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COR Advantage 1.5 — HighScope’s newest research-based assessment tool — is highly compatible with many national and state early learning standards, including those of the state of California. This document shows you how COR Advantage aligns with California’s standards and guidelines for both infant-toddler and preschool levels. Click on the category below to view the alignment you are looking for.

[Infant-Toddler Alignment](#)

[Preschool Alignment](#)



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Alignment of the 2009 California Infant/Toddler Learning & Development Foundations With HighScope's 2014 Child Observation Record — COR Advantage 1.5

The following chart shows how items from the 2009 **California Infant/Toddler Learning & Development Foundations** correspond to items from HighScope's 2014 **Child Observation Record — COR Advantage 1.5**. COR Advantage 1.5 is an observation-based assessment instrument for children from birth through kindergarten. It is designed to measure children's progress in all early childhood programs (including, but not limited to those using the HighScope curriculum). It is divided into 8 major categories that are critical for school success: Approaches to Learning (Items A–C); Social and Emotional Development (Items D–H); Physical Development and Health (Items I–K); Language, Literacy, and Communication (Items L–R); Mathematics (Items S–W); Creative Arts (Items X–AA); Science and Technology (Items BB–EE); and Social Studies (Items FF–HH). There is also a category for English Language Learning, if appropriate for the child (Items II–JJ). Each category contains between 3 and 7 items, and each item has 8 developmental levels, ranging from 0 (the simplest) to 7 (the most complex). Teaching staff collect anecdotes for completing the COR during the normal daily routine, so the assessment process is seamlessly integrated with early childhood teaching and planning. The results provide detailed reports that analyze progress and are designed for various audiences, from families to government monitors.



California Infant/Toddler Foundations

COR Advantage Items

<i>Social-Emotional Development</i>		
8 months	Interactions With Adults At around eight months of age, children purposefully engage in reciprocal interactions and try to influence the behavior of others. Children may be both interested in and cautious of unfamiliar adults.	E. Building relationships with adults
18 months	At around 18 months of age, children may participate in routines and games that involve complex back-and-forth interaction and may follow the gaze of the infant care teacher to an object or person. Children may also check with a familiar infant care teacher when uncertain about something or someone.	E. Building relationships with adults
36 months	At around 36 months of age, children interact with adults to solve problems or communicate about experiences or ideas.	A. Initiative and planning B. Problem solving with materials C. Reflection E. Building relationships with adults
8 months	Relationships with Adults At around eight months of age, children seek a special relationship with one (or a few) familiar adult(s) by initiating interactions and seeking proximity, especially when distressed.	E. Building relationships with adults
18 months	At around 18 months of age, children feel secure exploring the environment in the presence of important adults with whom they have developed a relationship over an extended period of time. When distressed, children seek to be physically close to these adults.	E. Building relationships with adults
36 months	At around 36 months of age, when exploring the environment, from time to time children reconnect, in a variety of ways, with the adult(s) with whom they have developed a special relationship: through eye contact; facial expressions; shared feelings; or conversations about feelings, shared activities, or plans. When distressed, children may still seek to be physically close to these adults.	E. Building relationships with adults

California Infant/Toddler Foundations

COR Advantage Items

<i>Social-Emotional Development Cont.</i>		
8 months	<p>Interactions with Peers</p> <p>At around eight months of age, children show interest in familiar and unfamiliar peers. Children may stare at another child, explore another child's face and body, and respond to siblings and older peers.</p>	F. Building relationships with other children
18 months	<p>At around 18 months of age, children engage in simple back-and-forth interactions with peers for short periods of time.</p>	F. Building relationships with other children
36 months	<p>At around 36 months of age, children engage in simple cooperative play with peers.</p>	F. Building relationships with other children
8 months	<p>Relationships with Peers</p> <p>At around eight months of age, children show interest in familiar and unfamiliar children.</p>	F. Building relationships with other children
18 months	<p>At around 18 months of age, children prefer to interact with one or two familiar children in the group and usually engage in the same kind of back-and forth play when interacting with those children.</p>	F. Building relationships with other children
36 months	<p>At around 36 months of age, children have developed friendships with a small number of children in the group and engage in more complex play with those friends than with other peers.</p>	F. Building relationships with other children

California Infant/Toddler Foundations

COR Advantage Items

<i>Social-Emotional Development Cont.</i>		
8 months	Identity of Self in Relation to Others At around eight months of age, children show clear awareness of being a separate person and of being connected with other people. Children identify others as both distinct from and connected to themselves. (Fogel 2001, 347)	E. Building relationships with adults
18 months	At around 18 months of age, children demonstrate awareness of their characteristics and express themselves as distinct persons with thoughts and feelings. Children also demonstrate expectations of others' behaviors, responses, and characteristics on the basis of previous experiences with them.	FF. Knowledge of self and others
36 months	At around 36 months of age, children identify their feelings, needs, and interests, and identify themselves and others as members of one or more groups by referring to categories. (24–36 mos.; Fogel 2001, 415; 18–30 mos.)	FF. Knowledge of self and others

8 months	Recognition of Ability At around eight months of age, children understand that they are able to make things happen.	CC. Experimenting, predicting, and drawing conclusions
18 months	At around 18 months of age, children experiment with different ways of making things happen, persist in trying to do things even when faced with difficulty, and show a sense of satisfaction with what they can do.	CC. Experimenting, predicting, and drawing conclusions
36 months	At around 36 months of age, children show an understanding of their own abilities and may refer to those abilities when describing themselves.	<i>No match found</i>

California Infant/Toddler Foundations

COR Advantage Items

<i>Social-Emotional Development Cont.</i>		
8 months	<p>Expression of Emotion</p> <p>At around eight months of age, children express a variety of primary emotions such as contentment, distress, joy, sadness, interest, surprise, disgust, anger, and fear.</p>	D. Emotions
18 months	<p>At around 18 months of age, children express emotions in a clear and intentional way, and begin to express some complex emotions, such as pride.</p>	D. Emotions
36 months	<p>At around 36 months of age, children express complex, self-conscious emotions such as pride, embarrassment, shame, and guilt. Children demonstrate awareness of their feelings by using words to describe feelings to others or acting them out in pretend play.</p>	D. Emotions
8 months	<p>Empathy</p> <p>At around eight months of age, children demonstrate awareness of others' feelings by reacting to their emotional expressions.</p>	D. Emotions
18 months	<p>At around 18 months of age, children change their behavior in response to the feelings of others even though their actions may not always make the other person feel better. Children show an increased understanding of the reason for another's distress and may become distressed by the other's distress.</p>	D. Emotions
36 months	<p>At around 36 months of age, children understand that other people have feelings that are different from their own and can sometimes respond to another's distress in a way that might make that person feel better.</p>	D. Emotions

California Infant/Toddler Foundations

COR Advantage Items

<i>Social-Emotional Development Cont.</i>		
8 months	<p>Emotion Regulation</p> <p>At around eight months of age, children use simple behaviors to comfort themselves and begin to communicate the need for help to alleviate discomfort or distress.</p>	D. Emotions
18 months	<p>At around 18 months of age, children demonstrate a variety of responses to comfort themselves and actively avoid or ignore situations that cause discomfort. Children can also communicate needs and wants through the use of a few words and gestures.</p>	D. Emotions
36 months	<p>At around 36 months of age, children anticipate the need for comfort and try to prepare themselves for changes in routine. Children have many self-comforting behaviors to choose from, depending on the situation, and can communicate specific needs and wants.</p>	D. Emotions G. Community
Impulse Control		
8 months	<p>At around eight months of age, children act on impulses.</p>	D. Emotions
18 months	<p>At around 18 months of age, children respond positively to choices and limits set by an adult to help control their behavior.</p>	D. Emotions
36 months	<p>At around 36 months of age, children may sometimes exercise voluntary control over actions and emotional expressions.</p>	D. Emotions

California Infant/Toddler Foundations

COR Advantage Items

<i>Social-Emotional Development Cont.</i>		
8 months	<p>Social Understanding</p> <p>At around eight months of age, children have learned what to expect from familiar people, understand what to do to get another’s attention, engage in back-and-forth interactions with others, and imitate the simple actions or facial expressions of others.</p>	E. Building relationships with adults
18 months	<p>At around 18 months of age, children know how to get the infant care teacher to respond in a specific way through gestures, vocalizations, and shared attention; use another’s emotional expressions to guide their own responses to unfamiliar events; and learn more complex behavior through imitation. Children also engage in more complex social interactions and have developed expectations for a greater number of familiar people.</p>	<p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p>
36 months	<p>At around 36 months of age, children can talk about their own wants and feelings and those of other people, describe familiar routines, participate in coordinated episodes of pretend play with peers, and interact with adults in more complex ways.</p>	<p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p> <p>AA. Pretend play</p>

California Infant/Toddler Foundations

COR Advantage Items

<i>Language Development</i>		
8 months	<p>Receptive Language</p> <p>At around eight months of age, children show understanding of a small number of familiar words and react to the infant care teacher’s overall tone of voice.</p>	M. Listening and comprehension
18 months	<p>At around 18 months of age, children show understanding of one-step requests that have to do with the current situation.</p>	M. Listening and comprehension
36 months	<p>At around 36 months of age, children demonstrate understanding of the meaning of others’ comments, questions, requests, or stories.</p>	M. Listening and comprehension
8 months	<p>Expressive Language</p> <p>At around eight months of age, children experiment with sounds, practice making sounds, and use sounds or gestures to communicate needs, wants, or interests.</p>	A. Initiative and planning K. Personal care and healthy behavior L. Speaking
18 months	<p>At around 18 months of age, children say a few words and use conventional gestures to tell others about their needs, wants, and interests.</p>	A. Initiative and planning K. Personal care and healthy behavior L. Speaking
36 months	<p>At around 36 months of age, children communicate in a way that is understandable to most adults who speak the same language they do. Children combine words into simple sentences and demonstrate the ability to follow some grammatical rules of the home language.</p>	L. Speaking

California Infant/Toddler Foundations

COR Advantage Items

<i>Language Development Cont.</i>		
8 months	<p>Communication Skills and Knowledge</p> <p>At around eight months of age, children participate in back-and forth communication and games.</p>	<p>E. Building relationships with adults</p> <p>L. Speaking</p>
18 months	<p>At around 18 months of age, children use conventional gestures and words to communicate meaning in short back-and-forth interactions and use the basic rules of conversational turn-taking when communicating.</p>	<p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p> <p>L. Speaking</p>
36 months	<p>At around 36 months of age, children engage in back-and-forth conversations that contain a number of turns, with each turn building upon what was said in the previous turn.</p>	<p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p> <p>L. Speaking</p>
8 months	<p>Interest in Print</p> <p>At around eight months of age, children explore books and show interest in adult-initiated literacy activities, such as looking at photos and exploring books together with an adult.</p>	<p>P. Reading</p> <p>Q. Book enjoyment and knowledge</p>
18 months	<p>At around 18 months of age, children listen to the adult and participate while being read to by pointing, turning pages, or making one- or two-word comments. Children actively notice print in the environment.</p>	<p>P. Reading</p> <p>Q. Book enjoyment and knowledge</p>
36 months	<p>At around 36 months of age, children show appreciation for books and initiate literacy activities: listening, asking questions, or making comments while being read to; looking at books on their own; or making scribble marks on paper and pretending to read what is written.</p>	<p>M. Listening and comprehension</p> <p>P. Reading</p> <p>Q. Book enjoyment and knowledge</p> <p>R. Writing</p>

California Infant/Toddler Foundations

COR Advantage Items

<i>Cognitive Development</i>		
8 months	<p>Cause-and-Effect</p> <p>At around eight months of age, children perform simple actions to make things happen, notice the relationships between events, and notice the effects of others on the immediate environment.</p>	CC. Experimenting, predicting, and drawing conclusions
18 months	<p>At around 18 months of age, children combine simple actions to cause things to happen or change the way they interact with objects and people in order to see how it changes the outcome.</p>	CC. Experimenting, predicting, and drawing conclusions
36 months	<p>At around 36 months of age, children demonstrate an understanding of cause and effect by making predictions about what could happen and reflect upon what caused something to happen.</p>	CC. Experimenting, predicting, and drawing conclusions
8 months	<p>Spatial Relationships</p> <p>At around eight months of age, children move their bodies, explore the size and shape of objects, and observe people and objects as they move through space.</p>	T. Geometry: Shapes and spatial awareness U. Measurement
18 months	<p>At around 18 months of age, children use trial and error to discover how things move and fit in space.</p>	T. Geometry: Shapes and spatial awareness CC. Experimenting, predicting, and drawing conclusions
36 months	<p>At around 36 months of age, children can predict how things will fit and move in space without having to try out every possible solution, and show understanding of words used to describe size and locations in space.</p>	T. Geometry: Shapes and spatial awareness U. Measurement

California Infant/Toddler Foundations

COR Advantage Items

<i>Cognitive Development Cont.</i>		
8 months	Problem Solving At around eight months of age, children use simple actions to try to solve problems involving objects, their bodies, or other people.	B. Problem solving with materials
18 months	At around 18 months of age, children use a number of ways to solve problems: physically trying out possible solutions before finding one that works; using objects as tools; watching someone else solve the problem and then applying the same solution; or gesturing or vocalizing to someone else for help.	B. Problem solving with materials
36 months	At around 36 months of age, children solve some problems without having to physically try out every possible solution and may ask for help when needed.	B. Problem solving with materials
8 months	Imitation At around 8 months of age, children imitate simple actions and expressions of others during interactions.	AA. Pretend play
18 months	At around 18 months of age, children imitate others' actions that have more than one step and imitate simple actions that they have observed others doing at an earlier time.	AA. Pretend play
36 months	At around 36 months of age, children reenact multiple steps of others' actions that they have observed at an earlier time.	AA. Pretend play

California Infant/Toddler Foundations

COR Advantage Items

<i>Cognitive Development Cont.</i>		
8 months	<p>Memory</p> <p>At around 8 months of age, children recognize familiar people, objects, and routines in the environment and show awareness that familiar people still exist even when they are no longer physically present.</p>	<p>C. Reflection</p> <p>E. Building relationships with adults</p> <p>M. Listening and comprehension</p>
18 months	<p>At around 18 months of age, children remember typical actions of people, the location of objects, and steps of routines.</p>	<p>C. Reflection</p> <p>G. Community</p> <p>GG. Geography</p>
36 months	<p>At around 36 months of age, children anticipate the series of steps in familiar activities, events, or routines; remember characteristics of the environment or people in it; and may briefly describe recent past events or act them out.</p>	<p>C. Reflection</p> <p>G. Community</p> <p>HH. History</p>
8 months	<p>Number Sense</p> <p>At around eight months of age, children usually focus on one object or person at a time, yet they may at times hold two objects, one in each hand.</p>	<p>S. Number and counting</p>
18 months	<p>At around 18 months of age, children demonstrate understanding that there are different amounts of things.</p>	<p>S. Number and counting</p>
36 months	<p>At around 36 months of age, children show some understanding that numbers represent how many and demonstrate understanding of words that identify how much.</p>	<p>S. Number and counting</p>

California Infant/Toddler Foundations

COR Advantage Items

<i>Cognitive Development Cont.</i>		
8 months	<p>Classification</p> <p>At around eight months of age, children distinguish between familiar and unfamiliar people, places, and objects and explore the differences between them.</p>	BB. Observing and classifying
18 months	<p>At around 18 months of age, children show awareness when objects are in some way connected to each other, match two objects that are the same, and separate a pile of objects into two groups based on one attribute.</p>	BB. Observing and classifying
36 months	<p>At around 36 months of age, children group objects into multiple piles based on one attribute at a time, put things that are similar but not identical into one group, and may label each grouping, even though sometimes these labels are overgeneralized.</p>	BB. Observing and classifying
8 months	<p>Symbolic Play</p> <p>At around 8 months of age, children become familiar with objects and actions through active exploration. Children also build knowledge of people, action objects, and ideas through observation.</p>	AA. Pretend play
18 months	<p>At around 18 months of age, children use one object to represent another object and engage in one or two simple actions of pretend play.</p>	AA. Pretend play
36 months	<p>At around 36 months of age, children engage in make-believe play involving several sequenced steps, assigned roles, and an overall plan and sometimes pretend by imagining an object without needing the concrete object present.</p>	AA. Pretend play

California Infant/Toddler Foundations

COR Advantage Items

<i>Cognitive Development Cont.</i>		
8 months	<p>Attention Maintenance</p> <p>At around eight months of age, children pay attention to different things and people in the environment in specific, distinct ways.</p>	A. Initiative and planning
18 months	<p>At around 18 months of age, children rely on order and predictability in the environment to help organize their thoughts and focus attention.</p>	A. Initiative and planning G. Community
36 months	<p>At around 36 months of age, children sometimes demonstrate the ability to pay attention to more than one thing at a time.</p>	A. Initiative and planning
Understanding of Personal Care Routines		
8 months	<p>At around eight months of age, children are responsive during the steps of personal care routines.</p>	K. Personal care and healthy behavior
18 months	<p>At around 18 months of age, children show awareness of familiar personal care routines and participate in the steps of these routines.</p>	K. Personal care and healthy behavior
36 months	<p>At around 36 months of age, children initiate and follow through with some personal care routines.</p>	K. Personal care and healthy behavior

California Infant/Toddler Foundations

COR Advantage Items

<i>Perceptual and Motor Development</i>		
8 months	<p>Perceptual Development</p> <p>At around eight months of age, children use the senses to explore objects and people in the environment.</p>	<p>E. Building relationships with adults</p> <p>M. Listening and comprehension</p> <p>BB. Observing and classifying</p>
18 months	<p>At around 18 months of age, children use the information received from the senses to change the way they interact with the environment.</p>	<p>Y. Music</p> <p>CC. Experimenting, predicting, and drawing conclusions</p>
36 months	<p>At around 36 months of age, children can quickly and easily combine the information received from the senses to inform the way they interact with the environment.</p>	<p>CC. Experimenting, predicting, and drawing conclusions</p>
Gross Motor		
8 months	<p>At around eight months of age, children demonstrate the ability to maintain their posture in a sitting position and to shift between sitting and other positions.</p>	<p>I. Gross-motor skills</p>
18 months	<p>Around 18 months of age, children move from one place to another by walking and running with basic control and coordination.</p>	<p>I. Gross-motor skills</p>
36 months	<p>At around 36 months of age, children move with ease, coordinating movements and performing a variety of movements.</p>	<p>I. Gross-motor skills</p>

California Infant/Toddler Foundations

COR Advantage Items

<i>Perceptual and Motor Development Cont.</i>		
8 months	<p>Fine Motor</p> <p>At around eight months of age, children easily reach for and grasp things and use eyes and hands to explore objects actively.</p>	J. Fine-motor skills
18 months	<p>At around 18 months of age, children are able to hold small objects in one hand and sometimes use both hands together to manipulate objects.</p>	J. Fine-motor skills
36 months	<p>At around 36 months of age, children coordinate the fine movements of the fingers, wrists, and hands to skillfully manipulate a wide range of objects and materials in intricate ways. Children often use one hand to stabilize an object while manipulating it.</p>	J. Fine-motor skills

Alignment of the 2008/2010 California Preschool Learning Foundations With HighScope's 2014 Child Observation Record — COR Advantage 1.5

The following chart shows how items from the **California Preschool Learning Foundations 2008/2010** correspond to items from HighScope's 2014 **Child Observation Record — COR Advantage 1.5**. COR Advantage 1.5 is an observation-based assessment instrument for children from birth through kindergarten. It is designed to measure children's progress in all early childhood programs (including, but not limited to those using the HighScope Curriculum). It is divided into 8 major categories that are critical for school success: Approaches to Learning (Items A–C); Social and Emotional Development (Items D–H); Physical Development and Health (Items I–K); Language, Literacy, and Communication (Items L–R); Mathematics (Items S–W); Creative Arts (Items X–AA); Science and Technology (Items BB–EE); and Social Studies (Items FF–HH). There is also a category for English Language Learning, if appropriate for the child (Items II–JJ). Each category contains between 3 and 7 items, and each item has 8 developmental levels, ranging from 0 (the simplest) to 7 (the most complex). Teaching staff collect anecdotes for completing the COR during the normal daily routine, so the assessment process is seamlessly integrated with early childhood teaching and planning. The results provide detailed reports that analyze progress and are designed for various audiences, from families to government monitors.



<i>Social-Emotional Development</i>	
<p>Self</p> <p>1.0 Self-Awareness</p> <p>1.1 Describe their physical characteristics, behavior, and abilities positively.</p> <p>2.0 Self-Regulation</p> <p>2.1 Need adult guidance in managing their attention, feelings, and impulses and show some effort at self-control.</p> <p>3.0 Social and Emotional Understanding</p> <p>3.1 Seek to understand people’s feelings and behavior, notice diversity in human characteristics, and are interested in how people are similar and different.</p> <p>4.0 Empathy and Caring</p> <p>4.1 Demonstrate concern for the needs of others and people in distress.</p> <p>5.0 Initiative in Learning</p> <p>5.1 Enjoy learning and are confident in their abilities to make new discoveries although may not persist at solving difficult problems.</p>	<p>FF. Knowledge of self and others</p> <p>D. Emotions H. Conflict resolution</p> <p>D. Emotions FF. Knowledge of self and others</p> <p>D. Emotions</p> <p>B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions</p>

<p>Social Interaction</p> <p>1.0 Interactions with Familiar Adults</p> <p>1.1 Interact with familiar adults comfortably and competently, especially in familiar settings.</p> <p>2.0 Interactions with Peers</p> <p>2.1 Interact easily with peers in shared activities that occasionally become cooperative efforts.</p> <p>2.2 Participate in simple sequences of pretend play.</p> <p>2.3 Seek assistance in resolving peer conflict, especially when disagreements have escalated into physical aggression.</p> <p>3.0 Group Participation</p> <p>3.1 Participate in group activities and are beginning to understand and cooperate with social expectations, group rules, and roles.</p> <p>4.0 Cooperation and Responsibility</p> <p>4.1 Seek to cooperate with adult instructions but their capacities for self-control are limited, especially when they are frustrated or upset.</p>	<p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p> <p>AA. Pretend play</p> <p>H. Conflict resolution</p> <p>G. Community</p> <p>D. Emotions G. Community</p>
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<p>Relationships</p> <p>2.0 Close Relationships with Teachers and Caregivers</p> <p>2.1 Seek security and support from their primary teachers and caregivers.</p> <p>2.2 Contribute to maintaining positive relationships with primary teachers and caregivers.</p> <p>3.0 Friendships</p> <p>3.1 Choose to play with one or two special peers whom they identify as friends.</p>	<p>E. Building relationships with adults</p> <p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p>
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<i>Language and Literacy</i>	
Listening and Speaking	
1.0 Language Use and Conventions	
1.1 Use language to communicate with others in familiar social situations for a variety of basic purposes, including describing, requesting, commenting, acknowledging, greeting, and rejecting.	L. Speaking
1.3 Use accepted language and style during communication with familiar adults and children.	L. Speaking M. Listening and comprehension
1.4 Use language to construct short narratives that are real or fictional.	L. Speaking
2.0 Vocabulary	
2.1 Understand and use accepted words for objects, actions, and attributes encountered frequently in both real and symbolic contexts.	L. Speaking M. Listening and comprehension
2.2 Understand and use accepted words for categories of objects encountered and used frequently in everyday life.	L. Speaking M. Listening and comprehension
3.0 Grammar	
3.1 Understand and use increasingly complex and longer sentences, including sentences that combine two phrases or two to three concepts to communicate ideas.	L. Speaking
3.2 Understand and typically use age-appropriate grammar, including accepted word forms, such as subject-verb agreement, progressive tense, regular past tense, regular plurals, pronouns, and possessives.	L. Speaking

<p>Reading</p> <p>1.0 Concepts about Print</p> <p>1.1 Begin to display appropriate book-handling behaviors and begin to recognize print conventions.</p> <p>1.2 Recognize print as something that can be read.</p> <p>3.0 Alphabets and Word/Print Recognition</p> <p>3.1 Recognize the first letter of own name.</p> <p>3.2 Match some letter names to their printed form.</p> <p>4.0 Comprehension and Analysis of Age-Appropriate Text</p> <p>4.1 Demonstrate knowledge of main characters or events in a familiar story (e.g., who, what, where) through answering questions (e.g., recall and simple inferencing), retelling, reenacting, or creating artwork.</p> <p>4.2 Demonstrate knowledge from informational text through labeling, describing, playing, or creating artwork.</p> <p>5.0 Literacy Interest and Response</p> <p>5.1 Demonstrate enjoyment of literacy and literacy-related activities.</p> <p>5.2 Engage in routines associated with literacy activities.</p>	<p>Q. Book enjoyment and knowledge</p> <p>P. Reading</p> <p>O. Alphabet knowledge</p> <p>O. Alphabet knowledge</p> <p>M. Listening and comprehension Q. Book enjoyment and knowledge</p> <p>M. Listening and comprehension</p> <p>Q. Book enjoyment and knowledge</p> <p>M. Listening and comprehension</p>
<p>Writing</p> <p>1.0 Writing Strategies</p> <p>1.1 Experiment with grasp and body position using a variety of drawing and writing tools.</p> <p>1.2 Write using scribbles that are different from pictures.</p> <p>1.3 Write marks to represent own name.</p>	<p>R. Writing</p> <p>R. Writing</p> <p>R. Writing</p>

<i>English-Language Development</i>	
<p>Listening</p> <p>1.0 Children listen with understanding.</p> <p><i>Focus: Beginning words</i></p> <p>1.1 Attend to English oral language in both real and pretend activity, relying on intonation, facial expressions, or the gestures of the speaker.</p> <p><i>Focus: Requests and directions</i></p> <p>1.2 Begin to follow simple directions in English, especially when there are contextual cues.</p> <p><i>Focus: Basic and advanced concepts</i></p> <p>1.3 Demonstrate an understanding of words related to basic and advanced concepts in the home language that are appropriate for the age (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).</p>	<p>M. Listening and comprehension</p> <p>II. Listening to and understanding English</p> <p>M. Listening and comprehension</p> <p>II. Listening to and understanding English</p> <p>II. Listening to and understanding English</p>

<p>Speaking</p> <p>1.0 Children use nonverbal and verbal strategies to communicate with others.</p> <p><i>Focus: Communication of needs</i></p> <p>1.1 Use nonverbal communication, such as gestures or behaviors, to seek attention, request objects, or initiate a response from others.</p> <p><i>Focus: Vocabulary production</i></p> <p>1.2 Use vocabulary in the home language that is age-appropriate (as reported by parents, teachers, assistants, or others and with the assistance of an interpreter if necessary).</p> <p><i>Focus: Conversation</i></p> <p>1.3 Converse in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).</p> <p><i>Focus: Utterance length and complexity</i></p> <p>1.4 Use a range of utterance lengths in the home language that is age-appropriate (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).</p> <p><i>Focus: Grammar</i></p> <p>1.5 Use age-appropriate grammar in the home language (e.g., plurals; simple past tense; use of subject, verb, object), sometimes with errors (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).</p> <p>3.0 Children use language to create oral narratives about their personal experiences.</p> <p><i>Focus: Narrative development</i></p> <p>3.1 Create a narrative in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).</p>	<p>L. Speaking JJ. Speaking English</p> <p>JJ. Speaking English</p> <p>JJ. Speaking English</p> <p>JJ. Speaking English</p> <p>L. Speaking</p> <p>L. Speaking</p>
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<p>Reading</p> <p>1.0 Children demonstrate an appreciation and enjoyment of reading and literature.</p> <p><i>Focus: Participate in read-aloud activity</i></p> <p>1.1 Attend to an adult reading a short storybook written in the home language or a storybook written in English if the story has been read in the home language.</p> <p><i>Focus: Interest in books and reading</i></p> <p>1.2 “Read” familiar books written in the home language or in English when encouraged by others and, in the home language, talk about the books.</p> <p>2.0 Children show an increasing understanding of book reading.</p> <p><i>Focus: Story structure</i></p> <p>2.2 Retell a story in the home language when read or told a story in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).</p> <p>3.0 Children demonstrate an understanding of print conventions.</p> <p><i>Focus: Book handling</i></p> <p>3.1 Begin to understand that books are read in a consistent manner (e.g., in English, pages are turned from right to left and the print is read from top to bottom, left to right; this may vary in other languages).</p> <p>4.0 Children demonstrate awareness that print carries meaning.</p> <p><i>Focus: Environmental print</i></p> <p>4.1 Begin to recognize that symbols in the environment (classroom, community, or home) carry a consistent meaning in the home language or in English.</p> <p>5.0 Children demonstrate progress in their knowledge of the alphabet in English.</p> <p><i>Focus: Letter awareness</i></p> <p>5.1 Interact with material representing the letters of the English alphabet.</p> <p><i>Focus: Letter recognition</i></p> <p>5.2 Begin to recognize the first letter in their own name or the character for their own name in the home language or English.</p>	<p>Q. Book enjoyment and knowledge</p> <p>P. Reading</p> <p>Q. Book enjoyment and knowledge</p> <p>Q. Book enjoyment and knowledge</p> <p>Q. Book enjoyment and knowledge</p> <p>P. Reading</p> <p>O. Alphabet knowledge</p> <p>O. Alphabet knowledge</p>
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<p>Reading cont.</p> <p>6.0 Children demonstrate phonological awareness.</p> <p>Focus: Rhyming</p> <p>6.1 Listen attentively and begin to participate in simple songs, poems, and finger plays that emphasize rhyme in the home language or in English.</p> <p>Focus: Onset (initial sound)</p> <p>6.2 Listen attentively and begin to participate in simple songs, poems, and finger plays in the home language or in English.</p> <p>Focus: Sound differences in the home language and English</p> <p>6.3 Attend to and manipulate different sounds or tones in words in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).</p>	<p>N. Phonological awareness</p> <p>N. Phonological awareness</p> <p>N. Phonological awareness</p>
<p>Writing</p> <p>1.0 Children use writing to communicate their ideas.</p> <p>Focus: Writing as communication</p> <p>1.1 Begin to understand that writing can be used to communicate.</p> <p>Focus: Writing to represent words or ideas</p> <p>1.2 Begin to demonstrate an awareness that written language can be in the home language or in English.</p> <p>Focus: Writing their name</p> <p>1.3 Write marks to represent their own name in a way that may resemble how it is written in the home language.</p>	<p>R. Writing</p> <p>R. Writing</p> <p>R. Writing</p>

Mathematics	
<p>Number Sense</p> <p>1.0 Children begin to understand numbers and quantities in their everyday environment.</p> <p>1.1 Recite numbers in order to ten with increasing accuracy.</p> <p>1.2 Begin to recognize and name a few written numerals.</p> <p>1.4 Count up to five objects, using one-to-one correspondence (one object for each number word) with increasing accuracy.</p> <p>1.5 Use the number name of the last object counted to answer the question, "How many...?"</p> <p>2.0 Children begin to understand number relationships and operations in their everyday environment.</p> <p>2.1 Compare visually (with or without counting) two groups of objects that are obviously equal or nonequal and communicate, "more" or "same."</p> <p>2.2 Understand that adding to (or taking away) one or more objects from a group will increase (or decrease) the number of objects in the group.</p> <p>2.3 Understand that putting two groups of objects together will make a bigger group.</p> <p>2.4 Solve simple addition and subtraction problems nonverbally (and often verbally) with a very small number of objects (sums up to 4 or 5).</p>	<p>S. Number and counting</p> <p>S. Number and counting</p> <p>S. Number and counting</p> <p>S. Number and counting</p> <p>S. Number and counting</p> <p>S. Number and counting</p> <p>S. Number and counting</p> <p>S. Number and counting</p>
<p>Algebra and Functions</p> <p>1.0 Children begin to sort and classify objects in their everyday environment.</p> <p>1.1 Sort and classify objects by <i>one</i> attribute into two or more groups, with increasing accuracy.</p> <p>2.0 Children begin to recognize simple, repeating patterns.</p> <p>2.1 Begin to identify or recognize a simple repeating pattern.</p> <p>2.2 Attempt to create a simple repeating pattern or participate in making one.</p>	<p>BB. Observing and classifying</p> <p>V. Patterns</p> <p>V. Patterns</p>

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COR Advantage Items

<p>Measurement</p> <p>1.0 Children begin to compare and order objects.</p> <p>1.1 Demonstrate awareness that objects can be compared by length, weight, or capacity, by noting gross differences, using words such as <i>bigger, longer, heavier, or taller</i>, or by placing objects side by side to compare length.</p> <p>1.2 Order three objects by size.</p> <p>1.3 Measure length using multiple duplicates of the same-size concrete units laid end to end.</p>	<p>U. Measurement</p> <p>U. Measurement</p> <p>U. Measurement</p>
<p>Geometry</p> <p>1.0 Children begin to identify and use common shapes in their everyday environment.</p> <p>1.1 Identify simple two-dimensional shapes, such as a circle and square.</p> <p>1.2 Use individual shapes to represent different elements of a picture or design.</p> <p>2.0 Children begin to understand positions in space.</p> <p>2.1 Identify positions of objects and people in space, such as in/on/under, up/down, and inside/outside.</p>	<p>T. Geometry: Shapes and spatial awareness</p> <p>T. Geometry: Shapes and spatial awareness</p> <p>T. Geometry: Shapes and spatial awareness</p>
<p>Mathematical Reasoning</p> <p>1.0 Children use mathematical thinking to solve problems that arise in their everyday environment.</p> <p>1.1 Begin to apply simple mathematical strategies to solve problems in their environment.</p>	<p>B. Problem solving with materials</p> <p>W. Data analysis</p>

Visual and Performing Arts	
Visual Art	
1.0 Notice, Respond, and Engage	
1.1 Notice and communicate about objects or forms that appear in art.	X. Art
1.2 Create marks with crayons, paints, and chalk and then identify them; mold and build with dough and clay and then identify them.	X. Art
2.0 Develop Skills in Visual Art	
2.1 Make straight and curved marks and lines; begin to draw rough circle shapes.	X. Art
2.2 Begin to create paintings or drawings that suggest people, animals, and objects.	X. Art
2.3 Make somewhat regular-shaped balls and coils out of dough or clay.	X. Art
2.4 Begin to use paper and other materials to assemble simple collages.	X. Art
2.6 Demonstrate some motor control when working with visual arts tools.	J. Fine-motor skills
3.0 Create, Invent, and Express Through Visual Art	
3.1 Create art and sometimes name the work.	X. Art
3.2 Begin to draw figures or objects.	X. Art
3.3 Begin to use intensity of marks and color to express a feeling or mood.	X. Art

Music	
1.0 Notice, Respond, and Engage	
1.1 Sustain attention and begin to reflect verbally about music; demonstrate familiarity with words that describe music.	Y. Music
1.2 Recognize simple repeating melody and rhythm patterns.	Y. Music
1.3 Identify the sources of a limited variety of musical sounds.	Y. Music
1.4 Use body movement freely to respond loosely to beat—loud versus quiet (dynamics)—and tempo.	Z. Movement
2.0 Develop Skills in Music	
2.1 Begin to discriminate between different voices and certain instrumental and environmental sounds. Follow words in a song.	Y. Music
2.2 Explore vocally; sing repetitive patterns and parts of songs alone and with others.	Y. Music
3.0 Create, Invent, and Express Through Music	
3.1 Explore vocal and instrumental skills and use instruments to produce simple rhythms and tones.	Y. Music
3.2 Move or use body to demonstrate beat and tempo, often spontaneously.	Z. Movement
3.3 Improvise vocally and instrumentally.	Y. Music

<p>Drama</p> <p>1.0 Notice, Respond, and Engage</p> <p>1.1 Demonstrate an understanding of simple drama vocabulary</p> <p>1.2 Identify preferences and interests related to participating in drama.</p> <p>1.3 Demonstrate knowledge of simple plot of a participatory drama.</p> <p>2.0 Develop Skills to Create, Invent, and Express Through Drama</p> <p>2.1 Demonstrate basic role-play skills with imagination and creativity.</p> <p>2.2 Add props and costumes to enhance dramatization of familiar stories and fantasy play with peers.</p>	<p>AA. Pretend play</p> <p>AA. Pretend play</p> <p>AA. Pretend play</p> <p>AA. Pretend play</p> <p>AA. Pretend play</p> <p>AA. Pretend play</p>
<p>Dance</p> <p>1.0 Notice, Respond, and Engage</p> <p>1.1 Engage in dance movements.</p> <p>1.2 Begin to understand and use vocabulary related to dance.</p> <p>1.3 Respond to instruction of one skill at a time during movement, such as a jump or fall.</p> <p>1.4 Explore and use different steps and movements to create or form a dance.</p> <p>2.0 Develop Skills in Dance</p> <p>2.3 Begin to respond to tempo and timing through movement.</p> <p>3.0 Create, Invent, and Express Through Dance</p> <p>3.1 Begin to act out and dramatize through music and movement patterns.</p> <p>3.2 Invent dance movements.</p>	<p>Z. Movement</p> <p>Z. Movement</p> <p>Z. Movement</p> <p>Z. Movement</p> <p>Z. Movement</p> <p>Z. Movement</p> <p>Z. Movement</p> <p>Z. Movement</p>

<p>Physical Development</p> <p>Fundamental Movement Skills</p> <p>1.0 Balance</p> <p>1.2 Maintain balance while in motion when moving from one position to another or when changing directions, though balance may not be completely stable.</p> <p>2.0 Locomotor Skills</p> <p>2.1 Walk with balance, not always stable, oppositional arm movements still developing, and relatively wide base of support (space between feet).</p> <p>2.2 Run with short stride length and feet off the ground for a short period of time. May show inconsistent opposition of arms and legs.</p> <p>2.4 Begin to demonstrate a variety of locomotor skills, such as galloping, sliding, hopping, and leaping.</p> <p>3.0 Manipulative Skills</p> <p>3.1 Begin to show gross motor manipulative skills by using arms, hands, and feet, such as rolling a ball underhand, tossing underhand, bouncing, catching, striking, throwing overhand, and kicking.</p> <p>3.2 Begin to show fine motor manipulative skills using hands and arms such as in-hand manipulation, writing, cutting, and dressing.</p>	<p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p> <p>J. Fine-motor skills</p>
<p>Perceptual-Motor Skills and Movement Concepts</p> <p>1.0 Body Awareness</p> <p>1.1 Demonstrate knowledge of the names of body parts.</p> <p>2.0 Spatial Awareness</p> <p>2.1 Use own body as reference point when locating or relating to other people or objects in space.</p> <p>3.0 Directional Awareness</p> <p>3.3 Can place an object on top of or under something with some accuracy.</p> <p>3.4 Use any two body parts together.</p>	<p>K. Personal care and healthy behavior</p> <p>T. Geometry: Shapes and spatial awareness</p> <p>T. Geometry: Shapes and spatial awareness</p> <p>J. Fine-motor skills</p>

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<p>Health</p> <p>Health Habits</p> <p>1.0 Basic Hygiene</p> <p>1.1 Demonstrate knowledge of some steps in the handwashing routine.</p> <p>1.2 Practice health habits that prevent infectious diseases and infestations (such as lice) when appropriate, with adult support, instruction, and modeling.</p> <p>3.0 Knowledge of Wellness</p> <p>3.1 Identify a few internal body parts (most commonly the bones, brain, and heart) but may not understand their basic function.</p> <p>3.2 Begin to understand that health-care providers try to keep people well and help them when they are not well.</p>	<p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p> <p>FF. Knowledge of self and others</p>
<p>Safety</p> <p>1.0 Injury Prevention</p> <p>1.1 Follow safety rules with adult support and prompting.</p>	<p>G. Community</p>
<p>Nutrition</p> <p>2.0 Nutrition Choices</p> <p>2.1 Demonstrate a beginning understanding that eating a variety of food helps the body grow and be healthy, and choose from a variety of foods at mealtimes.</p> <p>2.2 Indicate food preferences that reflect familial and cultural practices.</p>	<p>K. Personal care and healthy behavior</p> <p>FF. Knowledge of self and others</p>