Alignment of the 2009 South Dakota Early Learning Guidelines With HighScope's 2014 Child Observation Record — COR Advantage 1.5

The following chart shows how items from the 2009 **South Dakota Early Learning Guidelines** 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.

South Dakota Early Learning Guidelines	COR Advantage Items
Social/Emotional Development	

Standard 1: Self-Concept and Self-Confidence	
1. Identify themselves by name.	FF. Knowledge of self and others
2. Describe themselves using several basic descriptors, such as .gender and physical features.	FF. Knowledge of self and others
6. Demonstrate self-efficacy by exerting independence in play situations and during regular routines.	A. Initiative and planning G. Community K. Personal care and healthy behavior

Standard 2: Regulation Emotions	
1. Use words to express their needs, wants, and feelings, as well as to identify the emotions of others.	D. Emotions K. Personal care and healthy behavior
2. Demonstrate knowledge that there are different ways of showing feelings.	D. Emotions
3. Recognize they can do things to change the way they feel and how others feel.	D. Emotions G. Community

Standard 3: Respect and Appreciation of Similarities and Differences	
1. Express ways in which others are similar and different, such as eye color, gender, and favorite activities.	FF. Knowledge of self and others
3. Recognize that everyone has emotions and that other people may not feel the same way they do about everything.	D. Emotions
4. Demonstrate caring and concern for others.	D. Emotions

Standard 4: Pro-Social Behaviors and Cooperation	
1. Develop positive relationships with peers and trusted adults.	E. Building relationships with adults F. Building relationships with other children
2. Participate in group routines, and transition smoothly from one activity to the next.	G. Community
4. Defend self while respecting the rights of others.	H. Conflict resolution
6. Play independently, in pairs, and cooperatively in small groups.	F. Building relationships with other children

South Dakota Early Learning Guidelines	COR Advantage Items

Approaches to Learning

Standard 2: Initiative and Persistence

1. Demonstrate persistence by working toward completing tasks, and sustain attention and focus on activities.	A. Initiative and planning
2. Select and engage in activities, moving independently from one activity to another, and demonstrate self-direction when making choices.	A. Initiative and planning
3. Demonstrate self-help skills, including selecting toys and materials to use in activities and returning them when finished.	K. Personal care and healthy behavior

Standard 3: Problem Solving and Reflection

1. Attempt several different strategies when encountering difficulty during daily routines or in the use of materials.	B. Problem solving with materials
3. Demonstrate thinking skills and verbal problem-solving skills (use self-talk and thinking aloud to solve problems).	B. Problem solving with materials H. Conflict resolution
4. Demonstrate resiliency and coping skills when faced with challenges.	D. Emotions
5. Seek help from adults and peers when needed.	B. Problem solving with materials H. Conflict resolution

Standard 4: Invention and Imagination

2. Make independent decisions about materials to use in order to express individuality.	A. Initiative and planning
3. Develop creative solutions in play and daily situations.	B. Problem solving with materials H. Conflict resolution
4. Engage in fantasy play, taking on pretend roles with real or imaginary objects.	AA. Pretend play
5. Use imagination to try new ways of doing things and work with materials in creative ways.	AA. Pretend play

South Dakota Early Learning Guidelines	COR Advantage Items
Language and Literacy	
Standard 1: Reading	
1. Demonstrate motivation, interest and enjoyment in books, reading, and acting out stories while engaged in play.	Q. Book enjoyment and knowledge
2. Demonstrate book-handling skills, such as holding a book right-side up and turning pages from front to back.	Q. Book enjoyment and knowledge
3. Recognize familiar environmental print, such as "STOP" signs, and realize it has meaning.	P. Reading
4. Retell a story from a familiar book and relate it to real-life experiences.	M. Listening and comprehension Q. Book enjoyment and knowledge
5. Make predictions of next steps in a story.	M. Listening and comprehension
6. Demonstrate knowledge that a symbol can represent something else (e.g. a word can stand for an object, a name for a person, a picture for the real object).	P. Reading
7. Recognize own first name in print.	P. Reading
8. Demonstrate knowledge of the Alphabetic Principle, the concept that the sounds of speech can be represented by one or more letters of the alphabet.	O. Alphabet knowledge
9. Identify at least 10 letters of the alphabet, especially those in their own name.	O. Alphabet knowledge
10. Demonstrate knowledge of the basic concepts of print, such as knowing the differences between pictures, letters, and words.	P. Reading Q. Book enjoyment and knowledge

South Dakota Early Learning Guidelines	COR Advantage Items
Standard 2: Writing	
1. Demonstrate motivation to draw and write during play, experimenting with writing tools, such as pencils, crayons, markers, and the computer keyboard.	R. Writing X. Art
2. Demonstrate understanding that their spoken words can be represented with written letters or symbols as they dictate.	R. Writing
3. Use scribbling and drawing to represent their ideas and then begin to use letters and developmental or invented spelling of words to communicate a message.	R. Writing X. Art
4. Attempt to write their own names using a variety of materials.	R. Writing
5. Use environmental print (such as signs, labels on food, and general print around them) to help in their writing, and ask adults for help in writing messages, lists, and stories.	R. Writing

South Dakota Early Learning Guidelines	COR Advantage Items
Standard 3: Listening and Phonological Awareness	
1. Listen and respond to conversations with adults and other children during play.	L. Speaking M. Listening and comprehension
2. Identify sounds and words in their daily environment.	P. Reading
3. Listen attentively to books and stories.	Q. Book enjoyment and knowledge
4. Repeat familiar songs, rhymes, and phrases from favorite storybooks.	N. Phonological awareness
6. Follow simple directions with two or more steps.	M. Listening and comprehension
7. Recognize some rhyming sounds.	N. Phonological awareness
8. Demonstrate the ability to hear individual parts of words and separate the parts .using clapping, finger snapping, or other movement (e.g. clapping out each syllable of pup-py, di-no-saur.)	N. Phonological awareness
9. Identify words that begin with the same sound from a small group of words.	N. Phonological awareness

South Dakota Early Learning Guidelines	COR Advantage Items
Standard 4: Speaking/Communicating and Oral Language Development	
1. Play with the sounds of language, repeating rhymes, songs, poems and fingerplays.	N. Phonological awareness
3. Demonstrate motivation to communicate in play and everyday activities.	L. Speaking M. Listening and comprehension
4. Provide meaningful responses to questions and pose questions to learn new information or clarify ideas.	M. Listening and comprehension
5. Use complete sentences of varying length to express ideas and feelings through spoken language, sign language, or other forms of communication.	L. Speaking
6. Initiate and engage in conversation and discussions with adults and other children.	L. Speaking M. Listening and comprehension

South Dakota Early Learning Guidelines	COR Advantage Items
Standard 5: Learning New Languages	
3. Listen to peers and adults speaking in English to learn new information, and show some understanding of the language.	II. Listening to and understanding English
4. Engage in nonverbal communication with those who speak a language other than .their native languages.	JJ. Speaking English
5. Play with the sounds and intonation of the English language as well as their home languages.	JJ. Speaking English
6. Identify names and common objects in the environment.	JJ. Speaking English
7. Use simple words and phrases to communicate with adults and other children.	JJ. Speaking English

South Dakota Early Learning Guidelines	COR Advantage Items

Mathematics	

Standard 1: Number Sense and Operations

South Dakota Early Learning Guidelines	COR Advantage Items
1. Count by ones to 10 and higher.	S. Number and counting
2. Count the number of items in a group of up to 10 objects and know that the last number tells how many.	S. Number and counting
5. Recognize and name numerals 1 to 5.	S. Number and counting
6. Compare two groups (containing up to 5 objects each) and describe them using comparative words, such as more, less, fewer, or equal.	S. Number and counting
8. Separate a collection of 10 items into 2 equal groups.	S. Number and counting

Standard 2: Shapes/Geometry

1. Recognize and name circle, triangle and rectangle (which includes square).	T. Geometry: Shapes and spatial awareness
3. Recognize that a shape remains the same shape when it changes position.	T. Geometry: Shapes and spatial awareness
4. Sort and match objects with the same shape and size, and lay an object of the same shape and size on top of another to show they are the same.	T. Geometry: Shapes and spatial awareness BB. Observing and classifying
5. Make a picture by combining shapes.	T. Geometry: Shapes and spatial awareness
6. Take a shape apart (decompose) to make new shapes, such as finding two triangles .in a square.	T. Geometry: Shapes and spatial awareness
7. Demonstrate and begin to use the language of the relative position of objects in the environment and play situations, such as up, down, over, under, top, bottom, inside, outside, in front, behind, between, next to.	T. Geometry: Shapes and spatial awareness

Standard 3: Measurement

1. Compare length and other attributes of objects, using the terms bigger, longer, and taller.	U. Measurement
4. Identify and use measurement tools, such as ruler, scales, measuring cups, thermometer, clock, and calendar.	U. Measurement

South Dakota Early Learning Guidelines	COR Advantage Items
Standard 4: Making Sense of Data	
1. Sort objects onto a large graph according to one attribute, such as size, shape or color.	W. Data analysis BB. Observing and classifying
2. Name the category that has the most, least, or the same on a large graph.	W. Data analysis
3. Gather information to answer questions of interest.	W. Data analysis

South Dakota Early Learning Guidelines	COR Advantage Items
Standard 5: Patterns/Algebra	
1. Sort, classify, and order objects by size and other properties.	BB. Observing and classifying
2. Identify simple patterns in the context of play or daily activities (such as "block, car, block, car") and use patterns to describe relationships between objects ("car follows block").	V. Patterns
3. Predict, repeat, and extend a simple pattern in the context of play or daily activities ("dish, spoon, dish, spoon").	V. Patterns

South Dakota Early Learning Guidelines	COR Advantage Items
Science	

Standard 1: Science as Inquiry	
1. Express wonder, ask questions, and make simple predictions, such as whether an .object will sink or float.	CC. Experimenting, predicting, and drawing conclusions
2. Observe and use senses to explore materials and their environment both indoors .and outdoors.	BB. Observing and classifying
3. Use simple tools and measuring devices, such as balance scales, thermometers, and rulers to explore the environment.	U.　Measurement EE. Tools and technology

Standard 2: Physical Science	
1. Observe and use words to describe physical changes, such as a solid turning to liquid.	DD. Natural and physical world
2. Identify similarities and differences of objects.	BB. Observing and classifying
3. Compare and sort materials according to one or more properties.	BB. Observing and classifying
4. Explore ways to move objects, such as pushing or pulling and describe these motions.	CC. Experimenting, predicting, and drawing conclusions

Standard 3: Life Science	
1. Observe and classify living things as animals or plants and use words to describe them.	DD. Natural and physical world
3. Demonstrate knowledge that plants, animals, and humans live in environments that .support their needs, such as fish living in water.	DD. Natural and physical world
4. Recognize that living things, including themselves, change and grow throughout their life cycles.	DD. Natural and physical world

Standard 4: Earth and Space Science	
1. Explore the properties of earth materials, such as sand and water, through play.	DD. Natural and physical world
4. Recognize and describe current conditions and changes in the weather.	DD. Natural and physical world

South Dakota Early Learning Guidelines	COR Advantage Items
Standard 5: Science and Technology	
1. Use tools or objects in the environment to solve problems or complete tasks.	EE. Tools and technology
2. Use the computer and other technology, if available, to explore how their actions .can cause an effect.	EE. Tools and technology

South Dakota Early Learning Guidelines	COR Advantage Items
Standard 6: Science, Environment and Society	
1. Demonstrate care and respect for the environment.	DD. Natural and physical world
2. Demonstrate knowledge that their actions and actions of others can change the environment.	DD. Natural and physical world
3. Recognize ways to recycle and reuse materials.	DD. Natural and physical world

South Dakota Early Learning Guidelines	COR Advantage Items
Health and Physical Development	

Standard 1: Health and Safety

South Dakota Early Learning Guidelines	COR Advantage Items
1. Recognize and identify nutritious foods.	K. Personal care and healthy behavior
2. Independently practice personal care and self-help skills, including washing hands, brushing teeth, toileting, dressing, and eating.	K. Personal care and healthy behavior

Standard 2: Gross Motor

South Dakota Early Learning Guidelines	COR Advantage Items
1. Participate in play and movement activities and describe how physical activity contributes to their overall health ("Exercise helps make me strong!").	K. Personal care and healthy behavior
2. Demonstrate loco-motor skills by walking, running, hopping, galloping, marching, and climbing.	I. Gross-motor skills
3. Demonstrate stability, flexibility, and balance by standing on one foot, turning, stretching, bending, rolling, balancing, stopping, jumping, and twisting.	I. Gross-motor skills
4. Demonstrate increasing coordination when pedaling, throwing, catching, kicking, bouncing objects, and hitting objects with racquets or paddles.	I. Gross-motor skills

Standard 3: Fine Motor

South Dakota Early Learning Guidelines	COR Advantage Items
1. Participate in play and movement activities that enhance fine motor development.	J. Fine-motor skills
2. Demonstrate eye-hand coordination through activities such as stringing large beads and completing simple puzzles.	J. Fine-motor skills
3. Practice self-help skills, such as buttoning, zipping, and snapping.	J. Fine-motor skills K. Personal care and healthy behavior
4. Display strength and control while using a variety of manipulative materials including scissors, pencils, crayons, small toys and connecting blocks.	J. Fine-motor skills

South Dakota Early Learning Guidelines	COR Advantage Items
Creative Arts	

Standard 1: Visual Arts	
1. Use a variety of materials for constructing, painting, drawing, and sculpting.	X. Art
2. Demonstrate enjoyment and confidence in their ability to freely plan and create artwork .of their own design.	A. Initiative and planning X. Art
3. Describe experiences, ideas, emotions, people, and objects represented in their artwork.	X. Art
4. Use words to describe their artwork in terms of color, line, shape, space, and texture.	X. Art

Standard 2: Music	
1. Show enjoyment and participate in a variety of musical and rhythmic experiences, including singing, listening, and using musical instruments.	Y. Music
3. Notice and imitate changes in vocal and instrumental music (high and low, loud .and soft, etc.)	Y. Music

Standard 3: Creative Movement	
1. Participate in a variety of creative movement experiences, which could include dance and rhythmic activities.	Z. Movement
2. Explore ways to move imaginatively with and without music, such as stretching, galloping, twisting, bending, swaying, marching, and clapping.	Z. Movement
3. Use movement to communicate and express feelings, ideas, and experiences.	Z. Movement
4. Respond and move to the beat, tempo, and dynamics of music.	Z. Movement

South Dakota Early Learning Guidelines	COR Advantage Items
Standard 4: Dramatic Play	
1. Participate in a variety of spontaneous, imaginative play experiences alone or with others and create and engage in increasingly detailed and extended scenarios in their dramatic play.	AA. Pretend play
2. Use dramatic play to communicate and express feelings, ideas, and experiences.	AA. Pretend play
3. Use words and actions to imitate a variety of familiar stories, roles, and real-life or fantasy experiences.	AA. Pretend play FF. Knowledge of self and others
4. Use materials and props to represent objects in creative play.	AA. Pretend play

South Dakota Early Learning Guidelines	COR Advantage Items
Social Studies	
Standard 1: Families/Cultures 1. Identify themselves as individuals and as belonging to a family. 2. Describe what a family is and roles that family members can play.	FF. Knowledge of self and others FF. Knowledge of self and others
Standard 3: History/Time 1. Describe past, current and future events. 2. Describe their day and coming activities in terms of daily routines (first we…, then we…). 4. Share stories or pictures about themselves in the past.	HH. History C. Reflection HH. History HH. History
Standard 4 Geography/Places, People and Environments 3. Describe familiar places in their environment, such as a house, classroom, park, lake, or river. 4. Draw or build representations of familiar places with a variety of materials.	GG. Geography X. Art
Standard 5: – Economics 1. Identify several community helpers and the services they provide.	FF. Knowledge of self and others