

Alignment of the Idaho Early Learning Guidelines With HighScope's Preschool Child Observation Record (COR), 2nd edition

The following chart shows how items from the **Idaho Early Learning Guidelines** (2009) correspond to items from HighScope's **Preschool Child Observation Record (COR), 2nd edition**. The Preschool COR is an observation-based assessment instrument for children aged 2½–6 years. It is designed to measure children's progress in all early childhood programs (including, but not limited to those using the HighScope educational approach). It is divided into 6 major categories that are critical for school success: **Initiative; Social Relations; Creative Representation; Movement and Music; Language and Literacy; and Mathematics and Science**. Each category contains between 3 and 8 items, and each item has 5 developmental levels, ranging from 1 (the simplest) to 5 (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.

Note that this alignment only includes items from the Preschool COR. It does not represent the full scope of the HighScope Preschool Curriculum because many abilities which are covered in our curriculum resources are not assessed on the COR. To fully evaluate how well state standards align with HighScope, it is necessary to also look closely at HighScope's curriculum materials. See the last page of this document for a list of HighScope's major curriculum resources and the topics they cover.

Idaho Early Learning Guidelines

Preschool COR

<p>Domain 1: Approaches to Learning and Cognitive Development</p>	
<p>Goal 1: Children show curiosity and interest in learning and experimenting.</p> <p>Investigates and experiments with materials; matching, sorting, and grouping.</p> <p>Develops personal interests (trains, animals, dinosaurs).</p> <p>Develops sense of competence by actively engaging in play and putting materials together in new ways to test end results.</p> <p>Builds a vocabulary of adjectives and adverbs to describe and categorize words and actions.</p>	<p>VI. Mathematics and Science</p> <p>Y. Sorting objects</p> <p>I. Initiative</p> <p>A. Making choices and plans</p> <p>I. Initiative</p> <p>C. Initiating play</p> <p>VI. Mathematics and Science</p> <p>AA. Comparing properties</p>
<p>Goal 2: Children are able to generate new ideas, approaches, and activities in daily routines.</p> <p>Uses dramatic play to take on roles.</p> <p>Uses imagination to create a variety of ideas.</p> <p>Creates and negotiates acceptable rules for group activities.</p> <p>Expresses ideas through art, construction, movement, or music.</p> <p>Engages in extensive pretend play that includes role play (play house or explorers).</p> <p>Engages in open-ended exploration of raw materials (messy play).</p> <p>Uses materials in a new or novel way.</p>	<p>III. Creative Representation</p> <p>K. Pretending</p> <p>I. Initiative</p> <p>C. Initiating play</p> <p>II. Social Relations</p> <p>G. Resolving interpersonal conflict</p> <p>III. Creative Representation</p> <p>I. Making and building models</p> <p>J. Drawing and painting pictures</p> <p>IV. Movement and Music</p> <p>L. Moving in various ways</p> <p>O. Moving to music</p> <p>III. Creative Representation</p> <p>K. Pretending</p> <p>III. Creative Representation</p> <p>I. Making and building models</p> <p>J. Drawing and painting pictures</p> <p>I. Initiative</p> <p>B. Solving problems with materials</p> <p>C. Initiating play</p>
<p>Goal 3: Children are confident to initiate and complete activities using a variety of approaches.</p> <p>Asks a peer to join in play.</p>	<p>II. Social Relations</p> <p>F. Relating to other children</p>

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<p>Offers to help with chores (sweeping sand from the floor, helping to clean up juice spills).</p> <p>Makes decisions about activities and materials to work with from the selection offered.</p>	<p>I. Initiative D. Taking care of personal needs</p> <p>I. Initiative A. Making choices and plans</p>
<p>Goal 4: Children sustain attention to tasks even when faces with challenges and frustration.</p> <p>Persists in trying to complete a task after previous attempts have failed (completes a puzzle, builds a tower).</p> <p>Uses at least two different strategies to solve a problem.</p>	<p>I. Initiative B. Solving problems with materials</p> <p>I. Initiative B. Solving problems with materials</p>
<p>Goal 6: Children show ability to change or adapt thought processes, applying previously learned concepts and skills to new situations.</p> <p>Begins to plan play themes corporately with others.</p> <p>Plays with shared meaning and evolving scripts.</p> <p>Represents things in the environment with available materials; moving from simple to complex representations.</p> <p>Works out problems mentally, or remembers past experience as well as using trial and error.</p>	<p>III. Creative Representation K. Pretending</p> <p>III. Creative Representation K. Pretending</p> <p>III. Creative Representation I. Making and building models J. Drawing and painting pictures K. Pretending</p> <p>I. Initiative B. Solving problems with materials</p>
<p>Goal 7: Mediated by individual temperament, children learn to understand and appreciate individual style in approaching and interacting with the world.</p> <p>Chooses personal strategies to control emotional responses.</p> <p>Explains and problem-solves issues of emotion (label emotions of self and others).</p> <p>Can observe and respond to a friend or family members' ideas, likes, or dislikes.</p>	<p>II. Social Relations H. Understanding and expressing feelings</p> <p>II. Social Relations G. Resolving interpersonal conflict H. Understanding and expressing feelings</p> <p>II. Social Relations G. Resolving interpersonal conflict</p>

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<p>Goal 8: Children demonstrate awareness of cause and effect relationships.</p> <p>Identifies objects that influence or affect other objects (food coloring makes the water blue).</p> <p>Explains the effects that simple actions may have on objects (it will be dark when you turn off the light).</p>	<p>VI. Mathematics and Science DD. Identifying sequence, change, and causality</p> <p>VI. Mathematics and Science DD. Identifying sequence, change, and causality</p>
<p>Goal 9: Children use prior relationships, experiences, and knowledge to explain understanding.</p> <p>Explains events that happened in the past.</p> <p>Represents things in environment with available materials; moving from simple to complex representations (recreate picture of a house, build a road with blocks, or make a tree with modeling clay).</p> <p>Completes a sequence of three to six pictures or pieces of a sequence puzzle.</p> <p>Sings and chants along with repetitive lines in songs, poems, and stories.</p> <p>Uses words for yesterday, today, and tomorrow even through the timing may be incorrect.</p>	<p>VI. Mathematics and Science DD. Identifying sequence, change, and causality</p> <p>III. Creative Representation</p> <ul style="list-style-type: none"> I. Making and building models J. Drawing and painting pictures K. Pretending <p>VI. Mathematics and Science DD. Identifying sequence, change, and causality</p> <p>IV. Movement and Music P. Singing</p> <p>V. Language and Literacy T. Showing awareness of sounds in words</p> <p>VI. Mathematics and Science DD. Identifying sequence, change, and causality</p>
<p>Goal 10: Children show emerging ability to imitate behaviors that they have observed.</p> <p>Imitates sequences of action (songs with gestures, movement games).</p> <p>Sings and gestures to songs with both actions and words (Wheels on the Bus, folk songs with gestures).</p>	<p>IV. Movement and Music O. Moving to music</p> <p>IV. Movement and Music O. Moving to music P. Singing</p>
<p>Goal 11: Children find multiple solutions to questions, tasks, problems, and challenges, including trial and error.</p> <p>Explores various ways to solve a problem and select one option.</p>	<p>I. Initiative B. Solving problems with materials</p> <p>II. Social Relations G. Resolving interpersonal conflict</p>

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<p>Seeks assistance from another child or adult to solve problems.</p> <p>Modifies actions based on new information and experiences (change block structure when the tower continues to fall).</p> <p>Uses emerging perspective taking to think of multiple situations for problem solving.</p> <p>Solves an increasing number of problems within everyday activities.</p>	<p>I. Initiative B. Solving problems with materials</p> <p>II. Social Relations G. Resolving interpersonal conflict</p> <p>I. Initiative B. Solving problems with materials</p> <p>I. Initiative B. Solving problems with materials</p> <p>II. Social Relations G. Resolving interpersonal conflict</p> <p>I. Initiative B. Solving problems with materials</p> <p>II. Social Relations G. Resolving interpersonal conflict</p>
<p>Goal 12: Children expand abilities for conjecture, hypothesizing, and guessing.</p> <p>Explains the effect that simple actions have and their outcomes.</p> <p>Recognizes which object or element of an object causes the effect in simple relationships.</p> <p>Answers “what next” questions.</p> <p>Acquires the ability to hold more than one attribute in mind.</p> <p>Can categorize objects into groups.</p> <p>Begins to make, recognize, and extend patterns.</p>	<p>VI. Mathematics and Science DD. Identifying sequence, change, and causality</p> <p>VI. Mathematics and Science DD. Identifying sequence, change, and causality</p> <p>VI. Mathematics and Science DD. Identifying sequence, change, and causality</p> <p>VI. Mathematics and Science Y. Sorting objects</p> <p>VI. Mathematics and Science Y. Sorting objects</p> <p>VI. Mathematics and Science Z. Identifying patterns</p>
<p>Goal 13: Children compare, contrast, and evaluate experiences, tasks, and events building on prior knowledge.</p> <p>Applies new information or vocabulary to an activity.</p> <p>Shows an understanding of same and different.</p> <p>Sorts objects based on attributes (shape, size, and color).</p>	<p>V. Language and Literacy R. Using vocabulary</p> <p>VI. Mathematics and Science AA. Comparing properties</p> <p>VI. Mathematics and Science Y. Sorting objects</p>

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<p>Compares experiences, with or without prompting.</p>	<p>VI. Mathematics and Science AA. Comparing properties</p>
<p>Goal 14: Children participate in exploratory play.</p> <p>Uses sorting, classifying, and seriation and patterning.</p> <p>Climbs, swings, jumps, dances, and hops to test skills.</p> <p>Aims, throws, catches, and kicks balls to explore projectile management.</p> <p>Uses tools, hammers, saws, shovels, and levers to explore the physical properties of moving masses.</p> <p>Plays with wheeled toys (tricycles, scooters, wagons) to explore velocity.</p> <p>Uses art materials to make functional objects.</p> <p>Constructs with building bricks and manipulative toys to explore spatial relationships.</p>	<p>VI. Mathematics and Science Y. Sorting objects Z. Identifying patterns</p> <p>IV. Movement and Music L. Moving in various ways M. Moving with objects O. Moving to music</p> <p>IV. Movement and Music M. Moving with objects</p> <p>IV. Movement and Music M. Moving with objects</p> <p>IV. Movement and Music M. Moving with objects</p> <p>III. Creative Representation I. Making and building models J. Drawing and painting pictures</p> <p>III. Creative Representation J. Drawing and painting pictures</p>
<p>Goal 15: Children participate in pretend or symbolic play.</p> <p>Explores experience by taking on familiar roles in the home and community (firefighters, restaurant, doctor's office).</p> <p>Takes on pretend roles and situations. Uses appropriate language, tone, and movements (pretends to be a baby, crawling on the floor and making baby sounds).</p> <p>Engages in complex make-believe play (theme-oriented play that involves multiple characters and settings).</p> <p>Can return to favorite play themes with friends.</p> <p>Uses dramatic play to recreate a real situation with self involvement.</p>	<p>III. Creative Representation K. Pretending</p> <p>III. Creative Representation K. Pretending</p> <p>III. Creative Representation K. Pretending</p> <p>III. Creative Representation K. Pretending</p> <p>III. Creative Representation K. Pretending</p>

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<p>Plays out social and emotional issues (power, loss, fears).</p> <p>Uses block and dramatic play areas for imaginative settings and extended play.</p>	<p>III. Creative Representation K. Pretending</p> <p>III. Creative Representation I. Making and building models K. Pretending</p>
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<p>Goal 16: Children represent experiences and thought through symbolic representation such as movement, drawing, singing/vocalizing, and play.</p> <p>Uses symbols or pictures as a representation of oral language.</p> <p>Uses objects to represent real items in make-believe play.</p> <p>Recognizes objects, places, and ideas by symbols (recognize which is the men’s room and which is the women’s room by looking at the stick figure symbols).</p> <p>May use shapes and letters to “write messages.”</p>	<p>III. Creative Representation J. Drawing and painting pictures</p> <p>III. Creative Representation K. Pretending</p> <p>V. Language and Literacy W. Reading</p> <p>V. Language and Literacy X. Writing</p>
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<p>Domain 2: Physical Well-Being, Health, and Motor Development</p>	
<p>Goal 17: Children demonstrate strength and coordination of large motor muscles.</p> <p>Walks and runs following circular paths (around obstacles and corners).</p> <p>Runs, pivots to change direction, and stops as appropriate.</p> <p>Crawls through a play tunnel or under tables.</p> <p>Climbs on play equipment.</p> <p>Throws large beanbags or ball with some accuracy.</p> <p>Catches large balls with two hands.</p> <p>Kicks ball forward.</p>	<p>IV. Movement and Music L. Moving in various ways</p> <p>IV. Movement and Music L. Moving in various ways</p> <p>IV. Movement and Music M. Moving with objects</p> <p>IV. Movement and Music M. Moving with objects</p> <p>IV. Movement and Music M. Moving with objects</p> <p>IV. Movement and Music M. Moving with objects</p> <p>IV. Movement and Music M. Moving with objects</p> <p>IV. Movement and Music M. Moving with objects</p>

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<p>Balances on one foot; hops forward on one foot.</p> <p>Jumps on two feet and jumps over small objects with balance and control.</p> <p>Jumps from a height.</p> <p>Jumps for distance.</p> <p>Gallops.</p> <p>Pedals consistently when riding a tricycle.</p> <p>Starts and stops a tricycle intentionally.</p> <p>Walks up and down stairs using alternating feet.</p>	<p>IV. Movement and Music L. Moving in various ways</p> <p>IV. Movement and Music L. Moving in various ways</p> <p>IV. Movement and Music L. Moving in various ways</p> <p>IV. Movement and Music L. Moving in various ways</p> <p>IV. Movement and Music L. Moving in various ways</p> <p>IV. Movement and Music M. Moving with objects</p> <p>IV. Movement and Music M. Moving with objects</p> <p>IV. Movement and Music L. Moving in various ways</p>
<p>Goal 18: Children demonstrate strength and coordination of small motor muscles.</p> <p>Eats with utensils; scoops, spears, and spreads food.</p> <p>Uses various drawing and art materials (crayons, brushes, finger paints).</p> <p>Writes some recognizable letters or numbers.</p>	<p>I. Initiative D. Taking care of personal needs</p> <p>III. Creative Representation J. Drawing and painting pictures</p> <p>V. Language and Literacy X. Writing</p>
<p>Goal 19: Children use their senses (sight, hearing, smell, taste, and touch) to guide and integrate their interactions.</p> <p>Improves eye-hand coordination for precise movement (catches a bounced ball).</p> <p>Demonstrates sensory regulation by pushing objects, climbing short ladders, swinging on a swing, and sliding.</p>	<p>IV. Movement and Music M. Moving with objects</p> <p>IV. Movement and Music M. Moving with objects</p>

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<p>Goal 20: Children demonstrate the stamina and energy to participate in daily activities.</p> <p>Engages in sustained unstructured physical activity on a daily basis.</p>	<p>IV. Movement and Music</p> <ul style="list-style-type: none"> L. Moving in various ways M. Moving with objects
<p>Goal 21: Children engage in a variety of physical activities.</p> <p>Participates in different physical activities (walking, climbing, throwing, dancing) with varying levels of engagement.</p> <p>Initiates structured and unstructured physical activities throughout the day.</p>	<p>IV. Movement and Music</p> <ul style="list-style-type: none"> L. Moving in various ways M. Moving with objects O. Moving to music <p>IV. Movement and Music</p> <ul style="list-style-type: none"> L. Moving in various ways M. Moving with objects O. Moving to music
<p>Goal 22: Children practice basic personal care routines.</p> <p>Feeds self with fork and spoon; and spreads with a blunt knife, without assistance.</p> <p>Washes hands independently, with frequency.</p> <p>Gets a drink of water from an appropriate tap, without assistance.</p> <p>Dresses and undresses, with minimal help.</p> <p>Puts shoes on, without assistance.</p> <p>Decides, with few prompts, when to carry out self-help tasks (to wash hands when dirty and before meals).</p> <p>Participates in helping younger siblings with personal care routines.</p> <p>Cares for toileting needs other than wiping.</p> <p>Independently completes toileting activities, including wiping and flushing the toilet.</p>	<p>I. Initiative</p> <ul style="list-style-type: none"> D. Taking care of personal needs <p>I. Initiative</p> <ul style="list-style-type: none"> D. Taking care of personal needs <p>I. Initiative</p> <ul style="list-style-type: none"> D. Taking care of personal needs <p>I. Initiative</p> <ul style="list-style-type: none"> D. Taking care of personal needs <p>I. Initiative</p> <ul style="list-style-type: none"> D. Taking care of personal needs <p>I. Initiative</p> <ul style="list-style-type: none"> D. Taking care of personal needs <p>I. Initiative</p> <ul style="list-style-type: none"> D. Taking care of personal needs <p>I. Initiative</p> <ul style="list-style-type: none"> D. Taking care of personal needs

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<p>Goal 23: Children demonstrate personal health and hygiene skills.</p> <p>Takes care of own toileting needs.</p> <p>Washes and dries hands before eating and after toileting, without assistance.</p> <p>Uses tissue to wipe own nose and throws tissue in wastebasket.</p>	<p>I. Initiative D. Taking care of personal needs</p> <p>I. Initiative D. Taking care of personal needs</p> <p>I. Initiative D. Taking care of personal needs</p>
<p>Goal 24: Children eat a variety of nutritious foods.</p> <p>Uses spoon and fork, but continues to use fingers for efficiency.</p> <p>Begins to have accuracy with a knife for spreading soft foods such as butter or jelly.</p> <p>Knows and uses routines for passing, serving, cleaning up spills, and clearing their place after meals.</p> <p>Uses serving utensils to self-serve food, with increasing accuracy.</p>	<p>I. Initiative D. Taking care of personal needs</p> <p>I. Initiative D. Taking care of personal needs</p> <p>I. Initiative D. Taking care of personal needs</p> <p>I. Initiative D. Taking care of personal needs</p>
<p>Domain 3: Social and Emotional Development</p> <p>Goal 27: Children trust, interact with, and seek assistance from adults.</p> <p>Expresses affection for significant adults.</p> <p>Approaches adults for assistance and offers to assist adults.</p> <p>Tells feeling about adults (e.g., “I love Grandpa!”).</p> <p>Asks questions of adults, as needed, to obtain information.</p> <p>Brings simple problem situations to adult’s attention.</p>	<p>II. Social Relations E. Relating to adults</p> <p>I. Initiative B. Solving problems with materials</p> <p>II. Social Relations G. Resolving interpersonal conflict</p> <p>II. Social Relations H. Understanding and expressing feelings</p> <p>II. Social Relations E. Relating to adults</p> <p>I. Initiative B. Solving problems with materials</p> <p>II. Social Relations G. Resolving interpersonal conflict</p>

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<p>Works independently and asks for help only when necessary.</p>	<p>I. Initiative B. Solving problems with materials</p> <p>II. Social Relations G. Resolving interpersonal conflict</p>
<p>Works cooperatively with an adult to plan and organize activities and solve problems.</p>	<p>I. Initiative B. Solving problems with materials</p> <p>II. Social Relations E. Relating to adults G. Resolving interpersonal conflict</p>
<p>Goal 28: Children develop friendships with peers.</p> <p>Plays beside and interacts with peers.</p> <p>Shows enjoyment in playing with other children.</p> <p>Engages with other children in play involving a common idea (dramatic play, block building).</p> <p>Begins to show preference for particular playmate.</p> <p>Tries a variety of strategies to engage a peer.</p> <p>Has at least one other friend.</p> <p>Initiates conversations with other children; asks questions and responds.</p> <p>Makes decisions with other children, with adult prompts as needed (making rules).</p> <p>Leads or participates in planning cooperative play with others.</p>	<p>I. Initiative C. Initiating play</p> <p>II. Social Relations F. Relating to other children</p> <p>II. Social Relations F. Relating to other children H. Understanding and expressing feelings</p> <p>II. Social Relations F. Relating to other children</p> <p>III. Creative Representation K. Pretending</p> <p>II. Social Relations F. Relating to other children</p> <p>II. Social Relations F. Relating to other children</p> <p>II. Social Relations F. Relating to other children</p> <p>II. Social Relations F. Relating to other children</p> <p>II. Social Relations G. Resolving interpersonal conflict</p> <p>II. Social Relations F. Relating to other children</p>

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<p>Goal 29: Children demonstrate positive negotiation skills.</p> <p>Approaches other children positively.</p> <p>Uses simple strategies to solve problems, either individually or in a group (with assistance from an adult).</p> <p>Without using physical aggression, negotiates with other children to solve a problem, with some adult assistance.</p> <p>States a position with reasons (I do not want to play right now because I am tired).</p> <p>Seeks out adult when needing help to solve a conflict.</p>	<p>II. Social Relations G. Resolving interpersonal conflict</p> <p>II. Social Relations G. Resolving interpersonal conflict</p> <p>II. Social Relations G. Resolving interpersonal conflict</p> <p>II. Social Relations G. Resolving interpersonal conflict</p> <p>II. Social Relations G. Resolving interpersonal conflict</p>
<p>Goal 30: Children demonstrate awareness of behavior and its effects on others.</p> <p>Shows sympathy and/or empathy for physically hurt or emotionally upset child.</p>	<p>II. Social Relations H. Understanding and expressing feelings</p>
<p>Goal 31: Children participate positively in group activities.</p> <p>Notices and comments on who is absent from routine group settings (play groups).</p> <p>Uses play to explore, practice, and understand social roles.</p>	<p>V. Language and Literacy R. Using vocabulary</p> <p>III. Creative Representation K. Pretending</p>
<p>Goal 32: Children demonstrate sympathy and empathy.</p> <p>Notices and shows concern for peers' feelings.</p> <p>Adopts a variety of roles and feelings during pretend play.</p> <p>Communicates appropriate feelings for characters in stories.</p> <p>Labels own emotions and, increasingly, the emotions of others.</p>	<p>II. Social Relations H. Understanding and expressing feelings</p> <p>III. Creative Representation K. Pretending</p> <p>II. Social Relations H. Understanding and expressing feelings</p> <p>II. Social Relations H. Understanding and expressing feelings</p>

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<p>Goal 33: Children develop a sense of humor. Makes up sounds and rhymes without meaning.</p>	<p>V. Language and Literacy T. Showing awareness of sounds in words</p>
<p>Goal 35: Children recognize, appreciate, and respect similarities and differences in people. Includes other children in his/her activities who are of a different gender, ethnic background, who speak other languages, or who have special needs; with guidance.</p>	<p>II. Social Relations F. Relating to other children</p>
<p>Goal 36: Children perceive themselves as unique individuals. Chooses individual activities (doing puzzles, painting). Expresses self in different roles during pretend play. Can express feelings about separating from primary caregiver. Exerts will and preferences.</p>	<p>I. Initiative A. Making choices and plans</p> <p>III. Creative Representation K. Pretending</p> <p>II. Social Relations H. Understanding and expressing feelings</p> <p>I. Initiative A. Making choices and plans B. Solving problems with materials</p>
<p>Goal 37: Children demonstrate belief in their abilities. Expresses delight with mastery of a skill (e.g., "I did it myself!). Expresses own ideas and opinions. Enjoys the process of creating. Are more likely to experience guilt when they hit other children, break toys, or make a parent sad. May show a few signs of feelings associated with actions.</p>	<p>II. Social Relations H. Understanding and expressing feelings</p> <p>I. Initiative A. Making choices and plans</p> <p>II. Social Relations H. Understanding and expressing feelings</p> <p>III. Creative Representation I. Making and building models J. Drawing and painting pictures</p> <p>II. Social Relations H. Understanding and expressing feelings</p> <p>II. Social Relations H. Understanding and expressing feelings</p>

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<p>Shows some self-criticism, shame, and guilt if they do not succeed or make a mistake.</p>	<p>II. Social Relations H. Understanding and expressing feelings</p>
<p>Goal 38: Children regulate their feelings and impulses.</p> <p>Expresses strong emotions constructively, at times and with assistance.</p> <p>Expresses ownership of feelings and desires to control self, with assistance.</p> <p>Sticks with difficult tasks without becoming overly frustrated.</p> <p>Predicts what comes next in the day, when there is an established and consistent schedule.</p> <p>Names and talks about own emotions.</p> <p>Uses pretend play to understand and respond to emotions.</p> <p>Associates emotions with words, and facial and body expressions.</p> <p>Uses drawing, painting, and clay to express emotions.</p>	<p>II. Social Relations H. Understanding and expressing feelings</p> <p>II. Social Relations H. Understanding and expressing feelings</p> <p>I. Initiative B. Solving problems with materials</p> <p>VI. Mathematics and Science DD. Identifying sequence, change, and causality</p> <p>II. Social Relations H. Understanding and expressing feelings</p> <p>III. Creative Representation K. Pretending</p> <p>II. Social Relations H. Understanding and expressing feelings</p> <p>III. Creative Representation I. Making and building models J. Drawing and painting pictures</p>
<p>Goal 39: Children demonstrate understanding of numbers, ways of representing numbers, relationships among numbers, and number systems.</p> <p>Develops understanding of counting process (recognition and naming numerals one, two and three); counting up to ten from memory in home language (e.g., recites, "one, two, three"), without assistance.</p> <p>Counts up to ten objects; matching numbers one-to-one with objects (cubes, toys, and pennies) within daily activities.</p> <p>Develops understanding that when counting items they must be counted only once, and that none should be left out.</p>	<p>VI. Mathematics and Science BB. Counting</p> <p>VI. Mathematics and Science BB. Counting</p> <p>VI. Mathematics and Science BB. Counting</p>

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<p>Begins recognizing that the last number counted represents the “total objects” (for quantities up to ten). Counting is cumulative.</p> <p>Applies counting to new situations (counting objects, counting groups).</p> <p>Demonstrates understanding that numbers represent quantity (gets three apples out of the box).</p> <p>Uses math concepts (more, less, some, many, all, a few, none, huge, tiny, small, smaller, large, larger) to compare quantities.</p> <p>Uses meanings of numbers to create strategies for solving problems and responding to practical situations, with assistance (e.g., “Jimmy took two crackers and I didn’t get any.”).</p>	<p>VI. Mathematics and Science BB. Counting</p> <p>VI. Mathematics and Science BB. Counting</p> <p>VI. Mathematics and Science BB. Counting</p> <p>VI. Mathematics and Science AA. Comparing properties</p> <p>VI. Mathematics and Science BB. Counting</p>
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<p>Domain 4: General Knowledge</p> <p>Goal 40: Children demonstrate understanding of measurable attributes of objects and the units, systems, and processes of measurement (including size, volume, height, weight, length, area, and time).</p> <p>Engages in activities that explore and develop vocabulary for measureable properties such as length and weight, or capacity.</p> <p>Compares amongst several objects based on one or more attributes (length, size, weight) using words such as “shorter”, “bigger”, or “lighter”.</p> <p>Understands positional terms such as “between”, “inside”, “over”, “under”, and “behind”.</p> <p>Sorts and classifies objects based on one or more attributes.</p> <p>Orders objects by size, volume, height, weight, and length; with assistance.</p> <p>Measures objects using variable nonstandard units.</p> <p>Begins to measure objects using standard unit (one-inch cubes, paper clips).</p>	<p>VI. Mathematics and Science AA. Comparing properties</p> <p>VI. Mathematics and Science AA. Comparing properties</p> <p>VI. Mathematics and Science CC. Identifying position and direction</p> <p>VI. Mathematics and Science Y. Sorting objects</p> <p>VI. Mathematics and Science Z. Identifying patterns</p> <p>VI. Mathematics and Science AA. Comparing properties</p> <p>VI. Mathematics and Science AA. Comparing properties</p>
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<p>Uses measuring tools in play activities (measuring tape, measuring cups).</p> <p>Measures sand or water using a variety of containers.</p> <p>Uses some vocabulary in relationship to measurement tools (scale, cup, ruler). May not have accurate understanding of meaning.</p>	<p>VI. Mathematics and Science AA. Comparing properties</p> <p>VI. Mathematics and Science AA. Comparing properties</p> <p>V. Language and Literacy R. Using vocabulary</p>
<p>Goal 41: Children demonstrate understanding of patterns, relations, and functions used to organize their world and facilitate problem solving.</p> <p>Compares shape and size of familiar objects.</p> <p>Sorts and builds with two- and three-dimensional shapes (sphere, cube, cone).</p> <p>Identifies and labels different kinds of two-dimensional shapes (square, circle, rectangle, triangle).</p> <p>Draws and creates pictures using various shapes.</p> <p>Describes characteristics of familiar geometric and non-geometric shapes in the environment, with assistance.</p> <p>Makes and describes patterns including serialization based on numbers, shapes, and size.</p> <p>Predicts what comes next in a pattern and completes the pattern.</p> <p>Creates or extends a complex pattern with more than two repeating elements.</p>	<p>VI. Mathematics and Science AA. Comparing properties</p> <p>III. Creative Representation I. Making and building models</p> <p>VI. Mathematics and Science Y. Sorting objects</p> <p>VI. Mathematics and Science EE. Identifying materials and properties</p> <p>III. Creative Representation J. Drawing and painting pictures</p> <p>VI. Mathematics and Science EE. Identifying materials and properties</p> <p>VI. Mathematics and Science Z. Identifying patterns</p> <p>VI. Mathematics and Science Z. Identifying patterns</p> <p>VI. Mathematics and Science Z. Identifying patterns</p>

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<p>Goal 42: Children observe, describe, and collect information by exploring the world around them.</p> <p>Makes comparisons and calls attention to details; and with adult assistance, explores the ways in which things are alike and different (notices how shells are the same or different; notices objects that float or sink; listens to different sounds that animals make).</p> <p>Notices, describes, and predicts changes in the environment (dark clouds mean possible rain).</p> <p>Demonstrates respect for living things (watering plants, trying to avoid stepping on anthills).</p>	<p>VI. Mathematics and Science AA. Comparing properties</p> <p>VI. Mathematics and Science FF. Identifying natural and living things</p> <p>VI. Mathematics and Science FF. Identifying natural and living things</p>
<p>Goal 43: Children further engage in exploring and making sense of the natural world by asking questions and making predictions about cause and effect relations that can lead to generalizations.</p> <p>Uses senses and develops strategies (from trial and error) to solve problems.</p> <p>As child investigates new phenomena, make progress from trial and error toward a more systematic approach to problem solving.</p> <p>Shows curiosity and interest about familiar/unfamiliar and living/nonliving things.</p> <p>Begins to demonstrate respect for living things.</p>	<p>I. Initiative B. Solving problems with materials</p> <p>I. Initiative B. Solving problems with materials</p> <p>VI. Mathematics and Science FF. Identifying natural and living things</p> <p>VI. Mathematics and Science FF. Identifying natural and living things</p>
<p>Goal 44: Children differentiate between people, places, activities, and events in the past and present that relate to self, group identity, and a sense of their community.</p> <p>Develops and maintains trusting relationships with familiar and unfamiliar peers and adults across settings, routines, and activities.</p> <p>Understands knowledge and mental relationships used during role play based on home and family themes (playing house, using tools, caring for those who are sick).</p>	<p>II. Social Relations E. Relating to adults</p> <p>III. Creative Representation K. Pretending</p>

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Goal 45: Children demonstrate awareness and understanding of individual fairness, group rights, and responsibilities (democratic ideals) for membership and participation in group activities (successful citizenship).

Shows increased ability to recognize own feelings, control behavior, and follow simple rules and limits.

Begins to initiate sharing with the support of adults.

Demonstrates the ability to make choices and take responsibility for own actions.

II. Social Relations

H. Understanding and expressing feelings

II. Social Relations

G. Resolving interpersonal conflict

I. Initiative

A. Making choices and plans

Goal 46: Children use creative arts to express and represent what they know, think, believe, or feel.

Participates in group music experiences (sings, finger plays, chants, musical instruments).

Explores simple songs using voice and/or instruments.

Remembers the words to an oft-repeated song.

Participates freely in dramatic play activities (pantomimes movement of familiar things, acts out stories, re-enacts events from his/her own life).

Tries one type of art many times (painting at easel several days in a row, using different colors, or covering the whole paper with paint).

Uses a variety of media and tools to create original works of art.

Creates art work with details representing ideas, experiences, and feelings.

Uses clay and other medium to create three-dimensional sculptures.

IV. Movement and Music

N. Feeling and expressing steady beat

O. Moving to music

P. Singing

IV. Movement and Music

P. Singing

IV. Movement and Music

P. Singing

III. Creative Representation

K. Pretending

III. Creative Representation

I. Making and building models

J. Drawing and painting pictures

III. Creative Representation

I. Making and building models

J. Drawing and painting pictures

III. Creative Representation

J. Drawing and painting pictures

III. Creative Representation

I. Making and building models

Idaho Early Learning Guidelines

Preschool COR

<p>Goal 47: Children demonstrate understanding and appreciation of creative arts.</p> <p>Watches other children dance and then tries to mimic the dance steps.</p>	<p>IV. Movement and Music</p> <p>O. Moving to music</p>
<p>Domain 5: Communication, Language, and Literacy</p> <p>Goal 48: Children demonstrate the meaning of language by listening.</p> <p>Attends to simple stories.</p> <p>Gains information and understanding through listening.</p> <p>Understands messages in conversation.</p> <p>Listens to finger plays, stories, and nursery rhymes.</p> <p>Responds to questions with appropriate answers.</p> <p>Attends to an adult or peer who is speaking.</p> <p>Attends to complex stories.</p>	<p>V. Language and Literacy</p> <p>U. Demonstrating knowledge about books</p> <p>V. Language and Literacy</p> <p>Q. Listening to and understanding speech</p> <p>V. Language and Literacy</p> <p>Q. Listening to and understanding speech</p> <p>V. Language and Literacy</p> <p>Q. Listening to and understanding speech</p> <p>U. Demonstrating knowledge about books</p> <p>V. Language and Literacy</p> <p>Q. Listening to and understanding speech</p> <p>V. Language and Literacy</p> <p>Q. Listening to and understanding speech</p> <p>V. Language and Literacy</p> <p>U. Demonstrating knowledge about books</p>
<p>Goal 49: Children communicate effectively.</p> <p>States opinions and preferences using words, signs, or picture boards.</p> <p>Describes objects and events in detail.</p> <p>Uses multiple-word sentences to communicate.</p> <p>Responds meaningfully in conversation with adults and peers.</p> <p>Listens while engaged in conversation in order to extend or connect an idea expressed.</p>	<p>I. Initiative</p> <p>A. Making choices and plans</p> <p>VI. Mathematics and Science</p> <p>EE. Identifying materials and properties</p> <p>V. Language and Literacy</p> <p>S. Using complex patterns of speech</p> <p>V. Language and Literacy</p> <p>Q. Listening to and understanding speech</p> <p>V. Language and Literacy</p> <p>Q. Listening to and understanding speech</p>

Idaho Early Learning Guidelines

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<p>Goal 50: Children comprehend and use conventions of social communication.</p> <p>Attends to speaker during a conversation.</p> <p>Seeks interaction with others (e.g., “Sing along with me,” “Read a story.”).</p> <p>Asks for help.</p> <p>Initiates and takes turns in group conversations.</p> <p>Recognizes appropriate time to enter conversation.</p> <p>A bilingual child can adjust language and communication form according to the person with whom he/she is speaking.</p>	<p>V. Language and Literacy Q. Listening to and understanding speech</p> <p>II. Social Relations E. Relating to adults F. Relating to other children</p> <p>I. Initiative B. Solving problems with materials</p> <p>II. Social Relations G. Resolving interpersonal conflict</p> <p>V. Language and Literacy Q. Listening to and understanding speech</p> <p>V. Language and Literacy Q. Listening to and understanding speech</p> <p>English Language Learners (ELLs) GG. Speaking and communicating [in English]</p>
<p>Goal 51: Children use receptive vocabulary.</p> <p>Identifies objects by attribute.</p> <p>Understands simple time concepts (tonight, tomorrow, yesterday).</p> <p>Understands relationships expressed by if then, or because sentences.</p> <p>Begins to identify shapes and colors.</p> <p>Responds appropriately to a request (e.g., “Bring me the green towel.”)</p> <p>Identifies parts of an object.</p> <p>Understands full adult sentences.</p> <p>Responds to opposites, comparatives, and superlatives.</p>	<p>VI. Mathematics and Science EE. Identifying materials and properties</p> <p>VI. Mathematics and Science DD. Identifying sequence, change, and causality</p> <p>V. Language and Literacy S. Using complex patterns of speech</p> <p>VI. Mathematics and Science EE. Identifying materials and properties</p> <p>V. Language and Literacy Q. Listening to and understanding speech</p> <p>VI. Mathematics and Science EE. Identifying materials and properties</p> <p>V. Language and Literacy S. Using complex patterns of speech</p> <p>VI. Mathematics and Science AA. Comparing properties</p>

Idaho Early Learning Guidelines

Preschool COR

<p>Goal 52: Children use expressive vocabulary.</p> <p>Uses sentences three to seven words in length.</p> <p>Takes turns in conversation.</p> <p>Retells an event or story.</p> <p>Memorizes and recite simple songs and finger plays.</p> <p>Uses new vocabulary in spontaneous speech.</p> <p>Asks the meaning of unfamiliar words and then experiments with using them.</p> <p>Uses words to further describe actions or adjectives (running fast, playing well).</p> <p>Uses words to express emotions (happy, sad, tired, scared).</p> <p>Uses more complex vocabulary to describe events.</p>	<p>V. Language and Literacy S. Using complex patterns of speech</p> <p>V. Language and Literacy Q. Listening to and understanding speech</p> <p>V. Language and Literacy U. Demonstrating knowledge about books</p> <p>IV. Movement and Music P. Singing</p> <p>V. Language and Literacy R. Using vocabulary</p> <p>V. Language and Literacy R. Using vocabulary</p> <p>V. Language and Literacy R. Using vocabulary</p> <p>II. Social Relations H. Understanding and expressing feelings</p> <p>V. Language and Literacy R. Using vocabulary</p>
<p>Goal 53: Children demonstrate progression in grammar and syntax.</p> <p>Uses complete sentences (the ball, a cat).</p> <p>Begins to use prepositions.</p> <p>Talks in sentences with five to six words to describe people, places, and events.</p> <p>Uses more complex grammar and parts of speech.</p> <p>Describes a task, project, and/or event sequentially in three or more sentences.</p> <p>Strings multiple sentences together in logical order.</p>	<p>V. Language and Literacy Q. Listening to and understanding speech</p> <p>VI. Mathematics and Science CC. Identifying position and direction</p> <p>V. Language and Literacy S. Using complex patterns of speech</p> <p>V. Language and Literacy S. Using complex patterns of speech</p> <p>VI. Mathematics and Science DD. Identifying sequence, change, and causality</p> <p>V. Language and Literacy S. Using complex patterns of speech</p>

Idaho Early Learning Guidelines

Preschool COR

<p>Uses complex grammar and parts of speech.</p> <p>Combines more than on idea using complex sentences.</p>	<p>V. Language and Literacy S. Using complex patterns of speech</p> <p>V. Language and Literacy S. Using complex patterns of speech</p>
<p>Goal 54: Children demonstrate comprehension and meaning in language.</p> <p>Understands new words rapidly.</p> <p>Understands location phrases.</p> <p>Engages in conversation that develops a thought or idea (tells about a past event).</p> <p>Understands quantitative concepts (how many more chairs do we need?).</p> <p>Understands complex sentences.</p>	<p>V. Language and Literacy R. Using vocabulary</p> <p>VI. Mathematics and Science CC. Identifying position and direction</p> <p>V. Language and Literacy Q. Listening to and understanding speech</p> <p>VI. Mathematics and Science BB. Counting</p> <p>V. Language and Literacy S. Using complex patterns of speech</p>
<p>Goal 55: Children use language for a variety of purposes.</p> <p>Takes turns in conversation.</p> <p>Talks in sentences.</p> <p>Responds to questions.</p> <p>Uses words to protest.</p> <p>Participates in conversations about a variety of topics.</p> <p>Engages in conversation with peers and adults.</p>	<p>V. Language and Literacy Q. Listening to and understanding speech</p> <p>V. Language and Literacy S. Using complex patterns of speech</p> <p>V. Language and Literacy Q. Listening to and understanding speech</p> <p>II. Social Relations G. Resolving interpersonal conflict</p> <p>V. Language and Literacy Q. Listening to and understanding speech</p> <p>II. Social Relations E. Relating to adults F. Relations to other children</p> <p>V. Language and Literacy Q. Listening to and understanding speech</p>

Idaho Early Learning Guidelines

Preschool COR

<p>Interprets written symbols, pictures, and letters to a listener.</p> <p>Uses words to express feelings of self and others.</p> <p>Uses own words to retell a story or to discuss an event in life.</p>	<p>V. Language and Literacy W. Reading</p> <p>II. Social Relations H. Understanding and expressing feelings</p> <p>V. Language and Literacy U. Demonstrating knowledge about books</p>
<p>Goal 56: Children develop phonological awareness.</p> <p>Discriminates sounds that are the same and different.</p> <p>Discriminates one sound out of many.</p> <p>Joins in and repeats rhyming songs, finger plays, and poems.</p> <p>Listens for a particular word or phrase.</p> <p>Makes three or more letter-sound correspondences (e.g., identifies that “David,” “day,” and “dog” all begin with “d”).</p> <p>Fills in the missing rhyming word in a song or story.</p> <p>Begins to recognize the similar initial sounds of words that begin the same way (bug, bat, boy).</p> <p>Identifies the beginning sound of familiar words.</p>	<p>V. Language and Literacy T. Showing awareness of sounds in words</p> <p>V. Language and Literacy T. Showing awareness of sounds in words</p> <p>V. Language and Literacy T. Showing awareness of sounds in words</p> <p>V. Language and Literacy Q. Listening to and understanding speech</p> <p>V. Language and Literacy T. Showing awareness of sounds in words</p> <p>V. Language and Literacy Q. Listening to and understanding speech</p> <p>V. Language and Literacy T. Showing awareness of sounds in words</p> <p>V. Language and Literacy T. Showing awareness of sounds in words</p>
<p>Goal 57: Children demonstrate awareness of letters and symbols.</p> <p>Sings alphabet songs.</p> <p>Knows that letters are symbols with individual names.</p> <p>Begins to recognize letters in their name.</p>	<p>IV. Music and Movement P. Singing</p> <p>V. Language and Literacy V. Using letter names and sounds</p> <p>V. Language and Literacy V. Using letter names and sounds</p>

Idaho Early Learning Guidelines

Preschool COR

<p>Recognizes and identifies letters in the environment (fast-food restaurants, stop signs, local stores).</p> <p>Recognizes beginning letters in familiar words (Mom, classmates' names).</p> <p>Names and recognizes several letters beginning with letters in their own name.</p> <p>Recognizes written name.</p> <p>Begins to recognize letters in familiar words and names them.</p> <p>Begins to make letter sound connections.</p>	<p>V. Language and Literacy V. Using letter names and sounds</p> <p>V. Language and Literacy V. Using letter names and sounds</p> <p>V. Language and Literacy V. Using letter names and sounds</p> <p>V. Language and Literacy W. Reading</p> <p>V. Language and Literacy V. Using letter names and sounds</p> <p>V. Language and Literacy V. Using letter names and sounds</p>
<p>Goal 58: Children demonstrate awareness of print concepts.</p> <p>Turns pages one at a time.</p> <p>Begins to read books from front to back.</p> <p>Enjoys following along as book is read.</p> <p>Imitates the act of reading a book by looking at pictures, reciting from memory, or retelling of familiar stories.</p> <p>Begins to understand that printed text carries meaning when read.</p> <p>Differentiates between print and pictures.</p> <p>Identifies some individual letters in text (usually letter in name).</p> <p>Shows understanding that letters make up words.</p> <p>Identifies or recognizes signs, symbols, or labels in the environment.</p>	<p>V. Language and Literacy U. Demonstrating knowledge about books</p> <p>V. Language and Literacy U. Demonstrating knowledge about books</p> <p>V. Language and Literacy U. Demonstrating knowledge about books</p> <p>V. Language and Literacy U. Demonstrating knowledge about books</p> <p>V. Language and Literacy U. Demonstrating knowledge about books</p> <p>V. Language and Literacy U. Demonstrating knowledge about books</p> <p>V. Language and Literacy U. Demonstrating knowledge about books</p> <p>V. Language and Literacy U. Demonstrating knowledge about books</p> <p>V. Language and Literacy V. Using letter names and sounds</p> <p>V. Language and Literacy X. Writing</p> <p>V. Language and Literacy W. Reading</p>

Idaho Early Learning Guidelines

Preschool COR

<p>Recognizes that written words represent spoken words.</p> <p>Begins to understand that print progresses from left to right (exceptions are Arabic, Chinese, and Japanese text).</p>	<p>V. Language and Literacy W. Reading X. Writing</p> <p>V. Language and Literacy U. Demonstrating knowledge about books</p>
<p>Goal 59: Children demonstrate comprehension of printed materials and oral stories.</p> <p>Imitates the act of reading a book by looking at pictures, reciting from memory, or retelling of familiar stories.</p> <p>Orally fills in or completes familiar text when looking at picture books.</p> <p>Uses pictures to predict a story.</p> <p>Recognizes own name when spelled out in letters.</p> <p>Begins to understand the sequence of a story (beginning, middle, and end).</p> <p>Pretends to read a familiar book.</p> <p>Recognizes that oral language has a written counterpart (a spoken phrase can be written and read).</p> <p>Retells sequence of events in a story using illustrations in a book or literary props.</p> <p>Recalls specific details or events in a story.</p>	<p>V. Language and Literacy U. Demonstrating knowledge about books</p> <p>V. Language and Literacy U. Demonstrating knowledge about books</p> <p>V. Language and Literacy U. Demonstrating knowledge about books</p> <p>V. Language and Literacy W. Reading</p> <p>VI. Mathematics and Science DD. Identifying sequence, change, and causality</p> <p>V. Language and Literacy U. Demonstrating knowledge about books</p> <p>V. Language and Literacy W. Reading X. Writing</p> <p>V. Language and Literacy U. Demonstrating knowledge about books</p> <p>VI. Mathematics and Science DD. Identifying sequence, change, and causality</p> <p>V. Language and Literacy U. Demonstrating knowledge about books</p>
<p>Goal 60: Children demonstrate awareness that written materials can be used for a variety of purposes.</p> <p>Uses signs in the environment for information.</p>	<p>V. Language and Literacy W. Reading</p>

Idaho Early Learning Guidelines

Preschool COR

<p>Recognizes that print is read in stories.</p> <p>Uses printed material for entertainment (pretending to read).</p> <p>Imitates common reading activities appropriately in play (pretends to use directions while putting something together, pretends to write a list or message).</p> <p>Realizes that letters and words represent ideas and feelings.</p> <p>Selects books to read.</p>	<p>V. Language and Literacy U. Demonstrating knowledge about books</p> <p>V. Language and Literacy U. Demonstrating knowledge about books</p> <p>III. Creative Representation K. Pretending</p> <p>V. Language and Literacy W. Reading X. Writing</p> <p>V. Language and Literacy U. Demonstrating knowledge about books</p>
<p>Goal 61: Children demonstrate knowledge and use of letters and symbols.</p> <p>Uses horizontal scribbling with breaks or separate marks to represent writing.</p> <p>Creates representational drawings.</p> <p>Uses scribbling to represent their name.</p> <p>Knows the difference between printed letters and drawings.</p> <p>Attempts to copy one or more letters of the alphabet.</p> <p>Labels pictures using letter-like marks.</p> <p>Knows that alphabet letters are a special category of graphics that can be individually named.</p> <p>Identifies letter to match the said-aloud letter name.</p> <p>Works at writing own name.</p>	<p>V. Language and Literacy X. Writing</p> <p>III. Creative Representation J. Drawing and painting pictures</p> <p>V. Language and Literacy X. Writing</p> <p>V. Language and Literacy U. Demonstrating knowledge about books</p> <p>V. Language and Literacy X. Writing</p> <p>V. Language and Literacy X. Writing</p> <p>V. Language and Literacy V. Using letter names and sounds</p> <p>V. Language and Literacy V. Using letter names and sounds</p> <p>V. Language and Literacy X. Writing</p>

Idaho Early Learning Guidelines

Preschool COR

<p>Uses pictures, symbols, and letters to convey meaning.</p> <p>Uses letters to represent sounds in words.</p> <p>Prints some alphabet letters for given letter names.</p>	<p>III. Creative Representation J. Drawing and painting pictures</p> <p>V. Language and Literacy X. Writing</p> <p>V. Language and Literacy V. Using letter names and sounds</p> <p>V. Language and Literacy X. Writing</p>
<p>Goal 62: Children use writing skills and demonstrate knowledge of writing conventions.</p> <p>Intentionally scribbles to convey meaning; tells caregiver what it means.</p> <p>Makes strings of letters or marks from left to right.</p> <p>Draws a basic six (plus)-part person with some detail and content.</p> <p>Intentionally scribbles or writes to convey meaning.</p> <p>Uses letter-like symbols to express an idea.</p> <p>Writes some letters or numerals.</p> <p>Prints or copies first name.</p>	<p>V. Language and Literacy X. Writing</p> <p>V. Language and Literacy X. Writing</p> <p>III. Creative Representation J. Drawing and painting pictures</p> <p>V. Language and Literacy X. Writing</p> <p>V. Language and Literacy X. Writing</p> <p>V. Language and Literacy X. Writing</p> <p>V. Language and Literacy X. Writing</p>
<p>Goal 63: Children use writing for a variety of purposes.</p> <p>Makes scribbles and pictures to express an idea.</p> <p>Uses representational scribbles and marks during play.</p> <p>Uses letter-like symbols to make lists, letters, and stories.</p> <p>Copies some environmental print/symbols.</p>	<p>V. Language and Literacy X. Writing</p> <p>V. Language and Literacy X. Writing</p> <p>V. Language and Literacy X. Writing</p> <p>V. Language and Literacy X. Writing</p>

Idaho Early Learning Guidelines

Preschool COR

Goal 64: Children demonstrate competency in home language while acquiring beginning proficiency in English.

Occasionally inserts words from home language while speaking English.

Demonstrates understanding that there are languages other than the home language (identifies sentence spoken in home language in comparison to one spoken in English).

Relies on non-verbal cues to communicate in English, but does not rely on non-verbal cues to communicate in home language.

Uses sentences in home language and begins to use single word or telegraphic speech in English to communicate.

English Language Learners (ELLs)

GG. Speaking and communicating [in English]

English Language Learners (ELLs)

GG. Speaking and communicating [in English]

English Language Learners (ELLs)

HH. Listening and understanding [in English]

English Language Learners (ELLs)

GG. Speaking and communicating [in English]

HighScope Preschool Curriculum Resources

Print resources are listed below. Face-to-face or online training is also available on these curriculum topics.

Comprehensive Curriculum Manuals

Educating Young Children: Active Learning Practices for Preschool and Child Care Programs

Topics: Introduction; 1. Active participatory learning; 2. Establishing a supportive climate; 3. Involving families in active learning settings; 4. Working in teams; 5. Arranging and equipping spaces for active learners; 6. The HighScope daily routine; 7. The HighScope plan-do-review process; 8. Group times, outside times, transition times; 9. Introduction to HighScope's curriculum content; 10. Approaches to learning; 11. Language, literacy, and communication; 12. Social and emotional development; 13. Physical development, health, and well-being; 14. Mathematics: Seriation; 15. Mathematics: Number; 16. Mathematics: Space; 17. Science and technology: Classification; 18. Science and technology: Time; 19. Social studies; 20: The arts: Visual art; 21. The arts: Dramatic art; 22. The arts: Music

Essentials of Active Learning in Preschool: Getting to Know the HighScope Curriculum

Topics: 1. Why should early childhood programs use a curriculum? 2. What is the HighScope Preschool Curriculum? 3. What is the theory behind the HighScope Curriculum? 4. What is the research-based evidence in support of the HighScope Curriculum? 5. What does adult-child interaction look like in a HighScope program? 6. What does the learning environment look like in a HighScope program? 7. What is the HighScope daily routine? 8. How do HighScope programs work with parents? 9. How do staff in HighScope programs work together? 10. What is the HighScope Curriculum in approaches to learning? 11. What is the HighScope Curriculum in language, literacy, and communication? 12. What is the HighScope Curriculum in social and emotional development?

13. What is the HighScope Curriculum in physical development, health, and well-being? 14. What is the HighScope Curriculum in mathematics? 15. What is the HighScope Curriculum in science and technology? 16. What is the HighScope Curriculum in social studies? 17. What is the HighScope Curriculum in the arts? 18. How does HighScope assess children? 19. How does HighScope assess programs? 20. How does HighScope apply active participatory learning to adults? 21. What training and certification does HighScope offer?

Curriculum Resources on Specific Topics

Language, Literacy and Communication

Growing Readers Early Literacy Curriculum (activity card set, teacher's manual)

Topics: Vocabulary; Phonological awareness; Alphabetic principle; Concepts about print

Other Language, Literacy, and Communication titles

Fee, Fie, Phonemic Awareness: 130 Prereading Activities for Preschoolers

Let's Talk Literacy: Practical Readings for Preschool Teachers

Letter Links: Alphabet Learning With Children's Names

Preschool Readers and Writers: Early Literacy Strategies for Teachers

Storybook Talk: Conversations for Comprehension

Mathematics, Science, and Technology

Numbers Plus Preschool Mathematics Curriculum (activity card set, teacher's manual, parent booklets)

Topics: Number sense and operations; Geometry; Measurement; Algebra; Data analysis

***Other Mathematics, Science, and
Technology titles***

*“I’m Older Than You. I’m Five!” Math in the
Preschool Classroom*
*Real Science in Preschool: Here, There, and
Everywhere*

Social and Emotional Development

*Me, You, Us: Social-Emotional Learning in
Preschool*

Topics: Introduction; 1. The importance of social-emotional learning; 2. An overview of child development and teaching practices; 3. Developing a positive self-identity; 4. Feeling empathy; 5. Developing a sense of competence; 6. Recognizing and labeling emotions; 7. Developing a sense of community; 8. Engaging in cooperative play; 9. Valuing diversity; 10. Developing a framework for moral behavior; 11. Resolving conflicts; 12. Creating and following rules; 13. Creating and participating in a democracy; 14. Preparing ourselves to be role models; 15. Social-emotional learning at home; 16. Reaching out to our communities

***Other Social and Emotional Development
titles***

*You Can’t Come to My Birthday Party! Conflict
Resolution With Young Children*
*You’re Not My Friend Anymore! Illustrated
Answers to Questions About Young
Children’s Challenging Behaviors*

Daily Routine and Learning Environment

Setting Up the Preschool Classroom

Diversity

*Building a HighScope Program: Multicultural
Programs*

Parent Resources

The Essential Parent Workshop Resource
Helping Your Preschool Child Become a Reader
*Helping Your Young Child Learn About
Mathematics*

Lesson and Activity Plans

*HighScope Step by Step: Lesson Plans for the
First 30 Days*
Small-Group Times to Scaffold Early Learning
50 Large-Group Times for Active Learners
*Explore and Learn Quick Cards: 50 Activities
for Large Groups (card set)*
*Explore and Learn Quick Cards: 80 Activities
for Small Groups (card set)*
*Making Connections: Movement, Music, &
Literacy*
Movement in Steady Beat
Movement Plus Music
*Movement Plus Rhymes, Songs, & Singing
Games*

Special Needs

*I Belong: Active Learning for Children With
Special Needs*