



Curriculum Alignment with

Alaska Early Learning Guidelines

Grade: **Ages Birth to 12 months** - Adopted: **2020/Implemented 2020**

| PERFORMANCE / CONTENT STANDARD | | Alaska Early Learning Guidelines – Birth to 9 Months |
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| GRADE LEVEL EXPECTATION / STRAND | | Domain 1: Physical well-being, health and motor development |
| GOAL | | Goal 1: Children engage in a variety of physical activities |
| INDICATOR | | BABIES MAY |
| INDICATOR | | <p>Demonstrate reflexes such as grasping a finger and toes fanning when bottom of foot is stroked.</p> <p><u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 06- Develops fine-motor skills: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 34- Demonstrates knowledge related to physical science: Infants: 46- Uses prior knowledge to build new knowledge: Infants: 47- Demonstrates problem-solving skills:</p> |

| INDICATOR | | <p>Learn how to self sooth with sucking and responds to signals for sleep (learns to sleep in bassinet, cradle or crib).</p> <p><u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits: Infants: 14- Demonstrates self-control:</p> |
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| INDICATOR | | <p>Use new skills in different ways. For example, learns the pincer grasp and uses it on many different materials.</p> <p><u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 06- Develops fine-motor skills: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 34- Demonstrates knowledge related to physical science: Infants: 46- Uses prior knowledge to build new knowledge: Infants: 47- Demonstrates problem-solving skills:</p> |
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| PERFORMANCE / CONTENT STANDARD | | Alaska Early Learning Guidelines – Birth to 9 Months |
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| GRADE LEVEL EXPECTATION / STRAND | | Domain 1: Physical well-being, health and motor development |
| GOAL | | Goal 2: Children demonstrate strength and coordination of gross motor skills |
| INDICATOR | | BABIES MAY |
| INDICATOR | | <p>Open and close fingers.</p> <p><u>Progress Monitoring Skills</u></p> |

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| | | <p>Infants: 06- Develops fine-motor skills: Infants: 46- Uses prior knowledge to build new knowledge:</p> |
| INDICATOR | | <p>Gain control of arm and leg movements.</p> <p><u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:</p> |
| INDICATOR | | <p>Kick legs and bat at dangling objects with hands.</p> <p><u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:</p> |
| INDICATOR | | <p>Reach for feet and bring them to mouth.</p> <p><u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 06- Develops fine-motor skills: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 31- Demonstrates scientific inquiry skills:</p> |
| INDICATOR | | <p>Transfer objects from hand to hand.</p> <p><u>Progress Monitoring Skills</u> Infants: 06- Develops fine-motor skills: Infants: 46- Uses prior knowledge to build new knowledge:</p> |
| INDICATOR | | <p>Clap hands.</p> <p><u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:</p> |
| INDICATOR | | <p>Roll over.</p> <p><u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:</p> |
| INDICATOR | | <p>Once able to roll over, lift head and chest while on tummy.</p> <p><u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:</p> |
| INDICATOR | | <p>Move into sitting position.</p> <p><u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:</p> |
| INDICATOR | | <p>Sit with support and later, sit without support.</p> <p><u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:</p> |
| INDICATOR | | <p>Rock back and forth on hands and knees and later, crawl.</p> |

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| | | <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills: Infants: 29- Explores, recognizes, and describes spatial relationships between objects: |
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| PERFORMANCE / CONTENT STANDARD | | Alaska Early Learning Guidelines – Birth to 9 Months |
| GRADE LEVEL EXPECTATION / STRAND | | Domain 1: Physical well-being, health and motor development |
| GOAL | | Goal 3: Children demonstrate stamina and energy in daily activities |
| INDICATOR | | BABIES MAY |
| INDICATOR | | Lift head, make facial expressions. <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 13- Engages in self-expression: Infants: 19- Uses nonverbal communication for a variety of purposes: |

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| INDICATOR | | Initiate active play, exploring and interacting with environment. <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 08- Demonstrates interest and curiosity: Infants: 27- Explores and communicates about distance, weight, length, height, and time: Infants: 30- Explores, recognizes, and describes shapes and shape concepts: Infants: 31- Demonstrates scientific inquiry skills: |
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| INDICATOR | | Sustain physical activity for at least three to five minutes at a time (recognizing the unique capabilities of the child). <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits: |
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| INDICATOR | | Sustain strength for increased periods of time as child ages. <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits: |
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| PERFORMANCE / CONTENT STANDARD | | Alaska Early Learning Guidelines – Birth to 9 Months |
| GRADE LEVEL EXPECTATION / STRAND | | Domain 1: Physical well-being, health and motor development |
| GOAL | | Goal 4: Children demonstrate strength and coordination of fine motor skills |
| INDICATOR | | BABIES MAY |
| INDICATOR | | Track objects with eyes. <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: |

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| | | <p>Infants: 31- Demonstrates scientific inquiry skills: Infants: 45- Demonstrates awareness of cause and effect:</p> |
| INDICATOR | | <p>Grasp caregivers' fingers.</p> <p><u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 06- Develops fine-motor skills: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 15- Develops relationships with adults: Infants: 16- Develops relationships with peers: Infants: 29- Explores, recognizes, and describes spatial relationships between objects:</p> |
| INDICATOR | | <p>Consistently reach for toys, objects, and bottles with both hands.</p> <p><u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 06- Develops fine-motor skills: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 34- Demonstrates knowledge related to physical science: Infants: 47- Demonstrates problem-solving skills:</p> |
| INDICATOR | | <p>Grasp objects with fingers and palm.</p> <p><u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 06- Develops fine-motor skills: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 29- Explores, recognizes, and describes spatial relationships between objects:</p> |
| INDICATOR | | <p>Transfer small objects from hand to hand.</p> <p><u>Progress Monitoring Skills</u> Infants: 06- Develops fine-motor skills: Infants: 46- Uses prior knowledge to build new knowledge:</p> |
| INDICATOR | | <p>Pick up object with thumb and forefinger.</p> <p><u>Progress Monitoring Skills</u> Infants: 06- Develops fine-motor skills: Infants: 46- Uses prior knowledge to build new knowledge:</p> |
| PERFORMANCE / CONTENT STANDARD | | Alaska Early Learning Guidelines – Birth to 9 Months |
| GRADE LEVEL EXPECTATION / STRAND | | Domain 1: Physical well-being, health and motor development |

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| GOAL | | Goal 5: Children use their senses of sight, hearing, smell, taste and touch to guide and integrate their learning and interactions (Sensorimotor Skills) |
| INDICATOR | | BABIES MAY |
| INDICATOR | | <p>Respond by turning toward lights, sound, movement, and touch.</p> <p><u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 06- Develops fine-motor skills: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 31- Demonstrates scientific inquiry skills: Infants: 34- Demonstrates knowledge related to physical science: Infants: 47- Demonstrates problem-solving skills:</p> |
| INDICATOR | | <p>Focus eyes on near and far objects.</p> <p><u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 31- Demonstrates scientific inquiry skills: Infants: 45- Demonstrates awareness of cause and effect:</p> |
| INDICATOR | | <p>Enjoy gentle swinging and rocking.</p> <p><u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:</p> |
| INDICATOR | | <p>Calm with caregiver assistance.</p> <p><u>Progress Monitoring Skills</u> Infants: 14- Demonstrates self-control:</p> |
| INDICATOR | | <p>Explore the environment with mouth and hands.</p> <p><u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 06- Develops fine-motor skills: Infants: 08- Demonstrates interest and curiosity: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 27- Explores and communicates about distance, weight, length, height, and time: Infants: 30- Explores, recognizes, and describes shapes and shape concepts: Infants: 31- Demonstrates scientific inquiry skills: Infants: 34- Demonstrates knowledge related to physical science: Infants: 47- Demonstrates problem-solving skills:</p> |

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| INDICATOR | | <p>Listen to music, nature and animal sounds.</p> <p><u>Progress Monitoring Skills</u> Infants: 31- Demonstrates scientific inquiry skills: Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity:</p> |
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| INDICATOR | | <p>Move objects from one hand to the other.</p> <p><u>Progress Monitoring Skills</u> Infants: 06- Develops fine-motor skills: Infants: 46- Uses prior knowledge to build new knowledge:</p> |
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| PERFORMANCE / CONTENT STANDARD | | Alaska Early Learning Guidelines – Birth to 9 Months |
| GRADE LEVEL EXPECTATION / STRAND | | Domain 1: Physical well-being, health and motor development |
| GOAL | | Goal 6: Children practice health skills and routines |
| INDICATOR | | BABIES MAY |
| INDICATOR | | <p>Indicate anticipation of feeding on seeing breast, bottle, or food.</p> <p><u>Progress Monitoring Skills</u> Infants: 02- Participates in activities related to nutrition:</p> |

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| INDICATOR | | <p>Assist caregiver with holding bottle, later grasps a cup, then eats with fingers.</p> <p><u>Progress Monitoring Skills</u> Infants: 02- Participates in activities related to nutrition:</p> |
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| INDICATOR | | <p>Demonstrate increasing ability to self-soothe and fall asleep.</p> <p><u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits:</p> |
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| PERFORMANCE / CONTENT STANDARD | | Alaska Early Learning Guidelines – Birth to 9 Months |
| GRADE LEVEL EXPECTATION / STRAND | | Domain 1: Physical well-being, health and motor development |
| GOAL | | Goal 7: Children Eat a Variety of Nutritious Foods |
| INDICATOR | | BABIES MAY |
| INDICATOR | | <p>Breast feed or bottle feed, (family preference).</p> <p><u>Progress Monitoring Skills</u> Infants: 02- Participates in activities related to nutrition:</p> |

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| INDICATOR | | <p>Regulate when, how much, and how fast they eat.</p> <p><u>Progress Monitoring Skills</u> Infants: 02- Participates in activities related to nutrition:</p> |
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| INDICATOR | | <p>Begin to try a variety of nutritious foods from all food groups, after 6 months of age.</p> <p><u>Progress Monitoring Skills</u> Infants: 02- Participates in activities related to nutrition:</p> |
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| INDICATOR | | Explore food with fingers, after 6 months. <u>Progress Monitoring Skills</u> Infants: 02- Participates in activities related to nutrition: |
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| PERFORMANCE / CONTENT STANDARD | | Alaska Early Learning Guidelines – Birth to 9 Months |
| GRADE LEVEL EXPECTATION / STRAND | | Domain 1: Physical well-being, health and motor development |
| GOAL | | Goal 8: Children are kept safe, and learn safety rules |
| INDICATOR | | BABIES MAY |
| INDICATOR | | Understand difference between primary caregivers and strangers. <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults: |

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| PERFORMANCE / CONTENT STANDARD | | Alaska Early Learning Guidelines – Birth to 9 Months |
| GRADE LEVEL EXPECTATION / STRAND | | Domain 2: Social & emotional development |
| GOAL | | Goal 9: Children develop positive relationships with adults |
| INDICATOR | | BABIES MAY |
| INDICATOR | | Quiet when comforted. <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults: |

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| INDICATOR | | Show preference for familiar adults (reaches for mom when she comes home). <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults: |
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| INDICATOR | | Establish and maintain interactions with adults (cries out and then laughs when adult responds.) <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 13- Engages in self-expression: Infants: 15- Develops relationships with adults: Infants: 19- Uses nonverbal communication for a variety of purposes: Infants: 45- Demonstrates awareness of cause and effect: |
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| INDICATOR | | Imitate familiar adults (smiles when adult smiles). <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 13- Engages in self-expression: Infants: 19- Uses nonverbal communication for a variety of purposes: |
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| INDICATOR | | Engage in simple back and forth interactions with a familiar adult (Peek-a-Boo, touches face, makes sounds to engage, follows the gaze of an adult to an item). |
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| | | <u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 15- Develops relationships with adults: Infants: 44- Uses dramatic play to express creativity: |
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| PERFORMANCE / CONTENT STANDARD | | Alaska Early Learning Guidelines – Birth to 9 Months |
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| GRADE LEVEL EXPECTATION / STRAND | | Domain 2: Social & emotional development |
| GOAL | | Goal 10: Children develop positive relationships with other children |
| INDICATOR | | BABIES MAY |
| INDICATOR | | Show interest in and imitate other babies. <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 47- Demonstrates problem-solving skills: |

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| INDICATOR | | Recognize children (vocalizes when familiar child enters room). <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 47- Demonstrates problem-solving skills: |
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| INDICATOR | | Respond positively to other children (smiles and laughs). <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 47- Demonstrates problem-solving skills: |
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| INDICATOR | | Play near other children (solitary and parallel play.) <u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: |
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| INDICATOR | | Respond to upset child (becomes upset when another child cries). <u>Progress Monitoring Skills</u> Infants: 16- Develops relationships with peers: |
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| INDICATOR | | Engages in back and forth interactions (one baby splashes water and the other baby laughs and then splashes water). <u>Progress Monitoring Skills</u> Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: |
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| PERFORMANCE / CONTENT STANDARD | | Alaska Early Learning Guidelines – Birth to 9 Months |
| GRADE LEVEL EXPECTATION / STRAND | | Domain 2: Social & emotional development |
| GOAL | | Goal 11: Children demonstrate awareness of behavior and its effects |
| INDICATOR | | BABIES MAY |
| INDICATOR | | Respond by quieting, smiling, cooing at loved ones and others. <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults: |

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| INDICATOR | | Engage in simple back and forth playful interactions with parent/caregiver. <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults: |
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| INDICATOR | | Explore face and other body parts of others (touch caregiver ears, hair, hands). <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 29- Explores, recognizes, and describes spatial relationships between objects: |
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| INDICATOR | | Vocalize to caregivers for assistance, attention or need for comfort. <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults: |
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| PERFORMANCE / CONTENT STANDARD | | Alaska Early Learning Guidelines – Birth to 9 Months |
| GRADE LEVEL EXPECTATION / STRAND | | Domain 2: Social & emotional development |
| GOAL | | Goal 12: Children participate positively in group activities |
| INDICATOR | | BABIES MAY |
| INDICATOR | | Look at, reach out, or explore others and shows recognition by smiling, reaching, and/or making sounds. <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults: |

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| INDICATOR | | Focus briefly on other children and adults in family and community gatherings. <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: |
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| | | <p>Infants: 11- Demonstrates a cooperative and flexible approach to play:</p> <p>Infants: 16- Develops relationships with peers:</p> <p>Infants: 36- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity:</p> <p>Infants: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity</p> <p>Infants: 47- Demonstrates problem-solving skills:</p> |
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| PERFORMANCE / CONTENT STANDARD | | Alaska Early Learning Guidelines – Birth to 9 Months |
| GRADE LEVEL EXPECTATION / STRAND | | Domain 2: Social & emotional development |
| GOAL | | Goal 13: Children adapt to diverse settings |
| INDICATOR | | BABIES MAY |
| INDICATOR | | <p>Actively observe surroundings.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space:</p> <p>Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information:</p> <p>Infants: 31- Demonstrates scientific inquiry skills:</p> <p>Infants: 45- Demonstrates awareness of cause and effect:</p> |

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| INDICATOR | | <p>Show recognition of a new setting by changing behavior (look to parent for response).</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 16- Develops relationships with peers:</p> |
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| INDICATOR | | <p>Explore new settings with guidance from caregiver.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 07- Demonstrates initiative and self-direction:</p> <p>Infants: 08- Demonstrates interest and curiosity:</p> <p>Infants: 09- Demonstrates self-control:</p> <p>Infants: 10- Engages in a progression of individualized and imaginative play:</p> <p>Infants: 11- Demonstrates a cooperative and flexible approach to play:</p> |
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| PERFORMANCE / CONTENT STANDARD | | Alaska Early Learning Guidelines – Birth to 9 Months |
| GRADE LEVEL EXPECTATION / STRAND | | Domain 2: Social & emotional development |
| GOAL | | Goal 14: Children demonstrate empathy for others |
| INDICATOR | | BABIES MAY |
| INDICATOR | | <p>Watch and observe adults and children.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space:</p> <p>Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information:</p> <p>Infants: 31- Demonstrates scientific inquiry skills:</p> <p>Infants: 45- Demonstrates awareness of cause and effect:</p> |

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| INDICATOR | | Smile when they see a smiling face. <u>Progress Monitoring Skills</u> Infants: 16- Develops relationships with peers: |
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| INDICATOR | | May cry when another child cries. <u>Progress Monitoring Skills</u> Infants: 16- Develops relationships with peers: |
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| PERFORMANCE / CONTENT STANDARD | | Alaska Early Learning Guidelines – Birth to 9 Months |
| GRADE LEVEL EXPECTATION / STRAND | | Domain 2: Social & emotional development |
| GOAL | | Goal 15: Children recognize, appreciate, and respect similarities and differences in people |
| INDICATOR | | BABIES MAY |
| INDICATOR | | Distinguish primary caregivers from others. <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults: |

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| INDICATOR | | Track activity of other children and move toward others. May reach out to touch other children's face, hair, etc. <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 47- Demonstrates problem-solving skills: |
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| PERFORMANCE / CONTENT STANDARD | | Alaska Early Learning Guidelines – Birth to 9 Months |
| GRADE LEVEL EXPECTATION / STRAND | | Domain 2: Social & emotional development |
| GOAL | | Goal 16: Children show awareness of their unique self |
| INDICATOR | | BABIES MAY |
| INDICATOR | | Vocalize to caregivers for assistance, attention, or need for comfort. <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults: |

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| INDICATOR | | Explore own body (observes hands, reaches for toes). <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 29- Explores, recognizes, and describes spatial relationships between objects: |
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| INDICATOR | | Explore the face and other body parts of others (touches caregivers' ears, hair, hands). <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: |
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| | | Infants: 29- Explores, recognizes, and describes spatial relationships between objects: |
| INDICATOR | | <p>Listen and respond by quieting, smiling, cooing, gestures, or vocalizations when name is spoken.</p> <p><u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 13- Engages in self-expression: Infants: 19- Uses nonverbal communication for a variety of purposes: Infants: 45- Demonstrates awareness of cause and effect:</p> |
| INDICATOR | | <p>Show preference for primary caregivers.</p> <p><u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:</p> |
| INDICATOR | | <p>Identify familiar objects (bottle, blanket.)</p> <p><u>Progress Monitoring Skills</u> Infants: 16- Develops relationships with peers:</p> |
| INDICATOR | | <p>Notice and explore hands, eventually becoming aware they are attached and they can be controlled to do things.</p> <p><u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 29- Explores, recognizes, and describes spatial relationships between objects:</p> |
| INDICATOR | | <p>Point or moves toward desired people or objects.</p> <p><u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 47- Demonstrates problem-solving skills:</p> |
| INDICATOR | | <p>Play with one object more often than others.</p> <p><u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 13- Engages in self-expression:</p> |
| INDICATOR | | <p>Repeat a motion or noise to see if outcome is the same.</p> <p><u>Progress Monitoring Skills</u> Infants: 09- Demonstrates self-control: Infants: 13- Engages in self-expression:</p> |

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| PERFORMANCE / CONTENT STANDARD | | Alaska Early Learning Guidelines – Birth to 9 Months |
| GRADE LEVEL EXPECTATION / STRAND | | Domain 2: Social & emotional development |
| GOAL | | Goal 17: Children demonstrate belief in their abilities to control motivation, behavior and social environment |
| INDICATOR | | BABIES MAY |
| INDICATOR | | <p>Repeat a sound or gesture that creates an effect (repeatedly shakes a rattle).</p> <p><u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 09- Demonstrates self-control: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 13- Engages in self-expression: Infants: 19- Uses nonverbal communication for a variety of purposes: Infants: 45- Demonstrates awareness of cause and effect:</p> |

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| INDICATOR | | <p>Recognize that adults respond to his/her needs when expressed (is picked up when arms are raised toward adult).</p> <p><u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:</p> |
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| INDICATOR | | <p>Explore environment, at first in close contact with caregiver and then farther away from caregiver as child grows.</p> <p><u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 27- Explores and communicates about distance, weight, length, height, and time: Infants: 30- Explores, recognizes, and describes shapes and shape concepts: Infants: 31- Demonstrates scientific inquiry skills:</p> |
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| INDICATOR | | <p>Smile when succeeding in a task/activity.</p> <p><u>Progress Monitoring Skills</u> Infants: 16- Develops relationships with peers:</p> |
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| PERFORMANCE / CONTENT STANDARD | | Alaska Early Learning Guidelines – Birth to 9 Months |
| GRADE LEVEL EXPECTATION / STRAND | | Domain 2: Social & emotional development |
| GOAL | | Goal 18: Children understand and follow rules and routines |
| INDICATOR | | BABIES MAY |

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| INDICATOR | | <p>Develop increasing consistency in sleeping, waking, and eating patterns.</p> <p><u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits: Infants: 02- Participates in activities related to nutrition:</p> |
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| INDICATOR | | <p>Participate in routine interactions (quiet body when picked up, cooperates in dressing).</p> <p><u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits: Infants: 15- Develops relationships with adults:</p> |
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| INDICATOR | | <p>Anticipate routine interactions (lift arms toward caregiver to be picked up).</p> <p><u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:</p> |
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| PERFORMANCE / CONTENT STANDARD | | Alaska Early Learning Guidelines – Birth to 9 Months |
| GRADE LEVEL EXPECTATION / STRAND | | Domain 2: Social & emotional development |
| GOAL | | Goal 19: Children regulate their feelings and impulses |
| INDICATOR | | BABIES MAY |
| INDICATOR | | <p>Relax or stop crying when comforted (when swaddled or spoken to softly).</p> <p><u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:</p> |

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| INDICATOR | | <p>Comfort self by clutching, sucking, or stroking when tired or stressed (calm while stroking or holding soft blanket).</p> <p><u>Progress Monitoring Skills</u> Infants: 09- Demonstrates self-control: Infants: 16- Develops relationships with peers:</p> |
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| INDICATOR | | <p>Communicate need for support or help from adults (hold out arms when tired).</p> <p><u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 13- Engages in self-expression: Infants: 19- Uses nonverbal communication for a variety of purposes: Infants: 45- Demonstrates awareness of cause and effect:</p> |
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| PERFORMANCE / CONTENT STANDARD | | Alaska Early Learning Guidelines – Birth to 9 Months |
| GRADE LEVEL EXPECTATION / STRAND | | Domain 2: Social & emotional development |
| GOAL | | Goal 20: Children express appropriately a range of emotions |
| INDICATOR | | BABIES MAY |

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| INDICATOR | | <p>Cry, use other vocalizations, facial expressions, or body language to express emotions and to get needs met.</p> <p><u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 13- Engages in self-expression: Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: Infants: 19- Uses nonverbal communication for a variety of purposes:</p> |
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| INDICATOR | | <p>Frown in response to discomfort or inability to do something.</p> <p><u>Progress Monitoring Skills</u> Infants: 09- Demonstrates self-control: Infants: 16- Develops relationships with peers:</p> |
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| INDICATOR | | <p>Smile, wave, or laugh in response to positive adult interaction.</p> <p><u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:</p> |
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| PERFORMANCE / CONTENT STANDARD | | Alaska Early Learning Guidelines – Birth to 9 Months |
| GRADE LEVEL EXPECTATION / STRAND | | Domain 2: Social & emotional development |
| GOAL | | Goal 21: Children demonstrate awareness of family characteristics and functions |
| INDICATOR | | BABIES MAY |
| INDICATOR | | <p>Kick legs and squeal when familiar adult appears.</p> <p><u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:</p> |

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| INDICATOR | | <p>Initiate contact with caregivers.</p> <p><u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:</p> |
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| INDICATOR | | <p>Develop and maintains trusting relationships with primary caregiver.</p> <p><u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:</p> |
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| PERFORMANCE / CONTENT STANDARD | | Alaska Early Learning Guidelines – Birth to 9 Months |
| GRADE LEVEL EXPECTATION / STRAND | | Domain 2: Social & emotional development |
| GOAL | | Goal 22: Children demonstrate awareness of their community, human interdependence, and social roles |
| INDICATOR | | BABIES MAY |
| INDICATOR | | <p>Begin to watch other children.</p> <p><u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 11- Demonstrates a cooperative and flexible approach to</p> |

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| | | play: Infants: 16- Develops relationships with peers: Infants: 47- Demonstrates problem-solving skills: |
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| INDICATOR | | Reach out to touch other children or grab their toys. <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 47- Demonstrates problem-solving skills: |
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| PERFORMANCE / CONTENT STANDARD | | Alaska Early Learning Guidelines – Birth to 9 Months |
| GRADE LEVEL EXPECTATION / STRAND | | Domain 2: Social & emotional development |
| GOAL | | Goal 23: Children demonstrate civic responsibility |
| INDICATOR | | BABIES MAY |
| INDICATOR | | Look to caregivers for assistance and guidance. <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults: |

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| PERFORMANCE / CONTENT STANDARD | | Alaska Early Learning Guidelines – Birth to 9 Months |
| GRADE LEVEL EXPECTATION / STRAND | | Domain 2: Social & emotional development |
| GOAL | | Goal 24: Children demonstrate awareness and appreciation of their own and others' cultures |
| INDICATOR | | BABIES MAY |
| INDICATOR | | Demonstrate an interest in themselves (observing themselves in a mirror, looking at their own hands and feet). <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 29- Explores, recognizes, and describes spatial relationships between objects: |

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| INDICATOR | | Use gestures to communicate their interest in objects and people. <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 13- Engages in self-expression: Infants: 19- Uses nonverbal communication for a variety of purposes: Infants: 45- Demonstrates awareness of cause and effect: |
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| INDICATOR | | Smile when someone familiar smiles at them. <u>Progress Monitoring Skills</u> Infants: 20- Uses increasingly complex spoken language: |
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| INDICATOR | | <p>Kick their legs or reach with their arms when they see a familiar person.</p> <p><u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:</p> |
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| INDICATOR | | <p>Actively explore the similarities and differences among people by feeling their hair, touching their faces, watching their facial expressions, listening to their voices.</p> <p><u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 29- Explores, recognizes, and describes spatial relationships between objects: Infants: 36- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Infants: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity</p> |
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| PERFORMANCE / CONTENT STANDARD | | Alaska Early Learning Guidelines – Birth to 9 Months |
| GRADE LEVEL EXPECTATION / STRAND | | Domain 3: Approaches to learning |
| GOAL | | Goal 25: Children show curiosity and interest in learning |
| INDICATOR | | BABIES MAY |
| INDICATOR | | <p>Show interest in people by changing behavior.</p> <p><u>Progress Monitoring Skills</u> Infants: 16- Develops relationships with peers:</p> |

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| INDICATOR | | <p>React to new voices or sounds by turning in the direction of sound.</p> <p><u>Progress Monitoring Skills</u> Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 31- Demonstrates scientific inquiry skills: Infants: 47- Demonstrates problem-solving skills:</p> |
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| INDICATOR | | <p>Show interest, explore, manipulate, or stare at new objects in the environment.</p> <p><u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 11- Demonstrates a cooperative and flexible approach to play:</p> |
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| INDICATOR | | <p>Use all senses to explore the environment (reaching out to touch rain).</p> |
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| | | <p><u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 06- Develops fine-motor skills: Infants: 08- Demonstrates interest and curiosity: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 27- Explores and communicates about distance, weight, length, height, and time: Infants: 30- Explores, recognizes, and describes shapes and shape concepts: Infants: 31- Demonstrates scientific inquiry skills: Infants: 34- Demonstrates knowledge related to physical science: Infants: 47- Demonstrates problem-solving skills:</p> |
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| PERFORMANCE / CONTENT STANDARD | | Alaska Early Learning Guidelines – Birth to 9 Months |
| GRADE LEVEL EXPECTATION / STRAND | | Domain 3: Approaches to learning |
| GOAL | | Goal 26: Children persist when facing challenges |
| INDICATOR | | BABIES MAY |
| INDICATOR | | <p>Establish eye contact with caregiver(s).</p> <p><u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:</p> |

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| INDICATOR | | <p>Recognize caregivers and show emotion.</p> <p><u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:</p> |
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| INDICATOR | | <p>Examine a face, toy, or rattle for brief period of time.</p> <p><u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity:</p> |
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| INDICATOR | | <p>Repeat simple motions or activities (swats at mobile, consistently reaches for objects).</p> <p><u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 06- Develops fine-motor skills: Infants: 09- Demonstrates self-control: Infants: 11- Demonstrates a cooperative and flexible approach to play:</p> |
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| | | <p>Infants: 13- Engages in self-expression:</p> <p>Infants: 16- Develops relationships with peers:</p> <p>Infants: 34- Demonstrates knowledge related to physical science:</p> <p>Infants: 47- Demonstrates problem-solving skills:</p> |
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| PERFORMANCE / CONTENT STANDARD | | Alaska Early Learning Guidelines – Birth to 9 Months |
| GRADE LEVEL EXPECTATION / STRAND | | Domain 3: Approaches to learning |
| GOAL | | Goal 27: Children demonstrate initiative |
| INDICATOR | | BABIES MAY |
| INDICATOR | | <p>Engage in and actively explore new and familiar surroundings.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 07- Demonstrates initiative and self-direction:</p> <p>Infants: 08- Demonstrates interest and curiosity:</p> <p>Infants: 09- Demonstrates self-control:</p> <p>Infants: 10- Engages in a progression of individualized and imaginative play:</p> <p>Infants: 11- Demonstrates a cooperative and flexible approach to play:</p> |

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| INDICATOR | | <p>Engage familiar adults and children in interactions (smiling, approaching, not withdrawing).</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 15- Develops relationships with adults:</p> |
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| PERFORMANCE / CONTENT STANDARD | | Alaska Early Learning Guidelines – Birth to 9 Months |
| GRADE LEVEL EXPECTATION / STRAND | | Domain 3: Approaches to learning |
| GOAL | | Goal 28: Children approach daily activities with creativity and Imagination |
| INDICATOR | | BABIES MAY |
| INDICATOR | | <p>Inspect own hands and feet by mouthing.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space:</p> <p>Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information:</p> <p>Infants: 06- Develops fine-motor skills:</p> <p>Infants: 10- Engages in a progression of individualized and imaginative play:</p> <p>Infants: 29- Explores, recognizes, and describes spatial relationships between objects:</p> <p>Infants: 31- Demonstrates scientific inquiry skills:</p> |

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| INDICATOR | | <p>Mouth, shake, bang, drop, or throw objects.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space:</p> <p>Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information:</p> <p>Infants: 06- Develops fine-motor skills:</p> <p>Infants: 07- Demonstrates initiative and self-direction:</p> <p>Infants: 08- Demonstrates interest and curiosity:</p> |
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| | | <p>Infants: 09- Demonstrates self-control: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 31- Demonstrates scientific inquiry skills:</p> |
| INDICATOR | | <p>Change behaviors and responses based on other's expressions and motions.</p> <p><u>Progress Monitoring Skills</u> Infants: 16- Develops relationships with peers:</p> |
| PERFORMANCE / CONTENT STANDARD | | Alaska Early Learning Guidelines – Birth to 9 Months |
| GRADE LEVEL EXPECTATION / STRAND | | Domain 3: Approaches to learning |
| GOAL | | Goal 29: Children learn through play and exploration |
| INDICATOR | | BABIES MAY |
| INDICATOR | | <p>Track people and objects by moving his/her head as adult or object moves.</p> <p><u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 31- Demonstrates scientific inquiry skills: Infants: 45- Demonstrates awareness of cause and effect:</p> |
| INDICATOR | | <p>Behave in consistent ways to elicit desired response (kick a mobile).</p> <p><u>Progress Monitoring Skills</u> Infants: 09- Demonstrates self-control: Infants: 13- Engages in self-expression:</p> |
| INDICATOR | | <p>Play games with primary caregiver that involves repetition (peek-a-boo).</p> <p><u>Progress Monitoring Skills</u> Infants: 09- Demonstrates self-control: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 13- Engages in self-expression: Infants: 15- Develops relationships with adults: Infants: 44- Uses dramatic play to express creativity:</p> |
| INDICATOR | | <p>Experiment to see if similar objects will cause similar responses (shake a stuffed animal in the same way as a rattle to hear noise).</p> <p><u>Progress Monitoring Skills</u> Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity: Infants: 45- Demonstrates awareness of cause and effect:</p> |
| INDICATOR | | <p>Use senses to explore objects and toys.</p> <p><u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and</p> |

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| | | <p>child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 06- Develops fine-motor skills: Infants: 08- Demonstrates interest and curiosity: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 27- Explores and communicates about distance, weight, length, height, and time: Infants: 30- Explores, recognizes, and describes shapes and shape concepts: Infants: 31- Demonstrates scientific inquiry skills: Infants: 34- Demonstrates knowledge related to physical science: Infants: 47- Demonstrates problem-solving skills:</p> |
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| PERFORMANCE / CONTENT STANDARD | | Alaska Early Learning Guidelines – Birth to 9 Months |
| GRADE LEVEL EXPECTATION / STRAND | | Domain 4: Cognition and general knowledge |
| GOAL | | Goal 30: Children gain reasoning and critical thinking |
| INDICATOR | | BABIES MAY |
| INDICATOR | | <p>Bang a block (or other object) on the floor repeatedly to hear the sound it makes.</p> <p><u>Progress Monitoring Skills</u> Infants: 09- Demonstrates self-control: Infants: 13- Engages in self-expression:</p> |

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| INDICATOR | | <p>Explore objects and materials in different ways (mouthing, reaching for, or hitting, banging, and squeezing them).</p> <p><u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 06- Develops fine-motor skills: Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 27- Explores and communicates about distance, weight, length, height, and time: Infants: 30- Explores, recognizes, and describes shapes and shape concepts: Infants: 31- Demonstrates scientific inquiry skills: Infants: 34- Demonstrates knowledge related to physical science: Infants: 47- Demonstrates problem-solving skills:</p> |
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| INDICATOR | | <p>Shake different toys to see if they make a noise (stuffed animal, rattle).</p> <p><u>Progress Monitoring Skills</u> Infants: 43- Uses his/her voice, instruments, and objects to</p> |
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| | | musically express creativity: Infants: 45- Demonstrates awareness of cause and effect: |
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| PERFORMANCE / CONTENT STANDARD | | Alaska Early Learning Guidelines – Birth to 9 Months |
| GRADE LEVEL EXPECTATION / STRAND | | Domain 4: Cognition and general knowledge |
| GOAL | | Goal 31: Children find multiple solutions to questions, tasks, problems, and challenges |
| INDICATOR | | BABIES MAY |
| INDICATOR | | Reach for a toy or object that has rolled away. <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 06- Develops fine-motor skills: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 34- Demonstrates knowledge related to physical science: Infants: 47- Demonstrates problem-solving skills: |

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| INDICATOR | | Seek assistance from caregiver to solve a problem by using vocalizations, facial expressions, or gestures. <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 13- Engages in self-expression: Infants: 19- Uses nonverbal communication for a variety of purposes: Infants: 45- Demonstrates awareness of cause and effect: |
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| PERFORMANCE / CONTENT STANDARD | | Alaska Early Learning Guidelines – Birth to 9 Months |
| GRADE LEVEL EXPECTATION / STRAND | | Domain 4: Cognition and general knowledge |
| GOAL | | Goal 33: Children can distinguish between fantasy and reality |
| INDICATOR | | BABIES MAY |
| INDICATOR | | Make animal sounds. <u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 11- Demonstrates a cooperative and flexible approach to play: |

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| PERFORMANCE / CONTENT STANDARD | | Alaska Early Learning Guidelines – Birth to 9 Months |
| GRADE LEVEL EXPECTATION / STRAND | | Domain 4: Cognition and general knowledge |
| GOAL | | Goal 34: Children demonstrate knowledge of numbers and counting |
| INDICATOR | | BABIES MAY |
| INDICATOR | | Understand the concept of “more” in reference to food or play. |

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| | | <u>Progress Monitoring Skills</u> Infants: 25- Organizes, represents, and builds knowledge of quantity and number: Infants: 39- Demonstrates an awareness of economics in his/her community |
| INDICATOR | | Hold two objects, one in each hand. <u>Progress Monitoring Skills</u> Infants: 06- Develops fine-motor skills: Infants: 46- Uses prior knowledge to build new knowledge: |
| INDICATOR | | Gesture for “more” when eating. <u>Progress Monitoring Skills</u> Infants: 02- Participates in activities related to nutrition: Infants: 25- Organizes, represents, and builds knowledge of quantity and number: Infants: 39- Demonstrates an awareness of economics in his/her community |
| PERFORMANCE / CONTENT STANDARD | | Alaska Early Learning Guidelines – Birth to 9 Months |
| GRADE LEVEL EXPECTATION / STRAND | | Domain 4: Cognition and general knowledge |
| GOAL | | Goal 35: Children demonstrate knowledge of measurement: size, volume, height, weight, and length |
| INDICATOR | | BABIES MAY |
| INDICATOR | | Explore the size and shape of objects through various means (banging, mouthing, dropping, etc.). <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child’s relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 06- Develops fine-motor skills: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 27- Explores and communicates about distance, weight, length, height, and time: Infants: 31- Demonstrates scientific inquiry skills: Infants: 34- Demonstrates knowledge related to physical science: Infants: 47- Demonstrates problem-solving skills: |
| INDICATOR | | Explore volume as they wrap their fingers around an object or an adult’s finger. <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child’s relationship to objects in space: Infants: 06- Develops fine-motor skills: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 15- Develops relationships with adults: Infants: 16- Develops relationships with peers: |

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| | | Infants: 29- Explores, recognizes, and describes spatial relationships between objects: |
| INDICATOR | | Explore weight as they pull a toy toward themselves. <u>Progress Monitoring Skills</u> Infants: 27- Explores and communicates about distance, weight, length, height, and time: |
| INDICATOR | | Explore speed by moving hands or legs. <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills: |
| PERFORMANCE / CONTENT STANDARD | | Alaska Early Learning Guidelines – Birth to 9 Months |
| GRADE LEVEL EXPECTATION / STRAND | | Domain 4: Cognition and general knowledge |
| GOAL | | Goal 36: Children sort, classify, and organize objects |
| INDICATOR | | BABIES MAY |
| INDICATOR | | Classify informally as they recognize items as similar (“Things I can hold”). <u>Progress Monitoring Skills</u> Infants: 28- Sorts, orders, classifies, and creates patterns: |
| INDICATOR | | Explore the size and shape of objects (banging, mouthing, dropping, etc.). <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child’s relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 06- Develops fine-motor skills: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 27- Explores and communicates about distance, weight, length, height, and time: Infants: 31- Demonstrates scientific inquiry skills: Infants: 34- Demonstrates knowledge related to physical science: Infants: 47- Demonstrates problem-solving skills: |
| INDICATOR | | Follow daily routines or patterns, such as being fed and then going to sleep. <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits: |
| INDICATOR | | Enjoy and begin to anticipate repetition, such as playing a peek-a-boo game or hearing a familiar song each time they are diapered. <u>Progress Monitoring Skills</u> Infants: 09- Demonstrates self-control: Infants: 10- Engages in a progression of individualized and |

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| | | imaginative play: Infants: 13- Engages in self-expression: Infants: 44- Uses dramatic play to express creativity: |
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| PERFORMANCE / CONTENT STANDARD | | Alaska Early Learning Guidelines – Birth to 9 Months |
| GRADE LEVEL EXPECTATION / STRAND | | Domain 4: Cognition and general knowledge |
| GOAL | | Goal 37: Children collect information through observation and manipulation |
| INDICATOR | | BABIES MAY |
| INDICATOR | | Turn head toward sounds or voices. <u>Progress Monitoring Skills</u> Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 31- Demonstrates scientific inquiry skills: Infants: 47- Demonstrates problem-solving skills: |

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| INDICATOR | | Explore objects by holding, mouthing, dropping, etc. <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 06- Develops fine-motor skills: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 27- Explores and communicates about distance, weight, length, height, and time: Infants: 31- Demonstrates scientific inquiry skills: Infants: 34- Demonstrates knowledge related to physical science: Infants: 47- Demonstrates problem-solving skills: |
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| INDICATOR | | Observe objects in the environment briefly. <u>Progress Monitoring Skills</u> Infants: 31- Demonstrates scientific inquiry skills: Infants: 32- Demonstrates knowledge related to the dynamic properties of the earth and sky: |
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| PERFORMANCE / CONTENT STANDARD | | Alaska Early Learning Guidelines – Birth to 9 Months |
| GRADE LEVEL EXPECTATION / STRAND | | Domain 4: Cognition and general knowledge |
| GOAL | | Goal 38: Children make predictions and experiment |
| INDICATOR | | BABIES MAY |
| INDICATOR | | Investigate new phenomena (reaches out to touch rain). |

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| | | <u>Progress Monitoring Skills</u> Infants: 31- Demonstrates scientific inquiry skills: |
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| INDICATOR | | <p>Actively use one or more senses to explore the environment (touch, sight, smell, taste, hearing).</p> <p><u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 06- Develops fine-motor skills: Infants: 08- Demonstrates interest and curiosity: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 27- Explores and communicates about distance, weight, length, height, and time: Infants: 30- Explores, recognizes, and describes shapes and shape concepts: Infants: 31- Demonstrates scientific inquiry skills: Infants: 34- Demonstrates knowledge related to physical science: Infants: 45- Demonstrates awareness of cause and effect: Infants: 47- Demonstrates problem-solving skills:</p> |
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| PERFORMANCE / CONTENT STANDARD | | Alaska Early Learning Guidelines – Birth to 9 Months |
| GRADE LEVEL EXPECTATION / STRAND | | Domain 4: Cognition and general knowledge |
| GOAL | | Goal 39: Children observe and describe the natural world |
| INDICATOR | | BABIES MAY |
| INDICATOR | | <p>Observe sun and clouds.</p> <p><u>Progress Monitoring Skills</u> Infants: 31- Demonstrates scientific inquiry skills: Infants: 32- Demonstrates knowledge related to the dynamic properties of the earth and sky:</p> |

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| PERFORMANCE / CONTENT STANDARD | | Alaska Early Learning Guidelines – Birth to 9 Months |
| GRADE LEVEL EXPECTATION / STRAND | | Domain 4: Cognition and general knowledge |
| GOAL | | Goal 40: Children differentiate between events that happen in the past, present, and future |
| INDICATOR | | BABIES MAY |
| INDICATOR | | <p>Recognize the beginning and end of an event (claps at the end of a song).</p> <p><u>Progress Monitoring Skills</u> Infants: 40- Understands the passage of time and how events are related:</p> |

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| PERFORMANCE / CONTENT STANDARD | | Alaska Early Learning Guidelines – Birth to 9 Months |
| GRADE LEVEL EXPECTATION / STRAND | | Domain 4: Cognition and general knowledge |

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| GOAL | | Goal 41: Children demonstrate awareness of location and spatial relationships |
| INDICATOR | | BABIES MAY |
| INDICATOR | | <p>Explore the size and shape of objects through various means (banging, mouthing, dropping, etc.).</p> <p><u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 06- Develops fine-motor skills: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 27- Explores and communicates about distance, weight, length, height, and time: Infants: 31- Demonstrates scientific inquiry skills: Infants: 34- Demonstrates knowledge related to physical science: Infants: 47- Demonstrates problem-solving skills:</p> |

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| INDICATOR | | <p>Explore the way objects move by tracking objects with their eyes and head.</p> <p><u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 31- Demonstrates scientific inquiry skills: Infants: 45- Demonstrates awareness of cause and effect:</p> |
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| INDICATOR | | <p>Explore their spatial sense through movement, both involuntary and voluntary (being picked up, scooting, and pulling up).</p> <p><u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 29- Explores, recognizes, and describes spatial relationships between objects:</p> |
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| PERFORMANCE / CONTENT STANDARD | | Alaska Early Learning Guidelines – Birth to 9 Months |
| GRADE LEVEL EXPECTATION / STRAND | | Domain 4: Cognition and general knowledge |
| GOAL | | Goal 42: Children demonstrate knowledge of the relationship among people, places and geography |
| INDICATOR | | BABIES MAY |
| INDICATOR | | <p>Show caution around strangers or new events.</p> <p><u>Progress Monitoring Skills</u> Infants: 13- Engages in self-expression: Infants: 15- Develops relationships with adults:</p> |

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| PERFORMANCE / CONTENT STANDARD | | Alaska Early Learning Guidelines – Birth to 9 Months |
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| GRADE LEVEL EXPECTATION / STRAND | | Domain 4: Cognition and general knowledge |
| GOAL | | Goal 44: Children demonstrate awareness of the relationship between humans and the environment |
| INDICATOR | | BABIES MAY |
| INDICATOR | | Respond to familiar people and objects in a way that is different from the way they respond to unfamiliar people or objects. <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults: |

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| PERFORMANCE / CONTENT STANDARD | | Alaska Early Learning Guidelines – Birth to 9 Months |
| GRADE LEVEL EXPECTATION / STRAND | | Domain 4: Cognition and general knowledge |
| GOAL | | Goal 45: Children use technology appropriately |
| INDICATOR | | BABIES MAY |
| INDICATOR | | Use their bodies as “tools” (reaching out and grasping to get a rattle). <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child’s relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 06- Develops fine-motor skills: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 34- Demonstrates knowledge related to physical science: Infants: 47- Demonstrates problem-solving skills: |

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| INDICATOR | | Show interest in technology (turns toward a ringing telephone or speakers where music is playing). <u>Progress Monitoring Skills</u> Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 31- Demonstrates scientific inquiry skills: |
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| PERFORMANCE / CONTENT STANDARD | | Alaska Early Learning Guidelines – Birth to 9 Months |
| GRADE LEVEL EXPECTATION / STRAND | | Domain 4: Cognition and general knowledge |
| GOAL | | Goal 46: Children use creative arts to express and represent what they know, think, believe, or feel |
| INDICATOR | | BABIES MAY |
| INDICATOR | | Attend to bright and/or contrasting colors. <u>Progress Monitoring Skills</u> Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: |

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| INDICATOR | | Imitate by babbling during or after an adult sings or chants. <u>Progress Monitoring Skills</u> Infants: 13- Engages in self-expression: Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: |
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| | | <p>Infants: 19- Uses nonverbal communication for a variety of purposes:</p> <p>Infants: 20- Uses increasingly complex spoken language:</p> <p>Infants: 45- Demonstrates awareness of cause and effect:</p> <p>Infants: 46- Uses prior knowledge to build new knowledge:</p> |
| INDICATOR | | <p>Move bodies with some intent and control.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 41- Participates in dance to express creativity:</p> |
| INDICATOR | | <p>Show curiosity and explore sensory materials; enjoy feeling various pleasing sensations and textures.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space:</p> <p>Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information:</p> <p>Infants: 06- Develops fine-motor skills:</p> <p>Infants: 08- Demonstrates interest and curiosity:</p> <p>Infants: 11- Demonstrates a cooperative and flexible approach to play:</p> <p>Infants: 16- Develops relationships with peers:</p> <p>Infants: 27- Explores and communicates about distance, weight, length, height, and time:</p> <p>Infants: 30- Explores, recognizes, and describes shapes and shape concepts:</p> <p>Infants: 31- Demonstrates scientific inquiry skills:</p> <p>Infants: 34- Demonstrates knowledge related to physical science:</p> <p>Infants: 47- Demonstrates problem-solving skills:</p> |
| INDICATOR | | <p>Use objects as tools to make sounds, (banging blocks together with adult help).</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information:</p> <p>Infants: 31- Demonstrates scientific inquiry skills:</p> |
| PERFORMANCE / CONTENT STANDARD | | Alaska Early Learning Guidelines – Birth to 9 Months |
| GRADE LEVEL EXPECTATION / STRAND | | Domain 4: Cognition and general knowledge |
| GOAL | | Goal 47: Children demonstrate understanding and appreciation of creative arts |
| INDICATOR | | BABIES MAY |
| INDICATOR | | <p>Respond to music by listening and moving their heads, arms, and legs.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 41- Participates in dance to express creativity:</p> |
| INDICATOR | | <p>Make eye contact with singers.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity:</p> |

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| INDICATOR | | <p>Gaze at pictures, photographs, and mirror images.</p> <p><u>Progress Monitoring Skills</u> Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression:</p> |
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| PERFORMANCE / CONTENT STANDARD | | Alaska Early Learning Guidelines – Birth to 9 Months |
| GRADE LEVEL EXPECTATION / STRAND | | Domain 5: Communication, language, and literacy |
| GOAL | | Goal 48: Children demonstrate understanding of social communication |
| INDICATOR | | BABIES MAY |
| INDICATOR | | <p>Study caregiver's face.</p> <p><u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:</p> |

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| INDICATOR | | <p>Show preference for familiar human voices to other sounds (animal sounds).</p> <p><u>Progress Monitoring Skills</u> Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 31- Demonstrates scientific inquiry skills:</p> |
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| INDICATOR | | <p>Vocalize or gesture in response to another person's voice or gesture.</p> <p><u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 13- Engages in self-expression: Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Infants: 19- Uses nonverbal communication for a variety of purposes: Infants: 45- Demonstrates awareness of cause and effect:</p> |
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| INDICATOR | | <p>Quiet/calm body movement at the sound of a recognized caregiver's voice.</p> <p><u>Progress Monitoring Skills</u> Infants: 14- Demonstrates self-control:</p> |
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| INDICATOR | | <p>Shift listening attention to a variety of sounds (caregiver's singing/words/making environmental sounds to attract baby).</p> <p><u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 08- Demonstrates interest and curiosity: Infants: 27- Explores and communicates about distance, weight,</p> |
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| | | length, height, and time: Infants: 30- Explores, recognizes, and describes shapes and shape concepts: Infants: 31- Demonstrates scientific inquiry skills: |
| INDICATOR | | Use eyes and move head to look for caregiver's voice. <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults: |
| INDICATOR | | Begin to anticipate caregiver's actions in routine game (shows excitement when hearing "peek a boo"). <u>Progress Monitoring Skills</u> Infants: 13- Engages in self-expression: Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: Infants: 19- Uses nonverbal communication for a variety of purposes: |
| INDICATOR | | Start to respond to their name when called by looking and smiling at caregiver. <u>Progress Monitoring Skills</u> Infants: 20- Uses increasingly complex spoken language: |
| INDICATOR | | Make sounds/facial expressions/gestures to communicate feelings such as giggles, laughs, squeals, screech to show excitement, joy, discomfort. <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 13- Engages in self-expression: Infants: 15- Develops relationships with adults: Infants: 19- Uses nonverbal communication for a variety of purposes: Infants: 45- Demonstrates awareness of cause and effect: |
| INDICATOR | | Change volume and pitch to convey meaning. <u>Progress Monitoring Skills</u> Infants: 19- Uses nonverbal communication for a variety of purposes: Infants: 20- Uses increasingly complex spoken language: Infants: 44- Uses dramatic play to express creativity: |
| INDICATOR | | Play with speech sounds in crib or during quiet time. <u>Progress Monitoring Skills</u> Infants: 13- Engages in self-expression: Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Infants: 19- Uses nonverbal communication for a variety of purposes: Infants: 20- Uses increasingly complex spoken language: Infants: 45- Demonstrates awareness of cause and effect: |

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| INDICATOR | | <p>Imitate words and/or beginning sign (simple greetings, sign for more) and gestures. Start to wave “bye” with support.</p> <p><u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child’s relationship to objects in space: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 13- Engages in self-expression: Infants: 19- Uses nonverbal communication for a variety of purposes: Infants: 45- Demonstrates awareness of cause and effect:</p> |
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| PERFORMANCE / CONTENT STANDARD | | Alaska Early Learning Guidelines – Birth to 9 Months |
| GRADE LEVEL EXPECTATION / STRAND | | Domain 5: Communication, language, and literacy |
| GOAL | | Goal 49: Children listen and understand communication (receptive language) |
| INDICATOR | | BABIES MAY |
| INDICATOR | | <p>Alert to sounds and older infant will turn to locate source of a sound.</p> <p><u>Progress Monitoring Skills</u> Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 31- Demonstrates scientific inquiry skills:</p> |

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| INDICATOR | | <p>Turn to look toward caregiver calling their name.</p> <p><u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 47- Demonstrates problem-solving skills:</p> |
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| INDICATOR | | <p>Recognize songs by smiling, singing or joining in finger play or body movements.</p> <p><u>Progress Monitoring Skills</u> Infants: 22- Develops early phonological awareness (awareness of units of sound): Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity: Infants: 44- Uses dramatic play to express creativity:</p> |
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| INDICATOR | | <p>Follow early directions, such as “Give me the block” (caregiver may extend hand).</p> <p><u>Progress Monitoring Skills</u> Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books:</p> |
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| INDICATOR | | <p>Respond to voices by quieting or calming</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 14- Demonstrates self-control:</p> |
| INDICATOR | | <p>Respond differently to familiar and unfamiliar voices</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 15- Develops relationships with adults:</p> |
| INDICATOR | | <p>Look for sound source (hears a dog bark and looks for dog).</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information:</p> <p>Infants: 31- Demonstrates scientific inquiry skills:</p> |
| INDICATOR | | <p>Start to respond differently to firm voice vs. playful voice.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension:</p> <p>Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books:</p> |
| INDICATOR | | <p>Turn to look at familiar object when it is named.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space:</p> <p>Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information:</p> <p>Infants: 31- Demonstrates scientific inquiry skills:</p> <p>Infants: 40- Understands the passage of time and how events are related:</p> <p>Infants: 45- Demonstrates awareness of cause and effect:</p> |
| INDICATOR | | <p>Imitate adult actions that go along with simple songs, rhymes and traditional songs ("Row, row, row your boat").</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 10- Engages in a progression of individualized and imaginative play:</p> <p>Infants: 11- Demonstrates a cooperative and flexible approach to play:</p> <p>Infants: 22- Develops early phonological awareness (awareness of units of sound):</p> <p>Infants: 25- Organizes, represents, and builds knowledge of quantity and number:</p> <p>Infants: 26- Manipulates, compares, and describes relationships using quantity and number:</p> <p>Infants: 36- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity:</p> <p>Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity:</p> |
| INDICATOR | | <p>Follow single-step directions ("Please bring me the ball.").</p> <p><u>Progress Monitoring Skills</u></p> |

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| | | <p>Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension:</p> <p>Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books:</p> |
| PERFORMANCE / CONTENT STANDARD | | Alaska Early Learning Guidelines – Birth to 9 Months |
| GRADE LEVEL EXPECTATION / STRAND | | Domain 5: Communication, language, and literacy |
| GOAL | | Goal 50: Children communicate their thoughts, feelings and ideas with others (expressive language) |
| INDICATOR | | BABIES MAY |
| INDICATOR | | <p>Join in singing songs using rhythm of actual words.</p> <p><u>Progress Monitoring Skills</u> Infants: 22- Develops early phonological awareness (awareness of units of sound): Infants: 25- Organizes, represents, and builds knowledge of quantity and number: Infants: 26- Manipulates, compares, and describes relationships using quantity and number: Infants: 36- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity:</p> |
| INDICATOR | | <p>Play with speech sounds in crib or during quiet time.</p> <p><u>Progress Monitoring Skills</u> Infants: 13- Engages in self-expression: Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Infants: 19- Uses nonverbal communication for a variety of purposes: Infants: 20- Uses increasingly complex spoken language: Infants: 45- Demonstrates awareness of cause and effect:</p> |
| INDICATOR | | <p>Make facial expressions, gestures and changes tones.</p> <p><u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 13- Engages in self-expression: Infants: 19- Uses nonverbal communication for a variety of purposes: Infants: 20- Uses increasingly complex spoken language: Infants: 44- Uses dramatic play to express creativity: Infants: 45- Demonstrates awareness of cause and effect:</p> |
| INDICATOR | | <p>Babble using two-lip sounds such as: "p," "b," and, "m" followed by a vowel sound ("Ba ba ba da da da...").</p> <p><u>Progress Monitoring Skills</u> Infants: 13- Engages in self-expression: Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Infants: 19- Uses nonverbal communication for a variety of purposes:</p> |

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| | | <p>Infants: 20- Uses increasingly complex spoken language:</p> <p>Infants: 45- Demonstrates awareness of cause and effect:</p> |
| INDICATOR | | <p>Begin to combine sounds together consistently to indicate a few specific objects or people (e.g. “baba” for bottle).</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 02- Participates in activities related to nutrition:</p> |
| INDICATOR | | <p>Combine vocalizations and gestures (“uh” and pat mother’s chest to request nursing).</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 03- Demonstrates an awareness of the body in space and child’s relationship to objects in space:</p> <p>Infants: 10- Engages in a progression of individualized and imaginative play:</p> <p>Infants: 13- Engages in self-expression:</p> <p>Infants: 19- Uses nonverbal communication for a variety of purposes:</p> <p>Infants: 45- Demonstrates awareness of cause and effect:</p> |
| INDICATOR | | <p>Enjoy playing back-and-forth games with caregiver using sounds.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 10- Engages in a progression of individualized and imaginative play:</p> <p>Infants: 27- Explores and communicates about distance, weight, length, height, and time:</p> <p>Infants: 41- Participates in dance to express creativity:</p> <p>Infants: 47- Demonstrates problem-solving skills:</p> |
| PERFORMANCE / CONTENT STANDARD | | Alaska Early Learning Guidelines – Birth to 9 Months |
| GRADE LEVEL EXPECTATION / STRAND | | Domain 5: Communication, language, and literacy |
| GOAL | | Goal 51: Children demonstrate appreciation and enjoyment of reading |
| INDICATOR | | BABIES MAY |
| INDICATOR | | <p>Imitate sounds when looking at words in a book.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 21- Acquires meaning from a variety of materials read to him/her:</p> <p>Infants: 22- Develops early phonological awareness (awareness of units of sound):</p> <p>Infants: 23- Demonstrates awareness of print concepts :</p> |
| INDICATOR | | <p>Pay attention to and/or pat pictures in book with help of caregiver.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 23- Demonstrates awareness of print concepts :</p> |
| INDICATOR | | <p>Explore physical features of books by touching, flipping through board book pages, patting or putting in the mouth, (chews on cloth books).</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 23- Demonstrates awareness of print concepts :</p> |

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| INDICATOR | | <p>Identify familiar people and objects in photographs (pats picture when asked “Where is Grandma?”).</p> <p><u>Progress Monitoring Skills</u> Infants: 12- Develops self-awareness: Infants: 35- Demonstrates an awareness of and the need to protect his/her environment:</p> |
| INDICATOR | | <p>Enjoy books about daily routines (eating, toileting).</p> <p><u>Progress Monitoring Skills</u> Infants: 21- Acquires meaning from a variety of materials read to him/her: Infants: 22- Develops early phonological awareness (awareness of units of sound): Infants: 23- Demonstrates awareness of print concepts : Infants: 44- Uses dramatic play to express creativity:</p> |
| INDICATOR | | <p>Hand or offer book to an adult to read.</p> <p><u>Progress Monitoring Skills</u> Infants: 21- Acquires meaning from a variety of materials read to him/her: Infants: 22- Develops early phonological awareness (awareness of units of sound):</p> |
| INDICATOR | | <p>Focus attention for short periods of time when looking at books.</p> <p><u>Progress Monitoring Skills</u> Infants: 21- Acquires meaning from a variety of materials read to him/her: Infants: 22- Develops early phonological awareness (awareness of units of sound): Infants: 23- Demonstrates awareness of print concepts :</p> |
| INDICATOR | | <p>Show pleasure when read to (smiles, vocalizes).</p> <p><u>Progress Monitoring Skills</u> Infants: 21- Acquires meaning from a variety of materials read to him/her: Infants: 22- Develops early phonological awareness (awareness of units of sound):</p> |
| PERFORMANCE / CONTENT STANDARD | | Alaska Early Learning Guidelines – Birth to 9 Months |
| GRADE LEVEL EXPECTATION / STRAND | | Domain 5: Communication, language, and literacy |
| GOAL | | Goal 52: Children use writing for a variety of purposes |
| INDICATOR | | BABIES MAY |
| INDICATOR | | <p>Enjoy exploring a variety of sensations and materials with their hands (for example, using a finger to make a mark in soft food item or smearing food on tray).</p> <p><u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child’s relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information:</p> |

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| | | <p>Infants: 06- Develops fine-motor skills: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 34- Demonstrates knowledge related to physical science: Infants: 47- Demonstrates problem-solving skills:</p> |
| INDICATOR | | <p>Develop a grasp to pick up and drop toys, start to transfer toys and objects from one hand to other (early developmental precursors to grasping writing tools).</p> <p><u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 06- Develops fine-motor skills: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 29- Explores, recognizes, and describes spatial relationships between objects: Infants: 46- Uses prior knowledge to build new knowledge:</p> |
| INDICATOR | | <p>Experiment with grasp when using different writing tools (crayon, paint brush, marker).</p> <p><u>Progress Monitoring Skills</u> Infants: 24- Uses writing for variety of purposes Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression:</p> |
| INDICATOR | | <p>Focus on marks on paper.</p> <p><u>Progress Monitoring Skills</u> Infants: 24- Uses writing for variety of purposes</p> |
| INDICATOR | | <p>Scribble on paper spontaneously.</p> <p><u>Progress Monitoring Skills</u> Infants: 24- Uses writing for variety of purposes</p> |