questions, and tasks to solve. -Demonstrate several alternatives to solving a problem. -Guide child through the problem-solving process (e.g., "The wagon is stuck. What can we do?"). -Apply the problem-solving process to social problems at the child's level (e.g., "Enrique and you both want to paint at the base! What needs to happen for you to share the easel and paint together?"). 	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.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.1.C With adult support, verbally or nonverbally identifies emotions in others.	ATL.3.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance.	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).					
Cognition and Cognitive Processes Reasoning and Logic/Problem-Solving	12. Children expand abilities for conjecture, hypothesizing, and guessing.	Testing ideas about how things work in a variety of social and physical settings.	<ul style="list-style-type: none"> -Asks questions to get more information about why something happens. -Explains the effects that simple actions have and their outcomes. -Recognizes which object or element of an object causes the effect in simple relationships. -Answers "what next" questions. -Uses self-talk when solving a difficult problem. -Acquires the ability to hold more than one attribute in mind. -Becomes aware that other people can have different ideas or thoughts from their own. -Can categorize objects into groups. -Begins to make, recognize, and extend patterns. -Changes from magical thinking to understanding causation and planned actions. -Uses "why" most often to ask questions as they hypothesize. -Begins to "Who," "What," "Where," and "When" to gain information to form hypothesis. 	<ul style="list-style-type: none"> -Use child-centered play, for the child to discover and practice cause and effect, where the adult direction is limited. -Support cause and effect activities by asking extending questions (e.g., "What do you think will happen next?"), or offering another prop. -Help child know when to use "wh" questions: "Why," "Who," "What," "Where," and "When." -Enrich the environment with enough open-ended materials and time for exploration (blocks, water table, outdoors sand, digging tools). 	ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work.	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.	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).	SC-SP.1.B Observes and describes cause and effect.					
Cognition and Cognitive Processes Reasoning and Logic/Critical and Analytical Thinking	13. Children compare, contrast, and evaluate experiences, tasks, and events building on prior knowledge.	Are eager to explore a wider variety of people, objects, and situations and can use past experience and observations in novel ways in unfamiliar situations.	<ul style="list-style-type: none"> -Applies new information or vocabulary to an activity. -Uses information gained through one modality and applies it to a new context via another modality (tries to build a tower of blocks like the one seen in a book, draws pictures after a field trip). -Generates a strategy based on one learning event and extends it to a new learning opportunity (learns that mixing red and yellow paints makes orange, later tries coloring yellow crayon over red crayon). -Shows an understanding of same and different. -Recognizes and labels aspects of an event. -Sorts objects based on attributes (shape, size, and color). -Compares experiences, with or without prompting. -Explains simple benefits and/or drawbacks of choosing one course of action, without prompting. 	<ul style="list-style-type: none"> -Engage the child in activities and interactions that make connections by recalling past learning and events (engage child in "remember when..." games and discussions). -Demonstrate, explain, and engage child in activities that recall past events and relate what he/she learned from it. -Engage child in generalizing by asking open-ended questions (e.g., "What else would this work?" "What if...?"). -Provide opportunities to sort objects for fun or as a chore. -Play games where the child identifies similarities and differences in the environment. -Engage in role-playing activities. -Read or tell stories and talk about the characters' similarities and differences. -Use open-ended questions. 	ATL.3.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance.	ATL.4.C Monitors the completion of a task and identifies preferred elements of a work product or task.	ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work.	IS.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.	ATL.5.D With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error).	ATL.9.C Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and wants to return, or fell on the slide yesterday, so exercises caution today).				
Cognition and Cognitive Processes Representational Thought and Play	14. Children participate in exploratory play.	Explore materials and actions.	<ul style="list-style-type: none"> -Uses tools, hammers, saws, shovels, and levers to explore the physical properties of moving masses. -Plays with wheeled toys (tricycles, scooters, wagons) to explore velocity. -Uses art materials to make functional objects. -Constructs with building bricks and manipulative toys to explore spatial relationships. -Uses senses to explore physical environment (sand and water, sweet and sour, loud and soft, identify smells). 	<ul style="list-style-type: none"> -Provide manipulative toys for sorting, classifying, and arranging in groups and sequences, by attribute. -Understand functional play and its relationship to math and science foundations. -Provide time for outdoor activities and play with digging tools, buckets, wheel toys, and balls. 	ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work.	C-ARTS.3.A Expresses interest in a variety of art materials and tools.	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.	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.	C-ARTS.3.C Explores and creates art using different techniques, such as dot art, mixed media collages, and clay.					

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Idaho Early Learning Guidelines, 36-60 Months Domain 1: Approaches to Learning, Executive Function, and Cognitive Development				Every Child Ready Standards									
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Cognition and Cognitive Processes Representational Thought and Play	15: Children participate in pretend or symbolic play.	Use elaborate plots, shared scripts, and multiple sequences and roles, with a mixture of reality and fantasy.	<ul style="list-style-type: none"> -Explores experience by taking on familiar roles in the home and community (firefighters, restaurant, doctor's office). -Takes on pretend roles and situations. Uses appropriate language, tone, and movements (pretends to be a baby, crawling on the floor and making baby sounds). -Engages in complex make-believe play (theme-oriented play that involves multiple characters and settings). -Makes connections between characters in books, stories, or movies, with people in real-life. -Questions if characters in books, family, and traditional oral stories and movies are real or not. -Believes objects, events, and characters can be "magic" or have "powers." -Understands that conflict can arise from "misunderstanding each other." -Can return to favorite play themes with friends. -Uses dramatic play to recreate a real situation with self-involvement. -Plays out social and emotional issues (power, loss, fears). -Uses block and dramatic play areas for imaginative settings and extended play. -Extends and consolidates understanding through play. 	<ul style="list-style-type: none"> -Engage the child in activities and interactions that develop fantasy characters while helping them differentiate between make-believe and reality. -Help child distinguish between cartoons, puppets, characters in books and movies, and real people. -Provide environment and time for dramatic play. -Scaffold entrance into dramatic play for child who needs support to join play. -Clarify scripts and roles as part of conflict resolution. -Provide opportunities for pretend play outdoors with materials such as sand, water, buckets and pans, fabric for tents, play scripts, balls, and opportunities to invent games. 	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.	C-ARTS.2.D Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.	ATL.1.E Coordinates roles and carries out more complex stories during role-play.	C-ARTS.2.C Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.	ATL.1.D Carries out familiar roles during individual or collaborative role-play.				
	16: Children represent experiences and thought through symbolic representation such as movement, drawing, singing/vocalizing, and play.	Use symbolic expression in arts, communication, and quantity.	<ul style="list-style-type: none"> -Provides a complex description of a person or object that is not present (child describes the dog is black, soft, and runs around; child gestures to show how big). -Uses symbols or pictures as a representation of oral language. -Uses objects to represent real items in make-believe play. -Recognizes objects, places, and ideas by symbols (recognize which is the men's room and which is the women's room by looking at the stick figure symbols). -Uses creative means to express emotions when vocabulary is inadequate. -May use shapes and letters to "write messages." 	<ul style="list-style-type: none"> -Provide opportunities for child to engage in symbolic play (act happy, imitate a sad puppy). -Provide opportunities for child to draw pictures of people, feelings, family, animals, and objects. -Tell stories without pictures and encourage child to visualize, imagine, and express what he/she feels. -Identify and point out symbols during daily activities; demonstrating and explaining what they mean. -Encourage child to draw a story, with caregiver as "scribe," writing dictated words. Dictates the story and makes the illustrations. -Read stories and provide props for dramatizing the plot (Three Billy Goats Gruff and make a block bridge). 	C-ARTS.3.A Expresses self using a variety of art materials and tools.	LL-WR.2.A Draws and/or writes to represent, express, or communicate interests.	LL-WR.4.C Writes letter-like symbols in strings. May leave spaces between symbols to indicate words.	ATL.1.C Engages in individual verbal or nonverbal imaginative play or role-play.					

Every Child Ready & Idaho Early Learning Guidelines Alignment																																																																
Idaho Early Learning Guidelines, 36-60 Months Domain 2: Physical Well-Being, Health, and Motor Development						Every Child Ready Standards																																																										
Sub-Domain	Goal	Developmental Growth	Child Indicators	Caregiver Strategies	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	Alignment 8																																																				
Motor Development Gross Motor Skills: Balance, Movement, and Coordination	17: Children demonstrate strength and coordination of large motor muscles.	Coordinate whole body to move in complex ways with strength, agility, and balance.	<ul style="list-style-type: none"> -Walks and runs following circular paths (around obstacles and corners). -Runs, pivots to change direction, and stops as appropriate. -Crawls through a play tunnel or under tables. -Climbs on play equipment. -Throws large beanbags or ball with some accuracy. -Catches large balls with two hands. -Kicks ball forward. -Balances on one foot; hops forward on one foot. -Jumps on two feet and jumps over small objects with balance and control. -Jumps from a height. -Jumps for distance. -Gallops. -Pedals consistently when riding a tricycle. -Starts and stops a tricycle intentionally. -Walks up and down stairs using alternating feet. 	<ul style="list-style-type: none"> -Provide safe equipment and environments that vary in skill levels (tricycles, tires, hoops, balls, balance beam, climbing equipment). -Teach child new skills (skip, throw overhead, jump rope, hula hoop, swim). -Provide activities in which only one side of the body is used at a time (hopping, standing on one foot). -Provide opportunities for dance and other movement activities that use both sides of the body (bending, twisting, stretching, balancing). -Use assistive technology and adaptations to activities if needed to engage children with individual needs in physical activity and movement. 	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.D Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target.	PD.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.																																																									
			<ul style="list-style-type: none"> -Eats with utensils; scoops, spears, and spreads food. -Uses various drawing and art materials (crayons, brushes, finger paints). -Copies shapes and geometric designs. -Opens and closes blunt scissors with one hand. -Cuts a piece of paper on a straight line and on a curve. Child needs sharp scissors to cut accurately. -Manipulates small objects with ease (strings beads, fits small objects into holes). -Fastens large buttons. -Uses large zippers. -Uses stapler or paper punch. -Completes increasingly complex puzzles (single, cut-out figures to 10-piece puzzles). -Writes some recognizable letters or numbers. 	<ul style="list-style-type: none"> -Engage child in activities that strengthen hand grasp (molding play dough, using a hand-held hole punch). -Encourage child to strengthen grasp of thumb/forefinger (gluing small pieces of paper, peeling/sticking stickers, picking up small objects with fingers). -Encourage use of precision grasp (using writing utensils such as crayons, pencils, markers, paints). -Provide opportunities for child to practice tying, buttoning, and beading. -Demonstrate and provide opportunities for child to use scissors safely (include adaptive scissors). -Modify activities to ensure participation of each child (i.e. attach rubber grips to pencils and pens, provide loops scissors, and paint tools with thicker grasps). -Offer supervised woodworking opportunities (gluing, hammering, screwing, sawing). 	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.	SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment.	C-ARTS.3.A Expresses self using a variety of art materials and tools.	PD.4.C Completes self-care and hygiene routines with minimal assistance.																																																						
Motor Development Fine-Motor Skills: Prehension, Reaching, and Manipulation	18: Children demonstrate strength and coordination of small motor muscles.	Use fingers and hands for purposeful tasks.	<ul style="list-style-type: none"> -Coordinates motor activity based on visual input. -Holds materials at an appropriate distance. -Moves eyes rather than head to track objects. -Physically reacts appropriately to the environment (bends knees to soften a landing, moves quickly to avoid obstacles). -Demonstrates concepts through movement (imitates an animal through movement, sounds, dress, dramatization, dance). -Improves eye-hand coordination for precise movement (catches a bounced ball). -Coordinates motor activity based on auditory input (runs to look out the window when hearing a siren). -Demonstrates sensory regulation by pushing objects, climbing short ladders, swinging on a swing, and sliding. 	<ul style="list-style-type: none"> -Play word games and sing songs that use the senses. -Set up an obstacle course of chairs, sticks, boxes, and give directions: go over the box, under the chair, and beside the stick. -Provide opportunities for the child to explore natural surroundings through the senses. -Provide opportunities for the child to integrate rhythm, sounds, and music with motor activity: like striking a drum to the beat or marching with the rhythm. -Provide opportunities to use touch, pressure, and texture to learn to push, pull, or lift an object effectively. 	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.	ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work.	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.D Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements.	PD.1.E Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target.	C-ARTS.1.A Participates in guided movement activities by copying dances and movements introduced by others.	C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.	C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.																																																				
			<ul style="list-style-type: none"> -Carries light objects, bags, or backpacks for a short distance. -Repetitively practices new skills. -Engages in sustained unstructured physical activity on a daily basis. 	<ul style="list-style-type: none"> -Provide a variety of daily opportunities for the child to engage in noncompetitive physical activities. -Provide at least 60 minutes of unstructured physical activities each day. -Make physical activity interesting and challenging (set up a simple and safe obstacle course outside or inside where child climbs over, under, and through things; incorporate movement to music). -Provide balance between stimulating and restful activities. 	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 a teacher-led activity (10–15 minutes).	ATL.3.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance.	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.																																																								
Physical Development Physical Fitness	20: Children demonstrate the stamina and energy to participate in daily activities.	Sustain strength for increased periods of time	<ul style="list-style-type: none"> -Participates in different physical activities (walking, climbing, throwing, dancing) with varying levels of engagement. -Initiates structured and unstructured physical activities throughout the day. -Incorporates various physical activities while transitioning from one place to another (marches between the kitchen and the bathroom). -Participates in cooperative games with peers. 	<ul style="list-style-type: none"> -Engage child in group exercise times/activities (bike rides, family walks). -Engage child in different kinds of physical activities (throwing balls, climbing playground equipment, helping with chores, dancing). -Provide child the opportunity to play in different settings (neighborhood park with outdoor play equipment, play groups with other children). 	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.D 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.	C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.																																																								
			<ul style="list-style-type: none"> -Feeds self with fork and spoon; and spreads with a blunt knife, without assistance. -Washes hands independently, with frequency. -Gets a drink of water from an appropriate tap, without assistance. -Dresses and undresses, with minimal help. -Chooses own clothes to wear, when asked. -Puts shoes on, without assistance. -Decides, with few prompts, when to carry out self-help tasks (to wash hands when dirty and before meals). -Chooses to rest, when tired. -Participates in helping younger siblings with personal care routines. -Cares for toileting needs other than wiping. -Independently completes toileting activities, including wiping and flushing the toilet. 	<ul style="list-style-type: none"> -Offer plenty of guidance and opportunities for child to take care of self (put on own coat, clean up after spills and messy projects). -Give child enough time to take care of personal needs such as zipping and unzipping coat. -Provide chart with picture cues showing the sequence of steps of everyday health-related activities such as hand washing and nose-blowing. -Decides, with few prompts, when to carry out self-help tasks and provides opportunities for child to help younger siblings and other children with appropriate personal care routines. -Demonstrate clear and consistent boundaries about harmful objects and situations (always put child in car safety seat when traveling in a vehicle). -Assist with brushing own teeth; adult may complete the brushing process. 	IS.6.C Requests or accepts (verbally or nonverbally) adult help 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.	ATL.7.C Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn).	PD.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.A Uses hands and fingers to complete a variety of tasks, such as opening drawers and cabinets.	PD.2.C Begins to use refined hand movements such as using blunt scissors, buttoning large buttons, and connecting small toys, such as linking cubes or blocks.																																																						
Health and Personal Care Daily Living Skills	22: Children practice basic personal care routines.	Initiate and carry out personal care routines, with and without assistance.	<ul style="list-style-type: none"> -Ensure child receives regular checkups that include appropriate screenings, immunizations, preventive care, and information about development. -Take care of own toileting needs. -Washes and dries hands before eating and after toileting, without assistance. -Cooperates and assists caregiver with tooth brushing. -Identifies health products (shampoo, toothpaste, soap). -Covers mouth and nose when coughing and sneezing with elbow or tissue. -Uses tissue to wipe own nose and throws tissue in wastebasket. -Recognizes and communicates when experiencing symptoms of illness. -Cooperates and participates in care for acute and chronic illness (takes medicine, with assistance). 	<ul style="list-style-type: none"> -Establish hand washing routines (wash hands using liquid soap, running water, and disposable towels) for appropriate times throughout the day (on arrival, after handling pets, before and after eating, after toileting and blowing nose, after outdoor play). -Provide chart with picture cues showing the sequence of steps to wash and dry hands. -Provide opportunities for child to select personal hygiene items for self and others (select own toothbrush, washcloth). -Make a place for child's personal grooming. -Provide child with enough time to take care of personal hygiene (dentist, nurse, health aide, doctor). -Use sunscreen to protect skin from sunburn. 	IS.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.	ATL.4.C Uses past experiences to guide decision-making in new situations.	ATL.4.D Assesses or reflects upon activity or task outcome or product.	LL-LC.2.B Uses phrases and sentences to communicate wants, needs, ideas, or feelings.	LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults.	IS.1.C With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations.																																																						
			<ul style="list-style-type: none"> -Participates in a variety of age appropriate movement and physical daily activities. 	<ul style="list-style-type: none"> -Participates in different physical activities (walking, climbing, throwing, dancing) with varying levels of engagement. -Initiates structured and unstructured physical activities throughout the day. -Incorporates various physical activities while transitioning from one place to another (marches between the kitchen and the bathroom). -Participates in cooperative games with peers. 	<ul style="list-style-type: none"> -Engage child in group exercise times/activities (bike rides, family walks). -Engage child in different kinds of physical activities (throwing balls, climbing playground equipment, helping with chores, dancing). -Provide child the opportunity to play in different settings (neighborhood park with outdoor play equipment, play groups with other children). 	<ul style="list-style-type: none"> -Engage child in activities that strengthen hand grasp (molding play dough, using a hand-held hole punch). -Encourage child to strengthen grasp of thumb/forefinger (gluing small pieces of paper, peeling/sticking stickers, picking up small objects with fingers). -Encourage use of precision grasp (using writing utensils such as crayons, pencils, markers, paints). -Provide opportunities for child to practice tying, buttoning, and beading. -Demonstrate and provide opportunities for child to use scissors safely (include adaptive scissors). -Modify activities to ensure participation of each child (i.e. attach rubber grips to pencils and pens, provide loops scissors, and paint tools with thicker grasps). -Offer supervised woodworking opportunities (gluing, hammering, screwing, sawing). 	<ul style="list-style-type: none"> -Provide a variety of daily opportunities for the child to engage in noncompetitive physical activities. -Provide at least 60 minutes of unstructured physical activities each day. -Make physical activity interesting and challenging (set up a simple and safe obstacle course outside or inside where child climbs over, under, and through things; incorporate movement to music). -Provide balance between stimulating and restful activities. 	<ul style="list-style-type: none"> -Participates in a variety of age appropriate movement and physical daily activities. 	<ul style="list-style-type: none"> -Participates in different physical activities (walking, climbing, throwing, dancing) with varying levels of engagement. -Initiates structured and unstructured physical activities throughout the day. -Incorporates various physical activities while transitioning from one place to another (marches between the kitchen and the bathroom). -Participates in cooperative games with peers. 	<ul style="list-style-type: none"> -Engage child in group exercise times/activities (bike rides, family walks). -Engage child in different kinds of physical activities (throwing balls, climbing playground equipment, helping with chores, dancing). -Provide child the opportunity to play in different settings (neighborhood park with outdoor play equipment, play groups with other children). 	<ul style="list-style-type: none"> -Provide plenty of guidance and opportunities for child to take care of self (put on own coat, clean up after spills and messy projects). -Give child enough time to take care of personal needs such as zipping and unzipping coat. -Provide chart with picture cues showing the sequence of steps of everyday health-related activities such as hand washing and nose-blowing. -Decides, with few prompts, when to carry out self-help tasks and provides opportunities for child to help younger siblings and other children with appropriate personal care routines. -Demonstrate clear and consistent boundaries about harmful objects and situations (always put child in car safety seat when traveling in a vehicle). -Assist with brushing own teeth; adult may complete the brushing process. 	<ul style="list-style-type: none"> -Ensure child receives regular checkups that include appropriate screenings, immunizations, preventive care, and information about development. -Take care of own toileting needs. -Washes and dries hands before eating and after toileting, without assistance. -Cooperates and assists caregiver with tooth brushing. -Identifies health products (shampoo, toothpaste, soap). -Covers mouth and nose when coughing and sneezing with elbow or tissue. -Uses tissue to wipe own nose and throws tissue in wastebasket. -Recognizes and communicates when experiencing symptoms of illness. -Cooperates and participates in care for acute and chronic illness (takes medicine, with assistance). 	<ul style="list-style-type: none"> -Establish hand washing routines (wash hands using liquid soap, running water, and disposable towels) for appropriate times throughout the day (on arrival, after handling pets, before and after eating, after toileting and blowing nose, after outdoor play). -Provide chart with picture cues showing the sequence of steps to wash and dry hands. -Provide opportunities for child to select personal hygiene items for self and others (select own toothbrush, washcloth). -Make a place for child's personal grooming. -Provide child with enough time to take care of personal hygiene (dentist, nurse, health aide, doctor). -Use sunscreen to protect skin from sunburn. 	<ul style="list-style-type: none"> -Participates in a variety of age appropriate movement and physical daily activities. 	<ul style="list-style-type: none"> -Participates in different physical activities (walking, climbing, throwing, dancing) with varying levels of engagement. -Initiates structured and unstructured physical activities throughout the day. -Incorporates various physical activities while transitioning from one place to another (marches between the kitchen and the bathroom). -Participates in cooperative games with peers. 	<ul style="list-style-type: none"> -Engage child in group exercise times/activities (bike rides, family walks). -Engage child in different kinds of physical activities (throwing balls, climbing playground equipment, helping with chores, dancing). -Provide child the opportunity to play in different settings (neighborhood park with outdoor play equipment, play groups with other children). 	<ul style="list-style-type: none"> -Provide plenty of guidance and opportunities for child to take care of self (put on own coat, clean up after spills and messy projects). -Give child enough time to take care of personal needs such as zipping and unzipping coat. -Provide chart with picture cues showing the sequence of steps of everyday health-related activities such as hand washing and nose-blowing. -Decides, with few prompts, when to carry out self-help tasks and provides opportunities for child to help younger siblings and other children with appropriate personal care routines. -Demonstrate clear and consistent boundaries about harmful objects and situations (always put child in car safety seat when traveling in a vehicle). -Assist with brushing own teeth; 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Every Child Ready & Idaho Early Learning Guidelines Alignment													
Idaho Early Learning Guidelines, 36-60 Months Domain 2: Physical Well-Being, Health, and Motor Development					Every Child Ready Standards								
Sub-Domain	Goal	Developmental Growth	Child Indicators	Caregiver Strategies	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	Alignment 8	
Nutrition and Feeding Nutrition	24: Children eat a variety of nutritious foods.	Participate in mealtime routines with increasing independence and become more consistent at using utensils to eat and serve self. Eat a variety of foods and learn about food through observation and modeling during mealtimes.	<ul style="list-style-type: none"> -Accepts a greater variety of foods, displays greater acceptance of textures and flavors. -Expresses food preferences using increasingly descriptive vocabulary. -Uses spoon and fork but continues to use fingers for efficiency. -Begins to have accuracy with a knife for spreading soft foods such as butter or jelly. -Knows and uses routines for passing, serving, cleaning up spills, and clearing their place after meals. -Uses serving utensils to self-serve food, with increasing accuracy. -Passes food at the table and takes appropriate-sized portions or participates in other culturally-specific family serving styles. -Expresses hunger and fullness using words such as "I'm hungry" or "My tummy is full." -Begins to identify sources of food. 	<ul style="list-style-type: none"> -Serve meals that include foods with a variety of textures, shapes, temperatures, sizes, and colors. -Talk with child about food choices in relation to allergies, religion, culture, family choices, and overall health. -Offer food at least every 3 hours so that child's hunger does not overwhelm their ability to self-regulate food intake. -Establish the expectation, for the child, to join with family or group at mealtimes. -Resist forcing child to eat. -Provide child-sized utensils. -Provide child-sized serving utensils that help child to serve child-sized portions. -Provide adequate space for each child to pass, serve, pour, and eat. -Provide opportunities for child to serve themselves from common bowls and pitchers. -Involve child in planting, growing, and harvesting a vegetable garden. -Provide opportunities for child to help prepare meals and snacks. -Talk about food and nutrition concepts including texture, vocabulary, appearance, and preferences during meal times. -Avoid serving choking hazards (raisins, grapes, popcorn, hot dogs, hard candies; and other small, hard, round foods). -Provide directions to prevent choking (keep all four chair legs on the floor, avoid talking or laughing with food in mouth, take small bites, and finish chewing food before leaving the table). 	PD.5.AA Uses senses to experience a variety of food during mealtimes.	PD.5.B Demonstrates understanding of types of foods and preferences.	PD.5.A Recognizes and identifies a variety of different foods.	LL-LC.2.B Uses phrases and sentences to communicate wants, needs, ideas, or feelings.	LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults.	IS.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.	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.	IS.6.C Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers.	
Safety Safe Practices	25: Children demonstrate knowledge about and avoid harmful objects and situations.	Demonstrate an awareness and understanding of harmful objects and situations and respond, with and without assistance.	<ul style="list-style-type: none"> -Communicates to peers and adults when seeing dangerous behaviors (throwing rocks on the playground). -Carries scissors and pencils with points down to avoid accidents. -Looks both ways before crossing street or road and knows to cross with adult assistance. -Recognizes danger and poison symbols and avoids those objects or areas. -Does not touch or take medicine, without adult assistance; but knows that medicine can improve health, when used properly. -Understands the difference between safe touch and unsafe touch. -Identifies appropriate clothing and sunscreen for various weather conditions. -Recognizes safety issues with guns, fire, water, and strangers. 	<ul style="list-style-type: none"> -Provide constant close adult supervision and guidance. -Participate in discussions with firefighters about fires and safety precautions. -Read stories in which children face harmful situations and discuss how they deal with them. -Provide puppets, role-play materials, and songs/rhymes that help child focus on who and what can be trusted. -Be vigilant about appropriate clothing and skin protection. -Provide role-playing situations for child to practice personal safety. -Demonstrate clear and consistent boundaries about harmful objects and situations (always put child in car safety seat, helmets for bikes). -Keep guns unloaded, use safety locks, and store in a locked cabinet away from children. -Become familiar with the risk factors and signs of child abuse and neglect. -Explain 911 and show child how to dial 911. 	PD.6.E Understands and describes how to get help when there are unsafe objects, substances, or behaviors.	PD.6.C Independently follows safety procedures.	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).	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.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.			
Safety Rules and Regulations	26: Children demonstrate awareness and understanding of safety rules.	Follow safety rules, with and without assistance.	<ul style="list-style-type: none"> -Understands and anticipates the consequences of not following rules. -Identifies safety signs posted indoors and outdoors. -Follows emergency drill instructions (fire, earthquake, bomb, lockdown). -Follows basic safety rules, with assistance (bus, bicycle, boat, plane, playground, crossing the street, stranger awareness, using sidewalk). -Initiates getting buckled into age- and weight-appropriate car safety seats in vehicles. -Puts on or asks for helmet before riding a bicycle or other wheeled toy. -Shows an interest in participating in setting rules for indoor and outdoor play in a classroom setting. 	<ul style="list-style-type: none"> -Discuss personal safety rules with child (holding hands in crowds, wearing a personal flotation device, wearing a bike helmet). -Provide basic safety equipment for all of child's activities. -Model safe practices (personal flotation, helmets, fire safety). -Discuss safety rules regarding recreation, wilderness, and animal safety (guns, motor craft, matches, propane, and water safety). -Talk with child about fire safety ("Tell an adult if you find matches and lighters"). -Provide opportunities for child to practice appropriate emergency drills (fire, earthquake, bomb). -Show and tell child how to call 911 in an emergency situation. -Discuss different people child can ask for help in an emergency situation (police officer, firefighter, neighbor). -Provide opportunities for child to learn and practice water safety. -Discuss traffic safety signs as they travel in motor vehicles while on field trips. -Provide facsimiles of stops signs, railroad signs, etc., for use in play situations. -Encourage participation in setting rules for the classroom. 	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.					

Every Child Ready & Idaho Early Learning Guidelines Alignment												
Idaho Early Learning Guidelines, 36-60 Months Domain 3: Social and Emotional Development					Every Child Ready Standards							
Sub-Domain	Goal	Developmental Growth	Child Indicators	Caregiver Strategies	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	
Social Development Interaction with Adults	27: Children trust, interact with, and seek assistance from adults.	Show confidence in seeking assistance from familiar adults.	<ul style="list-style-type: none"> -In familiar settings, separates, with assistance from significant adults, without undue anxiety (younger child may need extra help). -Expresses affection for significant adults. -Approaches adults for assistance and offers to assist adults. -Carries out actions to please adults, at times. -Tells feelings about adults (e.g., "I love Grandpa!"). -Plays independently but seeks comfort from familiar adults when distressed. -Asks questions of adults, as needed, to obtain information. -Follows caregiver's guidance for appropriate behavior in different environments. -Identifies known safety roles and distinguishes between trusted and unknown adults (police officers, fire fighters). -Brings simple problem situations to adult's attention. -Works independently and asks for help only when necessary. -Works cooperatively with an adult to plan and organize activities and solve problems. 	<ul style="list-style-type: none"> -Model, explain, and provide opportunities for child to interact appropriately and be respectful of adults. -Communicate expectations clearly by modeling and showing the child how to respond. -Show respect for child's choices and attempts at solving problems (trade with child). -Offer support and social cues for child who is working to establish peer relationships. -Provide one-on-one time when a child can confide in a care provider/teacher daily. -Provide opportunities for child to help and participate in routines such as "picking up." -Offer increasing choices within safe boundaries. -Provide activities that encourage child to interact with an adult such as setting up the indoor and outdoor environments (planning and cooperation). 	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.3.D Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.	ATL.3.C Asks questions and seeks clarity after attempting a challenging task.	ATL.4.C Uses past experiences to guide decision-making in new situations.	ATL.8.D Creates and follows through with simple plans independently.	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).	
Social Development Interaction with Peers	28: Children develop friendships with peers.	Engage in mutual social play that involves cooperation and shared purpose.	<ul style="list-style-type: none"> -Plays beside and interacts with peers. -Sometimes share toys with other children as they play. -Shows enjoyment in playing with other children. -Engages with other children in play involving a common idea (dramatic play, block building). -Begins to show preference for particular playmate. -Tries a variety of strategies to engage a peer. -Separates willingly from adults to play with friends. -Has at least one other friend. -Initiates conversations with other children; asks questions and responds. -Makes decisions with other children, with adult prompts as needed (making rules). -Can wait briefly for a turn when playing with other children. -Leads or participates in planning cooperative play with others. -Uses play as a vehicle to build relationships and develops an appreciation for their own ability and accomplishments. 	<ul style="list-style-type: none"> -Provide opportunities for child to engage in a variety of play activities with other children (dramatic play, art projects, block building, free play outside, and dance class). -Read books, flannel stories, etc. about children in cooperative situations and successful conflict resolution. -Help child join other children in ongoing play. -Engage child in conversations with another child. -Support the child who is nonverbal during interactions with peers using gestures, sign language, pictures or photos, and other visual supports for communication. -As appropriate, provide opportunities and support for families and children to explain a disability to other children in a class or in a small group. -Cooperate with child and others in daily tasks. -Demonstrate and explain how to be inclusive based on gender, culture, language, and abilities. 	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).	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.	ATL.1.D Carries out familiar roles during individual or collaborative role-play.	C-ARTS.2.C Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.			
Social Development Interaction with Peers	29: Children demonstrate positive negotiation skills.	Solve problems and communicate ideas with a peer, with adult supervision.	<ul style="list-style-type: none"> -Understands the concept of "mine" and "his/hers." -Approaches other children positively. -Uses simple strategies to solve problems, either individually or in a group (with assistance from an adult). -Uses different turn-taking strategies (bartering, trading, and beginning to share). -Without using physical aggression, negotiates with other children to solve a problem, with some adult assistance. -States a position with reasons (I do not want to play right now because I am tired). -Seeks out adult when needing help to solve a conflict. -Considers the need or interest of another child and accepts or suggests mutually acceptable solutions. 	<ul style="list-style-type: none"> -Provide activities that allow child to negotiate social conflicts (dramatic play, blocks, and a variety of multicultural dress-up clothes). -Give child ample time to solve own problems before intervening. -Model appropriate strategies for conflict resolution and use questions to stimulate thinking (e.g., "What's happening here?"). -Read stories, use flannel board, or invent puppet plays in which characters solve conflicts appropriately. -Build problem-solving skills by engaging children in conversations to make decisions and find solutions (e.g., "What can we do, you both want the ball?"). -Model and provide child with words to use when in a conflict (e.g., "Tell him we can have it when you're done." "May I have that when you're done?"). 	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).	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.	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.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play).			
Social Development Pragmatic Behavior	30: Children demonstrate awareness of behavior and its effects on others.	Anticipate the impact of behaviors on others.	<ul style="list-style-type: none"> -Asks "why" questions to understand effects of behavior ("If I do this, why does that happen?"). -Asks "what" questions to understand effects of behavior ("What will happen if I do this?"). -Demonstrates understanding of the consequences of own actions on others ("If I share my toy, they will be happy"). -Recognizes other children's kind behaviors. -Shows sympathy and/or empathy for physically hurt or emotionally upset child. -Understands the need to wait for a short period of time for a fun game or activity. -Understands the reasons for rules and routines within the group and accepts them. -Begins to accept the consequences of behavior. -Logically connects actions and reactions. 	<ul style="list-style-type: none"> -Provide opportunities for dramatic play so that he/she can practice taking others' role or perspective. -Have child create "if-then" scenarios (e.g., "If I pick up my toys, then we will go for a walk"). -When there is a conflict between two children, demonstrate empathy and understanding for both children and clarify their feelings and the situation. -Provide opportunities for children to participate in developing rules for the environment (e.g., "We walk inside," "We keep our hands on our own bodies.") using "what" and "why" questions. 	IS.1.C With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations.	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.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).	ATL.4.C Uses past experiences to guide decision-making in new situations.	ATL.4.D Assesses or reflects upon activity or task outcome or product.	SC-SP.1.B Observes and describes cause and effect.		
Social Development Pragmatic Behavior	31: Children participate positively in group activities.	Participate in a group activity in a cooperative manner and sustain play toward a common goal with other children.	<ul style="list-style-type: none"> -Notifies and comments on who is absent from routine group settings (play groups). -Identifies self as a member of a group (refers to our family, our school, our team, our tribe). -Uses play to explore, practice, and understand social roles. -Joins a group of other children playing, with adult prompts, as needed. -Understands and complies with group rules. 	<ul style="list-style-type: none"> -Promote a sense of community and interdependence within groups (cleanup or meal preparation). -Engage child in dramatic play that promotes group work and an understanding of social roles. -Model teamwork with others to accomplish a task (have children watch adults prepare a meal together and ask them to contribute simple tasks to the team effort). 	ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play).	ATL.2.E Establishes rules with peers during play or structured activities (cooperative play).	IS.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.	C-ARTS.2.D Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.	ATL.6.C Attends to entirety of a short, engaging lesson or teacher-led activity (10–15 minutes).			
Social Development Pragmatic Behavior	32: Children demonstrate sympathy and empathy.	Recognize and respond to another's emotions and situation.	<ul style="list-style-type: none"> -Model a friendly, positive, and respectful manner when listening and responding to child's comments and suggestions. -Name and discuss feelings (e.g., "I see that you're sad because..."). -Provide opportunities for child to play with friendly and gentle animals, with close supervision. -Promote play with other children to promote understanding of others' intentions and feelings, with adult support. -Offer opportunities for child to take care of living things (plants, pets, butterflies). -Acknowledge a child's interest in things that die (plants, pets, butterflies). -When significant people in the child's environment die or leave, consult with the child's family to discuss strategies to help the child that are culturally sensitive. -Be attuned to the child's play themes of loss and grief and reflect on how you might proceed with the child's needs. 	<ul style="list-style-type: none"> -Model a friendly, positive, and respectful manner when listening and responding to child's comments and suggestions. -Name and discuss feelings (e.g., "I see that you're sad because..."). -Provide opportunities for child to play with friendly and gentle animals, with close supervision. -Promote play with other children to promote understanding of others' intentions and feelings, with adult support. -Offer opportunities for child to take care of living things (plants, pets, butterflies). -Acknowledge a child's interest in things that die (plants, pets, butterflies). -When significant people in the child's environment die or leave, consult with the child's family to discuss strategies to help the child that are culturally sensitive. -Be attuned to the child's play themes of loss and grief and reflect on how you might proceed with the child's needs. 	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.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.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).	ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play).			

Every Child Ready & Idaho Early Learning Guidelines Alignment											
Idaho Early Learning Guidelines, 36-60 Months Domain 3: Social and Emotional Development					Every Child Ready Standards						
Sub-Domain	Goal	Developmental Growth	Child Indicators	Caregiver Strategies	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7
Social Development Pragmatic Behavior	33: Children develop a sense of humor.	Use novel language, sounds, and meanings to initiate interaction with adults and peers. Use physical humor for social purposes.	<ul style="list-style-type: none"> -Likes simple verbal jokes/riddles, although may not be able to replicate format (Knock-Knock); pre-riddle stage. -Participates in group glee. -Mimics impersonation. -Uses slapstick, physical humor. -Laughs for the delight of laughing. -Uses body function humor. -Makes rude noises. -Makes up sounds and rhymes without meaning. -Combines nonsense and real words. -Uses distortions of familiar attributes/concepts (man's head/dog's body, changes in size, shape). -Laughs at gender reversals and incongruous actions (a cow on skates). 	<ul style="list-style-type: none"> -Expect jokes and group silliness; know how to guide. -Monitor intensity of experience. -Use humor as a behavior management strategy. -Read silly books and sing silly songs. -Understand role of humor in cognition and social development. -Use humor as a tool for language development. -Clarify social humor between children. -Use joint attention, social referencing, and reciprocity with child when humor is tentative. -Clarify and support joking/humor between peers. 	LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults.	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.	C-ARTS 4.D Uses their voice or an instrument to express themselves and copy simple tempos.	ATL 1.C Engages in individual verbal or nonverbal imaginative play or role-play.		
Social Development Appreciating Diversity	34: Children adapt to diverse settings.	Adjust/transition to new settings and people, with and without adult assistance.	<ul style="list-style-type: none"> -Explores objects and materials and interacts with others in a variety of new settings. -Adjusts behavior in different settings (home, playground). -Adjusts to transitions from one activity/setting to the next during the day. 	<ul style="list-style-type: none"> -Provide child with reminders when changes in schedule are planned. -Demonstrate and explain appropriate behavior for different settings. -Involve child in signaling transitions (ringing bell, singing particular song). 	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.	ATL 4.C Uses past experiences to guide decision-making in new situations.	ATL 3.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance.	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.		
Social Development Appreciating Diversity	35: Children recognize, appreciate, and respect similarities and differences in people.	Are curious about why they are different to and similar to others.	<ul style="list-style-type: none"> -Compares similarities or differences of others (height, hair color) in his/her circle of contact. -Develops awareness, knowledge, and appreciation of own gender and cultural identity. -Includes other children in his/her activities who are of a different gender, ethnic background, who speak other languages, or who have special needs; with guidance. -Asks questions about other families, ethnicity, language, cultural heritage, and differences in physical characteristics. -Demonstrates an understanding of inclusion or fairness through words and actions. 	<ul style="list-style-type: none"> -Provide opportunities for child to describe own physical characteristics. -Celebrate cultural, linguistic, and physical similarities and differences of all children and families. -Demonstrate and explain that one person may play different roles (father and teacher). -Invite parents and others from the community to tell stories and read books to children. -Host volunteer visitor days where people of all abilities, age, race, and gender are included. 	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.1.C With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations.	SOC.1.A Understands family relationships in relation to self.		
Emotional Development Self-Concept	36: Children perceive themselves as unique individuals.	Use strategies to differentiate themselves from others, and to get their needs met.	<ul style="list-style-type: none"> -Demonstrates awareness of their abilities, characteristics, and preferences. -Refers to self by first and last name and uses appropriate pronouns (I, me) rather than referring to self in the third person. -Chooses individual activities (doing puzzles, painting). -Expresses self in different roles during pretend play. -Can express feelings about separating from primary caregiver. -Compares self with others. -Describes self as a person with a mind, a body, and feelings. -Describes family members and begins to understand their relationship to one another. -Exerts will and preferences. 	<ul style="list-style-type: none"> -Acknowledge child's accomplishments. -Encourage child to experiment with growing competence and individually by providing child opportunities to make choices or decisions. -Engage child in drawing pictures of self and others and talk about similarities and differences. 	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.6.C Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers.	LL-LC.2.B Sentences phrases and sentences to communicate wants, needs, ideas, or feelings.	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.	IS.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.		
Emotional Development Self-Efficacy	37: Children demonstrate belief in their abilities.	Develop sense of competence.	<ul style="list-style-type: none"> -Expresses delight with mastery of a skill (e.g., "I did it myself!"). -Asks others to view own creations (e.g., "Look at my picture!"). -Demonstrates confidence in own abilities (e.g., "I can climb to the top of the big slide!" A child in leg braces has a big smile on their face when using a walker by themselves.). -Expresses own ideas and opinions. -Enjoys the process of creating. -Demonstrates pride and pleasure when someone reacts to the child's action or creation. -May argue with caregiver about what they are supposed to do. -Will use private or inner speech to help remember rules and standards for behavior. -Shows less negativism and complies most of the time. -Are more likely to experience guilt when they hit other children, break toys, or make a parent sad. -May show a few signs of feelings associated with actions. -Shows some self-criticism, shame, and guilt if they do not succeed or make a mistake. -Are more consistent in sharing and view it as an obligation. 	<ul style="list-style-type: none"> -Provide opportunities for child to try a task and offer assistance, as appropriate. -Provide plenty of time and opportunities for child to play, explore, experiment, and accomplish tasks and develop a sense of competence. -Invite child to share ideas, skills, or ways to solve a problem. -Offer opportunities for children to watch each other trying new skills. -Assist children begin activities at a level where they previously displayed skill and provide encouragement for each little bit of the skill they achieve. 	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.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.	ATL 4.D Assesses or reflects upon activity or task outcome or product.	ATL 3.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance.	ATL 4.C Uses past experiences to guide decision-making in new situations.		
Emotional Development Self-Control	38: Children regulate their feelings and impulses.	Become increasingly able to control actions, words, and emotions in response to a situation or an adult request, with some adult assistance.	<ul style="list-style-type: none"> -Expresses strong emotions constructively, at times and with assistance. -Expresses ownership of feelings and desires to control self, with assistance. -Calm self after having strong emotions, with guidance (goes to quiet area or requests favorite book to be read when upset). -Sometimes waits for turn and shows patience during group activities. -Sticks with difficult tasks without becoming overly frustrated. -Participates easily in routine activities (meal time, snack time, bedtime). -Follows simple rules without reminders (handles toys with care). -Demonstrates increasing ability to use materials purposefully, safely, and respectfully. -Adapts to changes in daily schedule. -Predicts what comes next in the day, when there is an established and consistent schedule. -Names and talks about own emotions. -Uses pretend play to understand and respond to emotions. -Associates emotions with words, and facial and body expressions. -Uses drawing, painting, and clay to express emotions. 	<ul style="list-style-type: none"> -Anticipate and provide guidance when child needs assistance regulating emotions. -Provide child with schedules and routines. -Provide non-verbal child with pre-recorded messages on voice output devices, or pictures/photos to express their feelings and tell their wants and needs. -Prepare child for changes in daily schedule by providing advance warning, talking with, and listening to child. -Provide opportunities for child to understand and discuss own and others' feelings. -Model appropriate expression of emotions and talk about how you feel (singing when you are happy, sighing when you are frustrated, pounding clay when angry). -Use "plan/do" or "first/then" activities when additional self-regulation supports are needed. -Provide pictures or visual cues as prompts to support child to manage and express emotions. -Discuss how the characters in a book might feel while reading books with child. -Be aware of cultural and gender differences in expressing feelings. -Avoid stereotyping a child's expression of emotion (validate boys when they cry, girls when they get angry). -Incorporate books on feelings that reflect the language and cultural background of the child. -Engage child in pretend play with other children using realistic props that encourage children to act out real life situations and feelings in response to situations. -Acknowledge child for expressing and regulating feelings. 	IS.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult.	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 6.D Refocuses attention to independent or group activity after minor distraction.	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.6.C Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers.		

Every Child Ready & Idaho Early Learning Guidelines Alignment										
Idaho Early Learning Guidelines, 36-60 Months Domain 4: General Knowledge					Every Child Ready Standards					
Sub-Domain	Goal	Developmental Growth	Child Indicators	Caregiver Strategies	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	
Mathematics and Numeracy Number Sense and Operations	39: Children demonstrate understanding of numbers, ways of representing numbers, relationships among numbers, and number systems.	Use number words and concepts to explore and manipulate quantity, size, and relationships.	<ul style="list-style-type: none"> -Develops understanding of counting process (recognition and naming numerals one, two and three); counting up to ten from memory in home language (e.g., recites, "one, two, three), without assistance. -Counts up to ten objects; matching numbers one-to-one with objects (cubes, toys, and pennies) within daily activities. -Develops understanding that when counting items, they must be counted only once, and that none should be left out. -Begins recognizing that the last number counted represents the "total objects" (for quantities up to ten). Counting is cumulative. -Applies numbers and counting concepts within daily routines (count numbers of children at the table). -Applies counting to new situations (counting objects, counting groups). -Demonstrates understanding that numbers represent quantity (gets three apples out of the box). -Uses math concepts (more, less, some, many, all, a few, none, huge, tiny, small, smaller, large, larger) to compare quantities. -May count backwards from ten. -Differentiates numerals from letters. -Recognizes and names some numerals (pointing to written numerals named by adult). -Writes and identifies some numerals named by adult. -Uses meanings of numbers to create strategies for solving problems and responding to practical situations, with assistance (e.g., "Jimmy took two crackers and I didn't get any.>"). 	<ul style="list-style-type: none"> -Talk aloud and engage child in meaningful counting and activities that incorporate simple math computations during daily routines (e.g., number of snacks needed for the number of children). -Have child divide objects equally among a group of people (each child gets three crackers or five different color crayons). -Pose math questions relevant to daily life (e.g., "How many days until your birthday? How many days until the field trip?"). -Estimate how many objects you have or will see and then count out loud (e.g., How many children are here, and who is not?). -Engage the child in activities and interactions that use numbers and counting (play grocery store, engage child in recording inventories of canned goods or fish). -Play culturally-appropriate card and board games using counting and number concepts with children. -Make available daily puzzles and manipulative materials that link numerals to pictures to represent quantity. -Provide manipulatives of varied size to meet the needs of individual children. Modify manipulatives to make them easier for children to manipulate (add grips to stabilize or Velcro to ease placement during grouping or matching activities) as needed. -Post numerals and icons (simple pictures) in the room to indicate group size limits for each learning center. -Describe and explain how printed numbers have different meanings (speed limits, temperature, clock, prices). -Use pictures to represent real life situations involving mathematical concepts (such as simple addition used in cooking recipes). -Provide a variety of objects for the child to collect, handle, and group (buttons, stones, pine cones). -Provide cooking activities with recipes that link numerals to pictures to represent quantity. -Use counting finger-plays, songs, and number rhymes, repeatedly. -Tell stories and read books with numbers and counting, repeatedly. 	M-NC.1.A Counts in sequence to 10.	M-NC.1.D Uses number words to indicate the quantity in small sets of objects.	M-NC.2.A Represents a group of objects with a written numeral 0-5 (with 0 representing a count of no 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-PFA.2.A Orders up to two objects by one attribute, such as size, shades of color, texture, or sound, using comparative language.	
Mathematics and Numeracy Measurement	40: Children demonstrate understanding of measurable attributes of objects and the units, systems, and processes of measurement (including size, volume, height, weight, length, area, and time).	Use geometric modeling and spatial reasoning according to different dimensions.	<ul style="list-style-type: none"> -Engages in activities that explore and develop vocabulary for measurable properties such as length and weight, or capacity. -Compares amongst several objects based on one or more attributes (length, size, weight) using words such as "shorter", "bigger", or "lighter". -Understands positional terms such as "between", "inside", "over", "under", and "behind". -Sorts and classifies objects based on one or more attributes. -Orders objects by size, volume, height, weight, and length; with assistance. -Measures objects using variable nonstandard units. -Begins to measure objects using standard unit (one-inch cubes, paper clips). -Uses measuring tools in play activities (measuring tape, measuring cups). -Measures sand or water using a variety of containers. -Uses picture cookbook to follow sequence and measures amounts for cooking projects, with assistance. -Uses some vocabulary in relationship to measurement tools (scale, cup, ruler). -May not have accurate understanding of meaning. -Estimates size (e.g., "I'm as tall as the yellow bookshelf.>"). 	<ul style="list-style-type: none"> -Demonstrate, explain, and engage child in activities that use nonstandard measurement (use handfuls to measure rice, use footsteps to measure distance). -Demonstrate, explain, and engage child in activities that measure with nonstandard measuring units (measure wooden blocks using paper clips and compare – which one uses more paper clips?) As child gains skill with non-standardized units of measurement, introduce standardized measuring tools. -Provide a variety of measuring tools (tape measures, rulers, balance scales, measuring cups) for child to use in purposeful ways. -Model and engage use of conventional measuring tools and methods in everyday situations (during cooking, art projects, grocery shopping). -Continue to model language involving comparisons according to size, volume, weight, and height (length) of people, toys, and objects. -Play measuring games with child (e.g., "Which is heavier?" "Which is longer?"). -Display information using measurement graphs to visually compare activities and experiences (such as a growth chart of all the children in the class). -Model language and use body and objects using positional terms (behind, inside, on top, under). 	M-GS.1.A Verbally or nonverbally identifies at least three common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle).	M-GS.1.E Verbally or nonverbally identifies three-dimensional shapes (sphere, cone, cylinder, cube).	M-GS.2.A Constructs any recognizable shape with materials.	M-GS.3.A Demonstrates understanding of location terms (e.g., "in," "on," "under," "over") by using gestures or objects.	M-GS.3.D Demonstrates understanding of direction terms (e.g., "forward," "backward," "around," "through," "to," "from," "towards").	

Every Child Ready & Idaho Early Learning Guidelines Alignment										
Idaho Early Learning Guidelines, 36-60 Months Domain 4: General Knowledge					Every Child Ready Standards					
Sub-Domain	Goal	Developmental Growth	Child Indicators	Caregiver Strategies	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	
Mathematics and Numeracy Properties of Ordering	41: Children demonstrate understanding of patterns, relations, and functions used to organize their world and facilitate problem-solving.	Sort, classify, and order objects by color, number, size, or shape. Form simple patterns involving color, number, size, and shape.	<ul style="list-style-type: none"> -Compares shape and size of familiar objects. -Sorts and builds with two- and three-dimensional shapes (sphere, cube, cone). -Identifies and labels different kinds of two-dimensional shapes (square, circle, rectangle, triangle). -Draws and creates pictures using various shapes. -Recognizes non-geometrical shapes in nature (clouds or other things that are not circles, squares, triangles). -Describes characteristics of familiar geometric and non-geometric shapes in the environment, with assistance. -Puts together and takes apart shapes to make other shapes (use two triangles to make a rectangle or square with blocks). -Makes and describes patterns including serialization based on numbers, shapes, and size. -Predicts what comes next in a pattern and completes the pattern. -Creates or extends a complex pattern with more than two repeating elements. 	<ul style="list-style-type: none"> -Provide a variety of increasingly complex materials related to patterns such as puzzles and stringing beads. -Provide opportunities for child to create art projects that use shapes (e.g., "You can draw a house by putting a triangle on top of a square." "You can draw a rectangle for the door.") -Engage the child in recognizing shapes in the environment (octagonal stop sign, bowls are circles). -Provide materials that can be connected and combined to create new shapes. -Take child to observe murals or other community artwork; exploring together the variety of shapes used. -Provide picture recipes for children to follow and complete. -Play classification games with child (gather a group of items that include pairs of objects that go together - shoe/sock, flower/vase - find the items that go together). -Play matching games that challenge the child to recognize what is missing. -Play games that challenge the child to describe and identify shapes. -Use a sensory bag or box where the child reaches in, feels and describes an object/shape and attempts to name it. -Challenge child to repeat patterns made by clapping, stomping, or with rhythm instruments. -Encourage child to retell stories, recalling a sequence of events ("The Very Hungry Caterpillar" "Goldilocks and the Three Bears"). -Encourage child to act out plays/skits ("Three Little Pigs" "Three Billy Goats Gruff"). -Encourage child to explore ordinal numbers (first, second, third, etc., and last) used to describe members of a sequence of objects or events. -Ask child to describe or explain a sequence used during a familiar activity or routine and ask, "What comes next?" "What comes last?" -Provide materials in shapes that can be used to represent or recreate murals or other art forms in the community. -Ask child to help with the place setting for snack or lunch. -Provide storage for materials that encourage sorting clean up (labeled separate containers for pencils or markers). 	M-PFA.1.A Sorts and groups objects based on one attribute such as visual features like color, size, or shape.	M-PFA.1.D Sorts and groups objects or pictures that belong together by one attribute, then regroups according to a different attribute.	M-PFA.2.A Orders up to two objects by one attribute, such as size, shades of color, texture, or sound, using comparative language.	M-PFA.3.A Uses objects, rhythm, or movement to copy simple AB patterns.	M-PFA.3.B Uses objects, rhythm, or movement to copy and extend simple AB patterns.	
Science Scientific Inquiry	42: Children observe, describe, and collect information by exploring the world around them.	Call attention to, describe, discuss, and explain observable similarities and differences among objects or events.	<ul style="list-style-type: none"> -Shows interest and curiosity in exploring, investigating, and words to describe living and nonliving things. -Uses senses to explore materials, objects, and natural phenomena (sand, pinecones, crawling ants). -Makes comparisons and calls attention to details; and with adult assistance, explores the ways in which things are alike and different (notices how shells are the same or different, notices objects that float or sink; listens to different sounds that animals make). -Notifies, describes, and predicts changes in the environment (dark clouds mean possible rain). -Observes, compares, classifies, measures, and communicates observations of events and objects. -Explores earth science, physical science, and life science through observations and experimentation with concrete objects. -Begins to use simple tools (magnifiers, lenses, droppers) for exploration and investigation. -Predicts the outcome of an investigation based on observation or experience. -Demonstrates respect for living things (watering plants, trying to avoid stepping on anthills). -Explores answers to questions and forms new questions or conclusions. 	<ul style="list-style-type: none"> -Provide opportunities to explore, and classify materials, objects, and natural phenomena using various senses (touch snow and feel how cold it is; listen to the sounds that different machines make at a construction site). -Provide opportunities to make and describe nature collages. -Provide opportunities to observe and explore different physical characteristics of living and nonliving things using investigative tools (magnifiers, droppers), with assistance. Provide an adaptive handle to investigative tools when need to meet individual need. -Provide opportunities to examine and create nature collections such as rocks, shells, and insects. -Play "I Spy" by describing living and nonliving items in the immediate surroundings for the child to figure out. -Provide opportunities for child to select items and place them in a sensory bag for others to explore, describe, and identify. -Discuss which food items come from plants during snack time. -Compare different seeds found in fruit during snack or cooking. -Compare and describe different flower and vegetable seeds to be planted in a garden or pots. -Provide child with bubble solution and a variety of wands and household items (spoons with holes, spatulas, funnels, cups, plastic bottles, straws), and encourage them to describe and predict the bubbles each item makes. -Use lighting and different objects and describe their different shadows. -Provide opportunities to compare and describe the similarities and differences of living and nonliving things with photos or illustrations in books. -Provide opportunities for child to describe living and nonliving items during "show and tell." 	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-SP.1.B Observes and describes cause and effect.	LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").	M-PFA.1.C Sorts and groups objects based on more complex attributes such as function or category.	SC-P.1.D Describes and discusses various ways that the physical properties or characteristics of objects can change, such as the playdough was soft, but became hard when exposed to air for a long time period.	

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Science Scientific Inquiry –Thinking, Asking, Acting, and Solving Problems	43: Children further engage in exploring and making sense of the natural world by asking questions and making predictions about cause and effect relations that can lead to generalizations.	Investigate unfamiliar phenomena and both trial and error (sometimes systematic trials), with assistance.	<ul style="list-style-type: none"> -Uses senses and develops strategies (from trial and error) to solve problems. -Explores the use of investigative tools to extend the senses in a trial and error fashion. -Eagerly observes, describes, and predicts the world around them. -As child investigates new phenomena, makes progress from trial and error toward a more systematic approach to problem-solving. -More apt to verbalize observations than ask meaningful questions. -Uses questioning as a way to engage conversation rather than as an intended means for gathering information. -Shows curiosity and interest about familiar/unfamiliar and living/nonliving things. -Begins to demonstrate respect for living things. -Eagerly observes, describes, and predicts the world around them. -Makes simple predictions and inferences about cause and effect relations based on observations, explorations, and experimentations with objects and events in the natural world. -Compares their predictions with actual observations. -Begins making predictions about changes in the environment that lead to generalizations based on understanding. 	<ul style="list-style-type: none"> -Create an environment that inspires child to have ideas and figure out how to do something. -Encourage child to try out ideas, make mistakes, and develop contradictions. -Encourage child to actively explore, compare, and describe safe natural materials (leaves, shells, snow, and food items) according to observable similarities and differences. -Encourage child to observe patterns and offer possible predictions through questions (e.g., "What will happen if we put this flower in a vase without water?"). -Provide child with bubble solution and a variety of wands and household items (spoons with holes, spatulas, funnels, cups, plastic bottles, straws) and encourage them to question and predict what kind of bubbles different types of wands will make. -Provide child sand, water, mud, pebbles, and grain for pouring and help child question what will happen. Raise or lower the height of the sand/water table to allow child in wheelchair to play with peers. -Provide child with simple machines to take apart and put back together (flashlight). -Provide different toys with wheels or differently shaped objects and slopes to observe and question how they might move. -Provide child opportunities to explore, observe, and describe the different properties of magnets with different materials (cloth, plastic toys, nuts and bolts, coins). -Provide a variety of natural experiences that encourage child to explore, describe, and classify according to interests (e.g., "Which of these insects crawl and which ones fly?"). -Encourage child to act on their own observations of patterns and make predictions (add more milk to pancake batter during cooking activity). -Encourage child to compare their predictions with what they see (e.g., "Did the pancakes turn out the way you wanted when you added more milk?"). -Provide opportunities for child to mix colors using paint, play dough, colored water). 	ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work.	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.	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.
Social Studies Social Studies	44: Children differentiate between people, places, activities, and events in the past and present that relate to self, group identity, and a sense of their community.	Demonstrate awareness of group membership across family, community, program, and culture as they recognize physical characteristics of self and others within daily activities and routines.	<ul style="list-style-type: none"> -Begins to demonstrate awareness of group membership according to different environments, activities, and routines (farmers grow food on the farm; identifies family members to include mom, dad, siblings, aunts, uncles). -Recognizes physical characteristics of self and others around them (two eyes, one nose, black hair, child who is deaf uses sign language). -Observes, describes, and predicts events around them as they connect new experiences to past experiences (when we go to the park; Sunday, yesterday, we went to church). -Begins to recognize familiar community helpers and their association with activities, routines, and locations (firefighters, fire truck, fire station; doctor, clinic; policeman, police car). -Develops and maintains trusting relationships with familiar and unfamiliar peers and adults across settings, routines, and activities. -Begins to understand own life experience and the different roles of family members. -Understands knowledge and mental relationships used during role-play based on home and family themes (playing house, using tools, caring for those who are sick). -Begins to use play money for items in role-play situations (play store). -Uses the term "buy." -Recognizes that people rely on others for goods and services (mail delivery, health care, market). -Recognizes and uses spatial concepts concerning the beginning and end of an event. -Recalls information about the immediate past. -Uses vocabulary associated with time and sequence (now, today, later) during daily routines and activities. -Constructs geographic concepts and meanings in relation to self and community (the library book is returned to the library a block from home; uses blocks to construct buildings on Main Street). -Discusses different people, places, and regions as experienced through books, videos, and television. -Role-plays with simple machines and transportation toys (using tape measure in road construction with blocks). 	<ul style="list-style-type: none"> -Find ways to build a sense of community through activities that respect and reflect each child's home environment. -Provide opportunities to draw pictures or paint to depict child's own family and identify members. -Talk to and listen respectfully to all children. -Model respect for diversity. -Encourage child to observe and discuss common physical attributes (such as eyes, ears, and hair). -Explore how individuals have similarities and differences. -Explore how each person is special and unique within the classroom (children who are taller, shorter, wear glasses or hearing aids). -Ask children about different cultural words or expressions (Chinese or Spanish) used to describe stories or events. -Discuss food preferences and sample different cultural foods during snack or lunch. -Provide a variety of materials and toys for pretend role-play (pretending to nurture the doll by feeding and talking to it) in the dramatic play area. -Provide community props (community worker dolls or puppets) for children to explore and pretend play. -Encourage children to talk about family routines during circle time or sharing. -Encourage child to bring family photos; identifying members and describing special events. -Provide picture books illustrating community workers or activities (someone shopping at a shoe store, visiting the dentist office). -Take walks around the neighborhood or field trips to experience places and community. -Create opportunities for child with physical impairments to participate in floor activities with peers by providing floor puzzles of maps and children from around the world. 	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.	SOC.1.A Understands family relationships in relation to self.	SOC.2.A Verbally or nonverbally identifies a variety of community members within their community, such as in their neighborhood and school.

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Social Studies Social Studies	45: Children demonstrate awareness and understanding of individual fairness, group rights, and responsibilities (democratic ideals) for membership in group activities (successful citizenship).	Follow simple rules and limits. Begin to participate cooperatively in organized, culturally acceptable ways with familiar people, objects, settings, and events.	<ul style="list-style-type: none"> -Shows increased ability to recognize own feelings, control behavior, and follow simple rules and limits. -Shows increasing ability to choose acceptable behaviors in group situations. -Shows increased capacity to monitor own behavior; following and contributing to classroom procedures. -Uses most materials safely and purposefully in different contexts and settings. -Manages most transitions and changes in routines. -Recognizes their roles as part of a group. -Shows awareness of group rules and the ability to follow rules. -Begins to understand reasons or logic assigned to different rules. -Begins to demonstrate respect for rules at home, school, and community. -Observes that people have needs and wants. -Begins to initiate sharing with the support of adults. -Begins to identify individuals who are helpful to people in their everyday lives (principal, police officer). -Begins to take own initiative to be helpful to family, school, and community. -Demonstrates an understanding of the need for leadership in the family, school, and community. -Begins to demonstrate respect for the opinions, feelings, and actions of others. -Demonstrates the ability to make choices and take responsibility for own actions. 	<ul style="list-style-type: none"> -Provide a consistent, predictable, caring, responsive environment for child. -Talk to and listen respectfully to all children. -Model respect for diversity. -Encourage child to verbally express and respond to others' emotions in socially and culturally appropriate ways. -Provide non-verbal child with pre-recorded messages on voice output devices, or pictures/photos to express their feelings and respond to the feelings and actions of others. -Encourage child to actively discuss, establish, and remind others to follow through on simple rules and limits within the learning community. -Model empathy, understanding, and self-control. -Give child appropriate words to express emotions. -Introduce sharing. -Encourage conflict resolution through active listening and simple questioning. -Help to ensure that child's messages are understood by others through discussion and questioning. -Conduct group meetings, modeling listening and turn-taking skills within discussions related to justice, fairness, community welfare, and individual rights based on real-life contexts (taking away toys or materials without permission; knocking over block structure). -Create meaningful community jobs that foster respect and responsibility. -Provide opportunities to be "the leader" or "helper." -Provide materials (photographs, books, posters, games, puzzles, foods, dolls) that reflect home, family, community, and the world. 	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.B Plays, works on tasks, or participates in activities with peers with adult prompting (associative play).	ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play).	IS.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	IS.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.
Creative Arts Expression and Representation	46: Children use creative arts to express and represent what they know, think, believe, or feel.	Uses artistic expression and language to communicate emotions and make meaning of experiences.	<ul style="list-style-type: none"> -Participates in group music experiences (sings, finger plays, chants, musical instruments). -Explores simple songs using voice and/or instruments. -Remembers the words to an oft-repeated song. -Makes up songs and uses the voice as the primary instrument. -Asks to sing a particular song. -Participates freely in dramatic play activities (pantomimes movement of familiar things, acts out stories, re-enacts events from his/her own life). -Tries one type of art many times (painting at easel several days in a row, using different colors, or covering the whole paper with paint). -Uses a variety of media and tools to create original works of art. -Creates artwork with details representing ideas, experiences, and feelings. -Performs simple elements of drama (audience, actors, stage). -Pretends to be on stage and uses a microphone to sing. -Uses clay and other medium to create three-dimensional sculptures. 	<ul style="list-style-type: none"> -Point out various types of art and materials found in books, photographs, and on the computer. -Engage the child in daily creative art activities using a variety of materials (watercolors, collage materials, paints, paper, scissors, glue, crayons). Make adaptations by adding handles or grips to art tools to make easier to use as needed. -Provide opportunities for child to express feelings and recreate experiences through art, movement, and drama. -Provide a variety of supplies, time, and space for artistic exploration and expression. -Involve child in diverse musical activities (song, dance, rhythm, playing musical instruments) from his/her own and other cultural backgrounds. 	C-ARTS.3.A Expresses self using a variety of art materials and tools.	C-ARTS.5.B Discusses their own artistic creations and chooses art for display or performance.	LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults.	IS.1.C With occasional adult prompts, verbally and nonverbally names and describes their emotions and begins to connect those emotions with situations.	LL-WR.2.A Draws and/or writes to represent, express, or communicate interests.
Creative Arts Understanding and Appreciation	47: Children demonstrate understanding and appreciation of creative arts.	Respond to and create symbolic and representation art, music, dance, and dramatic themes.	<ul style="list-style-type: none"> -Watches other children dance and then tries to mimic the dance steps. -Listens attentively at a children's concert, play, or puppet show. -Hums or moves to the rhythm of recorded music. -Shares various forms of art found in own environment. -Wonders about or asks questions about works of art, paintings, songs, dance, and theatre. 	<ul style="list-style-type: none"> -Attend and view live musical performances with child. -Engage the child in various forms of dramatic expression (puppetry, storytelling, dance, plays, pantomime, theater). -Engage child in the observation and expression of what was seen when watching people from a variety of cultures creating art. -Provide opportunities for child to watch people creating arts and crafts. -Involve child in musical experiences that reflect diverse cultures (singing, dancing, listening, acting). -Arrange for long-term art projects (mural, beading, music, dance, weaving, carving, and mask-making) with guest artists from child's own and other cultural backgrounds. 	C-ARTS.3.B Creates drawings, paintings, and models with an increasing level of detail.	C-ARTS.4.E Creates and performs original music or songs for others.	C-ARTS.1.C Creates short dances or movement sequences.	C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.	ATL.1.C Engages in individual verbal or nonverbal imaginative play or role-play.

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Sub-Domain	Goal	Developmental Growth	Child Indicators	Caregiver Strategies	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	Alignment 8	Alignment 9		
Communication Listening	48: Children demonstrate the meaning of language by listening.	Understand messages in conversations, directions, music, and stories.	<ul style="list-style-type: none"> -Attends to simple stories. -Follows simple oral directions. -Gains information and understanding through listening. -Understands messages in conversation. -Listens to finger plays, stories, and nursery rhymes. -Selects specific details in a story and repeats them. -Listens to others in a group discussion for a short period. -Responds to questions with appropriate answers. -Attends to an adult or peer who is speaking. -Follows multiple-step oral directions. -Attends to complex stories. -Has a growing ability to discern fantasy from reality. -Is working on understanding yesterday, today, and tomorrow. 	<ul style="list-style-type: none"> -Provide child with pictures or other materials including familiar objects to stimulate talking and discussion. -Increase the length and complexity of books you read and stories that you tell child. -Talk with child about pictures and accompanying stories in books, magazines, and catalogs. -Facilitate listening skills as children talk with each other (e.g. "Let's listen to Susie tell about her new cat.") -Play games with child that require listening and understanding (Simon Says, Red Light/Green Light). -Provide English Language Learner (ELL) or child learning any other language with opportunities to participate in and understand a second language without translation (use gestures, props, pictures, and demonstration). -Provide tape-recorded stories from the child's home culture and in the child's home language. -Provide opportunities for child to be heard. -Create times when children in groups come together to listen to information. -Provide a listening center for child to listen to books, music, or other media. -Provide clear instructions that help child move from simple directions to an increasingly complex sequence of actions. -Ask questions and give prompts about events in the past, present, and future. 	LL-LC.1.C Demonstrates understanding of simple statements, requests, or questions.	LL-LC.1.D Shows understanding of more complex sentences or questions through actions, such as following three-step directions.	LL-BK.1.A Listens to books, stories, songs, or rhymes with attention.	LL-PA.3.B Listens to and fills in the missing rhyming word from a familiar song, poem, rhyme, fingerplay, or story. For example, "Twinkle, twinkle little star. How I wonder what you ____."	ATL.6.C Attends to entirety of a short, engaging lesson or teacher-led activity (10-15 minutes).	ATL.7.B Independently follows two- to three-step verbal adult directions.					
			Communication Oral Communication	49: Children communicate effectively.	Use communication with purpose to convey a message.	<ul style="list-style-type: none"> -Asks and answer simple questions (what, where, when). -Relays a simple message. -States opinions and preferences using words, signs, or picture boards. -Speaks clearly enough to be understood by most listeners. -Describes objects and events in detail. -Initiates conversation by making statements or asking questions (why, how, what, where). -Expresses an idea in more than one way. -Uses character voices when retelling a story or event. -Uses multiple-word sentences to communicate. -Responds meaningfully in conversation with adults and peers. -Adjusts communication style appropriately to a variety of settings. -Starts to dictate stories or messages for adult to write out. -Listens while engaged in conversation in order to extend or connect an idea expressed. -Makes comments related to the topic being discussed. 	<ul style="list-style-type: none"> -Practice songs, poems, and nursery rhymes. -Ask questions about familiar stories and events. -Speak clearly to child. -Encourage child to express opinions, feelings, and ideas. -Use puppets to retell stories. -Provide opportunities to make choices and plans. -Ask open-ended questions that can be answered by child in own way, to eliminate the need for right or wrong answers. -Accept child's response to your open-ended questions. -Invent creative games like "message relay," where child retells a message in a game. -Play mime games that use the body to tell a story or express an idea. -Engage child in conversation about a child-selected photograph or object. -Provide opportunities to speak or perform in front of a group and acknowledge the effort. -Provide opportunities for self-expression and creative representation (drawing materials, blocks, musical instruments for made up songs). -Recognize and encourage alternate forms of communication (dance, drumming, sign, storytelling). -Provide opportunities for socialization in home language. 	LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.	LL-LC.2.B Uses phrases and sentences to communicate wants, needs, ideas, or feelings.	LL-BK.1.E Invites peers to look at books or asks questions about books read by peers.	LL-LC.2.B Demonstrates understanding by answering simple "what" and "who" questions using two to three words when prompted by the teacher or peers.	LL-LC.2.D Answers questions from adults and peers using multiview responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic.	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.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.	
						Communication Conventions of Social Communication	50: Children comprehend and use conventions of social communication.	Actively seek and engage in social interactions.	<ul style="list-style-type: none"> -Attends to speaker during a conversation. -Seeks interaction with others (e.g., "Sing along with me," "Read a story"). -Interprets subtle, nonverbal cues. -Asks for help. -Initiates and takes turns in group conversations. -Recognizes appropriate time to enter conversation. -Recognizes rising and falling intonations and what they mean (difference between a "what" question and a statement). -Begins to demonstrate understanding of nonverbal cues (facial expressions for pride, displeasure, encouragement). -A bilingual child can adjust language and communication form according to the person with whom he/she is speaking. -Uses and interprets appropriate language depending on the purpose. -Communicates appropriately with peers during play. -Defines the expectations during play. -Relates personal experiences to others. 	<ul style="list-style-type: none"> -Talk and play frequently. -Set up dramatic play opportunities. -Create some situations where child needs to ask for help. -Use props and role-play to encourage child to participate in group conversations. -Read or tell stories that involve children sharing ideas. -Make special time to sit down for leisurely conversations that are of interest to the child. -Provide opportunities for interaction within child's own social conventions and also other languages and cultural groups. -Turn off a video or TV, after 5-10 minutes and discuss the movie or show with the child. -Provide child with opportunities for problem-solving. -Ask child to describe their play. -Use peer models especially for more reticent children. 	IS.5.C With teacher guidance, begins to engage in or initiate friendship and peerwork skills (e.g., using kind words, helping peers, playing together, taking turns).	LL-LC.4.C Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic.	ATL.1.D Carries out familiar roles during individual or collaborative role-play.		
Language Vocabulary	51: Children use receptive vocabulary.	Use responses that demonstrate an increased knowledge of specific concepts.							<ul style="list-style-type: none"> -Identifies objects by category. -Identifies objects by attribute. -Responds to who, what, where, why, and when questions. -Understands simple time concepts (tonight, tomorrow, yesterday). -Understands relationships expressed by if then, or because sentences. -Begins to identify shapes and colors. -Understands number concepts (one, all, sets). -Correctly answers yes and no questions. -Responds appropriately to a request (e.g., "Bring me the green towel"). -Has a receptive vocabulary of several hundred words in home language. -Distinguishes between real and made-up words. -Recognizes and responds to some family and traditional stories and their meanings. -Identifies parts of an object. -Shows interest in why and how things work. -Follows simple directions. -Identifies verb tense in pictures. -Understands full adult sentences. -Responds to opposites, comparatives, and superlatives. -Appreciates absurdities. -Responds to how questions. -Recognizes and follow routines. -Follows a change in a routine that has been described. 	<ul style="list-style-type: none"> -Talk, sign, sing, and read to child. -Read colorful books with words to child. -Play advanced word games (I Spy). -Use the environment to encourage discussion of familiar objects, places, and people. -Use adult-like language when conversing. -Discuss abstract concepts listed above. -Help the child better understand his/her world through the use of descriptive language. -Use increasingly complex words, in context, and explain their meaning when talking with child. -Provide opportunities for child to listen for new words in the environment and identify them when heard. -Make photo "books" for child for identifying people, places, animals, of personal interest. -Play "placement games" to show understanding of prepositions (e.g., "Put the ball under/on top of/beside the table.") -Converse naturally about what child is doing, listening to, and seeing. -Facilitate and encourage peer language interactions in activities, pretend play, and outings. -Provide opportunities for child to view art from their and other cultures and explain the related stories (totem poles and/or masks). -Invite family members and community leaders to tell traditional stories rich with cultural language and images. -Include child in family and community activities that include traditional songs, stories, and dances. -Introduce a variety of new experiences to child (library, zoo, parks, shopping). -Use expanded adult language when conversing. -Discuss concepts from stories read. -Establish routines in the child's world. -Compare and contrast objects and actions for the child. 	LL-LC.2.D Answers questions from adults and peers using multiview responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic.	LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").	ATL.4.D Assesses or reflects upon activity or task outcome or product.	LL-LC.1.C Identifies and answers questions about events in a story.	

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Idaho Early Learning Guidelines, 36-60 Months Domain 5: Communication, Language, and Literacy					Every Child Ready Standards									
Sub-Domain	Goal	Developmental Growth	Child Indicators	Caregiver Strategies	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	Alignment 8	Alignment 9	
Language Vocabulary	52: Children use expressive vocabulary.	Use phrases and sentences with functional and descriptive vocabulary.	<ul style="list-style-type: none"> -Uses sentences three to seven words in length. -Takes turns in conversation. -Answers why, what, and where questions. -Retells an event or story. -Answers simple comprehension questions from a story read aloud. -Memorizes and recite simple songs and finger plays. -Uses new vocabulary in spontaneous speech. -Asks the meaning of unfamiliar words and then experiments with using them. -Uses words to further describe actions or adjectives (running fast, playing well). -Uses multiple words to explain ideas (e.g., when talking about primary caregiver says "mother/father" and/or "parent"). -Uses words to express emotions (happy, sad, tired, scared). -Uses more complex vocabulary to describe events. 	<ul style="list-style-type: none"> -Engage a child in conversation and give wait time for a response. -Provide multiple experiences in the community and discuss them. -Talk, sign, sing, and read to young child. -Discuss concepts related to stories read. -Encourage word play. -Introduce rhyming words through word play. -Model for the child how to use and expand language (jokes, rhymes, songs). -Encourage child to repeat rhymes, short poems, expressions of courtesy (e.g., "I like the dinner, thank you"). -Support English Language Learner (ELL) or any second language learner in acquiring another language by avoiding translating everything for child and by using props, gestures, role-plays, pictures, physical movements, and demonstrations. -Engage child in play for using a varied vocabulary to describe emotions (frustrated, discouraged, thrilled, confused). -Model good grammar and avoid baby talk. -Ask questions that reference time concepts (e.g., "What did you have for breakfast yesterday?"). -Provide materials and opportunity to use prewritten language and discuss written communication. -Encourage and model dramatic play (pretend play). -Provide props for make-believe. -Respond to child's descriptive talk with synonyms (child says, "big," adult says, "huge"). 	LL-LC.2.B Uses phrases and sentences to communicate wants, needs, ideas, or feelings.	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.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.						
Language Grammar and Syntax	53: Children demonstrate progression in grammar and syntax.	Use basic conventions of grammar and syntax.	<ul style="list-style-type: none"> -Uses articles in sentences (the ball, a cat). -Uses complete sentences in conversations during play with peers. -Begins to use correct question forms. -Begins to use prepositions. -Talks in sentences with five to six words to describe people, places, and events. -Uses more complex grammar and parts of speech. -Describes a task, project, and/or event sequentially in three or more sentences. -Asks questions for information clarification. -Uses sequence sentences in logical order. -Begins to correctly use subject and verb tense. -Strings multiple sentences together in logical order. -Uses complex grammar and parts of speech. -Combines more than one idea using complex sentences. 	<ul style="list-style-type: none"> -Engage child in conversation and give wait time for a response. -Provide multiple experiences in the community and discuss them. -Talk, sign, sing, and read to child. -Model adult sentences in conversation. -Ask open-ended questions (e.g., "What do you think?" "What do you think will happen if...?" "What if...?" After child answers, repeat the answer in a complete sentence or sentences. -Engage child in meaningful conversations during daily routines. -Set aside a regular time during daily routine to engage child in meaningful conversation (if child is bilingual, in both languages and at different times of the day). -Let child know that you recognize all languages and means of expression as a valid means of communication. -When reading with child, point out how text progresses from word to sentence to paragraphs. -Model good grammar. -Ask questions that reference time concepts (e.g., "What did you have for breakfast yesterday?"). -Encourage adult sentence forms in conversation. 	LL-LC.5.A Makes an attempt at using correct syntax with a noun and verb (i.e., "Armel throw.").	LL-LC.5.B Continues to attempt at using correct syntax with a noun and verb (i.e., "Armel throws the 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.").							
Language Comprehension	54: Children demonstrate comprehension and meaning in language.	Respond verbally and non-verbally to verbal and gestural communication.	<ul style="list-style-type: none"> -Understands new words rapidly. -Responds to simple questions. -Understands location phrases. -Follows simple commands. -Responds to "wh" questions (what, when). -Begins to understand and recall information from stories. -Recognizes and responds appropriately to nonverbal cues. -Follows directions that involve a two- or three-step sequence of actions, which may not be related (e.g., "Please pick up your toys and then get your shoes. "). -Extends/expands the thought or idea expressed by another. -Engages in conversation that develops a thought or idea (tells about a past event). -Understands and recalls information in books and stories. -Understands quantitative concepts (how many more chairs do we need?). -Recognizes and responds in a culturally appropriate way to more subtle nonverbal cues. -Comprehends analogies. -Understands complex sentences. 	<ul style="list-style-type: none"> -Talk, sign, sing, and read to child. -Read colorful books to child. -Play advanced word games (Spy). -Use the environment to encourage discussion of familiar objects, places, and people. -Use adult-like language when conversing. -Discuss abstract concepts listed above. -Help the child explain experiences through the use of descriptive language. -Discuss concepts from stories read. -Establish routines in the child's world. -Compare and contrast objects and actions for the child. -Play games that involve two- and three-step directions (e.g., "Crawl through the tunnel, run to the fences, and sit down. "). 	LL-LC.1.A Responds to simple requests, such as choosing between objects.	LL-LC.1.B Responds to multipart sentences, such as acting out multiple events, following two-step directions, or finding objects based on a description.	LL-LC.4.AA Communicates with peers and teachers using nonverbal gestures like pointing, shrugging shoulders, or giving a thumbs-up.	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.						
Language Expressive/Oral Language	55: Children use language for a variety of purposes.	Follow social conventions to access, gain, and share information.	<ul style="list-style-type: none"> -Uses words and phrases to relate observations, concepts, ideas, and relationships. -Takes turns in conversation. -Talks in sentences. -Responds to questions. -Uses words to protest. -Relates past or future events. -Asks questions to obtain information. -Participates in conversations about a variety of topics. -Engages in conversation with peers and adults. -Interprets written symbols, pictures, and letters to a listener. -Uses language to interpret the world. -Uses words to express feelings of self and others. -Uses own words to retell a story or to discuss an event in life. 	<ul style="list-style-type: none"> -Engage a child in conversation and give wait time for response. -Provide multiple experiences in the community and discuss them. -Talk, sign, sing, and read to child. -Discuss concepts related to stories read. -Encourage word play. -Introduce rhyming words through word play. -Encourage and model dramatic play (pretend play). -Tell child stories from diverse cultures. -Engage child in conversations that lend themselves to expressing different ideas (explanatory talk, conversations about science). -Talk about daily events with child. -Provide opportunities for child to create, act out, or tell make-believe stories. Write them down as the child tells the story out loud. -Encourage child to express feelings verbally. -Introduce a variety of new experiences to child (library, zoo, parks, shopping). -Use expanded adult language when conversing. -Establish routines in the child's world. -Compare and contrast objects and actions for the child. 	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 conversations 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.							
Literacy Reading	56: Children develop phonological awareness.	Manipulate phonemes to make new words and to rhyme.	<ul style="list-style-type: none"> -Discriminates sounds that are the same and different. -Discriminates one sound out of many. -Joins in and repeats rhyming songs, finger plays, and poems. -Listens for a particular word or phrase. -Fills in the missing rhyming word in a song or story. Shows beginning understanding of rhyme and alliteration. -Makes three or more letter-sound correspondences (e.g., identifies that "Davis," "day," and "dog" all begin with "d"). -Finds objects in a picture with the same beginning sound, with assistance. -Differentiates between similar-sounding words (three and tree). -Fills in the missing rhyming word in a song or story. -Begins to recognize the similar initial sounds of words that begin the same way (bug, bat, boy). -Identifies the beginning sound of familiar words. -Claps syllables of own name and of familiar words. 	<ul style="list-style-type: none"> -Engage child in sound discrimination activities (sound canisters). -Engage child in rhythmic activities. -Listen for sounds and words in a book or story. -Have child complete sentences in familiar and predictable books and stories (Brown Bear, Brown Bear, What Do You See?). -Use music that emphasizes listening and responding. -Use music for movement. -Make up own silly songs and chants with the child. -Play rhyming games, (e.g., "berry, hairy, scary" or rain, pain, lane). -Sing word songs, leaving out parts as you sing along (a dog BINGO, and, each consecutive paragraph leave out a letter but mark the spot with silence or a clap). -When reading to child or children include them by involving them in the storytelling (omit a word that they fill in, encourage them to make appropriate sounds and hand motions, ask them to answer open-ended questions). -Use structured opportunities to practice rhyming. -Play sound matching and discrimination games. -Use rhythm instruments to beat out syllables in words (drums, sticks, pans, spoons). -Have child complete sentences in familiar and predictable books and stories. -Use same activities for previous age group. 	LL-PA.3.D Produces at least one real or nonsense rhyming word when given a pair of CVC words, like "cat" and "hat."	LL-PA.4.E Adds a new beginning sound to create a new word. For example, adding /c/ to "an" to create the word "can."	LL-PA.5.D Blends onset-rimes to form familiar CVC words.	LL-PA.5.E Segments onset-rimes in familiar CVC words.						

Every Child Ready & Idaho Early Learning Guidelines Alignment

Idaho Early Learning Guidelines, 36-60 Months Domain 5: Communication, Language, and Literacy				Every Child Ready Standards									
Sub-Domain	Goal	Developmental Growth	Child Indicators	Caregiver Strategies	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	Alignment 8	Alignment 9
Literacy Reading	57- Children demonstrate awareness of letters and symbols.	Recognize letters as special symbols to represent spoken language.	<ul style="list-style-type: none"> -Sings alphabet songs. -Knows that letters are symbols with individual names. -Begins to recognize letters in their name. -Recognizes and identifies letters in the environment (fast-food restaurants, stop signs, local stores). -Recognizes beginning letters in familiar words (Mom, classmates' names). -Names and recognizes several letters beginning with letters in their own name. -Recognizes written name. -Begins to recognize letters in familiar words and names them. -Begins to make letter sound connections. -Recognizes the difference between numbers and letters 	<ul style="list-style-type: none"> -Encourage child to notice letters in their environment. -Encourage child to experiment and play with letters. -Provide alphabet letter in blocks and magnets. -Make letters with a variety of materials (play dough, sand, shaving cream, blocks). -Point out letters and symbols in the environment (fast-food restaurants, familiar cereal names/logos, local stores). -Play letter games with child. Start with the beginning letter in the child's name, their siblings, mom, dad, etc. Point to objects in the environment that begin with the same letter. -Read alphabet books with child. -Solve alphabet puzzles with child. -Immerse child in age-appropriate songs that focus on letter-sound recognition. -Engage child in activities where he/she can manipulate and copy letters using different textures, tools, and mediums (let the child play with large sponge letters). -Provide physical/motor activities to practice letter shapes (make letters with body parts, make a letter on the floor with yarn, chalk huge letters on pavement and walk around them). -Identify letters in books. -Comment on similarities and differences in letters. -Post children's names and pictures. -Label areas in environment (table, chair, door). -Provide "letter wall" to practice matching letters and word beginnings. 	LL-BK.3.B Distinguishes between print and images in books and in the environment.	LL-AK.1.A Identifies up to five uppercase or lowercase letters. Some letters may be in own name.	LL-AK.2.A Produces up to two letter sounds when shown uppercase or lowercase letters.						
Literacy Reading	58- Children demonstrate awareness of print concepts.	Know that languages and words can be in written form.	<ul style="list-style-type: none"> -Turns pages one at a time. -Begins to read books from front to back. -Enjoys following along as book is read. -Imitates the act of reading a book by looking at pictures, reciting from memory, or retelling of familiar stories. -Begins to understand that printed text carries meaning when read. -Differentiates between print and pictures. -Knows first and last page of a book. -Identifies some individual letters in text (usually letters in name). -Shows understanding that letters make up words. -Recognizes front and back of book. -Identifies or recognizes signs, symbols, or labels in the environment. -Recognizes that written words represent spoken words. -Shows general knowledge of how print works (know that name begins with a big letter). -Identifies words that look similar and different, with assistance. -Begins to understand that print progresses from left to right (exceptions are Arabic, Chinese, and Japanese text). 	<ul style="list-style-type: none"> -Read daily to child. -Plan to read and re-read books with patterns and repetition. -Share enthusiasm and love for reading. -Encourage child to follow the text with movement, mime, or choral reading. -Provide access to cookbooks, magazines, menus, and catalogues in play areas. -Write child's name to label personal items, cubby. -Write child's dictated stories and read back to them. -Assist child in creating books and other printed materials in home language and other languages. -When reading with child, use punctuation to create natural breaks (point to the period to indicate the end of the sentence). -Keep a variety of fiction and non-fiction books, poetry, etc., where child can reach them and look through them. Place books near couch, chairs, pillows, and or bed. -Add books and print-rich material to all play areas (cookbooks and shopping lists in play kitchen, mechanic manuals with play cars). -Provide books with tabs on each page to allow child with limited fine motor skills to turn pages. -Provide opportunities and materials to create books; having children draw pictures and dictate text. 	LL-BK.3.A Demonstrates understanding that print has meaning.	LL-BK.3.B Distinguishes between print and images in books and in the environment.	LL-BK.3.C Demonstrates understanding that print has meaning and begins to connect environmental print with objects or locations in the classroom.	LL-BK.3.D Points to one word and one letter in an unfamiliar text or around the room.	LL-BK.3.E Identifies basic elements of print, like spaces between words or punctuation at the end of a sentence (period, exclamation mark, question mark).				
Literacy Reading	59- Children demonstrate comprehension of printed materials and oral stories.	Understand information from oral stories, reading books, and pictures.	<ul style="list-style-type: none"> -Imitates the act of reading a book by looking at pictures, reciting from memory, or retelling of familiar stories. -Orally fills in or completes familiar text when looking at picture books. -Begins to make predictions for what comes next in the story. -Explores characters in stories with puppets, dramatic play, and flannel board figures. -Begins to make personal connections to character and events in a story. -Uses pictures to predict a story. -Matches pictures with spoken words in the home language. -Recognizes own name when spelled out in letters. -Recites some words in familiar books from memory. -Identifies major characters in story. -Begins to understand the sequence of a story (beginning, middle, and end). -Makes up an ending for a story. -Pretends to read a familiar book. -Recognizes that oral language has a written counterpart (a spoken phrase can be written and read). -Describes character and events in stories. -Relates stories to real life experiences. -Retells sequence of events in a story using illustrations in a book or literary props. -Asks questions for clarification and further understanding. -Recalls specific details or events in a story. 	<ul style="list-style-type: none"> -Read daily to child. -Plan to read and re-read books with patterns and repetition. -Share enthusiasm and love for reading. -Provide child with literary props. -Ask child to make predictions about a story and draw connections to themselves. -Show the cover of a book and ask child to predict what will happen in the story. -When reading or telling stories with child, change roles; have the child become the storyteller and "read" to you. -When reading a favorite story with child, pause before an often-repeated word and give him/her the opportunity to say the word. -Engage with child in retelling a recently read or listened to story. -Assist child in illustrating verses from popular children's songs. -Engage child in looking at wordless picture books, tell the story in your own words, and then encourage child to tell their own version of the story based on the pictures. -Encourage child to discuss their ideas, feelings, and opinions about a book or story. 	LL-BK.1.C Listens to a wide variety of age appropriate literature read aloud.	LL-BK.2.B Uses illustrations to tell a familiar story.	LL-NC.2.AA Responds by using at least one word.	LL-NC.2.B Answers factual questions using a variety of text types (predictable, informational, poetry, etc.).	LL-LC.1.D Shows understanding of more complex sentences or questions through actions, such as following three-step directions.	LL-NC.1.C Identifies and answers questions about events in a story.	LL-NC.3.A Describes one event from a familiar narrative using visuals or gestures.	LL-NC.1.A Identifies and describes the main character in a story.	
Literacy Reading	60- Children demonstrate awareness that written materials can be used for a variety of purposes.	Use books and written materials to gain information and enjoyment.	<ul style="list-style-type: none"> -Uses signs in the environment for information. -Recognizes that print is read in stories. -Uses maps, menus, cookbooks, and dictionaries during play. -Uses printed materials for entertainment (pretending to read). -Recognizes that different text forms have different purposes (grocery list is different than a written story). -Finds information in books. -Imitates common reading activities appropriately in play (pretends to use directions while putting something together, pretends to write a list or message). -Realizes that letters and words represent ideas and feelings. -Follows pictorial directions for cooking, assembling toys, and building models. -Recognizes that printed materials have power (addresses, phone numbers, last name, knowledge). -Selects books to read. -Cares appropriately for books and pictures. 	<ul style="list-style-type: none"> -Read a variety of print including magazines, maps, menus, recipes, and environmental print. -Make homemade books using logos, cereal box fronts, and other print forms. -Play games using maps to find hidden treasures within the home or school. -Use reference books to look up information in response to child's questions (e.g., "I don't know, let's look it up!"). -Use cookbooks with pictures instead of words to give a recipe. -Provide opportunities for child to help put something together based on printed directions. Let child help you and show the child the instructions. -Provide opportunities for child to write and read messages to other children (put SAFE sign on a block or building bricks construction). -Refer to repair manuals, menus, cookbooks, phone books, and internet sites for information; and place in play areas. -Allow child to write letters and post cards to friends and family. -Discuss different cultures and traditions in stories from different regions of the world. -Re-read favorite stories 	LL-BK.1.C Listens to a wide variety of age appropriate literature read aloud.	LL-BK.1.D Locks 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-NC.5.A Listens and responds to a wide variety of informational texts read aloud.	LL-NC.5.B Recognizes that informational texts are a source of information.				

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Literacy Writing	61: Children demonstrate knowledge and use of letters and symbols.	Begin to write and draw to communicate language.	<ul style="list-style-type: none"> -Uses horizontal scribbling with breaks or separate marks to represent writing. -Creates representational drawings. -Uses scribbling to represent their name. -Knows the difference between printed letters and drawings. -Attempts to copy one or more letters of the alphabet. -Labels pictures using letter-like marks. -Knows that alphabet letters are a special category of graphics that can be individually named. -Identifies letters to match the said-aloud letter name. -Works at writing own name. -Shows awareness of the difference between own writing and conventional print. -Shows awareness of two or more different writing systems (especially appropriate for ELL and bilingual/multilingual children). -Uses pictures, symbols, and letters to convey meaning. -Uses letters to represent sounds in words. -Prints some alphabet letters for given letter names. 	<ul style="list-style-type: none"> -Provide a variety of writing and drawing tools with different kinds of paper (tables, shopping lists, loose paper, sandpaper, etc.). -Model writing by writing lists, letters, daily log of classroom activities, and notes stating the words as they are written. -Encourage the use of creative spelling to label pictures, write name, and write notes to family and community members. -Use the letters of the alphabet as they come up in real life situations. -Call attention to names of children that begin with the same alphabet letter. -Guide the child in writing his or her own name. -Create games for child to pretend to be the letters of the alphabet and call out alphabet names. -Draw letters in sand, shaving cream, finger paint, and play dough. -Give child a special journal to write their name and draw pictures. -Provide opportunities for child to write letters, lists, invitations, cards, and notes. -Encourage child to describe their artwork and label it with letters to represent sounds they hear. 	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.	LL-WR.4.A Scribbles and makes marks on page. These may be continuous lines or separate shapes. The shapes may include dots, circles, or lines.	LL-WR.4.B Writes letter-like forms and makes marks on page that look like conventional shapes or mock letters.	LL-WR.1.B Contributes ideas and opinions to a shared writing experience with teacher support and dictation.					
Literacy Writing	62: Children use writing skills and demonstrate knowledge of writing conventions.	Use tools to write and draw	<ul style="list-style-type: none"> -Uses tripod grasp to hold writing tools. -Begins to demonstrate hand preference for writing. -Uses whole arm and finger movements to write. -Intentionally scribbles to convey meaning; tells caregiver what it means. -Makes strings of letters or marks from left to right. -Begins to copy simple shapes. -Draws a basic six (plus) part person with some detail and content. -Intentionally scribbles or writes to convey meaning. -Uses invented spelling with letters and marks to represent words. -Uses letter-like symbols to express an idea. -Writes some letters or numerals. -Prints or copies first name. -Attempts to copy words from print. -Draws basic geometric shapes (circle, triangle). -Uses pretend writing activities during play to show print conventions in home language. -Uses letters and symbols to label or convey directions (SV for Save sign on block building). 	<ul style="list-style-type: none"> -Model the process of drawing lines, circles, and stick figures. -Provide a variety of art mediums (finger paint, poster paint with easel, pudding to paint with). -Encourage appropriate grasp to hold writing and drawing tools. -Encourage preferred hand for writing and drawing. -Engage child in activities to develop fine motor control (clay, play dough, lacing boards, beads, stencils, lighted peg games, eye-droppers, tongs, and clothespins). -Cut child's name into a puzzle and have them put it back together in proper order. -Dictate child's stories word for word and read it back. -Provide an accessible writing area for child with smooth writing surface, writing tools, and paper. -Provide paper and writing tools (and/or if you choose to use one, access to a computer) for child to use for specific purposes. -Positively acknowledge child's attempt to write. Ask them to read you their words. -Provide a "sign-in book" for child to sign in each day. -Ask child to "sign" artwork, cards, and letters. -Point out the shapes of individual letters to help child learn letters. -Write down child's dictations and read back exactly what he/she said (for English language learner, in both languages). -Provide opportunities to talk about what child notices about two different writing systems (especially appropriate for ELL and bilingual/multilingual children). -Provide a variety of writing materials in dramatic play areas, art area, with blocks, cars, etc. Engage child in using materials (take orders for pizza using a notepad in the play kitchen, make tickets to see the art museum, write speeding tickets when playing with cars, draw and label a block structure when child is finished building it). -Explain to child the reason we are writing something down (e.g. "We will write a list so that we know what to buy at the grocery store." "Let's write a thank you note.") 	C-ARTS.3.A Expresses self using a variety of art materials and tools.	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.	LL-WR.1.E Explores a variety of digital tools (tablet, computer, etc.) to produce and publish writing, including in collaboration with peers.					
Literacy Writing	63: Children use writing for a variety of purposes.	Make scribbles, pictures, and symbols with meaning.	<ul style="list-style-type: none"> -Makes scribbles and pictures to express an idea. -Uses representational scribbles and marks during play. -Asks an adult to label a picture. -Uses letter-like symbols to make lists, letters, and stories. -Copies some environmental print/symbols. -Talks out loud about creative ideas and stories and asks adult to write them out. -Asks adult to write out rhymes, or child's invented song. -Creates notes and messages for a purpose. 	<ul style="list-style-type: none"> -Model the process of drawing lines, circles, and triangles. -Provide a variety of art mediums (finger paint, poster paint with easel, pudding to paint with). -Encourage use of creative spelling to label pictures, write name, and write notes to family and community members. -Write notes to the child and read them together. -Write a story as a small group, writing down children's exact ideas and words. 	LL-WR.3.AA When asked to write their name, scribbles and makes marks on a page. These may be continuous lines or separate shapes. The shapes may include dots, circles, or lines.	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.	LL-WR.2.C Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme.	LL-WR.2.D Draws and/or writes to represent simple events or stories that entertain, and revises when necessary.	LL-WR.4.A Scribbles and makes marks on page. These may be continuous lines or separate shapes. The shapes may include dots, circles, or lines.	LL-WR.4.B Writes letter-like forms and makes marks on page that look like conventional shapes or mock letters.	LL-WR.4.C Writes letter-like symbols in strings. May leave spaces between symbols to indicate words.	LL-BK.3.A Demonstrates understanding that print has meaning.	
English Language Learners Dual Language Acquisition	64: Children demonstrate competency in home language while acquiring beginning proficiency in English	Demonstrate varying competency in learning English depending on age, onset, and amount of language exposure. Communicates with purpose to convey information and uses phrases and sentences with more complex vocabulary in home language.	<ul style="list-style-type: none"> -Recalls words from simple songs in home language and recognizes words from songs in English. -Occasionally inserts words from home language while speaking English. -Demonstrates understanding that there are languages other than the home language (identifies sentence spoken in home language in comparison to one spoken in English). -Relies on non-verbal cues to communicate in English but does not rely on non-verbal cues to communicate in home language. -Focuses on the meaning of words rather than grammar in acquiring spoken English language competency. -Follows linguistic rules of home language and constructs own words for English. -Uses sentences in home language and begins to use single word or telegraphic speech in English to communicate. -A bilingual child adjusts language and communication form used according to person with whom he/she is speaking or place where he/she is at. 	<ul style="list-style-type: none"> -Create a positive environment that values children's language and culture. Allow child to use their home language to communicate. -Greet child in their home language and learn some words and phrases in the child's home language. -Provide opportunities to bring the home language into school settings. -Provide picture books in child's native language and in English. -Teach school concepts in both languages. -Teach songs and finger plays in child's native language and in English. -Provide opportunities for child to share words from home language with other children. -Encourage the use of English in school by providing a safe, responsive audience. -Model new concepts with pictures and actions paired with English words. -Provide a lot of repetition when introducing new concepts. -Emphasize key words and phrases. -Help child develop reasoning skills through use of home language. -Devise strategies that build a home-school collaboration to reinforce home language competency and promote learning English. -Identify and explain patterns in errors of spoken English to help child acquire language competency (Note: do not correct child but guide child by example). -Model positive vocabulary learning strategies (reading cues from the context). -Help native, English-speaking children understand the English language learner's speech and vocabulary. -Establish a consistent daily routine that promotes a sense of security. 	LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.	LL-LC.2.D Answers questions from adults and peers using multivowel responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic.	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.5.B Continues to develop more complex sentences using syntax with a noun and verb and object (i.e., "Armel throws the ball.")					