

initiates

pretends

plans



**COR**  
Advantage

sings

predicts

observes

speaks

builds

empathizes

problem-solves



## **ALIGNMENT OF COR ADVANTAGE WITH**

*Hawai'i Early Learning & Development Standards  
(HELDS) Framework and Continuum from  
Birth to End of Kindergarten (2014)*

## Hawai'i Early Learning & Development Standards (HELDS)

## COR Advantage Items

<b>Domain 1: Physical Well-Being, Health, and Motor Development</b>	
<b>Strand: Motor Development: Gross Motor Skills</b>	
<b>Birth to 12 Months</b>	
Experiment with different ways of moving (e.g. rolls over, crawls, begins to use arms and legs purposefully) (PHM.12.a) Reach for objects (PHM/GK.12.e)	I. Gross-motor skills
Reach for objects (PHM/GK.12.e)	I. Gross-motor skills
Balance while exploring immediate environment (e.g. sits while propped up) (PHM.12.c)	I. Gross-motor skills
<b>12 to 24 Months</b>	
Experiment with different ways of moving (e.g. walks across room, marches, walks backwards) (PHM/GK.24.a)	I. Gross-motor skills
Experiment with different ways of balancing (e.g. squats to pick up toys, kneels when playing) (PHM.24.b)	I. Gross-motor skills
<b>24 to 36 Months</b>	
Continue to experiment with different ways of moving (e.g. walks across room, marches, walks backwards) (PHM/GK.36.a)	I. Gross-motor skills
Sustain balance during simple movement experiences (e.g. jumps off step, landing on two feet; jumps over small objects) (PHM.36.b)	I. Gross-motor skills
<b>36 to 48 Months</b>	
Move purposefully from place to place with control (e.g. avoids bumping into things when running, walks up and down stairs alternating feet, gallops) (PHM.48.a)	I. Gross-motor skills
Throw/kick ball with flexible body movements (PHM.48.b)	I. Gross-motor skills
Continue to sustain balance during simple movement experiences (PHM.48.c)	I. Gross-motor skills
<b>48 Months to Kindergarten</b>	
Coordinate complex movements in play and games (e.g. runs quickly, changes direction, stops and starts again, skips) (PHM.KE.a)	I. Gross-motor skills
Throw/kick/catch ball with a full range of motion and control (PHM.KE.b)	I. Gross-motor skills

## Hawai'i Early Learning & Development Standards (HELDS)

## COR Advantage Items

<b>Domain 1: Physical Well-Being, Health, and Motor Development, Gross Motor Skills CONT</b>	
<b>End of Kindergarten Standards: (CCSS, HCPSIII, and GLO)</b>	
Use basic loco motor skills in initial (immature) form alone, with a partner, and in small groups. (PE.K-2.1.1)	I. Gross-motor skills
Use basic non-loco motor skills in initial (immature) form alone, with a partner, and in small groups. (PE.K-2.1.2)	I. Gross-motor skills
Use basic manipulative skills in initial (immature) form alone, with a pattern, and in small groups. (PE.K-2.1.3)	J. Fine-motor skills
<b>Strand: Motor Development: Fine Motor Skills</b>	
<b>Birth to 12 Months</b>	
Reach for and hold objects purposefully (PHM.12.d)	J. Fine-motor skills
<b>12 to 24 Months</b>	
Hold an object in one hand and manipulate with the other hand (PHM.24.c)	J. Fine-motor skills
Grasp objects and pick up objects with thumb and forefingers (PHM.24.d)	J. Fine-motor skills
<b>24 to 36 Months</b>	
Twist the wrist to accomplish a task (PHM.36.c)	J. Fine-motor skills
Refine grasp to manipulate tools and objects (PHM.36.d)	J. Fine-motor skills
<b>36 to 48 Months</b>	
Refine wrist and finger movements for more control (e.g. pours without spilling, buttons, zips, buckles, turns knobs) (PHM.48.d)	J. Fine-motor skills
Hold writing/drawing tools with a three-point finger grip (PHM.48.f)	J. Fine-motor skills
<b>48 Months to Kindergarten</b>	
Use small, precise finger and hand movements (e.g. strings small beads, cuts small pictures, uses small Legos) (PHM.KE.d)	J. Fine-motor skills
Have more control while holding writing/drawing tools with a three-point finger grip (PHM.KE.e)	J. Fine-motor skills

## Hawai'i Early Learning & Development Standards (HELDS)

## COR Advantage Items

<b>Domain 1: Physical Well-Being, Health, and Motor Development, CONT</b>	
<b>End of Kindergarten Standards: (CCSS, HCPSIII, and GLO)</b>	
Use basic manipulative skills in initial (immature) form alone, with a pattern, and in small groups. (PE.K-2.1.3)	J. Fine-motor skills
<b>Physical Development: Physical Exercise</b>	
<b>Birth to 12 Months</b>	
Show alertness during waking periods (PHM.12.b)	<i>Does not align</i>
Show alertness during waking periods (PHM.12.b)	<i>Does not align</i>
Show alertness during waking periods (PHM.12.b)	<i>Does not align</i>
<b>12 to 24 Months</b>	
Sustain physical activity for at least three to five minutes at a time (PHM.24.e)	<i>Does not align</i>
Sustain physical activity for at least three to five minutes at a time (PHM.24.e)	<i>Does not align</i>
Sustain physical activity for at least three to five minutes at a time (PHM.24.e)	<i>Does not align</i>
<b>24 to 36 Months</b>	
Participate in a variety of physical exercise (PHM.36-48.e)	<i>Does not align</i>
Participate in a variety of physical exercise (PHM.36-48.e)	<i>Does not align</i>
Participate in a variety of physical exercise (PHM.36-48.e)	<i>Does not align</i>
<b>36 to 48 Months</b>	
Participate in a variety of physical exercise (PHM.36-48.e)	<i>Does not align</i>
Participate in a variety of physical exercise (PHM.36-48.e)	<i>Does not align</i>
Participate in a variety of physical exercise (PHM.36-48.e)	<i>Does not align</i>

## Hawai'i Early Learning & Development Standards (HELDS)

## COR Advantage Items

<b>Domain 1: Physical Well-Being, Health, and Motor Development, CONT</b>	
<b>48 Months to Kindergarten</b>	
Name a physiological indicator that accompanies moderate to vigorous physical activities (e.g. "I feel tired", feels increase in heart rate) (PHM.KE.f)	<i>Does not align</i>
Name a social or emotional benefit of participating in physical activities (PHM.KE.h)	<i>Does not align</i>
Participate in physical activities (PHM.KE.i)	<i>Does not align</i>
<b>Physical Development: Physical Exercise, CONT</b>	
<b>End of Kindergarten Standards: (CCSS, HCPSIII, and GLO)</b>	
Identify physiological indicators that accompany moderate to vigorous physical activities. (PE.K-2.4.1)	<i>Does not align</i>
Explain the benefits associated with exercise. (HE.K-2.1.2)	<i>Does not align</i>
Describe the social and emotional benefits of participating in physical activities. (PE.K-2.3.2)	<i>Does not align</i>
Participate regularly in physical activities. (PE.K-2.3.1)	<i>Does not align</i>
<b>Health and Personal Care: Daily Living Skills</b>	
<b>Birth to 12 Months</b>	
Show preference for specific adults (PHM/SE.12.f)	E. Building relationships with adults
Notice when parent or primary caregiver leaves (PHM/SE.12.g)	E. Building relationships with adults
EMERGING	
EMERGING	
EMERGING	
EMERGING	
EMERGING	
<b>12 to 24 Months</b>	
Seek out familiar adult when facing a challenging situation (PHM/SE.24.f)	E. Building relationships with adults
Change focus and listen when adult is speaking (PHM/SE.24.g)	M. Listening and comprehension

## Hawai'i Early Learning & Development Standards (HELDS)

## COR Advantage Items

<b>Domain 1: Physical Well-Being, Health, and Motor Development, CONT</b>	
<b>Physical Development: Daily Living Skills, CONT</b>	
<b>12 to 24 Months, CONT</b>	
Recognize basic health care workers in books, pictures, or photographs (PHM.24.h)	FF. Knowledge of self and others
With adult assistance, attempt or complete basic hygiene practices (PHM.24.i)	K. Personal care and healthy behavior
With adult assistance, attempt or complete basic hygiene practices (PHM.24.i)	K. Personal care and healthy behavior
With adult assistance, attempt or complete basic hygiene practices (PHM.24.i)	K. Personal care and healthy behavior
With adult assistance, attempt or complete basic hygiene practices (PHM.24.i)	K. Personal care and healthy behavior
<b>24 to 36 Months</b>	
Initiate interactions with familiar and unfamiliar adults (PHM/SE.36.f)	E. Building relationships with adults
Recognize basic health care workers in books, pictures, photographs, and in person (PHM.36.g)	FF. Knowledge of self and others
Attempt hygiene routines independently (PHM.36.h)	K. Personal care and healthy behavior
Attempt hygiene routines independently (PHM.36.h)	K. Personal care and healthy behavior
Attempt hygiene routines independently (PHM.36.h)	K. Personal care and healthy behavior
Attempt hygiene routines independently (PHM.36.h)	K. Personal care and healthy behavior
<b>36 to 48 Months</b>	
Ask for help when hurt (PHM.48-KE.g)	E. Building relationships with adults
Name one person in the school or community who provides health support for others (PHM.48.h)	FF. Knowledge of self and others
Attend to personal health needs and ask for assistance when needed (PHM.48.i)	K. Personal care and healthy behavior
Identify personal hygiene needs (e.g. "I need to go potty.") (PHM.48.k)	K. Personal care and healthy behavior
Attend to personal health needs and ask for assistance when needed (PHM.48.i)	K. Personal care and healthy behavior
With adult assistance, wash hands when needed, and cover mouth when coughing or sneezing (PHM.48.l)	K. Personal care and healthy behavior

## Hawai'i Early Learning & Development Standards (HELDS)

## COR Advantage Items

<b>Domain 1: Physical Well-Being, Health, and Motor Development, CONT</b>	
<b>Physical Development: Daily Living Skills, CONT</b>	
<b>48 Months to Kindergarten</b>	
Ask for help when hurt (PHM.48-KE.g)	E. Building relationships with adults
Name people in the school and community who provide health support for others. (PHE.KE.j.)	FF. Knowledge of self and others
Manage routines (e.g. dresses self, uses toilet alone, uses utensils) (PHM.KE.k)	K. Personal care and healthy behavior
Identify and attend to personal hygiene needs (PHM.KE.l)	K. Personal care and healthy behavior
Identify and attend to personal hygiene needs (PHM.KE.l)	K. Personal care and healthy behavior
With reminders, wash hands (e.g. before eating, after toileting, after using tissues) (PHM.KE.m)	K. Personal care and healthy behavior
<b>End of Kindergarten Standards: (CCSS, HCPSIII, and GLO)</b>	
Explain when and who to ask for help in making health-related decisions and setting goals. (HE.K-2.6.1)	FF. Knowledge of self and others
Name people in the school and community who provide health support for others. (HE.K-2.2.1)	FF. Knowledge of self and others
Describe the benefits associated with personal cleanliness. (HE.K-2.1.7)	K. Personal care and healthy behavior
Describe how individuals can promote and protect their own health. (HE.K-2.1.5)	K. Personal care and healthy behavior
Describe ways to help others promote and protect their own health. (HE.K-2.7.1)	K. Personal care and healthy behavior
Name a personal health goal and describe a plan to achieve it. (HE.K-2.6.2)	K. Personal care and healthy behavior
Describe internal (e.g., one's own feelings, moods, curiosity, physical well-being) and external (e.g., family, school, media) factors that influence health behaviors. (HE.K-2.4.1)	D. Emotions K. Personal care and healthy behavior
Describe the signs and symptoms of common illness and strategies one can use to avoid spreading or catching illnesses. (HE.K-2.1.8)	<i>Does not align</i>

## Hawai'i Early Learning & Development Standards (HELDS)

## COR Advantage Items

<b>Domain 1: Physical Well-Being, Health, and Motor Development, CONT</b>	
<b>Health and Personal Care: Daily Living Skills: Nutrition</b>	
<b>Birth to 12 Months</b>	
EMERGING	
<b>12 to 24 Months</b>	
EMERGING	
<b>Physical Development: Health and Personal Care: Nutrition, CONT</b>	
<b>24 to 36 Months, CONT</b>	
Select from healthy food choices (PHM.36.i)	K. Personal care and healthy behavior
<b>36 to 48 Months</b>	
Identify healthy food choices (PHM.48.m)	K. Personal care and healthy behavior
<b>48 Months to Kindergarten</b>	
Can explain that some foods help bodies to grow and be healthy (PHM.KE.n)	K. Personal care and healthy behavior
<b>End of Kindergarten Standards: (CCSS, HCPSIII, and GLO)</b>	
Describe the benefits associated with a healthy diet. (HE.K-2.1.3)	K. Personal care and healthy behavior



## Hawai'i Early Learning & Development Standards (HELDS)

## COR Advantage Items

<b>Domain 1: Physical Well-Being, Health, and Motor Development, CONT</b>	
<b>Physical Development: Health and Personal Care: Safe Practices</b>	
<b>Birth to 12 Months</b>	
EMERGING	
EMERGING	
<b>12 to 24 Months</b>	
Cooperate with basic safety practices (PHM/GK.24.j)	<i>Does not align</i>
Cooperate with basic safety practices (PHM/GK.24.j)	<i>Does not align</i>
<b>24 to 36 Months</b>	
Use basic safety practices (PHM/GK.36-48.j)	<i>Does not align</i>
Use basic safety practices (PHM/GK.36-48.j)	<i>Does not align</i>
<b>36 to 48 Months</b>	
Use basic safety practices (PHM/GK.36-48.j)	<i>Does not align</i>
Identify helpful and harmful substances (PHM.48.o)	<i>Does not align</i>
<b>48 Months to Kindergarten</b>	
Can articulate what to do in an emergency (i.e. call 911; fire procedures [evacuate, stop, drop, roll]) (PHM.KE.o)	<i>Does not align</i>
Recognize everyday dangers (e.g. stove, knives, matches, medicine) and follow rules regarding them (PHM.KE.p)	<i>Does not align</i>
<b>End of Kindergarten Standards: (CCSS, HCPSIII, and GLO)</b>	
Describe barriers and situations that are safe, risky, or harmful to self and others. (HE.K-2.1.4)	K. Personal care and healthy behavior
Describe helpful and harmful substances and their proper use. (HE.K-2.1.6)	K. Personal care and healthy behavior
<b>Health and Personal Care: Rules and Regulations</b>	
<b>Birth to 12 Months</b>	
EMERGING	

## Hawai'i Early Learning & Development Standards (HELDS)

## COR Advantage Items

Domain 1: Physical Well-Being, Health, and Motor Development, CONT	
Health and Personal Care: Rules and Regulations, CONT	
12 to 24 Months	
Cooperate with basic safety practices (PHM/GK.24.j)	<i>Does not align</i>
24 to 36 Months	
Use basic safety practices (PHM/GK.36-48.j)	<i>Does not align</i>
36 to 48 Months	
With adult assistance, retell a rule or safety practice (PHM/GK.48.n)	<i>Does not align</i>
48 Months to Kindergarten	
Discuss examples of authority, rules, fairness, and personal responsibilities in own experiences and in stories read to him/her (PHM/GK.KE.q)	<i>Does not align</i>
End of Kindergarten Standards: (CCSS, HCPSIII, and GLO)	
Identify basic rules for safe participation in physical activities. (PE.K-2.2.2)	K. Personal care and healthy behavior

## Hawai'i Early Learning & Development Standards (HELDS)

## COR Advantage Items

<b>Domain 2: Social and Emotional Development</b>	
<b>Strand: Social Development: Interactions with Adults</b>	
<b>Birth to 12 Months</b>	
Show preference for specific adults (PHM/SE.12.f)	E. Building relationships with adults
Notice when parent or primary caregiver leaves (PHM/SE.12.g)	E. Building relationships with adults
<b>12 to 24 Months</b>	
Seek out familiar adult when facing a challenging situation (PHM/SE.24.f)	B. Problem solving with materials
Change focus and listen when adult is speaking (PHM/SE.24.g)	M. Listening and comprehension
<b>24 to 36 Months</b>	
Initiate interactions with familiar and unfamiliar adults (PHM/SE.36.f)	E. Building relationships with adults
<b>36 to 48 Months</b>	
With adult assistance, separate from significant adults without demonstrating a great deal of anxiety (SE.48.a)	E. Building relationships with adults
<b>48 Months to Kindergarten</b>	
Sometimes use appropriate social conventions in greetings, introductions, and conversations (SE.KE.a)	<i>Does not align</i>
<b>End of Kindergarten Standards: (CCSS, HCPSIII, and GLO)</b>	
Use greetings, leave-takings, and simple courtesy expressions. (WL.IE.K.1.1)	F. Building relationships with other children L. Speaking
<b>Strand: Social Development: Interactions with Peers</b>	
<b>Birth to 12 Months</b>	
Make sounds when other children are in view (SE.12.c)	F. Building relationships with other children
Reach out to touch peer (e.g. face, hair, hand) (SE.12.d)	F. Building relationships with other children
Smile at another infant or at self in mirror (SE.12.e)	FF. Knowledge of self and others
EMERGING	

## Hawai'i Early Learning & Development Standards (HELDS)

## COR Advantage Items

<b>Domain 2: Social and Emotional Development, CONT</b>	
<b>Strand: Social Development: Interactions with Peers, CONT</b>	
<b>Birth to 12 Months, CONT</b>	
Repeat actions many times to cause a desired effect (SE.12.a)	CC. Experimenting, predicting, and drawing conclusions
React when someone is crying or upset (SE.12.b)	D. Emotions
<b>12 to 24 Months</b>	
Imitate actions of other children (SE.24.a)	AA. Pretend play
Respond appropriately to others' expressions of wants (SE.24.b)	F. Building relationships with other children
Experiment with effects of own actions on objects and people (SE.24.c)	F. Building relationships with other children
<b>24 to 36 Months</b>	
Play near other children and use similar materials or actions (SE.36.a)	F. Building relationships with other children
Interact with other children during play (SE.36.b)	F. Building relationships with other children
Demonstrate concerns about the feelings of others (SE.36.c)	F. Building relationships with other children
<b>36 to 48 Months</b>	
Initiate interactions with other children or interact when other children initiate (SE.48.b)	F. Building relationships with other children
Participate in small- and large-group activities (SE.48.c)	G. Community
Make and maintain a friendship with at least one child (SE.48.d)	F. Building relationships with other children
At times, recognize and name the feeling of self and others (SE.48.e)	D. Emotions
<b>48 Months to Kindergarten</b>	
Observe and use appropriate ways of interacting in a group of two to three children (e.g. takes turns in talking, listens to peers, waits until someone is finished, asks questions and waits for an answer, gains the floor in appropriate ways) (SE/LA.KE.b)	F. Building relationships with other children
Use turn-taking in conversations and in play (SE.KE.c)	F. Building Relationships with other children
Share materials, toys, and ideas during play (SE.KE.d)	F. Building Relationships with other children
Show respect and recognize the feelings of others and the causes of their reactions (SE.KE.e)	D. Emotions

## Hawai'i Early Learning & Development Standards (HELDS)

## COR Advantage Items

<b>Domain 2: Social and Emotional Development, CONT</b>	
<b>Strand: Social Development: Interactions with Peers, CONT</b>	
<b>End of Kindergarten Standards: (CCSS, HCPSIII, and GLO)</b>	
Use effective verbal and nonverbal communication. (HE.K-2.5.1)	F. Building relationships with other children L. Speaking
Participate cooperatively and appropriately with others to achieve shared goals. (KGLO #2.1)	G. Community
Show respect and recognize the feeling of others. (KGLO #2.2)	D. Emotions
Describe how to be a good friend and responsible family member. (HE.K-2.5.4)	G. Community
<b>Strand: Social Development: Adaptive Social Behavior</b>	
<b>Birth to 12 Months</b>	
Respond to changes in adult's voice or tone (SE.12.h)	M. Listening and comprehension
<b>12 to 24 Months</b>	
Understand one word rules, such as "no" or "stop" (SE.24.d)	M. Listening and comprehension
Assert ownership (e.g. by saying "mine") (SE.24.e)	FF. Knowledge of self and others
<b>24 to 36 Months</b>	
With adult assistance, follow rules (SE.36.d)	G. Community
<b>36 to 48 Months</b>	
Follow routines and social rules in a group setting most of the time (SE.48.f)	G. Community
<b>48 Months to Kindergarten</b>	
Follow schedule and typical classroom routines (e.g. comes when called, sits attentively at circle, participates in clean-up) (SE.KE.f)	G. Community
<b>End of Kindergarten Standards: (CCSS, HCPSIII, and GLO)</b>	
Follow school and classroom rules. (KGLO #2.3)	G. Community
Use school materials/tools properly. (KGLO #6.1)	<i>Does not align</i>

## Hawai'i Early Learning & Development Standards (HELDS)

## COR Advantage Items

<b>Domain 2: Social and Emotional Development, CONT</b>	
<b>Strand: Emotional Development: Self-efficacy</b>	
<b>Birth to 12 Months</b>	
Behave in consistent ways to elicit desired response (SE.12.i)	K. Personal care and healthy behavior
<b>12 to 24 Months</b>	
Begin to demonstrate the need to complete tasks on his/her own (SE.24.h)	K. Personal care and healthy behavior
<b>24 to 36 Months</b>	
Demonstrate confidence in meeting own needs (SE.36.e)	K. Personal care and healthy behavior
<b>36 to 48 Months</b>	
Demonstrate confidence in own abilities (SE.48.g)	<i>Does not align</i>
<b>48 Months to Kindergarten</b>	
Show satisfaction in accomplishments (SE.KE.g)	<i>Does not align</i>
Follow routines for care of own belongings and school supplies (SE.KE.h)	G. Community
<b>End of Kindergarten Standards: (CCSS, HCPSIII, and GLO)</b>	
Set goals. (KGLO #1.4)	A. Initiative and planning
Organize workplace and materials. (KGLO #1.2)	<i>Does not align</i>
<b>Strand: Emotional Development: Self-control and Regulation</b>	
<b>Birth to 12 Months</b>	
With adult assistance, begin to regulate emotions (SE.12.j)	D. Emotions
Comfort self when tired or stressed (SE.12.k)	D. Emotions
<b>12 to 24 Months</b>	
Begin to express likes and dislikes (SE.24.i)	D. Emotions
Begin to develop strategies to manage expression of feelings (SE.24.j)	D. Emotions

## Hawai'i Early Learning & Development Standards (HELDS)

## COR Advantage Items

<b>Domain 2: Social and Emotional Development, CONT</b>	
<b>Strand: Emotional Development: Self-control and Regulation, CONT</b>	
<b>24 to 36 Months</b>	
Begin to regulate emotions (SE.36.f)	D. Emotions
<b>36 to 48 Months</b>	
Regulate own emotions and behavior most of the time (SE.48.h)	D. Emotions
<b>48 Months to Kindergarten</b>	
Regulate emotions and begin to show self-control in handling frustration and disappointment (SE.KE.i)	D. Emotions
<b>End of Kindergarten Standards: (CCSS, HCPSIII, and GLO)</b>	
Describe personal stressors and ways to deal with stressful situations. (HE.K-2.3.1)	D. Emotions
<b>Strand: Emotional Development: Emotional Expression</b>	
<b>Birth to 12 Months</b>	
Express emotion related to basic needs (e.g. cries when distressed, laughs when happy, shakes head “no” when presented with something he/she does not like) (SE.12.l)	D. Emotions
<b>12 to 24 Months</b>	
Express emotion related to a problem or conflict (SE.24.k)	D. Emotions
Show a range of emotions including fear, surprise, happiness, and contentment (SE.24.l)	D. Emotions
<b>24 to 36 Months</b>	
Begin to label feelings (SE.36.g)	D. Emotions
<b>36 to 48 Months</b>	
Regulate own emotions and behavior most of the time (SE.48.h)	D. Emotions

## Hawai'i Early Learning & Development Standards (HELDS)

## COR Advantage Items

<b>Domain 2: Social and Emotional Development, CONT</b>	
<b>Strand: Emotional Development: Emotional Expression, CONT</b>	
<b>48 Months to Kindergarten</b>	
Express emotions through socially appropriate actions and words (SE.KE.j)	D. Emotions
Communicate personal experiences or interests (SE.KE.k)	A. Initiative and planning D. Emotions
Recognize and describe own feelings (SE.KE.l)	D. Emotions
<b>End of Kindergarten Standards: (CCSS, HCPSIII, and GLO)</b>	
Describe appropriate ways to express feelings. (HE.K-2.1.1)	D. Emotions



## Hawai'i Early Learning & Development Standards (HELDS)

## COR Advantage Items

<b>Domain 3: Approaches to Learning</b>	
<b>Strand: Learning Approaches: Initiative and Creativity</b>	
<b>Birth to 12 Months</b>	
Use senses to explore the immediate environment (AL/LA.12.a)	A. Initiative and planning
<b>12 to 24 Months</b>	
Explore the environment in close proximity to and in constant sight of an adult (AL/LA.24.a)	A. Initiative and planning
Show interest in new activities and experiences (AL/LA.24.g)	A. Initiative and planning
<b>24 to 36 Months</b>	
Explore the environment independently and seek occasional approval from a near-by adult (AL/LA.36.a)	A. Initiative and planning
With adult assistance, try new activities or experiences (AL/LA.36.b)	A. Initiative and planning
<b>36 to 48 Months</b>	
Try new activities and experiences independently (AL/LA.48.a)	<i>Does not align</i>
<b>48 Months to Kindergarten</b>	
Show eagerness to learn about a variety of topics and ideas (AL/LA.KE.a)	<i>Does not align</i>
<b>End of Kindergarten Standards: (CCSS, HCPSIII, and GLO), CONT</b>	
Work independently and ask for help when needed. (KGLO #1.1)	<i>Does not align</i>

## Hawai'i Early Learning & Development Standards (HELDS)

## COR Advantage Items

<b>Domain 3: Approaches to Learning, CONT</b>	
<b>Strand: Learning Approaches: Persistence and Attentiveness</b>	
<b>Birth to 12 Months</b>	
Pay attention and try to reproduce desired effects and outcomes (AL.12.b)	A. Initiative and planning CC. Experimenting, predicting, and drawing conclusions
Pay attention to sights and sounds (AL.12-24.c)	N. Phonological awareness
<b>12 to 24 Months</b>	
Repeat difficult tasks or activities many times to achieve mastery (AL.24.b)	A. Initiative and planning B. Problem solving with materials
Pay attention to sights and sounds (AL.12-24.c)	N. Phonological awareness
<b>24 to 36 Months</b>	
Show confidence and pleasure in the completion of a task or activity (AL.36.c)	A. Initiative and planning
Begin to show persistence in a variety of tasks (AL.36.d)	A. Initiative and planning
<b>36 to 48 Months</b>	
Plan and pursue a variety of challenging tasks (AL.48-KE.b)	A. Initiative and planning
With adult assistance, sustain longer interest in working on a task or in play (AL.48.c)	A. Initiative and planning
<b>48 Months to Kindergarten</b>	
Plan and pursue a variety of challenging tasks (AL.48-KE.b)	A. Initiative and planning
Sustain work on age-appropriate, interesting tasks (can ignore most distractions and interruptions) (AL.KE.c)	A. Initiative and planning
<b>End of Kindergarten Standards: (CCSS, HCPSIII, and GLO)</b>	
Strive to complete work neatly and correctly. (KGLO #4.1)	A. Initiative and planning
Set and strive toward learning goals. (KGLO #4.2)	A. Initiative and planning
Make productive use of class time. (KGLO #1.3)	<i>Does not align</i>

## Hawai'i Early Learning & Development Standards (HELDS)

## COR Advantage Items

<b>Domain 3: Approaches to Learning</b>	
<b>Strand: Learning Approaches: Problem Solving</b>	
<b>Birth to 12 Months</b>	
React to a problem (AL/LA.12.d)	B. Problem solving with materials
<b>12 to 24 Months</b>	
Use single object in different ways (AL/LA.24.d)	B. Problem solving with materials
<b>24 to 36 Months</b>	
Use materials in new ways to accomplish task (AL/LA.36.e)	B. Problem solving with materials
<b>36 to 48 Months</b>	
Solve problems without having to try every possibility (AL/LA.48.d)	B. Problem solving with materials
<b>48 Months to Kindergarten</b>	
Begin to think problems through, considering several possibilities and analyzing results (AL/LA.KE.d)	B. Problem solving with materials
<b>End of Kindergarten Standards: (CCSS, HCPSIII, and GLO)</b>	
Solve problems in different ways. (KGLO #3.3)	B. Problem solving with materials
Make good choices. (KGLO #2.4)	<i>Does not align</i>
<b>Strand: Learning Approaches: Reflection and Interpretation</b>	
<b>Birth to 12 Months</b>	
Show comfort in routines or experiences that mirror home experiences (AL/LA.12.e)	<i>Does not align</i>
EMERGING	
<b>12 to 24 Months</b>	
Prefer routines and activities that mirror home routines (AL/LA.24.e)	<i>Does not align</i>
Relate objects and people to events (AL/LA.24.f)	HH. History

## Hawai'i Early Learning & Development Standards (HELDS)

## COR Advantage Items

<b>Domain 3: Approaches to Learning, CONT</b>	
<b>Strand: Learning Approaches: Reflection and Interpretation, CONT</b>	
<b>24 to 36 Months</b>	
Recognize specific activities that are home or school functions (AL/LA.36.f)	<i>Does not align</i>
With adult assistance, recall the sequence of personal routines or events (AL/LA.36.g)	C. Reflection
<b>36 to 48 Months</b>	
Retell experiences in order, providing details (AL/LA.48-KE.e)	C. Reflection
Recall past experiences in new situations (AL/LA.48.f)	C. Reflection
<b>48 Months to Kindergarten</b>	
Retell experiences in order, providing details (AL/LA.48-KE.e)	C. Reflection
Use knowledge of everyday experiences to apply to a new situation (AL/LA.KE.f)	C. Reflection
<b>End of Kindergarten Standards: (CCSS, HCPSIII, and GLO)</b>	
Use prior knowledge and experiences to solve problems. (KGLO #3.1)	C. Reflection
Explain answers and make adjustments. (KGLO #3.2)	C. Reflection
<b>Strand: Learning Approaches: Effective and Ethical Use of Technology</b>	
<b>Birth to 12 Months</b>	
EMERGING	
EMERGING	
EMERGING	
EMERGING	
<b>12 to 24 Months</b>	
EMERGING	
EMERGING	
EMERGING	
EMERGING	

## Hawai'i Early Learning & Development Standards (HELDS)

## COR Advantage Items

<b>Domain 3: Approaches to Learning, CONT</b>	
<b>Strand: Learning Approaches: : Effective and Ethical Use of Technology, cont</b>	
<b>24 to 36 Months</b>	
EMERGING	
Engage in tactile experiences, creating letters and other forms (AL/LA.36.h)	R. Writing
EMERGING	
EMERGING	
<b>36 to 48 Months</b>	
With adult assistance, begin to locate information on identified topics using resources provided (AL.48-KE.g)	EE. Tools and technology
Create letters and other forms using various materials (AL/LA.48.h)	R. Writing
EMERGING	
EMERGING	
<b>48 Months to Kindergarten</b>	
With adult assistance, begin to locate information on identified topics using resources provided (AL.48-KE.g)	EE. Tools and technology
Experiment with a variety of writing tools and surfaces (AL/LA.KE.h)	R. Writing
Identify technology that can be used to gain information (AL.KE.i)	EE. Tools and technology
EMERGING	
<b>End of Kindergarten Standards: (CCSS, HCPSIII, and GLO)</b>	
Use various technologies to find information. (KGLO #6.2)	EE. Tools and technology
Use various technologies to create new products. (KGLO #6.3)	EE. Tools and technology
Explain how technology is used every day. (KGLO #6.4)	EE. Tools and technology
Use technology in a responsible manner. (KGLO #6.5)	EE. Tools and technology

## Hawai'i Early Learning & Development Standards (HELDS)

## COR Advantage Items

<b>Domain 4: Cognition and General Knowledge</b>	
<b>Strand: Mathematics and Numeracy: Number Sense</b>	
<b>Birth to 12 Months</b>	
EMERGING	
EMERGING	
EMERGING	
EMERGING	
EMERGING	
EMERGING	
<b>12 to 24 Months</b>	
Begin to imitate rote counting using some names of numbers, with errors in sequence (GK.24.b)	S. Number and counting
EMERGING	
EMERGING	
EMERGING	
Begin to use number concepts (e.g. "I want more.") (GK.24.c)	S. Number and counting
Demonstrate an awareness of simple patterns (GK.24.d)	V. Patterns
<b>24 to 36 Months</b>	
Verbally count to 5 (GK.36.b)	S. Number and counting
Show an understanding of number concepts (e.g. one/two, more/less) (GK.36.c)	S. Number and counting
Recognize and name few numerals (GK.36.d)	S. Number and counting
EMERGING	
Show an understanding of number concepts (e.g. one/two, more/less) (GK.36.c)	S. Number and counting
Recognize simple patterns (GK.36.e)	V. Patterns

## Hawai'i Early Learning & Development Standards (HELDS)

## COR Advantage Items

<b>Domain 4: Cognition and General Knowledge, CONT</b>	
<b>Strand: Mathematics and Numeracy: Number Sense, CONT</b>	
<b>36 to 48 Months</b>	
Verbally count to 10 (GK.48.a)	S. Number and counting
Recite numbers in the correct order and understand that numbers come before or after one another (GK.48.b)	S. Number and counting
Recognize and name written numerals to 5 (GK.48.c)	<i>Does not align</i>
Demonstrate an understanding of one-to-one correspondence (GK.48.d)	S. Number and counting
Recognize and name the number of items in a small set, up to 5 objects (GK.48.e)	S. Number and counting
Recognize and duplicate simple patterns (GK.48.f)	V. Patterns
<b>48 Months to Kindergarten</b>	
Verbally count to 20 by ones (GK.KE.a)	S. Number and counting
Demonstrate ability to count in sequence (GK.KE.b)	S. Number and counting
Recognize and name written numerals to 10 (GK.KE.c)	<i>Does not align</i>
Count many kinds of concrete objects and actions up to 10 using one-to-one correspondence (GK.KE.d)	S. Number and counting
Count as many as 7 things in a scattered configuration with no errors (GK.KE.e)	S. Number and counting
Recognize, create, and repeat simple patterns (GK.KE.f)	V. Patterns
<b>End of Kindergarten Standards: (CCSS, HCPSIII, and GLO)</b>	
Count to 100 by ones and by tens. (K.CC.A.1)	<i>Does not align</i>
Count forward beginning from a given number within the known sequence (instead of having to begin at 1). (K.CC.A.2)	<i>Does not align</i>
Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). (K.CC.A.3)	R. Writing

## Hawai'i Early Learning & Development Standards (HELDS)

## COR Advantage Items

<b>Domain 4: Cognition and General Knowledge, CONT</b>	
<b>Strand: Mathematics and Numeracy: Number Sense, CONT</b>	
<b>End of Kindergarten Standards: (CCSS, HCPSIII, and GLO), CONT</b>	
Compare two numbers between 1 and 10 presented as written numerals. (K.CC.C.7)	<i>Does not align</i>
Understand the relationship between numbers and quantities; connect counting to cardinality. (K.CC.B.4)	<i>Does not align</i>
When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. (K.CC.B.4.A)	<i>Does not align</i>
Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. (K.CC.B.4.B)	S. Number and counting
Understand that each successive number name refers to a quantity that is one larger.(K.CC.B.4.C)	<i>Does not align</i>
Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle; or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects. (K.CC.B.5)	S. Number and counting

\*Common Core State Standards does not require reporting the progress of this topic for kindergarten.

<b>Strand: Mathematics and Numeracy: Operations</b>	
<b>Birth to 12 Months</b>	
EMERGING	
EMERGING	
EMERGING	
<b>12 to 24 Months</b>	
EMERGING	
Begin to use number concepts (e.g. "I want more.") (GK.24.c)	S. Number and counting
Begin to use number concepts (e.g. "I want more.") (GK.24.c)	S. Number and counting



## Hawai'i Early Learning & Development Standards (HELDS)

## COR Advantage Items

<b>Domain 4: Cognition and General Knowledge, CONT</b>	
<b>Strand: Mathematics and Numeracy: Operations, CONT</b>	
<b>24 to 36 Months</b>	
EMERGING	
Show an understanding of number concepts (e.g. one/two, more/less) (GK.36.c)	S. Number and counting
Show an understanding of number concepts (e.g. one/two, more/less) (GK.36.c)	S. Number and counting
<b>36 to 48 Months</b>	
EMERGING	
Recognize and name the number of items in a small set, up to 5 objects (GK.48.e)	S. Number and counting
Recognize and name the number of items in a small set, up to 5 objects (GK.48.e)	S. Number and counting
<b>48 Months to Kindergarten</b>	
Use a range of strategies (e.g. counting, subtracting, matching) to compare quantity in two sets of objects and describe the comparison with terms, such as more/less, greater than/fewer/equal to (GK.KE.g)	S. Number and counting W. Data analysis
Count as many as 7 things in a scattered configuration with no errors (GK.KE.e)	S. Number and counting
Count as many as 7 things in a scattered configuration with no errors (GK.KE.e)	S. Number and counting
<b>End of Kindergarten Standards: (CCSS, HCPSIII, and GLO)</b>	
Represent addition and subtraction with objects, fingers, mental images, drawings (drawings need not show details, but should show the mathematics in the problem), sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. (K.OA.A.1)	S. Number and counting
Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies, include groups with up to 10 objects. (K.CC.C.6)	S. Number and counting
Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. (K.OA.A.2)	S. Number and counting
Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$ ). (K.OA.A.3)	S. Number and counting

## Hawai'i Early Learning & Development Standards (HELDS)

## COR Advantage Items

<b>Domain 4: Cognition and General Knowledge, CONT</b>	
<b>Strand: Mathematics and Numeracy: Operations, CONT</b>	
<b>End of Kindergarten Standards: (CCSS, HCPSIII, and GLO), CONT</b>	
For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation. (K.OA.A.4)	S. Number and counting
Fluently add and subtract within 5. (K.OA.A.5)	S. Number and counting
Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as $18 = 10 + 8$ ); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. (K.NBT.A.1)	S. Number and counting
<b>Strand: Mathematics and Numeracy: Measurement and Data</b>	
<b>Birth to 12 Months</b>	
EMERGING	
EMERGING	
EMERGING	
<b>12 to 24 Months</b>	
EMERGING	
Make simple comparison between two objects (GK.24.e)	U. Measurement
Show an interest in matching and sorting according to color, size, or shape (GK.24.f)	BB. Observing and classifying
<b>24 to 36 Months</b>	
Identify characteristics for comparison (e.g. size, color, shape) (GK.36.f)	U. Measurement
With adult assistance, order a few objects by size (GK.36.g)	U. Measurement
Match and sort according to one attribute, such as color, size, or shape (GK.36.h)	BB. Observing and classifying

## Hawai'i Early Learning & Development Standards (HELDS)

## COR Advantage Items

<b>Domain 4: Cognition and General Knowledge, CONT</b>	
<b>Strand: Mathematics and Numeracy: Measurement and Data, CONT</b>	
<b>36 to 48 Months</b>	
Understand the purpose of standard measuring tools (GK.48.g)	U. Measurement
Order objects according to one attribute of length, weight, capacity, or area (GK.48.h)	U. Measurement
Sort objects into subgroups by one or two attributes (GK.48.i)	BB. Observing and classifying
<b>48 Months to Kindergarten</b>	
Recognize the attributes of length, area, weight, and capacity of everyday objects, and use appropriate vocabulary (e.g. long, short, light, big, small, wide, narrow) (GK.KE.h)	U. Measurement
Compare the attributes of length and weight for two objects including: larger/shorter/same length, heavier/lighter/same, more/less/same (GK.KE.i)	U. Measurement
Sort, classify, and serialize objects using attributes, such as color, shape, or size (GK.KE.j)	BB. Observing and classifying
<b>End of Kindergarten Standards: (CCSS, HCPSIII, and GLO)</b>	
Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. (K.MD.A.1)	U. Measurement
Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter. (K.MD.A.2)	U. Measurement
Classify objects into given categories; count the numbers of objects in each category and sort the categories by count (limit category counts to be less than or equal to 10). (K.MD.B.3)	BB. Observing and classifying
<b>Strand: Mathematics and Numeracy: Geometry</b>	
<b>Birth to 12 Months</b>	
EMERGING	
EMERGING	
EMERGING	
EMERGING	

## Hawai'i Early Learning & Development Standards (HELDS)

## COR Advantage Items

<b>Domain 4: Cognition and General Knowledge, CONT</b>	
<b>Strand: Mathematics and Numeracy: Geometry, CONT</b>	
<b>12 to 24 Months</b>	
Move body in different directions, such as up, down, around, or under (GK.24.g)	T. Geometry: Shapes and spatial awareness
Recognize basic shapes in the environment (GK.24.h)	T. Geometry: Shapes and spatial awareness
Recognize basic shapes in the environment (GK.24.h)	T. Geometry: Shapes and spatial awareness
With adult assistance, explore the ways that shapes and objects fit together (GK.24.j)	T. Geometry: Shapes and spatial awareness
<b>24 to 36 Months</b>	
Imitate basic directionality with adults and peers (GK.36.i)	T. Geometry: Shapes and spatial awareness
Match two identical shapes (GK.36.k)	T. Geometry: Shapes and spatial awareness
Match two identical shapes (GK.36.k)	T. Geometry: Shapes and spatial awareness
Explore the ways that shapes and objects fit together (GK.36.l)	T. Geometry: Shapes and spatial awareness
<b>36 to 48 Months</b>	
Follow basic directionality with adults and peers (GK.48.j)	T. Geometry: Shapes and spatial awareness
Identify common geometric shapes (e.g. circle, square, rectangle, triangle) (GK.48.k)	T. Geometry: Shapes and spatial awareness
Identify common geometric shapes (e.g. circle, square, rectangle, triangle) (GK.48.k)	T. Geometry: Shapes and spatial awareness
With adult assistance, create and represent three-dimensional shapes (e.g. ball/sphere, square/box/cube, tube/cylinder using various manipulative materials) (GK.48.l)	T. Geometry: Shapes and spatial awareness
<b>48 Months to Kindergarten</b>	
Use positional words to describe an object's location (e.g. up, down, above, under, inside, outside) (GK.KE.k)	<i>Does not align</i>
Recognize and name common shapes, their parts and attributes (GK.KE.l)	T. Geometry: Shapes and spatial awareness
Recognize and name common shapes, their parts and attributes (GK.KE.l)	T. Geometry: Shapes and spatial awareness
Create and represent three-dimensional shapes (e.g. ball/sphere, square/box/cube, tube/cylinder using various manipulative materials) (GK.KE.m)	T. Geometry: Shapes and spatial awareness

## Hawai'i Early Learning & Development Standards (HELDS)

## COR Advantage Items

<b>Domain 4: Cognition and General Knowledge, CONT</b>	
<b>Strand: Mathematics and Numeracy: Geometry, CONT</b>	
<b>End of Kindergarten Standards: (CCSS, HCPSIII, and GLO)</b>	
Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to. (K.G.1)	<i>Does not align</i>
Correctly name shapes regardless of their orientations or overall size. (K.G.2)	T. Geometry: Shapes and spatial awareness
Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid"). (K.G.A.3)	T. Geometry: Shapes and spatial awareness
Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length). (K.G.B.4)	T. Geometry: Shapes and spatial awareness
Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. (K.G.B.5)	T. Geometry: Shapes and spatial awareness
Compose simple shapes to form larger shapes. For example, "can you join these two triangles with full sides touching to make a rectangle?" (K.G.B.6)	T. Geometry: Shapes and spatial awareness
<b>Strand: Science</b>	
<b>Scientific and Engineering Practices</b>	
<b>Birth to 12 Months</b>	
Place objects in mouth to discover their characteristics (GK.12.a)	BB. Observing and classifying
Place objects in mouth to discover their characteristics (GK.12.a)	BB. Observing and classifying
EMERGING	
<b>12 to 24 Months</b>	
Use the senses as tools with which to observe (GK.24.k)	BB. Observing and classifying
Use the senses as tools with which to observe (GK.24.k)	CC. Experimenting, predicting, and drawing conclusions
Ask questions without seeking answers (GK.24.l)	<i>Does not align</i>

## Hawai'i Early Learning & Development Standards (HELDS)

## COR Advantage Items

<b>Domain 4: Cognition and General Knowledge, CONT</b>	
<b>Strand: Science, CONT</b>	
<b>Scientific and Engineering Practices, CONT</b>	
<b>24 to 36 Months</b>	
Use the senses as tools with which to observe and describe (GK.36.m)	BB. Observing and classifying
Use the senses as tools with which to observe and describe (GK.36.m)	CC. Experimenting, predicting, and drawing conclusions
Ask questions and may seek answers (GK.36.n)	<i>Does not align</i>
<b>36 to 48 Months</b>	
Use the senses as tools with which to observe, describe, and classify (GK.48.m)	BB. Observing and classifying
With adult assistance, discuss changes in materials or objects observed (GK.48.o)	CC. Experimenting, predicting, and drawing conclusions
Ask questions and seek answers about the world around them (GK.48.p)	CC. Experimenting, predicting, and drawing conclusions
<b>48 Months to Kindergarten</b>	
Use the senses and tools, including technology, to gather information, investigate materials, and observe processes and relationships (GK.KE.n)	EE. Tools and technology
Make predictions about changes in materials or objects based on past experience (GK.KE.o)	CC. Experimenting, predicting, and drawing conclusions
With adult assistance, ask and seek out answers to questions about objects and events (GK.KE.p)	CC. Experimenting, predicting, and drawing conclusions
<b>End of Kindergarten Standards: (CCSS, HCPSIII, and GLO)</b>	
Use the senses to make observations. (SC.K.1.1)	<i>Does not align</i>
Collect data about living and non-living things. (SC.K.1.3)	DD. Natural and physical world
Ask questions about the world around them. (SC.K.1.2)	<i>Does not align</i>
<b>Physical Science</b>	
<b>Birth to 12 Months</b>	
Place objects in mouth to discover their characteristics (GK.12.a)	BB. Observing and classifying
EMERGING	

## Hawai'i Early Learning & Development Standards (HELDS)

## COR Advantage Items

<b>Domain 4: Cognition and General Knowledge, CONT</b>	
<b>Strand: Science, CONT</b>	
<b>Physical Science, CONT</b>	
<b>12 to 24 Months</b>	
Explore the characteristics of objects (GK.24.m)	BB. Observing and classifying
Move objects in more than one way (GK.24.n)	CC. Experimenting, predicting, and drawing conclusions
<b>24 to 36 Months</b>	
Identify differences in the properties of some objects or materials (GK.36.o)	BB. Observing and classifying
Use words to describe when moving objects in different ways (GK.36.p)	CC. Experimenting, predicting, and drawing conclusions
<b>36 to 48 Months</b>	
Make comparisons among objects that have been observed (GK.48.q)	BB. Observing and classifying
With adult assistance, explore and describe various actions that can change an object's motion, such as pulling, pushing, twisting, rolling, and throwing (GK.48.r)	CC. Experimenting, predicting, and drawing conclusions
<b>48 Months to Kindergarten</b>	
Explore different kinds of matter (e.g. wood, metal, water) and describe by observing properties (e.g. visual, aural, textural) (GK.KE.r)	BB. Observing and classifying
Explore and describe various actions that can change an object's motion, such as pulling, pushing, twisting, rolling, and throwing (GK.KE.s)	CC. Experimenting, predicting, and drawing conclusions
<b>End of Kindergarten Standards: (CCSS, HCPSIII, and GLO)</b>	
Classify objects by their attributes (e.g., physical properties, materials of which they are made). (SC.K.6.1)	BB. Observing and classifying
Identify that objects will fall to the ground unless something is holding them up. (SC.K.7.1)	CC. Experimenting, predicting, and drawing conclusions

## Hawai'i Early Learning & Development Standards (HELDS)

## COR Advantage Items

<b>Domain 4: Cognition and General Knowledge, CONT</b>	
<b>Strand: Science, CONT</b>	
<b>Life Sciences</b>	
<b>Birth to 12 Months</b>	
Show interest in the natural world (GK.12.b)	DD. Natural and physical world
Recognize self and family members (GK.12.c)	FF. Knowledge of self and others
<b>12 to 24 Months</b>	
Differentiate between animal and plant (GK.24.o)	DD. Natural and physical world
Distinguish between adult and baby (GK.24.p)	FF. Knowledge of self and others
<b>24 to 36 Months</b>	
Begin to understand the difference between living and non-living things (GK.36.q)	DD. Natural and physical world
Identify adults and their offspring (GK.36.r)	FF. Knowledge of self and others
Name some common animals and their babies (GK.36.s)	DD. Natural and physical world
<b>36 to 48 Months</b>	
Identify the physical properties of some living and non-living things (GK.48.s)	DD. Natural and physical world
Notice similarities and differences between animals and their offspring (GK.48.t)	DD. Natural and physical world
<b>48 Months to Kindergarten</b>	
Investigate, describe, and compare the characteristics that differentiate living from non-living things (GK.KE.t)	DD. Natural and physical world
Observe and describe plants and animals as they go through predictable life cycles (GK.KE.u)	DD. Natural and physical world
Observe and describe ways in which many plants and animals resemble their parents (GK.KE.v)	DD. Natural and physical world



## Hawai'i Early Learning & Development Standards (HELDS)

## COR Advantage Items

<b>Domain 4: Cognition and General Knowledge, CONT</b>	
<b>Strand: Science: Life Sciences, CONT</b>	
<b>End of Kindergarten Standards: (CCSS, HCPSIII, and GLO)</b>	
Identify differences between living and non-living things. (SC.K.4.1)	DD. Natural and physical world
Identify similarities and differences between plants and animals. (SC.K.3.1)	DD. Natural and physical world
Identify ways in which some offspring are very much like their parents, although not exactly. (SC.K.5.1)	DD. Natural and physical world
<b>Earth's Place in the Universe</b>	
<b>Birth to 12 Months</b>	
EMERGING	
EMERGING	
<b>12 to 24 Months</b>	
Observe weather conditions (GK.24.q)	DD. Natural and physical world
Differentiate between night and day (GK.24.r)	<i>Does not align</i>
Point to or label sky, sun, cloud, star, moon (GK.24.s)	DD. Natural and physical world
<b>24 to 36 Months</b>	
Notice weather change (GK.36.t)	DD. Natural and physical world
Identify the sky's different characteristics during night and day (GK.36.u)	<i>Does not align</i>
Notice differences in cloud patterns (GK.36.v)	<i>Does not align</i>
<b>36 to 48 Months</b>	
Identify the characteristics of weather based on first-hand observations using related vocabulary (GK.48.u)	DD. Natural and physical world
Describe the effects of the sun or sunlight (GK.48.v)	<i>Does not align</i>

## Hawai'i Early Learning & Development Standards (HELDS)

## COR Advantage Items

<b>Domain 4: Cognition and General Knowledge, CONT</b>	
<b>Strand: Science, CONT</b>	
<b>Earth's Place in the Universe, CONT</b>	
<b>48 Months to Kindergarten</b>	
Describe and anticipate weather changes (GK.KE.w)	DD. Natural and physical world
Name any celestial object seen in the day or night sky (GK.KE.x)	<i>Does not align</i>
<b>End of Kindergarten Standards: (CCSS, HCPSIII, and GLO)</b>	
Report and describe weather changes from day to day and over the seasons. (SC.K.8.1)	DD. Natural and physical world
Identify different types of celestial objects seen in the day and night sky. (SC.K.8.2)	<i>Does not align</i>
<b>Engineering, Technology, and Applications of Science</b>	
<b>Birth to 12 Months</b>	
Place objects in mouth to discover their characteristics (GK.12.a)	EE. Tools and technology
<b>12 to 24 Months</b>	
Explore the characteristics of objects (GK.24.m)	EE. Tools and technology
<b>24 to 36 Months</b>	
Use simple tools to continue exploration (GK.36.w)	EE. Tools and technology
<b>36 to 48 Months</b>	
Identify and use simple tools to extend observations (GK.48.w)	EE. Tools and technology
<b>48 Months to Kindergarten</b>	
With adult assistance, recognize examples of technologies (e.g. knife, pencil, computer, pencil sharpener, refrigerator) at home or in the classroom (GK.KE.y)	EE. Tools and technology
<b>End of Kindergarten Standards: (CCSS, HCPSIII, and GLO)</b>	
Identify different types of technologies at home, in the classroom, and/or in the world. (SC.K.2.1)	EE. Tools and technology

## Hawai'i Early Learning & Development Standards (HELDS)

## COR Advantage Items

<b>Domain 4: Cognition and General Knowledge, CONT</b>	
<b>Strand: Social Studies, CONT</b>	
<b>History</b>	
<b>Birth to 12 Months</b>	
EMERGING	
<b>12 to 24 Months</b>	
Respond to changes in routines or schedule (GK.24.t)	HH. History
<b>24 to 36 Months</b>	
State periods of day when events occur (GK.36.x)	HH. History
<b>36 to 48 Months</b>	
Discuss and identify the order of daily routines (GK.48.x)	HH. History
Use time phrases and tense selection appropriately (e.g. today, yesterday, tomorrow, later) (GK.48.y)	HH. History
<b>48 Months to Kindergarten</b>	
Recognize calendars and simple timelines (GK.KE.z)	HH. History
<b>End of Kindergarten Standards: (CCSS, HCPSIII, and GLO)</b>	
Explain change and continuity over time, using calendars and simple timelines. (SS.K.1.1)	HH. History
Describe historically significant events and observances in American history. (SS.K.3.1)	HH. History
<b>Geography</b>	
<b>Birth to 12 Months</b>	
EMERGING	
Move to explore environment (e.g. rolls over, crawls, begins to use arms and legs purposefully) (GK.12.d)	I. Gross-motor skills
Reach for objects (PHM/GK.12.e)	I. Gross-motor skills

## Hawai'i Early Learning & Development Standards (HELDS)

## COR Advantage Items

<b>Domain 4: Cognition and General Knowledge, CONT</b>	
<b>Strand: Social Studies, CONT</b>	
<b>Geography, CONT</b>	
<b>12 to 24 Months</b>	
EMERGING	
Experiment with different ways of moving (e.g. walks across room, marches, walks backwards) (PHM/GK.24.a)	I. Gross-motor skills
<b>24 to 36 Months</b>	
Follow a pathway or roadway on a large car mat (GK.36.y)	GG. Geography
Continue to experiment with different ways of moving (e.g. walks across room, marches, walks backwards) (PHM/GK.36.a)	I. Gross-motor skills
<b>36 to 48 Months</b>	
Construct a roadway or path out of blocks or other building materials (GK.48.z)	GG. Geography
Respond appropriately to moving body in directional ways (GK.48.aa)	T. Geometry: Shapes and spatial awareness
<b>48 Months to Kindergarten</b>	
Construct and describe simple maps of the classroom or home (GK.KE.aa)	GG. Geography
Engage in activities that build understanding of words for locations and direction (GK.KE.bb)	<i>Does not align</i>
<b>End of Kindergarten Standards: (CCSS, HCPSIII, and GLO)</b>	
Identify location and physical characteristics represented on maps and globes (e.g., land, water, roads, and cities). (SS.K.7.1)	GG. Geography
Use terms to describe relative location (i.e., above/below, near/far, left/right, and cardinal directions). (SS.K.7.2)	<i>Does not align</i>
<b>Economics</b>	
<b>Birth to 12 Months</b>	
Make basic needs known (e.g. cries when hungry) (GK.12.f)	K. Personal care and healthy behavior
EMERGING	

## Hawai'i Early Learning & Development Standards (HELDS)

## COR Advantage Items

<b>Domain 4: Cognition and General Knowledge, CONT</b>	
<b>Strand: Social Studies, CONT</b>	
<b>Economics, CONT</b>	
<b>12 to 24 Months</b>	
Name some basic needs with single words (e.g. "milk", "Mama") (GK.24.u)	K. Personal care and healthy behavior
EMERGING	
<b>24 to 36 Months</b>	
Recognize that others have basic needs (e.g. offers a cookie or a hug) (GK.36.z)	K. Personal care and healthy behavior
Name self in pictures (GK.36.aa)	FF. Knowledge of self and others
Recognize that money is needed to purchase materials (GK.36.bb)	<i>Does not align</i>
Identify that businesses provide goods or services (GK.36.cc)	FF. Knowledge of self and others
<b>36 to 48 Months</b>	
Identify some basic needs and how to meet them (e.g. "When I'm thirsty, I get a drink.") (GK.48.bb)	<i>Does not align</i>
Pretend to be a buyer or seller (GK.48-KE.cc)	AA. Pretend play FF. Knowledge of self and others
Identify that adults go to work to earn money (GK.48.dd)	FF. Knowledge of self and others
<b>48 Months to Kindergarten</b>	
Identify people's basic needs and explain how they fulfill them (GK.KE.dd)	<i>Does not align</i>
Identify buyers and sellers (GK.KE.ee)	FF. Knowledge of self and others
Pretend to be a buyer or seller (GK.48-KE.cc)	AA. Pretend play FF. Knowledge of self and others
Identify one or two workers, and their jobs in the community (GK.KE.ff)	FF. Knowledge of self and others

## Hawai'i Early Learning & Development Standards (HELDS)

## COR Advantage Items

<b>Domain 4: Cognition and General Knowledge, CONT</b>	
<b>Strand: Social Studies, CONT</b>	
<b>End of Kindergarten Standards: (CCSS, HCPSIII, and GLO), CONT</b>	
Explain people's basic needs and how they fulfill them. (SS.K.8.1)	<i>Does not align</i>
Differentiate buyers (e.g., a parent or caregiver) and sellers (e.g., a storeowner or other producer). (SS.K.8.2)	<i>Does not align</i>
Identifies various workers and their jobs in the community (CTE.K.2.2)	<i>Does not align</i>
<b>Government/ Political Science</b>	
<b>Birth to 12 Months</b>	
EMERGING	
<b>12 to 24 Months</b>	
Cooperate with basic safety practices (PHM/GK.24.j)	<i>Does not align</i>
<b>24 to 36 Months</b>	
Use basic safety practices (PHM/GK.36-48.j)	<i>Does not align</i>
<b>36 to 48 Months</b>	
With adult assistance, retell a rule or safety practice (PHM/GK.48.n)	<i>Does not align</i>
Use basic safety practices (PHM/GK.36-48.j)	<i>Does not align</i>
<b>48 Months to Kindergarten</b>	
Discuss examples of authority, rules, fairness, and personal responsibilities in own experiences and in stories read to him/her (PHM/GK.KE.q)	K. Personal care and healthy behavior
<b>End of Kindergarten Standards: (CCSS, HCPSIII, and GLO)</b>	
Identify rules that apply in different settings and the results from complying or not complying with these rules. (SS.K.4.1)	K. Personal care and healthy behavior
Describe his or her rights and demonstrate responsibilities of self in classroom, school, and neighborhood settings. (SS.K.5.1)	G. Community
Demonstrate ways to improve the quality of life in own school or community. (SS.K.5.2)	G. Community

## Hawai'i Early Learning & Development Standards (HELDS)

## COR Advantage Items

<b>Domain 4: Cognition and General Knowledge, CONT</b>	
<b>Strand: Community and Culture</b>	
<b>Community</b>	
<b>Birth to 12 Months</b>	
Become aware of self (GK.12.g)	FF. Knowledge of self and others
Respond to name (GK.12.h)	<i>Does not align</i>
<b>12 to 24 Months</b>	
Repeat activities through trial and error, and look at adult for acknowledgement of success (GK.24.v)	<i>Does not align</i>
Accomplish a new task and clap for self (GK.24.w)	<i>Does not align</i>
<b>24 to 36 Months</b>	
Have knowledge of own characteristics, such as name, gender, age, physical traits, and family roles (GK.36.dd)	FF. Knowledge of self and others
Name self in pictures (GK.36.aa)	FF. Knowledge of self and others
<b>36 to 48 Months</b>	
Relate own identification information (GK.48.ee)	<i>Does not align</i>
<b>48 Months to Kindergarten</b>	
Use self-identifying information (e.g. name, age) in situations outside the classroom (GK.KE.gg)	<i>Does not align</i>
<b>End of Kindergarten Standards: (CCSS, HCPSIII, and GLO)</b>	
Explain that current learning relates to life outside the classroom. (CTE.K.2.1)	<i>Does not align</i>
<b>Culture</b>	
<b>Birth to 12 Months</b>	
Recognize simple differences between people (GK.12.i)	FF. Knowledge of self and others
<b>12 to 24 Months</b>	
Enjoy poems, stories, and songs about a variety of people and cultures (GK.24.x)	<i>Does not align</i>

## Hawai'i Early Learning & Development Standards (HELDS)

## COR Advantage Items

<b>Domain 4: Cognition and General Knowledge, CONT</b>	
<b>Strand: Community and Culture, CONT</b>	
<b>Culture, CONT</b>	
<b>24 to 36 Months</b>	
With adult assistance, begin to develop awareness, knowledge, and appreciation of own culture (GK.36.ee)	FF. Knowledge of self and others
<b>36 to 48 Months</b>	
Show awareness, knowledge, and appreciation of own culture (GK.48.ff)	FF. Knowledge of self and others
<b>48 Months to Kindergarten</b>	
Talk about, compare, and explore similarities and differences in daily practices across cultures (GK.KE.hh)	FF. Knowledge of self and others
<b>End of Kindergarten Standards: (CCSS, HCPSIII, and GLO)</b>	
Explain how and why people from different cultures observe different holidays/celebrations. (SS.K.6.1)	<i>Does not align</i>
<b>Strand: Creative Arts Expression and Representation</b>	
<b>Visual</b>	
<b>Birth to 12 Months</b>	
EMERGING	
Explore art tools and materials (GK.12.j)	X. Art
Gaze at paintings, pictures, or photographs with interest (GK.12.k)	<i>Does not align</i>
Gaze at paintings, pictures, or photographs with interest (GK.12.k)	X. Art
<b>12 to 24 Months</b>	
EMERGING	
Use basic art materials to create an age appropriate product (GK.24.y)	X. Art
Use basic art materials to create an age appropriate product (GK.24.y)	<i>Does not align</i>
Make scribbles or marks (GK/LA.24.aa)	X. Art



## Hawai'i Early Learning & Development Standards (HELDS)

## COR Advantage Items

<b>Domain 4: Cognition and General Knowledge, CONT</b>	
<b>Strand: Creative Arts Expression and Representation, CONT</b>	
<b>Visual, CONT</b>	
<b>24 to 36 Months</b>	
Tell about own art products (GK.36.ff)	X. Art
With adult assistance, use a variety of tools and materials to create new products (GK.36.gg)	X. Art
With adult assistance, comment on characteristics of others' work (GK.36.hh)	<i>Does not align</i>
Create age appropriate representations of real objects and concepts in artwork (GK.36.ii)	X. Art
<b>36 to 48 Months</b>	
Describe color and shape in artwork (GK.48.gg)	X. Art
Use a variety of tools and materials to create new products (GK.48.hh)	X. Art
Comment on characteristics of others' work (GK.48.ii)	<i>Does not align</i>
Name the feelings that own artwork is intended to express (GK.48.jj)	X. Art
<b>48 Months to Kindergarten</b>	
Describe texture, color, and shape in artwork (GK.KE.ii)	X. Art
Explore a variety of age-appropriate materials and media to create two- and three-dimensional artwork (GK.KE.jj)	X. Art
Express an opinion about a work of art (GK.KE.kk)	<i>Does not align</i>
Explore how color can convey mood and emotion (GK.KE.ll)	X. Art
<b>End of Kindergarten Standards: (CCSS, HCPSIII, and GLO)</b>	
Use developmentally appropriate art vocabulary. (FA.K.1.1)	X. Art
Explain the concept that all artwork is meant to be appreciated and some artwork is also meant to be useful. (FA.K.1.5)	X. Art
Use developmentally appropriate art media, tools and processes. (FA.K.1.2)	X. Art
Explain preferences for particular works of art. (FA.K.1.4)	<i>Does not align</i>

## Hawai'i Early Learning & Development Standards (HELDS)

## COR Advantage Items

<b>Domain 4: Cognition and General Knowledge, CONT</b>	
<b>Strand: Creative Arts Expression and Representation, CONT</b>	
<b>Visual, CONT</b>	
<b>End of Kindergarten Standards: (CCSS, HCPSIII, and GLO), CONT</b>	
Create art that expresses feelings about a familiar subject. (FA.K.1.3)	X. Art
<b>Musical</b>	
<b>Birth to 12 Months</b>	
Imitate new sounds and movements (GK.12.l)	Y. Music
Respond to music (GK.12.m)	Y. Music
Imitate new sounds and movements (GK.12.l)	Y. Music
Respond to music (GK.12.m)	Y. Music
<b>12 to 24 Months</b>	
Show pleasure and excitement when exposed to music (GK.24.bb)	Y. Music
Use instruments to create sound (GK.24.cc)	Y. Music
Show pleasure and excitement when exposed to music (GK.24.bb)	Y. Music
Show pleasure and excitement when exposed to music (GK.24.bb)	Y. Music
Show pleasure and excitement when exposed to music (GK.24.bb)	Y. Music
<b>24 to 36 Months</b>	
Use instruments to create sound and rhythm (GK.36.jj)	Y. Music
Sing songs in recognizable ways (GK.36-48.kk)	Y. Music
Sing songs in recognizable ways (GK.36-48.kk)	Y. Music
Sing songs in recognizable ways (GK.36-48.kk)	Y. Music

## Hawai'i Early Learning & Development Standards (HELDS)

## COR Advantage Items

<b>Domain 4: Cognition and General Knowledge, CONT</b>	
<b>Strand: Creative Arts Expression and Representation, CONT</b>	
<b>Musical, CONT</b>	
<b>36 to 48 Months</b>	
Use instruments to create rhythm and sound, imitating adults (GK.48.mm)	Y. Music
Sing songs in recognizable ways (GK.36-48.kk)	Y. Music
Sing songs imitating adults (GK.48.nn)	Y. Music
Sing songs imitating adults (GK.48.nn)	Y. Music
<b>48 Months to Kindergarten</b>	
Play instruments using different beats, tempos, dynamics, and interpretation (GK.KE.mm)	Y. Music
Sing a variety of songs with repetitive phrases and rhythmic patterns independently and with others (GK.KE.nn)	Y. Music
Sing songs varying voice and sounds (e.g. high and low, short and long, loud and soft, or fast and slow) (GK.KE.oo)	Y. Music
Identify one source of music that can be heard in daily life (GK.KE.pp)	<i>Does not align</i>
<b>End of Kindergarten Standards: (CCSS, HCPSIII, and GLO)</b>	
Use an instrument to maintain a steady beat using quarter notes and quarter rests. (FA.K.2.3)	Y. Music
Use singing voice to echo short melodic patterns in appropriate range. (FA.K.2.1)	Y. Music
Demonstrate simple representation of high and low, short and long, loud and soft, fast and slow. (FA.K.2.2)	Y. Music
Identify various sources of music that can be heard in daily life and their purpose. (FA.K.2.4)	<i>Does not align</i>

## Hawai'i Early Learning & Development Standards (HELDS)

## COR Advantage Items

<b>Domain 4: Cognition and General Knowledge, CONT</b>	
<b>Strand: Creative Arts Expression and Representation, CONT</b>	
<b>Movement</b>	
<b>Birth to 12 Months</b>	
EMERGING	
EMERGING	
EMERGING	
Recognize simple differences between people (GK.12.i)	FF. Knowledge of self and others
<b>12 to 24 Months</b>	
Show interest in moving body in different ways (GK.24.dd)	Z. Movement
Show interest in moving body in different ways (GK.24.dd)	Z. Movement
Act out real behaviors during play using objects for intended purpose (GK.24.ee)	AA. Pretend play
Show interest in moving body in different ways (GK.24.dd)	I. Gross-motor skills
<b>24 to 36 Months</b>	
Use body and energy to move in different ways (GK.36-48.ii)	Z. Movement
Use body and energy to move in different ways (GK.36-48.ii)	Z. Movement
Begin to take on roles of familiar people, animals, or characters (GK.36.mm)	AA. Pretend play
Continue to experiment with different ways of moving (e.g. walks across room, marches, walks backwards) (PHM/GK.36.a)	I. Gross-motor skills Z. Movement
<b>36 to 48 Months</b>	
Use body and energy to move in different ways (GK.36-48.ii)	Z. Movement
Use body and energy to move in different ways (GK.36-48.ii)	Z. Movement
Engage in play that has a story line (GK.48.oo)	AA. Pretend play
Move, imitating adults (GK.48.pp)	AA. Pretend play

## Hawai'i Early Learning & Development Standards (HELDS)

## COR Advantage Items

<b>Domain 4: Cognition and General Knowledge, CONT</b>	
<b>Strand: Creative Arts Expression and Representation, CONT</b>	
<b>Movement, CONT</b>	
<b>48 Months to Kindergarten</b>	
Use body, energy, space, and time to move in a few different ways (GK.KE.qq)	Z. Movement
Express self freely through movement (GK.KE.rr)	Z. Movement
Create characters through physical movement, gesture, sound, speech, and facial expressions (GK.KE.ss)	AA. Pretend play
Use body, energy, space, and time to move in a few different ways (GK.KE.qq)	Z. Movement
<b>End of Kindergarten Standards: (CCSS, HCPSIII, and GLO)</b>	
Use body, energy, space, and time to move in different ways. (FA.K.4.1)	Z. Movement
Use movement to respond to a variety of stimuli, such as observed dance, words, sounds and songs. (FA.K.4.3)	Z. Movement
Create movements that represent ideas, person, and places. (FA.K.4.2)	AA. Pretend play
Perform a folk/traditional dance from another culture. (FA.K.4.4)	Z. Movement
Perform imitative movements. (FA.K.3.1)	Z. Movement
<b>Dramatic Expression</b>	
<b>Birth to 12 Months</b>	
Recognize simple differences between people (GK.12.i)	FF. Knowledge of self and others
EMERGING	
<b>12 to 24 Months</b>	
Enjoy poems, stories, and songs about a variety of people and cultures (GK.24.x)	<i>Does not align</i>
Respond to audience's appreciation of actions (GK.24.ff)	<i>Does not align</i>

## Hawai'i Early Learning & Development Standards (HELDS)

## COR Advantage Items

<b>Domain 4: Cognition and General Knowledge, CONT</b>	
<b>Strand: Creative Arts Expression and Representation, CONT</b>	
<b>Dramatic Expression, CONT</b>	
<b>24 to 36 Months</b>	
With adult assistance, begin to develop awareness, knowledge, and appreciation of own culture (GK.36.ee)	<i>Does not align</i>
Seek an audience for one's actions (GK.36.nn)	<i>Does not align</i>
<b>36 to 48 Months</b>	
Show awareness, knowledge, and appreciation of own culture (GK.48.ff)	<i>Does not align</i>
Listen to performances or artists at work (e.g. storytellers, puppet shows) (GK.48.qq)	<i>Does not align</i>
<b>48 Months to Kindergarten</b>	
Talk about, compare, and explore similarities and differences in daily practices across cultures (GK.KE.hh)	FF. Knowledge of self and others
Develop audience skills by observing performances or artists at work in various aspects of the Arts (GK.KE.tt)	<i>Does not align</i>
<b>End of Kindergarten Standards: (CCSS, HCPSIII, and GLO)</b>	
Demonstrate how cultures have used dramatic play to express human experience. (FA.K.3.3)	<i>Does not align</i>
Explain how theatrical performances often cause emotional reactions. (FA.K.3.2)	<i>Does not align</i>

## Hawai'i Early Learning & Development Standards (HELDS)

## COR Advantage Items

<b>Domain 5: English Language Arts and Literacy</b>	
<b>Strand: Reading Literature</b>	
<b>Key Ideas and Details</b>	
<b>Birth to 12 Months</b>	
Demonstrate a beginning interest in pictures and books that have color, pattern, and contrast (LA.12.b)	Q. Book enjoyment and knowledge
EMERGING	
EMERGING	
<b>12 to 24 Months</b>	
Point to pictures or objects in books when asked (LA.24.b)	P. Reading
EMERGING	
Point to a character when named in a story (LA.24.c)	P. Reading
<b>24 to 36 Months</b>	
Contribute language from books at appropriate times (LA.36.c)	P. Reading
With adult assistance, retell an event from a story (LA.36.d)	M. Listening and comprehension
Identify a character or recall an event in a story (LA.36.f)	M. Listening and comprehension Q. Book enjoyment and knowledge
<b>36 to 48 Months</b>	
Ask and answer questions about essential narrative elements (LA.48.a)	M. Listening and comprehension
With adult assistance, retell a simple story in sequence with picture support or using props (LA.48.b)	M. Listening and comprehension
Identify characters and recall an event in a story (LA.48.c)	M. Listening and comprehension Q. Book enjoyment and knowledge

## Hawai'i Early Learning & Development Standards (HELDS)

## COR Advantage Items

<b>Domain 5: English Language Arts and Literacy, CONT</b>	
<b>Strand: Reading Literature, CONT</b>	
<b>Key Ideas and Details, CONT</b>	
<b>48 Months to Kindergarten</b>	
Identify story-related problems, events, and resolutions during conversations with adult (LA.KE.c)	M. Listening and comprehension
With adult assistance, retell a simple story in sequence (LA.KE.g)	M. Listening and comprehension
Identify characters and recall major events in a story (LA.KE.i)	M. Listening and comprehension Q. Book enjoyment and knowledge
<b>End of Kindergarten Standards: (CCSS, HCPSIII, and GLO)</b>	
With prompting and support, ask and answer questions about key details in a text. (RL.K.1)	M. Listening and comprehension
With prompting and support, retell familiar stories, including key details. (RL.K.2)	M. Listening and comprehension
With prompting and support, identify characters, settings, and major events in a story. (RL.K.3)	M. Listening and comprehension Q. Book enjoyment and knowledge
<b>Craft and Structure</b>	
<b>Birth to 12 Months</b>	
Show an interest in the speech of others (LA.12.c)	L. Speaking M. Listening and comprehension
EMERGING	
EMERGING	
<b>12 to 24 Months</b>	
Point to pictures or objects in books when asked (LA.24.b)	P. Reading
EMERGING	
EMERGING	



## Hawai'i Early Learning & Development Standards (HELDS)

## COR Advantage Items

<b>Domain 5: English Language Arts and Literacy, CONT</b>	
<b>Strand: Reading Literature, CONT</b>	
<b>Craft and Structure, CONT</b>	
<b>24 to 36 Months</b>	
Contribute language from books at appropriate times (LA.36.c)	P. Reading
EMERGING	
Recognize pictures of familiar characters in books (LA.36.i)	Q. Book enjoyment and knowledge
<b>36 to 48 Months</b>	
Respond appropriately to specific vocabulary and simple statements, questions, and stories (LA.48.g)	M. Listening and comprehension
EMERGING	
Recognize books written by the same author or illustrator (LA.48.i)	Q. Book enjoyment and knowledge
<b>48 Months to Kindergarten</b>	
Respond appropriately to statements, questions, vocabulary, and stories (LA.KE.j)	M. Listening and comprehension
Begin to demonstrate an understanding of the differences between fantasy and reality (LA.KE.k)	<i>Does not align</i>
Know some features of a book (e.g. title, author, illustrator) (LA.KE.l)	Q. Book enjoyment and knowledge
<b>End of Kindergarten Standards: (CCSS, HCPSIII, and GLO)</b>	
Ask and answer questions about unknown words in a text. (RL.K.4)	M. Listening and comprehension
Recognize common types of texts (e.g., storybooks, poems). (RL.K.5)	P. Reading
With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. (RL.K.6)	M. Listening and comprehension Q. Book enjoyment and knowledge

## Hawai'i Early Learning & Development Standards (HELDS)

## COR Advantage Items

<b>Domain 5: English Language Arts and Literacy, CONT</b>	
<b>Strand: Reading Literature, CONT</b>	
<b>Integration of Knowledge and Ideas</b>	
<b>Birth to 12 Months</b>	
Demonstrate a beginning interest in pictures and books that have color, pattern, and contrast (LA.12.b)	Q. Book enjoyment and knowledge
Show an interest in the speech of others (LA.12.c)	L. Speaking M. Listening and comprehension
<b>12 to 24 Months</b>	
Point to pictures or objects in books when asked (LA.24.b)	P. Reading
Point to pictures or objects in books when asked (LA.24.b)	P. Reading
<b>24 to 36 Months</b>	
Pretend to read a familiar book (LA.36.j)	P. Reading Q. Book enjoyment and knowledge
Contribute language from books at appropriate times (LA.36.c)	P. Reading
<b>36 to 48 Months</b>	
Pretend to read a familiar book, describing what is on each page using picture cues (LA.48.j)	P. Reading Q. Book enjoyment and knowledge
Ask and answer questions about essential narrative elements (LA.48.a)	M. Listening and comprehension
<b>48 Months to Kindergarten</b>	
Pretend to read, using intonation and referring to images in the illustrations (LA.KE.m)	P. Reading
Identify story-related problems, events, and resolutions during conversations with adult (LA.KE.c)	M. Listening and comprehension Q. Book enjoyment and knowledge

## Hawai'i Early Learning & Development Standards (HELDS)

## COR Advantage Items

<b>Domain 5: English Language Arts and Literacy, CONT</b>	
<b>Strand: Reading Literature, CONT</b>	
<b>Integration of Knowledge and Ideas, CONT</b>	
<b>End of Kindergarten Standards: (CCSS, HCPSIII, and GLO)</b>	
With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). (RL.K.7)	M. Listening and comprehension Q. Book enjoyment and knowledge
With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. (RL.K.9)	M. Listening and comprehension Q. Book enjoyment and knowledge
<b>Range of Reading and Level of Text Complexity</b>	
<b>Birth to 12 Months</b>	
Demonstrate a beginning interest in pictures and books that have color, pattern, and contrast (LA.12.b)	Q. Book enjoyment and knowledge
<b>12 to 24 Months</b>	
Point to pictures or objects in books when asked (LA.24.b)	P. Reading
<b>24 to 36 Months</b>	
Contribute language from books at appropriate times (LA.36.c)	P. Reading
<b>36 to 48 Months</b>	
Ask and answer questions about essential narrative elements (LA.48.a)	M. Listening and comprehension
<b>48 Months to Kindergarten</b>	
Identify story-related problems, events, and resolutions during conversations with adult (LA.KE.c)	M. Listening and comprehension Q. Book enjoyment and knowledge
<b>End of Kindergarten Standards: (CCSS, HCPSIII, and GLO)</b>	
Actively engage in group reading activities with purpose and understanding. (RL.K.10)	<i>Does not align</i>

## Hawai'i Early Learning & Development Standards (HELDS)

## COR Advantage Items

<b>Domain 5: English Language Arts and Literacy, CONT</b>	
<b>Strand: Reading Informational</b>	
<b>Key Ideas and Details</b>	
<b>Birth to 12 Months</b>	
Demonstrate a beginning interest in pictures and books that have color, pattern, and contrast (LA.12.b)	Q. Book enjoyment and knowledge
<b>12 to 24 Months</b>	
Point to pictures or objects in books when asked (LA.24.b)	P. Reading
<b>24 to 36 Months</b>	
Contribute language from books at appropriate times (LA.36.c)	P. Reading
<b>36 to 48 Months</b>	
Ask and answer questions about essential narrative elements (LA.48.a)	M. Listening and comprehension
<b>48 Months to Kindergarten</b>	
Identify factual information and events during conversations with adult (LA.KE.o)	M. Listening and comprehension Q. Book enjoyment and knowledge
<b>End of Kindergarten Standards: (CCSS, HCPSIII, and GLO)</b>	
With prompting and support, ask and answer questions about key details in a text. (RI.K.1)	M. Listening and comprehension Q. Book enjoyment and knowledge
With prompting and support, identify the main topic and retell key details of a text. (RI.K.2)	M. Listening and comprehension Q. Book enjoyment and knowledge
With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. (RI.K.3)	M. Listening and comprehension Q. Book enjoyment and knowledge
<b>Craft and Structure</b>	
<b>Birth to 12 Months</b>	
Show an interest in the speech of others (LA.12.c)	L. Speaking
EMERGING	

## Hawai'i Early Learning & Development Standards (HELDS)

## COR Advantage Items

<b>Domain 5: English Language Arts and Literacy, CONT</b>	
<b>Strand: Reading Informational, CONT</b>	
<b>Craft and Structure, CONT</b>	
<b>12 to 24 Months</b>	
Point to pictures or objects in books when asked (LA.24.b)	P. Reading
EMERGING	
<b>24 to 36 Months</b>	
Contribute language from books at appropriate times (LA.36.c)	P. Reading
Request familiar or favorite books (LA.36.k)	Q. Book enjoyment and knowledge
<b>36 to 48 Months</b>	
Respond appropriately to specific vocabulary and simple statements, questions, and stories (LA.48.g)	M. Listening and comprehension
Recognize books with common subject matter (LA.48.k)	Q. Book enjoyment and knowledge
<b>48 Months to Kindergarten</b>	
Respond appropriately to statements, questions, vocabulary, and stories (LA.KE.j)	M. Listening and comprehension
Know some features of a book (e.g. title, author, illustrator) (LA.KE.l)	Q. Book enjoyment and knowledge
<b>End of Kindergarten Standards: (CCSS, HCPSIII, and GLO)</b>	
With prompting and support, ask and answer questions about unknown words in a text. (RI.K.4)	M. Listening and comprehension
Identify the front cover, back cover, and title page of a book (RI.K.5)	Q. Book enjoyment and knowledge
Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. (K.RI.6)	Q. Book enjoyment and knowledge

## Hawai'i Early Learning & Development Standards (HELDS)

## COR Advantage Items

<b>Domain 5: English Language Arts and Literacy, CONT</b>	
<b>Strand: Reading Informational, CONT</b>	
<b>Integration of Knowledge and Ideas</b>	
<b>Birth to 12 Months</b>	
Demonstrate a beginning interest in pictures and books that have color, pattern, and contrast (LA.12.b)	Q. Book enjoyment and knowledge
Show an interest in the speech of others (LA.12.c)	L. Speaking
EMERGING	
<b>12 to 24 Months</b>	
Point to pictures or objects in books when asked (LA.24.b)	P. Reading
Point to pictures or objects in books when asked (LA.24.b)	P. Reading
Relate objects and people to events (AL/LA.24.f)	<i>Does not align</i>
<b>24 to 36 Months</b>	
Pretend to read a familiar book (LA.36.j)	P. Reading
Contribute language from books at appropriate times (LA.36.c)	P. Reading
With adult assistance, recall the sequence of personal routines or events (AL/LA.36.g)	C. Reflection
<b>36 to 48 Months</b>	
Pretend to read a familiar book, describing what is on each page using picture cues (LA.48.j)	P. Reading
Respond appropriately to specific vocabulary and simple statements, questions, and stories (LA.48.g)	M. Listening and comprehension
Recall the sequence of personal routines or events (LA.48.i)	C. Reflection
<b>48 Months to Kindergarten</b>	
Pretend to read, using intonation and referring to images in the illustrations (LA.KE.m)	P. Reading
Respond appropriately to statements, questions, vocabulary, and stories (LA.KE.j)	M. Listening and comprehension
Use knowledge of everyday experiences to apply to a new situation (AL/LA.KE.f)	C. Reflection

## Hawai'i Early Learning & Development Standards (HELDS)

## COR Advantage Items

<b>Domain 5: English Language Arts and Literacy, CONT</b>	
<b>Strand: Reading Informational, CONT</b>	
<b>Integration of Knowledge and Ideas, CONT</b>	
<b>End of Kindergarten Standards: (CCSS, HCPSIII, and GLO)</b>	
With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). (RI.K.7)	P. Reading
With prompting and support, identify the reasons an author gives to support points in a text. (RI.K.8)	M. Listening and comprehension
With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). (RI.K.9)	M. Listening and comprehension
<b>Range of Reading and Level of Text Complexity</b>	
<b>Birth to 12 Months</b>	
EMERGING	
<b>12 to 24 Months</b>	
Select a favorite book to read (LA.24.h)	Q. Book enjoyment and knowledge
<b>24 to 36 Months</b>	
Make an "I like" statement about a favorite book or story (LA.36.l)	Q. Book enjoyment and knowledge
<b>36 to 48 Months</b>	
Sit and listen to an engaging story from beginning to end (LA.48.m)	<i>Does not align</i>
<b>48 Months to Kindergarten</b>	
Listen actively as an individual and as a member of a group to a variety of age-appropriate informational texts read aloud (LA.KE.p)	<i>Does not align</i>
<b>End of Kindergarten Standards: (CCSS, HCPSIII, and GLO)</b>	
Actively engage in group reading activities with purpose and understanding. (RI.K.10)	<i>Does not align</i>

## Hawai'i Early Learning & Development Standards (HELDS)

## COR Advantage Items

<b>Domain 5: English Language Arts and Literacy, CONT</b>	
<b>Strand: Reading Foundational</b>	
<b>Print Concepts</b>	
<b>Birth to 12 Months</b>	
EMERGING	
EMERGING	
EMERGING	
EMERGING	
<b>12 to 24 Months</b>	
Show interest in books or photos (LA.24.i)	Q. Book enjoyment and knowledge
EMERGING	
EMERGING	
EMERGING	
<b>24 to 36 Months</b>	
Demonstrate book handling skills (LA.36.m)	Q. Book enjoyment and knowledge
EMERGING	
EMERGING	
Recognize and name few letters (LA.36.n)	O. Alphabet knowledge
<b>36 to 48 Months</b>	
Handle books respectfully and appropriately (holding them right-side up and turning pages one at a time from front to back) (LA.48.n)	Q. Book enjoyment and knowledge
Identify the sounds of few letters (LA.48.o)	N. Phonological awareness
EMERGING	
Recognize and name 10 letters (LA.48.p)	O. Alphabet knowledge



## Hawai'i Early Learning & Development Standards (HELDS)

## COR Advantage Items

<b>Domain 5: English Language Arts and Literacy, CONT</b>	
<b>Strand: Reading Foundational, CONT</b>	
<b>Print Concepts, CONT</b>	
<b>48 Months to Kindergarten</b>	
Practice tracking from top to bottom and left to right with scaffolding (LA.KE.q)	R. Writing
Identify parts of a book (e.g. front cover, back cover, spine) (LA.KE.r)	Q. Book enjoyment and knowledge
Show understanding that sequence of letters represents a sequence of spoken sounds (e.g. asks how to spell a word) (LA.KE.s)	O. Alphabet knowledge
With adult assistance, segment words in a simple sentence by clapping and naming number of words in a sentence (LA.KE.t)	N. Phonological awareness
Recognize and name 10 upper- and lower-case letters (LA.KE.u)	O. Alphabet knowledge
<b>End of Kindergarten Standards: (CCSS, HCPSIII, and GLO)</b>	
Demonstrate understanding of the organization and basic features of a print. (RF.K.1)	<i>Does not align</i>
Follow words from left to right, top to bottom, and page-by-page. (RF.K.1.A)	<i>Does not align</i>
Recognize that spoken words are represented in written language by specific sequences of letters. (RF.K.1.B)	<i>Does not align</i>
Understand that words are separated by spaces in print. (RF.K.1.C)	R. Writing
Recognize and name all upper- and lowercase letters of the alphabet. (RF.K.1.D)	O. Alphabet knowledge
<b>Phonological Awareness</b>	
<b>Birth to 12 Months</b>	
EMERGING	
EMERGING	
EMERGING	

## Hawai'i Early Learning & Development Standards (HELDS)

## COR Advantage Items

<b>Domain 5: English Language Arts and Literacy, CONT</b>	
<b>Strand: Reading Foundational, CONT</b>	
<b>Phonological Awareness, CONT</b>	
<b>12 to 24 Months</b>	
Show interest in rhyming words (LA.24.j)	N. Phonological awareness
EMERGING	
EMERGING	
<b>24 to 36 Months</b>	
Sing along with rhyming songs (LA.36.o)	N. Phonological awareness
EMERGING	
Sing along with songs that have words with repeating initial sounds (LA.36.p)	N. Phonological awareness
<b>36 to 48 Months</b>	
Recognize rhyming words (LA.48.q)	N. Phonological awareness
Hear and show awareness of separate words in sentences (LA.48.r)	P. Reading
Recognize when words share initial sound (e.g. /b/ as in Bob, ball, baby, boat) (LA.48.s)	N. Phonological awareness
<b>48 Months to Kindergarten</b>	
With adult assistance, generate rhyming words (LA.KE.v)	N. Phonological awareness
Clap out the syllables in own name (LA.KE.w)	P. Reading
With adult assistance, match the initial sound of spoken words (LA.KE.x)	N. Phonological awareness
<b>End of Kindergarten Standards: (CCSS, HCPSIII, and GLO)</b>	
Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (RF.K.2)	N. Phonological awareness
Recognize and produce rhyming words. (RF.K.2.A)	N. Phonological awareness
Count, pronounce, blend, and segment syllables in spoken words. (RF.K.2.B)	N. Phonological awareness P. Reading

## Hawai'i Early Learning & Development Standards (HELDS)

## COR Advantage Items

<b>Domain 5: English Language Arts and Literacy, CONT</b>	
<b>Strand: Reading Foundational, CONT</b>	
<b>Phonological Awareness, CONT</b>	
<b>End of Kindergarten Standards: (CCSS, HCPSIII, and GLO), CONT</b>	
Blend and segment onsets and rimes of single-syllable spoken words. (RF.K.2.C)	N. Phonological awareness
Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words (This does not include CVCs ending with /l/, /r/, or /x/). (RF.K.2.D)	N. Phonological awareness
Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. (RF.K.2.E)	N. Phonological awareness
<b>Phonics and Word Recognition</b>	
<b>Birth to 12 Months</b>	
EMERGING	
EMERGING	
EMERGING	
EMERGING	
<b>12 to 24 Months</b>	
EMERGING	
EMERGING	
EMERGING	
EMERGING	
<b>24 to 36 Months</b>	
EMERGING	
EMERGING	
EMERGING	
EMERGING	

## Hawai'i Early Learning & Development Standards (HELDS)

## COR Advantage Items

<b>Domain 5: English Language Arts and Literacy, CONT</b>	
<b>Strand: Reading Foundational, CONT</b>	
<b>Phonics and Word Recognition</b>	
<b>36 to 48 Months</b>	
Recognize when words share initial sound (e.g. /b/ as in Bob, ball, baby, boat) (LA.48.S)	N. Phonological awareness
EMERGING	
Identify own name in print (LA.48.t)	O. Alphabet knowledge
Recognize symbols and logos in the environment (LA.48.u)	P. Reading
EMERGING	
<b>48 Months to Kindergarten</b>	
Associate three or more letters with their sounds (LA.KE.y)	N. Phonological awareness
EMERGING	
Identify some letters in own name (LA.KE.z)	O. Alphabet knowledge
Recognize and “read” familiar words or environmental print (LA.KE.aa)	P. Reading
EMERGING	
<b>End of Kindergarten Standards: (CCSS, HCPSIII, and GLO)</b>	
Know and apply grade-level phonics and word analysis skills in decoding words. (RF.K.3)	N. Phonological awareness
Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. (RF.K.3.A)	N. Phonological awareness
Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. (RF.K.3.B)	<i>Does not align</i>
Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). (RF.K.3.C)	P. Reading
Distinguish between similarly spelled words by identifying the sounds of the letters that differ. (RF.K.3.D)	P. Reading

## Hawai'i Early Learning & Development Standards (HELDS)

## COR Advantage Items

<b>Domain 5: English Language Arts and Literacy, CONT</b>	
<b>Strand: Reading Foundational, CONT</b>	
<b>Fluency</b>	
<b>Birth to 12 Months</b>	
Demonstrate a beginning interest in pictures and books that have color, pattern, and contrast (LA.12.b)	P. Reading
<b>12 to 24 Months</b>	
Point to pictures or objects in books when asked (LA.24.b)	P. Reading
<b>24 to 36 Months</b>	
Pretend to read a familiar book (LA.36.j)	P. Reading
<b>36 to 48 Months</b>	
Pretend to read a familiar book, describing what is on each page using picture cues (LA.48.j)	P. Reading
<b>48 Months to Kindergarten</b>	
Pretend to read, using intonation and referring to images in the illustrations (LA.KE.m)	P. Reading
<b>End of Kindergarten Standards: (CCSS, HCPSIII, and GLO)</b>	
Read emergent-reader texts with purpose and understanding. (RF.K.4)	P. Reading
<b>Strand: Writing</b>	
<b>Text Types and Purposes</b>	
<b>Birth to 12 Months</b>	
EMERGING	
EMERGING	

## Hawai'i Early Learning & Development Standards (HELDS)

## COR Advantage Items

<b>Domain 5: English Language Arts and Literacy, CONT</b>	
<b>Strand: Writing, CONT</b>	
<b>Text Types and Purposes, CONT</b>	
<b>12 to 24 Months</b>	
EMERGING	
Recognize people, objects, and animals in pictures (LA.24.l)	P. Reading
Make simple statements about people or things not present (LA.24.m)	L. Speaking
Make scribbles or marks (GK/LA.24.aa)	R. Writing
<b>24 to 36 Months</b>	
Notice details in an illustration or picture (LA.36.q)	Q. Book enjoyment and knowledge
Recognize and label people, objects, and animals in pictures (LA.36.r)	P. Reading
Tell simple stories about people or things not present (LA.36.s)	L. Speaking
Make controlled linear scribbles (LA.36.t)	R. Writing
<b>36 to 48 Months</b>	
Add detail to drawings and other products with simple descriptive words, symbols, scribbles or letter-like forms (LA.48.v)	R. Writing X. Art
Sometimes, label after creating drawing, construction, movement, or dramatization (LA.48.w)	X. Art
Tell stories that refer to other times and places with some details (LA.48.x)	L. Speaking
Write some letters and letter-like forms (LA.48.y)	R. Writing
<b>48 Months to Kindergarten</b>	
Add detail to drawings and other products with simple descriptive words, letters or letter forms (LA.KE.bb)	R. Writing X. Art
Plan and then use drawings, constructions, movements, and dramatizations to represent ideas (LA.KE.cc)	X. Art
Tell detailed stories that refer to other times and places (LA.KE.dd)	L. Speaking

## Hawai'i Early Learning & Development Standards (HELDS)

## COR Advantage Items

<b>Domain 5: English Language Arts and Literacy, CONT</b>	
<b>Strand: Writing, CONT</b>	
<b>Text Types and Purposes, CONT</b>	
<b>48 Months to Kindergarten, CONT</b>	
Begin to use sound spelling (e.g. uses initial sound of words to write words, writes several sounds heard in words) (LA.KE.ee)	R. Writing
<b>End of Kindergarten Standards: (CCSS, HCPSIII, and GLO)</b>	
Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...). (W.K.1)	R. Writing X. Art
Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (W.K.2)	R. Writing
Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. (W.K.3)	R. Writing
<b>Production and Distribution of Writing</b>	
<b>Birth to 12 Months</b>	
React to a problem (AL/LA.12.d)	B. Problem solving with materials
EMERGING	
<b>12 to 24 Months</b>	
Use single object in different ways (AL/LA.24.d)	B. Problem solving with materials
EMERGING	
<b>24 to 36 Months</b>	
Use materials in new ways to accomplish task (AL/LA.36.e)	B. Problem solving with materials
Engage in tactile experiences creating letters and other forms (AL/LA.36.h)	R. Writing

## Hawai'i Early Learning & Development Standards (HELDS)

## COR Advantage Items

<b>Domain 5: English Language Arts and Literacy, CONT</b>	
<b>Strand: Writing, CONT</b>	
<b>Production and Distribution of Writing, CONT</b>	
<b>36 to 48 Months</b>	
Solve problems without having to try every possibility (AL/LA.48.d)	B. Problem solving with materials
Create letters and other forms using various materials (AL/LA.48.h)	R. Writing
<b>48 Months to Kindergarten</b>	
Begin to think problems through, considering several possibilities and analyzing results (AL/LA.KE.d)	B. Problem solving with materials
Experiment with a variety of writing tools and surfaces (AL/LA.KE.h)	R. Writing
<b>End of Kindergarten Standards: (CCSS, HCPSIII, and GLO)</b>	
With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. (W.K.5)	B. Problem solving with materials
With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. (W.K.6)	EE. Tools and technology
<b>Research to Build and Present Knowledge</b>	
<b>Birth to 12 Months</b>	
Use senses to explore the immediate environment (AL/LA.12.a)	BB. Observing and classifying
Show comfort in routines or experiences that mirror home experiences (AL/LA.12.e)	<i>Does not align</i>
<b>12 to 24 Months</b>	
Explore the environment in close proximity to and in constant sight of an adult (AL/LA.24.a)	E. Building relationships with adults
Show interest in new activities and experiences (AL/LA.24.g)	A. Initiative and planning
Relate objects and people to events (AL/LA.24.f)	<i>Does not align</i>
Prefer routines and activities that mirror home routines (AL/LA.24.e)	<i>Does not align</i>



## Hawai'i Early Learning & Development Standards (HELDS)

## COR Advantage Items

<b>Domain 5: English Language Arts and Literacy, CONT</b>	
<b>Strand: Writing, CONT</b>	
<b>Research to Build and Present Knowledge, CONT</b>	
<b>24 to 36 Months</b>	
Explore the environment independently and seek occasional approval from a near-by adult (AL/LA.36.a)	E. Building relationships with adults
With adult assistance, try new activities or experiences (AL/LA.36.b)	A. Initiative and planning
With adult assistance, recall the sequence of personal routines or events (AL/LA.36.g)	C. Reflection
Recognize specific activities that are home or school functions (AL/LA.36.f)	<i>Does not align</i>
<b>36 to 48 Months</b>	
Try new activities and experiences independently (AL/LA.48.a)	<i>Does not align</i>
Recall past experiences in new situations (AL/LA.48.f)	C. Reflection
Retell experiences in order, providing details (AL/LA.48-KE.e)	C. Reflection
<b>48 Months to Kindergarten</b>	
Show eagerness to learn about a variety of topics and ideas (AL/LA.KE.a)	<i>Does not align</i>
Use knowledge of everyday experiences to apply to a new situation (AL/LA.KE.f)	C. Reflection
Recall three or four items removed from view (LA.KE.ff)	C. Reflection
<b>End of Kindergarten Standards: (CCSS, HCPSIII, and GLO)</b>	
Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). (W.K.7)	EE. Tools and technology
With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (W.K.8)	C. Reflection

## Hawai'i Early Learning & Development Standards (HELDS)

## COR Advantage Items

<b>Domain 5: English Language Arts and Literacy, CONT</b>	
<b>Strand: Speaking and Listening</b>	
<b>Comprehension and Collaboration</b>	
<b>Birth to 12 Months</b>	
Respond to repeated words or phrases (LA.12.f)	M. Listening and comprehension
Show an interest in the speech of others (LA.12.c)	L. Speaking*
Use senses to explore the immediate environment (AL/LA.12.a)	BB. Observing and classifying
<b>12 to 24 Months</b>	
Focus attention on speaker and attempt to imitate speech (LA.24.n)	M. Listening and comprehension
Point to pictures or objects in books when asked (LA.24.b)	P. Reading*
Explore the environment in close proximity to and in constant sight of an adult (AL/LA.24.a)	E. Building relationships with adults
Show interest in new activities and experiences (AL/LA.24.g)	A. Initiative and planning*
<b>24 to 36 Months</b>	
Initiate and engage in brief conversations with peers and adults (LA.36.u)	E. Building relationships with adults F. Building relationships with other children L. Speaking M. Listening and comprehension
Begin to use appropriate skills when communicating (LA.36.v)	L. Speaking M. Listening and comprehension <sup>2</sup>
Contribute language from books at appropriate times (LA.36.c)	P. Reading
Explore the environment independently and seek occasional approval from a near-by adult (AL/LA.36.a)	E. Building relationships with adults
With adult assistance, try new activities or experiences (AL/LA.36.b)	E. Building relationships with adults

## Hawai'i Early Learning & Development Standards (HELDS)

## COR Advantage Items

<b>Domain 5: English Language Arts and Literacy, CONT</b>	
<b>Strand: Speaking and Listening, CONT</b>	
<b>Comprehension and Collaboration, CONT</b>	
<b>36 to 48 Months</b>	
With adult assistance, listen and respond attentively to conversations (e.g. engages in at least three exchanges, poses questions and listens to the ideas of others, shares experiences when asked) (LA.48.z)	E. Building relationships with adults M. Listening and comprehension
With adult assistance, observe and use appropriate ways of interacting in a group (e.g. takes turns in talking, listens to peers, waits to speak until another person is finished talking, asks questions and waits for an answer) (LA.48.aa)	M. Listening and comprehension
Respond appropriately to specific vocabulary and simple statements, questions, and stories (LA.48.g)	M. Listening and comprehension
Try new activities and experiences independently (AL/LA.48.a)	<i>Does not align</i>
<b>48 Months to Kindergarten</b>	
Listen and respond attentively to conversations (e.g. engages in at least three exchanges, poses questions and listens to the ideas of others, shares experiences when asked) (LA.KE.gg)	E. Building relationships with adults M. Listening and comprehension
Observe and use appropriate ways of interacting in a group of two to three children (e.g. takes turns in talking, listens to peers, waits until someone is finished, asks questions and waits for an answer, gains the floor in appropriate ways) (SE/LA.KE.b)	F. Building relationships with other children M. Listening and comprehension
Respond appropriately to statements, questions, vocabulary, and stories (LA.KE.j)	M. Listening and comprehension
Show eagerness to learn about a variety of topics and ideas (AL/LA.KE.a)	<i>Does not align</i>

## Hawai'i Early Learning & Development Standards (HELDS)

## COR Advantage Items

<b>Domain 5: English Language Arts and Literacy, CONT</b>	
<b>Strand: Speaking and Listening, CONT</b>	
<b>Comprehension and Collaboration, CONT</b>	
<b>End of Kindergarten Standards: (CCSS, HCPSIII, and GLO)</b>	
Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. (SL.K.1)	E. Building relationships with adults F. Building relationships with other children
Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). (SL.K.1.A)	<i>Does not align</i>
Continue a conversation through multiple exchanges. (SL.K.1.B)	E. Building relationships with adults F. Building relationships with other children
Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. (SL.K.2)	M. Listening and comprehension
Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (SL.K.3)	<i>Does not align</i>
<b>Presentation of Knowledge and Ideas</b>	
<b>Birth to 12 Months</b>	
Show comfort in routines or experiences that mirror home experiences (AL/LA.12.e)	<i>Does not align</i>
EMERGING	
Communicate with gestures, babbles, or making word-like sounds (LA.12.g)	L. Speaking
<b>12 to 24 Months</b>	
Prefer routines and activities that mirror home routines (AL/LA.24.e)	<i>Does not align</i>
Recognize people, objects, and animals in pictures (LA.24.I)	P. Reading
Use two-word combinations to communicate (LA.24.o)	L. Speaking

## Hawai'i Early Learning & Development Standards (HELDS)

## COR Advantage Items

<b>Domain 5: English Language Arts and Literacy, CONT</b>	
<b>Strand: Speaking and Listening, CONT</b>	
<b>Presentation of Knowledge and Ideas, CONT</b>	
<b>24 to 36 Months</b>	
Recognize specific activities that are home or school functions (AL/LA.36.f)	<i>Does not align</i>
Recognize and label people, objects, and animals in pictures (LA.36.r)	P. Reading
Share experiences using simple two- to three-word combinations (LA.36.w)	L. Speaking
Speak to be understood by a familiar adult (LA.36.x)	L. Speaking
<b>36 to 48 Months</b>	
Retell experiences in order, providing details (AL/LA.48-KE.e)	C. Reflection
Sometimes, label after creating drawing, construction, movement, or dramatization (LA.48.w)	X. Art
Be understood by most adults (LA.48.bb)	L. Speaking
<b>48 Months to Kindergarten</b>	
Retell experiences in order, providing details (AL/LA.48-KE.e)	C. Reflection
Plan and then use drawings, constructions, movements, and dramatizations to represent ideas (LA.KE.cc)	X. Art
Be understood by most adults and peers (LA.KE.hh)	L. Speaking
<b>End of Kindergarten Standards: (CCSS, HCPSIII, and GLO)</b>	
Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. (SL.K.4)	C. Reflection
Add drawings or other visual displays to descriptions as desired to provide additional detail. (SL.K.5)	X. Art
Speak audibly and express thoughts, feelings, and ideas clearly. (SL.K.6)	L. Speaking

## Hawai'i Early Learning & Development Standards (HELDS)

## COR Advantage Items

<b>Domain 5: English Language Arts and Literacy, CONT</b>	
<b>Strand: Language</b>	
<b>Conventions of Standard English</b>	
<b>Birth to 12 Months</b>	
EMERGING	
EMERGING	
<b>12 to 24 Months</b>	
Use one- or two-word phrases (LA.24.p)	L. Speaking
Make scribbles or marks (GK/LA.24.aa)	R. Writing
Recognize people, objects, and animals in pictures (LA.24.l)	P. Reading
<b>24 to 36 Months</b>	
Use three- to four-word sentences (may omit some words) (LA.36.y)	L. Speaking
Make controlled linear scribbles (LA.36.t)	R. Writing
Recognize and label people, objects, and animals in pictures (LA.36.r)	P. Reading
<b>36 to 48 Months</b>	
Use complete four- to six- word sentences (LA.48.cc)	L. Speaking
Write some letters and letter-like forms (LA.48.y)	R. Writing
Sometimes, label after creating drawing, construction, movement, or dramatization (LA.48.w)	X. Art
<b>48 Months to Kindergarten</b>	
When speaking: Use a variety of nouns, verbs, and descriptive phrases in meaningful contexts (vocabulary) (LA.KE.ii)	L. Speaking
Use a variety of sentence structures from simple to more complex in meaningful contexts (sentence structure) (LA.KE.jj)	L. Speaking
Begin to use sound spelling (e.g. uses initial sound of words to write words, write several sounds heard in words) (LA.KE.ee)	R. Writing

## Hawai'i Early Learning & Development Standards (HELDS)

## COR Advantage Items

<b>Domain 5: English Language Arts and Literacy, CONT</b>	
<b>Strand: Language</b>	
<b>Conventions of Standard English, CONT</b>	
<b>48 Months to Kindergarten, CONT</b>	
Plan and then use drawings, constructions, movements, and dramatizations to represent ideas (LA.KE.cc)	X. Art
<b>End of Kindergarten Standards: (CCSS, HCPSIII, and GLO)</b>	
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.K.1)	L. Speaking
Print many upper- and lowercase letters. (L.K.1.A)	R. Writing
Use frequently occurring nouns and verbs. (L.K.1.B)	L. Speaking
Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i> ). (L.K.1.C)	L. Speaking
Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how) (L.K.1.D)	L. Speaking
Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). (L.K.1.E)	L. Speaking
Produce and expand complete sentences in shared language activities. (L.K.1.F)	L. Speaking
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.K.2)	<i>Does not align</i>
Capitalize the first word in a sentence and the pronoun I. (L.K.2.A)	<i>Does not align</i>
Recognize and name end punctuation. (L.K.2.B)	<i>Does not align</i>
Write a letter or letters for most consonant and short-vowel sounds (phonemes). (L.K.2.C)	N. Phonological awareness O. Alphabetic knowledge
Spell simple words phonetically, drawing on knowledge of sound-letter relationships. (L.K.2.D)	O. Alphabet knowledge R. Writing

## Hawai'i Early Learning & Development Standards (HELDS)

## COR Advantage Items

<b>Domain 5: English Language Arts and Literacy, CONT</b>	
<b>Strand: Language, CONT</b>	
<b>Vocabulary Acquisition and Use</b>	
<b>Birth to 12 Months</b>	
Communicate with gestures, babbles, or making word-like sounds (LA.12.g)	L. Speaking
Show an interest in the speech of others (LA.12.c)	L. Speaking
Show comfort in routines or experiences that mirror home experiences (AL/LA.12.e)	<i>Does not align</i>
Communicate with gestures, babbles, or making word-like sounds (LA.12.g)	L. Speaking
<b>12 to 24 Months</b>	
Name familiar people, animals and objects (LA.24.k)	L. Speaking
Show an awareness of word relationships when matching and sorting objects by color, size, or shape (LA.24.q)	BB. Observing and classifying
Point to pictures or objects in books when asked (LA.24.b)	P. Reading
Prefer routines and activities that mirror home routines (AL/LA.24.e)	<i>Does not align</i>
Name familiar people, animals and objects (LA.24.k)	L. Speaking
<b>24 to 36 Months</b>	
Use some personal pronouns (LA.36.z)	L. Speaking
With adult assistance, begin to explore word relationships by matching and sorting according to color, size, or shape (LA.36.aa)	BB. Observing and classifying
Contribute language from books at appropriate times (LA.36.c)	P. Reading
Recognize specific activities that are home or school functions (AL/LA.36.f)	<i>Does not align</i>
Use some personal pronouns (LA.36.z)	L. Speaking



## Hawai'i Early Learning & Development Standards (HELDS)

## COR Advantage Items

<b>Domain 5: English Language Arts and Literacy, CONT</b>	
<b>Strand: Language, CONT</b>	
<b>Vocabulary Acquisition and Use, CONT</b>	
<b>36 to 48 Months</b>	
Describe and tell the use of familiar items (LA.48.dd)	L. Speaking
With adult assistance, use word relationships to sort objects into subgroups by one or two attributes such as color, size, or shape (LA.48.ee)	BB. Observing and classifying
Respond appropriately to specific vocabulary and simple statements, questions, and stories (LA.48.g)	M. Listening and comprehension
Retell experiences in order, providing details (AL/LA.48-KE.e)	C. Reflection
Describe and tell the use of familiar items (LA.48.dd)	L. Speaking
<b>48 Months to Kindergarten</b>	
Describe and tell the use of many familiar items (LA.KE.kk)	L. Speaking
With adult assistance, use word relationships to sort, classify, and serialize objects using attributes such as color, shape, or size (LA.KE.ii)	BB. Observing and classifying
Respond appropriately to statements, questions, vocabulary, and stories (LA.KE.j)	M. Listening and comprehension
Recall three or four items removed from view (LA.KE.ff)	C. Reflection
Describe and tell the use of many familiar items (LA.KE.kk)	L. Speaking
<b>End of Kindergarten Standards: (CCSS, HCPSIII, and GLO)</b>	
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. (L.K.4)	<i>Does not align</i>
Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i> ). (L.K.4.A)	<i>Does not align</i>
Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. (L.K.4.B)	<i>Does not align</i>
With guidance and support from adults, explore word relationships and nuances in word meanings. (L.K.5)	Does not align

## Hawai'i Early Learning & Development Standards (HELDS)

## COR Advantage Items

<b>Domain 5: English Language Arts and Literacy, CONT</b>	
<b>Strand: Language, CONT</b>	
<b>Vocabulary Acquisition and Use, CONT</b>	
<b>End of Kindergarten Standards: (CCSS, HCPSIII, and GLO), CONT</b>	
Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. (L.K.5.A)	BB. Observing and classifying
Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms) (L.K.5.B)	Does not align
Identify real-life connections between words and their use (e.g., note places at school that are colorful) (L.K.5.C)	C. Reflection
Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. (L.K.5.D)	Does not align
Use words and phrases through conversation, reading and being read to, and responding to texts. (L.K.6)	M. Listening and comprehension

## References

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