



THE HIGHSCOPE  
**infant-toddler**  
**curriculum**  
AND  
**COR** *Advantage*<sup>®</sup>

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2016 Pennsylvania Learning Standards for Early Childhood

ALIGNMENT



## **Alignment of The HighScope Infant-Toddler Curriculum and COR Advantage With Pennsylvania Learning Standards for Early Childhood**

This document aligns the content in the **Pennsylvania Learning Standards for Early Childhood** with the learning objectives of the **HighScope Curriculum** for infants and toddlers and the developmental milestones of HighScope's child assessment tool, **COR Advantage**.

Evidence-based and grounded in current child development theory and research, **The HighScope Infant-Toddler Curriculum** is built on 42 Key Developmental Indicators (KDIs). Each KDI identifies an important learning objective proven to pave the way for school and adult success. Uniquely designed to provide a rich academic foundation for children of diverse backgrounds and abilities, The HighScope Curriculum includes effective adult-child interaction strategies to help educators appropriately support and extend children's development and learning across each curriculum content area.

**COR Advantage** is an observation-based child assessment tool designed to measure children's growth and development from birth through kindergarten. Built on 36 developmental milestones that best prepare children for school success, COR Advantage is criterion-referenced, research-based, and proven valid and reliable through validation studies.

### **References**

HighScope Educational Research Foundation. (2013). *COR Advantage*.

HighScope Educational Research Foundation. (2025). *COR Advantage Powered by HighScope* at <https://coradv.highscopeplatform.org/>

HighScope Educational Research Foundation. (2011). *Tender Care and Early Learning*.

Approaches to Learning Through Play		
Early Learning Standards		
<b>STANDARD AREA AL.1 Constructing and Gathering Knowledge</b>		
<b>A. Curiosity and Initiative</b>		
<b>AL.1 I.A</b> Use the senses as a primary means to explore and learn from the environment.	BB. Observing and classifying	22. Exploring objects
<b>AL.1 YT.A</b> Show interest in various environmental stimuli.	A. Initiative and planning BB. Observing and classifying	22. Exploring objects
<b>AL.1 OT.A</b> Explore characteristics of and ask questions about objects, people, activities, and environments.	CC. Experimenting, predicting, and drawing conclusions	22. Exploring objects 24. Exploring same and different
<b>B. Risk-taking</b>		
<b>AL.1 I.B</b> Explore in the comfort of a familiar surrounding or adult.	A. Initiative and planning E. Building relationships with adults	1. Initiative 5. Attachment
<b>AL.1 YT.B</b> Explore the environment in close proximity to and in the constant sight of a familiar adult.	A. Initiative and planning E. Building relationships with adults	1. Initiative 5. Attachment
<b>AL.1 OT.B</b> Explore the environment independently seeking occasional approval from adults.	A. Initiative and planning E. Building relations with adults	1. Initiative 5. Attachment
<b>C. Stages of Play</b>		
<b>AL.1 I.C</b> Engage in parallel play.	F. Building relationships with other children	7. Relationships with peers

<b>AL.1 YT.C</b> Engage in associative play.	F. Building relationships with other children	7. Relationships with peers 10. Playing with others
<b>AL.1 OT.C</b> Engage with others in simple cooperative play.	F. Building relationships with other children	7. Relationships with peers 10. Playing with others 11. Group participation
<b>STANDARD AREA AL.2</b> <b>Organizing and Understanding Information</b>		
<b>A. Engagement and Attention</b>		
<b>AL.2 I.A</b> Interact with others, objects, or activities for short periods of time.	A. Initiative and planning	1. Initiative
<b>AL.2 YT.A</b> Engage with others, focus attention, and participate in activities for longer periods of time.	A. Initiative and planning B. Problem solving with materials C. Reflection	1. Initiative
<b>AL.2 OT.A</b> Focus attention and participate in task-oriented activities.	A. Initiative and planning B. Problem solving with materials C. Reflection	1. Initiative
<b>B. Task Analysis</b>		
<b>AL.2 I.B</b> Anticipate next step of a familiar routine or activity.	HH. History	32. Anticipating events 11. Group participation
<b>AL.2 YT.B</b> Know the sequence of familiar routines.	HH. History	32. Anticipating events 11. Group participation
<b>AL.2 OT.B</b> Identify and complete the sequence of familiar routines and tasks.	G. Community HH. History	32. Anticipating events 11. Group participation
<b>C. Persistence</b>		
<b>AL.2 I.C</b> Engage with an object in more than one way.	B. Problem solving with materials	2. Problem solving
<b>AL.2 YT.C</b> Attempt to accomplish challenging tasks.	B. Problem solving with materials	2. Problem solving
<b>AL.2 OT.C</b> Attempt to accomplish challenging tasks by employing familiar strategies.	B. Problem solving with materials	2. Problem solving
<b>D. Patterning</b>		
<b>AL.2 YT.D</b> Recognize simple patterns in the environment.	V. Patterns	22. Exploring objects

	HH. History	32. Anticipating events
<b>AL.2 OT.D</b> Recognize and create simple patterns.	V. Patterns	22. Exploring objects 32. Anticipating events
<b>E. Memory</b>		
<b>AL.2 I.E</b> Recognize and respond to familiar adults and routines.	C. Reflection HH. History	32. Anticipating events
<b>AL.2 YT.E</b> Recall information from previous experiences.	C. Reflection	32. Anticipating events
<b>AL.2 OT.E</b> Retain and recall information from previous experiences.	C. Reflection	32. Anticipating events
<b>STANDARD AREA AL.3 Applying Knowledge</b>		
<b>A. Creativity B. Invention</b>		
<b>AL.3 I.A/B</b> Respond to music, art, and stories	Y. Music Q. Book enjoyment and knowledge	21. Enjoying language 40. Responding to music
<b>AL.3 YT.A/B</b> Express self through simple actions, gestures, and words.	L. Speaking	1. Initiative
<b>AL.3 OT.A/B</b> Construct music, art, and stories as a means of self-expression.	L. Speaking X. Art Y. Music	1. Initiative
<b>C. Representation</b>		
<b>AL.3 I.C</b> Use a variety of materials to create.	X. Art	36. Imitating and pretending 37. Exploring art materials
<b>AL.3 YT.C</b> Use a variety of materials to represent familiar objects.	X. Art	36. Imitating and pretending 37. Exploring art materials
<b>AL.3 OT.C</b> Experiment with materials to represent objects.	X. Art	36. Imitating and pretending 37. Exploring art materials
<b>STANDARD AREA AL.4 Learning through Experience</b>		
<b>A. Making Connections</b>		
<b>AL.4 I.A</b> Demonstrate comfort in routines, objects, and materials that reflect home experiences.	G. Community	5. Attachment 31. Seeing from different viewpoints

<b>AL.4 YT.A</b> Relay experience from one setting to another.	C. Reflection	31. Seeing from different viewpoints 24. Exploring same and different
<b>AL.4 OT.A</b> Notice similarities and differences between settings	C. Reflection	31. Seeing from different viewpoints 24. Exploring same and different
<b>B. Resiliency</b>		
<b>AL.4 I.B</b> Use comfort of familiar experiences to explore new activities and experiences.	A. Reflection C. Reflection	1. Initiative
<b>AL.4 YT.B</b> Repeat familiar activity to gain comfort and confidence.	C. Reflection	1. Initiative 3. Self-help
<b>AL.4 OT.B</b> Approach new experiences with confidence.	A. Initiative and planning	1. Initiative 3. Self-help
<b>C. Problem-Solving</b>		
<b>AL.4 I.C</b> Play with a variety of objects to determine similar and different outcomes.	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions	22. Exploring objects 35. Cause and effect
<b>AL.4 YT.C</b> Solve simple problems independently.	B. Problem solving with materials	2. Problem solving
<b>AL.4 OT.C</b> Attempt problem-solving activities to achieve a positive outcome.	B. Problem solving with materials	2. Problem solving
<b>Social and Emotional Development</b>		
<b>Early Learning Standards</b>		
	COR Item	KDI <i>Infant-Toddler</i>
<b>STANDARD AREA 16.1 Self-Awareness and Self-Management</b>		
<b>A. Manages Emotions and Behaviors</b>		
<b>16.1 I.A</b> Demonstrate an emotional response to the environment.	D. Emotions	8. Emotions
<b>16.1 YT.A</b> Demonstrate an emotional response in reaction to an experience.	D. Emotions	8. Emotions
<b>16.1 OT.A</b> Make connections between emotions and behavior.	D. Emotions	8. Emotions

<b>B. Influences of Personal Traits on Life Achievements</b>		
<b>16.1 I.B</b> Demonstrate preferences for specific objects and people.	A. Initiative and planning	1. Initiative
<b>16.1 YT.B</b> Demonstrate preferences for specific objects and people.	A. Initiative and planning	1. Initiative
<b>16.1 OT.B</b> Communicate preference for people, objects, and activities.	A. Initiative and planning	1. Initiative
<b>C. Resiliency</b>		
<b>16.1 I.C</b> Use comfort of familiar experiences to explore new activities and experiences.	C. Reflection A. Initiative and planning	1. Initiative 5. Attachment 6. Relationships with adults
<b>16.1 YT.C</b> Repeat familiar activity to gain comfort and confidence.	C. Reflection A. Initiative and planning	1. Initiative 5. Attachment 6. Relationships with adults
<b>16.1 OT.C</b> Approach new experiences with confidence.	C. Reflection A. Initiative and planning	1. Initiative 5. Attachment 6. Relationships with adults
<b>D. Goal-Setting</b>		
Emerging		
Emerging		
<b>16.1 OT.D</b> Establish goals independently.	A. Initiative and planning	1. Initiative
<b>E. Identity Development</b>		
<b>16.1 I.E</b> Respond to self in mirror.	FF. Knowledge of self and others	4. Distinguishing self and others
<b>16.1 YT.E</b> Convey ownership of objects and people.	FF. Knowledge of self and others	4. Distinguishing self and others
<b>16.1 OT.E</b> Use language that indicates knowledge of self.	FF. Knowledge of self and others	4. Distinguishing self and others
<b>STANDARD AREA 16.2 Establishing and Maintaining Relationships</b>		
<b>A. Relationships – trust and Attachment</b>		
<b>16.2 I.A</b> Show affection and bond with familiar adults.	E. Building relationships with adults	5. Attachment 6. Relationships with adults
<b>16.2 YT.A</b> Use trusted adult as a secure base from which to explore the	E. Building relationships with adults	5. Attachment 6. Relationships with adults

environment.		
<b>16.2 OT.A</b> Develop relationships that extend beyond trusted adults.	E. Building relationships with adults F. Building relationships with other children	5. Attachment 6. Relationships with adults
<b>B. Diversity</b>		
<b>16.2 I.B</b> Notice differences in others.	FF. Knowledge of self and others	4. Distinguishing self and others
<b>16.2 YT.B</b> Recognize similarities and differences between self and others.	FF. Knowledge of self and others	4. Distinguishing self and others
<b>16.2 OT.B</b> Communicate about similarities and differences between self and others.	FF. Knowledge of self and others	4. Distinguishing self and others
<b>C. Communication</b>		
<b>16.2 I.C</b> Use sounds and gestures as a form of reciprocal communication.	L. Speaking M. Listening and comprehension	17. Nonverbal communication
<b>16.2 YT.C</b> Use sounds, gestures, and words as a form of reciprocal communication.	L. Speaking M. Listening and comprehension	17. Nonverbal communication 18. Two-way communication 19. Speaking
<b>16.2 OT.C</b> Engage in reciprocal conversations and interactions with peers and adults.	L. Speaking M. Listening and comprehension	17. Nonverbal communication 18. Two-way communication 19. Speaking
<b>D. Managing Interpersonal Conflicts</b>		
<b>16.2 I.D</b> Express emotion relating to a conflict.	H. Conflict resolution	8. Emotions
<b>16.2 YT.D</b> Express emotion relating to a conflict.	H. Conflict resolution	8. Emotions
<b>16.2 OT.D</b> Communicate about a conflict and seek help to solve.	H. Conflict resolution	6. Relationships with adults 8. Emotions 9. Empathy
<b>E. Support – Asking for Help</b>		
<b>16.2 I.E</b> Indicate needs through vocalizations and body movements.	L. Speaking E. Building relationships with adults	6. Relationships with adults 17. Nonverbal communication
<b>16.2 YT.E</b> Communicate needs.	L. Speaking E. Building relationships with adults	6. Relationships with adults 17. Nonverbal communication 19. Speaking
<b>16.2 OT.E</b> Ask for help when needed.	L. Speaking	6. Relationships with adults



	E. Building relationships with adults	17. Nonverbal communication 19. Speaking
<b>STANDARD AREA 16.3 Decision-Making and Responsible Behavior</b>		
<b>A. Decision-Making Skills</b>		
<b>16.3 I.A</b> Demonstrate preference for specific objects and people.	A. Initiative and planning	1. Initiative
<b>16.3 YT.A</b> Make simple choices.	A. Initiative and planning	1. Initiative
<b>16.3 OT.A</b> Recognize the consequences of choices.	A. Initiative and planning	1. Initiative
<b>B. Understanding Social Norms – Social Identity</b>		
<b>16.3 I.B</b> Respond to adult guidance about behavior.	E. Building relationships with adults G. Community	6. Relationships with adults
<b>16.3 YT.B</b> Demonstrate basic understanding of rules.	E. Building relationships with adults G. Community	6. Relationships with adults 11. Group participation
<b>16.3 OT.B</b> Follow basic rules.	E. Building relationships with adults G. Community	6. Relationships with adults 11. Group participation
<b>C. Responsible Active Engagement - Empathy</b>		
<b>16.3 I.C</b> React to others' expressions of emotion.	D. Emotions	9. Empathy
<b>16.3 YT.C</b> Engage in empathy and compassion in some situations.	D. Emotions	9. Empathy
<b>16.3 OT.C</b> Demonstrate empathy and compassion for others.	D. Emotions	9. Empathy
<b>Language and Literacy Development</b>		
<b>Early Learning Standards</b>		
	COR Item	KDI <i>Infant-Toddler</i>
<b>STANDARD AREA 1.1 Foundational Skills</b>		
<b>A. Book Handling</b>		
<b>1.1 I.A</b> Explore books in a variety of ways.	Q. Book enjoyment and knowledge	20. Exploring print

<b>1.1 YT.A</b> Demonstrate beginning book-handling skills.	Q. Book enjoyment and knowledge	20. Exploring print
<b>1.1 OT.A</b> Demonstrate beginning book-handling skills.	Q. Book enjoyment and knowledge	20. Exploring print
<b>B. Print Concepts</b>		
<b>1.1 I.B</b> Demonstrate interest in books that have color, pattern, and contrast.	P. Reading	20. Exploring print
<b>1.1 YT.B</b> Demonstrate interest in pictures and text.	P. Reading	20. Exploring print
<b>1.1 OT.B</b> Recognize that print has meaning.	P. Reading	20. Exploring print
<b>C. Phonological Awareness</b>		
<b>1.1 I.C</b> Respond to sounds in the environment.	N. Phonological awareness	21. Enjoying language
<b>1.1 YT.C</b> Identify and imitate familiar sounds in the environment.	N. Phonological awareness	21. Enjoying language
<b>1.1 OT.C</b> Categorize familiar sounds.	N. Phonological awareness	21. Enjoying language
<b>D. Phonics and Word Recognition</b>		
Emerging		
Emerging		
<b>1.1 OT.D</b> Recognize familiar environmental print.	P. Reading	20. Exploring print
<b>E. Fluency</b>		
<b>STANDARD AREA 1.2 Reading Informational Text</b>		
<b>A. Key Ideas and Details – Main Idea</b>		
<b>B. Key Ideas and Details – Text Analysis</b>		
<b>1.2 I.B</b> Attend to a picture in a text when reading with an adult.	P. Reading	20. Exploring print
<b>1.2 YT.B</b> Respond to simple questions about a text.	M. Listening and comprehension P. Reading	16. Listening and responding 20. Exploring print
<b>C. Key Ideas and Details</b>		
Emerging		
<b>1.2 YT.C</b> Relate familiar objects in a text to personal experience.	M. Listening and comprehension P. Reading	20. Exploring print 21. Enjoying language

<b>1.2 OT.C</b> Relate text to personal experience when asked.	M. Listening and comprehension P. Reading	20. Exploring print 21. Enjoying language
<b>E. Craft and Structure – Text Structure</b>		
Emerging		
<b>1.2 YT.E</b> Identify a favorite book by it's cover.	Q. Book enjoyment and knowledge	20. Exploring print
<b>1.2 OT.E</b> Identify a text by the front cover.	Q. Book enjoyment and knowledge	20. Exploring print
<b>F. Craft and Structure - Vocabulary</b>		
<b>G. Integration of Knowledge and Ideas – Diverse Media</b>		
Emerging		
Emerging		
<b>1.2 OT.G</b> Notice details in illustration or picture.	P. Reading	24. Exploring same and different 38. Identifying visual images
<b>H. Integration of Knowledge and Ideas – Evaluating Arguments</b>		
<b>I. Integration of Knowledge and Ideas – Analysis Across Texts</b>		
<b>J. Vocabulary Acquisition and Use</b>		
<b>1.2 I.J</b> Use single words to identify family members and familiar objects.	L. Speaking	19. Speaking
<b>1.2 YT.J</b> Use new vocabulary in everyday speech.	L. Speaking	19. Speaking
<b>1.2 OT.J</b> Use expanded vocabulary in everyday speech.	L. Speaking	19. Speaking
<b>K. Vocabulary Acquisition and Use</b>		
<b>L. Range of Reading</b>		
<b>1.2 I.L</b> Engage in reading activities.	P. Reading Q. Book enjoyment and knowledge	16. Listening and responding 20. Exploring print
<b>1.2 YT.L</b> Actively engage in reading activities for short periods of time.	P. Reading Q. Book enjoyment and knowledge	16. Listening and responding 20. Exploring print
<b>1.2 OT.L</b> Actively engage in small group reading activities.	P. Reading Q. Book enjoyment and knowledge	16. Listening and responding 20. Exploring print
<b>STANDARD AREA 1.3 Reading Literature</b>		
<b>A. Key Ideas and Details - Theme</b>		

Emerging		
Emerging		
<b>1.3 OT.A</b> Recall an event from a story.	M. Listening and comprehension	20. Exploring print 21. Enjoying language
<b>B. Key Ideas and Details – Text Analysis</b>		
<b>1.3 I.B</b> Attend to a picture in a story when reading with an adult.	P. Reading	16. Listening and responding 20. Exploring print
<b>1.3 YT.B</b> Respond to simple questions about a story.	P. Reading M. Listening and comprehension	16. Listening and responding 20. Exploring print
<b>1.3 OT.B</b> Answer simple questions about a story.	P. Reading M. Listening and comprehension	16. Listening and responding 20. Exploring print
<b>C. Key Ideas and Details - Literary Elements</b>		
Emerging		
Emerging		
<b>1.3 OT.C</b> Recognize pictures of familiar characters in a book.	P. Reading	38. Identifying visual images
<b>D. Craft and Structure – Point of View</b>		
<b>E. Craft and Structure – Text Structure</b>		
<b>F. Craft and Structure - Vocabulary</b>		
<b>G. Integration of Knowledge and Ideas – Sources of Information</b>		
<b>H. Integration of Knowledge and Ideas – Text Analysis</b>		
<b>I. Vocabulary Acquisition and Use - Strategies</b>		
<b>J. Vocabulary Acquisition and Use</b>		
<b>1.3 I.J</b> Use single words to identify family members and familiar objects.	L. Speaking	19. Speaking
<b>1.3 YT.J</b> Use new vocabulary in everyday speech.	L. Speaking	19. Speaking
<b>1.3 OT.J</b> Use expanded vocabulary in everyday speech.	L. Speaking	19. Speaking
<b>K. Range of Reading</b>		

<b>1.3 I.K</b> Engage in reading activities.	P. Reading Q. Book enjoyment and knowledge	20. Exploring print 21. Enjoying language
<b>1.3 YT.K</b> Actively engage in reading activities for short periods of time.	P. Reading Q. Book enjoyment and knowledge	20. Exploring print 21. Enjoying language
<b>1.3 OT.K</b> Actively engage in small group reading activities.	P. Reading Q. Book enjoyment and knowledge	20. Exploring print 21. Enjoying language
<b>STANDARD AREA 1.4 Writing</b>		
<b>A. Informative/Explanatory</b>		
<b>B. Informative/Explanatory - Focus</b>		
<b>C. Informative/Explanatory - Content</b>		
<b>D. Informative/Explanatory - Organization</b>		
<b>E. Informative/Explanatory - Style</b>		
<b>F. Informative/Explanatory – Conventions of Language</b>		
<b>G. Opinion/Argumentative</b>		
<b>H. Opinion/Argumentative - Focus</b>		
<b>I. Opinion/Argumentative - Content</b>		
<b>J. Opinion/Argumentative - Orientation</b>		
<b>K. Opinion/Argumentative - Style</b>		
<b>L. Opinion/Argumentative – Conventions of Language</b>		
<b>M. Narrative</b>		
Emerging		
Emerging		
<b>1.4 OT.M</b> Tell a story about a picture.	P. Reading	19. Speaking 21. Enjoying language
<b>N. Narrative - Focus</b>		
<b>O. Narrative - Content</b>		
<b>P. Narrative - Organization</b>		

<b>Q. Narrative - Style</b>		
<b>R. Narrative – Conventions of Language</b>		
<b>1.4 I.R</b> Make marks with writing and drawing tools.	R. Writing	12. Moving parts of the body 37. Exploring art materials
<b>1.4 YT.R</b> Scribble with writing and drawing tools.	R. Writing	12. Moving parts of the body 37. Exploring art materials
<b>1.4 OT.R</b> Intentionally make marks with writing and drawing tools.	R. Writing	12. Moving parts of the body 37. Exploring art materials
<b>T. Production and Distribution of Writing – Writing Process</b>		
<b>U. Technology and Publication</b>		
<b>V. Conducting Research</b>		
Emerging		
Emerging		
<b>1.4 OT.V</b> Ask questions about topics of personal interest to gain information.	L. Speaking	16. Listening and responding
<b>W. Credibility, Reliability, and Validity of Sources</b>		
<b>X. Range of Writing</b>		
<b>STANDARD AREA 1.5 Speaking and Listening</b>		
<b>A. Comprehension and Collaboration – Collaborative Discussion</b>		
<b>1.5 I.A</b> Use sounds and gestures as a form of reciprocal communication.	L. Speaking M. Listening and comprehension	17. Nonverbal communication 18. Two-way communication
<b>1.5 YT.A</b> Use sounds, gestures, and words as a form of reciprocal communication.	L. Speaking M. Listening and comprehension	18. Two-way communication
<b>1.5 OT.A</b> Engage in reciprocal conversations and interactions with peers and adults.	L. Speaking M. Listening and comprehension	18. Two-way communication
<b>B. Comprehension and Collaboration – Critical Listening</b>		
<b>C. Comprehension and Collaboration – Evaluating Information</b>		
<b>1.5 I.C</b> Respond in ways that indicate understanding of what is being communicated.	L. Speaking M. Listening and comprehension	16. Listening and responding 18. Two-way communication 19. Speaking

<b>1.5 YT.C</b> Respond to questions, comments, or directions.	L. Speaking M. Listening and comprehension	16. Listening and responding 18. Two-way communication 19. Speaking
<b>1.5 OT.C</b> Respond to questions, comments, or directions.	L. Speaking M. Listening and comprehension	16. Listening and responding 18. Two-way communication 19. Speaking
<b>D. Presentation of Knowledge and Ideas – Purpose, Audience, and Task</b>		
<b>E. Presentation of Knowledge and Ideas - Context</b>		
<b>1.5 I.D/E</b> Babble and begin to use single words and/or signs.	L. Speaking	16. Listening and responding 19. Speaking
<b>1.5 YT.D/E</b> Respond to questions, comments, or directions.	L. Speaking	16. Listening and responding 19. Speaking
<b>1.5 OT.D/E</b> Respond to questions, comments, or directions.	L. Speaking	16. Listening and responding 19. Speaking
<b>F. Presentation of Knowledge - Multimedia</b>		
<b>G. Conventions of Standard English</b>		
Emerging		
Emerging		
<b>1.5 OT.G</b> Demonstrate command of the conventions of standard English when speaking, based on Older Toddler development.	L. Speaking	19. Speaking
<b>Mathematical Thinking and Expression</b>		
<b>Early Learning Standards</b>		
	COR Item	KDI <i>Infant-Toddler</i>
<b>STANDARD AREA 2.1 Numbers and Operations</b>		
<b>A.1 Counting and Cardinality - Cardinality</b>		
<b>2.1 I.A.1</b> Explore objects.	S. Number and counting	22. Exploring objects
<b>2.1 YT.A.1</b> Imitate rote counting using some names of numbers.	S. Number and counting	25. Exploring more 26. One-to-one correspondence 27. Number

<b>2.1 OT.A.1</b> Know some number names and the count sequence.	S. Number and counting	27. Number
<b>A.2 Counting and Cardinality - Counting</b>		
Emerging		
Emerging		
<b>2.1 OT.A.2</b> Count to tell the number of objects.	S. Number and counting	26. One-to-one correspondence 27. Number
<b>A.3 Counting and Cardinality - Comparing</b>		
<b>2.1 I.A.3</b> Explore relationships between objects.	U. Measurement	25. Exploring more 26. One-to-one correspondence 27. Number
<b>2.1 YT.A.3</b> Explore simple comparisons of quantity.	U. Measurement	25. Exploring more 27. Number
<b>2.1 OT.A.3</b> Use comparative language to show understanding of more or less.	U. Measurement	25. Exploring more 27. Number
<b>MP Counting and Cardinality – Mathematical Processes</b>		
<b>2.1 I.MP</b> Engage in numerical play.	S. Number and counting	27. Number
<b>2.1 YT.MP</b> Engage and persist in numerical play.	S. Number and counting	27. Number
<b>2.1 OT.MP</b> Use mathematical processes when quantifying, comparing, and representing numbers.	S. Number and counting	25. Exploring more 26. One-to-one correspondence 27. Number
<b>B.1 Numbers and Operations in Base Ten</b>		
<b>B.2 Numbers and Operations in Base Ten</b>		
<b>B.3 Numbers and Operations in Base Ten</b>		
<b>STANDARD AREA 2.2 Algebraic Concepts</b>		
<b>A.1 Operations and Algebraic Thinking</b>		
Emerging		
<b>2.2 YT.A.1</b> Sort manipulatives into sets.	V. Patterns	24. Exploring same and different
<b>2.2 YT.1</b> Sort manipulatives into sets.	V. Patterns	24. Exploring same and different
<b>MP Operations and Algebraic Thinking – Mathematical Processes</b>		



<b>STANDARD AREA 2.3 Geometry</b>		
<b>A.1 Geometry - Identification</b>		
<b>2.3 I.A.1</b> Explore objects of different sizes and shapes.	T. Geometry: Shapes and spatial awareness	24. Exploring same and different 30. Taking apart and putting together
<b>2.3 YT.A.1</b> Match identical shapes.	T. Geometry: Shapes and spatial awareness	24. Exploring same and different
<b>2.3 OT.A.1</b> Recognize and identify basic shapes in the environment.	T. Geometry: Shapes and spatial awareness	24. Exploring same and different 28. Locating objects
<b>A.2 Geometry - Application</b>		
Emerging		
Emerging		
<b>2.3 OT.A.2</b> Create and compose simple shapes.	T. Geometry: Shapes and spatial awareness	30. Taking apart and putting together
<b>MP Geometry – Mathematical Processes</b>		
<b>2.3 I.MP</b> Engage in geometric play.	T. Geometry: Shapes and spatial awareness	28. Locating objects 30. Taking apart and putting together
<b>2.3 YT.MP</b> Engage and persist in geometric play.	T. Geometry: Shapes and spatial awareness	28. Locating objects 30. Taking apart and putting together
<b>2.3 OT.MP</b> Use mathematical processes when drawing, constructing, modeling, and representing shapes.	T. Geometry: Shapes and spatial awareness	28. Locating objects 30. Taking apart and putting together
<b>STANDARD AREA 2.4 Measurement, Data, and Probability</b>		
<b>A.1 Measurement and Data - Measurement</b>		
Emerging		
<b>2.4 YT.A.1</b> Engage in measurement experiences.	U. Measurement	25. Exploring more 29. Filling and emptying
<b>2.4 OT.A.1</b> Use basic measurement vocabulary.	U. Measurement	25. Exploring more 29. Filling and emptying
<b>A.4 Measurement and Data - Data</b>		
Emerging		
<b>2.4 YT.A.4</b> Participate in sorting objects.	W. Data analysis	24. Exploring same and different 30. Taking apart and putting together

<b>2.4 OT.A.4</b> Classify objects and count the number of objects in each category.	W. Data analysis S. Number and counting	24. Exploring same and different 27. Number 30. Taking apart and putting together
<b>MP Measurement and Data – Mathematical Processes</b>		
Emerging		
<b>2.1 YT.MP</b> Engage and persist when measuring and sorting objects.	U. Measurement W. Data analysis	25. Exploring more 29. Filling and emptying
<b>2.1 OT.MP</b> Use mathematical processes when measuring and organizing data.	U. Measurement W. Data analysis	25. Exploring more 29. Filling and emptying
<b>Scientific Thinking and Technology: Exploring, Scientific Inquiry, and Discovery</b>		
<b>Early Learning Standards</b>		
	COR Item	KDI <i>Infant-Toddler</i>
<b>STANDARD AREA 3.1 Life Science</b>		
<b>Organization for Matter and Energy Flow in Organisms</b>		
<b>3.1 I.A:</b> Participate in simple investigations of living and nonliving things.	CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world	22. Exploring objects 24. Exploring same and different
<b>3.1 YT.A:</b> Participate in simple investigations of living and nonliving things.	CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world	22. Exploring objects 24. Exploring same and different
<b>3.1 OT.A:</b> Participate in simple investigations of living and nonliving things to answer a question.	CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world	22. Exploring objects 24. Exploring same and different 38. Identifying visual images 19. Speaking
<b>STANDARD AREA 3.2 Physical Science</b>		
<b>Structure and Properties of Matter</b>		
<b>3.2 I.A:</b> Participate in simple investigations to explore objects with varying characteristics.	BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world	22. Exploring objects 23. Object permanence

<b>3.2 YT.A:</b> Participate in simple investigations to engage with objects to learn about their characteristics.	BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world	22. Exploring objects 23. Object permanence 24. Exploring same and different
<b>3.2 OT.A:</b> Participate in simple investigations to engage with objects to learn about and discuss their characteristics.	BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world	22. Exploring objects 24. Exploring same and different
<b>Forces and Motion</b>		
<b>3.2 1.B.1:</b> Participate in simple investigations to explore the motion of objects.	CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world	22. Exploring objects 33. Time intervals 34. Speed 35. Cause and effect
<b>3.2 YT.B.1:</b> Participate in simple investigations to recognize and explore how objects move.	CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world	22. Exploring objects 33. Time intervals 34. Speed 35. Cause and effect
<b>3.2 OT.B.1:</b> Participate in simple investigations to recognize, explore, and communicate about how objects move.	CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world L. Speaking	22. Exploring objects 33. Time intervals 34. Speed 35. Cause and effect
<b>STANDARD AREA 3.3 Earth and Space Science</b>		
<b>Earth Materials and Systems</b>		
<b>3.3 I.A:</b> Participate in simple investigations of earth materials.	CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world	22. Exploring objects
<b>3.3 YT.A:</b> Participate in simple investigations of earth materials.	CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world	22. Exploring objects
<b>3.3 OT.A:</b> Participate in simple investigations of earth materials.	CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world	22. Exploring objects 16. Listening and responding 18. Two-way communication
<b>Weather and Climate</b>		
<b>3.3 I.B:</b> Observe weather conditions.	DD. Natural and physical world	1. Initiative

		24. Exploring same and different
<b>3.3 YT.B:</b> Observe and begin to label weather conditions.	DD. Natural and physical world	1. Initiative 24. Exploring same and different 19. Speaking
<b>3.3 OT.B:</b> Describe changes in weather conditions and discuss how weather affects daily life.	DD. Natural and physical world W. Data analysis	1. Initiative 24. Exploring same and different 19. Speaking
<b>STANDARD AREA 3.4 Environmental Literacy and Sustainability</b>		
<b>Sustainability and Stewardship Environmental Sustainability</b>		
Emerging		
<b>3.4 YT.D:</b> Engage in activities that reduce the impact of humans on the local environment.	G. Community DD. Natural and physical world	11. Group participation
<b>3.4 OT.D:</b> Engage in activities that reduce the impact of humans on the local environment.	G. Community DD. Natural and physical world	11. Group participation
<b>STANDARD AREA 3.5 Technology and Engineering</b>		
<b>Applying, Maintaining, and Assessing Technological Products and Systems Impacts of Technology Influence of Society on Technological Development</b>		
<b>3.5 I.A:</b> Imitate use of various technologies in play.	EE. Tools and technology	36. Imitating and pretending
<b>3.5 YT.A:</b> Imitate use of various technologies in play.	EE. Tools and technology	36. Imitating and pretending
<b>3.5 OT.A:</b> Communicate about technology in their environment.	EE. Tools and technology	36. Imitating and pretending 19. Speaking
Emerging		
Emerging		
<b>3.5 OT.M:</b> Engage in adult-led activities as part of the engineering design process.	A. Initiative and planning B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions	1. Initiative 2. Problem-solving 11. Group participation
<b>3.5 I.N:</b> Participate in simple investigations to determine how things work.	CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world	22. Exploring objects 30. Taking apart and putting together
<b>3.5 YT.N:</b> Participate in simple investigations to determine how things work.	CC. Experimenting, predicting, and drawing conclusions	22. Exploring objects 30. Taking apart and putting together

	DD. Natural and physical world	
<b>3.5 OT.N:</b> Participate in simple investigations to determine how things work.	CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world	22. Exploring objects 30. Taking apart and putting together 35. Cause and effect 16. Listening and responding
<b>3.5 I.S:</b> Participate in adult led play and exploration that applies design concepts, principles, and processes.	B. Problem solving with materials BB. Observing and classifying	22. Exploring objects 1. Initiative 2. Problem-solving 35. Cause and effect
<b>3.5 YT.S:</b> Participate in adult led play and exploration that applies design concepts, principles, and processes.	A. Initiative and planning BB. Observing and classifying B. Problem solving with materials F. Building relationships with other children	22. Exploring objects 10. Playing with others 2. Problem-solving
<b>3.5 OT.S:</b> Participate in adult led play and exploration that applies design concepts, principles, and processes.	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions	2. Problem-solving 22. Exploring objects 24. Exploring same and different
<b>3.5 I.CC:</b> Engage in exploration of materials that represent technologies in the workplace.	CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world EE. Tools and technology	1. Initiative 22. Exploring objects 35. Cause and effect
<b>3.5 YT.CC:</b> Engage in exploration of materials that represent technologies in the workplace.	CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world EE. Tools and technology	1. Initiative 22. Exploring objects 35. Cause and effect
<b>3.5 OT.CC:</b> Engage in exploration of materials that represent technologies in the workplace.	CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world EE. Tools and technology	1. Initiative 22. Exploring objects 35. Cause and effect
<b>Social Studies Thinking</b>		
<b>Early Learning Standards</b>		
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<b>Civics and Government</b>		
<b>STANDARD AREA 5.1 Principles and Documents of Government</b>		
<b>A. Rule of Law</b>		
<b>5.1 I.A</b> Respond to adult guidance about behavior.	G. Community	6. Relationships with adults 11. Group participation
<b>5.1 YT.A</b> Demonstrate basic understanding of rules.	G. Community	6. Relationships with adults 11. Group participation
<b>5.1 OT.A</b> Follow basic rules.	G. Community	11. Group participation
<b>F. Symbols</b>		
<b>STANDARD AREA 5.2 Rights and Responsibilities of Citizenship</b>		
<b>A. Civic Rights and Responsibilities</b>		
Emerging		
<b>5.2 YT.A</b> Demonstrate sense of belonging to a group such as a class or family.	FF. Knowledge of self and others	4. Distinguishing self and others 11. Group participation
<b>5.2 OT.A</b> Communicate a sense of belonging to a group such as a class or family.	FF. Knowledge of self and others	4. Distinguishing self and others 11. Group participation
<b>B. Conflict and Resolution</b>		
<b>5.2 I.B</b> Express emotion relating to a conflict.	H. Conflict resolution	8. Emotions
<b>5.2 YT.B</b> Express emotion relating to a conflict.	H. Conflict resolution	8. Emotions
<b>5.2 OT.B</b> Communicate about a conflict and seek help to solve.	H. Conflict resolution	8. Emotions 9. Empathy 10. Playing with others
<b>C. Leadership and Public Service</b>		
<b>STANDARD AREA 5.3 How Government Works</b>		
<b>C. Government Services</b>		

<b>5.3 I.C</b> Explore costumes and props that represent community workers.	AA. Pretend play FF. Knowledge of self and others	36. Imitating and pretending
<b>5.3 YT.C</b> Engage with costumes and props that represent community workers.	AA. Pretend play FF. Knowledge of self and others	36. Imitating and pretending
<b>5.3 OT.C</b> Recognize community workers through their uniforms and equipment.	FF. Knowledge of self and others	38. Identifying visual images
<b>F. Conflict and the Court System</b>		
<b>Economics</b>		
<b>STANDARD AREA 6.1 Scarcity and Choice</b>		
<b>A. Scarcity and Choice</b>		
<b>B. Limited Resources</b>		
<b>D. Incentives and Choice</b>		
<b>6.1 I.D</b> Demonstrate preference for specific objects and people.	A. Initiative and planning	1. Initiative
<b>6.1 YT.D</b> Make simple choices.	A. Initiative and planning	1. Initiative
<b>6.1 OT.D</b> Communicate about a choice based on individual interest.	A. Initiative and planning	1. Initiative
<b>STANDARD AREA 6.2 Markets and Economic Systems</b>		
<b>C. Advertising and Media</b>		
<b>D. Price Determination</b>		
<b>STANDARD AREA 6.3 Functions of Government</b>		
<b>D. Government's Role in International Trade</b>		
Emerging		
Emerging		
<b>6.3 OT.D</b> Communicate about products produced locally.	NA	

<b>STANDARD AREA 6.5 Income, Profit, and Wealth</b>		
<b>A. Factors Influencing Wages</b>		
C. Types of Business		
Emerging		
Emerging		
<b>6.5 OT.C</b> Communicate about local businesses.	NA	
<b>Geography</b>		
<b>STANDARD AREA 7.1 Basic Geographic Literacy</b>		
<b>A. Geographic Tools</b>		
Emerging		
Emerging		
<b>7.1 OT.A</b> Use maps in play.	GG. Geography	28. Locating objects
<b>B. Location of Places and Regions</b>		
<b>STANDARD AREA 7.2 Physical Characteristics of Places and Regions</b>		
<b>A. Physical Characteristics</b>		
Emerging		
Emerging		
<b>7.2 OT.A</b> Describe the characteristics of home to gain an understanding of physical features.	GG. Geography	28. Locating objects
<b>History</b>		
<b>STANDARD AREA 8.1 Historical Analysis and Skills Development</b>		
<b>A. Continuity and Change over Time</b>		



8.1 I.A Anticipate next step of a familiar routine or activity.		
8.1 YT.A Know the sequence of familiar routines.		
8.1 OT.A Identify and complete the sequence of familiar routines and tasks.		
C. Research		
Creative Thinking and Expression		
Early Learning Standards		
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STANDARD AREA 9.1.M Production and Performance – Music and Movement		
A. Elements and Principles		
Emerging		
9.1.M YT.A Demonstrate an understanding of basic elements of music and movement.	Y. Music Z. Movement	39. Listening to music
9.1M OT.A Know and use basic elements of music and movement.	Y. Music Z. Movement	40. Responding to music
B. Demonstration		
9.1.M I.B Respond to music.	Y. Music	40. Responding to music
9.1.M YT.B Respond to music.	Y. Music	40. Responding to music
9.1.M OT.B Respond to and communicate about music.	Y. Music	40. Responding to music
E. Representation		
9.1.M I.E Express self through music and dance.	Y. Music Z. Movement	40. Responding to music 41. Sounds

		42. Vocal pitch
<b>9.1.M YT.E</b> Respond to music and dance.	Y. Music Z. Movement	40. Responding to music 41. Sounds 42. Vocal pitch
<b>9.1.M OT.E</b> Respond to and communicate about music and dance.	Y. Music Z. Movement	40. Responding to music 41. Sounds 42. Vocal pitch
<b>J. Technologies</b>		
<b>9.1.M I.J</b> Use technologies for producing music	Y. Music	41. Sounds
<b>9.1.M YT.J</b> Use a variety of technologies for producing music or performing movements.	Y. Music Z. Movement	41. Sounds
<b>9.1.M OT.J</b> Use a variety of technologies for producing music or performing movements.	Y. Music Z. Movement	41. Sounds
<b>STANDARD AREA 9.1.D Production and Performance – Dramatic and Performance Play</b>		
<b>B. Demonstration</b>		
<b>9.1.D I.B</b> Act out familiar scenarios.	AA. Pretend play	36. Imitating and pretending
<b>9.1.D YT.B</b> Act out familiar scenarios using objects with intended purpose.	AA. Pretend play	36. Imitating and pretending
<b>9.1.D OT.B</b> Explore real or make-believe scenarios through dramatic play.	AA. Pretend play	36. Imitating and pretending
<b>E. Representation</b>		
Emerging		
Emerging		
<b>9.1.D OT.E</b> Use imagination and creativity to express self through dramatic play.	AA. Pretend play	36. Imitating and pretending
<b>STANDARD AREA 9.1.V Production and Performance – Visual Arts</b>		
<b>A. Elements and Principles</b>		

Emerging		
<b>9.1.V YT.A</b> Demonstrate an understanding of basic elements of visual arts.	X. Art	37. Exploring art materials
<b>9.1.V OT.A</b> Know and use basic elements of visual arts.	X. Art	37. Exploring art materials
<b>B. Demonstration</b>		
<b>9.1.V I.B</b> Combine a variety of materials to engage in the process of art.	X. Art	37. Exploring art materials
<b>9.1.V YT.B</b> Combine a variety of materials to engage in the process of art.	X. Art	37. Exploring art materials
<b>9.1.V OT.B</b> Combine a variety of materials to engage in the process of art.	X. Art	37. Exploring art materials
<b>E. Representation</b>		
Emerging		
Emerging		
<b>9.1.M *OT.E</b> Use imagination and creativity to express self through the process of art. *	X. Art	37. Exploring art materials
<b>J. Technologies</b>		
<b>9.1.V I.J</b> Use technologies in the process of creating art.	EE. Tools and technology	37. Exploring art materials
<b>9.1.V YT.J</b> use a variety of technologies in the process of creating art.	EE. Tools and technology	37. Exploring art materials
<b>9.1.V YT.J</b> Use a variety of technologies in the process of creating art.	EE. Tools and technology	37. Exploring art materials
<b>STANDARD AREA 9.2 Historical and Cultural Context of Works of Art</b>		
<b>D. Perspective</b>		
<b>STANDARD AREA 9.3 Critical Response to Works of Art</b>		
<b>F. Identification</b>		
<b>9.3 I.F</b> Explore a variety of art forms.	X. Art	37. Exploring art materials 38. Identifying visual images

<b>9.3 YT.F</b> Engage with a variety of art forms.	X. Art	37. Exploring art materials 38. Identifying visual images
<b>9.3 OT.F</b> Communicate about a variety of art forms.	X. Art	38. Identifying visual images
<b>G. Critical Response</b>		
<b>9.3 I.G</b> respond to various art forms.	X. Art	38. Identifying visual images
<b>9.3 YT.G</b> Show interest in others' artistic expressions.	X. Art	38. Identifying visual images
<b>9.3 OT.G</b> Comment on characteristics of others' artistic expressions.	X. Art	38. Identifying visual images
<b>STANDARD AREA 9.4 Aesthetic Response to Works of Art</b>		
<b>B. Emotional Response</b>		
<b>Health, Wellness, and Physical Development</b>		
<b>Early Learning Standards</b>		
	COR Item	KDI <i>Infant-Toddler</i>
<b>STANDARD AREA 10.1 Concepts of Health</b>		
<b>B. Interaction of Body Systems</b>		
<b>10.1 I.B</b> Locate basic body parts when named by an adult.	K. Personal care and healthy behavior	3. Self-help
<b>10.1 YT.B</b> Locate basic body parts when asked.	K. Personal care and healthy behavior	3. Self-help
<b>10.1 OT.B</b> Identify and locate basic body parts.	K. Personal care and healthy behavior	3. Self-help
<b>C. Nutrition</b>		
Emerging		
Emerging		
<b>10.1 OT.C</b> Participate in experiences related to healthy food choices.	K. Personal care and healthy behavior	3. Self-help
<b>D. Alcohol, Tobacco, and Chemical Substances</b>		

<b>E. Health Problems and Disease Prevention</b>		
<b>STANDARD AREA 10.3 Safety and Injury Prevention</b>		
<b>A. Safe and Unsafe Practices</b>		
<b>10.3 I.A</b> Respond to basic safety words.	K. Personal care and healthy behavior	3. Self-help
<b>10.3 YT.A</b> Cooperate with basic safety practices.	K. Personal care and healthy behavior	3. Self-help
<b>10.3 OT.A</b> Use and communicate about basic safety practices.	K. Personal care and healthy behavior	3. Self-help
<b>STANDARD AREA 10.4 Physical Activity – Gross Motor Coordination</b>		
<b>A. Control and Coordination</b>		
<b>10.4 I.A</b> Develop control of the body.	I. Gross-motor skills	12. Moving parts of the body 13. Moving the whole body
<b>10.4 YT.A</b> Control and coordinate the movement of the body.	I. Gross-motor skills	12. Moving parts of the body 13. Moving the whole body
<b>10.4 OT.A</b> Combine and coordinate body movement.	I. Gross-motor skills	12. Moving parts of the body 13. Moving the whole body
<b>B. Balance and Strength</b>		
<b>10.4 I.B</b> Exhibit strength and balance in stationary body movements.	I. Gross-motor skills	12. Moving parts of the body 13. Moving the whole body
<b>10.4 YT.B</b> Exhibit balance and strength when moving from place to place.	I. Gross-motor skills	12. Moving parts of the body 13. Moving the whole body
<b>10.4 OT.B</b> Demonstrate balance and strength when performing gross motor activities.	I. Gross-motor skills	12. Moving parts of the body 13. Moving the whole body
<b>STANDARD AREA 10.5 Concepts, Principles, and Strategies of Movement – Fine Motor Coordination</b>		
<b>A. Strength, Coordination, and Muscle Control</b>		
<b>10.5 I.A</b> Use fingers and hands to accomplish actions.	J. Fine-motor skills	12. Moving parts of the body 14. Moving with objects

<b>10.5 YT.A</b> Coordinate use of fingers, hands, and wrists to accomplish actions.	J. Fine-motor skills	12. Moving parts of the body 14. Moving with objects
<b>10.5 OT.A</b> Coordinate use of fingers, hands, and wrists to accomplish actions.	J. Fine-motor skills	12. Moving parts of the body 14. Moving with objects
<b>B. Eye/Hand Coordination</b>		
<b>10.5 I.B</b> Use eye and hand coordination to perform a task.	J. Fine-motor skills	12. Moving parts of the body 14. Moving with objects
<b>10.5 YT.B</b> Coordinate eye and hand movements to perform a task.	J. Fine-motor skills	12. Moving parts of the body 14. Moving with objects
<b>10.5 OT.B</b> Coordinate use of fingers, hands, and wrists to accomplish actions.	J. Fine-motor skills	12. Moving parts of the body 14. Moving with objects
<b>C. Use of Tools</b>		
<b>10.5 I.C</b> Manipulate basic tools.	J. Fine-motor skills EE. Tools and technology	12. Moving parts of the body 14. Moving with objects
<b>10.5 YT.C</b> Use basic tools.	J. Fine-motor skills EE. Tools and technology	12. Moving parts of the body 14. Moving with objects
<b>10.5 OT.C</b> Use basic tools demonstrating refined skill.	J. Fine-motor skills EE. Tools and technology	12. Moving parts of the body 14. Moving with objects