

## **Alignment of the 2013 Missouri Early Learning Developmental Goals: Birth to Kindergarten With HighScope's 2014 Child Observation Record — COR Advantage 1.5**

The following chart shows how items from the 2013 **Missouri Early Learning Developmental Goals: Birth to Kindergarten** 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 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.



**Missouri Early Learning Developmental Goals**

**COR Advantage Items**

<i>I. Approaches to Learning</i>		
<b>Infant/Toddler</b>	<p><b>1. Shows curiosity</b></p> <p>a. Expresses interest in people</p> <p>b. Shows interest in learning new things</p>	<p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p> <p>A. Initiative and planning</p> <p>BB. Observing and classifying</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>DD. Natural and physical world</p>
<b>Preschool</b>	<p>a. Expresses interest in people</p> <p>b. Shows interest in learning new things</p> <p>c. Asks questions</p>	<p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p> <p>A. Initiative and planning</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>DD. Natural and physical world</p> <p>B. Problem solving with materials</p> <p>M. Listening and comprehension</p> <p>CC. Experimenting, predicting, and drawing conclusions</p>

**Missouri Early Learning Developmental Goals**

**COR Advantage Items**

<b><i>1. Approaches to Learning CONT</i></b>		
<b>Infant/Toddler</b>	<b>2. Takes initiative</b> a. Initiates interactions with others	E. Building relationships with adults F. Building relationships with other children
<b>Preschool</b>	a. Initiates interactions with others  b. Makes decisions independently  c. Develops independence during activities, routines and play	E. Building relationships with adults F. Building relationships with other children  A. Initiative and planning B. Problem solving with materials  A. Initiative and planning B. Problem solving with materials H. Conflict resolution K. Personal care and healthy behavior
<b>Infant/Toddler</b>	<b>3. Exhibits creativity and inventiveness</b> a. Tries new ways of doing things	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions
<b>Preschool</b>	a. Tries new ways of doing things.  b. Uses imagination to generate a variety of ideas	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions  AA. Pretend play
<b>Infant/Toddler</b>	<b>4. Shows confidence</b> a. Expresses his or her own ideas and opinions	A. Initiative and planning
<b>Preschool</b>	a. Expresses his or her own ideas and opinions	A. Initiative and planning

**Missouri Early Learning Developmental Goals**

**COR Advantage Items**

<b><i>I. Approaches to Learning CONT</i></b>		
<b>Infant/Toddler</b>	<b>5. Displays persistence</b> a. Sustains attention to a task or activity appropriate for his or her age b. Pursues challenges	A. Initiative and planning B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions
<b>Preschool</b>	a. Sustains attention to a task or activity appropriate for his or her age. b. Pursues challenges.  c. Copes with frustration.	A. Initiative and planning  B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions  B. Problem solving with materials D. Emotions
<b>Infant/Toddler</b>	<b>6. Uses problem-solving skills</b> a. Tries to solve problems	B. Problem solving with materials H. Conflict resolution
<b>Preschool</b>	a. Recognizes problems  b. Tries to solve problems  c. Works with others to solve problems	B. Problem solving with materials H. Conflict resolution  B. Problem solving with materials H. Conflict resolution  B. Problem solving with materials H. Conflict resolution

**Missouri Early Learning Developmental Goals**

**COR Advantage Items**

<b>II. Social and Emotional Development</b>		
<b>Infant/Toddler</b>	<b>A. Knowledge of Self</b>	
	<b>1. Exhibits self-awareness and self-confidence</b>	
	a. Differentiates self from others	FF. Knowledge of self and others
	b. Responds to others and to the environment	E. Building relationships with adults F. Building relationships with other children M. Listening and comprehension DD. Natural and physical world
<b>Preschool</b>	a. Differentiates self from others	FF. Knowledge of self and others
	b. Responds to others and to the environment	E. Building relationships with adults F. Building relationships with other children M. Listening and comprehension DD. Natural and physical world
	c. Shows independence, autonomy and confidence	A. Initiative and planning K. Personal care and healthy behavior
<b>Infant/Toddler</b>	<b>2. Manages feelings and behavior</b>	
	a. Is able to be calmed or self-calms	D. Emotions
	b. Participates in care and learning routines	G. Community K. Personal care and healthy behavior
	c. Expresses feelings and emotions	D. Emotions
<b>Preschool</b>	a. Is able to be calmed or self-calms	D. Emotions
	b. Participates in care and learning routines	G. Community K. Personal care and healthy behavior
	c. Expresses feelings and emotions.	D. Emotions
	d. Observes limits and complies with rules	G. Community
	e. Respects others	G. Community

**Missouri Early Learning Developmental Goals**

**COR Advantage Items**

<i>II. Social and Emotional Development CONT</i>		
<b>Infant/Toddler</b>	<b>B. Knowledge of Others</b>	
	<b>1. Builds relationships</b>	
	a. Develops secure attachment relationships with caregivers	E. Building relationships with adults
	b. Develops relationships with others	F. Building relationships with other children
<b>Preschool</b>	a. Develops secure attachment relationships with caregivers	E. Building relationships with adults
	b. Develops relationships with others	F. Building relationships with other children
	c. Develops empathy and respect for others	D. Emotions FF. Knowledge of self and others
	d. Works and plays cooperatively with children and adults	E. Building relationships with adults F. Building relationships with other children

**Missouri Early Learning Developmental Goals**

**COR Advantage Items**

<b>III. Physical Development, Health and Safety</b>		
<b>Infant/Toddler</b>	<b>A. Physical Development</b>	
	<b>1. Uses Gross Motor Skills with Purpose and Collaboration</b>	
	<ul style="list-style-type: none"> <li>a. Controls body movements</li> <li>b. Uses large muscle movement to manipulate objects</li> <li>c. Moves from one point to another</li> </ul>	<ul style="list-style-type: none"> <li>I. Gross-motor skills</li> <li>Z. Movement</li> <li>I. Gross-motor skills</li> <li>I. Gross-motor skills</li> </ul>
<b>Preschool</b>	<ul style="list-style-type: none"> <li>a. Controls body movements</li> <li>b. Uses large muscle movement to manipulate objects</li> <li>c. Moves from one point to another</li> </ul>	<ul style="list-style-type: none"> <li>I. Gross-motor skills</li> <li>Z. Movement</li> <li>I. Gross-motor skills</li> <li>I. Gross-motor skills</li> </ul>
<b>Infant/Toddler</b>	<b>2. Uses Fine Motor Skills with Purpose and Control</b>	
	<ul style="list-style-type: none"> <li>a. Uses fingers and hands to accomplish fine motor tasks</li> <li>b. Uses tools in a functional manner</li> </ul>	<ul style="list-style-type: none"> <li>J. Fine-motor skills</li> <li>J. Fine-motor skills</li> <li>EE. Tools and technology</li> </ul>
<b>Preschool</b>	<ul style="list-style-type: none"> <li>a. Uses fingers and hands to accomplish fine motor tasks</li> <li>b. Uses tools in a functional manner</li> </ul>	<ul style="list-style-type: none"> <li>J. Fine-motor skills</li> <li>J. Fine motor skills</li> <li>EE. Tools and technology</li> </ul>

**Missouri Early Learning Developmental Goals**

**COR Advantage Items**

<b>III. Physical Development, Health and Safety CONT</b>		
<b>Infant/Toddler</b>	<p><b>3. Responds to Sensory Input to Function in the Environment</b></p> <p>a. Exhibits sensory awareness</p> <p>b. Exhibits body awareness</p>	<p>A. Initiative and planning            C. Reflection            G. Community            K. Personal care and healthy behavior            M. Listening and comprehension            BB. Observing and classifying            DD. Natural and physical world</p> <p>I. Gross-motor skills            Z. Movement</p>
<b>Preschool</b>	<p>a. Exhibits sensory awareness</p> <p>b. Exhibits body awareness</p> <p>c. Exhibits spatial awareness</p> <p>d. Exhibits temporal awareness</p>	<p>I. Gross-motor skills            J. Fine-motor skills            M. Listening and comprehension</p> <p>I. Gross-motor skills            Z. Movement</p> <p>I. Gross-motor skills            T. Geometry: Shapes and spatial awareness</p> <p>C. Reflection            Z. Movement            HH. History</p>



**Missouri Early Learning Developmental Goals**

**COR Advantage Items**

<b>III. Physical Development, Health and Safety CONT</b>		
	<b>B. Health and Self-Care</b>	
	<b>1. Practices healthy behaviors</b>	
<b>Infant/Toddler</b>	a. Participates in healthy care routines with adults	K. Personal care and healthy behavior
<b>Preschool</b>	a. Participates in healthy care routines; engages adult or appropriately cares for self	K. Personal care and healthy behavior
	b. Makes healthy food choices	K. Personal care and healthy behavior
	<b>C. Safety</b>	
	<b>1. Practices safe behaviors</b>	
<b>Infant/Toddler</b>	a. Engages an adult for help	B. Problem solving with materials H. Conflict resolution
<b>Preschool</b>	a. Knows how and when to engage an adult for help	B. Problem solving with materials H. Conflict resolution
	b. Knows and follows safety rules	G. Community
	c. Recognizes personal danger	K. Personal care and healthy behavior

**Missouri Early Learning Developmental Goals**

**COR Advantage Items**

<b>IV. Language and Literacy: Communication and Language</b>		
	<b>A. Symbolic Development</b>	
	<b>1. Represents feelings and ideas in a variety of ways</b>	
<b>Infant/Toddler</b>	<ul style="list-style-type: none"> <li>a. Represents feelings and ideas through pretend play</li> <li>b. Represents feelings and ideas through movement</li> <li>c. Represents feelings and ideas through music</li> </ul>	<ul style="list-style-type: none"> <li>AA. Pretend play</li> <li>Z. Movement</li> <li>Y. Music</li> </ul>
<b>Preschool</b>	<ul style="list-style-type: none"> <li>a. Represents feelings and ideas through pretend play</li> <li>b. Represents feelings and ideas through movement</li> <li>c. Represents feelings and ideas through music</li> <li>d. Represents feelings and ideas through art and construction</li> </ul>	<ul style="list-style-type: none"> <li>AA. Pretend play</li> <li>Z. Movement</li> <li>Y. Music</li> <li>X. Art</li> </ul>
	<b>B. Listening and Understanding (Receptive Language)</b>	
	<b>1. Listens for different purposes</b>	
<b>Infant/Toddler</b>	<ul style="list-style-type: none"> <li>a. Listens to others</li> <li>b. Listens to sounds in the environment</li> </ul>	<ul style="list-style-type: none"> <li>M. Listening and comprehension</li> <li>N. Phonological awareness</li> </ul>

**Missouri Early Learning Developmental Goals**

**COR Advantage Items**

<b>IV. Language and Literacy: Communication and Language CONT</b>		
<b>Preschool</b>	<ul style="list-style-type: none"> <li>a. Listens to others</li> <li>b. Listens to sounds in the environment</li> <li>c. Understands more complex sentences</li> <li>d. Follows simple directions</li> <li>e. Listens responsively to books and stories</li> <li>f. Responds to questions</li>   <li>g. Listens to and engages in conversations and communication with others</li> </ul>	<ul style="list-style-type: none"> <li>M. Listening and comprehension</li> <li>N. Phonological awareness</li> <li>M. Listening and comprehension</li> <li>M. Listening and comprehension</li> <li>M. Listening and comprehension</li> <li>L. Speaking</li> <li>M. Listening and comprehension</li> <li>E. Building relationships with adults</li> <li>F. Building relationships with other children</li> <li>L. Speaking</li> <li>M. Listening and comprehension</li> </ul>
<b>Infant/Toddler</b>	<p><b>C. Speaking (Expressive Language)</b></p> <p><b>1. Uses language to communicate</b></p> <ul style="list-style-type: none"> <li>a. Uses the body to communicate</li> <li>b. Communicates, verbally, or with gestures in home language</li> </ul>	<ul style="list-style-type: none"> <li>L. Speaking</li> <li>L. Speaking</li> </ul>
<b>Preschool</b>	<ul style="list-style-type: none"> <li>a. Uses the body to communicate</li> <li>b. Communicates, verbally, or with gestures in home language</li> <li>c. Initiates and responds appropriately in conversation and discussions with adults and children</li> </ul>	<ul style="list-style-type: none"> <li>L. Speaking</li> <li>L. Speaking</li> <li>E. Building relationships with adults</li> <li>F. Building relationships with other children</li> <li>L. Speaking</li> <li>M. Listening and comprehension</li> </ul>

**Missouri Early Learning Developmental Goals**

**COR Advantage Items**

<b>IV. Language and Literacy: Communication and Language CONT</b>		
<b>Infant/Toddler</b>	<b>2. Develops and expands vocabulary</b>	
	<ul style="list-style-type: none"> <li>a. Learns new words</li> <li>b. Communicates, verbally, or with signs, in home language</li> </ul>	<ul style="list-style-type: none"> <li>L. Speaking</li> <li>L. Speaking</li> </ul>
<b>Preschool</b>	a. Learns new words	L. Speaking
	b. Communicates, verbally, or with signs, in home language	L. Speaking
	c. Communicates in home language and is understood by others	L. Speaking
	d. Uses language to pretend or create	<ul style="list-style-type: none"> <li>L. Speaking</li> <li>N. Phonological awareness</li> <li>AA. Pretend play</li> </ul>
	e. Uses complete sentences of varying length	L. Speaking

**Missouri Early Learning Developmental Goals**

**COR Advantage Items**

	<i>IV. Language and Literacy: Literacy</i>	
	<b>D. Reading</b>	
	<b>1. Applies early reading skills</b>	
<b>Infant/Toddler</b>	a. Shows interest in books	P. Reading Q. Book enjoyment and knowledge
<b>Preschool</b>	a. Shows an interest in reading and books	P. Reading Q. Book enjoyment and knowledge
	b. Exhibits book-handling skills	Q. Book enjoyment and knowledge
	c. Pretends to read easy or predictable books or tries to read along during his/her favorite part of story	P. Reading
	d. Comprehends and responds to text	M. Listening and comprehension
	e. Develops a sense of story	M. Listening and comprehension
	<b>2. Uses concepts of print</b>	
<b>Preschool</b>	a. Reads environmental print and symbols	P. Reading
	b. Identifies some alphabet letters	O. Alphabet knowledge
	c. Recognizes that print represents spoken words	P. Reading

**Missouri Early Learning Developmental Goals**

**COR Advantage Items**

<b>IV. Language and Literacy: Literacy CONT</b>		
<b>Infant/Toddler</b>	<b>3. Attends to sounds in language (phonological awareness)</b>	
	a. Shows interest in sounds of language and those in the environment	N. Phonological awareness
	b. Notices patterns	N. Phonological awareness
<b>Preschool</b>	a. Repeats rhymes, simple songs, poems and finger plays	N. Phonological awareness
	b. Participates in word games	N. Phonological awareness
	c. Discriminates some sounds in words	N. Phonological awareness
	<b>E. Writing</b>	
<b>Infant/Toddler</b>	<b>1. Uses writing as a means of expression/communication</b>	
	a. Experiments with writing tools and materials	R. Writing
<b>Preschool</b>	a. Experiments with writing tools and materials	R. Writing
	b. Uses scribbles, shapes, pictures, letter-like forms and letters to write	R. Writing
	c. Tells others about marks and intended meaning of drawing or writing	L. Speaking R. Writing
	d. Uses a variety of resources to facilitate writing	R. Writing
	e. Converts speech to writing	R. Writing

**Missouri Early Learning Developmental Goals**

**COR Advantage Items**

<b>V. Mathematics</b>		
	<b>A. Counting and Cardinality</b>	
	<b>1. Uses number to show quantity</b>	
<b>Infant/Toddler</b>	<ul style="list-style-type: none"> <li>a. Shows interest in counting and quantity</li> <li>b. Participates in experiences that involve counting</li> </ul>	<ul style="list-style-type: none"> <li>S. Number and counting</li> <li>S. Number and counting</li> </ul>
<b>Preschool</b>	<ul style="list-style-type: none"> <li>a. Shows interest in counting and quantity</li> <li>b. Participates in experiences that involve counting</li> <li>c. Develops an increasing ability to rote count in sequence</li> <li>d. Counts objects with understanding</li> </ul>	<ul style="list-style-type: none"> <li>S. Number and counting</li> <li>S. Number and counting</li> <li>S. Number and counting</li> <li>S. Number and counting</li> </ul>
	<b>2. Uses language to represent number of objects</b>	
<b>Preschool</b>	<ul style="list-style-type: none"> <li>a. Uses language to compare number (e.g., more/less, greater/fewer, equal to)</li> </ul>	<ul style="list-style-type: none"> <li>S. Number and counting</li> </ul>
	<b>3. Solves problems using number</b>	
<b>Preschool</b>	<ul style="list-style-type: none"> <li>a. Names how many there are in a group (up to five objects)</li> <li>b. Uses one-to-one correspondence when counting objects</li> <li>c. Uses one-to-one correspondence to compare the size of a group of objects</li> </ul>	<ul style="list-style-type: none"> <li>S. Number and counting</li> <li>S. Number and counting</li> <li>S. Number and counting</li> </ul>
	<b>4. Uses numerical representations</b>	
<b>Preschool</b>	<ul style="list-style-type: none"> <li>a. Writes some numerals</li> <li>b. Matches numeral with quantity</li> </ul>	<ul style="list-style-type: none"> <li>R. Writing</li> <li>No Match</li> </ul>

**Missouri Early Learning Developmental Goals**

**COR Advantage Items**

<b>V. Mathematics CONT</b>		
<b>Preschool</b>	<b>B. Operations and Algebraic Thinking</b>	
	<b>1. Uses language to represent number of objects</b>	
	a. Combines and names how many	S. Number and counting
	b. Separates and names how many	S. Number and counting
<b>Preschool</b>	<b>2. Uses numerical representations</b>	
	a. Uses drawings to represent number	W. Data analysis
<b>Preschool</b>	<b>C. Number and Operations in Base Ten</b>	
	<b>1. Uses language to represent number of objects</b>	
	a. Combines and names how many	S. Number and counting
	b. Separates and names how many	S. Number and counting
<b>Preschool</b>	<b>D. Measurement and Data</b>	
	<b>1. Makes comparisons</b>	
	a. Compares objects using measurable features	U. Measurement
	b. Describes measurement	U. Measurement
	c. Orders three or more objects according to length or size differences	U. Measurement
<b>Preschool</b>	<b>2. Uses measurement</b>	
	a. Explores ways to measure	U. Measurement
	b. Measures using objects	U. Measurement



**Missouri Early Learning Developmental Goals**

**COR Advantage Items**

<b>V. Mathematics CONT</b>		
<b>Preschool</b>	<b>3. Collects, organizes and displays information (Charting and Graphing)</b>	
	a. Asks questions to gather information	W. Data analysis
	b. Sorts and classifies objects into groups	BB. Observing and classifying
	c. Explains how the grouping was done	BB. Observing and classifying
<b>Toddler</b>	<b>E. Geometry</b>	
	<b>1. Investigates positions and locations</b>	
	a. Takes objects apart and puts them together	J. Fine-motor skills
	b. Uses actions and words to indicate position and location	T. Geometry: Shapes and spatial awareness
<b>Preschool</b>	c. Takes objects apart and puts them together	J. Fine-motor skills
	d. Uses actions and words to indicate position and location	T. Geometry: Shapes and spatial awareness
	e. Uses actions and words to indicate movement and orientation	T. Geometry: Shapes and spatial awareness
<b>Preschool</b>	<b>2. Explores shapes in the environment</b>	
	a. Investigates and talks about the characteristics of shapes	T. Geometry: Shapes and spatial awareness
	c. Identifies and names some shapes	T. Geometry: Shapes and spatial awareness
	d. Indicates if shapes are alike or different using one or more characteristics	T. Geometry: Shapes and spatial awareness BB. Observing and classifying

**Missouri Early Learning Developmental Goals**

**COR Advantage Items**

<b>VI. Science</b>		
	<b>A. Physical Science (Forces and Interactions)</b>	
	<b>1. Explores physical properties of objects and materials</b>	
<b>Toddler</b>	<ul style="list-style-type: none"> <li>a. Shows interest in the physical world</li> <li>b. Uses one or more senses to observe the physical world</li> <li>c. Experiments with simple tools</li> </ul>	<ul style="list-style-type: none"> <li>DD. Natural and physical world</li> <li>DD. Natural and physical world</li> <li>EE. Tools and technology</li> </ul>
<b>Preschool</b>	<ul style="list-style-type: none"> <li>a. Shows interest in the physical world</li> <li>b. Uses one or more senses to observe the physical world</li> <li>c. Experiments with simple tools</li> </ul>	<ul style="list-style-type: none"> <li>DD. Natural and physical world</li> <li>DD. Natural and physical world</li> <li>EE. Tools and technology</li> </ul>
	<b>2. Investigates properties of objects and materials.</b>	
<b>Preschool</b>	<ul style="list-style-type: none"> <li>a. Asks questions about objects and materials</li> <li>b. Experiments with objects and materials to gather information and observe reactions</li> <li>c. Shows knowledge of physical properties of objects</li> </ul>	<ul style="list-style-type: none"> <li>CC. Experimenting, predicting, and drawing conclusions</li> <li>CC. Experimenting, predicting, and drawing conclusions</li> <li>BB. Observing and classifying</li> </ul>
	<b>3. Solves problems involving physical properties of objects and materials</b>	
<b>Preschool</b>	<ul style="list-style-type: none"> <li>a. Identifies problems involving physical properties of objects and materials</li> <li>b. Experiments with objects to produce desired effects</li> <li>c. Makes predictions based on experiences with objects and materials</li> </ul>	<ul style="list-style-type: none"> <li>B. Problem solving with materials</li> <li>CC. Experimenting, predicting, and drawing conclusions</li> <li>B. Problem solving with materials</li> <li>CC. Experimenting, predicting, and drawing conclusions</li> <li>CC. Experimenting, predicting, and drawing conclusions</li> </ul>

**Missouri Early Learning Developmental Goals**

**COR Advantage Items**

<b>VI. Science CONT</b>		
<b>Preschool</b>	<b>4. Represents observations of the physical world in a variety of ways</b> a. Represents observations through pretend play b. Represents observations through music and movement c. Represents observations through art and construction d. Talks about the physical world	AA. Pretend play Y. Music Z. Movement X. Art DD. Natural and physical world
	<b>B. Life Science (Interdependent Relationships in Ecosystems)</b> <b>1. Explores characteristics of living things</b>	
<b>Toddler</b>	a. Shows interest in plant and animal changes b. Uses one or more senses to observe the natural world	DD. Natural and physical world DD. Natural and physical world
<b>Preschool</b>	a. Shows interest in plant and animal changes b. Uses one or more senses to observe the natural world	DD. Natural and physical world DD. Natural and physical world
	<b>2. Investigates characteristics of living things</b>	
<b>Preschool</b>	a. Asks questions about the natural world b. Collects information to learn about living things c. Shows knowledge of the characteristics of living things	DD. Natural and physical world DD. Natural and physical world DD. Natural and physical world

**Missouri Early Learning Developmental Goals**

**COR Advantage Items**

<b>VI. Science CONT</b>		
<b>Preschool</b>	<b>3. Solves problems related to living things</b>	
	a. Identifies problems involving living things	DD. Natural and physical world
	b. Recognizes that living things have needs	DD. Natural and physical world
	c. Makes predictions based on experiences with living things	CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world
<b>Preschool</b>	<b>4. Represents observations about living things in a variety of ways</b>	
	a. Represents observations through pretend play	AA. Pretend play
	b. Represents observations through music and movement	Y. Music Z. Movement
	c. Represents observations through art and construction	X. Art
	d. Talks about plants and animals	DD. Natural and physical world

**Missouri Early Learning Developmental Goals**

**COR Advantage Items**

<b>VII. Understanding the World</b>		
	<i>The beginnings of understanding Family, People and Communities lie in early attachment and other relationships. See Social and Emotional Development and Language and Literacy.</i>	
	<b>A. Family</b>	
	<b>1. Explores family</b>	
<b>Toddler</b>	a. Recognizes and is interested in family	FF. Knowledge of self and others
<b>Preschool</b>	a. Recognizes and is interested in family, including some extended family members	FF. Knowledge of self and others
	<b>B. People and Communities</b>	
	<b>1. Shows interest in people and the community</b>	
<b>Toddler</b>	a. Recognizes and is interested in other supportive people	E. Building relationships with adults
	<b>2. Explores people and the community</b>	
<b>Preschool</b>	a. Recognizes and is interested in other supportive people b. Is interested in community, culture and cultural groups	E. Building relationships with adults FF. Knowledge of self and others
	<b>C. Technology</b>	
	<b>1. Investigates mechanical devices</b>	
<b>Toddler</b>	a. Investigates and manipulates mechanical devices b. Successfully operates mechanical devices and uses them to advance learning	EE. Tools and technology EE. Tools and technology
<b>Preschool</b>	a. Investigates and manipulates mechanical devices b. Successfully operates mechanical devices and uses them to advance learning	EE. Tools and technology EE. Tools and technology

**Missouri Early Learning Developmental Goals**

**COR Advantage Items**

<b><i>VII. Understanding the World CONT</i></b>		
<b>Toddler</b>	<b>3. Investigates electronic devices</b>	
	<ul style="list-style-type: none"> <li>a. Investigates and manipulates electronic devices</li> <li>b. Successfully operates electronic devices and uses them to advance learning</li> </ul>	EE. Tools and technology EE. Tools and technology
<b>Preschool</b>	<ul style="list-style-type: none"> <li>a. Investigates and manipulates electronic devices</li> <li>b. Successfully operates electronic devices and uses them to advance learning</li> </ul>	EE. Tools and technology EE. Tools and technology

**Missouri Early Learning Developmental Goals**

**COR Advantage Items**

<b>VIII. Expressive Arts</b>		
<b>A. Music and Movement</b>		
<b>1. Shows interest in music and movement</b>		
<b>Infant/Toddler</b>	a. Shows visual interest and engagement in surroundings	Y. Music Z. Movement
<b>Preschool</b>	a. Shows visual interest and engagement in surroundings.	Y. Music Z. Movement
<b>2. Explores music and movement</b>		
<b>(Infant/Toddler)</b>	a. Explores and experiments with a range of media through sensory exploration and using whole body	Z. Movement
	b. Uses the body to create sounds, move to music and express oneself	Z. Movement
<b>Preschool</b>	a. Explores and experiments with a range of media through sensory exploration and using whole body	Z. Movement
	b. Uses the body to create sounds, move to music and express oneself	Y. Music Z. Movement
	c. Uses music and movement to express concepts, ideas or feelings	Y. Music Z. Movement
	d. Uses creative art to express thoughts, feelings, experiences, or knowledge	Y. Music Z. Movement

**Missouri Early Learning Developmental Goals**

**COR Advantage Items**

<b>VIII. Expressive Arts CONT</b>		
	<b>B. Visual Arts</b>	
	<b>1. Shows interest in visual arts</b>	
<b>Toddler</b>	a. Shows visual interest and engagement in surroundings	X. Art
<b>Preschool</b>	a. Shows visual interest and engagement in surroundings	X. Art
	b. Shows an interest in mark making or creative art	X. Art
	<b>2. Explores visual arts</b>	
<b>Toddler</b>	a. Explores and experiments with a range of media through sensory exploration and using whole body	X. Art Z. Movement
	b. Shows an interest in mark making or creative art	X. Art
<b>Preschool</b>	a. Explores and experiments with a range of media through sensory exploration and using whole body	X. Art Z. Movement
	b. Uses a range of materials and media to draw and create pictures or three-dimensional objects	X. Art
	c. Uses creative art to express thoughts, feelings, experiences, or knowledge	X. Art
	<b>C. Drama</b>	
	<b>1. Shows interest in dramatic arts</b>	
<b>Toddler</b>	a. Shows visual interest and engagement in surroundings	AA. Pretend play
<b>Preschool</b>	a. Shows visual interest and engagement in surroundings	AA. Pretend play



**Missouri Early Learning Developmental Goals**

**COR Advantage Items**

<b>VIII. Expressive Arts CONT</b>		
<b>Toddler</b>	<b>2. Explores dramatic arts</b>	
	a. Explores and experiments with a range of media through sensory exploration and using whole body	Z. Movement AA. Pretend play
	b. Expresses self through physical action and sound	Y. Music Z. Movement AA. Pretend play
	c. Begins to use representation to communicate	AA. Pretend play
<b>Preschool</b>	d. Begins to make-believe by pretending	AA. Pretend play
	a. Expresses self through physical action and sound	Y. Music Z. Movement AA. Pretend play
	b. Begins to use representation to communicate	AA. Pretend play
	c. Begins to make-believe by pretending	AA. Pretend play
	d. Uses dialogue, actions and objects to tell a story or express thoughts and feelings about one's self or character	AA. Pretend play
e. Uses creativity and imagination to manipulate materials and assume roles in dramatic play or other creative situations	AA. Pretend play	