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COR Advantage — HighScope’s newest research-based assessment tool — is highly compatible with many national and state early learning standards, including those of the state of Illinois. This document shows you how COR Advantage aligns with Illinois’ standards and guidelines for both infant-toddler and preschool levels. Click on the category below to view the alignment you are looking for.

[Infant-Toddler Alignment](#)

[Preschool Alignment](#)



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Alignment of the 2012 Illinois Early Learning Guidelines For Children Birth To Age Three With HighScope’s 2013 Child Observation Record — COR Advantage

The following chart shows how items from the 2012 **Illinois Early Learning Guidelines for Children Birth to Age Three** correspond to items from HighScope’s 2013 **Child Observation Record — COR Advantage**. COR Advantage 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 educational approach). 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.



Illinois Early Learning Guidelines

COR Advantage Items

Domain: Self-Regulation: Foundation of Development	
<p>Physiological Regulation</p> <p>Children demonstrate the emerging ability to regulate their physical processes in order to meet both their internal needs and external demands in accordance with social and cultural contexts.</p>	<p>D. Emotions G. Community K. Personal care and healthy behavior L. Speaking</p>
<p>Emotional Regulation</p> <p>Children demonstrate the emerging ability to identify and manage the expression of emotion in accordance with social and cultural contexts.</p>	<p>D. Emotions E. Building relationships with adults K. Personal care and healthy behavior AA. Pretend play</p>
<p>Attention Regulation</p> <p>Children demonstrate the emerging ability to process stimuli, focus and sustain attention, and maintain engagement in accordance with social and cultural contexts.</p>	<p>A. Initiative and planning B. Problem solving with materials E. Building relationships with adults F. Building relationships with other children G. Community O. Alphabet knowledge BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions</p>
<p>Behavior Regulation</p> <p>Children demonstrate the emerging ability to manage and adjust behaviors in accordance with social and cultural contexts.</p>	<p>B. Problem solving with materials D. Emotions E. Building relationships with adults K. Personal care and healthy behavior BB. Observing and classifying FF. Knowledge of self and others</p>

Illinois Early Learning Guidelines

COR Advantage Items

Developmental Domain 1: Social & Emotional Development	
<p>Emotional Expression</p> <p>Children form secure attachment relationships with caregivers who are emotionally available, responsive, and consistent in meeting their needs.</p> <p>Children demonstrate an awareness of and the ability to identify and express emotions.</p>	<p>A. Initiative and planning B. Problem solving with materials D. Emotions E. Building relationships with adults</p> <p>D. Emotions K. Personal care and healthy behavior</p>
<p>Relationship with Adults</p> <p>Children demonstrate the desire and develop the ability to engage, interact, and build relationships with familiar adults.</p>	<p>E. Building relationships with adults K. Personal care and healthy behavior AA. Pretend play</p>
<p>Self-Concept</p> <p>Children develop identity of self.</p>	<p>A. Initiative and planning D. Emotions E. Building relationships with adults F. Building relationships with other children K. Personal care and healthy behavior FF. Knowledge of self and others</p>
<p>Relationship with Peers</p> <p>Children demonstrate the desire and develop the ability to engage and interact with other children.</p>	<p>D. Emotions F. Building relationships with other children L. Speaking</p>
<p>Empathy</p> <p>Children demonstrate an emerging ability to understand someone else's feelings and to share in the emotional experiences of others.</p>	<p>D. Emotions E. Building relationships with adults F. Building relationships with other children AA. Pretend play</p>

Illinois Early Learning Guidelines

COR Advantage Items

<p>Developmental Domain 2: Physical Development & Health</p>	
<p>Gross Motor</p> <p>Children demonstrate strength, coordination, and controlled use of large muscles .</p>	
<p>Fine Motor</p> <p>Children demonstrate the ability to coordinate their small muscles in order to move and control objects.</p>	<p>I. Gross-motor skills</p> <p>J. Fine-motor skills R. Writing</p>
<p>Perceptual</p> <p>Children demonstrate the ability to distinguish, process, and respond to sensory stimuli in their environment.</p>	<p>B. Problem solving with materials N. Phonological awareness X. Art BB. Observing and classifying</p>
<p>Self-Care</p> <p>Children demonstrate the desire and ability to participate in and practice self-care routines.</p>	<p>K. Personal care and healthy behavior</p>

Illinois Early Learning Guidelines

COR Advantage Items

Developmental Domain 3: Language Development, Communication, & Literacy	
<p>Social Communication</p> <p>Children demonstrate the ability to engage with and maintain communication with others.</p>	<p>E. Building relationships with adults K. Personal care and healthy behavior L. Speaking S. Number and counting AA. Pretend play</p>
<p>Receptive Communication</p> <p>Children demonstrate the ability to comprehend both verbal and nonverbal communication.</p>	<p>K. Personal care and healthy behavior M. Listening and comprehension N. Phonological awareness P. Reading</p>
<p>Expressive Communication</p> <p>Children demonstrate the ability to understand and convey thoughts through both nonverbal and verbal expression.</p>	<p>D. Emotions E. Building relationships with adults K. Personal care and healthy behavior L. Speaking</p>
<p>Early Literacy</p> <p>Children demonstrate interest in and comprehension of printed materials.</p>	<p>M. Listening and comprehension P. Reading Q. Book enjoyment and knowledge R. Writing</p>

Illinois Early Learning Guidelines

COR Advantage Items

<p>Developmental Domain 4: COGNITIVE DEVELOPMENT</p>	
<p>Concept Development</p> <p>Children demonstrate the ability to connect pieces of information in understanding objects, ideas, and relationships.</p>	<p>M. Listening and comprehension N. Phonological awareness P. Reading AA. Pretend play BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions GG. Geography</p>
<p>Memory</p> <p>Children demonstrate the ability to acquire, store, recall, and apply past experiences.</p>	<p>C. Reflection G. Community GG. Geography HH. History</p>
<p>Spatial Relationships</p> <p>Children demonstrate an awareness of how objects and people move and fit in space.</p>	<p>A. Initiative and planning B. Problem solving with materials I. Gross-motor skills T. Geometry: Shapes and spatial awareness U. Measurement BB. Observing and classifying</p>
<p>Symbolic Thought</p> <p>Children demonstrate the understanding of concepts, experiences, and ideas through symbolic representation.</p>	<p>D. Emotions E. Building relationships with adults F. Building relationships with other children L. Speaking P. Reading X. Art AA. Pretend play BB. Observing and classifying GG. Geography</p>
<p>Creative Expression</p> <p>Children demonstrate the ability to convey ideas and emotions through creative expression.</p>	<p>N. Phonological awareness X. Art Y. Music AA. Pretend play BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions</p>

Illinois Early Learning Guidelines

COR Advantage Items

Logic & Reasoning	
Children demonstrate the ability to use knowledge, previous experiences, and trial and error to make sense of and impact their world.	C. Reflection L. Speaking AA. Pretend play CC. Experimenting, predicting, and drawing conclusions
Quantity & Numbers	
Children demonstrate awareness of quantity, counting, and numeric competencies.	S. Number and counting U. Measurement
Science Concepts & Exploration	
Children demonstrate a basic awareness of and use scientific concepts.	E. Building relationships with adults K. Personal care and healthy behavior N. Phonological awareness BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world

Illinois Early Learning Guidelines

COR Advantage Items

Domain: Approaches to Learning:	
<p>Curiosity & Initiative</p> <p>Children demonstrate interest and eagerness in learning about their world.</p>	<p>A. Initiative and planning E. Building relationships with adults F. Building relationships with other children T. Geometry: Shapes and spatial awareness AA. Pretend play BB. Observing and classifying</p>
<p>Problem Solving</p> <p>Children attempt a variety of strategies to accomplish tasks, overcome obstacles, and find solutions to tasks, questions, and challenges.</p>	<p>B. Problem solving with materials K. Personal care and healthy behavior CC. Experimenting, predicting, and drawing conclusions</p>
<p>Confidence and Risk-Taking</p> <p>Children demonstrate a willingness to participate in new experiences and confidently engage in risk-taking.</p>	<p>B. Problem solving with materials E. Building relationships with adults H. Conflict resolution K. Personal care and healthy behavior</p>
<p>Persistence, Effort, & Attentiveness</p> <p>Children demonstrate the ability to remain engaged in experiences and develop a sense of purpose and follow-through.</p>	<p>A. Initiative and planning B. Problem solving with materials E. Building relationships with adults M. Listening and comprehension N. Phonological awareness S. Number and counting</p>
<p>Creativity, Inventiveness, & Imagination</p> <p>Children demonstrate the ability to use creativity, inventiveness, and imagination to increase their understanding and knowledge of the world.</p>	<p>E. Building relationships with adults F. Building relationships with other children N. Phonological awareness X. Art AA. Pretend play BB. Observing and classifying</p>

Alignment of the 2013 Illinois Early Learning and Development Standards for Preschool With HighScope’s 2014 Child Observation Record — COR Advantage 1.5

The following chart shows how items from the revised 2013 **Illinois Early Learning and Development Standards for Preschool** 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.



Illinois Early Learning Standards

COR Advantage Items

<i>Language Arts</i>	
Goal 1: Demonstrate increasing competence in oral communication (listening and speaking).	
Learning Standard 1.A: Demonstrate understanding through age-appropriate responses.	D. Emotions L. Speaking M. Listening and comprehension
Learning Standard 1.B: Communicate effectively using language appropriate to the situation and audience.	L. Speaking M. Listening and comprehension
Learning Standard 1.C: Use language to convey information and ideas.	L. Speaking FF. Knowledge of self and others
Learning Standard 1.D: Speak using conventions of Standard English.	L. Speaking M. Listening and comprehension
Learning Standard 1.E Use increasingly complex phrases, sentences, and vocabulary.	L. Speaking M. Listening and comprehension
Goal 2: Demonstrate understanding and enjoyment of literature.	
Learning Standard 2.A: Demonstrate interest in stories and books.	P. Reading Q. Book enjoyment and knowledge
Learning Standard 2.B Recognize key ideas and details in stories.	M. Listening and comprehension Q. Book enjoyment and knowledge
Learning Standard 2.C Recognize concepts of books.	Q. Book enjoyment and knowledge
Learning Standard 2.D Establish personal connections with books.	M. Listening and comprehension Q. Book enjoyment and knowledge
Goal 3: Demonstrate interest in and understanding of informational text.	
Learning Standard 3.A: Recognize key ideas and details in nonfiction text.	M. Listening and comprehension Q. Book enjoyment and knowledge
Learning Standard 3.B: Recognize features of nonfiction books.	M. Listening and comprehension Q. Book enjoyment and knowledge W. Data analysis BB. Observing and classifying

<i>Language Arts CONT</i>	
<p>Goal 4: Demonstrate increasing awareness of and competence in emergent writing skills and abilities.</p> <p>Learning Standard 4.A Demonstrate understanding of the organization and basic features of print.</p> <p>Learning Standard 4.B Demonstrate an emerging knowledge and understanding of the alphabet.</p> <p>Learning Standard 4.C Demonstrate an emerging understanding of spoken words, syllables, and sounds (phonemes).</p> <p>Learning Standard 4.D Demonstrate emergent phonics and word-analysis skills.</p>	<p>O. Alphabet knowledge P. Reading</p> <p>O. Alphabet knowledge</p> <p>N. Phonological awareness</p> <p>N. Phonological awareness O. Alphabet knowledge P. Reading</p>
<p>Goal 5: Demonstrate increasing awareness of and competence in emergent writing skills and abilities.</p> <p>Learning Standard 5.A: Demonstrate growing interest and abilities in writing.</p> <p>Learning Standard 5.B: Use writing to represent ideas and information.</p> <p>Learning Standard 5.C: Use writing to research and share knowledge.</p>	<p>J. Fine-motor skills R. Writing</p> <p>J. Fine-motor skills R. Writing X. Art</p> <p>C. Reflection M. Listening and comprehension R. Writing X. Art</p>

Illinois Early Learning Standards

COR Advantage Items

<i>Mathematics</i>	
<p>Goal 6: Demonstrate and apply a knowledge and sense of numbers, including numeration and operations.</p> <p>Learning Standard 6.A: Demonstrate beginning understanding of numbers, number names and numerals.</p> <p>Learning Standard 6.B Add and subtract to create new numbers and begin to construct sets.</p> <p>Learning Standard 6.C Begin to make reasonable estimates of numbers.</p> <p>Learning Standard 6.D: Compare quantities using appropriate vocabulary terms.</p>	<p>S. Number and counting</p> <p>S. Number and counting W. Data analysis</p> <p>S. Number and counting</p> <p>W. Data analysis BB. Observing and classifying</p>
<p>Goal 7: Explore measurement of objects and quantities.</p> <p>Learning Standard 7.A: Measure objects and quantities using direct comparison methods and non-standard units.</p> <p>Learning Standard 7.B Begin to make estimates of measurements.</p> <p>Learning Standard 7.C: Explore tools used for measurement.</p>	<p>U. Measurement W. Data analysis</p> <p>U. Measurement</p> <p>U. Measurement EE. Tools and technology</p>
<p>Goal 8: Identify and describe common attributes, patterns and relationships in objects.</p> <p>Learning Standard 8.A: Explore objects and patterns.</p> <p>Learning Standard 8.B: Describe and document patterns using symbols.</p>	<p>V. Patterns W. Data analysis BB. Observing and classifying</p> <p>V. Patterns</p>
<p>Goal 9: Explore concepts of geometry and spatial relations.</p> <p>Learning Standard 9.A: Recognize, name and match common shapes.</p> <p>Learning Standard 9.B Demonstrate an understanding of location and ordinal position, using appropriate vocabulary.</p>	<p>T. Geometry: Shapes and spatial awareness W. Data analysis BB. Observing and classifying</p> <p>S. Number and counting W. Data analysis</p>

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<i>Mathematics CONT</i>	
<p>Goal 10: Begin to make predictions and collect data information.</p> <p>Learning Standard 10.A: Generate questions and processes for answering them.</p> <p>Learning Standard 10.B: Organize and describe data and information.</p> <p>Learning Standard 10.C Determine, describe, and apply the probabilities of events.</p>	<p>W. Data analysis BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions</p> <p>W. Data analysis</p> <p>W. Data analysis</p>

Illinois Early Learning Standards

COR Advantage Items

<i>Science</i>	
<p>Goal 11: Demonstrate curiosity about the world and begin to use the practices of science and engineering to answer questions and solve problems.</p> <p>Learning Standard 11.A: Develop beginning skills in the use of science and engineering practices, such as observing, asking questions, solving problems, and drawing conclusions.</p>	<p>C. Reflection L. Speaking W. Data analysis BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions</p>
<p>Goal 12: Explore concepts and information about the physical, earth, and life sciences.</p> <p>Learning Standard 12.A: Understand that living things grow and change.</p> <p>Learning Standard 12.B: Understand that living things rely on the environment and/or others to live and grow.</p> <p>Learning Standard 12.C Explore the physical properties of objects.</p> <p>Learning Standard 12.D Explore concepts of force and motion.</p> <p>Learning Standard 12.E: Explore concepts and information related to the Earth, including ways to take care of our planet.</p> <p>Learning Standard 12.F: Explore changes related to the weather and seasons.</p>	<p>BB. Observing and classifying DD. Natural and physical world</p> <p>DD. Natural and physical world</p> <p>CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world</p> <p>CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world</p> <p>DD. Natural and physical world</p> <p>DD. Natural and physical world</p>
<p>Goal 13: Understand important connections and understandings in science and engineering.</p> <p>Learning Standard 13.A Understand rules to follow when investigating and exploring.</p> <p>Learning Standard 13.B Use tools and technology to assist with science and engineering investigations.</p>	<p>G. Community K. Personal care and healthy behavior</p> <p>EE. Tools and technology</p>

Social Studies	
<p>Goal 14: Understand some concepts related to citizenship.</p> <p>Learning Standard 14.A: Understand what it means to be a member of a group and community.</p> <p>Learning Standard 14.B Understand the structures and functions of the political systems of Illinois, the United States, and other nations. <i>(Not Applicable)</i></p> <p>Learning Standard 14.C: Understand ways groups make choices and decisions.</p> <p>Learning Standard 14.D: Understand the role that individuals can play in a group or community.</p> <p>Learning Standard 14.E Understand United States foreign policy as it relates to other nations and international issues. <i>(Not Applicable)</i></p> <p>Learning Standard 14.F Understand the development of United States' political ideas and traditions. <i>(Not Applicable)</i></p>	<p>G. Community FF. Knowledge of self and others</p> <p>G. Community W. Data analysis</p> <p>G. Community FF. Knowledge of self and others</p>
<p>Goal 15: Explore economic systems and human interdependence.</p> <p>Learning Standard 15.A: Explore roles in the economic system and workforce.</p> <p>Learning Standard 15.B Explore issues of limited resources in the early childhood environment and world.</p> <p>Learning Standard 15.C Understand that scarcity necessitates choices by producers. <i>(Not Applicable)</i></p> <p>Learning Standard 15.D Explore concepts about trade as an exchange of goods or services.</p> <p>Learning Standard 15.E Understand the impact of government policies and decisions on production and consumption in the economy. <i>(Not Applicable)</i></p>	<p>FF. Knowledge of self and others</p> <p><i>No Match Found</i></p> <p><i>No Match Found</i></p>
<p>Goal 16: Develop an awareness of the self and his or her uniqueness and individuality.</p> <p>Learning Standard 16.A: Explore his or her self and personal history.</p>	<p>C. Reflection FF. Knowledge of self and others</p>

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<p>Social Studies</p> <p>Learning Standard 16.B Understand the development of significant political events. <i>(Not Applicable)</i></p> <p>Learning Standard 16.C Understand the development of economic systems. <i>(Not Applicable)</i></p> <p>Learning Standard 16.D Understand Illinois, United States, and world social history. <i>(Not Applicable)</i></p> <p>Learning Standard 16.E Understand Illinois, United States, and world environmental history. <i>(Not Applicable)</i></p>	
<p>Goal 17: Explore geography, the child's environment, and where people live, work, and play.</p> <p>Learning Standard 17.A: Explore environments and where people live.</p> <p>Learning Standard 17.B Analyze and explain characteristics and interactions of the Earth's physical systems. <i>(Not Applicable)</i></p> <p>Learning Standard 17.C Understand relationships between geographic factors and society. <i>(Not Applicable)</i></p> <p>Learning Standard 17.D Understand the historical significance of geography. <i>(Not Applicable)</i></p>	<p>GG. Geography</p>
<p>Goal 18: Explore people and families.</p> <p>Learning Standard 18.A: Explore people, their similarities, and their differences.</p> <p>Learning Standard 18.B: Develop an awareness of self within the context of family.</p> <p>Learning Standard 18.C Understand how social systems form and develop over time. <i>(Not Applicable)</i></p>	<p>FF. Knowledge of self and others</p> <p>FF. Knowledge of self and others</p>

Physical Development and Health	
<p>Goal 19: Acquire movement skills and understand concepts needed to explore the environment, support learning and engage in health-enhancing physical activity.</p> <p>Learning Standard 19.A: Demonstrate physical competency and control of large and small muscles.</p> <p>Learning Standard 19.B Demonstrate awareness and coordination of body movements.</p> <p>Learning Standard 19.C Demonstrate knowledge of rules and safety during activity.</p>	<p>I. Gross-motor skills J. Fine-motor skills R. Writing</p> <p>I. Gross-motor skills</p> <p>G. Community K. Personal care and healthy behavior</p>
<p>Goal 20: Develop habits for lifelong fitness.</p> <p>Learning Standard 20.A Achieve and maintain a health-enhancing level of physical fitness.</p> <p>Learning Standard 20.B Assess individual fitness levels. <i>(Not Applicable)</i></p> <p>Learning Standard 20.C Set goals based on fitness data and develop, implement, and monitor an individual fitness improvement plan. <i>(Not Applicable)</i></p>	<p>I. Gross-motor skills K. Personal care and healthy behavior</p>
<p>Goal 21: Develop team-building skills by working with others through physical activity.</p> <p>Learning Standard 21.A Demonstrate individual responsibility during group physical activities.</p> <p>Learning Standard 21.B Demonstrate cooperative skills during structured group physical activity.</p>	<p>G. Community K. Personal care and healthy behavior</p> <p>E. Building relationships with adults F. Building relationships with other children</p>
<p>Goal 22: Understand principles of health promotion and the treatment of illness and injury.</p> <p>Learning Standard 22.A: Explain the basic principles of health promotion, illness prevention, treatment, and safety.</p> <p>Learning Standard 22.B Describe and explain the factors that influence health among individuals, groups, and communities. <i>(Not Applicable)</i></p> <p>Learning Standard 22.C Explain how the environment can affect health. <i>(Not Applicable)</i></p>	<p>K. Personal care and healthy behavior</p>

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<i>Physical Development and Health CONT</i>	
<p>Goal 23: Understand human body systems and factors that influence growth and development.</p> <p>Learning Standard 23.A Describe and explain the structure and functions of the human body systems and how they interrelate.</p> <p>Learning Standard 23.B Identify ways to keep the body healthy.</p> <p>Learning Standard 23.C Describe factors that affect growth and development. (<i>Not Applicable</i>)</p>	<p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p>
<p>Goal 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills.</p> <p>Learning Standard 24.A Demonstrate procedures for communicating in positive ways, resolving differences, and preventing conflict.</p> <p>Learning Standard 24.B Apply decision-making skills related to the protection and promotion of individual health. (<i>Not Applicable</i>)</p> <p>Learning Standard 24.C Demonstrate skills essential to enhancing health and avoiding dangerous situations.</p>	<p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p> <p>H. Conflict resolution</p> <p>K. Personal care and healthy behavior</p>

Illinois Early Learning Standards

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The Arts	
<p>Goal 25: Gain exposure to and explore the arts.</p> <p>Learning Standard 25.A Investigate, begin to appreciate, and participate in the arts.</p> <p>Learning Standard 25.B Display an awareness of some distinct characteristics of the arts.</p>	<p>X. Art Y. Music Z. Movement AA. Pretend play</p> <p>X. Art</p>
<p>Goal 26: Understand that the arts can be used to communicate ideas and emotions.</p> <p>Learning Standard 26.A: Understand processes, traditional tools, and modern technologies used in the arts. (<i>Not Applicable</i>)</p> <p>Learning Standard 26.B: Understand ways to express meaning through the arts.⁷</p>	<p>X. Art AA. Pretend play</p>
<p>Goal 27: Understand the role of the arts in civilizations, past and present.</p> <p>Learning Standard 27.A: Analyze how the arts function in history, society, and everyday life. (<i>Not Applicable</i>)</p> <p>Learning Standard 27.B: Understand how the arts shape and reflect history, society, and everyday life. (<i>Not Applicable</i>)</p>	

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<p><i>English Language Learner Home Language Development</i></p>	
<p>GOAL 28: Use the home language to communicate within and beyond the classroom. LEARNING STANDARD 28.A: Use the home language at age-appropriate levels for a variety of social and academic purposes.</p>	<p>L. Speaking M. Listening and comprehension</p>
<p>Goal 29: Use the home language to make connections and reinforce knowledge and skills across academic and social areas. Learning Standard 29.A: Use the home language to attain benchmarks across all the learning areas and to build upon and develop transferable language and literacy skills.</p>	<p>II. Listening to and understanding English JJ. Speaking English</p>

Illinois Early Learning Standards

COR Advantage Items

<i>Social/Emotional Development</i>	
<p>Goal 30: Develop self-management skills to achieve school and life success and develop positive relationships with others.</p> <p>Learning Standard 30.A: Identify and manage one’s emotions and behavior.</p> <p>Learning Standard 30.B Recognize own uniqueness and personal qualities.</p> <p>Learning Standard 30.C Demonstrate skills related to successful personal and school outcomes.</p>	<p>D. Emotions G. Community</p> <p>FF. Knowledge of self and others</p> <p>A. Initiative and planning B. Problem solving with materials</p>
<p>Goal 31: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</p> <p>Learning Standard 31.A: Develop positive relationships with peers and adults.</p> <p>Learning Standard 31.B Use communication and social skills to interact effectively with others.</p> <p>Learning Standard 31.C Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.</p>	<p>D. Emotions E. Building relationships with adults F. Building relationships with other children</p> <p>F. Building relationships with other children G. Community</p> <p>F. Building relationships with other children G. Community H. Conflict resolution</p>
<p>Goal 32: Demonstrate decision-making skills and behaviors in personal, school and community contexts.</p> <p>Learning Standard 32.A: Begin to consider ethical, safety, and societal factors in making decisions.</p> <p>Learning Standard 32.B Apply decision-making skills to deal responsibly with daily academic and social situations.</p>	<p>G. Community</p> <p>B. Problem solving with materials G. Community H. Conflict resolution</p>