

Hawai'i Early Learning and Development Standard and Every Child Ready Standards Alignment

Hawai'i Early Learning and Development Standards - Domain1: Physical Well-Being, Health, and Motor Development				Every Child Ready Standards				
Strand	Topic	Age	Standard	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5
Motor Development	Gross Motor Skills	36-48 months	Move purposefully from place to place with control (e.g. avoids bumping into things when running, walks up and down stairs alternating feet, gallops) (PHM.48.a)	PD.1.A Begins to develop balance and coordination in gross motor movements such as moving arms and legs together to climb, push, or pull. Jumps with two feet.	PD.1.B Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet.			
			Throw/kick ball with flexible body movements (PHM.48.b)					
		Continue to sustain balance during simple movement experiences (PHM.48.c)	PD.1.A Begins to develop balance and coordination in gross motor movements such as moving arms and legs together to climb, push, or pull. Jumps with two feet.	PD.1.B Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet.	PD.1.C Begins to coordinate upper and lower body, such as when riding a scooter or pedaling a bicycle or tricycle. Kicks and throws forward toward another person or target.			
		Coordinate complex movements in play and games (e.g. runs quickly, changes direction, stops and starts again, skips) (PHM.KE.a)	PD.1.A Begins to develop balance and coordination in gross motor movements such as moving arms and legs together to climb, push, or pull. Jumps with two feet.	PD.1.B Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet.	PD.1.C Begins to coordinate upper and lower body, such as when riding a scooter or pedaling a bicycle or tricycle. Kicks and throws forward toward another person or target.			
	48 months-KE	Throw/kick/catch ball with a full range of motion and control (PHM.KE.b)	PD.1.A Begins to develop balance and coordination in gross motor movements such as moving arms and legs together to climb, push, or pull. Jumps with two feet.	PD.1.B Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet.	PD.1.C Begins to coordinate upper and lower body, such as when riding a scooter or pedaling a bicycle or tricycle. Kicks and throws forward toward another person or target.			
		Sustain balance during complex movement experiences (e.g. hops across the playground, attempts to jump rope) (PHM.KE.c)	PD.1.A Begins to develop balance and coordination in gross motor movements such as moving arms and legs together to climb, push, or pull. Jumps with two feet.	PD.1.B Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet.	PD.1.C Begins to coordinate upper and lower body, such as when riding a scooter or pedaling a bicycle or tricycle. Kicks and throws forward toward another person or target.	PD.1.D Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements.		
Fine Motor Skills	36-48 months	Refine wrist and finger movements for more control (e.g. pours without spilling, buttons, zips, buckles, turns knobs) (PHM.48.d)	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.A Uses hands and fingers to complete a variety of tasks, such as opening drawers and cabinets.	PD.3.D Begins to use a tripod grasp when writing and copies complex designs.		
		Hold writing/drawing tools with a three-point finger grip (PHM.48.f)						
	48 months-KE	Use small, precise finger and hand movements (e.g. strings small beads, cuts small pictures, uses small Legos) (PHM.KE.d)	PD.2.C Begins to use refined hand movements such as using blunt scissors, buttoning large buttons, and connecting small toys, such as linking cubes or blocks.	PD.2.D Demonstrates controlled fine motor movements in a variety of ways such as cutting along lines with accuracy.	PD.3.D Begins to use a tripod grasp when writing and copies complex designs.	PD.3.E Consistently uses a tripod grasp when writing and copies and creates complex designs.		
		Have more control while holding writing/drawing tools with a three-point finger grip (PHM.KE.e)						
Physical Development	Physical Exercise	36-48 months	Participate in a variety of physical exercise (PHM.36-48.e)	PD.1.C Begins to coordinate upper and lower body, such as when riding a scooter or pedaling a bicycle or tricycle. Kicks and throws forward toward another person or target.	PD.1.D Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements.	IS.5.A Engages with peers with teacher modeling and participates in organized group activities.	C-ARTS.1.A Participates in guided movement activities by copying dances and movements introduced by others.	C-ARTS.1.C Creates short dances or movement sequences.
			Participate in a variety of physical exercise (PHM.36-48.e)	PD.1.C Begins to coordinate upper and lower body, such as when riding a scooter or pedaling a bicycle or tricycle. Kicks and throws forward toward another person or target.	PD.1.D Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements.	IS.5.A Engages with peers with teacher modeling and participates in organized group activities.	C-ARTS.1.A Participates in guided movement activities by copying dances and movements introduced by others.	C-ARTS.1.C Creates short dances or movement sequences.
			Participate in a variety of physical exercise (PHM.36-48.e)	PD.1.C Begins to coordinate upper and lower body, such as when riding a scooter or pedaling a bicycle or tricycle. Kicks and throws forward toward another person or target.	PD.1.D Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements.	IS.5.A Engages with peers with teacher modeling and participates in organized group activities.	C-ARTS.1.A Participates in guided movement activities by copying dances and movements introduced by others.	C-ARTS.1.C Creates short dances or movement sequences.
		48 months-KE	Name a physiological indicator that accompanies moderate to vigorous physical activities (e.g. "I feel tired", feels increase in heart rate) (PHM.KE.f)	IS.3.A With adult support, verbally or nonverbally identifies something about themselves.	IS.1.C With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations.	LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.		
			Name a social or emotional benefit of participating in physical activities (PHM.KE.h)	IS.1.C With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations.	LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").			
			Participate in physical activities (PHM.KE.i)	PD.1.C Begins to coordinate upper and lower body, such as when riding a scooter or pedaling a bicycle or tricycle. Kicks and throws forward toward another person or target.	PD.1.D Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements.	C-ARTS.1.A Participates in guided movement activities by copying dances and movements introduced by others.	C-ARTS.1.C Creates short dances or movement sequences.	
	36-48 months	Ask for help when hurt (PHM.48-KE.g)	IS.6.B Requests or accepts (verbally or nonverbally) adult support with many tasks.	SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community.	SOC.2.A Verbally or nonverbally identifies a variety of community members within their community, such as in their neighborhood and school.			
Name one person in the school or community who provides health support for others (PHM.48.h)								
Attend to personal health needs and ask for assistance when needed (PHM.48.i)		PD.4.A With teacher guidance, follows self-care and hygiene routines.	PD.4.B Demonstrates understanding of self-care and hygiene routines and begins to initiate.					
Identify personal hygiene needs (e.g. "I need to go potty.") (PHM.48.k)		PD.4.AA Begins to recognize and accept help in self-care and hygiene routines.	IS.3.A With adult support, verbally or nonverbally identifies something about themselves.					
	Attend to personal health needs and ask for assistance when needed (PHM.48.l)	PD.4.A With teacher guidance, follows self-care and hygiene routines.	PD.4.B Demonstrates understanding of self-care and hygiene routines and begins to initiate.					

Hawai'i Early Learning and Development Standard and Every Child Ready Standards Alignment								
Hawai'i Early Learning and Development Standards - Domain1: Physical Well-Being, Health, and Motor Development				Every Child Ready Standards				
Strand	Topic	Age	Standard	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5
Health and Personal Care	Daily Living Skills		With adult assistance, wash hands when needed, and cover mouth when coughing or sneezing (PHM.48.i)	PD.4.A With teacher guidance, follows self-care and hygiene routines.	PD.4.B Demonstrates understanding of self-care and hygiene routines and begins to initiate.	PD.4.C Completes self-care and hygiene routines with minimal assistance.		
		48 months-KE	Ask for help when hurt (PHM.48-KE.g)	IS.6.B Requests or accepts (verbally or nonverbally) adult support with many tasks.	PD.6.E Understands and describes how to get help when there are unsafe objects, substances, or behaviors.	IS.3.A With adult support, verbally or nonverbally identifies something about themselves.		
			Name people in the school or community who provide health support for others (PHM.KE.j)	SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community.	SOC.2.A Verbally or nonverbally identifies a variety of community members within their community, such as in their neighborhood and school.			
			Manage routines (e.g. dresses self, uses toilet alone, uses utensils) (PHM.KE.k)	PD.4.B Demonstrates understanding of self-care and hygiene routines and begins to initiate.	PD.4.C Completes self-care and hygiene routines with minimal assistance.	PD.4.D Independently completes self-care and hygiene routines.		
			Identify and attend to personal hygiene needs (PHM.KE.l)	PD.4.AA Begins to recognize and accept help in self-care and hygiene routines.	PD.4.A With teacher guidance, follows self-care and hygiene routines.	PD.4.B Demonstrates understanding of self-care and hygiene routines and begins to initiate.	PD.4.C Completes self-care and hygiene routines with minimal assistance.	PD.4.D Independently completes self-care and hygiene routines.
			Identify and attend to personal hygiene needs (PHM.KE.l)	PD.4.AA Begins to recognize and accept help in self-care and hygiene routines.	PD.4.A With teacher guidance, follows self-care and hygiene routines.	PD.4.B Demonstrates understanding of self-care and hygiene routines and begins to initiate.	PD.4.C Completes self-care and hygiene routines with minimal assistance.	PD.4.D Independently completes self-care and hygiene routines.
			With reminders, wash hands (e.g. before eating, after toileting, after using tissues) (PHM.KE.m)	PD.4.A With teacher guidance, follows self-care and hygiene routines.	PD.4.B Demonstrates understanding of self-care and hygiene routines and begins to initiate.	PD.4.C Completes self-care and hygiene routines with minimal assistance.		
	Nutrition	36-48 months	Identify healthy food choices (PHM.48.m)	PD.5.A Recognizes and identifies a variety of different food.	PD.5.B Demonstrates understanding of types of food and preferences.			
		48 months-KE	Can explain that some foods help bodies to grow and be healthy (PHM.KE.n)	PD.5.C Begins to understand how eating a variety of foods and proper hydration helps the body grow and be healthy.	PD.5.D Demonstrates understanding and categorizes different food types such as vegetables, fruit, grains, protein, and dairy.	PD.5.E Understands and describes different foods and how they give our bodies nutrients and energy.		
	Safe Practices	36-48 months	Use basic safety practices (PHM/GK.36-48.j)	PD.6.AA Begins to recognize and accept help in following safety procedures.	PD.6.A With teacher guidance, follows safety procedures.	PD.6.B Demonstrates understanding of safety procedures and begins to initiate.		
			Identify helpful and harmful substances (PHM.48.o)	PD.6.E Understands and describes how to get help when there are unsafe objects, substances, or behaviors.	LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").			
		48 months-KE	Can articulate what to do in an emergency (i.e. call 911, fire procedures [evacuate, stop, drop, roll]) (PHM.KE.o)	PD.6.B Demonstrates understanding of safety procedures and begins to initiate.	PD.6.D Understands and describes the importance of safety procedures.	PD.6.E Understands and describes how to get help when there are unsafe objects, substances, or behaviors.	PD.6.B Demonstrates understanding of safety procedures and begins to initiate.	LL-LC.1.D Shows understanding of more complex sentences or questions through actions, such as following three-step directions.
	Rules and Regulations	48 months-KE	Recognize everyday dangers (e.g. stove, knives, matches, medicine) and follow rules regarding them (PHM.KE.p)	PD.6.E Understands and describes how to get help when there are unsafe objects, substances, or behaviors.	PD.6.D Understands and describes the importance of safety procedures.			
			With adult assistance, retell a rule or safety practice (PHM/GK.48.n)	PD.6.D Understands and describes the importance of safety procedures.				
			Discuss examples of authority, rules, fairness, and personal responsibilities in own experiences and in stories read to him/her (PHM/GK.KE.q)	SOC.2.B Recognizes their role within the classroom, neighborhood, and community, such as by voting in the classroom or being a member of the soccer team.	SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community.	SOC.1.C Discusses the importance of their own family and the roles and responsibilities of various individuals in the family.	LL-NC.5.C Makes connections between own experiences, background knowledge, and information presented in an informational text.	

Hawai'i Early Learning and Development Standard and Every Child Ready Standards Alignment									
Hawai'i Early Learning and Development Standards - Domain 2: Social and Emotional Development				Every Child Ready Standards					
Strand	Topic	Age	Standard	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6
Social Development	Interactions with Adults	36-48 months	With adult assistance, separate from significant adults without demonstrating a great deal of anxiety (SE.48.a)	IS.2.A Coregulates emotion with one-on-one adult support.	IS.1.A Verbally or nonverbally expresses basic emotions, such as happy, excited, angry, scared, frustrated, and sad, while an adult adds emotion labels to that expression.				
		48 months-KE	Sometimes use appropriate social conventions in greetings, introductions, and conversations (SE.KE.a)	LL-LC.4.A Initiates a brief verbal or nonverbal social interaction with adults or peers engaging in a one-way interaction.	LL-LC.4.B Initiates or joins conversations and engages in conversational turn-taking with at least one feedback loop using both verbal and nonverbal communication.				
	Interactions with Peers	36-48 months	Initiate interactions with other children or interact when other children initiate (SE.48.b)	IS.5.A Engages with peers with teacher modeling and participates in organized group activities.	IS.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).				
			Participate in small- and large-group activities (SE.48.c)	IS.5.A Engages with peers with teacher modeling and participates in organized group activities.	IS.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	ATL.1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play).	ATL.7.A Participates in one- to two-step inhibition games and activities.	ATL.2.A Engages in activities next to peers using shared materials (parallel play).	ATL.2.B Plays, works on tasks, or participates in activities with peers with adult prompting (associative play).
			Make and maintain a friendship with at least one child (SE.48.d)	IS.1.A Verbally or nonverbally expresses basic emotions, such as happy, excited, angry, scared, frustrated, and sad, while an adult adds emotion labels to that expression.	IS.1.B With adult modeling and visual supports, verbally or nonverbally identifies and labels emotions such as happiness, excitement, anger, fear, and sadness in self.	IS.1.C With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations.	IS.1.D Independently verbally or nonverbally names and describes their own emotions.	IS.4.A With adult modeling and one-on-one support, verbally or nonverbally names observable emotions and experiences of others.	
		48 months-KE	Observe and use appropriate ways of interacting in a group of two to three children (e.g., takes turns in talking, listens to peers, waits until someone is finished, asks questions and waits for an answer, gains the floor in appropriate ways) (SE/LA.KE.b)	IS.5.A Engages with peers with teacher modeling and participates in organized group activities.	IS.5.B With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	IS.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	IS.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.		
			Use turn-taking in conversations and in play (SE.KE.c)	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.A Engages in activities next to peers using shared materials (parallel play).	ATL.2.C Makes cooperative decisions with peers based on adult provided choices (associative play).	ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play).		
			Share materials, toys, and ideas during play (SE.KE.d)	IS.4.A With adult modeling and one-on-one support, verbally or nonverbally names observable emotions and experiences of others.	IS.4.C With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations.	IS.4.D With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of 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.7.D With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise).	
	Adaptive Social Behavior	36-48 months	Follow routines and social rules in a group setting most of the time (SE.48.f)	M-M.2.D Demonstrates the understanding of weekly routines (e.g., specials, home days, school days).	ATL.9.B Identifies and anticipates materials and expectations needed for everyday and routine activities.	ATL.5.A Transitions between activities that are part of the routine school day with adult reminders.	ATL.5.C Adjusts to changes in the environment or schedule with adult guidance and advance warning.	M-M.2.AA Demonstrates understanding of familiar daily routines.	
		48 months-KE	Follow schedule and typical classroom routines (e.g., comes when called, sits attentively at circle, participates in clean-up) (SE.KE.f)	M-M.2.D Demonstrates the understanding of weekly routines (e.g., specials, home days, school days).	ATL.9.B Identifies and anticipates materials and expectations needed for everyday and routine activities.	ATL.5.A Transitions between activities that are part of the routine school day with adult reminders.	ATL.5.C Adjusts to changes in the environment or schedule with adult guidance and advance warning.	M-M.2.B Demonstrates the understanding of daily routines (order and general length of components).	
	Emotional Development	Self-efficacy	36-48 months	Demonstrate confidence in own abilities (SE.48.g)	IS.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence.	ATL.4.B Verbally or nonverbally demonstrates an understanding of accomplishing a task. May verbally explain work product.			
			48 months-KE	Show satisfaction in accomplishments (SE.KE.g)	ATL.4.B Verbally or nonverbally demonstrates an understanding of accomplishing a task. May verbally explain work product.	ATL.4.C Monitors the completion of a task and identifies preferred elements of a work product or task.	ATL.9.B Identifies and anticipates materials and expectations needed for everyday and routine activities.		
Self-control and Regulation		36-48 months	Regulate own emotions and behavior most of the time (SE.48.h)	IS.2.A Coregulates emotion with one-on-one adult support.	IS.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult.				
		48 months-KE	Regulate emotions and begin to show self-control in handling frustration and disappointment (SE.KE.i)	IS.2.D Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance.	IS.1.C With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations.				
Emotional Expression		36-48 months	Regulate own emotions and behavior most of the time (SE.48.h)	IS.2.A Coregulates emotion with one-on-one adult support.	IS.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult.				
		48 months-KE	Express emotions through socially appropriate actions and words (SE.KE.j)	IS.2.D Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance.	IS.1.D Independently verbally or nonverbally names and describes their own emotions.	ATL.4.A Uses two to three words or nonverbal actions (gestures, body language, facial expressions) to explain activities they are engaging in.	ATL.3.AA Exhibits curiosity and interest in activities and materials. Repeats preferred activities.		
			48 months-KE	Communicate personal experiences or interests (SE.KE.k)	IS.2.A Coregulates emotion with one-on-one adult support.				
				Recognize and describe own feelings (SE.KE.l)					

Hawai'i Early Learning and Development Standard and Every Child Ready Standards Alignment									
Hawai'i Early Learning and Development Standards - Domain 3: Approaches to Learning				Every Child Ready Standards					
Strand	Topic	Age	Standard	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6
Learning Approaches	Initiative and Creativity	36-48 months	Try new activities and experiences independently (AL/LA.48.a)	ATL.3.AA Exhibits curiosity and interest in activities and materials. Repeats preferred activities.	ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work.	ATL.8.AA Self-selects toy, activity, or Center to engage in when provided with choices.			
		48 months-KE	Show eagerness to learn about a variety of topics and ideas (AL/LA.KE.a)	ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own.	ATL.3.AA Exhibits curiosity and interest in activities and materials. Repeats preferred activities.	LL-LC.3.A Shows interest in new words or asks questions to acquire new vocabulary.	LL-LC.2.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.	SC-SP.1.C With teacher guidance, begins to formulate own questions based on observations.	SC-SP.1.D Formulates own science-oriented questions based on observations.
	Persistence and Attentiveness	36-48 months	Plan and pursue a variety of challenging tasks (AL.48-KE.b)	ATL.8.A With one to one adult support, completes steps of a simple task or project (two to three steps).	ATL.8.B Uses adult-created organization tools to complete steps of a simple task or project.	ATL.8.C With adult support, creates a goal for an activity and follows a simple plan.	ATL.8.D Creates and follows through with simple plans independently.	SC-SP.1.E With teacher guidance, uses formulated science-oriented questions to plan simple explorations or experiments.	C-ARTS.3.D Plans for and creates art using preferred art materials, tools, and techniques.
			With adult assistance, sustain longer interest in working on a task or in play (AL.48.c)	ATL.6.A Sustains interest in a preferred task for a brief amount of time (5–10 minutes).	ATL.6.B Sustains attention in an assigned task for a brief amount of time (5–10 minutes).	ATL.6.C Attends to entirety of a short, engaging lesson or teacher-led activity (10–15 minutes).			
		48 months-KE	Plan and pursue a variety of challenging tasks (AL.48-KE.b)	ATL.8.A With one to one adult support, completes steps of a simple task or project (two to three steps).	ATL.8.B Uses adult-created organization tools to complete steps of a simple task or project.	ATL.8.C With adult support, creates a goal for an activity and follows a simple plan.	ATL.8.D Creates and follows through with simple plans independently.	SC-SP.1.E With teacher guidance, uses formulated science-oriented questions to plan simple explorations or experiments.	C-ARTS.3.D Plans for and creates art using preferred art materials, tools, and techniques.
			Sustain work on ageappropriate, interesting tasks (can ignore most distractions and interruptions) (AL.KE.c)	ATL.6.D Refocuses attention to independent or group activity after minor distraction.	ATL.7.D Independently completes simple assignment or task despite normal classroom environment distractions.	ATL.6.A Sustains interest in a preferred task for a brief amount of time (5–10 minutes).	ATL.6.B Sustains attention in an assigned task for a brief amount of time (5–10 minutes).	ATL.6.C Attends to entirety of a short, engaging lesson or teacher-led activity (10–15 minutes).	
	Problem Solving	36-48 months	Solve problems without having to try every possibility (AL/LA.48.d)	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.D With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise).	ATL.4.D Assesses or reflects upon activity or task outcome or product.			
		48 months-KE	Begin to think problems through, considering several possibilities and analyzing results (AL/LA.KE.d)	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.D With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise).	ATL.4.D Assesses or reflects upon activity or task outcome or product.	ATL.4.E Assesses tasks and makes adjustments to strategies for updates or revisions.		
	Reflection and Interpretation	36-48 months	Retell experiences in order, providing details (AL/LA.48-KE.e)	LL-NC.4.A Describes or reenacts one event in a personal narrative using a simple phrase.	LL-NC.4.B Tells a two-event personal narrative using simple phrases.	LL-NC.4.C Constructs a personal narrative with three or more events which may be out of order and include omissions or deviations to other topics.	LL-NC.4.D Constructs a personal narrative with three or more events in a coherent sequence.		
			Recall past experiences in new situations (AL/LA.48.f)	ATL.9.C Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and want to return to it, or that they fell on the slide yesterday, so exercises caution today).	SC-SP.3.C Draws conclusions on prior knowledge and recorded information.				
		48 months-KE	Retell experiences in order, providing details (AL/LA.48-KE.e)	LL-NC.4.A Describes or reenacts one event in a personal narrative using a simple phrase.	LL-NC.4.B Tells a two-event personal narrative using simple phrases.	LL-NC.4.C Constructs a personal narrative with three or more events which may be out of order and include omissions or deviations to other topics.	LL-NC.4.D Constructs a personal narrative with three or more events in a coherent sequence.		
			Use knowledge of everyday experiences to apply to a new situation (AL/LA.KE.f)	ATL.9.C Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and want to return to it, or that they fell on the slide yesterday, so exercises caution today).	SC-SP.3.C Draws conclusions on prior knowledge and recorded information.	LL-NC.5.C Makes connections between own experiences, background knowledge, and information presented in an informational text.			
	Effective and Ethical Use of Technology	36-48 months	With adult assistance, begin to locate information on identified topics using resources provided (AL.48-KE.g)	LL-NC.5.B Recognizes that informational texts are a source of information.					
			Create letters and other forms using various materials (AL/LA.48.h)	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 a row with spaces between symbols to indicate words.	LL-WR.4.D Writes random recognizable letters in a row with spaces in between. Letters may be backward, reversed, or poorly formed and recognized only in context.	M-GS.2.A Constructs any recognizable or unrecognizable shape with materials.	M-GS.2.B Constructs common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle) with materials.
			EMERGING	NA					
		48 months-KE	With adult assistance, begin to locate information on identified topics using resources provided (AL.48-KE.g)	LL-NC.5.B Recognizes that informational texts are a source of information.	Tech.1.B Participates in digital activities that use learning applications and programs with adult support.	Tech.1.D With teacher guidance, uses technology devices and learning applications to play games, access or share information, or express themselves creatively.			
			Experiment with a variety of writing tools and surfaces (AL/LA.KE.h)	C-ARTS.3.A Expresses self using a variety of art materials and tools.	C-ARTS.3.B Creates drawings, paintings, and models with an increasing level of detail.	C-ARTS.3.C Explores and creates art using different techniques, such as dot art, mixed media collages, and clay.	C-ARTS.3.D Plans for and creates art using preferred art materials, tools, and techniques.	ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work.	
			Identify technology that can be used to gain information (AL.KE.i)	Tech.1.B Participates in digital activities that use learning applications and programs with adult support.	Tech.1.D With teacher guidance, uses technology devices and learning applications to play games, access or share information, or express themselves creatively.	LL-NC.5.B Recognizes that informational texts are a source of information.			
	EMERGING	NA							

Hawai'i Early Learning and Development Standard and Every Child Ready Standards Alignment											
Hawai'i Early Learning and Development Standards - Domain 4: Cognition and General Knowledge											
Strand	Topic	Age	Standard	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	
Mathematics and Numeracy	Number Sense	36-48 months	Verbally count to 10 (GK.48.a)	M-NC.1.D Says number words in order from 1–3 from memory.	M-NC.1.A Says number words in order from 1–3 from memory.	M-NC.1.B Says number words in order from 1–5 from memory.	M-NC.1.C Says number words in order from 1–7 from memory.	M-NC.1.D Says number words in order from 1–10 from memory.			
			Recite numbers in the correct order and understand that numbers come before or after another (GK.48.b)	M-NC.1.A Says number words in order from 1–3 from memory.	M-NC.1.B Says number words in order from 1–5 from memory.	M-NC.1.C Says number words in order from 1–7 from memory.	M-NC.1.D Says number words in order from 1–10 from memory.				
			Recognize and name written numerals to 5 (GK.48.c)	M-NC.5.B Says the names of numerals 0–5 shown in random order.	M-NC.5.A Says the names of numerals 1–3 shown in random order.						
			Demonstrate an understanding of one-to-one correspondence (GK.48.d)	M-NC.2.A Says numbers in order while matching each number word to each object when counting from 1–3.	M-NC.2.B Says numbers in order, matching each number word to each object when counting from 1–5.	M-NC.2.C Says numbers in order, matching each number word to each object when counting from 1–7.	M-NC.2.D Says numbers in order, matching each number word to each object when counting from 1–10.				
			Recognize and name the number of items in a small set, up to 5 objects (GK.48.e)	M-NC.3.B Creates sets of 0–5 and begins to use cardinality to identify the last number counted.							
			Recognize and duplicate simple patterns (GK.48.f)	M-PFA.3.AA Copies simple AB patterns through rhythm and movement.	M-PFA.3.A Uses objects, rhythm, or movement to copy simple AB patterns.	M-PFA.3.B Uses objects, rhythm, or movement to copy and extend simple AB patterns.					
		48 months-KE	Verbally count to 20 by ones (GK.KE.a)	M-NC.1.E Says number words in order from 1–20 from memory.	M-NC.1.A Says number words in order from 1–3 from memory.	M-NC.1.B Says number words in order from 1–5 from memory.	M-NC.1.C Says number words in order from 1–7 from memory.	M-NC.1.D Says number words in order from 1–10 from memory.	M-NC.1.E Says number words in order from 1–20 from memory.		
			Demonstrate ability to count in sequence (GK.KE.b)	M-NC.1.A Says number words in order from 1–3 from memory.	M-NC.1.B Says number words in order from 1–5 from memory.	M-NC.1.C Says number words in order from 1–7 from memory.	M-NC.1.D Says number words in order from 1–10 from memory.				
			Recognize and name written numerals to 10 (GK.KE.c)	M-NC.5.D Says the names of numerals 0–10 shown in random order.	M-NC.5.A Says the names of numerals 1–3 shown in random order.	M-NC.5.B Says the names of numerals 0–5 shown in random order.	M-NC.5.C Says the names of numerals 0–7 shown in random order.				
			Count many kinds of concrete objects and actions up to 10 using one-to-one correspondence (GK.KE.d)	M-NC.2.D Says numbers in order, matching each number word to each object when counting from 1–10.	M-NC.2.A Says numbers in order while matching each number word to each object when counting from 1–3.	M-NC.2.B Says numbers in order, matching each number word to each object when counting from 1–5.	M-NC.2.C Says numbers in order, matching each number word to each object when counting from 1–7.				
			Count as many as 7 things in a scattered configuration with no errors (GK.KE.e)	M-NC.3.C Creates sets of 0–7 and begins to use cardinality to identify the last number counted.							
			Recognize, create, and repeat simple patterns (GK.KE.f)	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.	M-PFA.3.C Uses rhythm and movement to copy simple and advanced patterns (e.g., AB, ABC, ABB, AAB).	M-PFA.3.D Uses objects, rhythm, or movement to copy and extend simple and advanced patterns (e.g., AB, ABC, ABB, AAB).				
	Operations	36-48 months	EMERGING	NA							
			Recognize and name the number of items in a small set, up to 5 objects (GK.48.e)	M-NC.3.B Creates sets of 0–5 and begins to use cardinality to identify the last number counted.	M-NC.3.A Subitizes by instantly saying how many are in a set without counting for quantities 1–3.						
		48 months-KE	Use a range of strategies (e.g., counting, subtracting, matching) to compare quantity in two sets of objects and describe the comparison with terms, such as more/less, greater than/fewer/equal to (GK.KE.g)	M-NC.4.B Matches 0–5 objects from two sets using one-to-one correspondence to understand the concept of the same.	M-NC.4.C Matches 0–7 objects from two sets using one-to-one correspondence to identify which set has more, less, or if they are the same.	M-NC.4.D Matches 0–10 objects from two sets using one-to-one correspondence to identify which set has more, less, or if they are the same.					
			Count as many as 7 things in a scattered configuration with no errors (GK.KE.e)	M-NC.3.C Creates sets of 0–7 and begins to use cardinality to identify the last number counted.	M-NC.2.C Says numbers in order, matching each number word to each object when counting from 1–7.						
			Count as many as 7 things in a scattered configuration with no errors (GK.KE.e)	M-NC.3.C Creates sets of 0–7 and begins to use cardinality to identify the last number counted.	M-NC.2.C Says numbers in order, matching each number word to each object when counting from 1–7.						
	Measurement and Data	36-48 months	Understand the purpose of standard measuring tools (GK.48.g)	M-M.1.E Uses standard units (e.g., ruler, scale, balance) to measure and then uses comparative language to describe the measurements of two objects.							
			Order objects according to one attribute of length, weight, capacity, or area (GK.48.h)	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.2.B Orders up to three objects by one attribute, such as size, shades of color, texture, or sound, using comparative language.	M-PFA.2.C Orders up to five objects by one attribute, such as size, shades of color, texture, or sound, using comparative language.	M-M.1.A Demonstrates understanding of length terms (i.e., "longer," "shorter") and height terms (i.e., "taller," "shorter") using gestures or objects.	M-M.1.B Demonstrates understanding of length terms (i.e., "longer," "shorter"), height terms (i.e., "taller," "shorter"), volume terms (i.e., "more," "less"), and weight terms (i.e., "heavier," "lighter") using gestures or objects.	M-M.1.C Uses nonstandard units to measure objects by filling, covering, or matching, like when answering "How many scoops of sand fill a container?"	M-M.1.D Uses nonstandard units to measure and then comparative language to describe the measurements of two objects, like when answering "Which container holds more beans?"	
			Sort objects into subgroups by one or two attributes (GK.48.i)	M-PFA.1.A Sorts and groups objects based on one attribute such as visual features like color, size, or shape.	M-PFA.1.B Sorts and groups pictures of objects based on one attribute such as visual features like color, size, or shape.	M-PFA.1.C Sorts and groups objects based on more complex attributes such as function or category.					
		48 months-KE	Recognize the attributes of length, area, weight, and capacity of everyday objects, and use appropriate vocabulary (e.g., long, short, light, big, small, wide, narrow) (GK.KE.h)	M-M.1.A Demonstrates understanding of length terms (i.e., "longer," "shorter") and height terms (i.e., "taller," "shorter") using gestures or objects.	M-M.1.B Demonstrates understanding of length terms (i.e., "longer," "shorter"), height terms (i.e., "taller," "shorter"), volume terms (i.e., "more," "less"), and weight terms (i.e., "heavier," "lighter") using gestures or objects.						
			Compare the attributes of length and weight for two objects including: larger/shorter/same length, heavier/lighter/same, more/less/same (GK.KE.i)	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.2.B Orders up to three objects by one attribute, such as size, shades of color, texture, or sound, using comparative language.	M-PFA.2.C Orders up to five objects by one attribute, such as size, shades of color, texture, or sound, using comparative language.					

Hawai'i Early Learning and Development Standard and Every Child Ready Standards Alignment												
Hawai'i Early Learning and Development Standards - Domain 4: Cognition and General Knowledge												
Strand	Topic	Age	Standard	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7		
Geometry		36-48 months	Sort, classify, and serialize objects using attributes, such as color, shape, or size (GK.KE.j)	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.2.B Orders up to three objects by one attribute, such as size, shades of color, texture, or sound, using comparative language.	M-PFA.2.C Orders up to five objects by one attribute, such as size, shades of color, texture, or sound, using comparative language.	M-PFA.1.A Sorts and groups objects based on one attribute such as visual features like color, size, or shape.	M-PFA.1.B Sorts and groups pictures of objects based on one attribute such as visual features like color, size, or shape.	M-PFA.1.C Sorts and groups objects based on more complex attributes such as function or category.	M-PFA.1.D Sorts and groups objects or pictures that belong together by one attribute, then regroups according to a different attribute.		
			Follow basic directionality with adults and peers (GK.48.j)	M-GS.3.A Demonstrates understanding of location terms (e.g., "in," "on," "under," "over") by using gestures or objects.	M-GS.3.B Demonstrates understanding of proximity terms (e.g., "beside," "between," "above," "below") by using gestures or objects.	M-GS.3.C Demonstrates understanding of frame of reference terms (e.g., "in back of," "in front of," "behind") by using gestures or objects.	M-GS.3.D Demonstrates understanding of direction terms (e.g., "forward," "backward," "around," "through," "to," "from," "towards").	ATL.7.B Independently follows two- to three-step verbal adult directions.				
			Identify common geometric shapes (e.g. circle, square, rectangle, triangle) (GK.48.k)	M-GS.1.A Verbally or nonverbally identifies at least three common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle).	M-GS.1.B Verbally or nonverbally identifies at least five common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle).	M-GS.1.C Identifies and describes the properties of common two-dimensional shapes using words like "sides," "corners," "curve."	M-GS.1.D Verbally or nonverbally identifies two-dimensional shapes in the environment or in books.					
			Identify common geometric shapes (e.g. circle, square, rectangle, triangle) (GK.48.k)	M-GS.1.A Verbally or nonverbally identifies at least three common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle).	M-GS.1.B Verbally or nonverbally identifies at least five common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle).	M-GS.1.C Identifies and describes the properties of common two-dimensional shapes using words like "sides," "corners," "curve."	M-GS.1.D Verbally or nonverbally identifies two-dimensional shapes in the environment or in books.					
		With adult assistance, create and represent three-dimensional shapes (e.g. ball/sphere, square/box/cube, tube/cylinder using various manipulative materials) (GK.48.l)	M-GS.2.E Constructs common three-dimensional shapes (sphere, cone, cylinder, cube) with materials.	ATL.8.A With one to one adult support, completes steps of a simple task or project (two to three steps).								
		48 months-KE	Use positional words to describe an object's location (e.g. up, down, above, under, inside, outside) (GK.KE.k)	M-GS.3.A Demonstrates understanding of location terms (e.g., "in," "on," "under," "over") by using gestures or objects.	M-GS.3.B Demonstrates understanding of proximity terms (e.g., "beside," "between," "above," "below") by using gestures or objects.	M-GS.3.C Demonstrates understanding of frame of reference terms (e.g., "in back of," "in front of," "behind") by using gestures or objects.	M-GS.3.D Demonstrates understanding of direction terms (e.g., "forward," "backward," "around," "through," "to," "from," "towards").					
			Recognize and name common shapes, their parts and attributes (GK.KE.l)	M-GS.1.C Identifies and describes the properties of common two-dimensional shapes using words like "sides," "corners," "curve."								
			Recognize and name common shapes, their parts and attributes (GK.KE.l)	M-GS.1.C Identifies and describes the properties of common two-dimensional shapes using words like "sides," "corners," "curve."								
			Create and represent three-dimensional shapes (e.g. ball/sphere, square/box/cube, tube/cylinder using various manipulative materials) (GK.KE.m)	M-GS.2.E Constructs common three-dimensional shapes (sphere, cone, cylinder, cube) with materials.								
		Scientific and Engineering Practices		36-48 months	Use the senses as tools with which to observe, describe, and classify (GK.48.m)	SC-P.1.A Uses senses to identify physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.	SC-P.1.B Use senses to observe and describe some physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.	SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment.	SC-SP.1.AA Uses senses to observe the environment.			
With adult assistance, discuss changes in materials or objects observed (GK.48.n)	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.				SC-SP.2.A Participates in simple explorations and experiments based on a teacher-led inquiry and prior knowledge.							
Ask questions and seek answers about the world around them (GK.48.p)	SC-SP.1.A With teacher guidance, participates in activities to formulate simple science-oriented questions based on observations.				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.3.B Demonstrates an interest in learning new information or starting a new activity on their own.					
48 months-KE	Use the senses and tools, including technology, to gather information, investigate materials, and observe processes and relationships (GK.KE.n)			SC-P.1.A Uses senses to identify physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.	SC-P.1.B Use senses to observe and describe some physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.	SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment.	SC-SP.1.AA Uses senses to observe the environment.	Tech.1.D With teacher guidance, uses technology devices and learning applications to play games, access or share information, or express themselves creatively.				
	Make predictions about changes in materials or objects based on past experience (GK.KE.o)			SC-SP.2.B Participates in teacher-led explorations and experiments and uses prior knowledge to make predictions.	SC-SP.2.C With teacher guidance, begins to hypothesize before teacher-led experiments.	SC-SP.2.D Makes hypotheses, and tests their hypotheses through experimentation.	SOC.5.C Begins to use knowledge of past and present experiences to make predictions about the future.	SOC.5.D Describes how people and things change over time and will continue to change into the future.				
	With adult assistance, ask and seek out answers to questions about objects and events (GK.KE.p)			SC-SP.1.A With teacher guidance, participates in activities to formulate simple science-oriented questions based on observations.	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.3.B Demonstrates an interest in learning new information or starting a new activity on their own.					
	36-48 months			Make comparisons among objects that have been observed (GK.48.q)	M-PFA.1.C Sorts and groups objects based on more complex attributes such as function or category.	M-PFA.2.C Orders up to five objects by one attribute, such as size, shades of color, texture, or sound, using comparative language.						
With adult assistance, explore and describe various actions that can change an object's motion, such as pulling, pushing, twisting, rolling, and throwing (GK.48.r)				SC-P.4.A With teacher guidance, recognizes that different factors, such as force, impact how fast and far an object moves when it's pushed or pulled.	SC-P.4.B With teacher guidance, recognizes that when objects collide, the impact can change the speed, direction, or stop an object.	SC-P.4.C With teacher guidance, recognizes that different factors, such as heights or textures, can change the speed of an object, such as racing cars on ramps.	SC-P.4.D Describes and discusses the motion of objects and that motion can change based on different factors.					

Hawai'i Early Learning and Development Standard and Every Child Ready Standards Alignment											
Hawai'i Early Learning and Development Standards - Domain 4: Cognition and General Knowledge											
Strand	Topic	Age	Standard	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	
Science	Physical Science	48 months-KE	Explore different kinds of matter (e.g. wood, metal, water) and describe by observing properties (e.g. visual, aural, textural) (GK.KE.r)	SC-P.1.A Uses senses to identify physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.	SC-P.1.B Use senses to observe and describe some physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.	SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment.	SC-SP.1.AA Uses senses to observe the environment.				
			Explore and describe various actions that can change an object's motion, such as pulling, pushing, twisting, rolling, and throwing (GK.KE.s)	SC-P.4.A With teacher guidance, recognizes that different factors, such as force, impact how fast and far an object moves when it's pushed or pulled.	SC-P.4.B With teacher guidance, recognizes that when objects collide, the impact can change the speed, direction, or stop an object.	SC-P.4.C With teacher guidance, recognizes that different factors, such as heights or textures, can change the speed of an object, such as racing cars on ramps.	SC-P.4.D Describes and discusses the motion of objects and that motion can change based on different factors.				
	Life Sciences	36-48 months	Identify the physical properties of some living and non-living things (GK.48.s)	SC-LES.4.B Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features.	SC-LES.5.B Identifies that plants are living and identifies characteristics and features of plants.	SC-LES.1.A Identifies different elements of nature, such as rocks, water, air, and leaves.	SC-LES.3.B Describes and discusses objects in the sky, such as clouds, sun, moon, or stars.				
			Notice similarities and differences between animals and their offspring (GK.48.t)	SC-LES.4.B Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features.	SC-LES.4.D Observes and describes habitats and life cycles.						
	Life Sciences	48 months-KE	Investigate, describe, and compare the characteristics that differentiate living from non-living things (GK.KE.i)	SC-LES.1.B Demonstrates understanding of the difference between living and nonliving things.	SC-LES.4.B Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features.	SC-LES.5.B Identifies that plants are living and identifies characteristics and features of plants.	SC-LES.4.C Describes the needs of humans and animals and how their characteristics and behaviors support their needs, such as birds having beaks so they can dig for worms.	SC-LES.5.C Identifies that plants are living and describes the needs of plants.	SC-LES.4.D Observes and describes habitats and life cycles.	SC-LES.5.D Observes and describes plant habitats and life cycles.	
			Observe and describe plants and animals as they go through predictable life cycles (GK.KE.u)	SC-LES.4.B Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features.	SC-LES.4.D Observes and describes habitats and life cycles.						
	Earth's Place in the Universe	36-48 months	Identify the characteristics of weather based on firsthand observations using related vocabulary (GK.48.u)	SC-LES.2.A Identifies different types of weather, such as sunny, rainy, cloudy, or snowy.	SC-LES.2.B Identifies seasons and observes and describes patterns and changes in the weather.						
			Describe the effects of the sun or sunlight (GK.48.v)	SC-LES.3.B Describes and discusses objects in the sky, such as clouds, sun, moon, or stars.	SC-P.2.B Recognizes sources of light including natural and human-made, such as the sun, lamps, or flashlights.	SC-P.2.E Observes and discusses how light is a form of energy and gives off heat.	SC-LES.5.C Identifies that plants are living and describes the needs of plants.				
	Earth's Place in the Universe	48 months-KE	Describe and anticipate weather changes (GK.KE.w)	SC-LES.2.D Discusses the effects of changes in weather, such as growing different crops or wearing different clothing.	SC-LES.2.C Compares and contrasts the different seasons.						
			Name any celestial object seen in the day or night sky (GK.KE.x)	SC-LES.3.A Identifies objects in the sky, such as clouds, sun, moon, or stars.	SC-LES.3.B Describes and discusses objects in the sky, such as clouds, sun, moon, or stars.	SC-LES.3.C Develops basic understanding about space, such as Earth is a planet and there are other planets.					
	Engineering, Technology, and Applications of Science	36-48 months	Identify and use simple tools to extend observations (GK.48.w)	SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment.	SC-LES.3.E Uses science tools to research and learn more about Earth and space, such as a telescope or binoculars.	SOC.4.C Uses geographic tools, with support and guidance to find common geographical features.	M-M.1.E Uses standard units (e.g., ruler, scale, balance) to measure and then uses comparative language to describe the measurements of two objects.	M-M.1.E Uses standard units (e.g., ruler, scale, balance) to measure and then uses comparative language to describe the measurements of two objects.	Tech.1.A Identifies a variety of technology devices and begins to use technology devices with adult support.		
			With adult assistance, recognize examples of technologies (e.g. knife, pencil, computer, pencil sharpener, refrigerator) at home or in the classroom (GK.KE.y)	SC-LES.3.E Uses science tools to research and learn more about Earth and space, such as a telescope or binoculars.	SOC.4.C Uses geographic tools, with support and guidance to find common geographical features.	M-M.1.E Uses standard units (e.g., ruler, scale, balance) to measure and then uses comparative language to describe the measurements of two objects.					
History	36-48 months	Discuss and identify the order of daily routines (GK.48.x)	M-M.2.A Sequences up to two to four steps in a familiar daily routine.	M-M.2.B Demonstrates the understanding of daily routines (order and general length of components).							
		Use time phrases and tense selection appropriately (e.g. today, yesterday, tomorrow, later) (GK.48.y)	M-M.2.E Begins to demonstrate basic knowledge that clocks and calendars are related to the passage of time.								
History	48 months-KE	Recognize calendars and simple timelines (GK.KE.z)	M-M.2.E Begins to demonstrate basic knowledge that clocks and calendars are related to the passage of time.								
Geography	36-48 months	Construct a roadway or path out of blocks or other building materials (GK.48.z)	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.	SOC.4.D Creates representations or maps of familiar places, such as classroom, community, or region.	M-GS.2.A Constructs any recognizable or unrecognizable shape with materials.						
		Respond appropriately to moving body in directional ways (GK.48.aa)	M-GS.3.D Demonstrates understanding of direction terms (e.g., "forward," "backward," "around," "through," "to," "from," "towards").	M-GS.3.A Demonstrates understanding of location terms (e.g., "in," "on," "under," "over") by using gestures or objects.	M-GS.3.C Demonstrates understanding of frame of reference terms (e.g., "in back of," "in front of," "behind") by using gestures or objects.						
Geography	48 months-KE	Construct and describe simple maps of the classroom or home (GK.KE.aa)	SOC.4.D Creates representations or maps of familiar places, such as classroom, community, or region.	SOC.4.B Recognizes and describes common geographical features within their region.							
		Engage in activities that build understanding of words for locations and direction (GK.KE.bb)	M-GS.3.D Demonstrates understanding of direction terms (e.g., "forward," "backward," "around," "through," "to," "from," "towards").	M-GS.3.A Demonstrates understanding of location terms (e.g., "in," "on," "under," "over") by using gestures or objects.	M-GS.3.C Demonstrates understanding of frame of reference terms (e.g., "in back of," "in front of," "behind") by using gestures or objects.						

Hawai'i Early Learning and Development Standard and Every Child Ready Standards Alignment											
Hawai'i Early Learning and Development Standards - Domain 4: Cognition and General Knowledge				Every Child Ready Standards							
Strand	Topic	Age	Standard	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	
Social Studies	Economics	36-48 months	Identify some basic needs and how to meet them (e.g. "When I'm thirsty, I get a drink.") (GK.48.bb)	SOC.3.AA Verbally or nonverbally expresses wants and needs with simple phrases or gestures.	SC-LES.4.C Describes the needs of humans and animals and how their characteristics and behaviors support their needs, such as birds having beaks so they can dig for worms.	PD.5.C Begins to understand how eating a variety of foods and proper hydration helps the body grow and be healthy					
			Pretend to be a buyer or seller (GK.48-KE.cc) Identify that adults go to work to earn money (GK.48.dd) With adult assistance, retell a rule or safety practice (PHM/GK.48.n) Use basic safety practices (PHM/GK.36-48.j)	SOC.3.D Shows an understanding of buying and selling, including that money is needed to buy goods and services, such as using money in a restaurant in Dramatic Play. PD.6.A With teacher guidance, follows safety procedures.	SOC.3.B Shows an understanding of and identifies goods, such as items purchased from a store, and services, such as a haircut from a stylist. PD.6.B Demonstrates understanding of safety procedures and begins to initiate.	SOC.3.C Shows an understanding of the concepts of trading and bartering, such as trading corn for broccoli at a market in Dramatic Play.	SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community. PD.6.D Understands and describes the importance of safety procedures.				
		48 months-KE	Identify people's basic needs and explain how they fulfill them (GK.KE.dd)	PD.5.C Begins to understand how eating a variety of foods and proper hydration helps the body grow and be healthy.	SOC.3.B Shows an understanding of and identifies goods, such as items purchased from a store, and services, such as a haircut from a stylist.	SC-LES.4.C Describes the needs of humans and animals and how their characteristics and behaviors support their needs, such as birds having beaks so they can dig for worms.					
			Identify buyers and sellers (GK.KE.ee) Pretend to be a buyer or seller (GK.48-KE.cc) Identify one or two workers, and their jobs in the community (GK.KE.ff) Discuss examples of authority, rules, fairness, and personal responsibilities in own experiences and in stories read to him/her (PHM/GK.KE.q)	SOC.3.D Shows an understanding of buying and selling, including that money is needed to buy goods and services, such as using money in a restaurant in Dramatic Play. SOC.2.B Recognizes their role within the classroom, neighborhood, and community, such as by voting in the classroom or being a member of the soccer team.	SOC.3.B Shows an understanding of and identifies goods, such as items purchased from a store, and services, such as a haircut from a stylist. SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community.	SOC.3.C Shows an understanding of the concepts of trading and bartering, such as trading corn for broccoli at a market in Dramatic Play. SOC.1.C Discusses the importance of their own family and the roles and responsibilities of various individuals in the family.	SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community.				
	Community and Culture	Community	36-48 months	Relate own identification information (GK.48.ee)	SOC.1.AA Identifies and recognizes self and family members.	IS.3.A With adult support, verbally or nonverbally identifies something about themselves.					
				Show awareness, knowledge, and appreciation of own culture (GK.48.ff)	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.				
		48 months-KE	Use self-identifying information (e.g. name, age) in situations outside the classroom (GK.KE.gg)	IS.3.A With adult support, verbally or nonverbally identifies something about themselves.	SOC.1.AA Identifies and recognizes self and family members.						
			Talk about, compare, and explore similarities and differences in daily practices across cultures (GK.KE.hh)	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.							
Culture	36-48 months	48 months-KE	Show awareness, knowledge, and appreciation of own culture (GK.48.ff)	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.					
			Talk about, compare, and explore similarities and differences in daily practices across cultures (GK.KE.hh)	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.							
		36-48 months	Describe color and shape in artwork (GK.48.gg)	C-ARTS.5.C Recognizes and discusses differences in artistic creations.	C-ARTS.5.B Discusses their own artistic creations and chooses artwork for display or performance.	M-GS.1.B Verbally or nonverbally identifies at least five common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle).	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.				
			Use a variety of tools and materials to create new products (GK.48.hh)	C-ARTS.3.A Expresses self using a variety of art materials and tools.	C-ARTS.3.C Explores and creates art using different techniques, such as dot art, mixed media collages, and clay.	C-ARTS.3.AA Freely explores a variety of art materials and tools for sensory exploration.	ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work.				
			Comment on characteristics of others' work (GK.48.ii)	C-ARTS.5.A Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques.	C-ARTS.5.C Recognizes and discusses differences in artistic creations.	C-ARTS.5.D Expresses opinions about the artistic creations and techniques of others.					
			Name the feelings that own artwork is intended to express (GK.48.jj)	C-ARTS.5.B Discusses their own artistic creations and chooses artwork for display or performance.	IS.1.D Independently verbally or nonverbally names and describes their own emotions.						

Hawai'i Early Learning and Development Standard and Every Child Ready Standards Alignment											
Hawai'i Early Learning and Development Standards - Domain 4: Cognition and General Knowledge											
Strand	Topic	Age	Standard	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	
Creative Arts Expression and Representation	Visual	48 months-KE	Describe texture, color, and shape in artwork (GK.KE.ii)	C-ARTS.5.C Recognizes and discusses differences in artistic creations.	C-ARTS.5.B Discusses their own artistic creations and chooses artwork for display or performance.	M-GS.1.B Verbally or nonverbally identifies at least five common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle).	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.				
			Explore a variety of age appropriate materials and media to create twoand three dimensional artwork (GK.KE.jj)	C-ARTS.3.A Expresses self using a variety of art materials and tools.	C-ARTS.3.C Explores and creates art using different techniques, such as dot art, mixed media collages, and clay.	M-GS.2.A Constructs any recognizable or unrecognizable shape with materials.	M-GS.2.B Constructs common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle) with materials.				
			Express an opinion about a work of art (GK.KE.kk)	C-ARTS.5.A Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques.	C-ARTS.5.D Expresses opinions about the artistic creations and techniques of others.						
			Explore how color can convey mood and emotion (GK.KE.ll)	C-ARTS.5.D Expresses opinions about the artistic creations and techniques of others.	IS.1.A Verbally or nonverbally expresses basic emotions, such as happy, excited, angry, scared, frustrated, and sad, while an adult adds emotion labels to that expression.						
	Musical	36-48 months	48 months-KE	Use instruments to create rhythm and sound, imitating adults (GK.48.mm)	C-ARTS.4.D Uses their voice or an instrument to express themselves and copy simple tempos.						
				Sing songs in recognizable ways (GK.36-48.kk)	C-ARTS.4.B Sings a variety of songs within children's vocal range, independently and with others.	C-ARTS.4.A Participates in a variety of music activities with different tempos, genres, and rhythms.	C-ARTS.4.D Uses their voice or an instrument to express themselves and copy simple tempos.	LL-PA.3.A Listens to and sings favorite classroom songs with simple rhyme patterns like "Twinkle, Twinkle Little Star."	ATL.6.AA Follows along with and participates in songs, chants, and simple stories.		
				Sing songs imitating adults (GK.48.nn)	C-ARTS.4.B Sings a variety of songs within children's vocal range, independently and with others.	C-ARTS.4.A Participates in a variety of music activities with different tempos, genres, and rhythms.	C-ARTS.4.D Uses their voice or an instrument to express themselves and copy simple tempos.	LL-PA.3.A Listens to and sings favorite classroom songs with simple rhyme patterns like "Twinkle, Twinkle Little Star."	ATL.6.AA Follows along with and participates in songs, chants, and simple stories.		
				Sing songs imitating adults (GK.48.nn)	C-ARTS.4.B Sings a variety of songs within children's vocal range, independently and with others.	C-ARTS.4.A Participates in a variety of music activities with different tempos, genres, and rhythms.	C-ARTS.4.D Uses their voice or an instrument to express themselves and copy simple tempos.	LL-PA.3.A Listens to and sings favorite classroom songs with simple rhyme patterns like "Twinkle, Twinkle Little Star."	ATL.6.AA Follows along with and participates in songs, chants, and simple stories.		
		48 months-KE	Play instruments using different beats, tempos, dynamics, and interpretation (GK.KE.mm)	C-ARTS.4.D Uses their voice or an instrument to express themselves and copy simple tempos.							
			Sing a variety of songs with repetitive phrases and rhythmic patterns independently and with others (GK.KE.nn)	C-ARTS.4.B Sings a variety of songs within children's vocal range, independently and with others.	C-ARTS.4.A Participates in a variety of music activities with different tempos, genres, and rhythms.	C-ARTS.4.D Uses their voice or an instrument to express themselves and copy simple tempos.	LL-PA.3.A Listens to and sings favorite classroom songs with simple rhyme patterns like "Twinkle, Twinkle Little Star."	ATL.6.AA Follows along with and participates in songs, chants, and simple stories.			
			Sing songs varying voice and sounds (e.g. high and low, short and long, loud and soft, or fast and slow) (GK.KE.oo)	C-ARTS.4.B Sings a variety of songs within children's vocal range, independently and with others.	C-ARTS.4.A Participates in a variety of music activities with different tempos, genres, and rhythms.	C-ARTS.4.D Uses their voice or an instrument to express themselves and copy simple tempos.	LL-PA.3.A Listens to and sings favorite classroom songs with simple rhyme patterns like "Twinkle, Twinkle Little Star."	ATL.6.AA Follows along with and participates in songs, chants, and simple stories.			
			Identify one source of music that can be heard in daily life (GK.KE.pp)	C-ARTS.4.AA Listens to a variety of music.	C-ARTS.4.C Recognizes differences between a variety of music activities with different tempos, genres, and rhythms.						
	Movement	36-48 months	48 months-KE	Use body and energy to move in different ways (GK.36-48.ll)	C-ARTS.1.AA Moves body spontaneously to music.	C-ARTS.1.A Participates in guided movement activities by copying dances and movements introduced by others.	C-ARTS.1.B Recalls short, simple dances and movement sequences previously introduced by others.	C-ARTS.1.C Creates short dances or movement sequences.	C-ARTS.1.D Leads dances or movement sequences and demonstrates them to others.		
				Use body and energy to move in different ways (GK.36-48.ll)	C-ARTS.1.AA Moves body spontaneously to music.	C-ARTS.1.A Participates in guided movement activities by copying dances and movements introduced by others.	C-ARTS.1.B Recalls short, simple dances and movement sequences previously introduced by others.	C-ARTS.1.C Creates short dances or movement sequences.	C-ARTS.1.D Leads dances or movement sequences and demonstrates them to others.		
				Engage in play that has a story line (GK.48.oo)	C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.	C-ARTS.2.C Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.	C-ARTS.2.D Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.	LL-NC.3.B Retells two events from a familiar narrative using visuals or gestures.			
				Move, imitating adults (GK.48.pp)	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.					
		48 months-KE	Use body, energy, space, and time to move in a few different ways (GK.KE.qq)	C-ARTS.1.AA Moves body spontaneously to music.	C-ARTS.1.A Participates in guided movement activities by copying dances and movements introduced by others.	C-ARTS.1.B Recalls short, simple dances and movement sequences previously introduced by others.	C-ARTS.1.C Creates short dances or movement sequences.	C-ARTS.1.D Leads dances or movement sequences and demonstrates them to others.			
			Express self freely through movement (GK.KE.rr)	C-ARTS.1.AA Moves body spontaneously to music.	C-ARTS.1.C Creates short dances or movement sequences.	C-ARTS.1.D Leads dances or movement sequences and demonstrates them to others.					
			Create characters through physical movement, gesture, sound, speech, and facial expressions (GK.KE.ss)	C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.	C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.	C-ARTS.2.C Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.					
			Use body, energy, space, and time to move in a few different ways (GK.KE.qq)	C-ARTS.1.AA Moves body spontaneously to music.	C-ARTS.1.A Participates in guided movement activities by copying dances and movements introduced by others.	C-ARTS.1.B Recalls short, simple dances and movement sequences previously introduced by others.	C-ARTS.1.C Creates short dances or movement sequences.	C-ARTS.1.D Leads dances or movement sequences and demonstrates them to others.			

Hawai'i Early Learning and Development Standard and Every Child Ready Standards Alignment										
Hawai'i Early Learning and Development Standards - Domain 4: Cognition and General Knowledge				Every Child Ready Standards						
Strand	Topic	Age	Standard	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7
	Dramatic Expression	36-48 months	Show awareness, knowledge, and appreciation of own culture (GK.48.ff)	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.	C-ARTS.5.A Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques.			
			Listen to performances or artists at work (e.g. storytellers, puppet shows) (GK.48.qq)	C-ARTS.5.A Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques.	C-ARTS.4.AA Listens to a variety of music.					
		48 months-KE	Talk about, compare, and explore similarities and differences in daily practices across cultures (GK.KE.hh)	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.	C-ARTS.5.A Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques.					
			Develop audience skills by observing performances or artists at work in various aspects of the Arts (GK.KE.tt)	C-ARTS.5.AA Shows enthusiasm and curiosity about different types of creative arts.	C-ARTS.5.A Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques.	C-ARTS.5.D Expresses opinions about the artistic creations and techniques of others.				

Hawai'i Early Learning and Development Standard and Every Child Ready Standards Alignment												
Hawai'i Early Learning and Development Standards - Domain 5: English Language Arts and Literacy				Every Child Ready Standards								
Strand	Topic	Age	Standard	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7		
Reading Literature	Key Ideas and Details	36-48 months	Ask and answer questions about essential narrative elements (LA.48.a)	LL-NC.1.A Identifies and describes the main character in a story.	LL-NC.1.B Identifies the setting in a story.	LL-NC.1.C Identifies and answers questions about events in a story.	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.					
			With adult assistance, retell a simple story in sequence with picture support or using props (LA.48.b)	LL-NC.3.D Retells three or more events from a familiar narrative in sequence using visuals or gestures.	LL-NC.3.E With prompting and support, retells familiar stories, including key details.	LL-BK.2.B Uses illustrations to tell a familiar story.	C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.					
			Identify characters and recall an event in a story (LA.48.c)	LL-NC.1.A Identifies and describes the main character in a story.	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.						
		48 months-KE	Identify story-related problems, events, and resolutions during conversations with adult (LA.KE.c)	LL-NC.1.C Identifies and answers questions about events in a story.	LL-NC.1.E Identifies the problem, solution, and character motivation in narrative story.	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.						
			With adult assistance, retell a simple story in sequence (LA.KE.g)	LL-NC.3.D Retells three or more events from a familiar narrative in sequence using visuals or gestures.	LL-NC.3.E With prompting and support, retells familiar stories, including key details.							
			Identify characters and recall major events in a story (LA.KE.i)	LL-NC.1.A Identifies and describes the main character in a story.	LL-NC.1.C Identifies and answers questions about events in a story.	LL-NC.3.D Retells three or more events from a familiar narrative in sequence using visuals or gestures.						
	Craft and Structure	36-48 months	Respond appropriately to specific vocabulary and simple statements, questions, and stories (LA.48.g)	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.	ATL.7.B Independently follows two- to three-step verbal adult directions.						
			EMERGING	NA								
			Recognize books written by the same author or illustrator (LA.48.l)	LL-BK.1.B Selects and requests that a favorite or familiar book be read by an adult.								
		48 months-KE	Respond appropriately to statements, questions, vocabulary, and stories (LA.KE.j)	LL-LC.1.B Responds to multipart sentences, such as acting out multiple events, following two-step directions, or finding objects based on a description.	LL-LC.1.C Responds to more complex sentences or requests they may not have heard before.	LL-LC.1.D Shows understanding of more complex sentences or questions through actions, such as following three-step directions.	LL-LC.2.B Demonstrates understanding by answering simple "what" and "who" questions using two to three words when prompted by the teacher or peers.	LL-LC.2.C Demonstrates understanding by answering simple "why" and "how" questions using two to three words when prompted by the teacher or peers.	LL-LC.2.D Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic.			
			Begin to demonstrate an understanding of the differences between fantasy and reality (LA.KE.k)	LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").								
			Know some features of a book (e.g. title, author, illustrator) (LA.KE.l)	LL-BK.2.E Demonstrates understanding of the title and back cover of a book. Identifies some words, such as those that are repeated regularly or have a known first sound in a familiar text.	LL-BK.2.AA Identifies a book and turns pages appropriately from right to left and may include multiple pages at one time.	LL-BK.2.A Demonstrates understanding of proper book orientation by holding books right side up and turning one page at a time, starting from the first page.						
		Integration of Knowledge and Ideas	36-48 months	Pretend to read a familiar book, describing what is on each page using picture cues (LA.48.j)	LL-BK.2.B Uses illustrations to tell a familiar story.	LL-BK.2.C Uses illustrations to tell a familiar story with intonation and expression, using repeated phrases.	LL-BK.2.D Tracks print from left to right and top to bottom while imitating reading a familiar text.	LL-BK.1.D Looks at books independently or with peers.				
				Ask and answer questions about essential narrative elements (LA.48.a)	LL-NC.1.C Identifies and answers questions about events in a story.	LL-NC.2.B Answers factual questions using a variety of text types (predictable, informational, poetry, etc.).	LL-NC.2.D Makes inferences to answer simple "why" questions by using background knowledge and events in a text.	LL-BK.1.E Invites peers to look at books or asks questions about books read by peers.				
			48 months-KE	Pretend to read, using intonation and referring to images in the illustrations (LA.KE.m)	LL-BK.2.C Uses illustrations to tell a familiar story with intonation and expression, using repeated phrases.	LL-BK.2.D Tracks print from left to right and top to bottom while imitating reading a familiar text.	LL-BK.1.D Looks at books independently or with peers.					
				Identify story-related problems, events, and resolutions during conversations with adult (LA.KE.c)	LL-NC.1.C Identifies and answers questions about events in a story.	LL-NC.1.D Identifies the cause and effect relationship between events in a narrative story.	LL-NC.2.C Uses events from the book to make a prediction about what might happen next.	LL-LC.4.C Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic.				
			36-48 months	Ask and answer questions about essential narrative elements (LA.48.a)	LL-NC.1.C Identifies and answers questions about events in a story.	LL-NC.2.B Answers factual questions using a variety of text types (predictable, informational, poetry, etc.).	LL-NC.2.D Makes inferences to answer simple "why" questions by using background knowledge and events in a text.	LL-BK.1.E Invites peers to look at books or asks questions about books read by peers.				
				48 months-KE	Identify story-related problems, events, and resolutions during conversations with adult (LA.KE.c)	LL-NC.1.C Identifies and answers questions about events in a story.	LL-NC.1.D Identifies the cause and effect relationship between events in a narrative story.	LL-NC.2.C Uses events from the book to make a prediction about what might happen next.	LL-LC.4.C Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic.			
	Key Ideas and Details	36-48 months	Ask and answer questions about essential narrative elements (LA.48.a)	LL-NC.1.C Identifies and answers questions about events in a story.	LL-NC.2.B Answers factual questions using a variety of text types (predictable, informational, poetry, etc.).	LL-NC.2.D Makes inferences to answer simple "why" questions by using background knowledge and events in a text.	LL-BK.1.E Invites peers to look at books or asks questions about books read by peers.					
			Identify factual information and events during conversations with adult (LA.KE.o)	LL-NC.2.B Answers factual questions using a variety of text types (predictable, informational, poetry, etc.).	LL-NC.1.C Identifies and answers questions about events in a story.	LL-NC.2.C Uses events from the book to make a prediction about what might happen next.	LL-LC.4.C Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic.					
		36-48 months	Respond appropriately to specific vocabulary and simple statements, questions, and stories (LA.48.g)	LL-LC.1.B Responds to multipart sentences, such as acting out multiple events, following two-step directions, or finding objects based on a description.	LL-LC.1.C Responds to more complex sentences or requests they may not have heard before.	LL-LC.1.D Shows understanding of more complex sentences or questions through actions, such as following three-step directions.	LL-LC.2.B Demonstrates understanding by answering simple "what" and "who" questions using two to three words when prompted by the teacher or peers.	LL-LC.2.C Demonstrates understanding by answering simple "why" and "how" questions using two to three words when prompted by the teacher or peers.	LL-LC.2.D Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic.			

Hawai'i Early Learning and Development Standard and Every Child Ready Standards Alignment											
Hawai'i Early Learning and Development Standards - Domain 5: English Language Arts and Literacy			Every Child Ready Standards								
Strand	Topic	Age	Standard	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	
Reading Informational	Craft and Structure		Recognize books with common subject matter (LA.48.k)	LL-NC.5.D Describes the relationship between an informational text and another text about a similar topic.							
		48 months-KE	Respond appropriately to statements, questions, vocabulary, and stories (LA.KE.j)	LL-LC.1.B Responds to multipart sentences, such as acting out multiple events, following two-step directions, or finding objects based on a description.	LL-LC.1.C Responds to more complex sentences that include descriptive words for unrelated requests they may not have heard before.	LL-LC.1.D Shows understanding of more complex sentences or questions through actions, such as following three-step directions.	LL-LC.2.B Demonstrates understanding by answering simple "why" and "how" questions using two to three words when prompted by the teacher or peers.	LL-LC.2.C Demonstrates understanding by answering simple "why" and "how" questions using two to three words when prompted by the teacher or peers.	LL-LC.2.D Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic.		
			Know some features of a book (e.g. title, author, illustrator) (LA.KE.i)	LL-BK.2.E Demonstrates understanding of the title and back cover of a book. Identifies some words, such as those that are repeated regularly or have a known first sound in a familiar text.	LL-BK.2.AA Identifies a book and turns pages appropriately from right to left and may include multiple pages at one time.	LL-BK.2.A Demonstrates understanding of proper book orientation by holding books right side up and turning one page at a time, starting from the first page.					
	Integration of Knowledge and Ideas	36-48 months	Pretend to read a familiar book, describing what is on each page using picture cues (LA.48.j)	LL-BK.2.B Uses illustrations to tell a familiar story.	LL-BK.2.C Uses illustrations to tell a familiar story with intonation and expression, using repeated phrases.	LL-BK.2.D Tracks print from left to right and top to bottom while imitating reading a familiar text.	LL-BK.1.D Looks at books independently or with peers.				
			Respond appropriately to specific vocabulary and simple statements, questions, and stories (LA.48.g)	LL-LC.1.B Responds to multipart sentences, such as acting out multiple events, following two-step directions, or finding objects based on a description.	LL-LC.1.C Responds to more complex sentences that include descriptive words for unrelated requests they may not have heard before.	LL-LC.1.D Shows understanding of more complex sentences or questions through actions, such as following three-step directions.	LL-LC.2.B Demonstrates understanding by answering simple "what" and "who" questions using two to three words when prompted by the teacher or peers.	LL-LC.2.C Demonstrates understanding by answering simple "why" and "how" questions using two to three words when prompted by the teacher or peers.	LL-LC.2.D Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic.		
			Recall the sequence of personal routines or events (LA.48.i)	LL-NC.3.B Retells two events from a familiar narrative using visuals or gestures.	LL-NC.3.C Retells three or more events from a familiar story in any order using visuals or gestures.	LL-NC.3.D Retells three or more events from a familiar narrative in sequence using visuals or gestures.					
	Range of Reading and Level of Text Complexity	48 months-KE	Pretend to read, using intonation and referring to images in the illustrations (LA.KE.m)	LL-BK.2.C Uses illustrations to tell a familiar story with intonation and expression, using repeated phrases.	LL-LC.1.C Responds to more complex sentences that include descriptive words for unrelated requests they may not have heard before.	LL-LC.1.D Shows understanding of more complex sentences or questions through actions, such as following three-step directions.	LL-LC.2.B Demonstrates understanding by answering simple "what" and "who" questions using two to three words when prompted by the teacher or peers.	LL-LC.2.C Demonstrates understanding by answering simple "why" and "how" questions using two to three words when prompted by the teacher or peers.	LL-LC.2.D Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic.		
			Use knowledge of everyday experiences to apply to a new situation (AL/LA.KE.f)	ATL.9.A Recalls one to two pieces of new and relevant information about their lived experiences (e.g., shares two things they did that day, recalls two toys that were in Dramatic Play).	ATL.9.C Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and want to return to it, or that they fell on the slide yesterday, so exercises caution today).	LL-NC.2.D Makes inferences to answer simple "why" questions by using background knowledge and events in a text.	LL-NC.5.C Makes connections between own experiences, background knowledge, and information presented in an informational text.				
			Sit and listen to an engaging story from beginning to end (LA.48.m)	LL-BK.1.C Listens to a wide variety of age appropriate literature read aloud.	ATL.6.C Attends to entirety of a short, engaging lesson or teacher-led activity (10–15 minutes).						
	Print Concepts	36-48 months	Handle books respectfully and appropriately (holding them right-side up and turning pages one at a time from front to back) (LA.48.n)	LL-BK.1.A Treats books with care.	LL-BK.2.AA Identifies a book and turns pages appropriately from right to left and may include multiple pages at one time.	LL-BK.2.A Demonstrates understanding of proper book orientation by holding books right side up and turning one page at a time, starting from the first page.					
			Identify the sounds of few letters (LA.48.o)	LL-AK.2.A Produces up to two letter sounds when shown uppercase or lowercase letters.	LL-AK.2.B Produces up to five letter sounds when shown uppercase or lowercase letters.	LL-AK.2.C Produces up to ten letter sounds when shown uppercase or lowercase letters.					
		48 months-KE	EMERGING	NA							
Recognize and name 10 letters (LA.48.p)			LL-AK.1.B Identifies up to ten uppercase or lowercase letters.	LL-AK.1.C Identifies up to 20 uppercase or lowercase letters.	LL-AK.1.D Identifies up to 30 uppercase or lowercase letters.						
Practice tracking from top to bottom and left to right with scaffolding (LA.KE.q)			LL-BK.2.D Tracks print from left to right and top to bottom while imitating reading a familiar text.	LL-BK.2.E Demonstrates understanding of the title and back cover of a book. Identifies some words, such as those that are repeated regularly or have a known first sound in a familiar text.							
Identify parts of a book (e.g. front cover, back cover, spine) (LA.KE.r)			LL-WR.7.C Writes a short, dictated sentence using phonetic spelling, leaving spaces between words when writing.	LL-WR.7.D Writes a short sentence using phonetic spelling, leaving spaces between words when writing.	LL-BK.3.A Demonstrates understanding that print has meaning.						
Show understanding that sequence of letters represents a sequence of spoken sounds (e.g. asks how to spell a word) (LA.KE.s)			LL-PA.1.AA Demonstrates understanding of a word by repeating a simple two to three word sentence or phrase, or jumping and clapping to each word.								
With adult assistance, segment words in a simple sentence by clapping and naming number of words in a sentence (LA.KE.t)			LL-AK.1.B Identifies up to ten uppercase or lowercase letters.	LL-AK.1.C Identifies up to 20 uppercase or lowercase letters.	LL-AK.1.D Identifies up to 30 uppercase or lowercase letters.						
Recognize and name 10 upper- and lower-case letters (LA.KE.u)											
Recognize rhyming words (LA.48.q)		LL-PA.3.C Identifies if two words rhyme when given in a pair. For example, "My words are 'cat' and 'hat.' Do these two words rhyme? My words are 'cat' and 'pan.' Do these two words rhyme?"	LL-PA.3.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 _____."								

Hawai'i Early Learning and Development Standard and Every Child Ready Standards Alignment										
Hawai'i Early Learning and Development Standards - Domain 5: English Language Arts and Literacy				Every Child Ready Standards						
Strand	Topic	Age	Standard	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7
Reading Foundational	Phonological Awareness	36-48 months	Hear and show awareness of separate words in sentences (LA.48.r)	LL-PA.1.AA Demonstrates understanding of a word by repeating a simple two to three word sentence or phrase, or jumping and clapping to each word.						
			Recognize when words share initial sound (e.g. /b/ as in Bob, ball, baby, boat) (LA.48.s)	LL-PA.4.A Identifies the initial consonant sounds in familiar words (no blends and digraphs).	LL-PA.4.B Identifies if a pair of given words have the same initial consonant sound with picture support (no blends or digraphs).					
		48 months-KE	With adult assistance, generate rhyming words (LA.KE.v)	LL-PA.3.D Produces at least one real or nonsense rhyming word when given a pair of CVC words, like "cat" and "hat."	LL-PA.3.E Identifies rhyming words from groups of two to three words when given one rhyming word.					
			Clap out the syllables in own name (LA.KE.w)	LL-PA.2.B Segments the syllables in one- and two-syllable words verbally or nonverbally.	LL-PA.2.C Segments the syllables in three- and four-syllable words verbally or nonverbally.					
			With adult assistance, match the initial sound of spoken words (LA.KE.x)	LL-PA.4.B Identifies if a pair of given words have the same initial consonant sound with picture support (no blends or digraphs).						
	Phonics and Word Recognition	36-48 months	Recognize when words share initial sound (e.g. /b/ as in Bob, ball, baby, boat) (LA.48.s)	LL-PA.4.A Identifies the initial consonant sounds in familiar words (no blends and digraphs).	LL-PA.4.B Identifies if a pair of given words have the same initial consonant sound with picture support (no blends or digraphs).					
			EMERGING	NA						
			Identify own name in print (LA.48.t) Recognize symbols and logos in the environment (LA.48.u)	LL-AK.1.AA Identifies the first letter in their name.	LL-AK.1.A Identifies up to five uppercase or lowercase letters. Some letters may be in own name.	LL-BK.3.AA Identifies familiar images or logos in environmental print.	LL-BK.3.C Demonstrates understanding that print has meaning and begins to connect environmental print with objects or locations in the classroom.			
		48 months-KE	EMERGING	NA						
			Associate three or more letters with their sounds (LA.KE.y)	LL-AK.2.B Produces up to five letter sounds when shown uppercase or lowercase letters.	LL-AK.2.C Produces up to ten letter sounds when shown uppercase or lowercase letters.	LL-AK.2.D Produces up to 15 letter sounds when shown uppercase or lowercase letters.				
			Identify some letters in own name (LA.KE.z) Recognize and "read" familiar words or environmental print (LA.KE.aa)	LL-AK.1.AA Identifies the first letter in their name.	LL-AK.1.A Identifies up to five uppercase or lowercase letters. Some letters may be in own name.	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.			
Fluency	36-48 months	Pretend to read a familiar book, describing what is on each page using picture cues (LA.48.j)	LL-BK.2.B Uses illustrations to tell a familiar story.	LL-BK.2.D Tracks print from left to right and top to bottom while imitating reading a familiar text.	LL-NC.3.C Retells three or more events from a familiar story in any order using visuals or gestures.	LL-NC.3.D Retells three or more events from a familiar narrative in sequence using visuals or gestures.				
		48 months-KE	Pretend to read, using intonation and referring to images in the illustrations (LA.KE.m)	LL-BK.2.C Uses illustrations to tell a familiar story with intonation and expression, using repeated phrases.	LL-BK.2.D Tracks print from left to right and top to bottom while imitating reading a familiar text.	LL-NC.3.C Retells three or more events from a familiar story in any order using visuals or gestures.	LL-NC.3.D Retells three or more events from a familiar narrative in sequence using visuals or gestures.			
Writing	Text Types and Purposes	36-48 months	Add detail to drawings and other products with simple descriptive words, symbols, scribbles or letter-like forms (LA.48.v)	C-ARTS.3.B Creates drawings, paintings, and models with an increasing level of detail.	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-WR.3.A When asked to write their name, writes letter-like forms. Makes marks on page that look like conventional shapes or mock letters.		
			Sometimes, label after creating drawing, construction, movement, or dramatization (LA.48.w) Tell stories that refer to other times and places with some details (LA.48.x) Write some letters and letter-like forms (LA.48.y)	LL-WR.7.B Writes a phrase to describe a picture, object, person, or event using phonetic spelling.	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.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.	
		48 months-KE	Add detail to drawings and other products with simple descriptive words, letters or letter forms (LA.KE.bb)	C-ARTS.3.B Creates drawings, paintings, and models with an increasing level of detail.	LL-WR.4.B Writes letter-like forms and makes marks on page that look like conventional shapes or mock letters.	LL-WR.4.C Writes letter-like symbols in strings. May leave spaces between symbols to indicate words.	LL-WR.4.D Writes random recognizable letters in a row with spaces in between. Letters may be backward, reversed, or poorly formed and recognized only in context.	LL-WR.3.C Writes uppercase or lowercase letters that correspond to at least half of the letters in their name. Letters may be backward, reversed, or poorly formed and recognized only in context.		
			Plan and then use drawings, constructions, movements, and dramatizations to represent ideas (LA.KE.cc) Tell detailed stories that refer to other times and places (LA.KE.dd)	LL-WR.2.A Draws and/or writes to represent, express, or communicate interests.	LL-WR.2.C Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme.	LL-WR.7.B Writes a phrase to describe a picture, object, person, or event using phonetic spelling.	LL-WR.7.C Writes a short, dictated sentence using phonetic spelling, leaving spaces between words when writing.	LL-WR.6.C Writes the correct initial sound of a word.	LL-WR.6.D Writes the final sound or another sound heard in a word.	
			Begin to use sound spelling (e.g. uses initial sound of words to write words, writes several sounds heard in words) (LA.KE.ee)							
	Solve problems without having to try every possibility (AL/LA.48.d)	ATL.4.D Assesses or reflects upon activity or task outcome or product.								

Hawai'i Early Learning and Development Standard and Every Child Ready Standards Alignment										
Hawai'i Early Learning and Development Standards - Domain 5: English Language Arts and Literacy				Every Child Ready Standards						
Strand	Topic	Age	Standard	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7
Production and Distribution of Writing		36-48 months	Create letters and other forms using various materials (AL/LA.48.h)	LL-WR.5.AA Scribbles and makes marks on paper.	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.	C-ARTS.3.A Expresses self using a variety of art materials and tools.				
		48 months-KE	Begin to think problems through, considering several possibilities and analyzing results (AL/LA.KE.d) Experiment with a variety of writing tools and surfaces (AL/LA.KE.h)	ATL.4.D Assesses or reflects upon activity or task outcome or product. C-ARTS.3.A Expresses self using a variety of art materials and tools.		LL-WR.5.AA Scribbles and makes marks on paper.				
	36-48 months	Try new activities and experiences independently (AL/LA.48.a)	ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work. ATL.9.A Recalls one to two pieces of new and relevant information about their lived experiences (e.g., shares two things they did that day, recalls two toys that were in Dramatic Play).	ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own.	ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own.	IS.6.E Seeks out opportunities to complete age-appropriate tasks independently.	LL-NC.4.B Tells a two-event personal narrative using simple phrases.	LL-NC.4.C Constructs a personal narrative with three or more events which may be out of order and include omissions or deviations to other topics.	LL-NC.4.D Constructs a personal narrative with three or more events in a coherent sequence.	
		Recall past experiences in new situations (AL/LA.48.f) Retell experiences in order, providing details (AL/LA.48-KE.e)	ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own.	IS.6.E Seeks out opportunities to complete age-appropriate tasks independently.	ATL.3.AA Exhibits curiosity and interest in activities and materials. Repeats preferred activities.					
48 months-KE	Show eagerness to learn about a variety of topics and ideas (AL/LA.KE.a) Use knowledge of everyday experiences to apply to a new situation (AL/LA.KE.f) Recall three or four items removed from view (LA.KE.f)	ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own. ATL.9.B Identifies and anticipates materials and expectations needed for everyday and routine activities.	IS.6.E Seeks out opportunities to complete age-appropriate tasks independently. ATL.9.C Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and want to return to it, or that they fell on the slide yesterday, so exercises caution today).	ATL.9.D With adult support, applies explicitly taught and practiced higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization).	LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions.					
Comprehension and Collaboration	36-48 months	With adult assistance, listen and respond attentively to conversations (e.g., engages in at least three exchanges, poses questions and listens to the ideas of others, shares experiences when asked) (LA.48.z) With adult assistance, observe and use appropriate ways of interacting in a group (e.g., takes turns in talking, listens to peers, waits to speak until another person is finished talking, asks questions and waits for an answer) (LA.48.aa)	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.	IS.5.B With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	IS.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).				
		Respond appropriately to specific vocabulary and simple statements, questions, and stories (LA.48.g)	LL-LC.1.B Responds to multipart sentences, such as acting out multiple events, following two-step directions, or finding objects based on a description.	LL-LC.1.C Responds to more complex sentences that include descriptive words for unrelated requests they may not have heard before.	LL-LC.1.D Shows understanding of more complex sentences or questions through actions, such as following three-step directions.	LL-LC.2.B Demonstrates understanding by answering simple "what" and "who" questions using two to three words when prompted by the teacher or peers.	LL-LC.2.C Demonstrates understanding by answering simple "why" and "how" questions using two to three words when prompted by the teacher or peers.	LL-LC.2.D Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic.		
		Try new activities and experiences independently (AL/LA.48.a)	ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work.	ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own.	IS.6.E Seeks out opportunities to complete age-appropriate tasks independently.					
	48 months-KE	Listen and respond attentively to conversations (e.g., engages in at least three exchanges, poses questions and listens to the ideas of others, shares experiences when asked) (LA.KE.gg) Observe and use appropriate ways of interacting in a group of two to three children (e.g., takes turns in talking, listens to peers, waits until someone is finished, asks questions and waits for an answer, gains the floor in appropriate ways) (SE/LA.KE.b)	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.	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.				
		Respond appropriately to statements, questions, vocabulary, and stories (LA.KE.j)	LL-LC.1.B Responds to multipart sentences, such as acting out multiple events, following two-step directions, or finding objects based on a description.	LL-LC.1.C Responds to more complex sentences that include descriptive words for unrelated requests they may not have heard before.	LL-LC.1.D Shows understanding of more complex sentences or questions through actions, such as following three-step directions.	LL-LC.2.B Demonstrates understanding by answering simple "what" and "who" questions using two to three words when prompted by the teacher or peers.	LL-LC.2.C Demonstrates understanding by answering simple "why" and "how" questions using two to three words when prompted by the teacher or peers.	LL-LC.2.D Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic.		
		Show eagerness to learn about a variety of topics and ideas (AL/LA.KE.a)	ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own.	IS.6.E Seeks out opportunities to complete age-appropriate tasks independently.	ATL.3.AA Exhibits curiosity and interest in activities and materials. Repeats preferred activities.					
		Retell experiences in order, providing details (AL/LA.48-KE.e)	LL-NC.4.A Describes or reenacts one event in a personal narrative using a simple phrase.	LL-NC.4.B Tells a two-event personal narrative using simple phrases.	LL-NC.4.C Constructs a personal narrative with three or more events which may be out of order and include omissions or deviations to other topics.	LL-NC.4.D Constructs a personal narrative with three or more events in a coherent sequence.				
36-48 months	Sometimes, label after creating drawing, construction, movement, or dramatization (LA.48.w)	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.							

Hawai'i Early Learning and Development Standard and Every Child Ready Standards Alignment											
Hawai'i Early Learning and Development Standards - Domain 5: English Language Arts and Literacy				Every Child Ready Standards							
Strand	Topic	Age	Standard	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	Alignment 7	
	Presentation of Knowledge and Ideas		Be understood by most adults (LA.48.bb)	LL-LC.2.D Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic.	LL-LC.4.D Adds information or changes, topic during a conversation with multiple feedback loops alternating between speaker and listener.	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.>").					
		48 months-KE	Retell experiences in order, providing details (AL/LA.48-KE.e)	LL-NC.4.A Describes or reenacts one event in a personal narrative using a simple phrase.	LL-NC.4.B Tells a two-event personal narrative using simple phrases.	LL-NC.4.C Constructs a personal narrative with three or more events which may be out of order and include omissions or deviations to other topics.	LL-NC.4.D Constructs a personal narrative with three or more events in a coherent sequence.				
			Plan and then use drawings, constructions, movements, and dramatizations to represent ideas (LA.KE.cc)	ATL.8.C With adult support, creates a goal for an activity and follows a simple plan.	ATL.8.D Creates and follows through with simple plans independently.	LL-WR.2.AA Draws to represent something or to communicate a thought.	LL-WR.2.A Draws and/or writes to represent, express, or communicate interests.	LL-WR.2.B Draws and/or writes to represent and describe an object, event, or observation.			
			Be understood by most adults and peers (LA.KE.hh)	LL-LC.2.D Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic.	LL-LC.4.D Adds information or changes, topic during a conversation with multiple feedback loops alternating between speaker and listener.	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	Conventions of Standard English	36-48 months	Use complete four- to six- word sentences (LA.48.cc)	LL-LC.5.B Continues to develop more complex sentences using syntax with a noun and verb and object (i.e., "Armel throws the ball.>").	LL-LC.5.C Continues to develop more complex sentences by using adjectives (i.e., "Armel throws the blue ball.>").	LL-LC.5.D Uses complex sentences with correct word order and syntax. Begins to use prepositions (i.e., "Armel throws the round blue ball on the roof.>").	LL-WR.4.B Writes letter-like forms and makes marks on page that look like conventional shapes or mock letters.	LL-WR.4.C Writes letter-like symbols in strings. May leave spaces between symbols to indicate words.	LL-WR.3.A When asked to write their name, writes letter-like forms. Makes marks on page that look like conventional shapes or mock letters.		
			Write some letters and letter-like forms (LA.48.y)	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.						
		When speaking: Use a variety of nouns, verbs, and descriptive phrases in meaningful contexts (vocabulary) (LA.KE.ii)	LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").	LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults.	LL-LC.5.B Continues to develop more complex sentences using syntax with a noun and verb and object (i.e., "Armel throws the ball.>").	LL-LC.5.C Continues to develop more complex sentences by using adjectives (i.e., "Armel throws the blue ball.>").	LL-LC.5.D Uses complex sentences with correct word order and syntax. Begins to use prepositions (i.e., "Armel throws the round blue ball on the roof.>").	LL-WR.7.B Writes a phrase to describe a picture, object, person, or event using phonetic spelling.	LL-WR.6.D Writes the final sound or another sound heard in a word.		
		Use a variety of sentence structures from simple to more complex in meaningful contexts (sentence structure) (LA.KE.jj)									
		Begin to use sound spelling (e.g. uses initial sound of words to write words, write several sounds heard in words) (LA.KE.ee)									
		Plan and then use drawings, constructions, movements, and dramatizations to represent ideas (LA.KE.cc)	ATL.8.C With adult support, creates a goal for an activity and follows a simple plan.	ATL.8.D Creates and follows through with simple plans independently.	LL-WR.2.AA Draws to represent something or to communicate a thought.	LL-WR.2.A Draws and/or writes to represent, express, or communicate interests.	LL-WR.2.B Draws and/or writes to represent and describe an object, event, or observation.				
	Vocabulary Acquisition and Use	36-48 months	Describe and tell the use of familiar items (LA.48.dd)	LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").	LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions.						
			With adult assistance, use word relationships to sort objects into subgroups by one or two attributes such as color, size, or shape (LA.48.ee)	LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions.	M-PFA.1.A Sorts and groups objects based on one attribute such as visual features like color, size, or shape.	M-PFA.1.B Sorts and groups pictures of objects based on one attribute such as visual features like color, size, or shape.	M-PFA.1.C Sorts and groups objects based on more complex attributes such as function or category.	LL-NC.4.B Tells a two-event personal narrative using simple phrases.	LL-NC.4.C Constructs a personal narrative with three or more events which may be out of order and include omissions or deviations to other topics.		
			Respond appropriately to specific vocabulary and simple statements, questions, and stories (LA.48.g)								
		Retell experiences in order, providing details (AL/LA.48-KE.e)									
		Describe and tell the use of familiar items (LA.48.dd)	LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").	LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions.							
		Describe and tell the use of many familiar items (LA.KE.kk)	LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").	LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions.	M-PFA.1.A Sorts and groups objects based on one attribute such as visual features like color, size, or shape.	M-PFA.1.B Sorts and groups pictures of objects based on one attribute such as visual features like color, size, or shape.	M-PFA.1.C Sorts and groups objects based on more complex attributes such as function or category.	LL-NC.4.B Tells a two-event personal narrative using simple phrases.	LL-NC.4.C Constructs a personal narrative with three or more events which may be out of order and include omissions or deviations to other topics.		
			With adult assistance, use word relationships to sort, classify, and serialize objects using attributes such as color, shape, or size (LA.KE.ii)	LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions.							
			Respond appropriately to statements, questions, vocabulary, and stories (LA.KE.jj)								
			Recall three or four items removed from view (LA.KE.ff)								
			Describe and tell the use of many familiar items (LA.KE.kk)	LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").	LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions.						