



**COR Advantage 1.5** — HighScope’s newest research-based assessment tool — is highly compatible with many national and state early learning standards, including those of the state of Washington. This document shows you how COR Advantage aligns with Washington’s standards and guidelines for both Birth to Kindergarten and 3-4 and 4-5 year old levels. Click on the category below to view the alignment you are looking for.

[Birth to Kindergarten Alignment](#)

[3-4 Year Olds and 4-5 Year Olds Alignment](#)



# **Alignment of the 2012 Washington State Early Learning and Development Guidelines for Birth to Kindergarten With HighScope’s 2014 Child Observation Record — COR Advantage 1.5**

The following chart shows how items from the 2012 **Washington State Early Learning and Development Guidelines** (for Birth through 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 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.



## Washington Guidelines

## COR Advantage Items

<b>Young Infants (Birth to 11 Months)</b>	
<p><b>1. About me and my family and culture</b></p> <p><b>Family and culture</b></p> <p><b>Young Infants develop trusting relationships with familiar adults</b></p> <p>Show preference for primary caregivers.</p> <p>Smile at, make sounds, and move body to interact with caregivers. Smile, wave or laugh to respond to friendly adults.</p> <p>Respond to caregiver's face, words and touch.</p> <p>Cry to express or relieve self of a variety of feelings; cry may increase when caregiver listens and responds to child's need.</p> <p>Feel safe releasing feelings (such as by crying, trembling, etc.) in the presence of a familiar adult.</p> <p>Cry when caregiver is not in sight or cling to caregiver when strangers are nearby.</p>	<p>E. Building relationships with adults</p> <p>E. Building relationships with adults</p> <p>E. Building relationships with adults</p> <p>D. Emotions</p> <p>D. Emotions</p> <p>E. Building relationships with adults</p>
<p><b>Self concept</b></p> <p>Respond with movement and/or sounds when someone speaks the child's name.</p> <p>Explore own toes and fingers.</p> <p>Repeat an action to get more effect (such as wriggling in the crib to shake a mobile hanging above, smiling and cooing to get the caregiver to smile back).</p>	<p>M. Listening and comprehension</p> <p>FF. Knowledge of self and others</p> <p>CC. Experimenting, predicting, and drawing conclusions</p>

**Washington Guidelines**

**COR Advantage Items**

<b><i>Young Infants (Birth to 11 Months) CONT</i></b>	
<p><b>Self management</b></p> <p><b>Young Infants efficiently release tension through babbling, crying, trembling, yawning and laughing.</b></p> <p>Cry, make sounds and move body to let caregiver know of the need for help, attention or comfort.</p> <p>Respond by relaxing or crying harder when adult pays attention. Grow more confident when encouraged to release feelings.</p> <p>Use sounds, facial expressions, and body movements to connect with others and with objects in the environment.</p> <p>Hold caregiver’s attention by babbling, looking at face, etc.</p>	<p>K. Personal care and healthy behavior</p> <p>E. Building relationships with adults</p> <p>D. Emotions E. Building relationships with adults</p> <p>D. Emotions L. Speaking</p>
<p><b>Young Infants use a trusted adult as a secure base from which to explore</b></p> <p>Move away from adult by rolling, scooting, etc.; look back at adult.</p> <p>Look for caregiver’s response in uncertain situations or when trying something new.</p>	<p>E. Building relationships with adults</p> <p>E. Building relationships with adults</p>
<p><b>Young Infants begin to notice routines</b></p> <p>Participate in repeated routines, such as lifting arms toward caregiver to be picked up.</p>	<p>G. Community</p>

## Washington Guidelines

## COR Advantage Items

<b><i>Young Infants (Birth to 11 Months) CONT</i></b>	
<p><b>Learning about Learning</b></p> <p><b>Young Infants observe and explore their surroundings</b></p> <p>Explore own body (such as reaching for toes); explore the face and body of caregivers (such as touching ears, hair, hands).</p> <p>Show preference for certain toys and activities.</p> <p>Show interest in exploring, feeling and looking at objects new to the child.</p> <p>Use all senses to explore.</p> <p>Start interactions with familiar adults and children (such as by smiling or making sounds).</p> <p>Start to show the ability to briefly hold in mind a memory of people and things that are out of sight.</p>	<p>FF. Knowledge of self and others</p> <p>A. Initiative and planning</p> <p>A. Initiative and planning X. Art</p> <p>X. Art BB. Observing and classifying</p> <p>E. Building relationships with adults F. Building relationships with other children</p> <p>C. Reflection</p>
<p><b>2. Building relationships</b></p> <p><b>Interactions with adults</b></p> <p>Smile at adults.</p> <p>Respond to contact with adults, and later, initiate, by using vocalization, facial expressions and body movement.</p> <p>Enjoy interacting with other children (shown by happy gestures, smiles, gurgles, etc.).</p>	<p>D. Emotions E. Building relationships with adults</p> <p>D. Emotions E. Building relationships with adults</p> <p>E. Building relationships with adults</p>
<p><b>Interactions with children</b></p> <p>Smile at other children.</p> <p>Initiate contact with other children with vocalizations, facial expressions and body movements.</p> <p>Enjoy interacting with other children (shown by happy gestures, smiles, gurgles, etc.).</p>	<p>F. Building relationships with other children</p> <p>F. Building relationships with other children</p> <p>F. Building relationships with other children</p>

## Washington Guidelines

## COR Advantage Items

<i>Young Infants (Birth to 11 Months) CONT</i>	
<p><b>3. Touching, seeing, hearing and moving around</b></p> <p><b>Using the large muscles (gross motor skills)</b></p> <p>Lift head; lift head and chest with weight on hands, when lying on stomach.</p> <p>Hold head upright and steady without support.</p> <p>When lying on back, bend at hips to lift feet, reach with hands and arms, move head side to side; begin to notice own hands.</p> <p>Roll from back to side, back to front and front to back with increasing control.</p> <p>Move to explore (roll, crawl, scoot, creep).</p> <p>Sit with support; and later, sit without support.</p> <p>Stand with support.</p>	<p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p>
<p><b>Using the small muscles (fine motor skills)</b></p> <p>Grasp caregiver's fingers.</p> <p>Play with own hands by touching them together.</p> <p>Reach for toys, objects and bottles with both hands.</p> <p>Transfer toys or objects from hand to hand.</p> <p>Reach, grasp and release objects.</p>	<p>J. Fine-motor skills</p> <p>J. Fine-motor skills</p> <p>J. Fine-motor skills</p> <p>J. Fine-motor skills</p> <p>J. Fine-motor skills</p>
<p><b>Using the senses (sensorimotor skills)</b></p> <p>Turn toward sound and touch.</p> <p>Follow moving things with eyes.</p> <p>Explore things nearby with mouth and hands.</p> <p>Actively play, exploring and interacting with what's nearby.</p>	<p>M. Listening and comprehension</p> <p>P. Reading</p> <p>T. Geometry: Shapes and spatial awareness</p> <p>BB. Observing and classifying</p> <p>BB. Observing and classifying</p> <p>CC. Experimenting, predicting, and drawing conclusions</p>

**Washington Guidelines**

**COR Advantage Items**

<i>Young Infants (Birth to 11 Months) CONT</i>	
<p><b>4. Growing up healthy</b></p> <p><b>Daily living skills (personal health and hygiene)</b></p> <p>Participate in dressing.</p>	<p>K. Personal care and healthy behavior</p>
<p><b>Nutrition and health</b></p> <p>Help caregiver hold the bottle.</p> <p>Chew and bite; eat finger foods.</p>	<p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p>
<p><b>5. Communicating (literacy)</b></p> <p><b>Speaking and listening (language development)</b></p> <p>Show interest in speech of others.</p> <p>Cry, coo and make other sounds.</p> <p>Cry in different ways depending on whether hungry, in pain or tired.</p> <p>Respond when the child's name is called.</p> <p>Vocalize, squeal, laugh and gesture to communicate.</p> <p>Babble, try to talk and copy sounds.</p> <p>Begin to say consonant sounds, such as "m," "b."</p> <p>Use a variety of sounds to express emotions.</p> <p>Reach and point to communicate.</p> <p>Follow simple requests.</p> <p>Take turn in "conversation" or vocal play with adults.</p> <p>Say first word.</p>	<p>M. Listening and comprehension</p> <p>L. Speaking</p> <p>K. Personal care and healthy behavior</p> <p>M. Listening and comprehension</p> <p>L. Speaking</p> <p>L. Speaking</p> <p>L. Speaking</p> <p>D. Emotions</p> <p>L. Speaking</p> <p>M. Listening and comprehension</p> <p>E. Building relationships with adults</p> <p>L. Speaking</p> <p>L. Speaking</p>

**Washington Guidelines**

**COR Advantage Items**

<b><i>Young Infants (Birth to 11 Months) CONT</i></b>	
<p><b>Reading</b></p> <p>Imitate sounds of language.</p> <p>Show awareness of the sounds of spoken words by focusing on the person speaking.</p> <p>Explore books' physical features (such as by chewing on cloth books).</p> <p>Focus attention for a short period of time when looking at books.</p> <p>Begin to participate in stories, songs and fingerplays.</p>	<p>L. Speaking N. Phonological awareness</p> <p>M. Listening and comprehension</p> <p>Q. Book enjoyment and knowledge</p> <p>P. Reading</p> <p>N. Phonological awareness</p>
<p><b>6. Learning about my world</b></p> <p><b>Knowledge (cognition)</b></p> <p>Pay attention to sights and sounds.</p> <p>Gaze at and track an object with his/her eyes.</p> <p>Act to trigger a pleasing sight, sound or motion, such as kicking at a mobile; repeat actions many times to cause a desired effect.</p> <p>Show curiosity about things and try to get things that are out of reach.</p> <p>Imitate sounds; imitate actions, such as clapping hands, pushing a toy.</p> <p>Search for a hidden object.</p>	<p>N. Phonological awareness P. Reading</p> <p>P. Reading T. Geometry: Shapes and spatial awareness</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>N. Phonological awareness</p> <p>GG. Geography</p>
<p><b>Math</b></p> <p>Play with toys and things of different sizes and shapes.</p>	<p>T. Geometry: Shapes and spatial awareness U. Measurement</p>



## Washington Guidelines

## COR Advantage Items

<i>Young Infants (Birth to 11 Months) CONT</i>	
<p><b>Science</b></p> <p>Use the senses (mouthing, watching, grasping, reaching) to get information and explore what's nearby.</p> <p>Repeat behaviors to figure out cause and effect. For example, a toy released high always goes down (law of gravity).</p> <p>Enjoy filling containers and dumping them out.</p>	<p>BB. Observing and classifying</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>U. Measurement</p>
<p><b>Social Studies</b></p> <p>Show interest in people.</p> <p>Notice daily routines.</p>	<p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p> <p>G. Community</p>
<p><b>Arts</b></p> <p>Gaze at pictures, photos and mirror images.</p> <p>Show interest in sounds, tones, voices, music, colors and shapes.</p> <p>Notice and move to music and/or rhythms.</p>	<p>P. Reading</p> <p>FF. Knowledge of self and others</p> <p>Y. Music</p> <p>Z. Movement</p>

**Washington Guidelines**

**COR Advantage Items**

<i>Older Infants (9 to 18 Months)</i>	
<p><b>1. About me and my family and culture</b></p> <p><b>Family and culture</b></p> <p><b>Older Infants develop trusting relationships with familiar adults</b></p> <p>Respond when someone speaks the child's name.</p> <p>Seek out trusted caregiver(s) for comfort and support.</p>	<p>M. Listening and comprehension</p> <p>E. Building relationships with adults</p>
<p><b>Self concept</b></p> <p><b>Older Infants show their preferences</b></p> <p>Point to indicate what he or she wants.</p> <p>Choose things to play with.</p>	<p>A. Initiative and planning</p> <p>A. Initiative and planning</p>
<p><b>Self management</b></p> <p><b>Older Infants use trusted adult as a secure base from which to explore</b></p> <p>Look for caregiver's response in uncertain situations or when trying something new. Test caregiver's response, such as reaching for a forbidden object, then looking to see how caregiver responds.</p> <p>Move away from caregiver to explore environment; may do so repeatedly.</p>	<p>E. Building relationships with adults</p> <p>E. Building relationships with adults</p>
<p><b>Older Infants begin to participate in repeated routines</b></p> <p>Participate in repeated routines, such as lifting arms toward caregiver to be picked up.</p> <p>Follow some rules and routines, and simple directions.</p>	<p>G. Community</p> <p>G. Community</p> <p>M. Listening and comprehension</p>

**Washington Guidelines**

**COR Advantage Items**

<i>Older Infants (9 to 18 Months) CONT</i>	
<b>Older infants continue to express emotions</b>	
<p>Either relax or cry harder when adult pays attention. Grow more confident when encouraged to release strong feelings.</p> <p>Express and respond to a variety of emotions.</p>	<p>D. Emotions</p> <p>D. Emotions</p>
<b>Learning to learn</b>	
<p>Use all senses and a variety of motions to explore.</p> <p>Learn through play and interaction with others.</p> <p>Try different approaches to reaching a desired object or achieving a goal.</p> <p>Make creative use of items, such as turning a bucket upside down to be the base for a tower.</p> <p>Actively play games with caregivers that involve repetition, such as peek-a-boo; anticipate own turn.</p> <p>Experiment to see if objects have the same effects, such as shaking a stuffed animal to see if it makes a noise like a rattle.</p> <p>Apply something already learned to something new, such as banging on a drum to make a sound, then banging on a bucket.</p> <p>Repeat a simple activity until successful.</p> <p>Stay focused on an activity for a sustained period of time.</p> <p>Begin to be able to hold information in mind (such as the location of a hidden object) and keep track of simple changes (track the movement of a hidden object).</p>	<p>BB. Observing and classifying</p> <p>E. Building relationships with adults F. Building relationships with other children G. Community</p> <p>A. Initiative and planning B. Problem solving with materials</p> <p>AA. Pretend play EE. Tools and technology</p> <p>E. Building relationships with adults Y. Music</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>B. Problem solving with materials</p> <p>A. Initiative and planning</p> <p>C. Reflection GG. Geography</p>

**Washington Guidelines**

**COR Advantage Items**

<i>Older Infants (9 to 18 Months) CONT</i>	
<b>2. Building relationships</b>	
<b>Interactions with adults</b>	
Enjoy playing with adults.	E. Building relationships with adults
Initiate interactions by smiling, with vocalizations or gestures.	E. Building relationships with adults
<b>Interactions with peers</b>	
Respond to others' smiles and emotions. React when someone is crying or upset.	D. Emotions
Show interest in other children by watching and trying to imitate them (such as following an older sibling around).	F. Building relationships with other children
<b>Social behavior</b>	
Interact with children; notice similarities and differences.	F. Building relationships with other children
<b>Problem solving, conflict resolution</b>	
Accept adults stepping in when there are disputes over toys and play.	H. Conflict resolution
<b>3. Touching, seeing, hearing and moving around</b>	
<b>Using the large muscles (gross motor skills)</b>	
Rock back and forth on hands and knees; creep or crawl.	I. Gross-motor skills
Pull self up to a stand, holding onto something or someone.	I. Gross-motor skills
Walk holding onto furniture ("cruising").	I. Gross-motor skills
Walk.	I. Gross-motor skills
Climb.	I. Gross-motor skills
Dance or move to music.	Z. Movement

**Washington Guidelines**

**COR Advantage Items**

<i>Older Infants (9 to 18 Months) CONT</i>	
<b>Using the small muscles (fine motor skills)</b>	
Use fingers and toes in play.	J. Fine-motor skills
Manipulate balls and other toys. Enjoy using different ways to manipulate, such as pounding, tapping, etc.	J. Fine-motor skills
Pick up things (such as cereal O's) between thumb and forefinger.	J. Fine-motor skills
Coordinate eye and hand movements, such as putting things into a box.	J. Fine-motor skills
<b>Using the senses (sensorimotor skills)</b>	
Use sense of smell, touch, taste, sight and hearing to experience objects.	BB. Observing and classifying
Enjoy exploring and responding to different textures, such as hard tabletops or soft cushions.	BB. Observing and classifying
<b>4. Growing up healthy</b>	
<b>Daily living skills (personal health and hygiene)</b>	
Begin to be aware of own needs (cry when need changing, get blanket when tired, etc.).	K. Personal care and healthy behavior
Help with dressing, undressing and diapering.	K. Personal care and healthy behavior
Wash and dry hands, with help.	K. Personal care and healthy behavior
<b>Nutrition and health</b>	
Feed self with a spoon.	K. Personal care and healthy behavior
Eat finger foods.	K. Personal care and healthy behavior
<b>Safety</b>	
Be able to tell who are his or her main caregivers and family, and who are strangers.	E. Building relationships with adults

**Washington Guidelines**

**COR Advantage Items**

<i>Older Infants (9 to 18 Months) CONT</i>	
<b>5. Communicating (literacy)</b>	
<b>Speaking and listening (language development)</b>	
Turn to the person speaking, and pay attention to what the speaker is looking at or pointing to.	M. Listening and comprehension
Turn, stop or speak when name is called.	M. Listening and comprehension
Respond appropriately to familiar words (such as clapping when caregiver says "Clap").	M. Listening and comprehension
Use words, sounds and gestures to get attention, make requests, comment, greet.	L. Speaking
Use consistent sounds to indicate a specific person or thing, such as saying "dada" for daddy.	L. Speaking
Name familiar people, animals and objects.	L. Speaking
Use eight to 20 understandable words in home language.	L. Speaking JJ. Speaking English
Use single-word speech (such as saying "Up" to be picked up) and short, two-word sentences ("Me go.").	L. Speaking
If learning two languages, may not use words in the second language, but communicate with gestures and facial expressions.	JJ. Speaking English
Take part in simple conversations.	E. Building relationships with adults F. Building relationships with other children L. Speaking

**Washington Guidelines**

**COR Advantage Items**

<b>Older Infants (9 to 18 Months) CONT</b>	
<b>Reading</b>	
Make the sounds of familiar words when read to.	L. Speaking
Show awareness of the sounds of spoken words by focusing on the person speaking.	M. Listening and comprehension
Point to pictures and words in book; have favorite books; increasingly able to handle books, with help; try to turn pages.	P. Reading Q. Book enjoyment and knowledge
Bring a book to an adult to read aloud.	Q. Book enjoyment and knowledge
Focus attention for a short period of time when looking at books.	P. Reading
Participate in stories, songs, finger plays and rhymes.	N. Phonological awareness
<b>Writing</b>	
Scribble or make marks on paper without help.	R. Writing
Grasp marker or crayon with fist and mark on paper in any location.	R. Writing

<b>6. Learning about my world</b>	
<b>Knowledge (cognition)</b>	
Observe others' activities. Then imitate their actions, gestures and sounds.	F. Building relationships with other children AA. Pretend play
Use imitation to make a desired effect, such as activating a toy, or obtaining an object.	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions
Explore things in many ways, such as shaking, banging, poking and throwing.	CC. Experimenting, predicting, and drawing conclusions
Enjoy playing hiding games; locate an object that has been hidden from view.	GG. Geography
Match similar objects.	BB. Observing and classifying
Begin make-believe play and imitate the actions of others, such as rocking and feeding a baby doll.	AA. Pretend play
Explore objects in nonconventional ways.	AA. Pretend play

**Washington Guidelines**

**COR Advantage Items**

<b><i>Older Infants (9 to 18 Months) CONT</i></b>	
<p><b>Math</b></p> <p>Understand the idea of “more” related to food or play. Use gestures to ask for more.</p> <p>Imitate rote counting using some names of numbers.</p> <p>Play with toys and objects of different size and shape.</p> <p>Put things together, such as simple matching puzzles, nesting cups.</p> <p>Follow simple directions that use words like “in,” “on,” “up” and “down.”</p>	<p>S. Number and counting</p> <p>S. Number and counting</p> <p>T. Geometry: Shapes and spatial awareness U. Measurement</p> <p>U. Measurement</p> <p>T. Geometry: Shapes and spatial awareness</p>
<p><b>Science</b></p> <p>Take action to achieve a goal, such as fitting puzzle pieces together, or activating a toy.</p> <p>Express surprise and delight to play outdoors and with natural elements, such as water, sand and mud.</p> <p>Express excitement when seeing animals, birds and fish. Show interest in animals and representations of animals.</p> <p>Notice the characteristics of natural things, such as leaves, or events, such as rain or wind.</p> <p>Enjoy using or playing with technology objects, such as a wind-up toy.</p>	<p>B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions</p> <p>DD. Natural and physical world</p> <p>DD. Natural and physical world</p> <p>BB. Observing and classifying DD. Natural and physical world</p> <p>EE. Tools and technology</p>



**Washington Guidelines**

**COR Advantage Items**

<b>Older Infants (9 to 18 Months) CONT</b>	
<p><b>Social Studies</b></p> <p>Recognize the start and end of an event (such as by clapping at the end of a song).</p> <p>Explore spaces, such as trying to fit into an open cardboard box.</p> <p>Recognize some familiar places, such as home, store, grandma’s house.</p> <p>Know where favorite toys or foods are kept.</p> <p>Know where the trash can and recycle bin are.</p>	<p>HH. History</p> <p>I. Gross-motor skills T. Geometry: Shapes and spatial awareness</p> <p>GG. Geography</p> <p>GG. Geography</p> <p>GG. Geography</p>
<p><b>Arts</b></p> <p>Try a variety of art materials, such as paint, crayons, markers, play dough, clay.</p> <p>Try a variety of sound sources, such as rattles, bells, drums.</p> <p>Show interest in sounds, tones, voices, music, colors and shapes.</p> <p>Enjoy rhythms and movement.</p>	<p>X. Art</p> <p>Y. Music</p> <p>Y. Music</p> <p>Z. Movement</p>

## Washington Guidelines

## COR Advantage Items

<b>Toddlers (16 to 36 Months)</b>	
<p><b>1. About me and my family and culture</b></p> <p><b>Family and culture</b></p> <p>Show preference for familiar adults and peers.</p> <p>Feel comfortable in a variety of places with familiar adults (such as at home, in the car, store or playground).</p> <p>Recognize roles within the family.</p>	<p>E. Building relationships with adults</p> <p>E. Building relationships with adults</p> <p>FF. Knowledge of self and others</p>
<p><b>Self concept</b></p> <p>Recognize and call attention to self in a mirror or in photographs.</p> <p>Make choices (such as what clothes to wear) and have favorite books, toys and activities.</p> <p>Name and express many emotions in self, familiar people, pets.</p> <p>Seek the comfort of adults significant to him/her when in new or uncomfortable situations, or needing help, or feeling strong emotions.</p>	<p>FF. Knowledge of self and others</p> <p>A. Initiative and planning</p> <p>D. Emotions</p> <p>E. Building relationships with adults</p>
<p><b>Self management</b></p> <p>Remember and follow simple routines and rules some of the time.</p> <p>Direct others to follow simple rules and routines, even when he or she does not follow them.</p> <p>Express strong feelings through tantrums.</p> <p>Show growing ability to remember past experiences and tell an adult about them, including information about simple emotions.</p>	<p>G. Community</p> <p>G. Community</p> <p>D. Emotions</p> <p>C. Reflection</p>

## Washington Guidelines

## COR Advantage Items

<b>Toddlers (16 to 36 Months) CONT</b>	
<p><b>Learning to learn</b></p> <p>Actively explore the environment.</p> <p>Try new ways of doing things. Experiment with the effect of own actions on objects and people.</p> <p>Insist on some choices. Choose an activity and keep at it for longer periods of time.</p> <p>Seek and accept help when encountering a problem.</p> <p>Invent new ways to use everyday items.</p> <p>Enjoy pretend play and creating things.</p>	<p>BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>A. Initiative and planning</p> <p>B. Problem solving with materials H. Conflict resolution</p> <p>AA. Pretend play</p> <p>AA. Pretend play</p>
<p><b>2. Building relationships</b></p> <p><b>Interactions with adults</b></p> <p>Start interactions and play with adults.</p> <p>Seek out attention from adults.</p> <p>Enjoy turn-taking games with caregivers and may direct adult in his or her role.</p>	<p>E. Building relationships with adults</p> <p>E. Building relationships with adults</p> <p>E. Building relationships with adults</p>
<p><b>Interactions with peers</b></p> <p>Play side-by-side with another child, at times.</p> <p>Remember and use the names of familiar peers.</p> <p>Start interacting with peers. Show interest in and call them by name. Recognize and want to be with playmates the child knows. Observe and imitate other children's play.</p> <p>Begin to include other children in play, such as chase games.</p>	<p>F. Building relationships with other children</p> <p>F. Building relationships with other children</p> <p>F. Building relationships with other children</p> <p>F. Building relationships with other children</p>

## Washington Guidelines

## COR Advantage Items

<b>Toddlers (16 to 36 Months) CONT</b>	
<p><b>Social behavior</b></p> <p>Be excited to see friends and familiar people. Have a preferred playmate.</p> <p>Notice when someone familiar is absent ("Where is Simon?").</p> <p>Notice when others are happy or sad and name emotions. ("Mia sad.")</p> <p>Notice that what the child likes might not be the same as what others like.</p>	<p>F. Building relationships with other children</p> <p>F. Building relationships with other children L. Speaking</p> <p>D. Emotions</p> <p>FF. Knowledge of self and others</p>
<p><b>Problem solving, conflict resolution</b></p> <p>Find it hard to wait for a turn. Use adult help to share and take turns.</p> <p>Respond appropriately (most of the time) when another child expresses wants, such as to look at a book with him or her.</p>	<p>H. Conflict resolution</p> <p>H. Conflict resolution</p>
<p><b>3. Touching, seeing, hearing and moving around</b></p> <p><b>Using the large muscles (gross motor skills)</b></p> <p>Walk and run well, or use a mobility device, if needed. Change speed and direction.</p> <p>Climb into and out of bed or onto a steady chair.</p> <p>Jump up and down. Squat. Stand on tiptoe.</p> <p>Walk up and down stairs one at a time.</p> <p>Kick a ball that is not moving.</p>	<p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p>

## Washington Guidelines

## COR Advantage Items

<i>Toddlers (16 to 36 Months) CONT</i>	
<b>Using the small muscles (fine motor skills)</b>	
Reach, grasp and release with more control.	J. Fine-motor skills
Use tools such as spoon, crayon, toy hammer.	J. Fine-motor skills
Use fingers to paint, play with clay, line up blocks. Stack a few blocks.	J. Fine-motor skills
Grasp small items with thumb and finger.	J. Fine-motor skills
Nest up to five cups or other items.	U. Measurement
<b>Using the senses (sensorimotor skills)</b>	
Dance or move to music and rhythms.	Z. Movement
Show eye-hand coordination—build with blocks, work simple puzzles, string large beads, put together and take apart items like pop beads.	J. Fine-motor skills
Become aware of where the body is in relation to other things, such as walking around a table without bumping into it.	I. Gross-motor skills
<b>4. Growing up healthy</b>	
<b>Daily living skills (personal health and hygiene)</b>	
Want to take care of self.	K. Personal care and healthy behavior
Dress and undress completely (except for fasteners), with help.	K. Personal care and healthy behavior
Wash and dry hands, with only a little help needed.	K. Personal care and healthy behavior
Cooperate with tooth-brushing.	K. Personal care and healthy behavior
<b>Nutrition and health</b>	
Feed self with a spoon, without help.	K. Personal care and healthy behavior
Feed self a sandwich, taking bites.	K. Personal care and healthy behavior
Recognize and eat a variety of healthy foods. Choose among food options.	K. Personal care and healthy behavior
Name five or six of own body parts.	K. Personal care and healthy behavior

## Washington Guidelines

## COR Advantage Items

<b>Toddlers (16 to 36 Months) CONT</b>	
<p><b>5. Communicating (literacy)</b></p> <p><b>Speaking and listening (language development)</b></p> <p>Touch correct body parts in songs or games where you identify parts of the body.</p> <p>Name items in a picture book, such as a cat or tree.</p> <p>Recount an event, with help. Communicate about recent activities.</p> <p>Remember and follow simple directions in home language and attempt to make sense of directions that include gestures (such as the gesture for “come here”) in a second language.</p> <p>Take turns in longer conversations.</p> <p>Enjoy making animal sounds to represent familiar animals.</p>	<p>K. Personal care and healthy behavior</p> <p>P. Reading</p> <p>C. Reflection HH. History</p> <p>M. Listening and comprehension II. Listening to and understanding English</p> <p>E. Building relationships with adults- F. Building relationships with other children L. Speaking</p> <p>N. Phonological awareness</p>
<p><b>Reading</b></p> <p>Enjoy reciting phrases from familiar rhymes, stories and fingerplays. Say the last word of a familiar rhyme to complete it.</p> <p>Join in rhyming games and songs with other children.</p> <p>Sing songs with or recite letters of the alphabet.</p> <p>Begin to understand that print represents words (for example, pretend to read text).</p> <p>Know the right side up of a book. Turn pages, usually one at a time. Imitate reading by turning pages, remembering and telling the story.</p> <p>Notice both words and pictures on a page. Describe the action in pictures.</p> <p>Recall characters or actions from familiar stories.</p>	<p>N. Phonological awareness</p> <p>N. Phonological awareness</p> <p>O. Alphabet knowledge</p> <p>P. Reading</p> <p>Q. Book enjoyment and knowledge</p> <p>P. Reading Q. Book enjoyment and knowledge</p> <p>M. Listening and comprehension Q. Book enjoyment and knowledge</p>

## Washington Guidelines

## COR Advantage Items

<b>Toddlers (16 to 36 Months) CONT</b>	
<p>Anticipate what comes next in known stories.</p> <p>Recognize print in the neighborhood (such as stop signs, signs on buildings, etc.).</p> <p>Ask to be read to, or for storytelling. Request a favorite book or story many times.</p>	<p>M. Listening and comprehension</p> <p>P. Reading</p> <p>Q. Book enjoyment and knowledge</p>
<p><b>Writing</b></p> <p>Label pictures using scribble writing or ask an adult to label the pictures.</p> <p>Use symbols or pictures to represent oral language and ideas.</p> <p>Scribble and make marks on paper, and tell others what the scribble means.</p> <p>Draw horizontal and vertical lines.</p> <p>Use a variety of writing tools (pencil, marker, paint brush).</p>	<p>R. Writing</p> <p>R. Writing</p> <p>R. Writing</p> <p>R. Writing</p> <p>X. Art</p>
<p><b>6. Learning about my world</b></p> <p><b>Knowledge (cognition)</b></p> <p>Make choices, such as which toy to play with.</p> <p>Repeat an action over and over until successful, such as stacking blocks until they no longer fall down.</p> <p>Explore and use trial and error to solve problems.</p> <p>Imitate how others solve problems.</p> <p>Ask for help when needed.</p> <p>Recall and follow the order of routines, such as washing and drying hands before eating.</p> <p>Play make-believe with props, such as dolls or stuffed animals.</p>	<p>A. Initiative and planning</p> <p>B. Problem solving with materials</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>B. Problem solving with materials</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>B. Problem solving with materials</p> <p>B. Problem solving with materials</p> <p>H. Conflict resolution</p> <p>G. Community</p> <p>K. Personal care and healthy behavior</p> <p>AA. Pretend play</p>

## Washington Guidelines

## COR Advantage Items

<i>Toddlers (16 to 36 Months) CONT</i>	
<p><b>Math</b></p> <p>Count to at least 10 from memory.</p> <p>Begin counting small groups of items (up to five).</p> <p>Understand the concepts of “one” and “two,” such as by following directions to take one cracker.</p> <p>Recognize and name a few numerals.</p> <p>Identify quantity and comparisons, such as all, some, none. Use comparison words correctly, such as bigger and smaller, more and less.</p> <p>Explore measuring tools, such as measuring cups, or a ruler.</p> <p>Match simple flat shapes (circles, squares, triangles).</p> <p>Identify two geometric shapes, such as a circle and a square.</p> <p>Follow simple directions for position, such as up, down, in, on.</p>	<p>S. Number and counting</p> <p>S. Number and counting</p> <p>S. Number and counting</p> <p>S. Number and counting</p> <p>S. Number and counting U. Measurement</p> <p>U. Measurement EE. Tools and technology</p> <p>T. Geometry: Shapes and spatial awareness</p> <p>T. Geometry: Shapes and spatial awareness</p> <p>T. Geometry: Shapes and spatial awareness</p>



**Washington Guidelines**

**COR Advantage Items**

<i>Toddlers (16 to 36 Months) CONT</i>	
<p><b>Science</b></p> <p>Look at and handle things to identify what’s the same and what’s different about them.</p> <p>Explore nature using the senses, such as looking at and feeling different leaves.</p> <p>Show interest in animals and other living things. Begin to label them by name and to identify traits (such as the sound a cow makes).</p> <p>Enact animals’ activities (such as eating, sleeping) in pretend play. Move toy animals to mimic animals in the wild.</p> <p>Explore the parts of living things, such as the petals on a flower.</p> <p>Engage with plants and animals in a respectful way, without adult prompting. Express concern if an animal is injured or sick. Comment on what it takes to make things grow (“That plant needs water”).</p> <p>Know that people and animals can live in different kinds of places, such as fish living in the water.</p>	<p>BB. Observing and classifying</p> <p>DD. Natural and physical world</p> <p>DD. Natural and physical world</p> <p>AA. Pretend play</p> <p>DD. Natural and physical world</p> <p>DD. Natural and physical world</p> <p>DD. Natural and physical world</p>
<p><b>Social Studies</b></p> <p>Eager for recurring events (“After lunch, I will hear a story”).</p> <p>Experiment with physical relationships, such as on/under, inside/outside.</p> <p>Understand roles of various people in the community</p>	<p>HH. History</p> <p>T. Geometry: Shapes and spatial awareness</p> <p>FF. Knowledge of self and others</p>

**Washington Guidelines**

**COR Advantage Items**

<b>Toddlers (16 to 36 Months) CONT</b>	
<b>Arts</b>	
Use a variety of materials to express self, such as paint, crayons and musical instruments.	X. Art Y. Music
Sing and make up simple songs and/or music with instruments.	Y. Music
Explore various ways of moving the body with and without music.	Z. Movement
Act out familiar stories or events.	AA. Pretend play

**Washington Guidelines**

**COR Advantage Items**

<b>Ages 3 to 4 Years</b>	
<p><b>1. About me and my family and culture</b></p> <p><b>Self concept</b></p> <p>Know self as a part of the family, spiritual group, culture, community, and/or other group to which the family belongs.</p> <p>Notice self as an important person to family and friends.</p>	<p>FF. Knowledge of self and others</p> <p>FF. Knowledge of self and others</p>
<p><b>Self management</b></p> <p>Find it hard to cooperate when tense, hungry, scared, sad, angry, etc., resulting in behavior that is hurtful, harmful or withdrawn.</p> <p>Release or redirect emotional tensions—cry, laugh, tremble, yawn, sing, jump, walk—becoming more relaxed and cooperative afterward.</p> <p>Remember and cooperate in daily routines, such as getting into a car seat, and in changes from one activity to another, with occasional reminders.</p> <p>Identify simple rules and expect others to follow them.</p> <p>Predict what comes next in the day, when there is a consistent schedule.</p> <p><b>Learning to learn</b></p> <p>Imitate real-life roles/experiences in simple role plays.</p> <p>Develop own thought processes and ways to figure things out.</p>	<p>D. Emotions</p> <p>D. Emotions</p> <p>G. Community K. Personal care and healthy behavior</p> <p>G. Community</p> <p>HH. History</p> <p>AA. Pretend play</p> <p>B. Problem solving with materials</p>

**Washington Guidelines**

**COR Advantage Items**

<b>Ages 3 to 4 Years CONT</b>	
<p><b>2. Building relationships</b></p> <p><b>Interactions with adults</b></p> <p>Initiate interactions and engage in play with adults.</p> <p>Show affection for important adults.</p>	<p>E. Building relationships with adults</p> <p>D. Emotions</p> <p>E. Building relationships with adults</p>
<p><b>Interactions with peers</b></p> <p>Engage in play with other children. Join in group activities.</p> <p>Initiate play with friends, siblings, cousins and/or others.</p> <p>Show affection or closeness with peers.</p> <p>Make decisions with other children, with adult help.</p>	<p>F. Building relationships with other children</p> <p>F. Building relationships with other children</p> <p>D. Emotions</p> <p>F. Building relationships with other children</p> <p>H. Conflict resolution</p>
<p><b>Social behaviors</b></p> <p>Notice where things belong and help put them away (such as toys, putting own dishes in the wash basin).</p> <p>Work with others as part of a team.</p> <p>Explore, practice and understand social roles through play. Adopt a variety of roles and feelings during pretend play.</p> <p>Plan play by identifying different roles needed and who will fill these roles. Consider changing roles to fit to the interests of children playing.</p> <p>Sing, drum and/or dance with others.</p> <p>React to peers' feelings (empathy).</p>	<p>GG. Geography</p> <p>F. Building relationships with other children</p> <p>AA. Pretend play</p> <p>AA. Pretend play</p> <p>AA. Pretend play</p> <p>Y. Music</p> <p>Z. Movement</p> <p>D. Emotions</p>

**Washington Guidelines**

**COR Advantage Items**

<p><b>Ages 3 to 4 Years CONT</b></p>	
<p><b>Problem solving, conflict resolution</b></p> <p>Identify ways to change behavior to respond to another's desires or needs. Remember and follow through on the agreement without further reminders, some of the time.</p>	<p>H. Conflict resolution</p>
<p><b>3. Touching, seeing, hearing and moving around</b></p> <p><b>Using the large muscles (gross motor skills)</b></p> <p>Further develop movement skills using the whole body, such as walking, jumping, running, throwing and climbing. A child in a wheelchair might start and stop the chair, and hold the body upright.</p> <p>Use both hands to grasp an object, such as catching a large ball.</p> <p>Balance briefly on one leg, such as for kicking a ball.</p> <p>Show coordination and balance, such as in walking along a line or a beam.</p>	<p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p>
<p><b>Using the small muscles (fine motor skills)</b></p> <p>Draw some shapes and lines using a crayon or pencil.</p> <p>Develop eye-hand coordination, such as in stringing large beads.</p> <p>Button large buttons, zip and unzip clothing, and open and close other fasteners.</p>	<p>X. Art</p> <p>J. Fine-motor skills</p> <p>J. Fine-motor skills</p>
<p><b>Using the senses (sensorimotor skills)</b></p> <p>Move body to music or rhythm.</p> <p>Drum, sing, play musical instruments and listen to music from different cultures.</p>	<p>Z. Movement</p> <p>Y. Music</p> <p>Z. Movement</p>

## Washington Guidelines

## COR Advantage Items

<b>Ages 3 to 4 Years CONT</b>	
<p><b>4. Growing up healthy</b></p> <p><b>Daily living skills (personal health and hygiene)</b></p> <p>Dress and undress with help. Take off coat and put it where it belongs.</p> <p>Begin to take care of own toileting needs.</p> <p>Wash hands and use a towel to dry them.</p>	<p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p>
<p><b>Nutrition and health</b></p> <p>Help to set and clear the table for meals. Self serve meal items.</p>	<p>K. Personal care and healthy behavior</p>
<p><b>5. Communicating (literacy)</b></p> <p><b>Speaking and listening (language development)</b></p> <p>Name one or more friends and relatives.</p> <p>Speak so most people can understand.</p> <p>Use words like “I,” “me,” “we,” and “you” and some plurals (such as cars, dogs).</p> <p>Use multi-word sentences, phrases, and gestures to communicate needs, ideas, actions and feelings.</p> <p>Respond to questions verbally or with gestures.</p> <p>Ask questions for information or clarification.</p> <p>Enjoy repeating rhyming words or word patterns in songs, poems or stories.</p> <p>Participate in conversations. Take turn in group conversations, and listen to others in group for a short period of time.</p>	<p>F. Building relationships with other children</p> <p>L. Speaking</p> <p>L. Speaking</p> <p>L. Speaking</p> <p>L. Speaking</p> <p>M. Listening and comprehension</p> <p>N. Phonological awareness</p> <p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p> <p>L. Speaking</p>

## Washington Guidelines

## COR Advantage Items

<b>Ages 3 to 4 Years CONT</b>	
<p><b>Reading</b></p> <p>Identify print on signs, etc., asking “What does that say?”</p> <p>Identify own name as a whole word.</p> <p>Match the beginning sounds of some words. Find objects in a picture that have the same beginning sound, with some adult help.</p> <p>Decide whether two words rhyme.</p> <p>Request a favorite book.</p> <p>Enjoy picture books and being read to. Enjoy looking at books on own. Use pictures to predict a story.</p> <p>Turn book pages one at a time.</p> <p>Use own experiences to comment on a story, though the comments might not follow the story line.</p> <p>Retell simple, familiar stories from memory while looking at the book.</p>	<p>P. Reading</p> <p>P. Reading</p> <p>N. Phonological awareness</p> <p>N. Phonological awareness</p> <p>Q. Book enjoyment and knowledge</p> <p>M. Listening and comprehension P. Reading</p> <p>Q. Book enjoyment and knowledge</p> <p>M. Listening and comprehension</p> <p>M. Listening and comprehension Q. Book enjoyment and knowledge</p>
<p><b>Writing</b></p> <p>Make marks or scribbles when an adult suggests writing.</p> <p>Attempt to copy one or more letters or characters of the home language.</p> <p>Draw pictures and tell their story.</p>	<p>R. Writing</p> <p>R. Writing</p> <p>X. Art</p>

**Washington Guidelines**

**COR Advantage Items**

<b>Ages 3 to 4 Years CONT</b>	
<p><b>6. Learning about my world</b></p> <p><b>Knowledge (cognition)</b></p> <p>Learn by doing hands-on and through the senses.</p> <p>Recall several items after they have been put out of sight.</p> <p>Draw on own past experiences to choose current actions.</p> <p>Make plans for ways to do something. May or may not follow through.</p> <p>Think of a different way to do something, when confronting a problem, with adult help.</p>	<p>BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions</p> <p>C. Reflection</p> <p>A. Initiative and planning</p> <p>A. Initiative and planning</p> <p>BB. Observing and classifying</p>
<p><b>Math</b></p> <p>Count to 10 and beyond by rote. Count up to five items. Point to objects while counting.</p> <p>Identify up to four objects or pictures that are the same. Take objects or pictures that are different out of the group.</p> <p>Sort and describe items by size, color and/or shape.</p> <p>Match simple flat shapes (circles, squares, triangles).</p> <p>Compare size by sight, feel and comparing to hands, feet, etc. (visual and tactile math).</p> <p>Use gestures or words to make comparisons (larger, smaller, shorter, taller).</p> <p>Compare two objects by length, weight or size.</p> <p>Find the total sum of small groups of items.</p>	<p>S. Number and counting</p> <p>BB. Observing and classifying</p> <p>BB. Observing and classifying</p> <p>T. Geometry: Shapes and spatial awareness</p> <p>U. Measurement</p> <p>U. Measurement</p> <p>U. Measurement</p> <p>S. Number and counting</p>



## Washington Guidelines

## COR Advantage Items

<b>Ages 3 to 4 Years CONT</b>	
<p><b>Science</b></p> <p>Play with materials of different texture (such as sand, water, leaves) and conditions (such as wet, dry, warm, cold), with adult encouragement and supervision.</p> <p>Begin to understand that some animals share similar characteristics (for example, a tiger and a pet cat share common features).</p> <p>Notice and ask questions about what is the same and different between categories of plants and animals. Notice their appearance, behavior and habitat.</p>	<p>DD. Natural and physical world</p> <p>BB. Observing and classifying</p> <p>BB. Observing and classifying DD. Natural and physical world</p>
<p><b>Social Studies</b></p> <p>Make a drawing of own family as the child sees it.</p> <p>Take on family roles in play, identify how each person should behave and act out the part for a brief time. Enjoy changing roles.</p>	<p>X. Art</p> <p>FF. Knowledge of self and others AA. Pretend play</p>
<p><b>Arts</b></p> <p>Draw something familiar. Begin to draw representational figures.</p> <p>Do beadwork with appropriately sized beads.</p> <p>Play make-believe with dolls, toy animals and people.</p> <p>Dance, sing, drum, use rattles, draw or paint.</p>	<p>X. Art</p> <p>J. Fine-motor skills</p> <p>AA. Pretend play</p> <p>X. Art Y. Music Z. Movement</p>

## Washington Guidelines

## COR Advantage Items

<b>Ages 4 to 5 Years</b>	
<p><b>1. About me and my family and culture</b></p> <p><b>Family and culture</b></p> <p>Recognize and respect similarities and differences between self and other people, such as gender, race, special needs, cultures, languages, communities and family structures.</p>	<p>FF. Knowledge of self and others</p>
<p><b>Self concept</b></p> <p>Choose activities to do alone or with others (such as puzzles, painting, etc.).</p>	<p>A. Initiative and planning</p>
<p><b>Self management</b></p> <p>Associate emotions with words and facial expressions.</p> <p>Express one or two feelings in role playing life experiences. Adopt a variety of roles in pretend play.</p>	<p>D. Emotions</p> <p>D. Emotions</p> <p>AA. Pretend play</p>
<p><b>Learning to learn</b></p> <p>Stay with a task for more than five minutes and attempt to solve problems that arise.</p> <p>Use imagination to create a variety of ideas.</p> <p>Enjoy pretend play (such as using dolls or stuffed animals, or playing “house” or “explorers”).</p>	<p>A. Initiative and planning</p> <p>B. Problem solving with materials</p> <p>AA. Pretend play</p> <p>AA. Pretend play</p>
<p><b>2. Building relationships</b></p> <p><b>Interactions with peers</b></p> <p>Play with children the same age and of different ages.</p> <p>Initiate an activity with another child.</p> <p>Invite other children to join groups or other activities.</p> <p>Make and follow plans for games with other children.</p>	<p>F. Building relationships with other children</p> <p>F. Building relationships with other children</p> <p>F. Building relationships with other children</p> <p>A. Initiative and planning</p>

**Washington Guidelines**

**COR Advantage Items**

<p><b><i>Ages 4 to 5 Years CONT</i></b></p>	
<p><b>Social behaviors</b></p> <p>Connect emotions with facial expressions.</p> <p>Care about other children when they are hurt or upset. Describe other children’s thoughtful behaviors.</p>	<p>D. Emotions</p> <p>D. Emotions</p>
<p><b>Problem solving, conflict resolution</b></p> <p>Ask for help from another child or an adult to solve a problem.</p> <p>Make decisions and solve problems with other children, with adult help.</p> <p>Observe that others may have ideas or feelings that differ from the child’s own.</p> <p>Be able to talk about ways to solve a problem or help another child, and keep in mind the personality and preferences of that child.</p>	<p>B. Problem solving with materials H. Conflict resolution</p> <p>H. Conflict resolution</p> <p>D. Emotions</p> <p>B. Problem solving with materials H. Conflict resolution</p>
<p><b><i>3. Touching, seeing, hearing and moving around</i></b></p> <p><b>Using the large muscles (gross motor skills)</b></p> <p>Move with purpose from one place to another using the whole body. This might include walking, running, marching, jumping, hopping or climbing. For child in a wheelchair, skills might include steering the chair into different spaces.</p> <p>Use both hands to catch. Throw with good aim. Kick an object.</p> <p>Show good balance and coordination, such as walking on a wide beam or line.</p>	<p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p>

## Washington Guidelines

## COR Advantage Items

<b>Ages 4 to 5 Years CONT</b>	
<p><b>Using the small muscles (fine motor skills)</b></p> <p>Open and close a blunt scissors with one hand, and cut a straight line.</p> <p>Show increasing skill with small materials. Screw and unscrew jar lids, and turn door handles. Use zippers, buttons and snaps. String large beads; fold paper; open and close containers.</p> <p>Write some letters or numbers.</p>	<p>J. Fine-motor skills</p> <p>J. Fine-motor skills</p> <p>R. Writing</p>
<p><b>4. Growing up healthy</b></p> <p><b>Daily living skills (personal health and hygiene)</b></p> <p>Participate easily and know what to do in routine activities (such as meal time, bed time).</p> <p>Communicate need to rest, drink and eat.</p> <p>Dress and undress, with only a little help needed.</p> <p>Decide, with a few prompts from adults, when to carry out self-help tasks (such as washing hands).</p> <p>Wash and dry hands before eating and after toileting, with some adult help.</p> <p>Cooperate while caregiver assists with brushing teeth.</p> <p>Cover mouth when coughing.</p>	<p>G. Community</p> <p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p>
<p><b>Nutrition and health</b></p> <p>Eat a variety of nutritious foods and eat independently. Try healthy foods from different cultures.</p> <p>Serve self at family-style meals.</p> <p>Know what self-care items are used for (such as comb and toothbrush).</p>	<p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p>

**Washington Guidelines**

**COR Advantage Items**

<i>Ages 4 to 5 Years CONT</i>	
<p><b>5. Communicating (literacy)</b></p> <p><b>Speaking and listening (language development)</b></p> <p>Talk in sentences of five or six words.</p> <p>Tell some details of a recent event in sequence.</p> <p>Listen to others and respond in a group discussion for a short period. Remember what was said and gain information through listening.</p> <p>State own point of view, and likes and dislikes using words, gestures and/or pictures.</p> <p>Join in and make up songs, chants, rhymes and games that play with the sounds of language (such as clapping out the rhythm).</p> <p>Sing a song or say a poem from memory.</p>	<p>L. Speaking</p> <p>C. Reflection HH. History</p> <p>E. Building relationships with adults F. Building relationships with other children L. Speaking M. Listening and comprehension</p> <p>L. Speaking X. Art</p> <p>N. Phonological awareness</p> <p>N. Phonological awareness Y. Music</p>
<p><b>Reading</b></p> <p>Understand that alphabet letters are a special kind of picture and that they have names. Begin to identify individual letters of the alphabet (or characters of the home language) in text.</p> <p>Understand which symbols are letters and which are numbers.</p> <p>Identify three or more letters with their sound at the beginning of a word (such as “day,” “dog” and “David” all begin with “d”).</p> <p>Recognize some signs and symbols in the classroom and community (such as a Stop sign), and use them for information.</p> <p>Begin to recite some words in familiar books from memory.</p> <p>Recognize own name in print.</p>	<p>O. Alphabet knowledge</p> <p>O. Alphabet knowledge S. Number and counting</p> <p>N. Phonological awareness</p> <p>P. Reading</p> <p>P. Reading</p> <p>P. Reading</p>

## Washington Guidelines

## COR Advantage Items

<b>Ages 4 to 5 Years CONT</b>	
<p>Tell you what is going to happen next in a story. Make up an ending.</p> <p>Identify a variety of printed material (such as books, newspapers, magazines, cereal boxes).</p> <p>Retell more complicated, familiar stories from memory.</p>	<p>M. Listening and comprehension</p> <p>Q. Book enjoyment and knowledge</p> <p>M. Listening and comprehension</p> <p>Q. Book enjoyment and knowledge</p>
<p><b>Writing</b></p> <p>Make marks, scribbles or letter-like shapes and identify them as words. Use pretend writing activities during play.</p> <p>Use letter-like symbols to make lists, letters and stories or to label pictures.</p> <p>Attempt to copy one or more letters of the alphabet.</p> <p>Begin to print or copy own name, and identify at least some of the letters.</p>	<p>R. Writing</p> <p>R. Writing</p> <p>R. Writing</p> <p>R. Writing</p>
<p><b>6. Learning about my world</b></p> <p><b>Knowledge (cognition)</b></p> <p>Ask adults questions to get information (as appropriate in the family's culture).</p> <p>Apply new information or words to an activity or interaction.</p> <p>Build on and adapt to what the child learned before. For example, change the way of stacking blocks after a tower continues to fall.</p> <p>Be able to explain what he or she has done and why, including any changes made to his/ her plans.</p> <p>Seek to understand cause and effect ("If I do this, why does that happen?").</p> <p>Understand the ideas of "same" and "different."</p>	<p>E. Building relationships with adults</p> <p>M. Listening and comprehension</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>B. Problem solving with materials</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>A. Initiative and planning</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>CC. Experimenting, predicting, and drawing conclusions/</p> <p>BB. Observing and classifying</p>

## Washington Guidelines

## COR Advantage Items

<b>Ages 4 to 5 Years CONT</b>	
<p>Recognize objects, places and ideas by symbols (for example, recognize which is the men's room and which is the women's by looking at the stick figure symbols).</p> <p>Group some everyday objects that go together (such as shoe and sock, pencil and paper).</p> <p>Predict what comes next in the day when there is a consistent schedule.</p>	<p>P. Reading</p> <p>BB. Observing and classifying</p> <p>HH. History</p>
<p><b>Math</b></p> <p>Count to 20 and beyond. Count 10 or more objects accurately.</p> <p>Give the next number in the sequence 1 through 10.</p> <p>Count out 10 items; may use fingers, body parts or other counters, as used in the child's home culture. Count and group things by number.</p> <p>Compare groups of up to 10 objects.</p> <p>Find the sum when joining two sets of up to five objects.</p> <p>Use measuring tools in play (such as a ruler, measuring cups, or parts of the body).</p> <p>Match and sort simple shapes (circles, squares, triangles).</p> <p>Compare size (such as, "I'm as tall as the yellow bookshelf.") Describe objects using size words (big, small, tall, short).</p> <p>Compare two objects using comparison words such as smaller, faster and heavier.</p> <p>Order three objects by one characteristic, (such as from smallest to largest).</p> <p>Create own patterns with a variety of materials. Describe what the pattern is.</p> <p>Follow simple directions for position (beside, next to, between, etc.)</p>	<p>S. Number and counting</p> <p>S. Number and counting</p> <p>S. Number and counting</p> <p>S. Number and counting</p> <p>S. Number and counting</p> <p>U. Measurement EE. Tools and technology</p> <p>T. Geometry: Shapes and spatial awareness</p> <p>U. Measurement</p> <p>U. Measurement</p> <p>U. Measurement</p> <p>V. Patterns</p> <p>T. Geometry: Shapes and spatial awareness</p>

## Washington Guidelines

## COR Advantage Items

<b>Ages 4 to 5 Years CONT</b>	
<p><b>Science</b></p> <p>Ask questions and identify ways to find answers. Try out these activities and think about what to do next to learn more.</p> <p>Predict what will happen in science and nature experiences. Consider whether these predictions were right, and explain why or why not.</p> <p>Use tools to explore the environment (a magnifying glass, magnets, sifters, etc.).</p> <p>Measure sand or water using a variety of containers.</p> <p>Investigate the properties of things in nature. Begin to understand what various life forms need in order to grow and live.</p> <p>Take responsibility in taking care of living things, such as feeding the fish, watering plants, etc.</p> <p>Participate (with adult direction) in activities to preserve the environment, such as disposing of litter properly, saving paper and cans to be recycled, etc.</p>	<p>CC. Experimenting, predicting, and drawing conclusions</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>EE. Tools and technology</p> <p>U. Measurement</p> <p>DD. Natural and physical world</p> <p>DD. Natural and physical world</p> <p>DD. Natural and physical world</p>
<p><b>Social Studies</b></p> <p>Adopt the roles of different family members during dramatic play. Plan what each role does and then enact it.</p> <p>Draw own family, as the child understands it.</p> <p>Talk about the past and the future, such as what the child did this morning and what his or her family will do this weekend.</p> <p>Recognize some people in the community by their jobs (such as grocery store clerk, bus driver, doctor).</p> <p>Enjoy taking the roles of different jobs in pretend play.</p> <p>Play store or restaurant, with empty food containers, receipts, etc.</p>	<p>AA. Pretend play FF. Knowledge of self and others</p> <p>X. Art</p> <p>HH. History</p> <p>FF. Knowledge of self and others</p> <p>AA. Pretend play FF. Knowledge of self and others</p> <p>AA. Pretend play</p>



## Washington Guidelines

## COR Advantage Items

<i>Ages 4 to 5 Years CONT</i>	
<p><b>Arts</b></p> <p>Understand that different art forms (such as dance, music or painting) can be used to tell a story.</p> <p>Express self through art and music. Take pride in showing others own creations (“Look at my picture.”)</p> <p>Use a variety of materials to create representations of people and things (such as drawing a person showing two to four body parts).</p> <p>Show creativity and imagination.</p> <p>Hum or move to the rhythm of recorded music.</p> <p>Ask to sing a particular song.</p> <p>Remember the words to a familiar song.</p> <p>Enjoy participating in a variety of music activities, such as listening, singing, finger plays, chants, playing musical instruments, games and performances.</p> <p>Enjoy learning songs and dances from other cultures.</p> <p>Watch other children dance; try to mimic the movements.</p> <p>Express feelings through movement and dancing in various musical tempos and styles.</p> <p>Participate in dramatic play activities (such as acting out familiar activities, stories or events from own life).</p>	<p>X. Art Y. Music Z. Movement</p> <p>X. Art Y. Music</p> <p>X. Art</p> <p>AA. Pretend play</p> <p>Z. Movement</p> <p>Y. Music</p> <p>Y. Music</p> <p>Y. Music</p> <p>Y. Music Z. Movement</p> <p>Z. Movement</p> <p>Z. Movement</p> <p>AA. Pretend play</p>

## Washington Guidelines

## COR Advantage Items

<b><i>Ages 5 and Kindergarten</i></b>	
<p><b>1. About me and my family and culture</b></p> <p><b>Self concept</b></p> <p>Be aware of gender.</p>	<p>FF. Knowledge of self and others</p>
<p><b>Self management</b></p> <p>Identify emotions and use words to describe them.</p> <p>Express a range of emotions appropriately, such as excitement, happiness, sadness and fear.</p> <p>Make and follow, some of the time, multi-step plans for completing a task.</p> <p>Begin to recognize how own actions affect others.</p>	<p>D. Emotions</p> <p>D. Emotions</p> <p>A. Initiative and planning</p> <p>G. Community</p>
<p><b>Learning to learn</b></p> <p>Be curious and seek new information.</p> <p>Be flexible and inventive in approaching tasks and activities.</p> <p>Stay focused on an activity, even when facing challenges.</p> <p>Return to activities after interruptions, including after several days.</p> <p>Find more than one way to complete a task.</p> <p>Make plans and follow through.</p> <p>Join with other children on interests.</p>	<p>CC. Experimenting, predicting, and drawing conclusions</p> <p>B. Problem solving with materials</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>A. Initiative and planning</p> <p>B. Problem solving with materials</p> <p>A. Initiative and planning</p> <p>B. Problem solving with materials</p> <p>A. Initiative and planning</p> <p>F. Building relationships with other children</p>

**Washington Guidelines**

**COR Advantage Items**

<b><i>Ages 5 and Kindergarten CONT</i></b>	
<p><b>2. Building relationships</b></p> <p><b>Interactions with peers and others</b></p> <p>Make connections with other children in different settings.</p> <p>Share suggestions for what to do in play.</p> <p>Develop relationships with other children and with adults.</p>	<p>F. Building relationships with other children</p> <p>F. Building relationships with other children</p> <p>E. Building relationships with adults F. Building relationships with other children</p>
<p><b>Social behavior</b></p> <p>Show understanding of others' feelings.</p> <p>Listen to viewpoints of others.</p> <p>Accept the consequences of own actions.</p>	<p>D. Emotions</p> <p>F. Building relationships with other children H. Conflict resolution</p> <p>G. Community</p>
<p><b>Problem solving, conflict resolution</b></p> <p>Make decisions and solve problems with other children.</p> <p>Resolve some conflicts with peers without adult help.</p> <p>Listen to others' ideas and wants, share own ideas and wants, consider what is fair, and make suggestions for different ways to resolve conflicts.</p>	<p>B. Problem solving with materials H. Conflict resolution</p> <p>H. Conflict resolution</p> <p>H. Conflict resolution</p>
<p><b>3. Touching, seeing, hearing and moving around</b></p> <p><b>Using the large muscles (gross motor skills)</b></p> <p>Show continuous growth in movement skills, including jumping, galloping and skipping.</p>	<p>I. Gross-motor skills</p>

**Washington Guidelines**

**COR Advantage Items**

<b><i>Ages 5 and Kindergarten CONT</i></b>	
<p><b>Using the small muscles (fine motor skills)</b></p> <p>Use the hands and fingers in a variety of ways, such as stringing beads, holding pencils properly, connecting blocks and working puzzles.</p> <p>Roll clay or dough into “snakes.”</p>	<p>J. Fine-motor skills</p> <p>J. Fine-motor skills</p>
<p><b>Using the senses (sensorimotor skills)</b></p> <p>Use all the senses to observe and explore.</p>	<p>BB. Observing and classifying</p> <p>CC. Experimenting, predicting, and drawing conclusions</p>
<b><i>4. Growing up healthy</i></b>	
<p><b>Daily living skills (personal health and hygiene)</b></p> <p>Continue to use practices to be safe and healthy, with minimal adult help.</p> <p>Understand the importance of taking care of self and growing strong.</p>	<p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p>
<p><b>Nutrition and health</b></p> <p>Make good decisions about health habits.</p>	<p>K. Personal care and healthy behavior</p>
<b><i>5. Communicating (literacy)</i></b>	
<p><b>Speaking and listening (language development)</b></p> <p>Listen attentively and observe carefully.</p> <p>Share own ideas.</p> <p>Speak clearly in complete sentences.</p> <p>Retell familiar stories.</p> <p>Take part in classroom conversations and follow rules for discussions (e.g., learning to listen to others and taking turns when speaking).</p>	<p>M. Listening and comprehension</p> <p>L. Speaking</p> <p>L. Speaking</p> <p>M. Listening and comprehension</p> <p>Q. Book enjoyment and knowledge</p> <p>L. Speaking</p>

## Washington Guidelines

## COR Advantage Items

<b><i>Ages 5 and Kindergarten CONT</i></b>	
<p>Speak clearly to express thoughts, feelings and ideas, including descriptions of familiar people, places, things and events.</p> <p>Ask and answer questions about key details in stories or other information read or presented aloud.</p> <p>Take turns speaking and listening in conversations. Remember and respond to what is said.</p>	<p>D. Emotions L. Speaking</p> <p>M. Listening and comprehension</p> <p>E. Building relationships with adults F. Building relationships with other children L. Speaking M. Listening and comprehension</p>
<p><b>Reading</b></p> <p>Understand and apply concepts of print (such as in English, reading from left to right and top to bottom).</p> <p>Show awareness of language sounds (e.g., rhyming, hearing beginning and ending sounds of words).</p> <p>Associate the letters with their sounds.</p> <p>Understand that signs and labels convey information.</p> <p>Recognize some names and words in context.</p> <p>Begin to read own writing.</p> <p>Make personal connections with books and stories.</p> <p>Show interest in a variety of books.</p> <p>Retell familiar stories using beginning, middle and end..</p>	<p>P. Reading R. Writing</p> <p>N. Phonological awareness</p> <p>O. Alphabet knowledge</p> <p>P. Reading</p> <p>P. Reading</p> <p>P. Reading</p> <p>M. Listening and comprehension</p> <p>Q. Book enjoyment and knowledge</p> <p>Q. Book enjoyment and knowledge</p>

**Washington Guidelines**

**COR Advantage Items**

<b><i>Ages 5 and Kindergarten CONT</i></b>	
<p><b>Writing</b></p> <p>Use illustrations to tell stories or convey meaning.</p> <p>Understand that we can communicate ideas and thoughts with symbols.</p> <p>Form letters, and show increasing knowledge of letters and sounds.</p> <p>Name upper- and lower-case letters, matching those letters with their sounds and printing them.</p> <p>Copy signs, labels, names and words. Talk about what they mean.</p> <p>Write simple sentences. Write lists, cards, letters, etc.</p>	<p>X. Art</p> <p>R. Writing</p> <p>R. Writing</p> <p>O. Alphabet knowledge R. Writing</p> <p>P. Reading R. Writing</p> <p>R. Writing</p>
<p><b>6. Learning about my world</b></p> <p><b>Math</b></p> <p>Count to 100.</p> <p>Count up to 20 objects to understand how many objects there are.</p> <p>Compare two groups of objects to decide which is more or less, or if they are equal.</p> <p>Remember and write numbers to 20.</p> <p>Name shapes and recognize shapes in the environment.</p> <p>Sort and classify objects by more than one factor (such as shape and color, or size and shape, etc.).</p>	<p>S. Number and counting</p> <p>S. Number and counting</p> <p>S. Number and counting</p> <p>S. Number and counting</p> <p>T. Geometry: Shapes and spatial awareness</p> <p>BB. Observing and classifying</p>

## Washington Guidelines

## COR Advantage Items

<b>Ages 5 and Kindergarten CONT</b>	
<p><b>Science</b></p> <p>Make observations and ask questions. Identify ways to find answers. Try out these activities and think about what to do next to learn more.</p> <p>Recognize landmarks in the local environment (lakes, rivers, rock formations, etc.).</p> <p>Name many of the basic needs of animals and people (habitat).</p> <p>Begin to understand how the things people do may change the environment. Recognize that the child's own actions have an effect on the environment for the better (such as watering plants) or worse (such as stomping on plants).</p>	<p>BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions</p> <p>GG. Geography</p> <p>DD. Natural and physical world</p> <p>DD. Natural and physical world</p>
<p><b>Social Studies</b></p> <p>Learn concepts of fairness and respect for the rights and opinions of others.</p> <p>Know the people who carry out the rules at school and in the community (principal, teacher, crossing guards, bus drivers, fire fighters, etc.).</p> <p>Enjoy comparing past and present events, such as holidays.</p>	<p>FF. Knowledge of self and others</p> <p>FF. Knowledge of self and others</p> <p>HH. History</p>
<p><b>Arts</b></p> <p>Learn ways to create artwork.</p> <p>Share ideas and explain own artwork to others. Talk about what was done and why.</p> <p>Explore the voice, body and instruments.</p> <p>Be attracted to different kinds of music.</p> <p>Start to develop singing and playing skills and techniques.</p> <p>Develop skills for movement.</p> <p>Join in creative dramatics, storytelling, puppetry and pretend play.</p>	<p>X. Art</p> <p>X. Art</p> <p>Y. Music</p> <p>Y. Music</p> <p>Y. Music</p> <p>Z. Movement</p> <p>AA. Pretend play</p>

# **Alignment of the 2012 Washington State Early Learning and Development Guidelines for Birth to 3<sup>rd</sup> Grade With HighScope's 2014 Child Observation Record — COR Advantage 1.5**

The following chart shows how items from the 2012 **Washington State Early Learning and Development Guidelines for Birth to 3<sup>rd</sup> Grade** (for 3-4 year olds and 4-5 year olds) 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.





## Washington Guidelines

## COR Advantage Items

<b><i>Ages 3 to 4 Years</i></b>	
<b><i>1. About me and my family and culture</i></b>	
<b>Family and Culture</b>	FF. Knowledge of self and others
<b>Self concept</b>	FF. Knowledge of self and others
<b>Self management</b>	D. Emotions G. Community H. Conflict resolution HH. History
<b>Learning to learn</b>	B. Problem solving with materials AA. Pretend play CC. Experimenting, predicting, and drawing conclusions
<b><i>2. Building relationships</i></b>	
<b>Interactions with adults</b>	D. Emotions E. Building relationships with adults
<b>Interactions with peers</b>	D. Emotions F. Building relationships with other children H. Conflict resolution
<b>Social behaviors</b>	D. Emotions G. Community AA. Pretend play
<b>Problem solving, conflict resolution</b>	H. Conflict resolution
<b><i>3. Touching, seeing, hearing and moving around</i></b>	
<b>Using the large muscles (gross motor skills)</b>	I. Gross-motor skills
<b>Using the small muscles (fine motor skills)</b>	J. Fine-motor skills
<b>Using the senses (sensorimotor skills)</b>	Y. Music Z. Movement

## Washington Guidelines

## COR Advantage Items

<b>Ages 3 to 4 Years CONT</b>	
<b>4. Growing up healthy</b>	
<b>Daily living skills (personal health and hygiene)</b>	K. Personal care and healthy behavior
<b>Nutrition and health</b>	K. Personal care and healthy behavior
<b>Safety</b>	K. Personal care and healthy behavior
<b>5. Communicating (literacy)</b>	
<b>Speaking and listening (language development)</b>	E. Building relationships with adults F. Building relationships with other children L. Speaking M. Listening and comprehension N. Phonological awareness II. Listening to and understanding English JJ. Speaking English
<b>Reading</b>	L. Speaking M. Listening and comprehension N. Phonological awareness O. Alphabet knowledge P. Reading Q. Book enjoyment and knowledge
<b>Writing</b>	J. Fine-motor skills- R. Writing X. Art
<b>6. Learning about my world</b>	
<b>Knowledge (cognition)</b>	A. Initiative and planning B. Problem solving with materials C. Reflection BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions
<b>Math</b>	S. Number and counting T. Geometry: Shapes and spatial awareness U. Measurement W. Data analysis BB. Observing and classifying
<b>Science</b>	BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world

**Washington Guidelines**

**COR Advantage Items**

<b>Ages 3 to 4 Years CONT</b>	
<b>Social Studies</b>	FF. Knowledge of self and others
<b>Arts</b>	X. Art Y. Music Z. Movement AA. Pretend play

<b>Ages 4 to 5 Years</b>	
<b>1. About me and my family and culture</b>	
<b>Family and culture</b>	FF. Knowledge of self and others
<b>Self concept</b>	FF. Knowledge of self and others
<b>Self management</b>	D. Emotions G. Community H. Conflict resolution
<b>Learning to learn</b>	A. Initiative and planning B. Problem solving with materials AA. Pretend play

<b>2. Building relationships</b>	
<b>Interactions with adults</b>	D* E*
<b>Interactions with peers</b>	E. Building relationships with adults
<b>Social behaviors</b>	D* F. Building relationships with other children G* H*
<b>Problem solving, conflict resolution</b>	B. Problem solving with materials D. Emotions H. Conflict resolution

<b>3. Touching, seeing, hearing and moving around</b>	
<b>Using the large muscles (gross motor skills)</b>	I. Gross-motor skills
<b>Using the small muscles (fine motor skills)</b>	J. Fine-motor skills R. Writing

**Washington Guidelines**

**COR Advantage Items**

<b>Ages 4 to 5 Years CONT</b>	
<b>Using the senses (sensorimotor skills)</b>	Y* Z*
<p><b>4. Growing up healthy</b></p> <p><b>Daily living skills (personal health and hygiene)</b></p> <p><b>Nutrition and Health</b></p> <p><b>Safety</b></p>	<p>G. Community K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p>
<p><b>5. Communicating (literacy)</b></p> <p><b>Speaking and listening (language development)</b></p>	<p>C. Reflection L. Speaking M. Listening and comprehension N. Phonological awareness II. Listening to and understanding English JJ. Speaking English</p>
<p><b>Reading</b></p>	<p>L. Speaking M. Listening and comprehension N. Phonological awareness O. Alphabet knowledge P. Reading Q. Book enjoyment and knowledge GG. Geography</p>
<p><b>Writing</b></p>	<p>J. Fine-motor skills R. Writing</p>
<p><b>6. Learning about my world</b></p> <p><b>Knowledge (cognition)</b></p>	<p>A. Initiative and planning B. Problem solving with materials C. Reflection G. Community L. Speaking M. Listening and comprehension W. Data analysis BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions GG. Geography HH. History</p>

**Washington Guidelines****COR Advantage Items**

<b><i>Ages 4 to 5 Years CONT</i></b>	
<b>Math</b>	S. Number and counting T. Geometry: Shapes and spatial awareness U. Measurement V. Patterns W. Data analysis BB. Observing and classifying EE. Tools and technology
<b>Science</b>	BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world EE. Tools and technology
<b>Social Studies</b>	AA. Pretend play FF. Knowledge of self and others GG. Geography HH. History
<b>Arts</b>	X. Art Y. Music Z. Movement AA. Pretend play