



Alabama's Standards *for* Early Learning and Development

CROSSWALK

Alabama Standards for Early Learning and Development (ASELD) and
Head Start Early Learning Outcomes Framework, Ages Birth to Five



ALABAMA DEPARTMENT OF
Early Childhood
Education

In partnership with



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HEAD START Approaches to Learning	ALABAMA STANDARDS FOR EARLY LEARNING AND DEVELOPMENT Approaches to Play and Learning (APL): Developing Skills and Attitudes for Success
Goal P-ATL 1. Child manages emotions with increasing independence	SED2a: Children will identify, manage, and express their feelings.
Goal P-ATL 2. Child follows classroom rules and routines with increasing independence.	SST1b: Children will develop a sense of belonging to a group and follow its rules.
Goal P-ATL 3. Child appropriately handles and takes care of classroom materials	SST1b: Children will develop a sense of belonging to a group and follow its rules.
Goal P-ATL 4. Child manages actions, words, and behavior with increasing independence.	SED1b: Children will develop confidence in their own abilities with support of others.
Goal P-ATL 5. Child demonstrates an increasing ability to control impulses.	SED2b: Children will begin to self-regulate.
Goal P-ATL 6. Child maintains focus and sustains attention with minimal adult support.	APL2a: Children will develop the ability to focus their attention and concentrate to complete tasks.
Goal P-ATL 7. Child persists in tasks.	APL2a: Children will develop the ability to focus their attention and concentrate to complete tasks.
Goal P-ATL 9. Child demonstrates flexibility in thinking and behavior.	APL3b: Children will demonstrate a willingness to take risks and try new things.
Goal P-ATL 10. Child demonstrates initiative and independence.	APL3a: Children will show eagerness, imagination, and creativity as they try new tasks.
Goal P-ATL 11. Child shows interest in and curiosity about the world around them.	APL3a: Children will show eagerness, imagination, and creativity as they try new tasks.
Goal P-ATL 12. Child expresses creativity in thinking and communication.	<p>APL3a: Children will show eagerness, imagination, and creativity as they try new tasks.</p> <p>CRA1: Children will demonstrate an increasing understanding and enjoyment of the use of visual arts as a form of self-expression.</p> <p>CRA2: Children will demonstrate an increasing understanding and appreciation of music as a form of self-expression.</p> <p>CRA3: Children will demonstrate growing interest and control in using rhythmic movements for self-expression.</p> <p>CRA4: Children will demonstrate an increasing appreciation for the use of drama for self-expression.</p>
Goal P-ATL 13. Child uses imagination in play and interactions with others.	APL1a: Children will use their imaginations to learn about the world around them.



HEAD START Social and Emotional Development	ALABAMA STANDARDS FOR EARLY LEARNING AND DEVELOPMENT Social Emotional Development (SED): Myself, My Feelings, and My Relationships
Goal P-SE 1. Child engages in and maintains positive relationships and interactions with adults.	SED3a: Children form relationships and interact positively with adults who consistently respond to their needs.
Goal P-SE 2. Child engages in prosocial and cooperative behavior with adults.	SED3a: Children form relationships and interact positively with adults who consistently respond to their needs.
Goal P-SE 3. Child engages in and maintains positive interactions and relationships with other children.	SED3b: Children develop ways to interact and build relationships with peers.
Goal P-SE 4. Child engages in cooperative play with other children.	APL1b: Children will learn to work and play together to achieve a common goal.
Goal P-SE 5. Child uses basic problem-solving skills to resolve conflicts with other children.	SED2b: Children will begin to self regulate.
Goal P-SE 6. Child expresses a broad range of emotions and recognizes these emotions in self and others.	SED2a: Children identify, manage, and express their feelings.
Goal P-SE 7. Child expresses care and concern toward others.	SED2a: Children identify, manage, and express their feelings.
Goal P-SE 8. Child manages emotions with increasing independence.	SED2a: Children will identify, manage express their feelings.
Goal P-SE 9. Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.	SED1a: Children will demonstrate an emerging personal identity through awareness of own personal characteristics and abilities.
Goal P-SE 10. Child expresses confidence in own skills and positive feelings about self.	SED1b: Children develop confidence in their own abilities.
Goal P-SE 11. Child has sense of belonging to family, community, and other groups.	<p>SST1a: Children will develop a sense of belonging to a family group, articulate family members' roles, and identify how families are alike and different.</p> <p>SST1b: Children build a sense of belonging to a group and follow its rules.</p>



HEAD START Language and Communication; Literacy	ALABAMA STANDARDS FOR EARLY LEARNING AND DEVELOPMENT Language and Literacy (LLT): Understanding and expressing by listening, speaking, reading and writing
Goal P-LC 1. Child attends to communication and language from others.	LLT1a: Children will gain information by understanding the meaning of words and gestures.
Goal P-LC 2. Child understands and responds to increasingly complex communication and language from others.	LLT1a: Children will gain information by understanding the meaning of words and gestures.
Goal P-LC 3. Child varies the amount of information provided to meet the demands of the situation.	LLT1c: Children will use, adapt and follow the rules of language.
Goal P-LC 4. Child understands, follows, and uses appropriate social and conversational rules.	LLT1c: Children will use, adapt and follow the rules of language.
Goal P-LC 5. Child expresses self in increasingly long, detailed, and sophisticated ways.	LLT1b: Children will use words and gestures to express their thoughts, feelings and needs to others.
Goal P-LC 6. Child understands and uses a wide variety of words for a variety of purposes.	LLT1b: Children will use words and gestures to express their thoughts, feelings and needs to others.
Goal P-LC 7. Child shows understanding of word categories and relationships among words.	LLT1b: Children will use words and gestures to express their thoughts, feelings and needs to others.
Goal P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound.	LLT2b: Children will begin to recognize and word with sounds in spoken language.
Goal P-LIT 2. Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).	LLT2d: Children will construct meaning and appreciation of print.
Goal P-LIT 3. Child identifies letters of the alphabet and produces correct sounds associated with letters.	LLT2c: Children begin to recognize that letters and letter sounds represent the sounds of spoken language.
Goal P-LIT 4. Child demonstrates an understanding of narrative structure through storytelling/ re-telling.	LLT2a: Children will demonstrate understanding of both the written and spoken word.
Goal P-LIT 5. Child asks and answers questions about a book that was read aloud.	LLT2a: Children will demonstrate understanding of both the written and spoken word.
Goal P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks.	LLT3: Children demonstrate beginning understanding of writing as a way to communicate and that their marks on paper convey a message.



HEAD START Mathematics Development	ALABAMA STANDARDS FOR EARLY LEARNING AND DEVELOPMENT Mathematical Thinking (MAT): Exploring, Processing and Logical Reasoning
Goal P-MATH 1. Child knows number names and the count sequence.	MAT1b: Children will connect number names to quantities.
Goal P-MATH 2. Child recognizes the number of objects in a small set.	MAT1a: Children will understand the concept of numbers, and the relationships between numbers and quantities.
Goal P-MATH 3. Child understands the relationship between numbers and quantities.	MAT1a: Children will understand the concept of numbers, and the relationships between numbers and quantities.
Goal P-MATH 4. Child compares numbers.	MAT1a: Children will understand the concept of numbers, and the relationships between numbers and quantities.
Goal P-MATH 5. Child associates a quantity with written numerals up to 5 and begins to write numbers.	MAT1a: Children will understand the concept of numbers, and the relationships between numbers and quantities.
Goal P-MATH 6. Child understands addition as adding to and understands subtraction as taking away.	MAT2a: Children will develop understanding of putting together or adding to and taking apart and taking from.
Goal P-MATH 7. Child understands simple patterns.	MAT2c: Children will recognize simple patterns in daily life and play experiences.
Goal P-MATH 8. Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons.	MAT4: Children will explore and communicate about distance, weight, length, height, and time. MAT2b: Children will classify and organize objects according to their properties and attributes.
Goal P-MATH 9. Child identifies, describes, compares, and composes shapes.	MAT3b: Children will explore, visualize, and analyze shapes and shape attributes.
Goal P-MATH 10. Child explores the positions of objects in space.	MAT3a: Children will explore and describe the spatial relationships between objects, the environment and themselves.



HEAD START Scientific Reasoning	ALABAMA STANDARDS FOR EARLY LEARNING AND DEVELOPMENT Science Exploration and Knowledge (SCI): Exploring the World Around Me
Goal P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms, and events).	<p>SEK1a: Children will differentiate between living and non-living things and their characteristics.</p> <p>SEK1b: Children will demonstrate emerging understanding of matter and energy.</p> <p>SEK1c: Children will demonstrate emerging understanding of the earth and atmosphere.</p>
Goal P-SCI 2. Child engages in scientific talk.	SEK1e: Children will gain knowledge through exploration and discovery.
Goal P-SCI 3. Child compares and categorizes observable phenomena.	SEK1d: Children will gain knowledge through exploration and discovery.
Goal P-SCI 4. Child asks a question, gathers information, and makes predictions.	SEK1d: Children will gain knowledge through exploration and discovery.
Goal P-SCI 5. Child plans and conducts investigations and experiments.	SEK1d: Children will gain knowledge through exploration and discovery.
Goal P-SCI 6. Child analyzes results, draws conclusions, and communicates results.	<p>SEK3: Children will use logical thinking and reasoning to solve meaningful problems and inform decisions.</p> <p>MAT4b: Child uses logical thinking and reasoning to solve meaningful problems and inform.</p>



HEAD START Perceptual, Motor, and Physical Development	ALABAMA STANDARDS FOR EARLY LEARNING AND DEVELOPMENT (PDH): Growing Strong, Healthy and Resilient
Goal P-PMP 1. Child demonstrates control, strength, and coordination of large muscles.	PDH1a: Children will demonstrate increasing body awareness and control, strength and coordination of large muscles.
Goal P-PMP 2. Child uses perceptual information to guide motions and interactions with objects and other people.	PDH1a: Children will demonstrate increasing body awareness and control, strength and coordination of large muscles.
Goal P-PMP 3. Child demonstrates increasing control, strength, and coordination of small muscles.	PDH b: Children will demonstrate increasing control and coordination of small muscles.
Goal P-PMP 4. Child demonstrates personal hygiene and self-care skills.	PDH2a: Children will demonstrate increasing independence in performing in self-care tasks.
Goal P-PMP 5. Child develops knowledge and skills that help promote nutritious food choices and eating habits.	PDH2a: Children will demonstrate increasing independence in performing in self-care tasks.
Goal P-PMP 6. Child demonstrates knowledge of personal safety practices and routines.	PDH2b: Children will demonstrate increasing awareness of safe habits, safety rules and personal safety.