

Alignment of the 2007 Alaska Early Learning Guidelines With HighScope's 2014 Child Observation Record — COR Advantage 1.5

The following chart shows how items from the 2007 **Alaska Early Learning Guidelines** correspond to items from HighScope's 2014 **Child Observation Record — COR Advantage 1.5**. COR Advantage 1.5 is an observation-based assessment instrument for children from birth through kindergarten. It is designed to measure children's progress in all early childhood programs (including, but not limited to those using the HighScope curriculum). It is divided into 8 major categories that are critical for school success: Approaches to Learning (Items A–C); Social and Emotional Development (Items D–H); Physical Development and Health (Items I–K); Language, Literacy, and Communication (Items L–R); Mathematics (Items S–W); Creative Arts (Items X–AA); Science and Technology (Items BB–EE); and Social Studies (Items FF–HH). There is also a category for English Language Learning, if appropriate for the child (Items II–JJ). Each category contains between 3 and 7 items, and each item has 8 developmental levels, ranging from 0 (the simplest) to 7 (the most complex). Teaching staff collect anecdotes for completing the COR during the normal daily routine, so the assessment process is seamlessly integrated with early childhood teaching and planning. The results provide detailed reports that analyze progress and are designed for various audiences, from families to government monitors.



Alaska Early Learning Guidelines

COR Advantage Items

	<i>Domain One — Physical Well-Being, Health, and Motor Development</i>	
	Motor Development: Gross Motor Skills Goal 1 Children demonstrate strength and coordination of large motor muscles	
BIRTH TO 18 MONTHS	Lifts head and chest while on tummy Gains control of arm and leg movements Rolls over Reaches for feet and brings them to mouth Sits with support and later, sits without support Rocks back and forth on hands and knees and later, crawls Pulls self up to stand, holding on to something or someone Walks holding on to furniture, then later as the primary means of moving around Tries to climb stairs, with assistance	I. Gross-motor skills I. Gross-motor skills I. Gross-motor skills I. Gross-motor skills I. Gross-motor skills I. Gross-motor skills I. Gross-motor skills I. Gross-motor skills I. Gross-motor skills
18 TO 36 MONTHS	Walks and runs with skill, changing both speed and direction Kicks and throws a ball, but with little control of direction or speed Jumps in place Walks in a straight line Walks up and down stairs, not alternating feet, without assistance	I. Gross-motor skills I. Gross-motor skills I. Gross-motor skills I. Gross-motor skills I. Gross-motor skills
36 TO 60 MONTHS	Walks and runs in circular paths (e.g., around obstacles and corners) Climbs on play equipment Kicks ball forward Pedals consistently when riding tricycle Walks up and down stairs, using alternating feet, with assistance	I. Gross-motor skills I. Gross-motor skills I. Gross-motor skills I. Gross-motor skills I. Gross-motor skills
60 MONTHS TO KINDERGARTEN ENTRY	Runs with an even gait and with few falls Kicks large ball to a given point with some accuracy	I. Gross-motor skills I. Gross-motor skills

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	Motor Development: Fine Motor Skills Goal 2 Children demonstrate strength and coordination of small motor muscles	
BIRTH TO 18 MONTHS	<p>Grasps caregivers' fingers</p> <p>Consistently reaches for toys, objects, and bottles with both hands</p> <p>Transfers small objects from hand to hand</p> <p>Empties objects from containers</p> <p>Picks up object with thumb and forefinger</p> <p>Turns pages of large books, often turning multiple pages at the same time</p> <p>Makes marks on paper with large writing/drawing implements (e.g., thick pencil, crayon, marker)</p>	<p>J. Fine-motor skills</p> <p>A. Initiative and planning</p> <p>J. Fine-motor skills</p> <p>U. Measurement</p> <p>J. Fine-motor skills</p> <p>Q. Book enjoyment and knowledge</p> <p>R. Writing</p> <p>X. Art</p>
18 TO 36 MONTHS	<p>Turns book pages one page at a time, most of the time</p> <p>Scribbles with crayons and begins to imitate marks (e.g., a circle)</p> <p>Uses a paintbrush</p>	<p>Q. Book enjoyment and knowledge</p> <p>R. Writing</p> <p>X. Art</p> <p>X. Art</p>
36 TO 60 MONTHS	<p>Uses various drawing and art materials (e.g., crayons, brushes, finger paint)</p> <p>Opens and closes blunt scissors with one hand</p> <p>Manipulates small objects with ease (e.g., strings beads, fits small objects into holes)</p> <p>Fastens large buttons</p> <p>Uses large zippers</p> <p>Uses stapler or hole punch</p> <p>Writes some recognizable letters or numbers</p>	<p>R. Writing</p> <p>X. Art</p> <p>J. Fine-motor skills</p> <p>J. Fine-motor skills</p> <p>J. Fine-motor skills</p> <p>J. Fine-motor skills</p> <p>J. Fine-motor skills</p> <p>R. Writing</p>

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60 MONTHS TO KINDERGARTEN ENTRY	<p>Removes and replaces easy-to-open container lids</p> <p>Cuts, draws, glues with materials provided</p> <p>Ties knots and shoe laces, with assistance</p> <p>Prints some letters in own name</p> <p>Buttons large buttons on clothing</p> <p>Tears tape off a dispenser without letting the tape get stuck to itself, most of the time</p> <p>Puts together and pulls apart manipulatives (e.g., Legos, beads for stringing and sewing, Lincoln Logs) appropriately</p>	<p>J. Fine-motor skills</p> <p>J. Fine-motor skills</p> <p>J. Fine-motor skills</p> <p>R. Writing</p> <p>J. Fine-motor skills</p> <p>J. Fine-motor skills</p> <p>J. Fine-motor skills</p>
	<p>Motor Development: Sensorimotor Skills</p> <p>Goal 3 Children use their senses: sight, hearing, smell, taste, and touch, to guide and integrate their interactions</p>	
BIRTH TO 18 MONTHS	<p>Responds by turning toward sound, movement, and touch</p> <p>Moves objects from one hand to the other</p> <p>Explores the environment with mouth and hands</p> <p>Coordinates eye and hand movements (e.g., puts objects into large container)</p>	<p>M. Listening and comprehension</p> <p>J. Fine-motor skills</p> <p>J. Fine-motor skills</p> <p>BB. Observing and classifying</p> <p>J. Fine-motor skills</p>
18 TO 36 MONTHS	<p>Performs basic creative movements, with adult guidance or alone (e.g., dances to music or rhythm)</p> <p>Demonstrates awareness of own body in space (e.g., walks around table without bumping into it)</p> <p>Exhibits eye-hand coordination (e.g., builds with blocks, completes simple puzzles, strings large beads)</p>	<p>Z. Movement</p> <p>I. Gross-motor skills</p> <p>J. Fine-motor skills</p>
36 TO 60 MONTHS	<p>Demonstrates concepts through movement (e.g., imitates an animal through movement, sounds, dress, dramatization, dance)</p> <p>Improves eye-hand coordination (e.g., catches a bounced ball)</p>	<p>Z. Movement</p> <p>J. Fine-motor skills</p>
60 MONTHS TO KINDERGARTEN ENTRY	<p>Hits a medium-size ball (6" to 8") with a bat with some consistency</p> <p>Manipulates simple puppets</p>	<p>I. Gross-motor skills</p> <p>J. Fine-motor skills</p>

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Physical Development: Physical Fitness		
Goal 5 Children engage in a variety of physical activities		
BIRTH TO 18 MONTHS	<p>Attempts new gross and fine motor activities, often with assistance</p> <p>Participates in simple movement games</p>	<p>I. Gross-motor skills</p> <p>J. Fine-motor skills</p> <p>Y. Music</p> <p>Z. Movement</p>
18 TO 36 MONTHS	<p>Attempts new activities that require physical movement, without adult assistance</p> <p>Participates actively in games, dance, outdoor play, and other forms of exercise</p>	<p>I. Gross-motor skills</p> <p>J. Fine-motor skills</p> <p>I. Gross-motor skills</p> <p>Z. Movement</p>
36 TO 60 MONTHS	Participates in different physical activities (e.g., walking, climbing, playing in snow, throwing, dancing) with enthusiasm	I. Gross-motor skills
60 MONTHS TO KINDERGARTEN ENTRY	Regularly participates in physical activity (e.g., walks, dances, plays organized or informal sports)	I. Gross-motor skills
Health and Personal Care: Daily Living Skills		
Goal 6 Children demonstrate personal health and hygiene skills		
BIRTH TO 18 MONTHS	<p>Washes and dries hands, with assistance</p> <p>Begins to brush gums and teeth with assistance</p> <p>Indicates needs and wants such as hunger or a dirty diaper</p>	<p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p>
18 TO 36 MONTHS	<p>Uses tissue to wipe nose, with assistance</p> <p>Indicates wet or soiled diaper by pointing, vocalizing, or pulling at diaper when prompted</p> <p>Washes and dries hands at appropriate times, with minimal assistance (e.g., after diapering/toileting, before meals, after blowing nose)</p> <p>Participates in bathroom routines</p> <p>Cooperates and assists caregiver with tooth brushing</p>	<p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p>

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36 TO 60 MONTHS	<p>Uses tissue to wipe own nose and throws tissue in wastebasket</p> <p>Takes care of own toileting needs</p> <p>Washes and dries hands before eating and after toileting, without assistance</p> <p>Cooperates and assists caregiver with tooth brushing</p>	<p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p>
60 MONTHS TO KINDERGARTEN ENTRY	<p>Brushes teeth and attempts flossing with supervision, and then allows assistance to complete process</p> <p>Washes face, without assistance</p>	<p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p>
BIRTH TO 18 MONTHS	<p>Goal 7 Children practice basic personal care routines</p> <p>Assists caregiver with holding bottle, later grasps a cup, then eats with fingers</p> <p>Assists with undressing, dressing, and diapering</p>	<p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p>
18 TO 36 MONTHS	<p>Feeds self with spoon without assistance</p> <p>Washes hands with assistance</p> <p>Participates in putting on shoes and socks</p> <p>Dresses and undresses completely, with assistance</p> <p>Uses personal care objects correctly and regularly, sometimes with assistance (e.g., drinks from open cup, brushes hair, brushes teeth)</p>	<p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p>
36 TO 60 MONTHS	<p>Feeds self with fork and spoon, without assistance</p> <p>Washes hands independently with frequency</p> <p>Gets drink of water from appropriate tap, without assistance</p> <p>Dresses and undresses with minimal help</p> <p>Puts shoes on, without assistance</p> <p>Decides, with few prompts, when to carry out self-help tasks (e.g., to wash hands when dirty and before meals)</p>	<p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p>

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60 MONTHS TO KINDERGARTEN ENTRY	<p>Uses fork, spoon, and (sometimes) a blunt table knife</p> <p>Pours milk or juice easily and with minimal spills</p> <p>Dresses and undresses in easy pull-on clothes, without assistance</p> <p>Ties single knot in shoelaces, with assistance</p> <p>Brushes and combs hair, with assistance</p>	<p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p>
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	<p>Health and Personal Care: Nutrition</p> <p>Goal 8 Children eat a variety of nutritious foods</p>	
BIRTH TO 18 MONTHS	Does not align	
18 TO 36 MONTHS	Does not align	
36 TO 60 MONTHS	Chooses to eat foods that are better for the body than others, with assistance	K. Personal care and healthy behavior
60 MONTHS TO KINDERGARTEN ENTRY	Does not align	

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	<i>Domain Two — Social and Emotional Development</i>	
	Social Development: Interactions with Adults Goal 11 Children trust and interact comfortably with familiar adults	
BIRTH TO 18 MONTHS	<p>Shows preference for primary caregivers</p> <p>Establishes and maintains interactions with caregivers</p> <p>Imitates familiar adults' gestures and sounds</p> <p>Shows affection for adults through facial expressions and gestures</p> <p>Explores environment with guidance</p>	<p>E. Building relationships with adults</p> <p>E. Building relationships with adults</p> <p>AA. Pretend play</p> <p>D. Emotions</p> <p>E. Building relationships with adults</p>
18 TO 36 MONTHS	<p>Demonstrates feeling safe with significant adults by seeking them in uncomfortable or dangerous situations</p> <p>Imitates adult activities (e.g., pretends to fish or cook, "reads" next to adult who is reading)</p> <p>Initiates interactions and play with adults</p> <p>Communicates with adults about recent activities</p>	<p>E. Building relationships with adults</p> <p>AA. Pretend play</p> <p>E. Building relationships with adults</p> <p>E. Building relationships with adults</p> <p>L. Speaking</p>
36 TO 60 MONTHS	<p>Expresses affection for significant adults</p> <p>Approaches adults for assistance and offers to assist adults</p> <p>Expresses feelings about adults (e.g., "I love Auntie.")</p>	<p>D. Emotions</p> <p>E. Building relationships with adults</p> <p>B. Problem solving with materials</p> <p>E. Building relationships with adults</p> <p>H. Conflict resolution</p> <p>D. Emotions</p>
60 MONTHS TO KINDERGARTEN ENTRY	<p>Shows confidence and positive feelings about relationships with significant adults in addition to primary caregivers (e.g., teachers)</p>	<p>E. Building relationships with adults</p>

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	Goal 12 Children seek assistance from adults when needed	
BIRTH TO 18 MONTHS	Does not align	
18 TO 36 MONTHS	<p>seeks adult assistance with challenges</p> <p>Periodically checks with caregiver for help or reassurance when playing by self or with peers</p>	<p>B. Problem solving with materials</p> <p>E. Building relationships with adults</p>
36 TO 60 MONTHS	<p>Asks questions of adults frequently to obtain information</p> <p>Brings simple problem situations to adults' attention</p> <p>Seeks emotional support from caregivers</p>	<p>E. Building relationships with adults</p> <p>B. Problem solving with materials</p> <p>H. Conflict resolution</p> <p>B. Problem solving with materials</p> <p>E. Building relationships with adults</p> <p>H. Conflict resolution</p>
60 MONTHS TO KINDERGARTEN ENTRY	Demonstrates understanding of when to bring issues to adult attention	<p>B. Problem solving with materials</p> <p>H. Conflict resolution</p>

	Social Development: Interactions with Peers Goal 13 Children develop friendships with peers	
BIRTH TO 18 MONTHS	<p>Smiles at and engages caregivers</p> <p>Smiles spontaneously at other children</p> <p>Shows interest in other children by watching them and tracking their behavior (e.g., follows older siblings around)</p>	<p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p> <p>F. Building relationships with other children</p>
18 TO 36 MONTHS	<p>Plays side-by-side with another child, at times</p> <p>Initiates social interaction with peers</p> <p>Shows enthusiasm about the company of other children</p> <p>Spontaneously shows preference for familiar playmates</p>	<p>F. Building relationships with other children</p> <p>F. Building relationships with other children</p> <p>F. Building relationships with other children</p> <p>F. Building relationships with other children</p>

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<p>36 TO 60 MONTHS</p>	<p>Shows enjoyment in playing with other children</p> <p>Initiates an activity with another child</p> <p>Makes and maintains a friendship with at least one other child</p> <p>Initiates conversations with other children; asks questions and responds</p>	<p>F. Building relationships with other children</p> <p>F. Building relationships with other children</p> <p>F. Building relationships with other children</p> <p>F. Building relationships with other children</p>
<p>60 MONTHS TO KINDERGARTEN ENTRY</p>	<p>Shows loyalty to friends</p> <p>Follows suggestions given by a friend about how to proceed in their play</p> <p>Carries on conversations with peers</p>	<p>F. Building relationships with other children</p> <p>F. Building relationships with other children</p> <p>F. Building relationships with other children</p> <p>L. Speaking</p>
<p>Goal 14 Children cooperate with peers</p>		
<p>BIRTH TO 18 MONTHS</p>	<p>Observes other children and imitates their sounds, actions, and motions</p> <p>Begins to take turns with primary caregiver during play, with assistance</p>	<p>AA. Pretend play</p> <p>E. Building relationships with adults</p>
<p>18 TO 36 MONTHS</p>	<p>Plays side-by-side with other children, at times</p> <p>Gives up and keeps objects during playful interactions with peers, with assistance</p>	<p>F. Building relationships with other children</p> <p>H. Conflict resolution</p>
<p>36 TO 60 MONTHS</p>	<p>Plays with other children without prompting, some of the time</p> <p>Cooperates with other children, with assistance</p> <p>Shares materials and toys during play, with assistance</p> <p>Makes decisions with other children, with adult prompts as needed</p>	<p>F. Building relationships with other children</p> <p>H. Conflict resolution</p> <p>H. Conflict resolution</p> <p>H. Conflict resolution</p>

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60 MONTHS TO KINDERGARTEN ENTRY	<p>Sustains interactions by cooperating, helping, sharing, and suggesting new ideas for play</p> <p>Works with other children to overcome challenges</p> <p>Demonstrates beginning understanding of others' intentions or motives</p>	<p>F. Building relationships with other children</p> <p>H. Conflict resolution</p> <p>G. Community</p>
	Goal 15 Children demonstrate positive negotiation skills	
BIRTH TO 18 MONTHS	Reaches out to touch other children or grabs their toys	H. Conflict resolution
18 TO 36 MONTHS	<p>Uses adult help to take turns, including giving up and keeping toys and other objects</p> <p>Asserts ownership by saying "mine"</p> <p>Communicates with other children to settle arguments, with assistance</p>	<p>H. Conflict resolution</p> <p>FF. Knowledge of self and others</p> <p>H. Conflict resolution</p>
36 TO 60 MONTHS	<p>Understands concept of "mine" and "his/ hers"</p> <p>Uses different turn-taking strategies (e.g., bartering, trading, beginning to share)</p> <p>Uses simple strategies to solve problems appropriately, either individually or in a group (e.g., seeks assistance from an adult)</p> <p>Negotiates with other children to solve a problem, with assistance</p>	<p>FF. Knowledge of self and others</p> <p>H. Conflict resolution</p> <p>B. Problem solving with materials</p> <p>H. Conflict resolution</p> <p>H. Conflict resolution</p>
60 MONTHS TO KINDERGARTEN ENTRY	<p>Uses multiple strategies to resolve conflicts (e.g., attempts to communicate and then seeks assistance)</p> <p>Attempts to settle disputes or solve problems with another child through negotiation, addressing own rights as well as the other child's needs, with assistance (e.g., "I'll use the paste for these two pieces of paper and then give it to you.")</p> <p>Uses and accepts compromise with assistance</p> <p>Demonstrates beginning understanding of others' intentions or motives</p>	<p>H. Conflict resolution</p> <p>H. Conflict resolution</p> <p>H. Conflict resolution</p> <p>G. Community</p>

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Social Development: Adaptive Social Behavior		
Goal 16 Children demonstrate awareness of behavior and its effects		
BIRTH TO 18 MONTHS	Repeats actions many times to cause a desired effect (e.g., smiles because it makes caregivers smile and laugh)	CC. Experimenting, predicting, and drawing conclusions
18 TO 36 MONTHS	Experiments with effects of own actions on objects and people	CC. Experimenting, predicting, and drawing conclusions
36 TO 60 MONTHS	Shows empathy for physically hurt or emotionally upset child	D. Emotions
60 MONTHS TO KINDERGARTEN ENTRY	Engages in empathetic, caring behavior so others respond positively	D. Emotions
Goal 17 Children participate positively in group activities		
BIRTH TO 18 MONTHS	Smiles at other children and adults Reaches out to touch other children or grabs their toys Begins to participate in simple parallel play with other children	D. Emotions H. Conflict resolution F. Building relationships with other children
18 TO 36 MONTHS	Shows increasing enthusiasm about the company of others	E. Building relationships with adults F. Building relationships with other children
36 TO 60 MONTHS	Seeks out other children to play with Identifies self as member of a group (e.g., refers to our family, our school, our team, our culture) Joins a group of other children playing, with adult prompts as needed	F. Building relationships with other children FF. Knowledge of self and others F. Building relationships with other children
60 MONTHS TO KINDERGARTEN ENTRY	Invents and sets up activities that include more than one child Assigns roles to other children during group play	F. Building relationships with other children F. Building relationships with other children

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Goal 18 Children adapt to diverse settings		
BIRTH TO 18 MONTHS	Actively observes surroundings	G. Community
18 YTO 36 MONTHS	Does not align	
36 TO 60 MONTHS	Makes smooth transitions from one activity/setting to the next during the day, with guidance	G. Community
60 MONTHS TO KINDERGARTEN ENTRY	Does not align	
Goal 19 Children demonstrate empathy for others and the natural world		
BIRTH TO 18 MONTHS	Watches and observes adults and children Smiles when sees a smiling face Reacts when someone is crying or upset	E. Building relationships with adults F. Building relationships with other children D. Emotions D. Emotions
18 TO 36 MONTHS	Notices other children who are happy or sad Names emotions of self and others (e.g., happy, sad)	D. Emotions D. Emotions
36 TO 60 MONTHS	Notices and shows concern for peers' feelings	D. Emotions
60 MONTHS TO KINDERGARTEN ENTRY	Communicates others' feelings	D. Emotions

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Social Development: Appreciating Diversity		
Goal 20 Children recognize, appreciate, and respect similarities and differences in people		
BIRTH TO 18 MONTHS	Observes body parts and self in mirror	FF. Knowledge of self and others
18 TO 36 MONTHS	Plays in the presence of other children Identifies gender and other basic similarities and differences between self and others	F. Building relationships with other children FF. Knowledge of self and others
36 TO 60 MONTHS	Compares similarities or differences of others (e.g., height, hair color) in his/her circle of contact	FF. Knowledge of self and others*
60 MONTHS TO KINDERGARTEN ENTRY	Shows concern about fairness within peer group (e.g., "Everyone gets a turn." "That's not fair.")	FF. Knowledge of self and others
Emotional Development: Self-Concept		
Goal 21 Children perceive themselves as unique individuals		
BIRTH TO 18 MONTHS	Signals caregivers for assistance, attention, or need for comfort Explores own body (e.g., observes hands, reaches for toes) Shows awareness of self in voice, mirror image, and body Attempts to complete basic daily living tasks (e.g., eating, getting dressed)	K. Personal care and healthy behavior FF. Knowledge of self and others FF. Knowledge of self and others K. Personal care and healthy behavior
18 TO 36 MONTHS	Recognizes and calls attention to self when looking in the mirror or at photographs Identifies objects as belonging to him or her	FF. Knowledge of self and others FF. Knowledge of self and others
36 TO 60 MONTHS	Chooses individual activities (e.g., doing puzzles, painting)	A. Initiative and planning
60 MONTHS TO KINDERGARTEN ENTRY	Shows self-direction in actions	A. Initiative and planning

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	Goal 22 Children demonstrate awareness of their abilities, characteristics, and preferences	
BIRTH TO 18 MONTHS	<p>Shows preference for primary caregivers</p> <p>Points or moves toward desired people or objects</p> <p>Repeats a motion or noise to replicate a result</p> <p>Makes choices about what toys to play with</p> <p>Points to at least two body parts, when asked</p>	<p>E. Building relationships with adults</p> <p>A. Initiative and planning</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>A. Initiative and planning</p> <p>K. Personal care and healthy behavior</p>
18 TO 36 MONTHS	<p>Points to and names some of own body parts</p> <p>Shows preference for familiar adults and peers</p> <p>Makes choices when given 2-3 options to choose between (e.g., what clothes to wear)</p> <p>indicates preferences and intentions by answering yes/no questions (e.g., “Are you done with that?” “Are you still using it?” “Can José use it now?”)</p>	<p>K. Personal care and healthy behavior</p> <p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p> <p>A. Initiative and planning</p> <p>M. Listening and comprehension</p>
36 TO 60 MONTHS	Identifies feelings, likes and dislikes, and begins to be able to explain why he/she has them	D. Emotions
60 MONTHS TO KINDERGARTEN ENTRY	Does not align	

	Emotional Development: Self-Efficacy Goal 23 Children demonstrate belief in their abilities	
BIRTH TO 18 MONTHS	<p>Repeats a sound or gesture that creates an effect (e.g., repeatedly shakes a rattle after discovering that it makes a sound)</p> <p>Explores environment, at first in close contact with caregiver and then farther away from caregiver as child grows</p> <p>Gives objects or toys to others (e.g., picks up rock then reaches to give it to caregiver)</p>	<p>CC. Experimenting, predicting, and drawing conclusions</p> <p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p>
18 TO 36 MONTHS	<p>Wants to take care of self</p> <p>Seeks help after trying something new or challenging</p>	<p>K. Personal care and healthy behavior</p> <p>B. Problem solving with materials</p>

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36 TO 60 MONTHS	Does not align	
60 MONTHS TO KINDERGARTEN ENTRY	Does not align	

	Emotional Development: Self-Control	
	Goal 24 Children understand and follow rules and routines	
BIRTH TO 18 MONTHS	Participates in routine interactions (e.g., quiets body when picked up, cooperates in dressing)	G. Community
18 TO 36 MONTHS	Anticipates and follows simple routines, with reminders and assistance (e.g., washes hands and helps set table at snack time, helps to pick up and put away blocks at clean-up time)	G. Community K. Personal care and healthy behavior
36 TO 60 MONTHS	Participates easily in routine activities (e.g., meal time, snack time, bedtime) Predicts what comes next in the day, when there is an established and consistent schedule	G. Community HH. History
60 MONTHS TO KINDERGARTEN ENTRY	Engages in and completes simple routines without assistance (e.g., puts coat on to go outside to play)	G. Community

	Goal 25 Children regulate their feelings and impulses	
BIRTH TO 18 MONTHS	Signals needs with sounds or motions (e.g., cries when hungry or reaches for wanted object of comfort)	K. Personal care and healthy behavior
18 TO 36 MONTHS	Names some emotions (e.g., happy, excited, sad, mad, tired, angry, scared)	D. Emotions
36 TO 60 MONTHS	Expresses strong emotions constructively, at times with assistance Expresses ownership of feelings and desire to control self, with assistance Sticks with difficult tasks without becoming overly frustrated	D. Emotions D. Emotions B. Problem solving with materials H. Conflict resolution

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60 MONTHS TO KINDERGARTEN ENTRY	Expresses self in safe and appropriate ways (e.g., expresses anger or sadness without fights) Seeks peaceful resolution to conflict	D. Emotions D. Emotions
	Emotional Development: Emotional Expression Goal 26 Children express appropriately a range of emotions	
BIRTH TO 18 MONTHS	Cries, uses other vocalizations, facial expressions, or body language to express emotions and to get needs met Responds to emotional cues and social situations (e.g., crying when other babies cry) Smiles, waves, or laughs in response to positive adult interaction	D. Emotions K. Personal care and healthy behavior D. Emotions M. Listening and comprehension
18 TO 36 MONTHS	Names emotions (e.g., happy, excited, sad, mad, tired, scared)	D. Emotions
36 TO 60 MONTHS	Names and talks about own emotions	D. Emotions
60 MONTHS TO KINDERGARTEN ENTRY	Names some levels of emotion (e.g., frustrated, angry)	D. Emotions

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Domain Three — Approaches to Learning		
	Learning Approaches: Curiosity and Interest Goal 27 Children are curious about and interested in learning new things and having new experiences	
BIRTH TO 18 MONTHS	<p>Reacts to new voices or sounds by turning in the direction of sound, becoming more quiet or active, or changing facial expressions</p> <p>Uses all senses to explore the environment (e.g., reaching out to touch rain)</p>	<p>M. Listening and comprehension</p> <p>BB. Observing and classifying</p>
18 TO 36 MONTHS	Does not align	
36 TO 60 MONTHS	Investigates and experiments with materials	CC. Experimenting, predicting, and drawing conclusions
60 MONTHS TO KINDERGARTEN ENTRY	Does not align	
	Learning Approaches: Initiative Goal 28 Children demonstrate initiative	
BIRTH TO 18 MONTHS	<p>Engages familiar adults and children in interactions (e.g., smiling, approaching, not withdrawing)</p> <p>Expresses desire to feed self</p> <p>Selects a book, toy, or item from several options</p>	<p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p> <p>K. Personal care and healthy behavior</p> <p>A. Initiative and planning</p>
18 TO 36 MONTHS	<p>Initiates play with others</p> <p>Chooses one activity over another and pursues it for a brief period of time</p> <p>Shows interest in wanting to take care of self (e.g., dressing)</p> <p>Pretends to be in new and familiar places with new and familiar roles</p>	<p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p> <p>A. Initiative and planning</p> <p>K. Personal care and healthy behavior</p> <p>AA. Pretend play</p>

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36 TO 60 MONTHS	<p>Finds and uses materials to follow through on an idea (e.g., blocks for building a tower, blank paper and crayons for drawing about a story or experience)</p> <p>Makes decisions about what activity or materials to work with from selection offered</p>	<p>A. Initiative and planning</p> <p>A. Initiative and planning</p>
60 MONTHS TO KINDERGARTEN ENTRY	<p>Chooses to work on a project because the activity is of personal interest</p> <p>Forms a plan for an activity and acts on it</p> <p>Engages in role play</p>	<p>A. Initiative and planning</p> <p>A. Initiative and planning</p> <p>AA. Pretend play</p>
	<p>Learning Approaches: Persistence and Attentiveness</p> <p>Goal 29 Children sustain attention to tasks and persist when facing challenges</p>	
BIRTH TO 18 MONTHS	<p>Holds attention of caregiver (e.g., smiles, babbles, sustains eye-contact)</p> <p>Directs attention towards objects by reaching, grasping, or staring at them</p> <p>Repeats simple motions or activities (e.g., swats at mobile, consistently reaches for objects)</p> <p>Remembers where favorite items are stored</p> <p>Tries different ways of doing things</p>	<p>L. Speaking</p> <p>A. Initiative and planning</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>C. Reflection</p> <p>B. Problem solving with materials</p>
18 TO 36 MONTHS	<p>Completes simple projects (e.g., 3 to 5 piece puzzle, stacking blocks on top of one another)</p> <p>Insists on some choices (e.g., what to wear, completing a project)</p> <p>Listens and participates in story time (e.g., turning pages of book, using hand motions such as clapping at appropriate times)</p> <p>Seeks and accepts assistance when encountering a problem</p>	<p>J. Fine-motor skills</p> <p>A. Initiative and planning</p> <p>M. Listening and comprehension</p> <p>Q. Book enjoyment and knowledge</p> <p>B. Problem solving with materials</p>
36 TO 60 MONTHS	<p>Remains engaged in an activity for at least 5 to 10 minutes, at times</p> <p>Persists in trying to complete a task after previous attempts have failed (e.g., complete a puzzle, build a tower)</p> <p>Uses at least two different strategies to solve a problem</p>	<p>A. Initiative and planning</p> <p>B. Problem solving with materials</p> <p>B. Problem solving with materials</p>

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60 MONTHS TO KINDERGARTEN ENTRY	<p>Maintains interest in a project or activity until finished</p> <p>Sets goals and follows through on plans, with assistance</p> <p>Works on a task over a period of time, leaving and returning to it (e.g., block structure)</p> <p>Accepts reasonable challenges and continues through frustration</p> <p>Cooperates with a peer or adult on a task</p>	<p>A. Initiative and planning</p> <p>A. Initiative and planning</p> <p>A. Initiative and planning</p> <p>B. Problem solving with materials</p> <p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p>
	<p>Learning Approaches: Creativity and Inventiveness</p> <p>Goal 30 Children approach daily activities with creativity and inventiveness</p>	
BIRTH TO 18 MONTHS	<p>Inspects own hands and feet (e.g., by mouthing)</p> <p>Imitates action observed in another situation (e.g., tries to stack blocks after watching another child stack blocks, bangs on surface after watching drumming at a cultural event)</p> <p>Plays with dolls, stuffed animals, puppets</p>	<p>FF. Knowledge of self and others</p> <p>AA. Pretend play</p> <p>AA. Pretend play</p>
18 TO 36 MONTHS	<p>Invents new uses for everyday materials (e.g., bangs on pots and pans)</p> <p>Approaches tasks experimentally, adapting as the activity evolves</p> <p>Enjoys opportunities for pretend play and creating things</p> <p>Pretends and uses imagination during play</p> <p>Builds with blocks and other manipulatives</p> <p>Plays with dolls, costumes and acts out animal roles</p>	<p>AA. Pretend play</p> <p>B. Problem solving with materials</p> <p>AA. Pretend play</p> <p>AA. Pretend play</p> <p>AA. Pretend play</p> <p>AA. Pretend play</p>
36 TO 60 MONTHS	<p>Expresses ideas through art, construction, movement, or music</p> <p>Engages in extensive pretend play that includes role play (e.g., plays “house” or “explorers”)</p>	<p>X. Art</p> <p>Y. Music</p> <p>Z. Movement</p> <p>AA. Pretend play</p>

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60 MONTHS TO KINDERGARTEN ENTRY	<p>Uses dramatic or symbolic play to pretend</p> <p>Represents reality in a variety of ways (e.g., pretend play, drawing)</p>	<p>AA. Pretend play</p> <p>X. Art</p> <p>AA. Pretend play</p>
	<p>Learning Approaches: Reflection and Interpretation</p> <p>Goal 31 Children learn from their experiences</p>	
BIRTH TO 18 MONTHS	<p>Tracks people and objects by moving his/her head as adult or object moves</p> <p>Behaves in consistent ways to elicit desired response (e.g., kicks a mobile)</p> <p>Plays games with primary caregiver that involve repetition (e.g., peek-a-boo)</p> <p>Experiments to see if similar objects will cause similar responses (e.g., shakes stuffed animal in the same way as a rattle to hear noise)</p>	<p>T. Geometry: Shapes and spatial awareness</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>E. Building relationships with adults</p> <p>CC. Experimenting, predicting, and drawing conclusions</p>
18 TO 36 MONTHS	<p>Substitutes similar objects (e.g., stacks boxes like blocks)</p>	<p>B. Problem solving with materials</p>
36 TO 60 MONTHS	<p>Tells others about events that happened in the past</p> <p>Represents things in environment with available materials, moving from simple to complex representations (e.g., recreates picture of a house, bridge, road with blocks)</p>	<p>C. Reflection</p> <p>HH. History</p> <p>X. Art</p>
60 MONTHS TO KINDERGARTEN ENTRY	<p>Uses a variety of methods to express thoughts and ideas (e.g., discussion, art activities)</p> <p>Demonstrates long-term memory of meaningful events and interesting ideas</p> <p>Uses multiple sources of information to complete projects and acquire new information, with assistance</p> <p>Plans activities and sets goals based on past experience</p> <p>Demonstrates beginning understanding of what others are thinking, their intentions, or motivations</p>	<p>L. Speaking</p> <p>X. Art</p> <p>HH. History</p> <p>A. Initiative and planning</p> <p>A. Initiative and planning</p> <p>D. Emotions</p>

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Domain Four — Cognition and General Knowledge		
	Reasoning: Causation	
	Goal 32 Children demonstrate awareness of cause and effect	
BIRTH TO 18 MONTHS	<p>Acts on an object to make a pleasing sight, sound, or motion (e.g., kicks or swats mobile, continues to bat at object to repeat sound)</p> <p>Repeats actions many times to cause desired effect</p>	<p>CC. Experimenting, predicting, and drawing conclusions</p> <p>CC. Experimenting, predicting, and drawing conclusions</p>
18 TO 36 MONTHS	<p>Experiments with effect of own actions on objects and people</p> <p>Expresses beginning understanding of cause and effect (e.g., “it’s qu</p>	<p>CC. Experimenting, predicting, and drawing conclusions</p> <p>CC. Experimenting, predicting, and drawing conclusions</p>
36 TO 60 MONTHS	<p>Identifies objects that influence or affect other objects (e.g., “The food coloring makes the water blue.”)</p> <p>Explains the effects that simple actions may have on objects (e.g., “It will be dark when you turn off the light.”)</p>	<p>CC. Experimenting, predicting, and drawing conclusions</p> <p>CC. Experimenting, predicting, and drawing conclusions</p>
60 MONTHS TO KINDERGARTEN ENTRY	<p>Structures experiments to see how changes in one factor influence changes in others (e.g., see how boot size relates to depth of puddle wading), with assistance</p>	<p>CC. Experimenting, predicting, and drawing conclusions</p>
	Reasoning: Critical and Analytic Thinking	
	Goal 33 Children compare, contrast, examine, and evaluate experiences, tasks, and events	
BIRTH TO 18 MONTHS	<p>Imitates others’ actions, gestures, and sounds</p> <p>Explores objects in many different ways (e.g., mouthing, shaking, banging, throwing)</p> <p>Engages in sustained gazing or tracking of object with eyes</p>	<p>AA. Pretend play</p> <p>BB. Observing and classifying</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>T. Geometry: Shapes and spatial awareness</p>

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18 TO 36 MONTHS	<p>Imitates behavior seen in another place and time</p> <p>Notices and describes how items are the same or different (e.g., "This ball is bigger than that one." "My shirt is the same as Unchallee's.")</p> <p>Makes choices when given options (e.g., which toy to play with)</p>	<p>AA. Pretend play</p> <p>U. Measurement</p> <p>BB. Observing and classifying-</p> <p>A. Initiative and planning</p>
36 TO 60 MONTHS	<p>Shows understanding of concepts of same and different</p> <p>Organizes objects by more than one pre-selected characteristic (e.g., crayons and markers by color and type of implement)</p> <p>Compares experiences, with adult assistance (e.g., recalls and compares play times with different children)</p>	<p>BB. Observing and classifying</p> <p>BB. Observing and classifying</p> <p>C. Reflection</p>
60 MONTHS TO KINDERGARTEN ENTRY	<p>Identifies characteristics for comparison (e.g., size, color)</p> <p>Compares the main characters or events of stories</p> <p>Describes experiences using comparative language (e.g., "Today's walk was longer than yesterday's.")</p>	<p>BB. Observing and classifying</p> <p>M. Listening and comprehension</p> <p>U. Measurement</p>
	Goal 34 Children use past knowledge to build new knowledge	
BIRTH TO 18 MONTHS	<p>Shakes stuffed animal or object in same way as rattle to hear noise</p> <p>Demonstrates object permanence (i.e., realizes that people or things exist even when out of view)</p> <p>Uses objects as intended (e.g., pushes buttons on plastic phone, drinks from cup)</p> <p>Watches separate body parts, their movement, and experiments with control of their movements</p>	<p>CC. Experimenting, predicting, and drawing conclusions</p> <p>GG. Geography</p> <p>EE. Tools and technology</p> <p>I. Gross-motor skills</p>
18 TO 36 MONTHS	<p>Generalizes ideas based on past experiences (e.g., watches caregiver blow on hot food before eating, then blows on food – hot or cold – at next meal)</p>	<p>AA. Pretend play</p>

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36 TO 60 MONTHS	<p>Uses information gained through one modality and applies it to new context via another modality (e.g., tries to build a tower of blocks like the one seen in a book)</p> <p>Generates a strategy based on one learning event and extends it to a new learning opportunity (e.g., learns that mixing red and yellow paint makes orange, later tries coloring yellow crayon over red crayon)</p>	<p>B. Problem solving with materials</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>CC. Experimenting, predicting, and drawing conclusions</p>
60 MONTHS TO KINDERGARTEN ENTRY	<p>Restates understanding of a situation or problem in own words</p> <p>Understands that words are made up of letters</p> <p>Recognizes the difference between squares and rectangles and circles and ovals</p>	<p>B. Problem solving with materials</p> <p>H. Conflict resolution</p> <p>O. Alphabet knowledge</p> <p>P. Reading</p> <p>R. Writing</p> <p>T. Geometry: Shapes and spatial awareness</p>
	<p>Reasoning: Problem Solving</p> <p>Goal 35 Children find multiple solutions to questions, tasks, problems, and challenges</p>	
BIRTH TO 18 MONTHS	<p>Reaches for a toy or object that has rolled away</p> <p>Seeks assistance from caregiver to solve a problem by using vocalizations, facial expressions, or gestures</p>	<p>B. Problem solving with materials</p> <p>B. Problem solving with materials</p>
18 TO 36 MONTHS	<p>Uses active exploration and trial and error to solve problems</p> <p>Tries several methods to solve a problem before asking for assistance</p> <p>Communicates to request assistance</p>	<p>B. Problem solving with materials</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>B. Problem solving with materials</p> <p>B. Problem solving with materials</p>
36 TO 60 MONTHS	<p>Explores various ways to solve a problem and selects one option</p> <p>Seeks assistance from another child or an adult to solve problems</p> <p>Modifies actions based on new information and experiences (e.g., changes block structure when the tower continues to fall)</p>	<p>B. Problem solving with materials</p> <p>B. Problem solving with materials</p> <p>B. Problem solving with materials</p>

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60 MONTHS TO KINDERGARTEN ENTRY	<p>Works in a group to find a solution, building on the group's problem solving strategies</p> <p>Demonstrates understanding of when something might be a problem or a challenge (e.g., "This puzzle's going to be hard to do.")</p>	<p>B. Problem solving with materials</p> <p>B. Problem solving with materials</p>
	<p>Reasoning: Representational Thought</p> <p>Goal 36 Children use symbols to represent objects</p>	
BIRTH TO 18 MONTHS	<p>Demonstrates object permanence (i.e., realizes that people or things exist even when out of view)</p> <p>Locates an object that has been hidden from view</p> <p>Recognizes people, animals, or objects in pictures or photographs</p>	<p>GG. Geography</p> <p>GG. Geography</p> <p>P. Reading</p> <p>FF. Knowledge of self and others</p>
18 TO 36 MONTHS	<p>Finds objects after they have been hidden nearby</p> <p>Draws or scribbles and explains what the drawing is</p> <p>Experiments with new uses for familiar objects</p> <p>Provides a simple description of a person or object that is not present (e.g., child barks when asked what noise the dog makes)</p> <p>Identifies symbols for familiar objects correctly</p>	<p>GG. Geography</p> <p>X. Art</p> <p>AA. Pretend play</p> <p>L. Speaking</p> <p>P. Reading</p>
36 TP 60 MONTHS	<p>Provides more complex description of a person or object that is not present (e.g., child describes that the dog is black, soft, and runs around; child gestures to show how big)</p> <p>Uses symbols or pictures as representation for oral language</p> <p>Uses objects to represent real items in make believe play</p> <p>Recognizes objects, places, and ideas by symbols (e.g., recognizes which is the men's room and which is the women's room by looking at the stick figure symbols)</p>	<p>L. Speaking</p> <p>R. Writing</p> <p>X. Art</p> <p>AA. Pretend play</p> <p>P. Reading</p>
60 MONTHS TO KINDERGARTEN ENTRY	<p>Represents simple objects through drawings, movement, mime, three-dimensional constructions</p>	<p>R. Writing</p> <p>X. Art</p> <p>Y. Music</p>

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	Goal 37 Children can distinguish between fantasy and reality	
BIRTH TO 18 MONTHS	Makes animal sounds Begins make-believe play (e.g., rocking or feeding a baby doll)	N. Phonological awareness AA. Pretend play
18 TO 36 MONTHS	Plays make-believe with props (e.g., dolls, stuffed animals, people)	AA. Pretend play
36 TO 60 MONTHS	Takes on pretend roles and situations, using the appropriate language, tone, and movements (e.g., pretends to be a baby, crawling on the floor and making baby sounds) Engages in complex make-believe play (e.g., theme-oriented play that involves multiple characters and settings) Makes connections between characters in books, stories, or movies, with people in real-life	AA. Pretend play AA. Pretend play M. Listening and comprehension
60 MONTHS TO KINDERGARTEN ENTRY	Does not align	

	Mathematics and Numeracy: Number Sense and Operations Goal 38 Children demonstrate knowledge of numbers and counting	
BIRTH TO 18 MONTHS	Understands the concept of “more” in reference to food or play Uses gestures to request “more” Imitates rote counting using some names of numbers	S. Number and counting S. Number and counting S. Number and counting
18 TO 36 MONTHS	Counts to at least five from memory in home language (e.g., recites, “one, two, three...” or “atauciq, malruk, pingayun...” or “isa, dalawa, tatlo...”) Identifies quantity and comparisons of quantity (e.g., all, some, none, more, less)	S. Number and counting S. Number and counting

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<p>36 TO 60 MONTHS</p>	<p>Names some numerals</p> <p>Understands that numbers represent quantity (e.g., gets three apples out of the box)</p> <p>Differentiates some letters from numerals</p> <hr/> <p>Recognizes, names, and writes some numerals</p> <p>Names the numbers in order to ten or more from memory</p> <p>Counts at least five objects in one-to-one correspondence, without assistance</p> <p>Understands that the last count represents the quantity of what has been counted</p>	<p>S. Number and counting</p> <p>S. Number and counting</p> <p>O. Alphabet knowledge</p> <p>S. Number and counting</p> <p>S. Number and counting</p> <p>S. Number and counting</p> <p>S. Number and counting</p> <p>S. Number and counting</p>
<p>60 MONTHS TO KINDERGARTEN ENTRY</p>	<p>Counts to at least 20 from memory</p> <p>Understands that when counting items they must be counted only once and none should be left out</p> <p>Uses basic numbers and counting operations (e.g., “I gave Chua one of my blocks. Now she has two blocks.”)</p>	<p>S. Number and counting</p> <p>S. Number and counting</p> <p>S. Number and counting</p>
	<p>Mathematics and Numeracy: Measurement</p> <p>Goal 39 Children demonstrate some knowledge of size, volume, height, weight and length</p>	
<p>BIRTH TO 18 MONTHS</p>	<p>Plays with toys and objects with different sizes and shapes</p> <p>Orders a few objects by size, with assistance</p>	<p>U. Measurement</p> <p>U. Measurement</p>
<p>18 TO 36 MONTHS</p>	<p>Uses size words, such as “many,” “big,” and “little,” appropriately</p> <p>Fills and empties containers (e.g., with sand or water)</p> <p>Compares the size of various everyday objects (e.g., puts different people’s shoes side by side to see which is longest)</p> <p>Identifies things that are big or small, heavy or light, tall or short, with assistance</p> <p>Looks at two objects and identifies which one is bigger or smaller</p> <p>Explores measuring tools (e.g., measuring cup, ruler)</p>	<p>U. Measurement</p> <p>U. Measurement</p> <p>U. Measurement</p> <p>U. Measurement</p> <p>U. Measurement</p> <p>EE. Tools and technology</p>

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36 TO 60 MONTHS	<p>Engages in activities that explore and develop vocabulary for length and weight</p> <p>Uses measuring tools in play activities (e.g., measuring tape, measuring cups)</p> <p>Labels objects using size words</p> <p>Exhibits spontaneous comparison by ordering objects by size, volume, height, weight, and length</p>	<p>U. Measurement</p> <p>EE. Tools and technology</p> <p>U. Measurement</p> <p>U. Measurement</p>
60 MONTHS TO KINDERGARTEN ENTRY	Does not align	

	Mathematics and Numeracy: Properties of Ordering	
	Goal 40 Children sort, classify, and organize objects	
BIRTH TO 18 MONTHS	Does not align	
18 TO 36 MONTHS	<p>Collects items that have common characteristics (e.g., red blocks, shells, leaves)</p> <p>Arranges objects in lines (e.g., makes a row of blocks)</p> <p>Sorts objects by one characteristic (e.g., color)</p> <p>Identifies categories of objects (e.g., dogs, cats, deer, moose, and bears are all animals), with assistance</p> <p>Identifies two geometric shapes (e.g., circle, square)</p>	<p>BB. Observing and classifying</p> <p>V. Patterns</p> <p>BB. Observing and classifying</p> <p>BB. Observing and classifying</p> <p>T. Geometry: Shapes and spatial awareness</p>
36 TO 60 MONTHS	<p>Systematically explores patterns with a variety of materials</p> <p>Classifies everyday objects that go together (e.g., shoe/sock, pencil/paper, comb/brush)</p> <p>Compares shape and size of objects</p>	<p>V. Patterns</p> <p>BB. Observing and classifying</p> <p>T. Geometry: Shapes and spatial awareness</p> <p>U. Measurement</p>
60 MONTHS TO KINDERGARTEN ENTRY	<p>Sorts objects into categories, classifying and comparing according to a characteristic (e.g., size, color)</p> <p>Recognizes, describes, duplicates, and extends a two-part pattern (e.g., A/B, circle/ square)</p> <p>Describes how and why objects are arranged or sorted the way they are</p>	<p>BB. Observing and classifying</p> <p>V. Patterns</p> <p>BB. Observing and classifying</p>

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	Science: Scientific Thinking Goal 41 Children collect information through observation and manipulation	
BIRTH TO 18 MONTHS	<p>Turns head toward sounds or voices</p> <p>Gathers information through the senses (e.g., mouthing, grasping, reaching)</p> <p>Uses more than one sense at one time (e.g., uses sight, touch, and hearing by examining and shaking a toy)</p> <p>Observes objects in the environment for a brief period of time</p> <p>Uses another object or person as a tool (e.g., expresses the desire to be picked up to reach something, uses block to push buttons on a toy)</p>	<p>M. Listening and comprehension</p> <p>BB. Observing and classifying</p> <p>BB. Observing and classifying</p> <p>BB. Observing and classifying</p> <p>B. Problem solving with materials</p>
18 TO 36 MONTHS	<p>Uses all five senses to examine different objects with attention to detail</p> <p>Identifies similarities or differences in objects</p>	<p>BB. Observing and classifying</p> <p>BB. Observing and classifying</p>
36 TO 60 MONTHS	<p>Uses non-standard tools (e.g., blocks, paper tubes) to explore the environment</p>	<p>EE. Tools and technology</p>
60 MONTHS TO KINDERGARTEN ENTRY	<p>Uses simple tools and equipment to extend the senses and gather data</p> <p>Identifies, describes, and compares properties of objects</p> <p>Recognizes charts and graphs as a way to collect, organize, record, and describe information</p>	<p>EE. Tools and technology</p> <p>BB. Observing and classifying</p> <p>W. Data analysis</p>
	Goal 42 Children engage in exploring the natural world by manipulating objects, asking questions, making predictions, and developing generalizations	
BIRTH TO 18 MONTHS	<p>Actively uses one or more sense to explore environment (e.g., touch, sight, smell, taste, hearing)</p> <p>Expresses a sense of wonder about the natural world (e.g., reaches for objects, puts objects in mouth or rubs on cheek, rolls objects in hands, drops objects on floor)</p>	<p>BB. Observing and classifying</p> <p>DD. Natural and physical world</p>
18 TO 36 MONTHS	<p>Makes guesses about what might happen based on past experience</p>	<p>B. Problem solving with materials</p> <p>H. Conflict resolution</p>

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36 TO 60 MONTHS	<p>Asks questions and finds answers through active exploration</p> <p>Makes predictions and develops generalizations based on past experiences</p> <p>Uses vocabulary that shows recognition of scientific principles to explain why things happen (e.g., uses words such as sink, float, melt, freeze)</p>	<p>CC. Experimenting, predicting, and drawing conclusions</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>CC. Experimenting, predicting, and drawing conclusions</p>
60 MONTHS TO KINDERGARTEN ENTRY	<p>Collects information about objects and events in the natural world</p> <p>Makes reasonable explanations, without assistance</p> <p>Describes and discusses predictions, explanations, and generalizations based on past experiences</p>	<p>DD. Natural and physical world</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>CC. Experimenting, predicting, and drawing conclusions</p>
	<p>Science: Scientific Knowledge</p> <p>Goal 43 Children observe and describe characteristics of living things</p>	
BIRTH TO 18 MONTHS	<p>Responds to plants, animals, and other people in the environment (e.g., reaches for caregiver, grabs a flower, points and squeals at a dog)</p> <p>Explores characteristics of certain living things (e.g., picks up an earthworm, tries to catch ants)</p>	<p>DD. Natural and physical world</p> <p>DD. Natural and physical world</p>
18 TO 36 MONTHS	Does not align	
36 TO 60 MONTHS	Systematically explores and describes similarities, differences, and categories of plants and animals	<p>BB. Observing and classifying</p> <p>DD. Natural and physical world</p>
60 MONTHS TO KINDERGARTEN ENTRY	<p>Describes simple relationships between animals, plants, and the environment (e.g., "Fish live in water." "Some animals eat plants.")</p> <p>Takes care of familiar plants and animals (e.g., waters houseplants, feeds pet fish)</p>	<p>DD. Natural and physical world</p> <p>DD. Natural and physical world</p>

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	Goal 44 Children observe and describe characteristics of the Earth	
BIRTH TO 18 MONTHS	Does not align	
18 TO 36 MONTHS	Identifies or labels earth's materials (e.g., water, rocks, dirt, leaves)	DD. Natural and physical world
36 TO 60 MONTHS	Discusses changes in the weather and seasons, using common weather-related vocabulary (e.g., rainy, sunny, windy)	DD. Natural and physical world
60 MONTHS TO KINDERGARTEN ENTRY	Does not align	

	Social Studies: History Goal 45 Children differentiate between events that happen in the past, present, and future	
BIRTH TO 18 MONTHS	Shows anticipation for regularly scheduled daily activities Recognizes the beginning and end of an event (e.g., claps at the end of a song) Recalls information about the immediate past (e.g., after eating, says "All done!")	HH. History HH. History C. Reflection
18 TO 36 MONTHS	Anticipates recurring events in typical routines (e.g., "After I eat lunch, I will hear a story.") Experiments with general terms related to the elements of time (e.g., "Today we are going to Grandma's.")	HH. History HH. History
36 TO 60 MONTHS	Retells a simple story or event in roughly sequential order Uses time-related words and concepts (e.g., first/last, morning/night, yesterday/today), though not always accurately Gives simple accounts of what happened that day Uses phrases that suggest awareness of the past (e.g., "When I was a baby...")	Q. Book enjoyment and knowledge HH. History HH. History C. Reflection HH. History HH. History

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60 MONTHS TO KINDERGARTEN ENTRY	<p>Retells a more complex story or event in somewhat sequential order</p> <p>Describes events or objects from his/her personal or family history</p> <p>Progresses in understanding similarities and respecting differences among people, such as genders, race, special needs, culture, language, and family structures</p>	<p>Q. Book enjoyment and knowledge</p> <p>HH. History</p> <p>HH. History</p> <p>FF. Knowledge of self and others</p>
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	Social Studies: Geography	
	Goal 46 Children demonstrate awareness of location and spatial relationships	
BIRTH TO 18 MONTHS	<p>Explores environment in the presence of caregiver</p> <p>Explores spatial relationships (e.g., attempts to fit own body in boxes or tunnels)</p>	<p>E. Building relationships with adults</p> <p>I. Gross-motor skills</p>
18 TO 36 MONTHS	<p>Experiments with physical relationships (e.g., on/under, inside/outside)</p>	<p>T. Geometry: Shapes and spatial awareness</p>
36 TO 60 MONTHS	<p>Understands physical relationships (e.g., on/under, inside/outside)</p>	<p>T. Geometry: Shapes and spatial awareness</p>
60 MONTHS TO KINDERGARTEN ENTRY	<p>Recognizes that real places can be represented with symbols</p>	<p>GG. Geography</p>

	Goal 47 Children demonstrate knowledge of the relationship between people, places, and regions	
BIRTH TO 18 MONTHS	<p>Does not align</p>	
18 TO 36 MONTHS	<p>Recognizes familiar buildings (e.g., school, post office, library, community building)</p>	<p>GG. Geography</p>
36 TO 60 MONTHS	<p>Matches objects to their usual geographic locations (e.g., stove in the kitchen, bed in the bedroom, tree in the park)</p>	<p>GG. Geography</p>
60 MONTHS TO KINDERGARTEN ENTRY	<p>Does not align</p>	

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BIRTH TO 18 MONTHS	Goal 48 Children demonstrate awareness of economic concepts Does not align	
18 TO 36 MONTHS	Does not align	
36 TO 60 MONTHS	Plays store or restaurant with play or real money, receipts, credit cards, telephones	
60 MONTHS TO KINDERGARTEN ENTRY	Does not align	
	Social Studies: Ecology Goal 49 Children demonstrate awareness of relationship between humans and the environment	
BIRTH TO 18 MONTHS	Expresses interest in nature (e.g., flowers, a breeze, snow)	DD. Natural and physical world
18 TO 36 MONTHS	Uses natural objects for play (e.g., makes mud pies, makes a house out of sticks, uses leaves for a pillow) Helps with home and class routines that keep the house/classroom clean	DD. Natural and physical world G. Community
36 TO 60 MONTHS	Does not align	
60 MONTHS TO KINDERGARTEN ENTRY	Recognizes, with adult support and guidance, how people can take care of the earth's limited resources or damage the earth	DD. Natural and physical world
	Social Studies: Technology Goal 50 Children use technology appropriately	
BIRTH TO 18 MONTHS	Shows interest in technology (e.g., turns toward ringing telephone) Enjoys using play technology objects (e.g., wind-up toy)	EE. Tools and technology EE. Tools and technology
18 TO 36 MONTHS	Makes mechanical toys work, if labeled safe for children under 3	EE. Tools and technology

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36 TO 60 MONTHS	Uses accurate vocabulary to identify technology (e.g., camera, computer, printer, television)	EE. Tools and technology
60 MONTHS TO KINDERGARTEN ENTRY	Identifies ways in which technology helps people accomplish specific tasks (e.g., “The wheelchair helps Alfonso get from one place to another.” “E-mail lets you communicate with your friend Qavvik who lives far away.”) Uses computer for simple ‘point and click’ operations on child-appropriate Web sites or software	EE. Tools and technology EE. Tools and technology
BIRTH TO 18 MONTHS	<p>Family, Community and Culture: Family</p> <p>Goal 51 Children demonstrate awareness of family characteristics and functions</p> <p>Shows affection (e.g., hugs and kisses) to familiar adults</p> <p>Develops and maintains trusting relationships with primary caregiver</p> <p>Recognizes immediate family members in photographs</p>	D. Emotions E. Building relationships with adults P. Reading
18 TO 36 MONTHS	Recognizes roles within own home (e.g., “daddy cooks supper and mommy washes the dishes.”) Pretends to nurture a doll by feeding and talking to it	FF. Knowledge of self and others AA. Pretend play
36 TO 60 MONTHS	Identifies self as a member of a specific family and cultural group Adopts the roles of different family members during dramatic play	FF. Knowledge of self and others AA. Pretend play FF. Knowledge of self and others
60 MONTHS TO KINDERGARTEN ENTRY	Talks about how other children have different family compositions other than own	FF. Knowledge of self and others
BIRTH TO 18 MONTHS	<p>Family Community and Culture: Community</p> <p>Goal 52 Children demonstrate awareness of their community, human interdependence, and social roles</p> <p>Begins to watch other children</p> <p>Begins to participate in simple parallel play with other children</p>	F. Building relationships with other children F. Building relationships with other children

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18 TO 36 MONTHS	<p>Shows interest in peers by including them in play, referring to them by name</p> <p>Recognizes that different people have different roles and jobs in the community</p> <p>Functions as a member of various communities (e.g., classroom, neighborhood, faith-based community)</p> <p>Shows interest in community workers (e.g., garbage collector, Village Public safety Officer, mail carrier, health aid)</p>	<p>F. Building relationships with other children</p> <p>FF. Knowledge of self and others</p> <p>FF. Knowledge of self and others</p> <p>FF. Knowledge of self and others</p>
36 TO 60 MONTHS	<p>Identifies people by characteristics other than name, when asked</p> <p>Recognizes some community workers and increases awareness of their jobs</p> <p>Pretends to be different community workers during play (e.g., grocery store clerk, teacher, construction worker, doctor, fisherperson)</p>	<p>FF. Knowledge of self and others</p> <p>FF. Knowledge of self and others</p> <p>AA. Pretend play</p> <p>FF. Knowledge of self and others</p>
60 MONTHS TO KINDERGARTEN ENTRY	<p>Identifies some types of jobs and some of the tools used to perform those jobs</p> <p>Demonstrates an understanding of social behavior and personal responsibility as a member of a group (e.g., "If you put away the toys, then I'll clean up the art table.")</p>	<p>EE. Tools and technology</p> <p>FF. Knowledge of self and others</p> <p>FF. Knowledge of self and others</p>

	Goal 53 Children demonstrate civic responsibility	
BIRTH TO 18 MONTHS	<p>Tries out roles and relationships through imitation (e.g., smiles at self in mirror, plays peek-a-boo)</p> <p>Requests assistance when needed</p> <p>Looks to caregivers for assistance and guidance</p>	<p>AA. Pretend play</p> <p>B. Problem solving with materials</p> <p>E. Building relationships with adults</p>
18 TO 36 MONTHS	<p>Tries out roles and relationships through dramatic and pretend play</p>	<p>AA. Pretend play</p> <p>FF. Knowledge of self and others</p>
36 TO 60 MONTHS	Does not align	
60 MONTHS TO KINDERGARTEN ENTRY	Does not align	

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	Creative Arts: Expression and Representation Goal 55 Children use creative arts to express and represent what they know, think, believe, or feel	
BIRTH TO 18 MONTHS	<p>Gazes at pictures, photographs, and mirror images</p> <p>Enjoys repetition</p> <p>Experiments with a variety of sound sources (e.g., rattles, bells)</p> <p>Exhibits an increased variety of movements to express self using different body parts</p> <p>Imitates sounds, facial expressions, and gestures of another person</p> <p>Imitates sounds or actions of an animal or object</p> <p>Experiments with a variety of art materials (e.g., paint, markers, crayons, pencils)</p>	<p>P. Reading</p> <p>FF. Knowledge of self and others</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>Y. Music</p> <p>I. Gross-motor skills</p> <p>D. Emotions</p> <p>AA. Pretend play</p> <p>N. Phonological awareness</p> <p>X. Art</p>
18 TO 36 MONTHS	<p>Uses a variety of materials for tactile experience and exploration (e.g., paint, glue, 3-dimensional materials, musical instruments)</p> <p>Engages in the artistic process with enthusiasm</p> <p>Explores various ways of moving with or without music</p> <p>Explores simple songs using voice and/or instruments</p> <p>Engages in pretend play</p>	<p>X. Art</p> <p>X. Art</p> <p>Z. Movement</p> <p>Y. Music</p> <p>AA. Pretend play</p>
36 TO 60 MONTHS	<p>Remembers the words to an oft-repeated song</p> <p>Participates freely in dramatic play activities (e.g., pantomimes movement of familiar things, acts out stories, re-enacts events from his/her own life)</p> <p>Asks to sing a particular song</p> <p>Tries one type of art many times (e.g., painting at easel several days in a row, using different colors, or covering the whole paper with paint)</p>	<p>Y. Music</p> <p>AA. Pretend play</p> <p>Y. Music</p> <p>X. Art</p>

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60 MONTHS TO KINDERGARTEN ENTRY	<p>Uses music to express thoughts, feelings, and energy</p> <p>Expresses his/her feelings and ideas through creative art, drama, and movement</p> <p>Uses simple instruments such as rhythm sticks, tambourines, or drums to create rhythm, beat, and patterns</p> <p>Shows interest in more complicated instruments (e.g., piano, guitar, marimba, drums)</p> <p>Enjoys singing, making up silly and rhyming verses, imitating rhythmic patterns, and using music to tell stories and express feelings</p> <p>Develops ability to plan, work both alone and with others, and demonstrate care and persistence in a variety of art projects</p>	<p>Y. Music</p> <p>Z. Movement</p> <p>Y. Music</p> <p>Y. Music</p> <p>Y. Music</p> <p>A. Initiative and planning</p> <p>X. Art</p>
	<p>Creative Arts: Understanding and Appreciation</p> <p>Goal 56 Children demonstrate understanding and appreciation of creative arts</p>	
BIRTH TO 18 MONTHS	<p>Shows interest in sounds, tones, voices, music, colors, and shapes</p> <p>Enjoys rhythms and songs</p> <p>Interacts with others through touch and motion</p> <p>Enjoys looking at children’s books of dance, music, theatre, and visual arts</p>	<p>Y. Music</p> <p>Y. Music</p> <p>Z. Movement</p> <p>P. Reading</p>
18 TO 36 MONTHS	<p>Imitates movement after participating in or watching others perform games or songs</p> <p>Identifies favorite storybook characters</p>	<p>Z. Movement</p> <p>AA. Pretend play</p> <p>Q. Book enjoyment and knowledge</p>
36 TO 60 MONTHS	<p>Hums or moves to the rhythm of recorded music</p>	<p>Z. Movement</p>
60 MONTHS TO KINDERGARTEN ENTRY	<p>Describes art work and considers potential intentions of the artist</p>	<p>X. Art</p>

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Domain Five — Communication, Language and Literacy		
Communication: Listening		
Goal 57 Children demonstrate the meaning of language by listening		
BIRTH TO 18 MONTHS	Turns to locate source of a sound Orients to speaker in response to speaker’s words Vocalizes or gestures in response to another person’s voice or gesture	M. Listening and comprehension M. Listening and comprehension L. Speaking
18 TO 36 MONTHS	Responds to action words by performing the action Responds by looking, when directed, toward a certain object	M. Listening and comprehension M. Listening and comprehension
36 TO 60 MONTHS	Selects specific details in a story and repeats them Selects specific details in a story and repeats them Gains information through listening	M. Listening and comprehension Q. Book enjoyment and knowledge M. Listening and comprehension M. Listening and comprehension
60 MONTHS TO KINDERGARTEN ENTRY	Listens to others and responds in group conversations and discussions	M. Listening and comprehension L. Speaking
Communication: Oral and Written Communication		
Goal 58 Children communicate effectively		
BIRTH TO 18 MONTHS	Vocalizes/uses sounds, words and/or gestures to solicit attention Communicates needs through facial expression, words, or actions (e.g., points to desired object) Imitates words and/or beginning sign (e.g., simple greetings, sign for more) and gestures	L. Speaking K. Personal care and healthy behavior L. Speaking

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<p>18 TO 36 MONTHS</p>	<p>Uses non-verbal gestures and body language to express needs and feelings (e.g., gives spontaneous hug)</p> <p>Uses descriptors to describe a thing or event (e.g., “big toy,” “fun ride,” “beautiful sunset”)</p> <p>Uses sound effects in play</p> <p>Draws simple pictures or scribbles word-like marks to communicate a message or an idea</p>	<p>D. Emotions K. Personal care and healthy behavior L. Speaking L. Speaking N. Phonological awareness R. Writing X. Art</p>
<p>36 TO 60 MONTHS</p>	<p>Speaks clearly enough to be understood by most listeners</p> <p>Uses multiple word sentences to communicate needs, ideas, actions, and/or feelings</p> <p>Uses pre-writing (also known as “print approximations”) in play with other children when pretending to communicate</p> <p>Begins to draw representational figures</p>	<p>L. Speaking L. Speaking R. Writing X. Art</p>
<p>60 MONTHS TO KINDERGARTEN ENTRY</p>	<p>Initiates conversation by making statements or asking questions</p> <p>Understands the concept of writing to communicate information or messages (e.g., attempts to write a short phrase or greeting)</p> <p>Draws pictures with objects and people to communicate an idea or event, with assistance</p> <p>Makes a simple story book using pictures, personal experience or culture and some words, with assistance</p>	<p>L. Speaking M. Listening and comprehension R. Writing X. Art R. Writing X. Art</p>
	<p>Communication: Conventions of Social Communication Goal 59 Children comprehend and use the conventions of social communication</p>	
<p>BIRTH TO 18 MONTHS</p>	<p>Responds when name is called or signed, sometimes</p> <p>Uses non-verbal gestures for social conventions of greeting (e.g., waves “Bye.”)</p>	<p>M. Listening and comprehension L. Speaking</p>
<p>18 TO 36 MONTHS</p>	<p>Makes a related comment (e.g., adult says, “Here is your water.” child says “Cup.” or “Water cup.”)</p> <p>Makes a formal verbal or sign request or response (e.g., “May I?” “Please?” “Thank you.”)</p>	<p>M. Listening and comprehension L. Speaking</p>

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36 TO 60 MONTHS	Takes turns during group conversations/discussions, usually	L. Speaking M. Listening and comprehension
60 MONTHS TO KINDERGARTEN ENTRY	Does not align	
	<p>Language: Vocabulary</p> <p>Goal 60 Children use receptive communication skills</p>	
BIRTH TO 18 MONTHS	<p>Responds to sounds in the environment (e.g., startles or cries if there is an unexpected sound)</p> <p>Recognizes familiar voice by turning towards speaker</p> <p>Responds appropriately to familiar words and songs (e.g., “Clap,” child claps)</p> <p>Responds appropriately to familiar “signs” (e.g., “more,” nursing/bottle, or “all done,” “Mama/dada.”)</p> <p>Points to familiar person/s when requested (e.g., “Where is mommy?”)</p> <p>Points to objects when named (e.g., “Where is your blanket?”)</p>	<p>M. Listening and comprehension</p> <p>M. Listening and comprehension</p> <p>M. Listening and comprehension</p> <p>M. Listening and comprehension</p> <p>M. Listening and comprehension</p> <p>M. Listening and comprehension</p>
18 TO 36 MONTHS	<p>Demonstrates understanding of familiar words by responding appropriately</p> <p>Identifies at least three body parts, when requested</p> <p>Identifies some people, objects, and actions by name</p> <p>Responds to directions that include verbs (e.g., run, jump, reach, open)</p>	<p>M. Listening and comprehension</p> <p>K. Personal care and healthy behavior</p> <p>L. Speaking</p> <p>M. Listening and comprehension</p>
36 TO 60 MONTHS	Responds appropriately to a request (e.g., “Bring me the green towel.”)	M. Listening and comprehension
60 MONTHS TO KINDERGARTEN ENTRY	Does not align	

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	Goal 61 Children use expressive communication skills	
BIRTH TO 18 MONTHS	<p>Makes facial expressions, gestures and changes tones</p> <p>Coos, making the vowel sounds of the language and then progresses to babbling</p> <p>Babbles using two-lip sounds such as: “p,” “b,” and, “m” followed by a vowel sound (e.g., “Ba ba ba da da da...”)</p> <p>Makes sounds or gestures that let others know that he/she is experiencing pleasure or pain or to express needs (e.g., coos and squeals when content)</p> <p>Uses consistent sound combinations to indicate specific object or person (e.g., “dada” for daddy)</p>	<p>L. Speaking M. Listening and comprehension</p> <p>L. Speaking</p> <p>L. Speaking</p> <p>D. Emotions</p> <p>L. Speaking</p>
18 TO 36 MONTHS	Does not align	
36 TO 60 MONTHS	Uses words to express emotions (e.g., happy, sad, tired, scared)	D. Emotions
60 MONTHS TO KINDERGARTEN ENTRY	Expresses most feelings and emotions	D. Emotions
	Language: Grammar and Syntax Goal 62 Children demonstrate progression in grammar and syntax	
BIRTH TO 18 MONTHS	<p>Uses single word speech (e.g., one word to communicate message, child says “up.” when wanting to be carried by adult) or beginning sign language and symbols (e.g., “More,” “nurse/bottle, “All done.”)</p> <p>Uses some pronouns (e.g., “Mine.”)</p> <p>Says short telegraphic sentences (e.g., “Me go,” or “There Mama.”)</p>	<p>L. Speaking</p> <p>L. Speaking</p> <p>L. Speaking</p>
18 TO 36 MONTHS	<p>Describes a self-made drawing</p> <p>Begins to use complete sentences in conversation with peers during play</p>	<p>X. Art</p> <p>L. Speaking</p>

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36 TO 60 MONTHS	<p>Uses more complex grammar and parts of speech</p> <p>Asks questions for information/clarification</p>	<p>L. Speaking</p> <p>M. Listening and comprehension</p>
60 MONTHS TO KINDERGARTEN ENTRY	<p>Demonstrates beginning skills in using sentences in a logical sequence</p> <p>Uses sentences in home language that show an emergence of grammatical correctness with subject/verb agreement</p>	<p>L. Speaking</p> <p>JJ. Speaking English</p>
	<p>Language: Comprehension</p> <p>Goal 63 Children demonstrate comprehension and meaning in language</p>	
BIRTH TO 18 MONTHS	<p>Turns to look at familiar object when it is named</p> <p>Imitates adult actions that go along with simple songs, rhymes and traditional songs (e.g., “row, row, row your boat,” “Pinpon,” “la Bo”)</p> <p>Follows single-step directions (e.g., “Please bring me the ball.”)</p>	<p>M. Listening and comprehension</p> <p>N. Phonological awareness</p> <p>M. Listening and comprehension</p>
18 TO 36 MONTHS	<p>Answers simple questions</p> <p>Asks questions that demonstrate knowledge of events or phenomena (e.g., “Why did the boy run away?” “How did the water turn blue?”)</p>	<p>M. Listening and comprehension</p> <p>M. Listening and comprehension</p>
36 TO 60 MONTHS	<p>Responds to questions with verbal answers or gestures</p> <p>Extends/expands the thought or idea expressed by another</p> <p>Engages in conversation that develops a thought or idea (e.g., tells about a past event)</p>	<p>M. Listening and comprehension</p> <p>M. Listening and comprehension</p> <p>L. Speaking</p> <p>M. Listening and comprehension</p>
60 MONTHS TO KINDERGARTEN ENTRY	<p>Begins to represent a storyline through drawing, acting, or singing, with assistance</p> <p>Retells simple stories in sequence in home language</p>	<p>X. Art</p> <p>M. Listening and comprehension</p> <p>Q. Book enjoyment and knowledge</p>

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Language: Expressive/Oral Language		
Goal 64 Children use language for a variety of purposes		
BIRTH TO 18 MONTHS	<p>Vocalizes to get attention</p> <p>Uses a variety of inflections and sounds to express intent (e.g., coos to express happiness)</p> <p>Says single words to express thoughts and ideas (e.g., when child sees the sun, he/she says “sun”)</p>	<p>E. Building relationships with adults</p> <p>L. Speaking</p> <p>D. Emotions</p> <p>L. Speaking</p> <p>L. Speaking</p>
18 TO 36 MONTHS	<p>Begins to recall parts of a previously heard story</p> <p>Requests to hear familiar stories, songs and rhymes</p>	<p>M. Listening and comprehension</p> <p>Q. Book enjoyment and knowledge</p>
36 TO 60 MONTHS	<p>Recounts some details of a recent event</p> <p>Uses oral language to communicate a message</p> <p>Participates in conversations about a variety of topics</p> <p>Mimics animal sounds</p>	<p>C. Reflection</p> <p>HH. History</p> <p>L. Speaking</p> <p>M. Listening and comprehension</p> <p>N. Phonological awareness</p>
60 MONTHS TO KINDERGARTEN ENTRY	<p>Describes the details of a recent event or occurrence</p> <p>Tells stories with descriptions of characters and events</p> <p>Uses oral language to express emotions and thoughts</p>	<p>C. Reflection</p> <p>HH. History</p> <p>M. Listening and comprehension</p> <p>Q. Book enjoyment and knowledge</p> <p>D. Emotions</p> <p>L. Speaking</p>
Literacy: Reading		
Goal 65 Children demonstrate phonological awareness		
BIRTH TO 18 MONTHS	<p>Shows beginning sound awareness by reacting differently to different sounds</p> <p>Imitates vocalizations and sounds</p> <p>Recites last word of familiar rhymes, with assistance</p>	<p>N. Phonological awareness</p> <p>L. Speaking</p> <p>N. Phonological awareness</p>

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18 TO 36 MONTHS	<p>Recites phrases from familiar rhymes</p> <p>Completes a familiar rhyme by providing the last word</p> <p>Participates in rhyming games and songs with other children</p> <p>imitates tempo and speed of sound (e.g., clapping hands fast and clapping hands slowly, speaking fast and speaking slowly)</p>	<p>N. Phonological awareness</p> <p>N. Phonological awareness</p> <p>N. Phonological awareness</p> <p>Z. Movement</p>
36 TO 60 MONTHS	<p>Participates in and creates songs, rhymes, and games that play with sounds of language (e.g., claps out sounds or rhythms of language)</p> <p>Identifies initial sound of words, with assistance (e.g., book begins with the /b/ sound)</p> <p>Makes three or more letter-sound correspondences (e.g., identifies that “David,” “day,” and “dog” all begin with “d”)</p>	<p>N. Phonological awareness</p> <p>N. Phonological awareness</p> <p>N. Phonological awareness</p>
60 MONTHS TO KINDERGARTEN ENTRY	<p>Begins to recognize vowel sounds, with assistance</p> <p>Begins to blend individual letter sounds to make a new word, with assistance (e.g., “/b/ /a/ /l/... what’s the word? Ball”)</p>	<p>O. Alphabet knowledge</p> <p>N. Phonological awareness</p>
	<p>Literacy: Reading (Alphabetic principle)</p> <p>Goal 66 Children demonstrate awareness of letters and symbols</p>	
BIRTH TO 18 MONTHS	<p>Shows increasing awareness of sounds of spoken words by focusing on the speaker</p> <p>Points to words in a book</p>	<p>M. Listening and comprehension</p> <p>P. Reading</p>
18 TO 36 MONTHS	<p>Uses symbols or pictures to represent oral language</p> <p>Recites a song with the letters of the alphabet, with assistance (e.g., an alphabet song or recitation)</p> <p>Begins to understand that print represents words (e.g., pretends to read text)</p>	<p>X. Art</p> <p>O. Alphabet knowledge</p> <p>P. Reading</p>

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36 TO 60 MONTHS	<p>Recites letters of the alphabet in home language</p> <p>Knows that alphabet letters are a special category of symbols/pictures that can be individually named</p> <p>Associates the names of letters with their shapes</p> <p>Correctly identifies ten or more letters of the alphabet</p>	<p>O. Alphabet knowledge</p> <p>JJ. Speaking English</p> <p>O. Alphabet knowledge</p> <p>O. Alphabet knowledge</p> <p>O. Alphabet knowledge</p>
60 MONTHS TO KINDERGARTEN ENTRY	<p>Demonstrates understanding that letters have a name and a sound</p> <p>Makes many letter/sound matches</p> <p>Identifies a letter for a given letter name, for most letters</p>	<p>O. Alphabet knowledge</p> <p>O. Alphabet knowledge</p> <p>O. Alphabet knowledge</p>

	<p>Literacy: Reading</p> <p>Goal 67 Children demonstrate awareness of print concepts</p>	
BIRTH TO 18 MONTHS	<p>Explores physical features of books (e.g., chews on cloth books)</p> <p>Pays attention to pictures in books</p> <p>Shows increasing ability to handle books, without assistance</p> <p>Knows how to turn pages</p> <p>Attempts to position pictures in book right side up</p>	<p>Q. Book enjoyment and knowledge</p> <p>P. Reading</p> <p>Q. Book enjoyment and knowledge</p> <p>Q. Book enjoyment and knowledge</p> <p>Q. Book enjoyment and knowledge</p>
18 TO 36 MONTHS	<p>Knows the right side up of a book</p> <p>Turns pages, usually a single page at a time</p>	<p>Q. Book enjoyment and knowledge</p> <p>Q. Book enjoyment and knowledge</p>
36 TO 60 MONTHS	<p>Identifies some individual letters in text</p> <p>Shows understanding that letters make up words</p> <p>Begins to understand that print progresses from left to right (Exceptions are Arabic, Chinese, and Japanese text, etc.)</p> <p>Recognizes some signs and symbols in environment (e.g., stop signs)</p>	<p>O. Alphabet knowledge</p> <p>O. Alphabet knowledge</p> <p>P. Reading</p> <p>R. Writing</p> <p>P. Reading</p>

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60 MONTHS TO KINDERGARTEN ENTRY	<p>Demonstrates how to follow text in proper order on a written page while reading or following along (e.g., for English, left to right and top to bottom)</p> <p>Recognizes difference between letters and numerals</p> <p>Identifies letters in first name</p> <p>Reads familiar sight words (e.g., names on cereal boxes)</p> <p>Reads own first name and those of some peers</p> <p>Reads some environmental print (e.g., bus)</p> <p>Recognizes when something is written in his/her home language, sometimes</p>	<p>P. Reading R. Writing</p> <p>O. Alphabet knowledge S. Number and counting</p> <p>O. Alphabet knowledge</p> <p>P. Reading</p> <p>P. Reading</p> <p>P. Reading</p> <p>P. Reading</p>
	Goal 68 Children demonstrate comprehension of printed material and oral stories	
BIRTH TO 18 MONTHS	<p>Points or makes sounds when looking at picture books</p> <p>Points to familiar pictures, characters, and objects in books</p> <p>Identifies familiar people and objects in photographs</p> <p>Focuses attention on simple picture books</p>	<p>P. Reading</p> <p>P. Reading</p> <p>P. Reading</p> <p>P. Reading</p>
18 TO 36 MONTHS	<p>Uses words for pictures</p> <p>Uses pictures to describe actions (e.g., picture of person running, child says “run”)</p> <p>Recites familiar words in a book when read to</p> <p>Recalls specific characters or actions from familiar stories</p>	<p>P. Reading</p> <p>P. Reading</p> <p>P. Reading</p> <p>M. Listening and comprehension Q. Book enjoyment and knowledge</p>
36 TO 60 MONTHS	<p>Uses pictures to predict a story</p> <p>Recognizes own name when spelled out in letters</p> <p>Identifies major characters in story</p> <p>Pretends to read a familiar book</p>	<p>M. Listening and comprehension</p> <p>P. Reading</p> <p>M. Listening and comprehension Q. Book enjoyment and knowledge</p> <p>P. Reading</p>

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60 MONTHS TO KINDERGARTEN ENTRY	<p>Knows that print conveys meaning</p> <p>Uses pictures to infer or predict meaning in</p> <p>Recalls a story with some level of detail pertaining to characters and setting</p>	<p>P. Reading</p> <p>M. Listening and comprehension</p> <p>M. Listening and comprehension</p> <p>Q. Book enjoyment and knowledge</p>
	Goal 69 Children demonstrate awareness that written materials can be used for a variety of purposes	
BIRTH TO 18 MONTHS	<p>Enjoys books about daily routines (e.g., eating, toileting)</p> <p>Purposefully uses pop-up and interactive books</p>	<p>Q. Book enjoyment and knowledge</p> <p>Q. Book enjoyment and knowledge</p>
18 TO 36 MONTHS	<p>Enjoys books about different things (e.g., books about animals, occupations)</p> <p>Responds to emotional expressions in a book (e.g., points to a happy face)</p> <p>Recognizes print in the neighborhood, community, and environment (e.g., stop signs, store signs)</p>	<p>Q. Book enjoyment and knowledge</p> <p>D. Emotions</p> <p>P. Reading</p>
36 TO 60 MONTHS	<p>Identifies a variety of printed materials (e.g., books, newspapers, cereal boxes)</p> <p>Uses signs in the environment for information (e.g., in a tall building, points to the elevator button)</p>	<p>P. Reading</p> <p>P. Reading</p>
60 MONTHS TO KINDERGARTEN ENTRY	<p>Uses picture clues for information (e.g., attempts to predict weather by looking at picture of clouds and rain in newspaper or on television news)</p> <p>Recognizes function of common labels in the environment (e.g., restroom sign)</p> <p>Uses a simple cookbook, map, or similar printed material, with assistance</p>	<p>P. Reading</p> <p>P. Reading</p> <p>P. Reading</p>

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<p>BIRTH TO 18 MONTHS</p>	<p>Goal 70 Children demonstrate appreciation and enjoyment of reading</p> <ul style="list-style-type: none"> Enjoys being held and being read to by caregiver Explores books (e.g., fingers through pages) Enjoys touching and carrying books Brings book to adult to read Shows preference for certain books Focuses attention for short periods of time when looking at books Shows pleasure when read to (e.g., smiles, vocalizes)
<p>18 TO 36 MONTHS</p>	<ul style="list-style-type: none"> Q. Book enjoyment and knowledge Q. Book enjoyment and knowledge Q. Book enjoyment and knowledge Q. Book enjoyment and knowledge Q. Book enjoyment and knowledge P. Reading D. Emotions P. Reading
<p>36 TO 60 MONTHS</p>	<ul style="list-style-type: none"> Q. Book enjoyment and knowledge Q. Book enjoyment and knowledge P. Reading P. Reading Q. Book enjoyment and knowledge
<p>60 MONTHS TO KINDERGARTEN ENTRY</p>	<ul style="list-style-type: none"> Q. Book enjoyment and knowledge Q. Book enjoyment and knowledge P. Reading Q. Book enjoyment and knowledge P. Reading

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	Literacy: Writing	
	Goal 71 Children demonstrate knowledge of letters and symbols (alphabet knowledge)	
BIRTH TO 18 MONTHS	<p>Makes marks on paper</p> <p>Points to words in a book</p> <p>Imitates other person's words, drawings, or scribbles by making own marks or scribbles</p>	<p>R. Writing</p> <p>P. Reading</p> <p>R. Writing</p>
18 TO 36 MONTHS	<p>Notices both words and pictures on a page</p> <p>Labels pictures using scribble writing</p> <p>Uses symbols or pictures as representation of oral language</p>	<p>P. Reading</p> <p>R. Writing</p> <p>R. Writing</p> <p>X. Art</p>
36 TO 60 MONTHS	<p>Knows the difference between printed letters and drawings</p> <p>Attempts to copy one or more letters of the alphabet</p> <p>Labels pictures using letter-like marks</p> <p>Knows that alphabet letters are a special category of graphics that can be individually named</p> <p>Identifies letters to match the said-aloud letter name</p> <p>Works at writing own name</p> <p>Shows awareness of the difference between own writing and conventional print</p>	<p>R. Writing</p> <p>X. Art</p> <p>R. Writing</p> <p>R. Writing</p> <p>O. Alphabet knowledge</p> <p>O. Alphabet knowledge</p> <p>R. Writing</p> <p>R. Writing</p>
60 MONTHS TO KINDERGARTEN ENTRY	<p>Recognizes several upper case and lower case letters</p> <p>Prints some alphabet letters for given letter names</p> <p>Writes some upper case and lower case letters, without assistance</p> <p>Writes first names of others or some simple words</p> <p>Writes some simple words on paper after adult segments words into individual sounds out loud (e.g., /c/ /l/ /a/ /p/ = clap)</p> <p>Recognizes initial letters in their names and titles of books</p>	<p>O. Alphabet knowledge</p> <p>O. Alphabet knowledge</p> <p>R. Writing</p> <p>R. Writing</p> <p>R. Writing</p> <p>R. Writing</p> <p>N. Phonological awareness</p>

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Goal 72 Children use writing skills and demonstrate knowledge of writing conventions		
BIRTH TO 18 MONTHS	<p>Experiments with grasp when using a variety of writing tools (e.g., crayon, paint brush)</p> <p>Grasps marker or crayon with his/her fist and makes marks on paper without regard to location</p> <p>Scribbles on paper spontaneously</p> <p>Picks up small writing tools (e.g., thin crayons) using finger and thumb (pincer) grasp but possibly without control or pressure on paper</p>	<p>J. Fine-motor skills</p> <p>R. Writing</p> <p>R. Writing</p> <p>J. Fine-motor skills</p>
18 TO 36 MONTHS	<p>Scribbles and makes marks on paper purposefully</p> <p>Names scribbles (e.g., tells others what scribbles mean)</p> <p>Draws horizontal and vertical lines</p> <p>Pretends to write on paper without regard to location or direction</p>	<p>R. Writing</p> <p>R. Writing</p> <p>R. Writing</p> <p>R. Writing</p>
36 TO 60 MONTHS	<p>Writes some letters or numerals</p> <p>Prints or copies first name</p> <p>Attempts to copy words from print</p> <p>Draws basic geometric shapes (e.g., circle, triangle)</p>	<p>R. Writing</p> <p>S. Number and counting</p> <p>R. Writing</p> <p>R. Writing</p> <p>X. Art</p>
60 MONTHS TO KINDERGARTEN ENTRY	Does not align	
Goal 73 Children use writing for a variety of purposes		
BIRTH TO 18 MONTHS	Makes marks on paper and shows to others	R. Writing
18 TO 36 MONTHS	<p>Uses scribbles and pictures to make lists, letters, and stories</p> <p>Recognizes some environmental print/symbols (e.g., stop sign)</p>	<p>R. Writing</p> <p>P. Reading</p>
36 TO 60 MONTHS	<p>Uses letter-like symbols to make lists, letters, and stories</p> <p>Copies some environmental print/symbols</p>	<p>R. Writing</p> <p>R. Writing</p>

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60 MONTHS TO KINDERGARTEN ENTRY	<p>Writes simple expressions in greeting cards and letters (e.g., Hi, Hola, Waqaa)</p> <p>Demonstrates beginning of creative writing by using inventive spelling and/or pictures to express an idea or story</p>	<p>R. Writing</p> <p>R. Writing</p> <p>X. Art</p>
	<p>English Language Learners: Dual Language Acquisition</p> <p>Goal 74 Children demonstrate competency in home language while acquiring beginning proficiency in English</p>	
BIRTH TO 18 MONTHS	<p>Responds to familiar words in home language (e.g., “clap”– the child claps) and attends to sounds in English (e.g., “clap”– looks towards speaker)</p> <p>Communicates needs through single-word speech in home language and through facial expression, gestures, or actions (e.g., points to object desired) if attempting to communicate in English</p>	<p>II. Listening to and understanding English</p> <p>JJ. Speaking English</p>
18 TO 36 MONTHS	<p>Follows simple verbal direction in home language and attempts to make sense of direction given in English when accompanied by a non-verbal gesture (e.g., signal for come here)</p> <p>Has a larger vocabulary in home language and is beginning to acquire an English vocabulary</p> <p>Inserts words from home language while speaking in English, sometimes</p>	<p>II. Listening to and understanding English</p> <p>JJ. Speaking English</p> <p>JJ. Speaking English</p>
36 TO 60 MONTHS	<p>Focuses on the meaning of words rather than grammar in acquiring spoken English language competency</p> <p>Uses sentences in home language and begins to use single word or telegraphic speech in English to communicate</p>	<p>JJ. Speaking English</p> <p>JJ. Speaking English</p>
60 MONTHS TO KINDERGARTEN ENTRY	<p>Follows multi-step directions in home language and single-step directions in English</p>	<p>II. Listening to and understanding English</p>