

IDAHO EARLY LEARNING EGUIDELINES

GOAL 13: CHILDREN BUILD KNOWLEDGE USING COMPARISON, CONTRASTS, EXAMINATION, AND EVALUATION.

Domain 1: Approaches to Learning and Cognitive Development

Sub-Domain: Cognition and Cognitive Processes

[Birth through 8 Months](#)

[6 to 18 Months](#)

[16 to 38 Months](#)

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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
Birth through 8 Months	Responds to and initiates actions with people and objects.	<ul style="list-style-type: none"> ▪ Sustains gaze or tracks object. ▪ Notices changes to familiar places and people. ▪ Imitates actions, gestures, and sounds. ▪ Watches own body parts, their movement, and experiments with control of those movements. ▪ Reacts to novel and familiar activities and objects with sensory exploration (e.g. gazing, reaching toward, grasping, mouthing, or turning toward). ▪ Repeats previously successful actions such as shaking or patting objects to hear a noise or see a reaction to their action. 	<ul style="list-style-type: none"> ▪ Babies learn through stimulation of their senses. Plan so that you touch the child often, offer lots of visual stimulation, provide sounds such as singing, talking, music, and are attentive to everyday sounds in the environment such as birds singing, bells ringing, and phones ringing. ▪ Provide toys and objects of different textures that respond to the actions of the child (rattles, squeeze toys, cloth toys, and soft balls). ▪ Play games with child that support understanding of object permanence (Peek-a-Boo). ▪ Plan stimulating environments to promote interactions with people and things (e.g. floor time, one-on-one time with an adult, intentionally stimulating daily routines, and attention to novel sounds and sights). ▪ Respond to child's behavior in an interactive way. When child initiates through a gesture or verbalization, respond by reinforcing both verbally and through engagement. ▪ Provide experiences and materials for child to experiment with different textures, sounds, shapes, smells, and sights. ▪ Change toys regularly, offering novelty for stimulation and advancing skills. ▪ Describe comparisons during playful interactions (e.g. "You are holding the smooth block. Here's the nubby ball!").

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6 to 18 Months	Explores and examines objects, people, and situations to see differences and similarities.	<ul style="list-style-type: none"> ▪ Uses familiar objects in combination (spoon in bowl, socks on feet, doll in doll bed). ▪ Distinguishes parents and trusted caregivers from less familiar people. ▪ Distinguishes sounds and combinations of sounds. ▪ Tries out a variety of voice tones and vocal play to vary sounds, and explores the impact of those sounds (e.g. babbling, squealing, yelling, shouting, pounding on a table, and ringing a bell). ▪ Experiments with different objects using the same action with each object (e.g. stacks objects of different types, and knocks them over, dumps and fills buckets with sand, water, or blocks, or carries varying items around using different methods of carrying). ▪ Easily distracted from a task by novel sounds, sights, or touch. 	<ul style="list-style-type: none"> ▪ Demonstrate, explain, and engage child in activities that show how different experiences relate to one another (e.g. "Your sweater goes on over your head just like your shirt goes on over your head."). ▪ Use photos and objects to talk about past experiences (e.g. photos or toy animal after an outing to the park, or family pictures). ▪ Talk about what is happening as it happens. ▪ Provide opportunities for stacking, knocking down, and moving a variety of toys. ▪ Provide music, song, and simple movement activities that include different rhythm, tempo, and beats. ▪ Routinely offer supervised sand and water play. ▪ Include a variety of paints and painting utensils in lesson-planning. ▪ Offer foods with different textures and tastes and talk about those tastes and textures.

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16 to 38 Months	Observes and reacts to similarities and differences in people, places, and situations.	<ul style="list-style-type: none"> ▪ Makes choices between two possibilities (e.g. which shirt to wear, which toy to play with, or which book to read first), though may renege on the choice. ▪ Repeatedly examines novel items until habituated to the characteristics of the item. ▪ Generalizes ideas based on past experiences (e.g. watches caregiver blow on hot food before eating, and then blows on food, hot or cold, at next meal). ▪ Connects objects and ideas (e.g. broom for sweeping, swimsuit for swimming, or paint brush for painting on the easel). ▪ Imitates behavior seen in another place and time such as pretending to take orders for food, making variations to fit props or people. ▪ Notices and describes how items are the same or different. ▪ Uses action or words to show notice of changes in familiar things, places, or people. ▪ Recognizes and points out novel characteristics or peculiarities of places and people. ▪ Identifies differences between own and others' work. ▪ Explores paint to learn about the properties of art, not necessarily to make a painting (e.g. mixing colors, smearing hands and fingers with paint, perhaps tasting the paint, and manipulating paint brushes and paper). 	<ul style="list-style-type: none"> ▪ Use child's home language, experience, and culture to make connections to new experiences and vocabulary. ▪ Engage child in routine activities while explaining the whys (e.g. "We vacuum the floor to clean up the dirt."). ▪ Help child make generalizations (e.g. "If it is sunny here, it will probably be sunny at school."). ▪ Acknowledge child when a past event is recalled and used as the basis for a choice. ▪ Provide opportunities to explore solid objects, blocks, wheel toys, and manipulatives. ▪ Provide sensory exploration and supervised "messy" play with sand, water, paint, clay). ▪ Demonstrate, explain, and engage child in comparing objects' size, shape, and other characteristics. ▪ Demonstrate, explain, and engage child in discussing what he/she likes and does not like about experiences. ▪ Take pictures of yesterdays' block constructions, and use that one to compare to the one they did earlier. ▪ Go on trips to gardens, forests, around the block, or to a park. Look for different and similar plants or houses, or play structures. Talk about their characteristics. ▪ Note how children's written names are same and different.

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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" may mean who, what, when, where, or how?

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60 Months through Kindergarten	Examines and evaluates problems and situations to reach conclusions.	<ul style="list-style-type: none"> ▪ Restates a situation or problem in own words. ▪ Recognizes written words as ways to document ideas and communicate solutions. ▪ Tries a variety of solutions until satisfied with outcomes. ▪ Uses and defines attributes and characteristics of objects including shapes, squares, rectangles, circles, ovals, triangles, and relative positions (e.g. above, below, beside, in front of, behind, and inside). ▪ Analyzes and compares two and three-dimensional shapes. ▪ Organizes objects by more than one common characteristic. ▪ Uses comparative words. ▪ Constructs viable arguments and critiques the reasoning of others. ▪ Poses “what if” questions and problems. ▪ Describe measurable attributes of objects, such as length or weight. ▪ Directly compare two objects with a measurable attribute in common, to see which object has “more of/”less of” the attributes. ▪ Compares the main characters or events of stories. ▪ Describes experiences using comparative 	<ul style="list-style-type: none"> ▪ Engage the child in activities and interactions that use known strategies in new situations. ▪ Demonstrate, explain, and engage child in activities that explore questions and guide him/her toward appropriate solutions. ▪ Invite child to expand on what he/she meant by a certain response (e.g. “Tell me more about why you said that.”). ▪ Engage child in discussing what he/she thinks another child meant by a given response (e.g. “Why do you think Josie did that?”). ▪ Offer time for a child to evaluate pros and cons of a decision, looking at what worked and what might have gone differently had another choice been made. ▪ Brainstorm possible actions and solutions with children. Document the possibilities and revisit that document when a solution is achieved.

		language. <ul style="list-style-type: none">▪ Considers peers' perspectives when making decisions.▪ Explains how he/she makes decisions.	
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<p>First, Second, and Third Grades</p>	<p>Use if-then reasoning to explain social and natural phenomena.</p>	<ul style="list-style-type: none"> ▪ Combines, separates, orders, and transforms information and objects. ▪ Knows that physical aspects of objects (size, quantity, and number) remain the same even when some aspects of their appearance change. ▪ Considers multiple elements of a problem (e.g. can think about alternatives when solving problems). ▪ Mentally retraces steps when appropriate to solve a problem. ▪ Plays games with rules, though sometimes remakes rules to fit own needs. ▪ Considers behavior and psychological states when interpreting people's intentions. ▪ Describes an experience or experiment, giving logical reasons for the results. ▪ Succeeds in solving problems cooperatively with peers. ▪ Can think about past, present, and future states of objects and people. ▪ Organizes collections according to multiple criteria (e.g. sorting baseball cards according to league, team, and position). 	<ul style="list-style-type: none"> ▪ Provide child many and varied in familiar activities and objects to stimulate new abilities in problem solving. ▪ Provide time for children to arrive at conclusions through experimentation. ▪ Plan small group time for children to work together to generate multiple ideas and solutions. ▪ Plan activities where shared stories and solutions represent a variety of people, roles, and cultures. ▪ Read stories and offer scenarios with moral dilemmas and encourage child to generate multiple solutions. ▪ Ask child to relate their own stories and experiences to current topics or books in class. ▪ Document children's explanations of things and revisit the documentation daily to discuss adjustments and new ideas for solving problems or creating new concepts. ▪ Provide learning games that promote systematic thinking such as chess, checkers, Trouble, Sorry, etc. ▪ Introduce history and compare to the present and future. ▪ Provide opportunities to collect and classify objects.