

initiates

pretends

plans



**COR**  
Advantage

sings

predicts

observes

speaks

builds

empathizes

problem-solves



## **ALIGNMENT OF COR ADVANTAGE WITH**

*Alaska Early Learning Guidelines  
(2007)*

## Alaska Early Learning Guidelines

## COR Advantage Items

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

**Alaska Early Learning Guidelines**

**COR Advantage Items**

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

## Alaska Early Learning Guidelines

## COR Advantage Items

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

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## COR Advantage Items

<b>Domain One — Physical Well-Being, Health, and Motor Development CONT</b>		
<b>60 MONTHS TO KINDERGARTEN ENTRY</b>	Hits a medium-size ball (6" to 8") with a bat with some consistency	I. Gross-motor skills
	Manipulates simple puppets	J. Fine-motor skills
<b>Physical Development: Physical Fitness</b>		
<b>Goal 5 Children engage in a variety of physical activities</b>		
<b>BIRTH TO 18 MONTHS</b>	Attempts new gross and fine motor activities, often with assistance	I. Gross-motor skills J. Fine-motor skills
	Participates in simple movement games	Y. Music Z. Movement
<b>18 TO 36 MONTHS</b>	Attempts new activities that require physical movement, without adult assistance	I. Gross-motor skills J. Fine-motor skills
	Participates actively in games, dance, outdoor play, and other forms of exercise	I. Gross-motor skills Z. Movement
<b>36 TO 60 MONTHS</b>	Participates in different physical activities (e.g., walking, climbing, playing in snow, throwing, dancing) with enthusiasm	I. Gross-motor skills
<b>60 MONTHS TO KINDERGARTEN ENTRY</b>	Regularly participates in physical activity (e.g., walks, dances, plays organized or informal sports)	I. Gross-motor skills
<b>Health and Personal Care: Daily Living Skills</b>		
<b>Goal 6 Children demonstrate personal health and hygiene skills</b>		
<b>BIRTH TO 18 MONTHS</b>	Washes and dries hands, with assistance	K. Personal care and healthy behavior
	Begins to brush gums and teeth with assistance	K. Personal care and healthy behavior
	Indicates needs and wants such as hunger or a dirty diaper	K. Personal care and healthy behavior
<b>18 TO 36 MONTHS</b>	Uses tissue to wipe nose, with assistance	K. Personal care and healthy behavior
	Indicates wet or soiled diaper by pointing, vocalizing, or pulling at diaper when prompted	K. Personal care and healthy behavior
	Washes and dries hands at appropriate times, with minimal assistance (e.g., after diapering/toileting, before meals, after blowing nose)	K. Personal care and healthy behavior
	Participates in bathroom routines	K. Personal care and healthy behavior
	Cooperates and assists caregiver with tooth brushing	K. Personal care and healthy behavior

## Alaska Early Learning Guidelines

## COR Advantage Items

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

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**COR Advantage Items**

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

## Alaska Early Learning Guidelines

## COR Advantage Items

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



**Alaska Early Learning Guidelines**

**COR Advantage Items**

	<i><b>Domain Two — Social and Emotional Development CONT</b></i>	
	<b>Goal 12 Children seek assistance from adults when needed</b>	
<b>BIRTH TO 18 MONTHS</b>	Does not align	
<b>18 TO 36 MONTHS</b>	seeks adult assistance with challenges	B. Problem solving with materials
	Periodically checks with caregiver for help or reassurance when playing by self or with peers	E. Building relationships with adults
<b>36 TO 60 MONTHS</b>	Asks questions of adults frequently to obtain information	E. Building relationships with adults
	Brings simple problem situations to adults' attention	B. Problem solving with materials H. Conflict resolution
	Seeks emotional support from caregivers	B. Problem solving with materials E. Building relationships with adults H. Conflict resolution
<b>60 MONTHS TO KINDERGARTEN ENTRY</b>	Demonstrates understanding of when to bring issues to adult attention	B. Problem solving with materials H. Conflict resolution
	<b>Social Development: Interactions with Peers</b>	
	<b>Goal 13 Children develop friendships with peers</b>	
<b>BIRTH TO 18 MONTHS</b>	Smiles at and engages caregivers	E. Building relationships with adults
	Smiles spontaneously at other children	F. Building relationships with other children
	Shows interest in other children by watching them and tracking their behavior (e.g., follows older siblings around)	F. Building relationships with other children
<b>18 TO 36 MONTHS</b>	Plays side-by-side with another child, at times	F. Building relationships with other children
	Initiates social interaction with peers	F. Building relationships with other children
	Shows enthusiasm about the company of other children	F. Building relationships with other children
	Spontaneously shows preference for familiar playmates	F. Building relationships with other children

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## COR Advantage Items

	<i>Domain Two — Social and Emotional Development CONT</i>	
<b>36 TO 60 MONTHS</b>	Shows enjoyment in playing with other children	F. Building relationships with other children
	Initiates an activity with another child	F. Building relationships with other children
	Makes and maintains a friendship with at least one other child	F. Building relationships with other children
	Initiates conversations with other children; asks questions and responds	F. Building relationships with other children
<b>60 MONTHS TO KINDERGARTEN ENTRY</b>	Shows loyalty to friends	F. Building relationships with other children
	Follows suggestions given by a friend about how to proceed in their play	F. Building relationships with other children
	Carries on conversations with peers	F. Building relationships with other children L. Speaking
<b>Goal 14 Children cooperate with peers</b>		
<b>BIRTH TO 18 MONTHS</b>	Observes other children and imitates their sounds, actions, and motions	AA. Pretend play
	Begins to take turns with primary caregiver during play, with assistance	E. Building relationships with adults
<b>18 TO 36 MONTHS</b>	Plays side-by-side with other children, at times	F. Building relationships with other children
	Gives up and keeps objects during playful interactions with peers, with assistance	H. Conflict resolution
<b>36 TO 60 MONTHS</b>	Plays with other children without prompting, some of the time	F. Building relationships with other children
	Cooperates with other children, with assistance	H. Conflict resolution
	Shares materials and toys during play, with assistance	H. Conflict resolution
	Makes decisions with other children, with adult prompts as needed	H. Conflict resolution
<b>60 MONTHS TO KINDERGARTEN ENTRY</b>	Sustains interactions by cooperating, helping, sharing, and suggesting new ideas for play	F. Building relationships with other children
	Works with other children to overcome challenges	H. Conflict resolution
	Demonstrates beginning understanding of others' intentions or motives	G. Community
<b>Goal 15 Children demonstrate positive negotiation skills</b>		
<b>BIRTH TO 18 MONTHS</b>	Reaches out to touch other children or grabs their toys	H. Conflict resolution
<b>18 TO 36 MONTHS</b>	Uses adult help to take turns, including giving up and keeping toys and other objects	H. Conflict resolution
	Asserts ownership by saying "mine"	FF. Knowledge of self and others
	Communicates with other children to settle arguments, with assistance	H. Conflict resolution

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## COR Advantage Items

	<b>Domain Two — Social and Emotional Development CONT</b>	
<b>36 TO 60 MONTHS</b>	Understands concept of “mine” and “his/ hers”	FF. Knowledge of self and others
	Uses different turn-taking strategies (e.g., bartering, trading, beginning to share)	H. Conflict resolution
	Uses simple strategies to solve problems appropriately, either individually or in a group (e.g., seeks assistance from an adult)	B. Problem solving with materials H. Conflict resolution
	Negotiates with other children to solve a problem, with assistance	H. Conflict resolution
<b>60 MONTHS TO KINDERGARTEN ENTRY</b>	Uses multiple strategies to resolve conflicts (e.g., attempts to communicate and then seeks assistance)	H. Conflict resolution
	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.”)	H. Conflict resolution
	Uses and accepts compromise with assistance	H. Conflict resolution
	Demonstrates beginning understanding of others’ intentions or motives	G. Community
	<b>Social Development: Adaptive Social Behavior</b>	
	<b>Goal 16 Children demonstrate awareness of behavior and its effects</b>	
<b>BIRTH TO 18 MONTHS</b>	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
<b>18 TO 36 MONTHS</b>	Experiments with effects of own actions on objects and people	CC. Experimenting, predicting, and drawing conclusions
<b>36 TO 60 MONTHS</b>	Shows empathy for physically hurt or emotionally upset child	D. Emotions
<b>60 MONTHS TO KINDERGARTEN ENTRY</b>	Engages in empathetic, caring behavior so others respond positively	D. Emotions
	<b>Goal 17 Children participate positively in group activities</b>	
<b>BIRTH TO 18 MONTHS</b>	Smiles at other children and adults	D. Emotions
	Reaches out to touch other children or grabs their toys	H. Conflict resolution
	Begins to participate in simple parallel play with other children	F. Building relationships with other children
<b>18 TO 36 MONTHS</b>	Shows increasing enthusiasm about the company of others	E. Building relationships with adults F. Building relationships with other children

**Alaska Early Learning Guidelines**

**COR Advantage Items**

	<b>Domain Two — Social and Emotional Development CONT</b>	
<b>36 TO 60 MONTHS</b>	Seeks out other children to play with	F. Building relationships with other children
	Identifies self as member of a group (e.g., refers to our family, our school, our team, our culture)	FF. Knowledge of self and others
	Joins a group of other children playing, with adult prompts as needed	F. Building relationships with other children
<b>60 MONTHS TO KINDERGARTEN ENTRY</b>	Invents and sets up activities that include more than one child	F. Building relationships with other children
	Assigns roles to other children during group play	F. Building relationships with other children
	<b>Goal 18 Children adapt to diverse settings</b>	
<b>BIRTH TO 18 MONTHS</b>	Actively observes surroundings	G. Community
<b>18 YTO 36 MONTHS</b>	Does not align	
<b>36 TO 60 MONTHS</b>	Makes smooth transitions from one activity/setting to the next during the day, with guidance	G. Community
<b>60 MONTHS TO KINDERGARTEN ENTRY</b>	Does not align	
	<b>Goal 19 Children demonstrate empathy for others and the natural world</b>	
<b>BIRTH TO 18 MONTHS</b>	Watches and observes adults and children	E. Building relationships with adults F. Building relationships with other children
<b>18 TO 36 MONTHS</b>	Smiles when sees a smiling face	D. Emotions
	Reacts when someone is crying or upset	D. Emotions
	Notices other children who are happy or sad	D. Emotions
	Names emotions of self and others (e.g., happy, sad)	D. Emotions
<b>36 TO 60 MONTHS</b>	Notices and shows concern for peers' feelings	D. Emotions
<b>60 MONTHS TO KINDERGARTEN ENTRY</b>	Communicates others' feelings	D. Emotions

## Alaska Early Learning Guidelines

## COR Advantage Items

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

## Alaska Early Learning Guidelines

## COR Advantage Items

<b>Domain Two — Social and Emotional Development CONT</b>		
<b>Goal 22 Children demonstrate awareness of their abilities, characteristics, and preferences</b>		
<b>BIRTH TO 18 MONTHS</b>	Shows preference for primary caregivers	E. Building relationships with adults
	Points or moves toward desired people or objects	A. Initiative and planning
	Repeats a motion or noise to replicate a result	CC. Experimenting, predicting, and drawing conclusions
	Makes choices about what toys to play with	A. Initiative and planning
	Points to at least two body parts, when asked	K. Personal care and healthy behavior
<b>18 TO 36 MONTHS</b>	Points to and names some of own body parts	K. Personal care and healthy behavior
	Shows preference for familiar adults and peers	E. Building relationships with adults F. Building relationships with other children
	Makes choices when given 2-3 options to choose between (e.g., what clothes to wear)	A. Initiative and planning
	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?”)	M. Listening and comprehension
<b>36 TO 60 MONTHS</b>	Identifies feelings, likes and dislikes, and begins to be able to explain why he/she has them	D. Emotions
<b>60 MONTHS TO KINDERGARTEN ENTRY</b>	Does not align	
<b>Emotional Development: Self-Efficacy</b>		
<b>Goal 23 Children demonstrate belief in their abilities</b>		
<b>BIRTH TO 18 MONTHS</b>	Repeats a sound or gesture that creates an effect (e.g., repeatedly shakes a rattle after discovering that it makes a sound)	CC. Experimenting, predicting, and drawing conclusions
	Explores environment, at first in close contact with caregiver and then farther away from caregiver as child grows	E. Building relationships with adults
	Gives objects or toys to others (e.g., picks up rock then reaches to give it to caregiver)	F. Building relationships with other children

## Alaska Early Learning Guidelines

## COR Advantage Items

	<b>Domain Two — Social and Emotional Development CONT</b>	
<b>18 TO 36 MONTHS</b>	Wants to take care of self	K. Personal care and healthy behavior
	Seeks help after trying something new or challenging	B. Problem solving with materials
<b>36 TO 60 MONTHS</b>	Does not align	
<b>60 MONTHS TO KINDERGARTEN ENTRY</b>	Does not align	
	<b>Emotional Development: Self-Control</b>	
	<b>Goal 24 Children understand and follow rules and routines</b>	
<b>BIRTH TO 18 MONTHS</b>	Participates in routine interactions (e.g., quiets body when picked up, cooperates in dressing)	G. Community
<b>18 TO 36 MONTHS</b>	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
<b>36 TO 60 MONTHS</b>	Participates easily in routine activities (e.g., meal time, snack time, bedtime)	G. Community
	Predicts what comes next in the day, when there is an established and consistent schedule	HH. History
<b>60 MONTHS TO KINDERGARTEN ENTRY</b>	Engages in and completes simple routines without assistance (e.g., puts coat on to go outside to play)	G. Community
	<b>Goal 25 Children regulate their feelings and impulses</b>	
<b>BIRTH TO 18 MONTHS</b>	Signals needs with sounds or motions (e.g., cries when hungry or reaches for wanted object of comfort)	K. Personal care and healthy behavior
<b>18 TO 36 MONTHS</b>	Names some emotions (e.g., happy, excited, sad, mad, tired, angry, scared)	D. Emotions
<b>36 TO 60 MONTHS</b>	Expresses strong emotions constructively, at times with assistance	D. Emotions
	Expresses ownership of feelings and desire to control self, with assistance	D. Emotions
	Sticks with difficult tasks without becoming overly frustrated	B. Problem solving with materials H. Conflict resolution

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**COR Advantage Items**

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



## Alaska Early Learning Guidelines

## COR Advantage Items

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

## Alaska Early Learning Guidelines

## COR Advantage Items

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

## Alaska Early Learning Guidelines

## COR Advantage Items

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

## Alaska Early Learning Guidelines

## COR Advantage Items

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

## Alaska Early Learning Guidelines

## COR Advantage Items

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

## Alaska Early Learning Guidelines

## COR Advantage Items

	<b>Domain Four — Cognition and General Knowledge CONT</b>	
<b>18 TO 36 MONTHS</b>	Imitates behavior seen in another place and time	AA. Pretend play
	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.”)	U. Measurement BB. Observing and classifying-
	Makes choices when given options (e.g., which toy to play with)	A. Initiative and planning
<b>36 TO 60 MONTHS</b>	Shows understanding of concepts of same and different	BB. Observing and classifying
	Organizes objects by more than one pre-selected characteristic (e.g., crayons and markers by color and type of implement)	BB. Observing and classifying
	Compares experiences, with adult assistance (e.g., recalls and compares play times with different children)	C. Reflection
<b>60 MONTHS TO KINDERGARTEN ENTRY</b>	Identifies characteristics for comparison (e.g., size, color)	BB. Observing and classifying
	Compares the main characters or events of stories	M. Listening and comprehension
	Describes experiences using comparative language (e.g., “Today’s walk was longer than yesterday’s.”)	U. Measurement
	<b>Goal 34 Children use past knowledge to build new knowledge</b>	
<b>BIRTH TO 18 MONTHS</b>	Shakes stuffed animal or object in same way as rattle to hear noise	CC. Experimenting, predicting, and drawing conclusions
	Demonstrates object permanence (i.e., realizes that people or things exist even when out of view)	GG. Geography
	Uses objects as intended (e.g., pushes buttons on plastic phone, drinks from cup)	EE. Tools and technology
	Watches separate body parts, their movement, and experiments with control of their movements	I. Gross-motor skills
<b>18 TO 36 MONTHS</b>	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)	AA. Pretend play

## Alaska Early Learning Guidelines

## COR Advantage Items

	<b>Domain Four — Cognition and General Knowledge CONT</b>	
<b>36 TO 60 MONTHS</b>	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)	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions
	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)	CC. Experimenting, predicting, and drawing conclusions
<b>60 MONTHS TO KINDERGARTEN ENTRY</b>	Restates understanding of a situation or problem in own words	B. Problem solving with materials H. Conflict resolution
	Understands that words are made up of letters	O. Alphabet knowledge P. Reading R. Writing
	Recognizes the difference between squares and rectangles and circles and ovals	T. Geometry: Shapes and spatial awareness
	<b>Reasoning: Problem Solving</b>	
	<b>Goal 35 Children find multiple solutions to questions, tasks, problems, and challenges</b>	
<b>BIRTH TO 18 MONTHS</b>	Reaches for a toy or object that has rolled away	B. Problem solving with materials
	Seeks assistance from caregiver to solve a problem by using vocalizations, facial expressions, or gestures	B. Problem solving with materials
<b>18 TO 36 MONTHS</b>	Uses active exploration and trial and error to solve problems	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions
	Tries several methods to solve a problem before asking for assistance	B. Problem solving with materials
	Communicates to request assistance	B. Problem solving with materials
<b>36 TO 60 MONTHS</b>	Explores various ways to solve a problem and selects one option	B. Problem solving with materials
	Seeks assistance from another child or an adult to solve problems	B. Problem solving with materials
	Modifies actions based on new information and experiences (e.g., changes block structure when the tower continues to fall)	B. Problem solving with materials

**Alaska Early Learning Guidelines**

**COR Advantage Items**

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



**Alaska Early Learning Guidelines**

**COR Advantage Items**

<b>Domain Four — Cognition and General Knowledge CONT</b>		
<b>Goal 37 Children can distinguish between fantasy and reality</b>		
<b>BIRTH TO 18 MONTHS</b>	Makes animal sounds	N. Phonological awareness
	Begins make-believe play (e.g., rocking or feeding a baby doll)	AA. Pretend play
<b>18 TO 36 MONTHS</b>	Plays make-believe with props (e.g., dolls, stuffed animals, people)	AA. Pretend play
<b>36 TO 60 MONTHS</b>	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)	AA. Pretend play
	Engages in complex make-believe play (e.g., theme-oriented play that involves multiple characters and settings)	AA. Pretend play
	Makes connections between characters in books, stories, or movies, with people in real-life	M. Listening and comprehension
<b>60 MONTHS TO KINDERGARTEN ENTRY</b>	Does not align	
<b>Mathematics and Numeracy: Number Sense and Operations</b>		
<b>Goal 38 Children demonstrate knowledge of numbers and counting</b>		
<b>BIRTH TO 18 MONTHS</b>	Understands the concept of “more” in reference to food or play	S. Number and counting
	Uses gestures to request “more”	S. Number and counting
	Imitates rote counting using some names of numbers	S. Number and counting
<b>18 TO 36 MONTHS</b>	Counts to at least five from memory in home language (e.g., recites, “one, two, three...” or “atauciq, malruk, pingayun...” or “isa, dalawa, tatlo...”)	S. Number and counting
	Identifies quantity and comparisons of quantity (e.g., all, some, none, more, less)	S. Number and counting

## Alaska Early Learning Guidelines

## COR Advantage Items

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

## Alaska Early Learning Guidelines

## COR Advantage Items

	<b>Domain Four — Cognition and General Knowledge CONT</b>	
<b>36 TO 60 MONTHS</b>	Engages in activities that explore and develop vocabulary for length and weight	U. Measurement
	Uses measuring tools in play activities (e.g., measuring tape, measuring cups)	EE. Tools and technology
	Labels objects using size words	U. Measurement
	Exhibits spontaneous comparison by ordering objects by size, volume, height, weight, and length	U. Measurement
<b>60 MONTHS TO KINDERGARTEN ENTRY</b>	Does not align	
	<b>Mathematics and Numeracy: Properties of Ordering</b>	
	<b>Goal 40 Children sort, classify, and organize objects</b>	
<b>BIRTH TO 18 MONTHS</b>	Does not align	
<b>18 TO 36 MONTHS</b>	Collects items that have common characteristics (e.g., red blocks, shells, leaves)	BB. Observing and classifying
	Arranges objects in lines (e.g., makes a row of blocks)	V. Patterns
	Sorts objects by one characteristic (e.g., color)	BB. Observing and classifying
	Identifies categories of objects (e.g., dogs, cats, deer, moose, and bears are all animals), with assistance	BB. Observing and classifying
	Identifies two geometric shapes (e.g., circle, square)	T. Geometry: Shapes and spatial awareness
<b>36 TO 60 MONTHS</b>	Systematically explores patterns with a variety of materials	V. Patterns
	Classifies everyday objects that go together (e.g., shoe/sock, pencil/paper, comb/brush)	BB. Observing and classifying
	Compares shape and size of objects	T. Geometry: Shapes and spatial awareness U. Measurement
<b>60 MONTHS TO KINDERGARTEN ENTRY</b>	Sorts objects into categories, classifying and comparing according to a characteristic (e.g., size, color)	BB. Observing and classifying
	Recognizes, describes, duplicates, and extends a two-part pattern (e.g., A/B, circle/ square)	V. Patterns
	Describes how and why objects are arranged or sorted the way they are	BB. Observing and classifying

Alaska Early Learning Guidelines

COR Advantage Items

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

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## COR Advantage Items

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

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**COR Advantage Items**

	<b>Domain Four — Cognition and General Knowledge CONT</b>	
	<b>Goal 44 Children observe and describe characteristics of the Earth</b>	
<b>BIRTH TO 18 MONTHS</b>	Does not align	
<b>18 TO 36 MONTHS</b>	Identifies or labels earth’s materials (e.g., water, rocks, dirt, leaves)	DD. Natural and physical world
<b>36 TO 60 MONTHS</b>	Discusses changes in the weather and seasons, using common weather-related vocabulary (e.g., rainy, sunny, windy)	DD. Natural and physical world
<b>60 MONTHS TO KINDERGARTEN ENTRY</b>	Does not align	
	<b>Social Studies: History</b>	
	<b>Goal 45 Children differentiate between events that happen in the past, present, and future</b>	
<b>BIRTH TO 18 MONTHS</b>	Shows anticipation for regularly scheduled daily activities	HH. History
	Recognizes the beginning and end of an event (e.g., claps at the end of a song)	HH. History
	Recalls information about the immediate past (e.g., after eating, says “All done!”)	C. Reflection
<b>18 TO 36 MONTHS</b>	Anticipates recurring events in typical routines (e.g., “After I eat lunch, I will hear a story.”)	HH. History
	Experiments with general terms related to the elements of time (e.g., “Today we are going to Grandma’s.”)	HH. History
<b>36 TO 60 MONTHS</b>	Retells a simple story or event in roughly sequential order	Q. Book enjoyment and knowledge HH. History
	Uses time-related words and concepts (e.g., first/last, morning/night, yesterday/today), though not always accurately	HH. History
	Gives simple accounts of what happened that day	C. Reflection HH. History
	Uses phrases that suggest awareness of the past (e.g., “When I was a baby...”)	HH. History

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## COR Advantage Items

	<b>Domain Four — Cognition and General Knowledge CONT</b>	
<b>60 MONTHS TO KINDERGARTEN ENTRY</b>	Retells a more complex story or event in somewhat sequential order	Q. Book enjoyment and knowledge HH. History
	Describes events or objects from his/her personal or family history	HH. History
	Progresses in understanding similarities and respecting differences among people, such as genders, race, special needs, culture, language, and family structures	FF. Knowledge of self and others
	<b>Social Studies: Geography</b>	
	<b>Goal 46 Children demonstrate awareness of location and spatial relationships</b>	
<b>BIRTH TO 18 MONTHS</b>	Explores environment in the presence of caregiver	E. Building relationships with adults
	Explores spatial relationships (e.g., attempts to fit own body in boxes or tunnels)	I. Gross-motor skills
<b>18 TO 36 MONTHS</b>	Experiments with physical relationships (e.g., on/under, inside/outside)	T. Geometry: Shapes and spatial awareness
<b>36 TO 60 MONTHS</b>	Understands physical relationships (e.g., on/under, inside/outside)	T. Geometry: Shapes and spatial awareness
<b>60 MONTHS TO KINDERGARTEN ENTRY</b>	Recognizes that real places can be represented with symbols	GG. Geography
	<b>Goal 47 Children demonstrate knowledge of the relationship between people, places, and regions</b>	
<b>BIRTH TO 18 MONTHS</b>	Does not align	
<b>18 TO 36 MONTHS</b>	Recognizes familiar buildings (e.g., school, post office, library, community building)	GG. Geography
<b>36 TO 60 MONTHS</b>	Matches objects to their usual geographic locations (e.g., stove in the kitchen, bed in the bedroom, tree in the park)	GG. Geography
<b>60 MONTHS TO KINDERGARTEN ENTRY</b>	Does not align	

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**COR Advantage Items**

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



## Alaska Early Learning Guidelines

## COR Advantage Items

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

## Alaska Early Learning Guidelines

## COR Advantage Items

	<b>Domain Four — Cognition and General Knowledge CONT</b>	
<b>18 TO 36 MONTHS</b>	Shows interest in peers by including them in play, referring to them by name	F. Building relationships with other children
	Recognizes that different people have different roles and jobs in the community	FF. Knowledge of self and others
	Functions as a member of various communities (e.g., classroom, neighborhood, faith-based community)	FF. Knowledge of self and others
	Shows interest in community workers (e.g., garbage collector, Village Public safety Officer, mail carrier, health aid)	FF. Knowledge of self and others
<b>36 TO 60 MONTHS</b>	Identifies people by characteristics other than name, when asked	FF. Knowledge of self and others
	Recognizes some community workers and increases awareness of their jobs	FF. Knowledge of self and others
	Pretends to be different community workers during play (e.g., grocery store clerk, teacher, construction worker, doctor, fisherperson)	AA. Pretend play FF. Knowledge of self and others
<b>60 MONTHS TO KINDERGARTEN ENTRY</b>	Identifies some types of jobs and some of the tools used to perform those jobs	EE. Tools and technology FF. Knowledge of self and others
	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.")	FF. Knowledge of self and others
	<b>Goal 53 Children demonstrate civic responsibility</b>	
<b>BIRTH TO 18 MONTHS</b>	Tries out roles and relationships through imitation (e.g., smiles at self in mirror, plays peek-a-boo)	AA. Pretend play
	Requests assistance when needed	B. Problem solving with materials
	Looks to caregivers for assistance and guidance	E. Building relationships with adults
<b>18 TO 36 MONTHS</b>	Tries out roles and relationships through dramatic and pretend play	AA. Pretend play FF. Knowledge of self and others
<b>36 TO 60 MONTHS</b>	Does not align	
<b>60 MONTHS TO KINDERGARTEN ENTRY</b>	Does not align	

## Alaska Early Learning Guidelines

## COR Advantage Items

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

## Alaska Early Learning Guidelines

## COR Advantage Items

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

**Alaska Early Learning Guidelines**

**COR Advantage Items**

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

## Alaska Early Learning Guidelines

## COR Advantage Items

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

**Alaska Early Learning Guidelines**

**COR Advantage Items**

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

## Alaska Early Learning Guidelines

## COR Advantage Items

<b>Domain Five — Communication, Language and Literacy CONT</b>		
<b>Goal 61 Children use expressive communication skills</b>		
<b>BIRTH TO 18 MONTHS</b>	Makes facial expressions, gestures and changes tones	L. Speaking M. Listening and comprehension
	Coos, making the vowel sounds of the language and then progresses to babbling	L. Speaking
	Babbles using two-lip sounds such as: “p,” “b,” and, “m” followed by a vowel sound (e.g., “Ba ba ba da da da...”)	L. Speaking
	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)	D. Emotions
	Uses consistent sound combinations to indicate specific object or person (e.g., “dada” for daddy)	L. Speaking
<b>18 TO 36 MONTHS</b>	Does not align	
<b>36 TO 60 MONTHS</b>	Uses words to express emotions (e.g., happy, sad, tired, scared)	D. Emotions
<b>60 MONTHS TO KINDERGARTEN ENTRY</b>	Expresses most feelings and emotions	D. Emotions
<b>Language: Grammar and Syntax</b>		
<b>Goal 62 Children demonstrate progression in grammar and syntax</b>		
<b>BIRTH TO 18 MONTHS</b>	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.”)	L. Speaking
	Uses some pronouns (e.g., “Mine.”)	L. Speaking
	Says short telegraphic sentences (e.g., “Me go,” or “There Mama.”)	L. Speaking
<b>18 TO 36 MONTHS</b>	Describes a self-made drawing	X. Art
	Begins to use complete sentences in conversation with peers during play	L. Speaking



## Alaska Early Learning Guidelines

## COR Advantage Items

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

**Alaska Early Learning Guidelines**

**COR Advantage Items**

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

## Alaska Early Learning Guidelines

## COR Advantage Items

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

## Alaska Early Learning Guidelines

## COR Advantage Items

	<i>Domain Five — Communication, Language and Literacy CONT</i>	
<b>36 TO 60 MONTHS</b>	Recites letters of the alphabet in home language	O. Alphabet knowledge JJ. Speaking English
	Knows that alphabet letters are a special category of symbols/pictures that can be individually named	O. Alphabet knowledge
	Associates the names of letters with their shapes	O. Alphabet knowledge
	Correctly identifies ten or more letters of the alphabet	O. Alphabet knowledge
<b>60 MONTHS TO KINDERGARTEN ENTRY</b>	Demonstrates understanding that letters have a name and a sound	O. Alphabet knowledge
	Makes many letter/sound matches	O. Alphabet knowledge
	Identifies a letter for a given letter name, for most letters	O. Alphabet knowledge
	<b>Literacy: Reading</b>	
	<b>Goal 67 Children demonstrate awareness of print concepts</b>	
<b>BIRTH TO 18 MONTHS</b>	Explores physical features of books (e.g., chews on cloth books)	Q. Book enjoyment and knowledge
	Pays attention to pictures in books	P. Reading
	Shows increasing ability to handle books, without assistance	Q. Book enjoyment and knowledge
	Knows how to turn pages	Q. Book enjoyment and knowledge
	Attempts to position pictures in book right side up	Q. Book enjoyment and knowledge
<b>18 TO 36 MONTHS</b>	Knows the right side up of a book	Q. Book enjoyment and knowledge
	Turns pages, usually a single page at a time	Q. Book enjoyment and knowledge
<b>36 TO 60 MONTHS</b>	Identifies some individual letters in text	O. Alphabet knowledge
	Shows understanding that letters make up words	O. Alphabet knowledge
	Begins to understand that print progresses from left to right (Exceptions are Arabic, Chinese, and Japanese text, etc.)	P. Reading R. Writing
	Recognizes some signs and symbols in environment (e.g., stop signs)	P. Reading

## Alaska Early Learning Guidelines

## COR Advantage Items

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

**Alaska Early Learning Guidelines**

**COR Advantage Items**

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

**Alaska Early Learning Guidelines**

**COR Advantage Items**

	<i>Domain Five — Communication, Language and Literacy CONT</i>	
	<b>Goal 70 Children demonstrate appreciation and enjoyment of reading</b>	
<b>BIRTH TO 18 MONTHS</b>	Enjoys being held and being read to by caregiver	Q. Book enjoyment and knowledge
	Explores books (e.g., fingers through pages)	Q. Book enjoyment and knowledge
	Enjoys touching and carrying books	Q. Book enjoyment and knowledge
	Brings book to adult to read	Q. Book enjoyment and knowledge
	Shows preference for certain books	Q. Book enjoyment and knowledge
	Focuses attention for short periods of time when looking at books	P. Reading
	Shows pleasure when read to (e.g., smiles, vocalizes)	D. Emotions P. Reading
<b>18 TO 36 MONTHS</b>	Asks to be read to	Q. Book enjoyment and knowledge
	Requests favorite book to be read repeatedly	Q. Book enjoyment and knowledge
	Looks at books, magazines, and other printed matter without assistance	P. Reading
	Looks through books and other printed matter as though reading	P. Reading
	Makes comments on books	Q. Book enjoyment and knowledge
<b>36 TO 60 MONTHS</b>	Expresses the title of a favorite book	Q. Book enjoyment and knowledge
	Gives opinion on books in terms of sections liked and enjoyed	Q. Book enjoyment and knowledge
<b>60 MONTHS TO KINDERGARTEN ENTRY</b>	Shows interest in learning to read and makes attempts at 'reading' favorite books aloud	P. Reading
	Has a favorite author/illustrator or series of books by same author	Q. Book enjoyment and knowledge
	"Reads" books by repeating the story he/she has heard an adult tell or by "reading" the pictures	P. Reading

**Alaska Early Learning Guidelines**

**COR Advantage Items**

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



## Alaska Early Learning Guidelines

## COR Advantage Items

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

**Alaska Early Learning Guidelines**

**COR Advantage Items**

	<b><i>Domain Five — Communication, Language and Literacy CONT</i></b>	
<b>60 MONTHS TO KINDERGARTEN ENTRY</b>	Writes simple expressions in greeting cards and letters (e.g., Hi, Hola, Waqaa)	R. Writing
	Demonstrates beginning of creative writing by using inventive spelling and/or pictures to express an idea or story	R. Writing X. Art
	<b>English Language Learners: Dual Language Acquisition</b>	
	<b>Goal 74 Children demonstrate competency in home language while acquiring beginning proficiency in English</b>	
<b>BIRTH TO 18 MONTHS</b>	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)	II. Listening to and understanding English
	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	JJ. Speaking English
<b>18 TO 36 MONTHS</b>	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)	II. Listening to and understanding English
	Has a larger vocabulary in home language and is beginning to acquire an English vocabulary	JJ. Speaking English
	Inserts words from home language while speaking in English, sometimes	JJ. Speaking English
<b>36 TO 60 MONTHS</b>	Focuses on the meaning of words rather than grammar in acquiring spoken English language competency	JJ. Speaking English
	Uses sentences in home language and begins to use single word or telegraphic speech in English to communicate	JJ. Speaking English
<b>60 MONTHS TO KINDERGARTEN ENTRY</b>	Follows multi-step directions in home language and single-step directions in English	II. Listening to and understanding English

## References

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