



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

[Infant-Toddler Alignment](#)

[Preschool Alignment](#)



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

The following chart shows how items from the 2012 **Illinois Early Learning Guidelines for Children Birth to Age Three** correspond to items from HighScope’s 2013 **Child Observation Record — COR Advantage**. COR Advantage is an observation-based assessment instrument for children from birth through kindergarten. It is designed to measure children’s progress in all early childhood programs (including, but not limited to those using the HighScope educational approach). It is divided into 8 major categories that are critical for school success: Approaches to Learning (Items A–C); Social and Emotional Development (Items D–H); Physical Development and Health (Items I–K); Language, Literacy, and Communication (Items L–R); Mathematics (Items S–W); Creative Arts (Items X–AA); Science and Technology (Items BB–EE); and Social Studies (Items FF–HH). There is also a category for English Language Learning, if appropriate for the child, (Items II–JJ). Each category contains between 3 and 7 items, and each item has 8 developmental levels, ranging from 0 (the simplest) to 7 (the most complex). Teaching staff collect anecdotes for completing the COR during the normal daily routine, so the assessment process is seamlessly integrated with early childhood teaching and planning. The results provide detailed reports that analyze progress and are designed for various audiences, from families to government monitors.



## Illinois Early Learning Guidelines

## COR Advantage Items

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

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

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

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

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

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

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<b>Domain: Approaches to Learning:</b>	
<p><b>Curiosity &amp; Initiative</b></p> <p>Children demonstrate interest and eagerness in learning about their world.</p>	<ul style="list-style-type: none"> <li>A. Initiative and planning</li> <li>E. Building relationships with adults</li> <li>F. Building relationships with other children</li> <li>T. Geometry: Shapes and spatial awareness</li> <li>AA. Pretend play</li> <li>BB. Observing and classifying</li> </ul>
<p><b>Problem Solving</b></p> <p>Children attempt a variety of strategies to accomplish tasks, overcome obstacles, and find solutions to tasks, questions, and challenges.</p>	<ul style="list-style-type: none"> <li>B. Problem solving with materials</li> <li>K. Personal care and healthy behavior</li> <li>CC. Experimenting, predicting, and drawing conclusions</li> </ul>
<p><b>Confidence and Risk-Taking</b></p> <p>Children demonstrate a willingness to participate in new experiences and confidently engage in risk-taking.</p>	<ul style="list-style-type: none"> <li>B. Problem solving with materials</li> <li>E. Building relationships with adults</li> <li>H. Conflict resolution</li> <li>K. Personal care and healthy behavior</li> </ul>
<p><b>Persistence, Effort, &amp; Attentiveness</b></p> <p>Children demonstrate the ability to remain engaged in experiences and develop a sense of purpose and follow-through.</p>	<ul style="list-style-type: none"> <li>A. Initiative and planning</li> <li>B. Problem solving with materials</li> <li>E. Building relationships with adults</li> <li>M. Listening and comprehension</li> <li>N. Phonological awareness</li> <li>S. Number and counting</li> </ul>
<p><b>Creativity, Inventiveness, &amp; Imagination</b></p> <p>Children demonstrate the ability to use creativity, inventiveness, and imagination to increase their understanding and knowledge of the world.</p>	<ul style="list-style-type: none"> <li>E. Building relationships with adults</li> <li>F. Building relationships with other children</li> <li>N. Phonological awareness</li> <li>X. Art</li> <li>AA. Pretend play</li> <li>BB. Observing and classifying</li> </ul>

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

The following chart shows how items from the revised DRAFT 2012 **Illinois Early Learning and Development Standards for Preschool** correspond to items from HighScope’s 2013 **Child Observation Record — COR Advantage**. COR Advantage is an observation-based assessment instrument for children from birth through kindergarten. It is designed to measure children’s progress in all early childhood programs (including, but not limited to those using the HighScope educational approach). It is divided into 8 major categories that are critical for school success: Approaches to Learning (Items A–C); Social and Emotional Development (Items D–H); Physical Development and Health (Items I–K); Language, Literacy, and Communication (Items L–R); Mathematics (Items S–W); Creative Arts (Items X–AA); Science and Technology (Items BB–EE); and Social Studies (Items FF–HH). There is also a category for English Language Learning, if appropriate for the child, (Items II–JJ). Each category contains between 3 and 7 items, and each item has 8 developmental levels, ranging from 0 (the simplest) to 7 (the most complex). Teaching staff collect anecdotes for completing the COR during the normal daily routine, so the assessment process is seamlessly integrated with early childhood teaching and planning. The results provide detailed reports that analyze progress and are designed for various audiences, from families to government monitors.



Illinois Early Learning Standards

COR Advantage Items

<i>Language Arts</i>	
<p><b>Goal 1: Demonstrate understanding and enjoyment of literature.</b></p> <p><b>Learning Standard A:</b> Demonstrate interest in stories and books.</p> <p><b>1.A.ECa</b> Engage in book sharing experiences with purpose and understanding.</p> <p><b>1.A.ECb</b> Look at books independently, pretending to read.</p>	<p>M. Listening and comprehension</p> <p>Q. Book enjoyment and knowledge</p> <p>P. Reading</p>
<p><b>Learning Standard B:</b> Recognize key ideas and details in stories.</p> <p><b>1.B.ECa</b> With prompting and support, ask and answer questions about books heard read aloud.</p> <p><b>1.B.ECb</b> With prompting and support, retell familiar stories with three or more key events.</p> <p><b>1.B.ECc</b> With prompting and support, identify main character(s) and setting(s) of the story.</p>	<p>M. Listening and comprehension</p> <p>Q. Book enjoyment and knowledge</p> <p>Q. Book enjoyment and knowledge</p>
<p><b>Learning Standard C:</b> Recognize concepts of books.</p> <p><b>1.C.ECc</b> Identify the front and back covers of books; and display correct orientation of book and page turning skills.</p>	<p>Q. Book enjoyment and knowledge</p>
<p><b>Learning Standard D:</b> Establish personal connections with books.</p> <p><b>1.D.ECa</b> With prompting and support, discuss illustrations in books and make personal connections to the pictures and story.</p>	<p>P. Reading</p>
<p><b>Goal 2: Demonstrate interest in and understanding of informational text.</b></p> <p><b>Learning Standard A:</b> Recognize key ideas and details in nonfiction text.</p> <p><b>2.A.ECa</b> With prompting and support, ask and answer questions about details in a nonfiction book.</p> <p><b>2.A.ECb</b> With prompting and support, retell detail(s) about main topic in a nonfiction book.</p>	<p>M. Listening and comprehension</p> <p>M. Listening and comprehension</p>

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<p><b>Learning Standard B:</b> Recognize features of nonfiction books.</p> <p><b>2.B.ECa</b> With prompting and support, identify specific pictures that relate to the portion of the text being read aloud.</p>	<p>P. Reading</p>
<p><b>Goal 3: Demonstrate increasing awareness of and competence in emergent reading skills and abilities.</b></p> <p><b>Learning Standard A:</b> Demonstrate understanding of the organization and basic features of print.</p> <p><b>3.A.ECa</b> Recognize the difference between print and pictures.</p> <p><b>3.A.ECb</b> Begin to follow words from left to right, top to bottom, and page by page.</p> <p><b>3.A.ECc</b> Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p><b>3.A.ECd</b> Understand that words are separated by spaces in print.</p> <p><b>3.A.ECe</b> Recognize that letters are grouped to form words.</p> <p><b>3.A.ECf</b> Differentiate letters from numerals.</p>	<p>P. Reading</p> <p>P. Reading</p> <p>N. Phonological awareness</p> <p>R. Writing</p> <p>R. Writing</p> <p>O. Alphabet knowledge</p>
<p><b>Learning Standard B:</b> Demonstrate an emerging understanding of the alphabet.</p> <p><b>3.B.ECa</b> Sing the alphabet song.</p> <p><b>3.B.ECc</b> Recognize and name some upper/lowercase letters of the alphabet, especially those in own name.</p> <p><b>3.B.ECd</b> With prompting and support, match some upper/lower-case letters of the alphabet.</p> <p><b>3.B.ECe</b> With prompting and support, begin to form some letters of the alphabet, especially those in own name.</p>	<p>O. Alphabet knowledge</p> <p>O. Alphabet knowledge</p> <p>O. Alphabet knowledge</p> <p>R. Writing</p>

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<p><b>Learning Standard C:</b> Demonstrate an emerging understanding of spoken words, syllables and sounds (phonemes).</p> <p><b>3.C.ECa</b> Engage in language play (e.g. alliterative language, rhyming, sound patterns).</p> <p><b>3.C.ECc</b> With prompting and support, recognize and match words that rhyme.</p> <p><b>3.C.ECd</b> Demonstrate ability to blend and segment syllables in words.</p> <p><b>3.C.ECe</b> With prompting and support, isolate and pronounce the initial sounds in words.</p> <p><b>3.C.ECf</b> With prompting and support, blend sounds (phonemes) in one-syllable words (e.g., /c/ /a/ /t/ = cat).</p> <p><b>3.C.ECg</b> With prompting and support, begin to segment sounds (phonemes) in one-syllable words (e.g., cat = /c/ /a/ /t/).</p> <p><b>3.C.ECh</b> With prompting and support, begin to manipulate sounds (phonemes) in one-syllable words (e.g., cat, hat, mat).</p>	<p>N. Phonological awareness</p>
<p><b>Learning Standard D:</b> Demonstrate emergent phonics and word analysis skills.</p> <p><b>3.D.ECa</b> With prompting and support, demonstrate one-to-one correspondence of letters and sounds by producing the primary sound of some consonants.</p> <p><b>3.D.ECb</b> Recognize own name and common signs and labels in the environment.</p> <p><b>3.D.ECc</b> With prompting and support, begin to use knowledge of letters and sounds to spell words phonetically.</p>	<p>N. Phonological awareness</p> <p>P. Reading</p> <p>R. Writing</p>

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<p><b>Goal 4: Demonstrate increasing awareness of and competence in emergent writing skills and abilities.</b></p> <p><b>Learning Standard A:</b> Demonstrate growing interest and abilities in writing.</p> <p><b>4.A.ECa</b> Experiment with writing tools and materials.</p> <p><b>4.A.ECb</b> Use scribbles, letter-like forms, or letters/words to represent written language.</p> <p><b>4.A.ECc</b> With prompting and support, write own first name using appropriate upper/lower-case letters.</p> <p><b>4.A.ECd</b> Attempt to copy or write names of familiar individuals.</p>	<p>R. Writing</p> <p>R. Writing</p> <p>R. Writing</p> <p>R. Writing</p>
<p><b>Goal 5: Demonstrate increasing competence in oral communication (listening and speaking).</b></p> <p><b>Learning Standard A:</b> Demonstrate understanding through age-appropriate responses.</p> <p><b>5.A.ECb</b> Respond appropriately to questions from others.</p> <p><b>5.A.ECc</b> Provide comments relevant to the context.</p> <p><b>5.A.ECd</b> Identify emotions from facial expressions and body language.</p>	<p>M. Listening and comprehension</p> <p>M. Listening and comprehension</p> <p>D. Emotions</p>
<p><b>Learning Standard B:</b> Communicate effectively using language appropriate to the situation and audience.</p> <p><b>5.B.ECd</b> Use appropriate facial expressions, body language and gestures to express ideas.</p>	<p>D. Emotions</p>
<p><b>Learning Standard C:</b> Use language to convey information and ideas.</p> <p><b>5.C.ECa</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p><b>5.C.ECb</b> With prompting and support express thoughts, feelings and ideas.</p>	<p>L. Speaking</p> <p>L. Speaking</p>

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<p><b>Learning Standard D:</b> Speak using conventions of Standard English.</p> <p><b>5.D.ECa</b> With prompting and support, use complete sentences in speaking with peers and adults in individual and group situations.</p> <p><b>5.D.ECb</b> Speak using age-appropriate conventions of Standard English grammar and usage.</p> <p><b>5.D.ECc</b> Understand and use question words in speaking.</p>	<p>L. Speaking</p> <p>L. Speaking</p> <p>M. Listening and comprehension</p>
<p><b>Learning Standard E:</b> Use increasingly complex phrases, sentences and vocabulary.</p> <p><b>5.E.ECa</b> With prompting and support begin to use compound and complex sentences.</p>	<p>L. Speaking</p>

<b>Mathematics</b>	
<p><b>Goal 6: Demonstrate and apply a knowledge and sense of numbers, including numeration and operations.</b></p> <p><b>Learning Standard A:</b> Demonstrate beginning understanding of number, number names and numerals.</p> <p><b>6.A.ECa</b> Count with understanding and recognize “how many” in small sets.</p> <p><b>6.A.ECe</b> Differentiate numerals from letters and recognize some written numerals.</p> <p><b>6.A.ECf</b> Verbally recite numbers from 0 – 10.</p>	<p>S. Number and counting</p> <p>S. Number and counting</p> <p>S. Number and counting</p>
<p><b>Learning Standard B:</b> Begin to construct sets, add and subtract to create new numbers.</p> <p><b>6.B.ECa</b> Recognize that numbers (or sets of objects) can be combined or separated to make another number.</p> <p><b>6.B.ECb</b> Show understanding of how to count and construct sets of objects of a given number (between 5 and 10).</p> <p><b>6.B.ECc</b> Identify the new number created when sets are combined or separated.</p>	<p>S. Number and counting</p> <p>S. Number and counting</p> <p>S. Number and counting</p>
<p><b>Learning Standard D:</b> Compare quantities using appropriate vocabulary terms.</p> <p><b>6.D.ECa</b> Make comparisons of quantities.</p> <p><b>6.D.ECb</b> Describe the comparison with appropriate vocabulary, such as <i>more</i>, <i>less</i>, <i>greater than</i>, <i>fewer</i>, <i>equal to</i> or <i>same as</i>.</p>	<p>S. Number and counting</p> <p>S. Number and counting</p>
<p><b>Goal 7: Explore measurement of objects and quantities.</b></p> <p><b>Learning Standard A:</b> Measure objects and quantities using direct comparison methods and non-standard units.</p> <p><b>7.A.ECa</b> Compare, order, and describe objects according to a single attribute.</p> <p><b>7.A.ECb</b> Use non-standard units to measure objects and quantity.</p> <p><b>7.A.ECc</b> Use vocabulary that describes and compares length, height, weight, capacity and size.</p>	<p>BB. Observing and classifying</p> <p>U. Measurement</p> <p>U. Measurement</p>

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<p><b>Learning Standard C:</b> Explore tools used for measurement.</p> <p><b>7.C.ECa</b> Explore the use of standard instruments to measure objects and quantities with teacher assistance.</p>	<p>U. Measurement</p>
<p><b>Goal 8: Identify and describe common attributes, patterns and relationships in objects.</b></p> <p><b>Learning Standard A:</b> Explore objects and patterns.</p> <p><b>8.A.ECa</b> Sort, order, compare and describe according to characteristics or attribute(s).</p> <p><b>8.A.ECb</b> Recognize, duplicate, extend and create simple patterns in various formats.</p>	<p>BB. Observing and classifying</p> <p>V. Patterns</p>
<p><b>Learning Standard B:</b> Describe and document patterns using symbols.</p> <p><b>8.B.ECa</b> With adult assistance, represent a pattern by verbally describing it or by modeling it with objects or actions.</p>	<p>V. Patterns</p>
<p><b>Goal 9: Explore concepts of geometry and spatial relations.</b></p> <p><b>Learning Standard A:</b> Recognize, name and replicate common shapes.</p> <p><b>9.A.ECa</b> Recognize and name common two- and three-dimensional shapes, and describe some of their attributes.</p> <p><b>9.A.ECc</b> Identify and name some of the faces of common three-dimensional shapes using two-dimensional shape names.</p> <p><b>9.A.ECd</b> Combine two-dimensional shapes to create new shapes.</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>

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<p><b>Goal 10: Begin to make predictions and collect data information.</b></p> <p><b>Learning Standard A:</b> Organize and describe data and information.</p> <p><b>10.A.ECa</b> Organize, represent and analyze information using concrete objects, pictures and graphs, with teacher support.</p> <p><b>10.A.ECb</b> Make predictions about the outcome prior to collecting information, with teacher support and multiple experiences over time.</p>	<p>W. Data analysis</p> <p>W. Data analysis</p>
<p><b>Learning Standard B:</b> Gather information to answer questions.</p> <p><b>10.B.ECa</b> Gather data about themselves surroundings.</p>	<p>W. Data analysis</p>

<i>Science</i>	
<p><b>Goal 11: Demonstrate curiosity about the world, and engage in scientific inquiry to answer questions.</b></p> <p><b>Learning Standard A:</b> Develop skills to observe, collect information, ask questions, predict, explain and draw conclusions.</p> <p><b>11.A.ECa</b> Use senses to explore and observe materials, change, processes, relationships and natural phenomena.</p> <p><b>11.A.ECb</b> Make predictions based on observations and investigations of objects and events in the environment.</p> <p><b>11.A.ECc</b> Collect, describe, compare and record information from observations and investigations.</p> <p><b>11.A.ECd</b> Test predictions through inquiry, exploration and experimentation.</p> <p><b>11.A.ECe</b> Generate explanations and communicate ideas and/or conclusions regarding their investigations.</p> <p><b>11.A.ECf</b> Express wonder and ask questions about their world.</p>	<p>BB. Observing and classifying</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>CC. Experimenting, predicting, and drawing conclusions</p>
<p><b>Learning Standard B:</b> Use tools and technology to assist in scientific inquiry.</p> <p><b>11.B.ECa</b> Use non-standard and standard scientific tools for investigation.</p> <p><b>11.B.ECb</b> Become familiar with technological tools that can aid in scientific inquiry.</p>	<p>EE. Tools and technology</p> <p>EE. Tools and technology</p>
<p><b>Goal 12: Explore concepts and information about life, physical and earth sciences.</b></p> <p><b>Learning Standard A:</b> Understand that living things grow and change.</p> <p><b>12.A.ECa</b> Observe, investigate, describe and categorize living things.</p> <p><b>12.A.ECb</b> Show an awareness of changes that occur in oneself and the environment.</p>	<p>BB. Observing and classifying DD. Natural and physical world</p> <p>DD. Natural and physical world</p>

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<p><b>Learning Standard B:</b> Understand that living things rely on the environment and/or others to live and grow.</p> <p><b>12.B.ECb</b> Show respect for living things.</p>	<p>DD. Natural and physical world</p>
<p><b>Learning Standard C:</b> Explore the physical properties of objects.</p> <p><b>12.C.ECb</b> Experiment with changes in matter when combined with other substances.</p>	<p>CC. Experimenting, predicting, and drawing conclusions</p>
<p><b>Learning Standard D:</b> Explore concepts of force and motion.</p> <p><b>12.D.ECb</b> Explore the effect of force on objects in and outside the classroom.</p>	<p>CC. Experimenting, predicting, and drawing conclusions</p>
<p><b>Learning Standard E:</b> Explore concepts and information related to the Earth, including ways to take care of our planet.</p> <p><b>12.E.ECb</b> Participate in discussions about simple ways to take care of the environment.</p>	<p>DD. Natural and physical world</p>

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COR Advantage Items

<b>Social Studies</b>	
<p><b>Goal 14: Understand some concepts related to citizenship.</b></p> <p><b>Learning Standard A:</b> Understand what it means to be a member of a group and community.</p> <p><b>14.A.ECa</b> Recognize the reasons for rules in the home and classroom and for laws in the community.</p> <p><b>14.A.ECb</b> Contribute to the well-being of one's classroom, school and community.</p>	<p>G. Community</p> <p>G. Community</p>
<p><b>Learning Standard D:</b> Understand the role that individuals can play in a group or community.</p> <p><b>14.D.ECb</b> Participate in a variety of roles in the classroom community.</p>	<p>G. Community</p>
<p><b>Goal 15: Explore economic systems and human interdependence.</b></p> <p><b>Learning Standard A:</b> Explore roles in the economic system and workforce.</p> <p><b>15.A.ECa</b> Describe some common jobs and what is needed to perform those jobs.</p>	<p>FF. Knowledge of self and others</p>
<p><b>Goal 16: Develop an awareness of the self and his or her uniqueness and individuality.</b></p> <p><b>Learning Standard A:</b> Explore his or her self and personal history.</p> <p><b>16.A.ECa</b> Recall information about the immediate past.</p> <p><b>16.A.ECb</b> Develop a basic awareness of self as an individual.</p>	<p>C. Reflection</p> <p>FF. Knowledge of self and others</p>
<p><b>Goal 17: Explore geography, the child's environment, and where people live, work, and play.</b></p> <p><b>Learning Standard A:</b> Explore environments and where people live.</p> <p><b>17.A.ECa</b> Locate objects and places in familiar environments.</p> <p><b>17.A.ECb</b> Express beginning geographic thinking.</p>	<p>GG. Geography</p> <p>GG. Geography</p>

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<p><b>Goal 18: Explore people and families.</b> <b>Learning Standard A:</b> Explore people, their similarities and their differences. <b>18.A.ECa</b> Recognize similarities and differences in people.</p>	<p>FF. Knowledge of self and others</p>
<p><b>Learning Standard B:</b> Develop an awareness of self within the context of family. <b>18.B.ECa</b> Understand that each of us belongs to a family and recognize that families vary.</p>	<p>FF. Knowledge of self and others</p>

<i>Physical Development and Health</i>	
<p><b>Goal 19: Acquire movement skills and understand concepts needed to explore the environment, support learning and engage in health-enhancing physical activity.</b></p> <p><b>Learning Standard A:</b> Demonstrate physical competency and control of large and small muscles.</p> <p><b>19.A.ECa</b> Engage in active play using gross and fine motor skills.</p> <p><b>19.A.ECb</b> Move with balance and control in a range of physical activities.</p> <p><b>19.A.ECc</b> Use strength and control to accomplish tasks.</p> <p><b>19.A.ECd</b> Use eye-hand coordination to perform tasks.</p> <p><b>19.A.ECe</b> Use writing and drawing tools with some control.</p>	<p>I. Gross-motor skills J. Fine-motor skills</p> <p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p> <p>J. Fine-motor skills</p> <p>J. Fine-motor skills</p>
<p><b>Learning Standard B:</b> Demonstrate awareness and coordination of body movements.</p> <p><b>19.B.ECa</b> Coordinate movements to perform complex tasks.</p> <p><b>19.B.ECb</b> Demonstrate body awareness when moving in different spaces.</p> <p><b>19.B.ECc</b> Combine large motor movements with and without the use of equipment.</p>	<p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p>
<p><b>Goal 22: Understand principles of health promotion and the treatment of illness and injury.</b></p> <p><b>Learning Standard A:</b> Explain the basic principles of health promotion, illness prevention, treatment and safety.</p> <p><b>22.A.ECa</b> Identify simple practices that promote healthy living and prevent illness.</p> <p><b>22.A.ECb</b> Demonstrate personal care and hygiene skills, with adult reminders.</p>	<p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p>

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**Goal 23: Understand human body systems and factors that influence growth and development.**

**Learning Standard B:** Identify ways to keep the body healthy.

**23.B.ECa** Identify examples of healthy habits.

**23.B.ECb** Identify healthy and non-healthy foods and explain the effect of these foods on the body.

K. Personal care and healthy behavior

K. Personal care and healthy behavior

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<i>The Arts</i>	
<p><b>Goal 25: Gain exposure to and explore the arts.</b></p> <p><b>Learning Standard A:</b> Investigate, begin to appreciate and participate in the arts.</p> <p><b>25.A.ECa</b> Movement and Dance: Build awareness of, explore and participate in dance and creative movement activities.</p> <p><b>25.A.ECc</b> Music: Begin to appreciate and participate in music activities.</p>	<p>Z. Movement</p> <p>Y. Music</p>
<p><b>Learning Standard B:</b> Display an awareness of some distinct characteristics of the arts.</p> <p><b>25.B.ECa</b> Describe or respond to their own creative work or the creative work of others.</p>	<p>X. Art</p>
<p><b>Goal 26: Understand that the arts can be used to communicate ideas and emotions.</b></p> <p><b>Learning Standard B:</b> Understand ways to express meaning through the arts.</p> <p><b>26.B.ECa</b> Use creative arts as an avenue for self-expression.</p>	<p>X. Art</p> <p>Y. Music</p> <p>Z. Movement</p> <p>AA. Pretend play</p>

<p><i>English Language Learner Home Language Development</i></p>	
<p><b>Goal 29: Use the home language to make connections and reinforce knowledge and skills across academic and social areas.</b></p> <p><b>Learning Standard A:</b> Use the home language in order to attain benchmarks across all the learning areas and to build upon and develop transferable language and literacy skills.</p> <p><b>29.A.ECb</b> Begin to bridge home language and English in order to demonstrate progress in meeting IELS.</p>	<p>II. Listening to and understanding English                      JJ. Speaking English</p>

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<i>Social/Emotional Development</i>	
<p><b>Goal 30: Develop self-management skills to achieve school and life success and develop positive relationships with others.</b></p> <p><b>Learning Standard A:</b> Identify and manage one's emotions and behavior.</p> <p><b>30.A.ECa</b> Recognize and label basic emotions.</p> <p><b>30.A.ECb</b> Use appropriate communication skills when expressing needs, wants and feelings.</p> <p><b>30.A.ECc</b> Express feelings that are appropriate to the situation.</p> <p><b>30.A.ECf</b> Begin to understand the consequences of his or her behavior.</p>	<p>D. Emotions</p> <p>D. Emotions</p> <p>D. Emotions</p> <p>D. Emotions G. Community</p>
<p><b>Learning Standard B:</b> Recognize own uniqueness and personal qualities.</p> <p><b>30.B.ECa</b> Describe self using several basic characteristics.</p>	<p>FF. Knowledge of self and others</p>
<p><b>Learning Standard C:</b> Demonstrate skills related to successful personal and school outcomes.</p> <p><b>30.C.ECa</b> Exhibit eagerness and curiosity as a learner.</p> <p><b>30.C.ECb</b> Demonstrate persistence and creativity in seeking solutions to problems.</p> <p><b>30.C.ECc</b> Show some initiative, self-direction and independence in actions.</p> <p><b>30.C.ECd</b> Demonstrate engagement and sustained attention in activities.</p>	<p>A. Initiative and planning</p> <p>A. Initiative and planning B. Problem solving with materials</p> <p>A. Initiative and planning</p> <p>A. Initiative and planning</p>

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<p><b>Goal 31: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</b></p> <p><b>Learning Standard A:</b> Develop positive relationships with peers and adults.</p> <p><b>31.A.ECa</b> Show empathy, sympathy and caring for others.</p> <p><b>31.A.ECb</b> Recognize the feelings and perspectives of others.</p> <p><b>31.A.ECc</b> Interact easily with familiar adults.</p> <p><b>31.A.ECd</b> Demonstrate attachment to familiar adults.</p> <p><b>31.A.ECe</b> Develop positive relationships with peers.</p>	<p>D. Emotions</p> <p>D. Emotions</p> <p>E. Building relationships with adults</p> <p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p>
<p><b>Learning Standard B:</b> Use communication and social skills to interact effectively with others.</p> <p><b>31.B.ECa</b> Interact verbally and nonverbally with other children.</p> <p><b>31.B.ECb</b> Engage in cooperative group play.</p> <p><b>31.B.ECc</b> Use socially appropriate behavior with peers and adults, such as helping, sharing and taking turns.</p>	<p>F. Building relationships with other children</p> <p>F. Building relationships with other children</p> <p>G. Community</p>
<p><b>Learning Standard C:</b> Demonstrate an ability to prevent, manage and resolve interpersonal conflicts in constructive ways.</p> <p><b>31.C.ECb</b> Solve simple conflicts with peers with independence, using gestures or words.</p> <p><b>31.C.ECc</b> Seek adult help when needed to resolve conflict.</p>	<p>H. Conflict resolution</p> <p>H. Conflict resolution</p>
<p><b>Goal 32: Demonstrate decision-making skills and responsible behaviors in personal, school and community contexts.</b></p> <p><b>Learning Standard B:</b> Apply decision-making skills to deal responsibly with daily academic and social situations.</p> <p><b>32.B.ECa</b> Participate in discussions about finding alternative solutions to problems.</p>	<p>H. Conflict resolution</p>