

## **Alignment of the 2013 Hawaii Early Learning and Development Standards (HELDS) With HighScope's 2014 Child Observation Record — COR Advantage 1.5**

The following chart shows how items from the 2013 **Hawaii Early Learning and Development Standards (HELDS)** correspond to items from HighScope's 2014 **Child Observation Record — COR Advantage 1.5**. COR Advantage 1.5 is an observation-based assessment instrument for children from birth through kindergarten. It is designed to measure children's progress in all early childhood programs (including, but not limited to those using the HighScope curriculum). It is divided into 8 major categories that are critical for school success: Approaches to Learning (Items A–C); Social and Emotional Development (Items D–H); Physical Development and Health (Items I–K); Language, Literacy, and Communication (Items L–R); Mathematics (Items S–W); Creative Arts (Items X–AA); Science and Technology (Items BB–EE); and Social Studies (Items FF–HH). There is also a category for English Language Learning, if appropriate for the child (Items II–JJ). Each category contains between 3 and 7 items, and each item has 8 developmental levels, ranging from 0 (the simplest) to 7 (the most complex). Teaching staff collect anecdotes for completing the COR during the normal daily routine, so the assessment process is seamlessly integrated with early childhood teaching and planning. The results provide detailed reports that analyze progress and are designed for various audiences, from families to government monitors.



Hawaii HELDS

COR Advantage Items

| <b>Domain 1: Physical Well-Being, Health, and Motor Development</b> |  |                       |
|---|--|-----------------------|
| <b>Birth through 12 months</b>                                      | <b>Strand: Motor Development</b>   |                       |
|   | <b>Gross Motor Skills</b>  |                       |
|   | Experiment with different way of moving (e.g. rolls over; crawls, begins to use arms and legs purposefully, etc.) (PHM.12.a)   | I. Gross-motor skills |
|   | Reach for objects (PHM/GK.12.e)  | I. Gross-motor skills |
| <b>12 through 24 months</b>   | Experiment with different ways of moving (e.g. walks across room; marches; walks backwards; etc.) (PHM/GK.24.a)  | I. Gross-motor skills |
| <b>24 through 36 months</b>   | Continue to experiment with different ways of moving (e.g. walks across room; marches; walks backwards; etc.) (PHM/GK.36.a)  | I. Gross-motor skills |
| <b>36 through 48 months</b>   | Move purposefully from place to place with control (e.g. avoids bumping into things when running; walks up and down stairs alternating feet; gallops; etc.) (PHM.48.a) | I. Gross-motor skills |
|   | Throw/Kick ball with flexible body movements (PHM.48.b)  | I. Gross-motor skills |
| <b>48 months through KE</b>   | Coordinate complex movements in play and games (e.g. runs quickly, changes direction, stops, starts again, skips) (PHM.KE.a)   | I. Gross-motor skills |
|   | Throw/Kick/Catch ball with a full range of motion and control (PHM.KE.b)   | I. Gross-motor skills |
| <b>End of Kindergarten</b>  | Use basic loco motor skills in initial (immature) form alone, with a partner, and in small groups (PE.K-2.1.1)   | I. Gross-motor skills |
|   | Use basic non-loco motor skills in initial (immature) form alone, with a partner, and in small groups (PE.K-2.1.2)   | I. Gross-motor skills |

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| Birth through 12 months | <b>Fine Motor Skills</b><br>Reach for and hold objects purposefully (PHM.12.d)   | J. Fine-motor skills                             |
|-------------------------|--|--|
| 12 through 24 months    | Hold an object in one hand and manipulate with the other hand (PHM.24.c)<br><br>Grasp objects and pick up objects with thumb and forefingers   | J. Fine-motor skills<br><br>J. Fine-motor skills |
| 24 through 36 months    | Refine grasp to manipulate tools and objects (PHM.36.d)  | J. Fine-motor skills                             |
| 36 through 48 months    | Refine wrist and finger movements for more control (e.g. pours without spilling; buttons, zips, buckles; turns knobs; etc.) (PHM.48.d)<br><br>Hold writing/drawing tools with a three-point finger grip (PHM.48.f)             | J. Fine-motor skills<br><br>J. Fine-motor skills |
| 48 months through KE    | Use small, precise finger and hand movements (e.g. string small beads; cuts small pictures; uses small Legos) (PHM.KE.d)<br><br>Has more control while holding writing/drawing tools with a three-point finger grip (PHM.KE.e) | J. Fine-motor skills<br><br>J. Fine-motor skills |
| End of Kindergarten     | Use basic manipulative skills in initial (immature) form alone, with a pattern, and in small groups (PE.K-2.1.3)   | J. Fine-motor skills                             |

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COR Advantage Items

|                                       | <p><b>Strand: Health and Personal Care</b><br/> <b>Daily Living Skills</b><br/>                     Show preference for specific adults (PHM/SE.12.f)</p>  |  |
|---------------------------------------|--|--|
| <p><b>Birth through 12 months</b></p> |  | <p>E. Building relationships with adults</p>   |
| <p><b>12 through 24 months</b></p>    | <p>Seek out familiar adult when facing a challenging situation (PHM/SE.24.f)</p> <p>Change focus and listen when adult is speaking to them (PHM/SE.24.g)</p> <p>Attempt or complete basic hygiene practices with adult support (PHM.24.i)</p> <p>Attempt or complete basic hygiene practices with adult support (PHM.24.i)</p> <p>Attempt or complete basic hygiene practices with adult support (PHM.24.i)</p> <p>Attempt or complete basic hygiene practices with adult support (PHM.24.i)</p> | <p>E. Building relationships with adults</p> <p>M. Listening and comprehension</p> <p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p> |
| <p><b>24 through 36 months</b></p>    | <p>Initiate interactions with familiar and unfamiliar adults (PHM/SE.36.f)</p> <p>Attempt hygiene routines independently (PHM.36.h)</p> <p>Attempt hygiene routines independently (PHM.36.h)</p> <p>Attempt hygiene routines independently (PHM.36.h)</p> <p>Attempt hygiene routines independently (PHM.36.h)</p>   | <p>E. Building relationships with adults</p> <p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p>                                       |
| <p><b>36 through 48 months</b></p>    | <p>Attend to personal health needs and ask for assistance when needed (PHM.48.i)</p> <p>Identify personal hygiene needs (e.g. "I need to go potty") (PHM.48.k)</p> <p>Attend to personal health needs and ask for assistance when needed (PHM.48.i)</p> <p>With adult assistance, wash hands when needed and cover mouth when coughing or sneezing (PHM.48.l)</p>  | <p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p>  |

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### COR Advantage Items

|                             |   |   |
|-----------------------------|---|---|
| <b>48 months through KE</b> | Manage routines, i.e. dressing self, using toilet alone, using utensils (PHM.KE.k)          | K. Personal care and healthy behavior                               |
|                             | Identify and attend to personal hygiene needs (PHM.KE.l)                                    | K. Personal care and healthy behavior                               |
|                             | Identify and attend to personal hygiene needs (PHM.KE.l)                                    | K. Personal care and healthy behavior                               |
|                             | With reminders, washes hands before eating, after toileting, after using tissues (PHM.KE.m) | K. Personal care and healthy behavior                               |
| <b>End of Kindergarten</b>  | Describe the benefits associated with personal cleanliness (HE.K-2.1.7)                     | K. Personal care and healthy behavior                               |
|                             | Describe how individuals can promote and protect their own health (HE.K-2.1.5)              | K. Personal care and healthy behavior                               |
|                             | Describe ways to help others promote and protect their own health (HE.K-2.7.1)              | K. Personal care and healthy behavior                               |
|                             | Name a personal health goal and describe a plan to achieve it (HE.K-2.6.2)                  | A. Initiative and planning<br>K. Personal care and healthy behavior |

|                                |   |                                       |
|--------------------------------|---|---------------------------------------|
| <b>Birth through 12 months</b> | <b>Nutrition</b><br>EMERGING  |                                       |
| <b>12 through 24 months</b>    | EMERGING  |                                       |
| <b>24 through 36 months</b>    | Select from healthy food choices (PHM.36.i)                                     | K. Personal care and healthy behavior |
| <b>36 through 48 months</b>    | Identify healthy food choices (PHM.48.m)  | K. Personal care and healthy behavior |
| <b>48 months through KE</b>    | Can explain that some foods help their bodies to grow and be healthy (PHM.KE.n) | K. Personal care and healthy behavior |
| <b>End of Kindergarten</b>     | Describe the benefits associated with a healthy diet (HE.K-2.1.3)               | K. Personal care and healthy behavior |

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COR Advantage Items

| <i>Domain 2: Social and Emotional Development</i> |   |   |
|---|---|---|
| <b>Birth through 12 months</b>                    | <b>Strand: Social Development</b><br><b>Interactions with Adults</b><br>Show preference for specific adults (PHM/SE.12.f)                             | E. Building relationships with adults                                       |
| <b>12 through 24 months</b>                       | Seek out familiar adult when facing a challenging situation (PHM/SE.24.f)<br><br>Change focus and listen when adult is speaking to them (PHM/SE.24.g) | E. Building relationships with adults<br><br>M. Listening and comprehension |
| <b>24 through 36 months</b>                       | Initiate interactions with familiar and unfamiliar adults (PHM/SE.36.f)   | E. Building relationships with adults                                       |
| <b>36 through 48 months</b>                       | Does not align  |   |
| <b>48 months through KE</b>                       | Sometimes use appropriate social conventions in greetings, in introductions, and in conversations (SE.KE.a)   | L. Speaking   |
| <b>End of Kindergarten</b>                        | Does not align  |   |

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|                                       |   |  |
|---------------------------------------|---|--|
| <p><b>Birth through 12 months</b></p> | <p><b>Interactions with Peers</b><br/>                 Smile at another infant or at self in mirror (SE.12.e)<br/><br/>                 Repeat actions many times to cause a desired effect (SE.12.a)<br/><br/>                 React when someone is crying or upset (SE.12.b)</p>   | <p>F. Building relationships with other children<br/><br/>                 CC. Experimenting, predicting, and drawing conclusions<br/><br/>                 D. Emotions</p>  |
| <p><b>12 through 24 months</b></p>    | <p>Imitate actions of other children (SE.24.a)<br/><br/>                 Respond appropriately to others' expressions of wants (SE.24.b)<br/><br/>                 Experiment with effects of own actions on objects and people (SE.24.c)</p>   | <p>F. Building relationships with other children<br/><br/>                 D. Emotions<br/><br/>                 CC. Experimenting, predicting, and drawing conclusions</p>  |
| <p><b>24 through 36 months</b></p>    | <p>Play near other children and uses similar materials or actions (SE.36.a)<br/><br/>                 Interact with other children during play (SE.36.b)<br/><br/>                 Demonstrate concerns about the feelings of others (SE.36.c)</p>  | <p>F. Building relationships with other children<br/><br/>                 F. Building relationships with other children<br/><br/>                 D. Emotions</p>   |
| <p><b>36 through 48 months</b></p>    | <p>Initiate interactions with other children or interacts when other children initiate (SE.48.b)<br/><br/>                 Make and maintain a friendship with at least one child (SE.48.d)<br/><br/>                 At times, recognize and name the feeling of self and others (SE.48.e)</p>   | <p>F. Building relationships with other children<br/><br/>                 F. Building relationships with other children<br/><br/>                 D. Emotions</p>   |
| <p><b>48 months through KE</b></p>    | <p>Observe and use appropriate ways of interacting in a group of 2 to 3 children (e.g. taking turns in talking, listening to peers, waiting until someone is finished, asking questions and waiting for an answer, gaining the floor in appropriate ways) (SE/LA.KE.b)<br/><br/>                 Use turn-taking in conversations and in play (SE.KE.c)<br/><br/>                 Shares materials, toys, and ideas during play (SE.KE.d)<br/><br/>                 Show respect and recognize the feelings of others and the causes of their reactions (SE.KE.e)</p> | <p>E. Building relationships with adults<br/>                 L. Speaking<br/>                 M. Listening and comprehension<br/><br/>                 F. Building relationships with other children<br/>                 L. Speaking<br/><br/>                 F. Building relationships with other children<br/><br/>                 D. Emotions</p> |

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|                            |   |   |
|----------------------------|---|---|
| <b>End of Kindergarten</b> | Use effective verbal and nonverbal communication (HE.K-2.5.1)                                 | L. Speaking   |
|                            | Participate cooperatively and appropriately with others to achieve shared goals (KGLO #2.1)   | F. Building relationships with other children<br>H. Conflict resolution |
|                            | Show respect and recognize the feelings of others and the causes of their reactions (SE.KE.e) | D. Emotions   |

|                                |   |  |
|--------------------------------|---|--|
| <b>Birth through 12 months</b> | <b>Adaptive Social Behavior</b><br>Does not align   |  |
| <b>12 through 24 months</b>    | Understand one word rules such as “no” or “stop” (SE.24.d)<br>Assert ownership (e.g., by saying “mine”) (SE.24.e)               | M. Listening and comprehension<br>FF. Knowledge of self and others |
| <b>24 through 36 months</b>    | Does not align  |  |
| <b>36 through 48 months</b>    | Follow routines and social rules in a group setting most of the time (SE.48.f)  | G. Community   |
| <b>48 months through KE</b>    | Follow schedule and typical classroom routines (come when called, sit attentively at circle, participate in clean-up) (SE.KE.f) | G. Community   |
| <b>End of Kindergarten</b>     | Does not align  |  |



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COR Advantage Items

|                                |   |             |
|--------------------------------|---|-------------|
| <b>Birth through 12 months</b> | <b>Strand: Emotional Development<br/>Self-control and Regulation</b><br>Does not align                |             |
| <b>12 through 24 months</b>    | Does not align  |             |
| <b>24 through 36 months</b>    | Does not align  |             |
| <b>36 through 48 months</b>    | Regulate own emotions and behavior most of the time (SE.48.h)   | D. Emotions |
| <b>48 months through KE</b>    | Regulate emotions and begin to show self-control in handling frustration and disappointment (SE.KE.i) | D. Emotions |
| <b>End of Kindergarten</b>     | Does not align  |             |

|                                |   |   |
|--------------------------------|---|---|
| <b>Birth through 12 months</b> | <b>Emotional Expression</b><br>Express emotion related to basic needs (e.g. cry when distressed, laugh when happy, shake head “no” when presented something they do not like) (SE.12.l) | D. Emotions   |
| <b>12 through 24 months</b>    | Express emotion related to a problem or conflict (SE.24.k)<br><br>Show a range of emotions including fear, surprise, happiness, and contentment (SE.24.l)                               | B. Problem solving with materials<br>D. Emotions<br>H. Conflict resolution<br><br>D. Emotions |
| <b>24 through 36 months</b>    | Begin to label feelings (SE.36.g)   | D. Emotions   |
| <b>36 through 48 months</b>    | Regulate own emotions and behavior most of the time (SE.48.h)   | D. Emotions   |
| <b>48 months through KE</b>    | Recognize and describe own feelings (SE.KE.l)   | D. Emotions   |
| <b>End of Kindergarten</b>     | Does not align  |   |

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| <b>Domain 3: Approaches to Learning</b> |   |   |
|---|---|---|
| <b>Birth through 12 months</b>          | <p><b>Strand: Learning Approaches</b></p> <p><b>Persistence and Attentiveness</b></p> <p>Pay attention and try to reproduce pleasurable effects and outcomes (AL.12.b)</p> <p>Pay attention to sights and sounds (AL.12-24.c)</p> | <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>A. Initiative and planning</p>                                   |
| <b>12 through 24 months</b>             | <p>Repeat difficult tasks or activities many times to achieve mastery (AL.24.b)</p> <p>Pay attention to sights and sounds (AL.12-24.c)</p>  | <p>A. Initiative and planning</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>A. Initiative and planning</p> |
| <b>24 through 36 months</b>             | <p>Begin to show persistence in a variety of tasks (AL.36.d)</p>  | <p>A. Initiative and planning</p>   |
| <b>36 through 48 months</b>             | <p>Plan and pursue a variety of challenging tasks (AL.48-KE.b)</p> <p>With adult assistance, sustain longer interest in working on a task or in play (AL.48.c)</p>  | <p>A. Initiative and planning</p> <p>A. Initiative and planning</p>   |
| <b>48 months through KE</b>             | <p>Plan and pursue a variety of challenging tasks (AL.48-KE.b)</p> <p>Sustain work on age-appropriate, interesting tasks, can ignore most distractions and interruptions (AL.KE.c)</p>  | <p>A. Initiative and planning</p> <p>A. Initiative and planning</p>   |
| <b>End of Kindergarten</b>              | <p>Does not align</p>   |   |

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|                                |   |   |
|--------------------------------|---|---|
| <b>Birth through 12 months</b> | <b>Problem Solving</b><br>React to a problem (AL/LA.12.d)   | B. Problem solving with materials                     |
| <b>12 through 24 months</b>    | Use single object in different ways   | B. Problem solving with materials<br>AA. Pretend play |
| <b>24 through 36 months</b>    | Use materials in new ways to accomplish task (AL/LA.36.e)   | B. Problem solving with materials                     |
| <b>36 through 48 months</b>    | Solve problems without having to try every possibility (AL/LA.48.d)                                   | B. Problem solving with materials                     |
| <b>48 months through KE</b>    | Begin to think problems through, considering several possibilities and analyzing results (AL/LA.KE.d) | B. Problem solving with materials                     |
| <b>End of Kindergarten</b>     | Solves problems in different ways (KGLO #3.3)   | B. Problem solving with materials                     |

|                                |  |   |
|--------------------------------|--|---|
| <b>Birth through 12 months</b> | <b>Reflection and Interpretation</b><br>Does not align   |   |
| <b>12 through 24 months</b>    | Does not align   |   |
| <b>24 through 36 months</b>    | With adult support, recall the sequence of personal routines or events (AL/LA.36.g)  | G. Community<br>HH. History   |
| <b>36 through 48 months</b>    | Retell experiences in order, providing details (AL/LA.48-KE.e)   | C. Reflection<br>HH. History  |
| <b>48 months through KE</b>    | Retell experiences in order, providing details (AL/LA.48-KE.e)<br><br>Use knowledge of everyday experiences to apply to a new situation (AL/LA.KE.f) | C. Reflection<br>HH. History<br><br>CC. Experimenting, predicting, and drawing conclusions  |
| <b>End of Kindergarten</b>     | Uses prior knowledge and experiences to solve problems (KGLO #3.1)   | B. Problem solving with materials<br>CC. Experimenting, predicting, and drawing conclusions |

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COR Advantage Items

|                                       |  |  |
|---------------------------------------|--|--|
| <p><b>Birth through 12 months</b></p> | <p><b>Effective and Ethical Use of Technology</b><br/>EMERGING</p>   |  |
| <p><b>12 through 24 months</b></p>    | <p>EMERGING</p>  |  |
| <p><b>24 through 36 months</b></p>    | <p>Engage in tactile experiences creating letters and other forms (AL/LA.36.h)</p>   | <p>R. Writing<br/>X. Art</p>   |
| <p><b>36 through 48 months</b></p>    | <p>With assistance, begins to locate information on identified topics using resources provided by teacher (AL.48-KE.g)<br/><br/>Create letters and other forms using various materials (AL/LA.48.h)</p>  | <p>EE. Tools and technology<br/><br/>R. Writing<br/>X. Art</p>   |
| <p><b>48 months through KE</b></p>    | <p>With assistance, locate information on identified topics using resources provided by teacher (AL.48-KE.g)<br/><br/>Experiment with a variety of writing tools and surfaces (AL/LA.KE.h)<br/><br/>Identify technology that can be used to gain information (AL.KE.i)</p> | <p>EE. Tools and technology<br/><br/>J. Fine-motor skills<br/>R. Writing<br/><br/>EE. Tools and technology</p> |
| <p><b>End of Kindergarten</b></p>     | <p>Uses various technologies to find information (KGLO #6.2)<br/><br/>Uses various technologies to create new products (KGLO #6.3)<br/><br/>Explains how technology is used every day (KGLO #6.4)</p>  | <p>EE. Tools and technology<br/><br/>X. Art<br/>EE. Tools and technology<br/><br/>EE. Tools and technology</p> |

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COR Advantage Items

| <b>Domain 4: Cognition and General Knowledge</b> |   |   |
|--|---|---|
| <b>Birth through 12 months</b>                   | <b>Strand: Mathematics and Numeracy</b><br><b>Number Sense</b><br>EMERGING  |   |
| <b>12 through 24 months</b>                      | Begin to imitate rote counting using some names of numbers, with errors in sequence (GK.24.b)<br><br>Begin to use number concepts (e.g. "I want more") (GK.24.c)<br><br>Demonstrate an awareness of simple patterns (GK.24.d)   | S. Number and counting<br><br>S. Number and counting<br><br>V. Patterns   |
| <b>24 through 36 months</b>                      | Verbally count to 5 (GK.36.b)<br><br>Show an understanding of number concepts (i.e. one/two; more/less) (GK.36.c)<br><br>Recognize and name a few numerals (GK.36.d)<br><br>Show an understanding of number concepts (i.e. one/two; more/less) (GK.36.c)<br><br>Recognize simple patterns (GK.36.e)   | S. Number and counting<br><br>S. Number and counting<br><br>S. Number and counting<br><br>S. Number and counting<br><br>V. Patterns                               |
| <b>36 through 48 months</b>                      | Verbally count to 10 (GK.48.a)<br><br>Recite numbers in the correct order and understand that numbers come "before" or "after" one another (GK.48.b)<br><br>Recognize and name written numerals to 5 (GK.48.c)<br><br>Demonstrate an understanding of one-to-one correspondence (GK.48.d)<br><br>Recognize and name the number of items in a small set (up to 5 objects) (GK.48.e)<br><br>Recognize and duplicate simple patterns (GK.48.f) | S. Number and counting<br><br>S. Number and counting<br><br>S. Number and counting<br><br>S. Number and counting<br><br>S. Number and counting<br><br>V. Patterns |

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**COR Advantage Items**

| <b>48 months through KE</b> | <p>Verbally count to 20 by ones (GK.KE.a)</p> <p>Demonstrate ability to count in sequence (GK.KE.b)</p> <p>Recognize and name written numerals to 10 (GK.KE.c)</p> <p>Count many kinds of concrete objects and actions up to 10 using one-to-one correspondence (GK.KE.d)</p> <p>Count as many as 7 things in a scattered configuration with no errors (GK.KE.e)</p> <p>Recognize, create, and repeat simple patterns (GK.KE.f)</p>  | <p>S. Number and counting</p> <p>S. Number and counting</p> <p>S. Number and counting</p> <p>S. Number and counting</p> <p>S. Number and counting</p> <p>V. Patterns</p>   |
|-----------------------------|--|--|
| <b>End of Kindergarten</b>  | <p>Count to 100 by ones and by tens. (K.CC.1)</p> <p>Count forward beginning from a given number within the known sequence (instead of having to begin at 1) (K.CC.2)</p> <p>Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects) (K.CC.3)</p> <p>Compare two numbers between 1 and 10 presented as written numerals (K.CC.7)</p> <p>a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</p> <p>b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</p> <p>c. Understand that each successive number name refers to a quantity that is one larger. (K.CC.4)</p> <p>Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle; or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects. (K.CC.5)</p> | <p>S. Number and counting</p> <p>S. Number and counting</p> <p>R. Writing<br/>S. Number and counting</p> <p>S. Number and counting</p> <p>S. Number and counting</p> <p>S. Number and counting</p> <p>S. Number and counting</p> <p>S. Number and counting</p> |

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COR Advantage Items

| Birth through 12 months | <b>Operations</b><br>EMERGING  |                        |
|-------------------------|--|------------------------|
| 12 through 24 months    | Begin to use number concepts (e.g. "I want more") (GK.24.c)  | S. Number and counting |
| 24 through 36 months    | Show an understanding of number concepts (i.e. one/two; more/less) (GK.36.c)   | S. Number and counting |
| 36 through 48 months    | Recognize and name the number of items in a small set (up to 5 objects) (GK.48.e)  | S. Number and counting |
| 48 months through KE    | Use a range of strategies, such as counting, subtracting, or matching to compare quantity in two sets of objects and describes the comparison with terms such as more, less, greater than, fewer, or equal to (GK.KE.g)  | S. Number and counting |
|                         | Count as many as 7 things in a scattered configuration with no errors (GK.KE.e)  | S. Number and counting |
| End of Kindergarten     | Represent addition and subtraction with objects, fingers, mental images, drawings (drawings need not show details, but should show the mathematics in the problem), sounds (e.g. claps), acting out situations, verbal explanations, expressions, or equations (K.OA.1)<br>Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (Include groups with up to 10 objects.) (K.CC.6) | S. Number and counting |
|                         | Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$ ). (K.OA.3)  | S. Number and counting |
|                         | For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation. (K.OA.4)   | S. Number and counting |

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COR Advantage Items

| Birth through 12 months     | <b>Measurement and Data</b><br>EMERGING   |  |
|-----------------------------|---|--|
| <b>12 through 24 months</b> | Make simple comparison between two objects (GK.24.e)<br><br>Show an interest in matching and sorting according to color, size, or shape (GK.24.f)   | U. Measurement<br><br>BB. Observing and classifying                                  |
| <b>24 through 36 months</b> | Identify characteristics for comparison (e.g., size, color, shape) (GK.36.f)<br><br>Match and sort according to one attribute: color, size, or shape (GK.36.h)  | U. Measurement<br>BB. Observing and classifying<br><br>BB. Observing and classifying |
| <b>36 through 48 months</b> | Understand the purpose of standard measuring tools (GK.48.g)<br><br>Sort objects into subgroups by one or two characteristics (GK.48.i)   | U. Measurement<br><br>BB. Observing and classifying                                  |
| <b>48 months through KE</b> | Recognize the attributes of length, area, weight, and capacity of everyday objects and use appropriate vocabulary (e.g. long, short, light, big, small, wide, narrow) (GK.KE.h)<br><br>Compare the attributes of length and weight for 2 objects including: larger/shorter/same length; heavier/lighter/same, holds more, less, same (GK.KE.i)<br><br>Sort, classify, and serialize (puts in a pattern) objects using attributes, such as color, shape, or size (GK.KE.j) | U. Measurement<br><br><br>U. Measurement<br><br><br>BB. Observing and classifying    |



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## COR Advantage Items

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|--------------------------------|---|--|
| <b>End of Kindergarten</b>     | <p>Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. (K.MD.1)</p> <p>Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter. (K.MD.2)</p> <p>Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10.) (K.MD.3)</p> | <p>U. Measurement</p> <p>U. Measurement</p> <p>S. Number and counting<br/>BB. Observing and classifying</p>  |
| <b>Birth through 12 months</b> | <b>Geometry</b><br>EMERGING   |  |
| <b>12 through 24 months</b>    | <p>Move body in different directions, such as up, down, around or under (GK.24.g)</p> <p>Recognize basic shapes in the environment (GK.24.h)</p> <p>With adult assistance, explore the ways that shapes and objects fit together (GK.24.j)</p>  | <p>T. Geometry: Shapes and spatial awareness</p> <p>T. Geometry: Shapes and spatial awareness</p> <p>T. Geometry: Shapes and spatial awareness</p> |
| <b>24 through 36 months</b>    | <p>Imitate basic directionality with adults and peers (GK.36.i)</p> <p>Match two identical shapes (GK.36.k)</p> <p>Explore the ways that shapes and objects fit together (GK.36.l)</p>  | <p>T. Geometry: Shapes and spatial awareness</p> <p>T. Geometry: Shapes and spatial awareness</p> <p>T. Geometry: Shapes and spatial awareness</p> |
| <b>36 through 48 months</b>    | <p>Follow basic directionality with adults and peers (GK.48.j)</p> <p>Identify common geometric shapes (e.g., circle, square, rectangle, triangle) (GK.48.k)</p> <p>With adult assistance, create &amp; represent 3-dimensional shapes (e.g. ball/sphere, square/box/cube, tube/cylinder using various manipulative materials such as play-dough, popsicle sticks, blocks, pipe cleaners, pattern blocks) (GK.48.l)</p>   | <p>T. Geometry: Shapes and spatial awareness</p> <p>T. Geometry: Shapes and spatial awareness</p> <p>X. Art</p>                                    |

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**COR Advantage Items**

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|------------------------------------|---|---|
| <p><b>48 months through KE</b></p> | <p>Recognize and name common shapes, their parts, and attributes (GK.KE.l)</p> <p>Create &amp; represent 3-dimensional shapes (e.g. ball/sphere, square/box/cube, tube/cylinder using various manipulative materials such as play-dough, popsicle sticks, blocks, pipe cleaners, pattern blocks) (GK.KE.m)</p>  | <p>T. Geometry: Shapes and spatial awareness</p> <p>X. Art</p>  |
| <p><b>End of Kindergarten</b></p>  | <p>Correctly name shapes regardless of their orientations or overall size. (K.G.2)</p> <p>Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid"). (K.G.3)</p> <p>Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length). (K.G.4)</p> <p>Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. (K.G.5)</p> <p>Compose simple shapes to form larger shapes. For example, "can you join these two triangles with full sides touching to make a rectangle?" (K.G.6)</p> | <p>T. Geometry: Shapes and spatial awareness</p> <p>T. Geometry: Shapes and spatial awareness</p> <p>T. Geometry: Shapes and spatial awareness</p> <p>X. Art</p> <p>T. Geometry: Shapes and spatial awareness</p> |

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COR Advantage Items

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|--------------------------------|---|--|
| <b>Birth through 12 months</b> | <b>Strand: Science</b><br><b>Scientific and Engineering Practices</b><br>EMERGING         |  |
| <b>12 through 24 months</b>    | Does not align  |  |
| <b>24 through 36 months</b>    | Does not align  |  |
| <b>36 through 48 months</b>    | Does not align  |  |
| <b>48 months through KE</b>    | Make predictions about changes in materials or objects based on past experience (GK.KE.o) | CC. Experimenting, predicting, and drawing conclusions |
| <b>End of Kindergarten</b>     | Does not align  |  |

|                                |   |                               |
|--------------------------------|---|-------------------------------|
| <b>Birth through 12 months</b> | <b>Physical Science</b><br>Place objects in mouth to discover their characteristics (GK.12.a)   | BB. Observing and classifying |
| <b>12 through 24 months</b>    | Explore the characteristics of objects (GK.24.m)  | BB. Observing and classifying |
| <b>24 through 36 months</b>    | Identify differences in the properties of some objects or materials (GK.36.o)   | BB. Observing and classifying |
| <b>36 through 48 months</b>    | Make comparisons among objects that have been observed (GK.48.q)  | BB. Observing and classifying |
| <b>48 months through KE</b>    | Explore different kinds of matter (e.g. wood, metal, water) and describe by observing properties (e.g. visual, aural, textural) (GK.KE.r) | BB. Observing and classifying |
| <b>End of Kindergarten</b>     | Classify objects by their attributes (e.g., physical properties, materials of which they are made) (SC.K.6.1)                             | BB. Observing and classifying |

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COR Advantage Items

|                                |  |                                  |
|--------------------------------|--|----------------------------------|
| <b>Birth through 12 months</b> | <b>Life Sciences</b><br>Recognize self and family members (GK.12.c)  | FF. Knowledge of self and others |
| <b>12 through 24 months</b>    | Does not align   |                                  |
| <b>24 through 36 months</b>    | Does not align   |                                  |
| <b>36 through 48 months</b>    | Does not align   |                                  |
| <b>48 months through KE</b>    | Does not align   |                                  |
| <b>End of Kindergarten</b>     | Does not align   |                                  |
|                                | <b>Earth's Place in the Universe</b>   |                                  |
| <b>12 through 24 months</b>    | Observe weather conditions (GK.24.q)   | DD. Natural and physical world   |
| <b>24 through 36 months</b>    | Notice weather change (GK.36.t)  | DD. Natural and physical world   |
|                                | <b>Engineering, Technology, and Applications of Science</b>  |                                  |
| <b>Birth through 12 months</b> | Place objects in mouth to discover their characteristics (GK.12.a)   | EE. Tools and technology         |
| <b>12 through 24 months</b>    | Explore the characteristics of objects (GK.24.m)   | EE. Tools and technology         |
| <b>24 through 36 months</b>    | Use simple tools to continue exploration (GK.36.w)   | EE. Tools and technology         |
| <b>36 through 48 months</b>    | Identify and use simple tools to extend observations (GK.48.w)   | EE. Tools and technology         |
| <b>48 months through KE</b>    | Recognize, with assistance, examples of technologies (e.g., knife, pencil, computer, pencil sharpener, refrigerator) at home or in the classroom (GK.KE.y) | EE. Tools and technology         |
| <b>End of Kindergarten</b>     | Identify different types of technologies at home, in the classroom, and/or in the world (SC.K.2.1)   | EE. Tools and technology         |

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COR Advantage Items

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|--------------------------------|---|--|
| <b>Birth through 12 months</b> | <b>Strand: Social Studies</b><br><b>History</b><br>EMERGING   |  |
| <b>12 through 24 months</b>    | Does not align  |  |
| <b>24 through 36 months</b>    | State periods of day when events occur (GK.36.x)  | G. Community                                   |
| <b>36 through 48 months</b>    | Discuss and identify the order of daily routines (GK.48.x)<br><br>Use time phrases and tense selection appropriately (e.g. today, yesterday, tomorrow, later, etc.) (GK.48.y) | G. Community<br>HH. History<br><br>HH. History |
| <b>48 months through KE</b>    | Does not align  |  |
| <b>End of Kindergarten</b>     | Explain change and continuity over time, using calendars and simple timelines (SS.K.1.1)  | HH. History                                    |

|                                |  |  |
|--------------------------------|--|--|
| <b>Birth through 12 months</b> | <b>Geography</b><br>Move to explore environment (e.g. rolls over; crawls, begins to use arms and legs purposefully, etc.) (GK.12.d)<br><br>Reach for objects (PHM/GK.12.e) | I. Gross-motor skills<br><br>B. Problem solving with materials |
| <b>12 through 24 months</b>    | Experiment with different ways of moving (e.g. walks across room; marches; walks backwards; etc.) (PHM/GK.24.a)  | I. Gross-motor skills  |
| <b>24 through 36 months</b>    | Continue to experiment with different ways of moving (e.g. walks across room; marches; walks backwards; etc.) (PHM/GK.36.a)  | I. Gross-motor skills  |
| <b>36 through 48 months</b>    | Respond appropriately to moving body in directional ways (GK.48.aa)  | I. Gross-motor skills  |
| <b>48 months through KE</b>    | Does not align   |  |
| <b>End of Kindergarten</b>     | Does not align   |  |

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**COR Advantage Items**

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|--------------------------------|--|---|
| <b>Birth through 12 months</b> | <b>Economics</b><br>Make basic needs known (e.g. cries when hungry, etc.) (GK.12.f)  | K. Personal care and healthy behavior                         |
| <b>12 through 24 months</b>    | Name some basic needs with single words (e.g. "milk", "Mama", etc.) (GK.24.u)  | L. Speaking   |
| <b>24 through 36 months</b>    | Name self in pictures (GK.36.aa)   | P. Reading<br>FF. Knowledge of self and others                |
| <b>36 through 48 months</b>    | Identify some basic needs and how to meet them (e.g. "When I'm thirsty I get a drink", etc.) (GK.48.bb)<br><br>Pretend to be a buyer or seller (GK.48-KE.cc) | K. Personal care and healthy behavior<br><br>AA. Pretend play |
| <b>48 months through KE</b>    | Pretend to be a buyer or seller (GK.48-KE.cc)<br><br>Identify one or two workers and their jobs in the community (GK.KE.ff)                                  | AA. Pretend play<br><br>FF. Knowledge of self and others      |
| <b>End of Kindergarten</b>     | Identifies various workers and their jobs in the community (CTE.K.2.2)   | FF. Knowledge of self and others                              |

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COR Advantage Items

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|---------------------------------------|---|--|
| <p><b>Birth through 12 months</b></p> | <p><b>Strand: Community and Culture</b><br/> <b>Community</b><br/>                 Become aware of self (GK.12.g)<br/><br/>                 Respond to name (GK.12.h)</p>       | <p>FF. Knowledge of self and others<br/><br/>                 FF. Knowledge of self and others</p>                                 |
| <p><b>12 through 24 months</b></p>    | <p>Repeat activities through trial and error and look at adult for acknowledgement of success (GK.24.v)</p>   | <p>CC. Experimenting, predicting, and drawing conclusions</p>  |
| <p><b>24 through 36 months</b></p>    | <p>Have knowledge of own characteristics (such as name, gender, age, physical traits and family roles (GK.36.dd)<br/><br/>                 Name self in pictures (GK.36.aa)</p> | <p>FF. Knowledge of self and others<br/><br/>                 P. Reading<br/>                 FF. Knowledge of self and others</p> |
| <p><b>36 through 48 months</b></p>    | <p>Does not align</p>   |  |
| <p><b>48 months through KE</b></p>    | <p>Does not align</p>   |  |
| <p><b>End of Kindergarten</b></p>     | <p>Does not align</p>   |  |

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COR Advantage Items

| Hawaii HELDS                   |  | COR Advantage Items  |
|--------------------------------|--|----------------------|
| <b>Birth through 12 months</b> | <b>Strand: Creative Arts Expression and Representation</b><br><b>Visual</b><br>Explore art tools and materials (GK.12.j) | X. Art               |
| <b>12 through 24 months</b>    | Use basic art materials to create an age appropriate product (GK.24.y)   | X. Art               |
|                                | Make scribbles or marks (GK/LA.24.aa)  | R. Writing<br>X. Art |
| <b>24 through 36 months</b>    | Tell about own art products (GK.36.ff)   | X. Art               |
|                                | With adult assistance, use a variety of tools and materials to create new products (GK.36.gg)                            | X. Art               |
|                                | Create age appropriate representations of real objects and concepts in artwork (GK.36.ii)                                | X. Art               |
| <b>36 through 48 months</b>    | Describe color and shape in artwork (GK.48.gg)   | X. Art               |
|                                | Use a variety of tools and materials to create new products (GK.48.hh)   | X. Art               |
|                                | Name the feelings that own artwork is intended to express (GK.48.jj)   | X. Art               |
| <b>48 months through KE</b>    | Describe texture, color, and shape in artwork (GK.KE.ii)   | X. Art               |
|                                | Explore a variety of age-appropriate materials and media to create two and three-dimensional artwork (GK.KE.jj)          | X. Art               |
|                                | Explore how color can convey mood and emotion (GK.KE.II)   | X. Art               |
| <b>End of Kindergarten</b>     | Use developmentally appropriate art vocabulary (FA.K.1.1)  | X. Art               |
|                                | Use developmentally appropriate art media, tools and processes (FA.K.1.2)  | X. Art               |
|                                | Create art that expresses feelings about a familiar subject (FA.K.1.3)   | X. Art               |



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COR Advantage Items

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|---------------------------------------|---|---|
| <p><b>Birth through 12 months</b></p> | <p><b>Musical</b><br/>                     Imitate new sounds and movements (GK.12.l)<br/><br/>                     Respond to music (GK.12.m)<br/><br/>                     Imitate new sounds and movements (GK.12.n)<br/><br/>                     Respond to music (GK.12.m)</p>  | <p>Y. Music<br/><br/>                     Y. Music<br/><br/>                     Y. Music<br/><br/>                     Y. Music</p>  |
| <p><b>12 through 24 months</b></p>    | <p>Show pleasure and excitement when exposed to music (GK.24.bb)<br/><br/>                     Use instruments to create sound (GK.24.cc)<br/><br/>                     Show pleasure and excitement when exposed to music (GK.24.bb)<br/><br/>                     Show pleasure and excitement when exposed to music (GK.24.bb)<br/><br/>                     Show pleasure and excitement when exposed to music (GK.24.bb)</p> | <p>Y. Music<br/><br/>                     Y. Music<br/><br/>                     Y. Music<br/><br/>                     Y. Music<br/><br/>                     Y. Music</p> |
| <p><b>24 through 36 months</b></p>    | <p>Use instruments to create sound and rhythm (GK.36.jj)<br/><br/>                     Sing songs in recognizable ways (GK.36-48.kk)<br/><br/>                     Sing songs in recognizable ways (GK.36-48.kk)<br/><br/>                     Sing songs in recognizable ways</p>  | <p>Y. Music<br/><br/>                     Y. Music<br/><br/>                     Y. Music<br/><br/>                     Y. Music</p>  |
| <p><b>36 through 48 months</b></p>    | <p>Use instruments to create rhythm and sound imitating adults (GK.48.mm)<br/><br/>                     Sing songs in recognizable ways (GK.36-48.kk)<br/><br/>                     Sing songs imitating adults (GK.48.nn)<br/><br/>                     Sing songs imitating adults (GK.48.nn)</p>   | <p>Y. Music<br/><br/>                     Y. Music<br/><br/>                     Y. Music<br/><br/>                     Y. Music</p>  |

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### COR Advantage Items

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| <b>48 months through KE</b>    | Play instruments using different beats, tempos, dynamics, and interpretation (G.KE.mm)                              | Y. Music                |
|                                | Sing a variety of songs with repetitive phrases and rhythmic patterns independently and with others (GK.KE.nn)      | Y. Music                |
|                                | Sing songs varying voice and sounds (e.g. high and low, short and long, loud and soft, or fast and slow) (GK.KE.oo) | Y. Music                |
|                                | Identify one source of music that can be heard in daily life (GK.KE.pp)   | Y. Music                |
| <b>End of Kindergarten</b>     | Use an instrument to maintain a steady beat using quarter notes and quarter rests (FA.K.2.3)                        | Y. Music<br>Z. Movement |
|                                | Demonstrate simple representation of high and low, short and long, loud and soft, fast and slow (FA.K.2.2)          | Y. Music                |
|                                | Identify various sources of music that can be heard in daily life and their purpose (FA.K.2.4)                      | Y. Music                |
| <b>Birth through 12 months</b> | <b>Movement</b><br>Emerging/Does not align  |                         |
| <b>12 through 24 months</b>    | Show interest in moving body in different ways (GK.24.dd)   | Z. Movement             |
|                                | Act out real behaviors during play using objects for intended purpose (GK.24.ee)                                    | AA. Pretend play        |
|                                | Show interest in moving body in different ways (GK.24.dd)   | Z. Movement             |
| <b>24 through 36 months</b>    | Use body and energy to move in different ways (GK.36-48.II)   | Z. Movement             |
|                                | Begin to take on roles of familiar people, animals, or characters (GK.36.mm)  | AA. Pretend play        |
|                                | Continue to experiment with different ways of moving (e.g. walks across room; marches; etc.) (PHM/GK.36.a)          | Z. Movement             |

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**COR Advantage Items**

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|-----------------------------|---|------------------|
| <b>36 through 48 months</b> | Use body and energy to move in different ways (GK.36-48.II)   | Z. Movement      |
|                             | Engage in play that has a story line (GK.48.oo)   | AA. Pretend play |
| <b>48 months through KE</b> | Use body, energy, space, and time to move in a few different ways (GK.KE.qq)                                | Z. Movement      |
|                             | Express self freely through movement (GK.KE.rr)   | Z. Movement      |
|                             | Create characters through physical movement, gesture, sound, speech, and facial expressions (GK.KE.ss)      | AA. Pretend play |
| <b>End of Kindergarten</b>  | Use body, energy, space, and time to move in different ways (FA.K.4.1)                                      | Z. Movement      |
|                             | Use movement to respond to a variety of stimuli, such as observed dance, words, sounds and songs (FA.K.4.3) | Z. Movement      |
|                             | Create movements that represent ideas, person, and places (FA.K.4.2)  | Z. Movement      |
|                             | Perform a folk/traditional da   | Z. Movement      |

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COR Advantage Items

| <b>Domain 5: English Language Arts and Literacy</b> |  |   |
|---|--|---|
| <b>Birth through 12 months</b>                      | <p><b>Strand: Reading Literature</b></p> <p><b>Key Ideas and Details</b></p> <p>Demonstrate a beginning interest in pictures and books that have color, pattern, and contrast (LA.12.b)</p>  | Q. Book enjoyment and knowledge   |
| <b>12 through 24 months</b>                         | <p>Point to pictures or objects in books when asked (LA.24.b)</p> <p>Point to a character when named in a story (LA.24.c)</p>  | <p>P. Reading</p> <p>P. Reading</p>   |
| <b>24 through 36 months</b>                         | <p>With prompting and support, retell an event from a story (LA.36.d)</p> <p>Identify a character or recall an event in a story (LA.36.f)</p>  | <p>M. Listening and comprehension</p> <p>Q. Book enjoyment and knowledge</p> <p>M. Listening and comprehension</p>  |
| <b>36 through 48 months</b>                         | <p>Ask and answer questions about essential narrative elements (LA.48.a)</p> <p>With prompting and support, retell a simple story in sequence with picture support or using props (LA.48.b)</p> <p>Identify characters and recall an event in a story (LA.48.c)</p>                                  | <p>M. Listening and comprehension</p> <p>M. Listening and comprehension</p> <p>Q. Book enjoyment and knowledge</p> <p>M. Listening and comprehension</p>  |
| <b>48 months through KE</b>                         | <p>Identify story-related problems, events, and resolutions during conversations with adult (LA.KE.c)</p> <p>With prompting and support, retell a simple story in sequence (LA.KE.g)</p> <p>Identify characters and recall major events in a story (LA.KE.i)</p>                                     | <p>M. Listening and comprehension</p> <p>Q. Book enjoyment and knowledge</p> <p>M. Listening and comprehension</p> <p>Q. Book enjoyment and knowledge</p> <p>M. Listening and comprehension</p> |
| <b>End of Kindergarten</b>                          | <p>With prompting and support, ask and answer questions about key details in a text (K.RL.1)</p> <p>With prompting and support, retell familiar stories, including key details. (K.RL.2)</p> <p>With prompting and support, identify characters, settings, and major events in a story. (K.RL.3)</p> | <p>M. Listening and comprehension</p> <p>M. Listening and comprehension</p> <p>Q. Book enjoyment and knowledge</p> <p>M. Listening and comprehension</p> <p>Q. Book enjoyment and knowledge</p> |

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COR Advantage Items

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|--------------------------------|--|---------------------------------|
| <b>Birth through 12 months</b> | <b>Craft and Structure</b><br>Show an interest in the speech of others (LA.12.c)                     | M. Listening and comprehension  |
| <b>12 through 24 months</b>    | Point to pictures or objects in books when asked (LA.24.b)   | P. Reading                      |
| <b>24 through 36 months</b>    | Contribute language from the book at the appropriate time (LA.36.c)                                  | P. Reading                      |
|                                | Recognize pictures of familiar characters in book (LA.36.i)  | P. Reading                      |
| <b>36 through 48 months</b>    | Respond appropriately to specific vocabulary and simple statements, questions, and stories (LA.48.g) | M. Listening and comprehension  |
|                                | Recognize books written by the same author or illustrator (LA.48.i)                                  | Q. Book enjoyment and knowledge |
| <b>48 months through KE</b>    | Respond appropriately to statements, questions, vocabulary, and stories (LA.KE.j)                    | M. Listening and comprehension  |
| <b>End of Kindergarten</b>     | Does not align   |                                 |

|                                |  |                                |
|--------------------------------|--|--------------------------------|
| <b>Birth through 12 months</b> | <b>Integration of Knowledge and Ideas</b><br>Demonstrate a beginning interest in pictures and books that have color, pattern, and contrast (LA.12.b) | P. Reading                     |
|                                | Show an interest in the speech of others (LA.12.c)   | M. Listening and comprehension |
| <b>12 through 24 months</b>    | Point to pictures or objects in books when asked (LA.24.b)   | P. Reading                     |
|                                | Point to pictures or objects in books when asked (LA.24.b)   | P. Reading                     |
| <b>24 through 36 months</b>    | Pretend to read a familiar book (LA.36.j)  | P. Reading                     |
|                                | Contribute language from the book at the appropriate time (LA.36.c)  | P. Reading                     |

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**COR Advantage Items**

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|-----------------------------|---|--------------------------------|
| <b>36 through 48 months</b> | Pretend to read a familiar book, describing what is on each page using picture cues (LA.48.j)   | P. Reading                     |
|                             | Ask and answer questions about essential narrative elements (LA.48.a)   | M. Listening and comprehension |
| <b>48 months through KE</b> | Pretend to read, using intonation and referring to images in the illustrations (LA.KE.m)  | P. Reading                     |
|                             | Identify story-related problems, events, and resolutions during conversations with adult (LA.KE.c)  | M. Listening and comprehension |
| <b>End of Kindergarten</b>  | With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). (K.RL.7) | P. Reading                     |
|                             | With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. (K.RL.9)   | M. Listening and comprehension |

|                                |   |                                |
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| <b>Birth through 12 months</b> | <b>Range of Reading and Level of Text Complexity</b><br>Demonstrate a beginning interest in pictures and books that have color, pattern, and contrast (LA.12.b) | P. Reading                     |
|                                | Point to pictures or objects in books when asked (LA.24.b)  | P. Reading                     |
| <b>24 through 36 months</b>    | Contribute language from the book at the appropriate time (LA.36.c)   | P. Reading                     |
| <b>36 through 48 months</b>    | Ask and answer questions about essential narrative elements (LA.48.a)   | M. Listening and comprehension |
| <b>48 months through KE</b>    | Identify story-related problems, events, and resolutions during conversations with adult (LA.KE.c)  | M. Listening and comprehension |
| <b>End of Kindergarten</b>     | Does not align  |                                |

Hawaii HELDS

COR Advantage Items

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| <b>Birth through 12 months</b> | <b>Strand: Reading Informational</b><br><b>Key Ideas and Details</b><br>Demonstrate a beginning interest in pictures and books that have color, pattern, and contrast (LA.12.b) | P. Reading  |
| <b>12 through 24 months</b>    | Point to pictures or objects in books when asked (LA.24.b)  | P. Reading  |
| <b>24 through 36 months</b>    | Contribute language from the book at the appropriate time (LA.36.c)   | P. Reading  |
| <b>36 through 48 months</b>    | Ask and answer questions about essential elements   | M. Listening and comprehension                                    |
| <b>48 months through KE</b>    | Identify factual information and events during conversations with adult (LA.KE.o)   | M. Listening and comprehension                                    |
| <b>End of Kindergarten</b>     | With prompting and support, ask and answer questions about key details in a text. (K.RI.1)  | M. Listening and comprehension                                    |
|                                | With prompting and support, identify the main topic and retell key details of a text. (K.RI.2)  | M. Listening and comprehension                                    |
|                                | With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. (K.RI.3)  | M. Listening and comprehension<br>Q. Book enjoyment and knowledge |
| <b>Birth through 12 months</b> | <b>Craft and Structure</b><br>Show an interest in the speech of others (LA.12.c)  | M. Listening and comprehension                                    |
| <b>12 through 24 months</b>    | Point to pictures or objects in books when asked (LA.24.b)  | P. Reading  |
| <b>24 through 36 months</b>    | Contribute language from the book at the appropriate time (LA.36.c)   | P. Reading  |
|                                | Request familiar or favorite books (LA.36.k)  | Q. Book enjoyment and knowledge                                   |
| <b>36 through 48 months</b>    | Respond appropriately to specific vocabulary and simple statements, questions, and stories (LA.48.g)  | M. Listening and comprehension                                    |

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COR Advantage Items

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| <p><b>48 months through KE</b></p>    | <p>Respond appropriately to statements, questions, vocabulary, and stories (LA.KE.j)</p>   | <p>M. Listening and comprehension</p>  |
| <p><b>End of Kindergarten</b></p>     | <p>Does not align</p>  |  |
| <p><b>Birth through 12 months</b></p> | <p><b>Integration of Knowledge and Ideas</b><br/>                 Demonstrate a beginning interest in pictures and books that have color, pattern, and contrast (LA.12.b)<br/><br/>                 Show an interest in the speech of others (LA.12.c)</p>   | <p>P. Reading<br/><br/>                 M. Listening and comprehension</p>   |
| <p><b>12 through 24 months</b></p>    | <p>Point to pictures or objects in books when asked (LA.24.b)<br/><br/>                 Point to pictures or objects in books when asked (LA.24.b)</p>   | <p>P. Reading<br/><br/>                 P. Reading</p>   |
| <p><b>24 through 36 months</b></p>    | <p>Pretend to read a familiar book (LA.36.j)<br/><br/>                 Contribute language from the book at the appropriate time (LA.36.c)<br/><br/>                 With adult support, recall the sequence of personal routines or events (AL/LA.36.g)</p>   | <p>P. Reading<br/><br/>                 P. Reading<br/><br/>                 G. Community<br/>                 HH. History</p>                     |
| <p><b>36 through 48 months</b></p>    | <p>Pretend to read a familiar book, describing what is on each page using picture cues (LA.48.j)<br/><br/>                 Respond appropriately to specific vocabulary and simple statements, questions, and stories (LA.48.g)<br/><br/>                 Recall the sequence of personal routines or events (LA.48.l)</p> | <p>P. Reading<br/><br/>                 M. Listening and comprehension<br/><br/>                 G. Community<br/>                 HH. History</p> |



**Hawaii HELDS**

**COR Advantage Items**

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| <p><b>48 months through KE</b></p> | <p>Pretend to read, using intonation and referring to images in the illustrations (LA.KE.m)</p> <p>Respond appropriately to statements, questions, vocabulary, and stories (LA.KE.j)</p> <p>Use knowledge of everyday experiences to apply to a new situation (AL/LA.KE.f)</p>  | <p>P. Reading</p> <p>M. Listening and comprehension</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> |
| <p><b>End of Kindergarten</b></p>  | <p>With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). (K.RI.7)</p> <p>With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). (K.RI.9)</p> | <p>P. Reading</p> <p>M. Listening and comprehension</p>   |

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|---------------------------------------|--|--|
| <p><b>Birth through 12 months</b></p> | <p><b>Range of Reading and Level of Text Complexity</b><br/>EMERGING</p> |  |
| <p><b>12 through 24 months</b></p>    | <p>Select a favorite book to read (LA.24.h)</p>                          | <p>Q. Book enjoyment and knowledge</p> |
| <p><b>24 through 36 months</b></p>    | <p>Recognize pictures of familiar characters in book (LA.36.i)</p>       | <p>Q. Book enjoyment and knowledge</p> |
| <p><b>36 through 48 months</b></p>    | <p>Does not align</p>  |  |
| <p><b>48 months through KE</b></p>    | <p>Does not align</p>  |  |
| <p><b>End of Kindergarten</b></p>     | <p>Does not align</p>  |  |

Hawaii HELDS

COR Advantage Items

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|---------------------------------------|---|---|
| <p><b>Birth through 12 months</b></p> | <p><b>Strand: Reading Foundational</b><br/> <b>Print Concepts</b><br/>                 EMERGING</p>   |   |
| <p><b>12 through 24 months</b></p>    | <p>Show interest in books or photos (LA.24.i)</p>   | <p>P. Reading<br/>                 Q. Book enjoyment and knowledge</p>  |
| <p><b>24 through 36 months</b></p>    | <p>Demonstrate book handling skills (LA.36.m)<br/><br/>                 Recognize and name a few letters (LA.36.n)</p>  | <p>Q. Book enjoyment and knowledge<br/><br/>                 O. Alphabet knowledge</p>  |
| <p><b>36 through 48 months</b></p>    | <p>Handle books respectfully and appropriately, holding them right-side up and turning pages one at a time from front to back (LA.48.n)<br/><br/>                 Identify the sounds of a few letters (LA.48.o)<br/><br/>                 Recognize and name 10 letters (LA.48.p)</p>  | <p>Q. Book enjoyment and knowledge<br/><br/>                 O. Alphabet knowledge<br/><br/>                 O. Alphabet knowledge</p>  |
| <p><b>48 months through KE</b></p>    | <p>Practice tracking from top to bottom and left to right with scaffolding (LA.KE.q)<br/><br/>                 Show understanding that sequence of letters represents a sequence of spoken sounds (e.g. asks how to spell a word) (LA.KE.s)<br/><br/>                 Recognize and name 10 upper and lower case letters (LA.KE.u)</p>  | <p>P. Reading<br/><br/>                 O. Alphabet knowledge<br/>                 P. Reading<br/>                 R. Writing<br/><br/>                 O. Alphabet knowledge</p>   |
| <p><b>End of Kindergarten</b></p>     | <p>a. Follow words from left to right, top to bottom, and page-by-page. (K.RF.1)<br/><br/>                 b. Recognize that spoken words are represented in written language by specific sequences of letters. (K.RF.1)<br/><br/>                 c. Understand that words are separated by spaces in print. (K.RF.1)<br/><br/>                 d. Recognize and name all upper- and lowercase letters of the alphabet. (K.RF.1)</p> | <p>P. Reading*<br/><br/>                 O. Alphabet knowledge<br/>                 P. Reading<br/>                 R. Writing<br/><br/>                 P. Reading<br/>                 R. Writing<br/><br/>                 O. Alphabet knowledge</p> |

Hawaii HELDS

COR Advantage Items

| Birth through 12 months | Phonological Awareness<br>EMERGING  |                           |
|-------------------------|---|---------------------------|
| 12 through 24 months    | Show interest in rhyming words (LA.24.j)  | N. Phonological awareness |
| 24 through 36 months    | Sing along with rhyming songs (LA.36.o)   | N. Phonological awareness |
|                         | Sing along with songs that have words with repeating initial sounds (LA.36.p)   | N. Phonological awareness |
| 36 through 48 months    | Recognize rhyming words (LA..48.q)  | N. Phonological awareness |
|                         | Recognize when words share initial sound (e.g., /b/ as in Bob, ball, baby, boat) (LA.48.s)  | N. Phonological awareness |
| 48 months through KE    | With adult support, generate rhyming words (LA.KE.v)  | N. Phonological awareness |
|                         | With guidance and support, match the initial sound of spoken words (LA.KE.x)  | N. Phonological awareness |
| End of Kindergarten     | a. Recognize and produce rhyming words. (K.RF.2)  | N. Phonological awareness |
|                         | c. Blend and segment onsets and rimes of single-syllable spoken words (K.RF.2)  | N. Phonological awareness |
|                         | d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.*(This does not include CVCs ending with /l/, /r/, or /x/.) (K.RF.2) | N. Phonological awareness |

Hawaii HELDS

COR Advantage Items

| Birth through 12 months | Phonics and Word Recognition<br>EMERGING   |  |
|-------------------------|--|--|
| 12 through 24 months    | EMERGING   |  |
| 24 through 36 months    | EMERGING   |  |
| 36 through 48 months    | Recognize when words share initial sound (e.g., /b/ as in Bob, ball, baby, boat) (LA.48.s)<br><br>Identify own name in print (LA.48.t)<br><br>Recognize symbols and logos in the environment (LA.48.u)   | N. Phonological awareness<br><br>P. Reading<br><br>P. Reading        |
| 48 months through KE    | Associate 3 or more letters with their sounds (LA.KE.y)<br><br>Identify some letters in own name (LA.KE.z)<br><br>Recognize and “read” familiar words or environmental print (LA.KE.aa)  | O. Alphabet knowledge<br><br>O. Alphabet knowledge<br><br>P. Reading |
| End of Kindergarten     | a. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. (K.RF.3)<br><br>b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. (K.RF.3)<br><br>c. Read common high-frequency words by sight. (e.g., the. of. to, you, she. my, is, are. do, does) (K.RF.3) | O. Alphabet knowledge<br><br>O. Alphabet knowledge<br><br>P. Reading |

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COR Advantage Items

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|--------------------------------|---|---|
| <b>Birth through 12 months</b> | <b>Fluency</b><br>Demonstrate a beginning interest in pictures and books that have color, pattern, and contrast (LA.12.b) | P. Reading<br>Q. Book enjoyment and knowledge |
| <b>12 through 24 months</b>    | Point to pictures or objects in books when asked (LA.24.b)  | P. Reading                                    |
| <b>24 through 36 months</b>    | Pretend to read a familiar book (LA.36.j)   | P. Reading                                    |
| <b>36 through 48 months</b>    | Pretend to read a familiar book, describing what is on each page using picture cues (LA.48.j)                             | P. Reading<br>Q. Book enjoyment and knowledge |
| <b>48 months through KE</b>    | Pretend to read, using intonation and matching the text with the appropriate illustrations (LA.KE.m)                      | P. Reading                                    |
| <b>End of Kindergarten</b>     | Read emergent-reader texts with purpose and understanding. (K.RF.4)   | P. Reading                                    |

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|--------------------------------|--|---|
| <b>Birth through 12 months</b> | <b>Strand: Writing</b><br><b>Text Types and Purposes</b><br>EMERGING   |   |
| <b>12 through 24 months</b>    | Recognize people, objects, and animals in pictures (LA.24.l)<br><br>Make simple statements about people or things not present (LA.24.m)<br><br>Make scribbles or marks (GK/LA.24.aa)   | P. Reading<br><br>L. Speaking<br><br>R. Writing                   |
| <b>24 through 36 months</b>    | Notice details in an illustration or picture (LA.36.q)<br><br>Recognize and label people, objects, and animals in pictures (LA.36.r)<br><br>Tell simple stories about people or things not present (LA.36.s)<br><br>Make controlled linear scribbles (LA.36.t) | P. Reading<br><br>P. Reading<br><br>L. Speaking<br><br>R. Writing |

**Hawaii HELDS**

**COR Advantage Items**

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| <p><b>36 through 48 months</b></p> | <p>Add detail to drawings and other products with simple descriptive words, symbols, scribbles or letter-like forms (LA.48.v)</p> <p>Sometimes labels after creating drawing, construction, movement, or dramatization (LA.48.w)</p> <p>Tell stories that refer to other times and places with some details (LA.48.x)</p> <p>Write some letters and letter-like forms (LA.48.y)</p>   | <p>R. Writing<br/>X. Art</p> <p>X. Art</p> <p>HH. History</p> <p>R. Writing</p>                        |
| <p><b>48 months through KE</b></p> | <p>Add detail to drawings and other products with simple descriptive words, letters or letter forms (LA.KE.bb)</p> <p>Plan and then use drawings, constructions, movements, and dramatizations to represent ideas (LA.KE.cc)</p> <p>Tell detailed stories that refer to other times and places (LA.KE.dd)</p> <p>Begin to use sound spelling (e.g. use initial sound of word to write word; write several sounds heard in word) (LA.KE.ee)</p>  | <p>R. Writing<br/>X. Art</p> <p>X. Art</p> <p>HH. History</p> <p>R. Writing</p>                        |
| <p><b>End of Kindergarten</b></p>  | <p>Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., my favorite book is...) (K.W.1)</p> <p>Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (K.W.2)</p> <p>Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. (K.W.3)</p> | <p>R. Writing<br/>X. Art</p> <p>R. Writing<br/>X. Art</p> <p>R. Writing<br/>X. Art<br/>HH. History</p> |

Hawaii HELDS

COR Advantage Items

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| <b>Birth through 12 months</b> | <b>Production and Distribution of Writing</b><br>React to a problem (AL/LA.12.d)  | B. Problem solving with materials                   |
| <b>12 through 24 months</b>    | Use single object in different ways (AL/LA.24.d)  | B. Problem solving with materials                   |
| <b>24 through 36 months</b>    | Use materials in new ways to accomplish task (AL/LA.36.e)<br><br>Engage in tactile experiences creating letters and other forms (AL/LA.36.h)                                      | B. Problem solving with materials<br><br>R. Writing |
| <b>36 through 48 months</b>    | Solve problems without having to try every possibility (AL/LA.48.d)<br><br>Create letters and other forms using various materials (AL/LA.48.h)                                    | B. Problem solving with materials<br><br>R. Writing |
| <b>48 months through KE</b>    | Begin to think problems through, considering several possibilities and analyzing results (AL/LA.KE.d)<br><br>Experiment with a variety of writing tools and surfaces (AL/LA.KE.h) | B. Problem solving with materials<br><br>R. Writing |
| <b>End of Kindergarten</b>     | With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers (K.W.6)                           | R. Writing<br>EE. Tools and technology              |

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| <b>Birth through 12 months</b> | <b>Research to Build and Present Knowledge</b><br>Use senses to explore the immediate environment (AL/LA.12.a)   | BB. Observing and classifying  |
| <b>12 through 24 months</b>    | Explore the environment in close proximity to and in constant sight of caregiver (AL/LA.24.a)  | E. Building relationships with adults                                    |
| <b>24 through 36 months</b>    | Explore the environment independently but seek occasional approval from near-by adults (AL/LA.36.a)<br><br>With adult support, recall the sequence of personal routines or events (AL/LA.36.g) | E. Building relationships with adults<br><br>G. Community<br>HH. History |

### Hawaii HELDS

### COR Advantage Items

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| <b>36 through 48 months</b> | Recall past experiences in new situations (AL/LA.48.f)<br>Retell experiences in order, providing details (AL/LA.48-KE.e)                            | CC. Experimenting, predicting, and drawing conclusions<br>C. Reflection<br>HH. History |
| <b>48 months through KE</b> | Use knowledge of everyday experiences to apply to a new situation (AL/LA.KE.f)  | CC. Experimenting, predicting, and drawing conclusions                                 |
| <b>End of Kindergarten</b>  | With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question (K.W.8) | M. Listening and comprehension<br>HH. History  |

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| <b>Birth through 12 months</b> | <p><b>Strand: Speaking and Listening</b></p> <p><b>Comprehension and Collaboration</b></p> <p>Respond to repeated words or phrases (LA.12.f)</p> <p>Show an interest in the speech of others (LA.12.c)</p> <p>Use senses to explore the immediate environment (AL/LA.12.a)</p>  | M. Listening and comprehension<br>M. Listening and comprehension<br>BB. Observing and classifying    |
| <b>12 through 24 months</b>    | <p>Focus attention on speaker and attempt to imitate speech (LA.24.n)</p> <p>Point to pictures or objects in books when asked (LA.24.b)</p> <p>Explore the environment in close proximity to and in constant sight of caregiver (AL/LA.24.a)</p>  | L. Speaking<br>M. Listening and comprehension<br>P. Reading<br>E. Building relationships with adults |
| <b>24 through 36 months</b>    | <p>Initiate and engage in brief conversations with peers and adults (LA.36.u)</p> <p>Begin to use appropriate skills when communicating (LA.36.v)</p> <p>Contribute language from the book at the appropriate time (LA.36.c)</p> <p>Explore the environment independently but seek occasional approval from near-by adults (AL/LA.36.a)</p> | L. Speaking<br>M. Listening and comprehension<br>P. Reading<br>E. Building relationships with adults |



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COR Advantage Items

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| <p><b>36 through 48 months</b></p> | <p>With adult support, listen and respond attentively to conversations (e.g. engaging in at least 3 exchanges, pose questions and listen to the ideas of others, share experiences when asked) (LA.48.z)</p> <p>With adult support, observe and use appropriate ways of interacting in a group (e.g. taking turns in talking, listening to peers, waiting to speak until another person is finished talking, asking questions and waiting for an answer) (LA.48.aa)</p> <p>Respond appropriately to statements, questions, vocabulary, and stories (LA.KE.j)</p>   | <p>L. Speaking<br/>M. Listening and comprehension</p> <p>L. Speaking<br/>M. Listening and comprehension</p> <p>M. Listening and comprehension</p> |
| <p><b>48 months through KE</b></p> | <p>Listen and respond attentively to conversations (e.g. engaging in at least 3 exchanges, pose questions and listen to the ideas of others, share experiences when asked) (LA.KE.gg)</p> <p>Observe and use appropriate ways of interacting in a group 2 to 3 children (e.g. taking turns in talking, listening to peers, waiting until someone is finished, asking questions and waiting for an answer, gaining the floor in appropriate ways) (SE/LA.KE.b)</p> <p>Respond appropriately to statements, questions, vocabulary, and stories (LA.KE.j)</p>   | <p>L. Speaking<br/>M. Listening and comprehension</p> <p>L. Speaking<br/>M. Listening and comprehension</p> <p>M. Listening and comprehension</p> |
| <p><b>End of Kindergarten</b></p>  | <p>Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion)</p> <p>b. Continue a conversation through multiple exchanges (K.SL.1)</p> <p>Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood (K.SL.2)</p> <p>Ask and answer questions in order to seek help, get information, or clarify something that is not understood (K.SL.3)</p> | <p>L. Speaking</p> <p>L. Speaking</p> <p>L. Speaking</p> <p>M. Listening and comprehension</p> <p>M. Listening and comprehension</p>              |

Hawaii HELDS

COR Advantage Items

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| <p><b>Birth through 12 months</b></p> | <p><b>Presentation of Knowledge and Ideas</b><br/>                 Communicate with gestures, babbles, or making word-like sounds (LA.12.g)</p>  | <p>L. Speaking</p>   |
| <p><b>12 through 24 months</b></p>    | <p>Recognize people, objects, and animals in pictures (LA.24.l)<br/><br/>                 Use 2-word combinations to communicate (LA.24.o)</p>   | <p>P. Reading<br/><br/>                 L. Speaking</p>  |
| <p><b>24 through 36 months</b></p>    | <p>Recognize and label people, objects, and animals in pictures (LA.36.r)<br/><br/>                 Share experiences using simple 2-3 word combinations (LA.36.w)</p>   | <p>P. Reading<br/><br/>                 L. Speaking</p>  |
| <p><b>36 through 48 months</b></p>    | <p>Retell experiences in order, providing details (AL/LA/48-KE.e)<br/><br/>                 Sometimes label after creating drawing, construction, movement, or dramatization (LA.48.w)</p>                       | <p>C. Reflection<br/>                 HH. History<br/><br/>                 R. Writing<br/>                 X. Art</p> |
| <p><b>48 months through KE</b></p>    | <p>Retell experiences in order, providing details (AL/LA.48-KE.e)<br/><br/>                 Plan and then use drawings, constructions, movements, and dramatizations to represent ideas (LA.KE.cc)</p>           | <p>C. Reflection<br/>                 HH. History<br/><br/>                 X. Art</p>                                 |
| <p><b>End of Kindergarten</b></p>     | <p>Add drawings or other visual displays to descriptions as desired to provide additional detail (K.SL.5)<br/><br/>                 Speak audibly and express thoughts, feelings, and ideas clearly (K.SL.6)</p> | <p>X. Art<br/><br/>                 L. Speaking</p>  |

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COR Advantage Items

| Birth through 12 months     | <b>Strand: Language</b><br><b>Conventions of Standard English</b><br>EMERGING   |   |
|-----------------------------|---|---|
| <b>12 through 24 months</b> | Use one- or two-word phrases (LA.24.p)<br><br>Make scribbles or marks (GK/LA.24.aa)<br><br>Recognize people, objects, and animals in pictures (LA.24.l)   | L. Speaking<br><br>R. Writing<br><br>P. Reading                     |
| <b>24 through 36 months</b> | Use three- to four- word sentences (may omit some words) (LA.36.y)<br><br>Make controlled linear scribbles (LA.36.t)<br><br>Recognize and label people, objects, and animals in pictures (LA.36.r)  | L. Speaking<br><br>R. Writing<br><br>P. Reading                     |
| <b>36 through 48 months</b> | Use complete four- to six- word sentences (LA.48.cc)<br><br>Write some letters and letter-like forms (LA.48.y)<br><br>Sometimes label after creating drawing, construction, movement, or dramatization (LA.48.w)  | L. Speaking<br><br>R. Writing<br><br>R. Writing<br>X. Art           |
| <b>48 months through KE</b> | Use a variety of sentence structures from simple to more complex in meaningful contexts (sentence structure) (LA.KE.jj)<br><br>Begins to use sound spelling (e.g. use initial sound of word to write word; write several sounds heard in word) (LA.KE.ee)<br><br>Plan and then use drawings, constructions, movements, and dramatizations to represent ideas (LA.KE.cc) | R. Writing<br><br>O. Alphabet knowledge<br>R. Writing<br><br>X. Art |

### Hawaii HELDS

### COR Advantage Items

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| <b>End of Kindergarten</b>     | <p>a. Print many upper- and lowercase letters</p> <p>d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how)</p> <p>f. Produce and expand complete sentences in shared language activities (K.L.1)</p> <p>a. Capitalize the first word in a sentence and the pronoun I</p> <p>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes)</p> <p>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships (K.L.2)</p> | <p>R. Writing</p> <p>M. Listening and comprehension</p> <p>R. Writing</p> <p>R. Writing</p> <p>R. Writing</p> <p>O. Alphabet knowledge<br/>R. Writing</p> |
| <b>Birth through 12 months</b> | <p><b>Vocabulary Acquisition and Use</b></p> <p>Communicate with gestures, babbles, or making word-like sounds (LA.12.g)</p> <p>Show an interest in the speech of others (LA.12.c)</p> <p>Communicate with gestures, babbles, or making word-like sounds (LA.12.g)</p>   | <p>L. Speaking</p> <p>M. Listening and comprehension</p> <p>L. Speaking</p>   |
| <b>12 through 24 months</b>    | <p>Name familiar people, animals and objects (LA.24.k)</p> <p>Show an awareness of word relationships when matching and sorting objects by color, size, or shape (LA.24.q)</p> <p>Point to pictures or objects in books when asked (LA.24.b)</p> <p>Name familiar people, animals and objects (LA.24.k.)</p>   | <p>L. Speaking</p> <p>BB. Observing and classifying</p> <p>P. Reading</p> <p>L. Speaking</p>  |

**Hawaii HELDS**

**COR Advantage Items**

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| <p><b>24 through 36 months</b></p> | <p>Use some personal pronouns (LA.36.z)</p> <p>With guidance and support, begin to explore word relationships by matching and sorting according to color, size, or shape (LA.36.aa)</p> <p>Contribute language from the book at the appropriate time (LA.36.c)</p> <p>Use some personal pronouns (LA.36.z)</p>     | <p>L. Speaking</p> <p>BB. Observing and classifying</p> <p>P. Reading</p> <p>L. Speaking</p>                       |
| <p><b>36 through 48 months</b></p> | <p>With guidance and support, use word relationships to sort objects into subgroups by one or two characteristics (LA.48.ee)</p> <p>Respond appropriately to specific vocabulary and simple statements, questions, and stories (LA.48.g)</p> <p>Retell experiences in order, providing details (AL/LA.48-KE.e)</p> | <p>BB. Observing and classifying</p> <p>M. Listening and comprehension</p> <p>C. Reflection</p> <p>HH. History</p> |
| <p><b>48 months through KE</b></p> | <p>With guidance and support, use word relationships to sort, classify, and serialize (puts in a pattern) objects using attributes, such as color, shape, or size (LA.KE.ii)</p> <p>Respond appropriately to statements, questions, vocabulary, and stories (LA.KE.j)</p>  | <p>BB. Observing and classifying</p> <p>M. Listening and comprehension</p>   |
| <p><b>End of Kindergarten</b></p>  | <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>Use words and phrases through conversation, reading, being read to, responding to texts (K.L.6)</p>   | <p>BB. Observing and classifying</p> <p>L. Speaking</p> <p>M. Listening and comprehension</p>                      |