

Alignment of the Idaho Early Learning eGuidelines With HighScope's 2014 Child Observation Record — COR Advantage 1.5

The following chart shows how items from the **Idaho Early Learning eGuidelines** 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.



Idaho Early Learning Guidelines

COR Advantage Items

| | <i>Domain 1: Approaches to Learning and Cognitive Development</i> | |
|---------------------------------------|--|---|
| | SUB-DOMAIN: LEARNING APPROACHES | |
| | Goal 1: Children show curiosity and interest in learning and experimenting. | |
| Birth through 8 Months | Seeks, initiates, and responds to interactions with people and objects. | <ul style="list-style-type: none"> A. Initiative and planning E. Building relationships with adults F. Building relationships with other children M. Listening and comprehension N. Phonological awareness |
| 6 to 18 Months | Demonstrates curiosity through physical exploration and vocalization with objects, people, and environments. | <ul style="list-style-type: none"> A. Initiative and planning D. Emotions G. Community BB. Observing and classifying GG. Geography |
| 16 to 38 Months | Deliberately explores and experiments with people and objects. | <ul style="list-style-type: none"> A. Initiative and planning E. Building relationships with adults F. Building relationships with other children CC. Experimenting, predicting, and drawing conclusions |
| 46 to 60 Months | Becomes inquisitive; seeks information and vocabulary to build understanding. | <ul style="list-style-type: none"> L. Speaking M. Listening and comprehension BB. Observing and classifying |
| 60 Months through Kindergarten | Begins to show logic in thinking about complex information, and about people, objects, and actions. | <ul style="list-style-type: none"> BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions EE. Tools and technology |

Idaho Early Learning Guidelines

COR Advantage Items

| | | |
|--|---|---|
| | <p>Domain 1: Approaches to Learning and Cognitive Development CONT</p> | |
| <p>Birth through 8 Months</p> <p>6 to 18 Months</p> <p>16 to 38 Months</p> <p>36 to 60 Months</p> <p>60 Months through Kindergarten</p> | <p>Goal 2: Children generate/create new ideas, approaches, and activities in daily routines.</p> <p>Actively explores self and immediate surroundings.</p> <p>Explores objects and sounds using sensory approaches, and by trying various movements.</p> <p>Uses imagination and pretend play to experiment with objects and roles.</p> <p>Expands personal expression through inventive language, play, and creative exploration.</p> <p>Uses elaborate strategies, and cooperation with others in creative expression.</p> | <p>A. Initiative and planning F. Building relationships with other children N. Phonological awareness FF. Knowledge of self and others</p> <p>E. Building relationships with adults L. Speaking AA. Pretend play</p> <p>AA. Pretend play</p> <p>AA. Pretend play</p> <p>AA. Pretend play CC. Experimenting, predicting, and drawing conclusions</p> |
| <p>Birth through 8 Months</p> <p>6 to 18 Months</p> | <p>Goal 3: Children are confident to initiate and complete activities using a variety of approaches.</p> <p>Engages in interactions with people and explores people and objects around them.</p> <p>Sees out sustained, pleasurable activities with familiar people, objects and activities.</p> | <p>A. Initiative and planning E. Building relationships with adults F. Building relationships with other children</p> <p>A. Initiative and planning E. Building relationships with adults F. Building relationships with other children CC. Experimenting, predicting, and drawing conclusions</p> |

Idaho Early Learning Guidelines

COR Advantage Items

| | Domain 1: Approaches to Learning and Cognitive Development CONT | |
|---------------------------------------|---|---|
| 16 to 38 Months | Uses a variety of strategies to initiate activities and seek out new experiences with familiar people, objects, and settings. | A. Initiative and planning E. Building relationships with adults F. Building relationships with other children H. Conflict resolution |
| 36 to 60 Months | Initiates and sustains interactions and activities with increasing independence. | A. Initiative and planning E. Building relationships with adults F. Building relationships with other children K. Personal care and healthy behavior |
| 60 Months through Kindergarten | Initiates, sustains, and completes play and activities based on personal and shared interests. | A. Initiative and planning F. Building relationships with other children |
| | Goal 4: Children demonstrate persistence and sustain attention to tasks even when faces with challenges and frustration. | |
| Birth through 8 Months | Briefly sustains attention to caregiver's actions and objects in the environment. | E. Building relationships with adults |
| 6 to 18 Months | Focuses on stimulating activities and returns to them after distractions. | A. Initiative and planning CC. Experimenting, predicting, and drawing conclusions |
| 16 to 38 Months | Maintains attention to and extends favorite activities by repeating them. | A. Initiative and planning B. Problem solving with materials |
| 36 to 60 Months | Uses a variety of approaches to master complex challenging tasks. | A. Initiative and planning B. Problem solving with materials |
| 60 Months through Kindergarten | Selects and critiques ideas and arguments to solve problems and complete tasks, independently and with others. | A. Initiative and planning B. Problem solving with materials |

Idaho Early Learning Guidelines

COR Advantage Items

| | <i>Domain 1: Approaches to Learning and Cognitive Development CONT</i> | |
|---------------------------------------|---|--|
| Birth through 8 Months | <p>Goal 5: Children develop and carry out plans.</p> <p>Responds to pleasurable experiences and repeats actions that stimulate pleasure.</p> | <p>A. Initiative and planning D. Emotions</p> |
| 6 to 18 Months | <p>Initiates intentional action to meet personal wants and needs.</p> | <p>B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions</p> |
| 16 to 38 Months | <p>With assistance, uses multiple steps and strategies to plan for and persist in activities.</p> | <p>A. Initiative and planning B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions</p> |
| 36 to 60 Months | <p>Develops ideas for how things work and attempts tasks that have unknown outcomes.</p> | <p>A. Initiative and planning B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions</p> |
| 60 Months through Kindergarten | <p>Plans individual and shared activities.</p> | <p>A. Initiative and planning F. Building relationships with other children</p> |

Idaho Early Learning Guidelines

COR Advantage Items

| | <p><i>Domain 1: Approaches to Learning and Cognitive Development</i> CONT</p> | |
|--|--|--|
| <p>Birth through 8 Months</p> | <p>Goal 6: Children change or adapt thought processes, applying previously learned concepts and skills to new situations.</p> <p>Self regulates around eating, sleeping, and sensory exploration.</p> | <p>A. Initiative and planning E. Building relationships with adults G. Community</p> |
| <p>6 to 18 Months</p> | <p>Sustains play with objects. Use trial and error experimentation.</p> | <p>BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions</p> |
| <p>16 to 38 Months</p> | <p>Uses increasing flexibility in thinking and actions to evoke new experiences with people and objects.</p> | <p>H. Conflict resolution AA. Pretend play CC. Experimenting, predicting, and drawing conclusions</p> |
| <p>36 to 60 Months</p> | <p>Takes risks in novel situations, extending previous learning to the exploration of new settings, people, and objects.</p> | <p>E. Building relationships with adults F. Building relationships with other children AA. Pretend play CC. Experimenting, predicting, and drawing conclusions HH. History</p> |
| <p>60 Months through Kindergarten</p> | <p>Begins to recognize own ways of creating ideas and solving problems.</p> | <p>A. Initiative and planning B. Problem solving with materials H. Conflict resolution CC. Experimenting, predicting, and drawing conclusions HH. History</p> |

Idaho Early Learning Guidelines

COR Advantage Items

| | <p><i>Domain 1: Approaches to Learning and Cognitive Development</i> CONT</p> | |
|--|--|---|
| <p>Birth through 8 Months</p> | <p>Goal 7: Children interact, understand, and view the world influenced by temperament.</p> <p>Expresses temperamental indicators of intensity, persistence, sensitivity, adaptability, activity level, approaches to newness, mood, and distractibility.</p> | <p>D. Emotions E. Building relationships with adults G. Community</p> |
| <p>6 to 18 Months</p> | <p>Explores familiar people, objects, places, and situations with temperament style prominent as the child expresses emotion, focuses attention and adapts to changes.</p> | <p>A. Initiative and planning D. Emotions E. Building relationships with adults</p> |
| <p>16 to 38 Months</p> | <p>Gains skills in focusing, regulating feelings and emotions, and reacting to people, situations, and objects.</p> | <p>D. Emotions E. Building relationships with adults H. Conflict resolution G. Community</p> |
| <p>36 to 60 Months</p> | <p>Adapts personal style to self-regulate behavior and explore a variety of social and physical settings.</p> | <p>D. Emotions E. Building relationships with adults F. Building relationships with other children H. Conflict resolution</p> |
| <p>60 Months through Kindergarten</p> | <p>Develops strategies to match own emotions and personal style when needed to approach exploration, interact with others, and solve problems.</p> | <p>D. Emotions E. Building relationships with adults F. Building relationships with other children H. Conflict resolution</p> |

Idaho Early Learning Guidelines

COR Advantage Items

| | <i>Domain 1: Approaches to Learning and Cognitive Development CONT</i> | |
|---------------------------------------|---|---|
| | <p>SUB-DOMAIN: COGNITION AND COGNITIVE PROCESSES</p> <p>Goal 8: Children demonstrate awareness of cause and effect relationships.</p> | |
| Birth through 8 Months | Increasingly aware of self, primary caregivers, and objects. | <ul style="list-style-type: none"> A. Initiative and planning E. Building relationships with adults CC. Experimenting, predicting, and drawing conclusions |
| 6 to 18 Months | Intentionally explores self, others, and objects; recognizes the effect of actions. | <ul style="list-style-type: none"> E. Building relationships with adults CC. Experimenting, predicting, and drawing conclusions FF. Knowledge of self and others |
| 16 to 38 Months | Explores cause and effect with people, objects, and settings. | <ul style="list-style-type: none"> CC. Experimenting, predicting, and drawing conclusions EE. Tools and technology |
| 36 to 60 Months | Experiments with and uses words to describe simple causal relationships | <ul style="list-style-type: none"> AA. Pretend play CC. Experimenting, predicting, and drawing conclusions EE. Tools and technology |
| 60 Months through Kindergarten | Intentionally structures explorations to test cause and effect with people and objects. | <ul style="list-style-type: none"> W. Data analysis CC. Experimenting, predicting, and drawing conclusions |

Idaho Early Learning Guidelines

COR Advantage Items

| | <p><i>Domain 1: Approaches to Learning and Cognitive Development</i> CONT</p> | |
|--|---|---|
| <p>Birth through 8 Months</p> | <p>Goal 9: Children use prior relationships, experiences, and knowledge to build foundational memory.</p> <p>Begins to anticipate routines through interactions with people and objects.</p> | <p>A. Initiative and planning E. Building relationships with adults</p> |
| <p>6 to 18 Months</p> | <p>Builds foundational experiences, routines, relationships, and emotions to expand memory.</p> | <p>E. Building relationships with adults F. Building relationships with other children G. Community</p> |
| <p>16 to 38 Months</p> | <p>Uses past experiences to apply sequential memory and control impulses.</p> | <p>B. Problem solving with materials HH. History</p> |
| <p>36 to 60 Months</p> | <p>Combining past experiences and familiar situations, explores, plans, problems solves, and carries out plans.</p> | <p>A. Initiative and planning B. Problem solving with materials C. Reflection HH. History</p> |
| <p>60 Months through Kindergarten</p> | <p>Draws on memory and experience to manipulate, act on, and respond to unfamiliar situations.</p> | <p>A. Initiative and planning B. Problem solving with materials C. Reflection BB. Observing and classifying HH. History</p> |

Idaho Early Learning Guidelines

COR Advantage Items

| Idaho Early Learning Guidelines | | COR Advantage Items |
|--|--|--|
| | Domain 1: Approaches to Learning and Cognitive Development CONT | |
| | Goal 10: Children imitate behaviors that they have observed. | |
| Birth through 8 Months | Initiates, sustains, and replicates brief interactions and expressions. | A. Initiative and planning E. Building relationships with adults L. Speaking M. Listening and comprehension |
| 6 to 18 Months | Initiates, sustains, and replicates interactions and expressions of familiar people. | AA. Pretend play |
| 16 to 38 Months | Observes and replicates expressions, words, and actions of others in functional play, including familiar people, and characters from books, poetry, songs, or media. | E. Building relationships with adults F. Building relationships with other children AA. Pretend play FF. Knowledge of self and others |
| 36 to 60 Months | Use imitation as a foundation for symbolic and constructive play. | Y. Music AA. Pretend play |
| 60 Months through Kindergarten | Shows increasing skill in coordinating physical and cognitive abilities to realistically imitate and create events and situations. | M. Listening and comprehension AA. Pretend play |
| | Goal 11: Children find multiple solutions to questions, tasks, problems, and challenges, including trial and error. | |
| Birth through 8 Months | Uses sense to explore environment and relationships. | A. Initiative and planning BB. Observing and classifying |
| 6 to 18 Months | Use sensory exploration to examine objects, and settings to observe outcomes. | BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions |
| 16 to 38 Months | Use goal-oriented exploration with novel objects and situations, and familiar people. | B. Problem solving with materials EE. Tools and technology |

Idaho Early Learning Guidelines

COR Advantage Items

Idaho Early Learning Guidelines

COR Advantage Items

| | | |
|---------------------------------------|---|---|
| | Domain 1: Approaches to Learning and Cognitive Development CONT | |
| 36 to 60 Months | Tries multiple ways to solve problems and create play. | B. Problem solving with materials |
| 60 Months through Kindergarten | Uses past experiences, current information, and flexible thinking for problem solving. | B. Problem solving with materials |
| | Goal 12: Children use conjecture, hypothesizing, and guessing. | |
| Birth through 8 Months | Use all senses to explore environment and relationships. | BB. Observing and classifying |
| 6 to 18 Months | Takes some risks to actively explore and interact with familiar people, objects, and settings. | A. Initiative and planning B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions |
| 16 to 38 Months | Initiates actions to see reactions. | A. Initiative and planning B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions |
| 36 to 60 Months | Uses a repertoire of thinking and language skills for testing ideas about things and relationships | V. Patterns BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions |
| 60 Months through Kindergarten | Systematically tests ideas about how things work and applies those systems to social and physical settings. | CC. Experimenting, predicting, and drawing conclusions |

Idaho Early Learning Guidelines

COR Advantage Items

| | <i>Domain 1: Approaches to Learning and Cognitive Development CONT</i> | |
|---------------------------------------|---|---|
| Birth through 8 Months | <p>Goal 13: Children build knowledge using comparison, contrasts, examination, and evaluation.</p> <p>Responds to and initiates actions with people and objects.</p> | <p>A. Initiative and planning AA. Pretend play CC. Experimenting, predicting, and drawing conclusions</p> |
| 6 to 18 Months | <p>Explores and examines objects, people, and situations to see differences and similarities.</p> | <p>E. Building relationships with adults L. Speaking CC. Experimenting, predicting, and drawing conclusions</p> |
| 16 to 38 Months | <p>Observes and reacts to similarities and differences in people, places, and situations.</p> | <p>A. Initiative and planning AA. Pretend play BB. Observing and classifying</p> |
| 36 to 60 Months | <p>Combines observation, past experiences, and knowledge to address novel or unfamiliar situations.</p> | <p>BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions</p> |
| 60 Months through Kindergarten | <p>Examines and evaluates problems and situations to reach conclusions.</p> | <p>B. Problem solving with materials T. Geometry: Shapes and spatial awareness BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions</p> |

Idaho Early Learning Guidelines

COR Advantage Items

| | <i>Domain 1: Approaches to Learning and Cognitive Development CONT</i> | |
|---------------------------------------|--|---|
| Birth through 8 Months | <p>Goal 14: Children participate in exploratory play.</p> <p>Gains stability and balance among senses and uses those senses to evoke relaxation and calmness that supports exploration.</p> | <p>BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions FF. Knowledge of self and others</p> |
| 6 to 18 Months | <p>Use sensory motor skills to engage with people and objects.</p> | <p>L. Speaking BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions</p> |
| 16 to 38 Months | <p>Use sensory motor play to extend the use of materials in functional ways.</p> | <p>F. Building relationships with other children BB. Observing and classifying EE. Tools and technology FF. Knowledge of self and others</p> |
| 36 to 60 Months | <p>Explore materials and actions with an intended purpose.</p> | <p>I. Gross-motor skills V. Patterns X. Art BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions EE. Tools and technology</p> |
| 60 Months through Kindergarten | <p>Expands knowledge of materials and tools to incorporate into play activities.</p> | <p>I. Gross-motor skills X. Art CC. Experimenting, predicting, and drawing conclusions EE. Tools and technology</p> |

Idaho Early Learning Guidelines

COR Advantage Items

| <i>Domain 1: Approaches to Learning and Cognitive Development CONT</i> | | |
|--|---|--|
| Birth through 8 Months | Goal 15: Children participate in pretend or symbolic play. Sustains brief playful interactions with caregiver support. | D. Emotions E. Building relationships with adults |
| 6 to 18 Months | Use senses and mobility to explore functions of objects and actions, with symbolic play evolving as a result of the functional exploration. | AA. Pretend play |
| 16 to 38 Months | Use objects symbolically in pretend play | AA. Pretend play FF. Knowledge of self and others |
| 36 to 60 Months | Develops plots, scripts, and takes on roles, with a mixture of reality and fantasy. | M. Listening and comprehension AA. Pretend play |
| 60 Months through Kindergarten | Uses and negotiates scripts for elaborate fantasy play, usually distinguishing fantasy from reality. | M. Listening and comprehension AA. Pretend play |

Idaho Early Learning Guidelines

COR Advantage Items

| | <i>Domain 1: Approaches to Learning and Cognitive Development CONT</i> | |
|---------------------------------------|--|--|
| Birth through 8 Months | <p>Goal 16: Children represent experiences and thought through symbolic representation including play, movement, arts, numeracy, and literacy.</p> <p>Infants initiate and respond to sensory stimulation which is a neurological precursor to symbolic representation.</p> | <p>L. Speaking M. Listening and comprehension</p> |
| 6 to 18 Months | <p>Engages in pre-symbolic play. (See Goal 14, Exploratory Play)</p> | <p>L. Speaking R. Writing AA. Pretend play GG. Geography</p> |
| 16 to 38 Months | <p>Uses symbolic expression in dramatic play and creative activities.</p> | <p>R. Writing X. Art Y. Music Z. Movement AA. Pretend play</p> |
| 36 to 60 Months | <p>Uses symbols in arts, communication, and numeracy.</p> | <p>R. Writing X. Art Y. Music Z. Movement AA. Pretend play</p> |
| 60 Months through Kindergarten | <p>Use symbols to represent numbers, letters, and some words; and for expression in creative arts.</p> | <p>R. Writing X. Art Y. Music Z. Movement AA. Pretend play</p> |

Idaho Early Learning Guidelines

COR Advantage Items

| | | <i>Domain 2: Physical Well-Being, Health, and Motor Development</i> |
|---------------------------------------|--|--|
| | | SUB-DOMAIN: MOTOR DEVELOPMENT |
| | | Goal 17: Children demonstrate strength and coordination of large motor muscles. |
| Birth through 8 Months | Gain control of head, trunk, arms, and legs | I. Gross-motor skills |
| 6 to 18 Months | Develop strength, balance, and coordination to change the position of the body from lying to sitting, to standing, and then to walking, with or without support. | I. Gross-motor skills |
| 16 to 38 Months | Coordinate whole body to make complex movements for moving from place to place (walk, run, hop, and climb). | I. Gross-motor skills |
| 36 to 60 Months | Coordinate whole body to move in complex ways with strength, agility, and balance. | I. Gross-motor skills |
| 60 Months through Kindergarten | Coordinate multiple movements with accuracy and purpose. | I. Gross-motor skills |
| | | Goal 18: Children demonstrate strength and coordination of small motor muscles. |
| Birth through 8 Months | Bring hands and objects to mouth. Purposefully manipulate objects. | J. Fine-motor skills |
| 6 to 18 Months | Demonstrate development in eye-hand coordination by grasping and manipulating objects in exploration, and including both hands in accomplishing a task. | J. Fine-motor skills |
| 16 to 38 Months | Coordinate arms, hands, and fingers to accomplish purposeful fine-motor tasks. | J. Fine-motor skills |
| 36 to 60 Months | Use fingers and hands for purposeful tasks. | J. Fine-motor skills |
| 60 Months through Kindergarten | Manipulate materials in a purposeful way, planning and attending to fine details. | J. Fine-motor skills |

Idaho Early Learning Guidelines

COR Advantage Items

| | <i>Domain 2: Physical Well-Being, Health, and Motor Development CONT</i> | |
|---------------------------------------|---|---|
| Birth through 8 Months | <p>Goal 19: Children use their senses (sight, hearing, smell, taste, and touch) to guide and integrate their interactions.</p> <p>Respond to sensory input</p> | <p>M. Listening and comprehension N. Phonological awareness BB. Observing and classifying</p> |
| 6 to 18 Months | <p>Intentionally respond to sensory input and to coordinate actions based on input.</p> | <p>J. Fine-motor skills M. Listening and comprehension Y. Music BB. Observing and classifying</p> |
| 16 to 38 Months | <p>Regulate actions and responses based on sensory input.</p> | <p>I. Gross-motor skills J. Fine-motor skills Z. Movement</p> |
| 36 to 60 Months | <p>Coordinate motor activities based on sensory input.</p> | <p>I. Gross-motor skills J. Fine-motor skills</p> |
| 60 Months through Kindergarten | <p>Integrate sensory motor skills into actions.</p> | <p>I. Gross-motor skills J. Fine-motor skills</p> |

Idaho Early Learning Guidelines

COR Advantage Items

| | | |
|---------------------------------------|--|--|
| | Domain 2: Physical Well-Being, Health, and Motor Development CONT | |
| | Goal 20: Children demonstrate the stamina and energy to participate in daily activities. | |
| Birth through 8 Months | Develop nerves and muscles to sustain movement. | I. Gross-motor skills |
| 6 to 18 Months | Explore environment with purposeful movement. | I. Gross-motor skills |
| 16 to 38 Months | Engage in new and familiar physical activities with and without adult prompting. | I. Gross-motor skills |
| 36 to 60 Months | Engage in organized and spontaneous physical activity both indoors and outside. | I. Gross-motor skills |
| 60 Months through Kindergarten | Sustain strength for increased periods of time. Engage in a variety of physical activities that promote fitness and fundamental movement skills | I. Gross-motor skills |
| | SUB-DOMAIN: PHYSICAL DEVELOPMENT | |
| | Goal 21: Children engage in a variety of physical activities. | |
| Birth through 8 Months | Move reflexively, then with increasing intentionality. | I. Gross-motor skills |
| 6 to 18 Months | Advance from mostly stationary activities to becoming mobile and active. | I. Gross-motor skills |
| 16 to 38 Months | Engage in a variety of sequence3d movements with increased balance. | I. Gross-motor skills |
| 36 to 60 Months | Engage in complex physical movements embedded in play activities. | I. Gross-motor skills |
| 60 Months through Kindergarten | Engage independently and with peers in a wide variety of daily physical activities. | F. Building relationships with other children G. Community I. Gross-motor skills |

Idaho Early Learning Guidelines

COR Advantage Items

| Domain 2: Physical Well-Being, Health, and Motor Development CONT | | |
|--|---|---------------------------------------|
| SUB-DOMAIN: HEALTH AND PERSONAL CARE | | |
| Goal 22: Children practice basic personal care routines. | | |
| Birth through 8 Months | Begin to develop an awareness of basic physical needs related to personal care. | K. Personal care and healthy behavior |
| 6 to 18 Months | Participate in routines to meet basic personal needs. | K. Personal care and healthy behavior |
| 16 to 38 Months | Participate in meeting personal care needs. | K. Personal care and healthy behavior |
| 36 to 60 Months | Initiate and carry out personal care routines, with and without assistance. | K. Personal care and healthy behavior |
| 60 Months through Kindergarten | Independently initiate and carry out personal care routines. | K. Personal care and healthy behavior |
| Goal 23: Children demonstrate personal health and hygiene skills. | | |
| Birth through 8 Months | Infants react and respond to an adult performing hygiene care giving. | K. Personal care and healthy behavior |
| 6 to 18 Months | Anticipate, respond, and participate in basic hygiene tasks, with assistance. | K. Personal care and healthy behavior |
| 16 to 38 Months | Show some awareness of personal health and hygiene skills | K. Personal care and healthy behavior |
| 36 to 60 Months | Demonstrate independence in personal hygiene skills. | K. Personal care and healthy behavior |
| 60 Months through Kindergarten | Initiate and independently carry out personal hygiene skills, with or without assistance. | K. Personal care and healthy behavior |

Idaho Early Learning Guidelines

COR Advantage Items

| <i>Domain 3: Social and Emotional Development</i> | | |
|---|---|---|
| SUB-DOMAIN: SOCIAL DEVELOPMENT | | |
| Goal 27: Children trust, interact with, and seek assistance from adults. | | |
| Birth through 8 Months | Shows secure primary attachments. | E. Building relationships with adults |
| 6 to 18 Months | Shows sense of self in relation to familiar adults. | E. Building relationships with adults |
| 16 to 38 Months | Shows a desire for autonomy and self-action when with familiar adults. | E. Building relationships with adults |
| 36 to 60 Months | Show confidence in seeking assistance from familiar adults. | E. Building relationships with adults |
| 60 Months through Kindergarten | Use strategies to interact with familiar adults in a variety of situations. | E. Building relationships with adults |
| Goal 28: Children develop friendships with peers. | | |
| Birth through 8 Months | Shows interest in other babies and children. | F. Building relationships with other children |
| 6 to 18 Months | Shows interest in interacting with peers. | F. Building relationships with other children |
| 16 to 38 Months | Engages in play with peers. | F. Building relationships with other children |
| 36 to 60 Months | Engages in mutual social play that involves cooperation and shared purpose. | F. Building relationships with other children |
| 60 Months through Kindergarten | Engages in cooperative interactions with peers. | F. Building relationships with other children |

Idaho Early Learning Guidelines

COR Advantage Items

| | <i>Domain 3: Social and Emotional Development CONT</i> | |
|---------------------------------------|--|---|
| | Goal 29: Children demonstrate positive negotiation skills. | |
| Birth through 8 Months | Initiates interactions with caregivers and responds to caregiver's interactions. | <ul style="list-style-type: none"> D. Emotions E. Building relationships with adults K. Personal care and healthy behavior |
| 6 to 18 Months | Gives cues to initiate interactions with caregiver and peers. | <ul style="list-style-type: none"> E. Building relationships with adults F. Building relationships with other children |
| 16 to 38 Months | Engages with caregivers and peers to solve problems or communicate solutions. | <ul style="list-style-type: none"> B. Problem solving with materials E. Building relationships with adults F. Building relationships with other children H. Conflict resolution |
| 36 to 60 Months | Solves problems and communicate ideas with a peer, with adult supervision. | <ul style="list-style-type: none"> B. Problem solving with materials E. Building relationships with adults F. Building relationships with other children H. Conflict resolution |
| 60 Months through Kindergarten | Communicate with peers to solve conflicts, negotiate solutions, and share ideas. | <ul style="list-style-type: none"> B. Problem solving with materials E. Building relationships with adults F. Building relationships with other children H. Conflict resolution |

Idaho Early Learning Guidelines

COR Advantage Items

| <i>Domain 3: Social and Emotional Development CONT</i> | | |
|--|---|--|
| | Goal 30: Children demonstrate awareness of behavior and its effects on others. | |
| Birth through 8 Months | Becomes aware that their actions may be linked to another's response. | E. Building relationships with adults K. Personal care and healthy behavior |
| 6 to 18 Months | Anticipates reactions to their actions. | D. Emotions E. Building relationships with adults |
| 16 to 38 Months | Modifies self-behavior to solicit others' actions or responses. | D. Emotions |
| 36 to 60 Months | Anticipates the impact of behaviors on others. | D. Emotions G. Community |
| 60 Months through Kindergarten | Recognize certain behaviors bring positive consequences and others bring negative consequences. | D. Emotions G. Community |
| | Goal 31: Children participate positively in group activities. | |
| Birth through 8 Months | Shows awareness of self and others. | E. Building relationships with adults F. Building relationships with other children |
| 6 to 18 Months | Makes connections and associations with people, places, and regular routines. | E. Building relationships with adults F. Building relationships with other children G. Community |
| 16 to 38 Months | Uses most behaviors that are socially acceptable within a defined social environment. | G. Community |
| 36 to 60 Months | Participate cooperatively in a group activity | F. Building relationships with other children G. Community |
| 60 Months through Kindergarten | Invents, leads, and follows in group activities, games, and cooperative play with peers. | F. Building relationships with other children G. Community |

Idaho Early Learning Guidelines

COR Advantage Items

| <i>Domain 3: Social and Emotional Development CONT</i> | | |
|--|---|--|
| Birth through 8 Months | <p>Goal 32: Children demonstrate sympathy and empathy.</p> <p>Gazes at others and responds to variation in non-verbal and verbal sounds of others.</p> | <p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p> <p>L. Speaking</p> |
| 6 to 18 Months | <p>Reacts to emotions and actions of familiar children and adults.</p> | <p>D. Emotions</p> |
| 16 to 38 Months | <p>Gains simple vocabulary to accurately describe own and others' emotions.</p> | <p>D. Emotions</p> |
| 36 to 60 Months | <p>Recognizes and responds to another's emotions and situation.</p> | <p>D. Emotions</p> |
| 60 Months through Kindergarten | <p>Adjusts plans in consideration of others' emotions and needs.</p> | <p>D. Emotions</p> |
| | | |
| Birth through 8 Months | <p>Goal 34: Children adapt to diverse settings.</p> <p>Reacts differentially to people, events, and settings.</p> | <p>E. Building relationships with adults</p> |
| 6 to 18 Months | <p>Shows awareness of safe relationships and environments.</p> | <p>E. Building relationships with adults</p> |
| 16 to 38 Months | <p>Adapts to new settings and people with some assistance.</p> | <p>D. Emotions</p> <p>E. Building relationships with adults</p> |
| 36 to 60 Months | <p>Adjusts to unfamiliar settings and people, with minimal adult assistance.</p> | <p>D. Emotions</p> <p>E. Building relationships with adults</p> |
| 60 Months through Kindergarten | <p>Anticipates what to expect in unfamiliar settings.</p> | <p>G. Community</p> |

Idaho Early Learning Guidelines

COR Advantage Items

| <i>Domain 3: Social and Emotional Development CONT</i> | | |
|--|--|--|
| | Goal 35: Children recognize, appreciate, and respect similarities and differences in people. | |
| Birth through 8 Months | Shows habituation to sameness in sounds, voices, and environmental conditions, and reacts to changes with differences occur. | E. Building relationships with adults |
| 6 to 18 Months | Chooses primary caregivers and familiar people, but shows interest in unfamiliar people. | E. Building relationships with adults FF. Knowledge of self and others |
| 16 to 38 Months | Become aware of simple similarities and differences between self and others. | FF. Knowledge of self and others |
| 36 to 60 Months | Shows curiosity about differences and similarities between self and others. | FF. Knowledge of self and others |
| 60 Months through Kindergarten | Recognizes and is curious about differences and similarities in people. | FF. Knowledge of self and others |
| | Goal 36: Children perceive themselves as unique individuals. | |
| Birth through 8 Months | Shows attachment with primary caregivers. | E. Building relationships with adults |
| 6 to 18 Months | Show awareness of self as separate from primary caregiver. | E. Building relationships with adults F. Building relationships with other children |
| 16 to 38 Months | Acts to show personal characteristics and preferences. | FF. Knowledge of self and others |
| 36 to 60 Months | Uses strategies to differentiate themselves from others, and to get their needs met. | FF. Knowledge of self and others |
| 60 Months through Kindergarten | Describes own personal characteristics, preferences, and abilities. | FF. Knowledge of self and others |

Idaho Early Learning Guidelines

COR Advantage Items

| <i>Domain 3: Social and Emotional Development CONT</i> | | |
|--|--|--|
| | Goal 37: Children demonstrate belief in their abilities. | |
| Birth through 8 Months | Calms self for brief periods. | No match |
| 6 to 18 Months | Views self as capable of influencing the near environment. | D. Emotions |
| 16 to 38 Months | Views self as capable of attempting everyday tasks. | A. Initiative and planning B. Problem solving with materials D. Emotions |
| 36 to 60 Months | Shows confidence and competence in managing simple, everyday skills for daily living, with and without assistance. | A. Initiative and planning B. Problem solving with materials D. Emotions |
| 60 Months through Kindergarten | Views self as capable of influencing the nearby environment and people. | A. Initiative and planning D. Emotions E. Building relationships with adults |
| | Goal 38: Children regulate their feelings and impulses. | |
| Birth through 8 Months | Calms and soothes self for brief periods of time. | No match |
| 6 to 18 Months | Recognizes and responds to emotional cues of others. | D. Emotions |
| 16 to 38 Months | Accepts some limits and boundaries, with adult support. | D. Emotions |
| 36 to 60 Months | With adult assistance and guidance, controls aggressive actions, words, and emotions. | D. Emotions |
| 60 Months through Kindergarten | Manages, regulates, and expresses feelings in social acceptable ways, most of the time. | D. Emotions |

Idaho Early Learning Guidelines

COR Advantage Items

| | <i>Domain 4: General Knowledge</i> | |
|-------------------------------|---|--|
| | SUB-DOMAIN: MATHEMATICS AND NUMERACY | |
| | Goal 39: Children demonstrate understanding of numbers, ways of representing numbers, relationships among numbers, and number systems. | |
| Birth through 8 Months | Begins to show awareness of quantity. | S. Number and counting |
| 6 to 18 Months | Manipulates objects with a variety of attributes and quantities. | S. Number and counting BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions GG. Geography |
| 16 to 38 Months | Compare differences between two or more objects, groups of objects, and quantity of objects. | S. Number and counting BB. Observing and classifying |
| 36 to 60 Months | Uses number words and concepts to explore and manipulate quantity, size, and relationships. | S. Number and counting U. Measurement BB. Observing and classifying |
| | Counts with understanding and recognizes “how many” are in sets of objects; demonstrating understanding of discrete numbers. | S. Number and counting |

Idaho Early Learning Guidelines

COR Advantage Items

| <i>Domain 4: General Knowledge CONT</i> | | |
|--|--|--|
| Birth through 8 Months | <p>Goal 40: Children demonstrate understanding of measurable attributes of objects and the units, systems, and processes of measurement (including size, volume, height, weight, length, area, and time).</p> <p>Uses sensory exploration to investigate environment and spatial relationships.</p> | <p>S. Number and counting U. Measurement GG. Geography</p> |
| 6 to 18 Months | <p>Investigates environments to compare spatial relationships among objects.</p> | <p>T. Geometry: Shapes and spatial awareness U. Measurement V. Patterns</p> |
| 16 to 38 Months | <p>Orders and sequences objects according to different dimensions.</p> | <p>U. Measurement</p> |
| 36 to 60 Months | <p>Uses geometric modeling and spatial reasoning according to different dimensions.</p> | <p>U. Measurement BB. Observing and classifying EE. Tools and technology HH. History</p> |
| 60 Months through Kindergarten | <p>Orders objects according to spatial attributes using nonstandard and standard units of measurement.</p> | <p>U. Measurement</p> |
| <p>Goal 41: Children demonstrate understanding of patterns, relations, and functions used to organize their world and facilitate problem solving.</p> | | |
| Birth through 8 Months | <p>Develops awareness of sounds, sights, or motor activities that occur regularly in daily routines.</p> | <p>G. Community BB. Observing and classifying</p> |
| 6 to 18 Months | <p>Notices and responds to patterns in daily routines.</p> | <p>G. Community Z. Movement BB. Observing and classifying HH. History</p> |
| 16 to 38 Months | <p>Recalls and anticipates familiar sequences of events and objects and uses this to predict and respond to events.</p> | <p>G. Community V. Patterns HH. History</p> |

Idaho Early Learning Guidelines

COR Advantage Items

| <i>Domain 4: General Knowledge CONT</i> | | |
|---|---|--|
| 36 to 60 Months | Sorts, orders, classifies, and forms simple patterns among objects using color, number, size, and shape. | V. Patterns BB. Observing and classifying |
| 60 Months through Kindergarten | Sorts, classifies, and orders objects by a variety of attributes and paired common relations. | V. Patterns BB. Observing and classifying |
| SUB-DOMAIN: SCIENCE | | |
| Goal 42: Children observe, describe, and collect information by exploring the world around them. | | |
| Birth through 8 Months | Shows interest in familiar people, objects, and events in the immediate environment. | E. Building relationships with adults F. Building relationships with other children M. Listening and comprehension |
| 6 to 18 Months | Observes events, actions, objects and people. Responds non-verbally and with one word responses to comments and reactions of, others, and shows preferences for people, events, actions, and objects. | A. Initiative and planning L. Speaking BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world |
| 16 to 38 Months | Describes observable characteristics of objects, people, and events. | B. Problem solving with materials AA. Pretend play CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world |
| 36 to 60 Months | Calls attention to, describes, discusses, and explains similarities and differences among objects or events. | BB. Observing and classifying DD. Natural and physical world EE. Tools and technology |
| 60 Months through Kindergarten | Collects, categorizes, and describes objects and observations to organize knowledge and experiences about the natural world. | BB. Observing and classifying DD. Natural and physical world EE. Tools and technology |

Idaho Early Learning Guidelines

COR Advantage Items

| <i>Domain 4: General Knowledge CONT</i> | | |
|--|---|---|
| Goal 43: Children further engage in exploring and making sense of the natural world by asking questions and making predictions about cause and effect relations that can lead to generalizations. | | |
| Birth through 8 Months | Engages and explores the physical and natural world. | CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world |
| 6 to 18 Months | Explores cause and effect relations through observation and trial and error. | CC. Experimenting, predicting, and drawing conclusions |
| 16 to 38 Months | Varies actions to see what happens as a result (cause and effect). | CC. Experimenting, predicting, and drawing conclusions |
| 36 to 60 Months | Investigates unfamiliar phenomena using both trial and error and systematic trials, with assistance. | CC. Experimenting, predicting, and drawing conclusions |
| 60 Months through Kindergarten | Plan and conduct intentional investigations to explore questions or problems. | CC. Experimenting, predicting, and drawing conclusions |
| SUB-DOMAIN: SOCIAL STUDIES | | |
| Goal 44: Children differentiate between people, places, activities, and events in the past and present that relate to self, group identity, and a sense of their community. | | |
| Birth through 8 Months | Show comfort with the familiar | E. Building relationships with adults G. Community |
| 6 to 18 Months | Engages and responds to familiar people, places, activities, and events in their family, program, community, and culture. | E. Building relationships with adults F. Building relationships with other children G. Community FF. Knowledge of self and others GG. Geography |

Idaho Early Learning Guidelines

COR Advantage Items

| Domain 4: General Knowledge CONT | | |
|--|---|--|
| 16 to 38 Months | Intentionally selects and participates in daily activities and routines reflecting cultural traditions and values with adults and peers. | G. Community FF. Knowledge of self and others GG. Geography |
| 36 to 60 Months | Shows awareness of personal membership of self and others in family, community, program, and culture. | G. Community FF. Knowledge of self and others GG. Geography HH. History |
| 60 Months through Kindergarten | Constructs understanding about group membership across family, community, school, and culture as they recognize characteristics of self and others. | FF. Knowledge of self and others GG. Geography HH. History |
| Goal 45: Children demonstrate awareness and understanding of individual fairness, group rights, and responsibilities (democratic ideals) for membership and participation in group activities (successful citizenship). | | |
| Birth through 8 Months | Show range of emotions. | D. Emotions |
| 6 to 18 Months | Shows awareness of emotions for self and others | D. Emotions |
| 16 to 38 Months | With adult assistance, regulates self-behavior to participate in groups with familiar people, objects, and play. | D. Emotions |
| 36 to 60 Months | Engages cooperatively in organized, culturally acceptable practices with familiar people, objects, settings, and play. | G. Community FF. Knowledge of self and others |
| 60 Months through Kindergarten | Regulates behavior, emotions, and actions required to successfully and cooperatively participate with familiar and unfamiliar people, objects, and across settings. | D. Emotions G. Community FF. Knowledge of self and others |

Idaho Early Learning Guidelines

COR Advantage Items

| | <i>Domain 4: General Knowledge CONT</i> | |
|---------------------------------------|---|---|
| | <p>SUB-DOMAIN: CREATIVE ARTS</p> <p>Goal 46: Children use creative arts to express and represent what they know, think, believe, or feel.</p> | |
| Birth through 8 Months | Responds to light, color, sound, texture, and motion. | X. Art Y. Music AA. Pretend play |
| 6 to 18 Months | Actively seeks out visual, auditory, and tactile stimulation through kinesthetic and sensory exploration. | X. Art Y. Music Z. Movement AA. Pretend play |
| 16 to 38 Months | Uses singing, drawing/painting, and movement to express self and to find meaning in experiences. | X. Art Y. Music Z. Movement |
| 36 to 60 Months | Uses artistic expression and language to communicate emotions and make meaning of experiences. | X. Art Y. Music Z. Movement AA. Pretend play |
| 60 Months through Kindergarten | Displays a repertoire of skills for using tools of art, music, and words to express knowledge, thoughts and feelings. | X. Art Y. Music Z. Movement AA. Pretend play |

Idaho Early Learning Guidelines

COR Advantage Items

| <i>Domain 4: General Knowledge CONT</i> | | |
|---|---|---|
| Birth through 8 Months | <p>Goal 47: Children demonstrate understanding and appreciation of creative arts.</p> <p>Responds reflexively to sensory stimulation.</p> | Y. Music |
| 6 to 18 Months | <p>Responds to visual, auditory, and tactile stimulation with kinesthetic and sensory exploration.</p> | X. Art Y. Music Z. Movement |
| 16 to 38 Months | <p>Explores tools and materials to create with light, color, image, music, movement, and textures.</p> | X. Art Y. Music Z. Movement |
| 36 to 60 Months | <p>Responds to and creates symbolic and representation art, music, dance, and dramatic themes.</p> | X. Art Y. Music Z. Movement AA. Pretend play |
| 60 Months through Kindergarten | <p>Chooses and expresses opinions about aesthetic likes and dislikes, recognizes familiar cultural forms and is willing to explore new forms.</p> | X. Art Y. Music Z. Movement AA. Pretend play |

Idaho Early Learning Guidelines

COR Advantage Items

| <i>Domain 5: Communication, Language, and Literacy</i> | | |
|--|--|---|
| SUB-DOMAIN: COMMUNICATION | | |
| Goal 48: Children demonstrate the meaning of language by listening. | | |
| Birth through 8 Months | Responds to environmental sounds and recognizes familiar voices. | M. Listening and comprehension N. Phonological awareness |
| 6 to 18 Months | Recognizes names for familiar people and objects. Responds to simple requests. | M. Listening and comprehension |
| 16 to 38 Months | Understands increasingly complex statements and requests. | M. Listening and comprehension |
| 36 to 60 Months | Receives messages in conversations, directions, music, and stories. | M. Listening and comprehension |
| 60 Months through Kindergarten | Interprets messages in conversations, directions, music, and in increasingly complex stories. | M. Listening and comprehension |
| Goal 49: Children communicate effectively. | | |
| Birth through 8 Months | Displays intentional and unintentional facial expressions, cries, smiles, babbles using repetitious syllables, and uses simple gestures. | L. Speaking M. Listening and comprehension |
| 6 to 18 Months | Uses structured sounds, words, and gestures to interact with others. | L. Speaking |
| 16 to 38 Months | Communicates with simple two to three word combinations and gestures, increasing to more complex utterances. | L. Speaking |
| 36 to 60 Months | Uses a variety of communication forms with purpose to convey a message. | L. Speaking |
| 60 Months through Kindergarten | Adjusts communication to conversational and situational contexts. | L. Speaking |

Idaho Early Learning Guidelines

COR Advantage Items

| Domain 5: Communication, Language, and Literacy CONT | | |
|--|--|---|
| Goal 50: Children comprehend and use conventions of social communication. | | |
| Birth through 8 Months | Initiates and responds to social communication with caregivers and others. | L. Speaking M. Listening and comprehension |
| 6 to 18 Months | Sustains shared interactions. | L. Speaking M. Listening and comprehension |
| 16 to 38 Months | Initiates interactions using social convention. | L. Speaking M. Listening and comprehension |
| 36 to 60 Months | Sustains interactions using social conventions. | L. Speaking M. Listening and comprehension |
| 60 Months through Kindergarten | Uses more complex social conventions in communication with adults and peers. | E. Building relationships with adults F. Building relationships with other children L. Speaking M. Listening and comprehension |
| SUB-DOMAIN: LANGUAGE | | |
| Goal 51: Children use receptive vocabulary. | | |
| Birth through 8 Months | Responds to voices and environmental sounds | M. Listening and comprehension |
| 6 to 18 Months | Responds to spoken language in context. | M. Listening and comprehension |
| 16 to 38 Months | Recognizes and responds to increasingly complex vocabulary and gestures. | M. Listening and comprehension |
| 36 to 60 Months | Demonstrates increased comprehension of spoken languages, vocabulary, and gestures. | M. Listening and comprehension |
| 60 Months through Kindergarten | Responds to increasingly complex vocabulary and ideas to interpret different situations and experiences. | M. Listening and comprehension |

Idaho Early Learning Guidelines

COR Advantage Items

| <i>Domain 5: Communication, Language, and Literacy CONT</i> | | |
|---|--|-------------|
| | Goal 52: Children use expressive vocabulary. | |
| Birth through 8 Months | Initiates sounds and facial expressions | L. Speaking |
| 6 to 18 Months | Uses purposeful vocalizations and gestures. Use words with intent. | L. Speaking |
| 16 to 38 Months | Uses words and simple phrases with intent. | L. Speaking |
| 36 to 60 Months | Uses phrases and sentences with functional and descriptive vocabulary. | L. Speaking |
| 60 Months through Kindergarten | Expands vocabulary and uses new combinations to express ideas and concepts. | L. Speaking |
| | Goal 53: Children demonstrate progression in grammar and syntax. | |
| Birth through 8 Months | Initiates and responds to change and variety in sounds. | L. Speaking |
| 6 to 18 Months | Intentionally uses intonation and single words to communicate. | L. Speaking |
| 16 to 38 Months | Moves from using simple words to more complex word order, word combinations, and word endings. | L. Speaking |
| 36 to 60 Months | Uses basic conventions of grammar and syntax. | L. Speaking |
| 60 Months through Kindergarten | Uses most conventions in language form and structure. | L. Speaking |

Idaho Early Learning Guidelines

COR Advantage Items

| <i>Domain 5: Communication, Language, and Literacy CONT</i> | | |
|---|---|---|
| | Goal 54: Children demonstrate comprehension and meaning in language. | |
| Birth through 8 Months | Responds to voices and environmental sounds. | M. Listening and comprehension N. Phonological awareness |
| 6 to 18 Months | Responds and attends to verbal and nonverbal communication. | M. Listening and comprehension |
| 16 to 38 Months | Recognizes and responds to more complex concepts and meaning in language. | M. Listening and comprehension |
| 36 to 60 Months | Demonstrates increased comprehension of language structure and content and vocabulary. | M. Listening and comprehension |
| 60 Months through Kindergarten | Uses language structure and content to interpret their world with increased flexibility and complexity. | M. Listening and comprehension |
| | Goal 55: Children use language for a variety of purposes. | |
| Birth through 8 Months | Uses a variety of vocalizations and gestures. | L. Speaking |
| 6 to 18 Months | Uses vocalizations and words to express wants, needs, and feelings | K. Personal care and healthy behavior L. Speaking |
| 16 to 38 Months | Uses words, phrases, and sentences to meet emotional, social and physical needs. | L. Speaking |
| 36 to 60 Months | Follows social conventions of language to access, gain, and share information. | L. Speaking |
| 60 Months through Kindergarten | Uses language to address functional needs, to solve complex problems, and to create ideas and schemes. | L. Speaking |

Idaho Early Learning Guidelines

COR Advantage Items

| | <i>Domain 5: Communication, Language, and Literacy CONT</i> | |
|---------------------------------------|--|--|
| | <p>SUB-DOMAIN: LITERACY</p> <p>Goal 56: Children develop phonological awareness.</p> | |
| Birth through 8 Months | Responds differentially to sounds | N. Phonological awareness |
| 6 to 18 Months | Uses sounds for a variety of purposes. | L. Speaking N. Phonological awareness |
| 16 to 38 Months | Produces and imitates sounds (phonemes). | N. Phonological awareness |
| 36 to 60 Months | Recognizes phonemes as both initial and ending sounds. | N. Phonological awareness |
| 60 Months through Kindergarten | Identifies individual sounds in words and manipulates beginning, ending, and some middle sounds. | N. Phonological awareness |
| | <p>Goal 57: Children make connections between sounds, symbols, and letters.</p> | |
| Birth through 8 Months | Responds to visual and auditory stimuli in the environment | N. Phonological awareness O. Alphabet knowledge |
| 6 to 18 Months | Recognizes that pictures can be paired with words and sounds. | P. Reading Q. Book enjoyment and knowledge |
| 16 to 38 Months | Recognizes visual symbols in their environment. | P. Reading Q. Book enjoyment and knowledge |
| 36 to 60 Months | Recognizes letters as special symbols to represent spoken language. | O. Alphabet knowledge |
| 60 Months through Kindergarten | Uses letters, words, numbers, and a variety of symbols to represent oral language. | O. Alphabet knowledge S. Number and counting |

Idaho Early Learning Guidelines

COR Advantage Items

| <i>Domain 5: Communication, Language, and Literacy CONT</i> | | |
|---|--|---|
| | Goal 58: Children demonstrate awareness of print concepts. | |
| Birth through 8 Months | Builds foundational experiences for later print concept development. | Q. Book enjoyment and knowledge |
| 6 to 18 Months | Attends to visual features of a book. | P. Reading Q. Book enjoyment and knowledge |
| 16 to 38 Months | Displays awareness of the function and use of printed materials. | Q. Book enjoyment and knowledge |
| 36 to 60 Months | Knows that languages and words have a written form that can be read, and shows awareness of reading conventions. | P. Reading Q. Book enjoyment and knowledge |
| 60 Months through Kindergarten | Demonstrates increasing skills in print directionality and understands that print holds meaning which can be read. | P. Reading Q. Book enjoyment and knowledge |
| | Goal 59: Reading — Children demonstrate comprehension of printed materials and oral stories. | |
| Birth through 8 Months | Builds background experiences for later comprehension skill development. | P. Reading Q. Book enjoyment and knowledge |
| 6 to 18 Months | Engages actively with stories and pictures. | P. Reading Q. Book enjoyment and knowledge |
| 16 to 38 Months | Begins to attached meaning to stories and pictures. | P. Reading Q. Book enjoyment and knowledge |
| 36 to 60 Months | Understands information from oral stories, reading books, and pictures. | M. Listening and comprehension P. Reading Q. Book enjoyment and knowledge |
| 60 Months through Kindergarten | Interprets information from stories and printed material. | M. Listening and comprehension P. Reading Q. Book enjoyment and knowledge |

Idaho Early Learning Guidelines

COR Advantage Items

| <i>Domain 5: Communication, Language, and Literacy CONT</i> | | |
|--|---|---|
| Goal 60: Reading — Children demonstrate awareness that written materials can be used for a variety of purposes. | | |
| Birth through 8 Months | Develops sensory skills beyond reflexes to explore language, including tools for listening, speaking, reading, and writing. | M. Listening and comprehension Q. Book enjoyment and knowledge |
| 6 to 18 Months | Participates actively in looking at pictures books and written materials with support. | P. Reading Q. Book enjoyment and knowledge |
| 16 to 38 Months | Engages independently in exploring books and actively listens to stories. | P. Reading Q. Book enjoyment and knowledge |
| 36 to 60 Months | Uses books and written materials to gain information and enjoyment in a variety of settings. | P. Reading Q. Book enjoyment and knowledge |
| 60 Months through Kindergarten | Uses books and a variety of written materials to expand knowledge and build on creative themes. | P. Reading |
| Goal 61: Writing — Children demonstrate knowledge and use of letters and symbols. | | |
| Birth through 8 Months | Acquires visual and motor foundational experiences for later concept development. | O. Alphabet knowledge |
| 6 to 18 Months | Begins to produce marks with a variety of tools. | R. Writing |
| 16 to 38 Months | Begins to draw and scribble to express self and ideas. | R. Writing X. Art |
| 36 to 60 Months | Represents ideas and spoken language using drawing, scribbles, symbols, and letters.. | R. Writing X. Art |
| 60 Months through Kindergarten | Writes and combines letters, numerals, and symbols to communicate. | R. Writing |

Idaho Early Learning Guidelines

COR Advantage Items

| | | <i>Domain 5: Communication, Language, and Literacy CONT</i> |
|---------------------------------------|---|---|
| | | Goal 62: Writing — Children use writing skills and demonstrate knowledge of writing conventions. |
| Birth through 8 Months | Moves from reflexive to controlled hand and finger skills. | R. Writing |
| 6 to 18 Months | Manipulates objects with increasing control and intentionality. | J. Fine-motor skills R. Writing |
| 16 to 38 Months | Intentionally uses tools to write and draw. | R. Writing |
| 36 to 60 Months | Writes and draws with increasing coordination using a variety of tools. | R. Writing X. Art |
| 60 Months through Kindergarten | Copies and writes shapes and symbols using beginning conventions of writing. | R. Writing |
| | | Goal 63: Children use writing for a variety of purposes. |
| Birth through 8 Months | Progresses from reflexive movement to intentional movements, especially in hand skills. | R. Writing |
| 6 to 18 Months | Develops eye/hand coordination, basic grasps, and hand and finger strength that support making marks and scribbles. | J. Fine-motor skills R. Writing |
| 16 to 38 Months | Makes scribbles and marks in imitation of writing during play. | R. Writing |
| 36 to 60 Months | Makes scribbles, pictures, and symbols with meaning and purpose. | R. Writing X. Art |
| 60 Months through Kindergarten | Uses beginning writing to express ideas and satisfy needs and wants. | R. Writing |

Idaho Early Learning Guidelines

COR Advantage Items

| | <i>Domain 5: Communication, Language, and Literacy CONT</i> | |
|---------------------------------------|---|--|
| | <p>SUB-DOMAIN: ENGLISH LANGUAGE LEARNERS</p> <p>Goal 64: Children demonstrate competency in home language while acquiring beginning proficiency in English.</p> | |
| Birth through 8 Months | <p>Initiates and responds to differences in sounds including intonation.</p> | <p>M. Listening and comprehension II. Listening to and understanding English</p> |
| 6 to 18 Months | <p>Demonstrates varying competency in learning English depending on age, onset, and amount of language exposure. Develops communication skills in home language, including words and gestures.</p> | <p>II. Listening to and understanding English JJ. Speaking English</p> |
| 16 to 38 Months | <p>Demonstrates varying competency in learning English depending on age, onset, and amount of language exposure. Develops vocabulary and fluency in home language.</p> | <p>II. Listening to and understanding English JJ. Speaking English</p> |
| 36 to 60 Months | <p>Demonstrates varying competency in learning English depending on age, onset, and amount of language exposure. Communicates with purpose to convey information, and uses phrases and sentences with more complex vocabulary in home language.</p> | <p>II. Listening to and understanding English JJ. Speaking English</p> |
| 60 Months through Kindergarten | <p>Demonstrates varying competency in learning English depending on age, onset, and amount of language exposure. Uses appropriate forms of communication for a variety of purposes in home language. Vocabulary and grammar in the home language continues to increase.</p> | <p>II. Listening to and understanding English JJ. Speaking English</p> |