

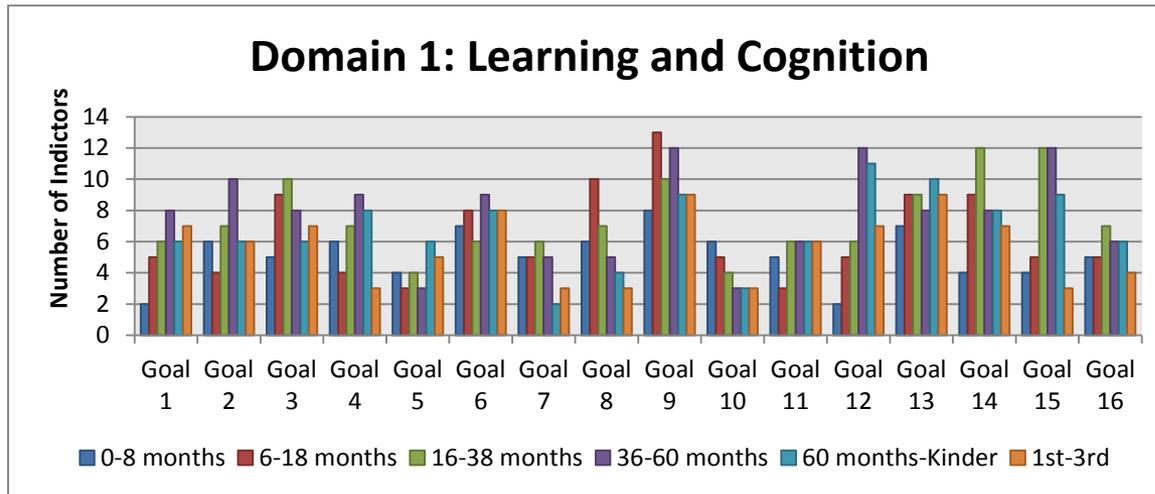
Revised Early Learning eGuidelines

Presentation to EC3

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February 6, 2014

Table 3. Internal Depth of Domain 1.



Goal:	Age Range:	Comments:	Suggested Additions:
1: Curiosity	0-8 mths	Number of indicators below average	Attention to faces and toys with bold designs or contrasts in color; Look and follow slow moving objects; Increasing interest in more complex patterns and shapes; Response to familiar things or sounds they hear; Reaching for toys that are visible, but out of reach
2: Generating new ideas (sensory exploration)	6-18 mths	Number of indicators appear appropriate for age range; May consider adding in more examples of using objects creatively	

Table 4. Goals Showing Levels of Variability

Idaho Early Learning eGuidelines

We are pleased to present the **revised** Idaho Early Learning eGuidelines, the latest set of high-quality, research-based Idaho early learning standards. They are the result of a two-year study and revision process by a team of Idaho's dedicated early childhood professionals. In addition to updated research, all Child Indicators were developmentally sequenced and made more specific, and expanded Caregiver Strategies were added. Developmental Growth statements for many Goals and ages were edited and clarified.

Domain 1: Approaches to Learning and Cognitive Development received editing of a number of Goal statements for greater clarity and ease of use. In addition, content was added for the important area of executive functions and self-regulation, critical elements of school readiness.

Domain 5: Communication, Language and Literacy were revised in the Literacy sub-domain to clarify the interdependent, but specific Goals and development of reading and writing. This domain was also updated to encompass the skills of the Idaho Core Standards.



A new supplemental document, the Goal/Developmental Growth Matrix was developed as an overview of the ELeG and as a teaching tool. It is posted with other collateral documents.

[Collapse All](#) [Expand All](#)

- [+ About the Idaho Early Learning eGuidelines](#)
- [+ Domain 1: Approaches to Learning and Cognitive Development](#)
- [+ Domain 2: Motor Development, Physical Well-Being, and Health](#)
- [+ Domain 3: Social and Emotional Development](#)
- [+ Domain 4: General Knowledge](#)
- [+ Domain 5: Communication, Language, and Literacy](#)
- [+ Birth through 8 Months](#)
- [+ 6 to 18 Months](#)
- [+ 16 to 38 Months](#)
- [+ 36 to 60 Months](#)
- [+ 60 Months through Kindergarten](#)
- [+ First, Second, and Third Grades](#)

Content View

DOMAIN 1: APPROACHES TO LEARNING AND COGNITIVE DEVELOPMENT			
SUB-DOMAIN: COGNITION AND COGNITIVE PROCESSES			
REASONING AND LOGIC/CRITICAL AND ANALYTIC THINKING			
GOAL 13: CHILDREN BUILD KNOWLEDGE USING COMPARISON, CONTRASTS, EXAMINATION, AND EVALUATION.			
Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
36 to 60 Months	Combines observation, past experiences, and knowledge to address novel or unfamiliar situations.	<ul style="list-style-type: none"> Applies new information or vocabulary to an activity. Uses information gained through one modality and applies it to a new context via another modality (tries to build a tower of blocks like the one seen in a book, draws pictures after a field trip). Generates a strategy based on one learning event and extends it to a new learning opportunity (learns that mixing red and yellow paint makes orange, later tries coloring yellow crayon over red crayon). Uses concepts and words to characterize same and different. Labels aspects of an event. Uses "why" as a generic question to add to knowledge base, though child may intend to ask who, what, where, when, or how. Matches, sorts, and classifies objects based on one or more attributes (e.g. shape, size, textures, or color). Uses basic adjectives and some comparative adjectives (e.g. tall, taller, big, bigger). Compares and contrasts experiences, with or without prompting and/or drawbacks of choosing one course of action, with/without prompting. 	<ul style="list-style-type: none"> Engage the child in activities and interactions that make connections by recalling past learning and events (e.g. "remember when..." games and discussions). Engage child in generalizing by asking open-ended questions (e.g. "Where else would this work?" "What if...?"). Offer games, puzzles, discussions, and physical activities where children match, sort, and classify objects and events (e.g. sorting socks and finding all those that dad might wear, making collages, cleaning out the dramatic play clothes and putting like items in a box, or planning together for weekly menus for lunchtime). Play games where the child identifies and describes similarities, differences, and contrasting concepts (e.g. "What happens on rainy days and what happens on snowy days?"). Expand and embellish children's vocabulary for descriptive words such as "darker," "not quite red, but almost orange" "You saw a comet in the sky, and it moved across the sky and looked brighter than a star. What a treat for your eyes!"). Document children's observations and explanations using digital videos and pictures, and written dictation. Offer dramatic play, puppet play, and enacting stories for role playing. Read or tell stories and lead discussions where children compare and contrast characters' similarities and differences. Use open-ended questions and comments that give children opportunity to express their evaluation of things and situations. Document children's opinions about what works or what they think about something. When engaging in conversation with children, recognize that "why"

Domain 3 -Matrix

DOMAIN 3: SOCIAL AND EMOTIONAL DEVELOPMENT							
Goals	Goal Statements	Birth through 8 Months	6 to 18 Months	16 to 38 Months	36 to 60 Months	60 Months through K	First, Second, and Third Grades
27	Children trust, interacting with and seek assistance from adults.	Shows secure primary attachments.	Shows sense of self in relation to familiar adults.	Shows a desire for autonomy and self-action when with familiar adults.	Shows confidence in seeking assistance from familiar adults.	Uses strategies to interact with familiar adults across a variety of situations.	Interacts with familiar and less familiar adults across a variety of settings.
28	Children develop friendships with peers.	Shows interest in other babies and children.	Shows interest in interacting with peers.	Engages in play with peers.	Engages in mutual social play that involves cooperation and shared purpose.	Engages in cooperative interactions with peers.	Initiates and sustains relationships with other children/peers.
29	Children demonstrate positive negotiation skills.	Initiates interactions with caregivers and responds to caregiver's interactions.	Gives cues to initiate interactions with caregiver and peers.	Engages with caregivers and peers to solve problems or communicate solutions.	Solves problems and communicate ideas with a peer, with adult supervision.	Communicates with peers to solve conflicts, negotiate solutions, and share ideas.	Negotiates and solves conflicts using reasoning, judgment, critical thinking, and a wide-ranging vocabulary.
30	Children demonstrate awareness of their behavior and its effects on others.	Becomes aware that their actions may be linked to another's response.	Anticipates reactions to their actions.	Modifies self behavior to solicit others' actions or responses.	Anticipates the impact of self actions on others.	Recognizes certain behaviors bring positive consequences and others bring negative consequences.	Uses self actions that are adaptable across most social settings and relationships.
31	Children participate positively in group activities.	Shows awareness of self and others.	Makes connections and associations with people, places, and regular routines.	Uses most behaviors that are socially acceptable within a defined social environment.	Participate cooperatively in group activities.	Invents, leads, and follows in group activities, games, and cooperative play with peers.	Sustains group participation and works toward common goals with informal and formal peer groups.
32	Children demonstrate sympathy and empathy.	Gazes at others and responds to variation in non-verbal and verbal sounds of others.	Reacts to emotions and actions of familiar children and adults.	Gains simple vocabulary to accurately describe own and others' emotions.	Recognizes and responds to another's emotions and situation.	Adjusts plans in consideration of others' emotions and needs.	Shows sympathy and empathy for children and adults across settings.
33	Children develop a sense of humor.	Smiles and laughs with pleasure, often in response to primary caregiver.	Initiates and responds to caregiver with smiles and laughter. Responds to absurdity.	Uses language and body to initiate social humor.	Uses novel language, sounds, and meanings to initiate interaction with adults and peers. Uses physical humor for social purposes.	Uses humor to consolidate understanding of concepts and language use. Uses some abstract thinking and humor as a social skill.	Uses multiple meaning for words and situations. Follows sequences in stories to humorous conclusions.