

Alignment of the Colorado Early Learning Development Guidelines With HighScope's 2014 Child Observation Record — COR Advantage 1.5

The following chart shows how items from the **Colorado Early Learning Development Guidelines** 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.



Colorado Early Learning Standards

COR Advantage Items

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| <p><i>Physical Development & Health: Birth to Age 3: Ages 4 – 8 Months</i></p> | |
| <p>1. Perceptual Development: The developing ability to become aware of the social and physical environment through the senses.</p> <p>1. Use the senses to explore objects and people in the environment.</p> | |
| <p>2. Gross Motor: The developing ability to move the large muscles.</p> <p>2. Demonstrate control of their head and neck.</p> | <p>I. Gross-motor skills</p> |
| <p>3. Fine Motor: The developing ability to move the small muscles.</p> <p>1. Easily reach for and grasp things.</p> <p>2. Use eyes and hands to explore objects actively.</p> | <p>J. Fine-motor skills</p> <p>B. Problem solving with materials</p> <p>J. Fine-motor skills</p> |
| <p>4. Health: Maintenance of healthy growth and participation in physical activity.</p> <p>1. Maintain growth.</p> <p>2. Engage in physical activity and movement.</p> <p>3. Develop sleep routines and cycles.</p> | <p>Does not align</p> <p>I. Gross-motor skills</p> <p>Z. Movement</p> <p>Does not align</p> |

Colorado Early Learning Standards

COR Advantage Items

| <i>Social Development: Birth to Age 3: Ages 4 – 8 Months</i> | |
|--|---|
| <p>1. Interaction with Adults: The developing ability to respond to and engage with adults.</p> <ol style="list-style-type: none"> 1. Purposefully engage in reciprocal interactions and try to influence the behavior of others. 2. Show both interest in and caution toward unfamiliar adults. | <p>E. Building relationships with adults</p> <p>D. Emotions</p> <p>E. Building relationships with adults</p> |
| <p>2. Interaction with Peers: The developing ability to respond to and engage with other children.</p> <ol style="list-style-type: none"> 1. Show interest in familiar and unfamiliar peers by staring at another child, exploring another child's face and body, or responding to siblings and older peers. | <p>F. Building relationships with other children</p> |
| <p>3. Relationships with Peers: The development of relationships with certain peers through interactions over time.</p> <ol style="list-style-type: none"> 1. Show interest in familiar and unfamiliar children. | <p>F. Building relationships with other children</p> |
| <p>4. Empathy: The developing ability to share in the emotional experiences of others.</p> <ol style="list-style-type: none"> 1. Demonstrate awareness of others' feelings by reacting to their emotional expressions. | <p>E. Building relationships with adults</p> |
| <p>5. Social Understanding: The developing understanding of the responses, communication, emotional expressions, and actions of other people.</p> <ol style="list-style-type: none"> 1. Know what to expect from familiar people. 2. Understand what to do to get another's attention. 3. Engage in back-and-forth interactions with others. 4. Imitate the simple actions or facial expressions of others. | <p>G. Community</p> <p>K. Personal care and healthy behavior</p> <p>L. Speaking</p> <p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p> <p>AA. Pretend play</p> |

Colorado Early Learning Standards

COR Advantage Items

| Emotional Development: Birth to Age 3: Ages 4 – 8 Months | |
|---|---|
| <p>1. Relationships with Adults: The development of close relationships with certain adults who provide consistent nurturance.</p> <p>1. Seek a special relationship with one (or a few) familiar adult(s) by initiating interactions and seeking proximity, especially when distressed.</p> | <p>D. Emotions E. Building relationships with adults</p> |
| <p>2. Identity of Self in Relation to Others: The developing concept that the child is an individual operating with social relationships.</p> <p>1. Show clear awareness of being a separate person and of being connected with other people.</p> <p>2. Identify others as both distinct from and connected to themselves.</p> | <p>E. Building relationships with adults F. Building relationships with other children FF. Knowledge of self and others</p> <p>E. Building relationships with adults F. Building relationships with other children FF. Knowledge of self and others</p> |
| <p>3. Recognition of Ability: The developing understanding that the child can take action to influence the environment.</p> <p>1. Understand that they are able to make things happen.</p> | <p>E. Building relationships with adults F. Building relationships with other children K. Personal care and healthy behavior CC. Experimenting, predicting, and drawing conclusions</p> |
| <p>4. Expression of Emotion: The developing ability to express a variety of feelings through facial expressions, movements, gestures, sounds, or words.</p> <p>1. Express a variety of primary emotions such as contentment, distress, joy, sadness, interest, surprise, disgust, anger, and fear.</p> | <p>D. Emotions</p> |

Colorado Early Learning Standards

COR Advantage Items

| Emotional Development: Birth to Age 3: Ages 4 – 8 Months CONT | |
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| <p>5. Emotion Regulation: The developing ability to manage emotional responses, with assistance from others and independently.</p> <p>1. Use simple behaviors to comfort themselves and begin to communicate the need for help to alleviate discomfort or distress.</p> | <p>D. Emotions E. Building relationships with adults K. Personal care and healthy behavior</p> |
| <p>6. Impulse Control: The developing capacity to wait for needs to be met, to inhibit potentially hurtful behavior, and to act according to social expectations, including safety rules.</p> <p>1. Act on impulses.</p> | <p>D. Emotions H. Conflict resolution</p> |

Colorado Early Learning Standards

COR Advantage Items

| <p>Language & Literacy Development: Birth to Age 3: Ages 4 – 8 Months</p> | |
|--|---|
| <p>1. Receptive Language: The developing ability to understand words and increasingly complex utterances.</p> <p>1. Show understanding of a small number of familiar words and react to an adult’s overall tone of voice.</p> | <p>M. Listening and comprehension</p> |
| <p>2. Expressive Language: The developing ability to produce the sounds of language and use vocabulary and increasingly complex utterances.</p> <p>1. Experiment with sounds, practice making sounds, and use sounds or gestures to communicate needs, wants, or interests.</p> | <p>L. Speaking</p> |
| <p>3. Communication Skills and Knowledge: The developing ability to communicate nonverbally and verbally.</p> <p>1. Participate in back-and-forth communication and games.</p> | <p>E. Building relationships with adults L. Speaking M. Listening and comprehension</p> |
| <p>4. Interest in Print: The developing interest in engaging with print in books and the environment.</p> <p>1. 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 Q. Book enjoyment and knowledge</p> |

Colorado Early Learning Standards

COR Advantage Items

| Cognitive Development: Birth to Age 3: Ages 4 – 8 Months | |
|--|--|
| <p>1. Cause-and-Effect: The developing understanding that one event brings about another.</p> <p>1. Perform simple actions to make things happen, notice the relationships between events, and notice the effects of others on the immediate environment.</p> | <p>CC. Experimenting, predicting, and drawing conclusions</p> |
| <p>2. Spatial Relationships: The developing understanding of how things move and fit in space.</p> <p>1. Move their bodies, explore the size and shape of objects, and observe people and objects as they move through space.</p> | <p>I. Gross-motor skills T. Geometry: Shapes and spatial awareness U. Measurement CC. Experimenting, predicting, and drawing conclusions</p> |
| <p>3. Imitation: The developing ability to mirror, repeat, and practice the actions of others, either immediately or later.</p> <p>1. Imitate simple actions and expressions of others during interactions.</p> | <p>AA. Pretend play</p> |
| <p>4. Number Sense: The developing understanding of number and quantity.</p> <p>1. 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> |
| <p>5. Classification: The developing ability to group, sort, categorize, connect, and have expectations of objects and people according to their attributes.</p> <p>1. Distinguish between familiar and unfamiliar people, places, and objects, and explore the differences between them.</p> | <p>BB. Observing and classifying FF. Knowledge of self and others</p> |

Colorado Early Learning Standards

COR Advantage Items

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|--|--|
| <p><i>Cognitive Development: Birth to Age 3: Ages 4 – 8 Months CONT</i></p> | |
| <p>6. Symbolic Play: The developing ability to use actions, objects, or ideas to represent other actions, objects, or ideas.</p> <ul style="list-style-type: none"> 1. Use active exploration to become familiar with objects and actions. 2. Build knowledge of people, actions, objects, and ideas through observation. | <ul style="list-style-type: none"> CC. Experimenting, predicting, and drawing conclusions E. Building relationships with adults F. Building relationships with other children CC. Experimenting, predicting, and drawing conclusions |
| <p>7. Routines: The developing ability to understand and participate in personal care and sleep routines.</p> <ul style="list-style-type: none"> 1. Be responsive during the steps of personal care routines. 2. Develop sleep routines and cycles. | <ul style="list-style-type: none"> K. Personal care and healthy behavior <p>Does not align</p> |

Colorado Early Learning Standards

COR Advantage Items

| <p><i>Approaches to Learning: Birth to Age 3: Ages 4 – 8 Months</i></p> | |
|--|--|
| <p>1. Problem Solving: The developing ability to engage in a purposeful effort to reach a goal or figure out how something works.</p> <p>1. Use simple actions to try to solve problems involving objects, their bodies, or other people.</p> | <p>B. Problem solving with materials H. Conflict resolution CC. Experimenting, predicting, and drawing conclusions</p> |
| <p>2. Memory: The developing ability to store and later retrieve information about past experiences.</p> <p>1. 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 G. Community GG. Geography HH. History</p> |
| <p>3. Attention Maintenance: The developing ability to attend to people and things while interacting with others and exploring the environment and play materials.</p> <p>1. Pay attention to different things and people in the environment in specific, distinct ways.</p> | <p>E. Building relationships with adults F. Building relationships with other children BB. Observing and classifying</p> |

Colorado Early Learning Standards

COR Advantage Items

| Physical Development & Health: Birth to Age 3: Ages 9 – 18 Months | |
|--|--|
| <p>1. Perceptual Development: The developing ability to become aware of the social and physical environment through the senses.</p> <p>1. Use the information received from the senses to change the way they interact with the environment.</p> | <p>I. Gross-motor skills J. Fine-motor skills Z. Movement BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions</p> |
| <p>2. Gross Motor: The developing ability to move the large muscles.</p> <p>1. Move from one place to another by walking and running with basic control and coordination.</p> | <p>I. Gross-motor skills</p> |
| <p>3. Fine Motor: The developing ability to move the small muscles.</p> <p>1. Hold small objects in one hand and sometimes use both hands together to manipulate objects.</p> | <p>J. Fine-motor skills</p> |
| <p>4. Health: Maintenance of healthy growth and participation in physical activity.</p> <p>1. Demonstrate the stamina and energy to participate in daily activities.</p> <p>2. Show characteristics of healthy development and maintain growth.</p> | <p>K. Personal care and healthy behavior</p> <p>Does not align</p> |

Colorado Early Learning Standards

COR Advantage Items

| Social Development: Birth to Age 3: Ages 9 – 18 Months | |
|---|--|
| <p>1. Interaction with Adults: The developing ability to respond to and engage with adults.</p> <ol style="list-style-type: none"> 1. Participate in routines and games that involve complex back-and-forth interaction. 2. Follow the gaze of an adult to an object or person. 3. Check with a familiar adult when uncertain about something or someone. | <p>E. Building relationships with adults</p> <p>E. Building relationships with adults T. Geometry: Shapes and spatial awareness</p> <p>E. Building relationships with adults</p> |
| <p>2. Interaction with Peers: The developing ability to respond to and engage with other children.</p> <ol style="list-style-type: none"> 1. Engage in simple back-and-forth interactions with peers for short periods of time. | <p>F. Building relationships with other children</p> |
| <p>3. Relationships with Peers: The development of relationships with certain peers through interactions over time.</p> <ol style="list-style-type: none"> 1. 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</p> |
| <p>4. Empathy: The developing ability to share in the emotional experiences of others</p> <ol style="list-style-type: none"> 1. Change their behavior in response to the feelings of others even though their actions may not always make the other person feel better. 2. Show an increased understanding of the reason for another's distress and may become distressed by the other's distress. | <p>D. Emotions</p> <p>D. Emotions</p> |

Colorado Early Learning Standards

COR Advantage Items

| <i>Social Development: Birth to Age 3: Ages 9 – 18 Months CONT</i> | |
|---|--|
| <p>5. Social Understanding: The developing understanding of the responses, communication, emotional expressions, and actions of other people.</p> <ol style="list-style-type: none">1. Know how to get adults to respond in a specific way through gestures, vocalizations, and shared attention.2. Use another's emotional expressions to guide their own responses to unfamiliar events.3. Learn more complex behavior through imitation.4. Engage in more complex social interactions and have developed expectations for a greater number of familiar people. | <p>K. Personal care and healthy behavior L. Speaking</p> <p>D. Emotions</p> <p>AA. Pretend play</p> <p>E. Building relationships with adults F. Building relationships with other children</p> |

Colorado Early Learning Standards

COR Advantage Items

| Emotional Development: Birth to Age 3: Ages 9 – 18 Months | |
|---|---|
| <p>1. Relationships with Adults: The development of close relationships with certain adults who provide consistent nurturance.</p> <ol style="list-style-type: none"> 1. Feel secure exploring the environment in the presence of important adults with whom they have developed a relationship over an extended period of time. 2. When distressed, seek to be physically close to familiar adults. | <p>E. Building relationships with adults</p> <p>D. Emotions</p> <p>E. Building relationships with adults</p> |
| <p>2. Identity of Self in Relation to Others: The developing concept that the child is an individual operating with social relationships.</p> <ol style="list-style-type: none"> 1. Demonstrate awareness of their characteristics and express themselves as distinct persons with thoughts and feelings. 2. Demonstrate expectations of others' behaviors, responses, and characteristics on the basis of previous experiences with them. | <p>FF. Knowledge of self and others</p> <p>C. Reflection</p> <p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p> <p>HH. History</p> |
| <p>3. Recognition of Ability: The developing understanding that the child can take action to influence the environment.</p> <ol style="list-style-type: none"> 1. Experiment with different ways of making things happen. 2. Persist in trying to do things even when faced with difficulty. 3. Show a sense of satisfaction with what they can do. | <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>B. Problem solving with materials</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>D. Emotions</p> |
| <p>4. Expression of Emotion: The developing ability to express a variety of feelings through facial expressions, movements, gestures, sounds, or words.</p> <ol style="list-style-type: none"> 1. Express emotions in a clear and intentional way. 2. Begin to express some complex emotions, such as pride. | <p>D. Emotions</p> <p>D. Emotions</p> |

Colorado Early Learning Standards

COR Advantage Items

| <p><i>Emotional Development: Birth to Age 3: Ages 9 – 18 Months CONT</i></p> | |
|--|---|
| <p>5. Emotion Regulation: The developing ability to manage emotional responses, with assistance from others and independently.</p> <p>1. Demonstrate a variety of responses to comfort themselves and actively avoid or ignore situations that cause discomfort.</p> <p>2. Communicate needs and wants through the use of a few words and gestures.</p> | <p>D. Emotions</p> <p>K. Personal care and healthy behavior</p> |
| <p>6. Impulse Control: The developing capacity to wait for needs to be met, to inhibit potentially hurtful behavior, and to act according to social expectations, including safety rules.</p> <p>1. Respond positively to choices and limits set by an adult to help control their behavior.</p> | <p>D. Emotions</p> |

Colorado Early Learning Standards

COR Advantage Items

| Language & Literacy Development: Birth to Age 3: Ages 9 – 18 Months | |
|---|---|
| <p>1. Receptive Language: The developing ability to understand words and increasingly complex utterances.</p> <p>1. Show understanding of one-step requests that have to do with the current situation.</p> | <p>M. Listening and comprehension</p> |
| <p>2. Expressive Language: The developing ability to produce the sounds of language and use vocabulary and increasingly complex utterances.</p> <p>1. Say a few words and use conventional gestures to tell others about their needs, wants, and interests.</p> | <p>L. Speaking</p> |
| <p>3. Communication Skills and Knowledge: The developing ability to communicate nonverbally and verbally.</p> <p>1. Use conventional gestures and words to communicate meaning in short back-and-forth interactions.</p> <p>2. Use the basic rules of conversational turn-taking when communicating.</p> | <p>E. Building relationships with adults L. Speaking M. Listening and comprehension</p> <p>E. Building relationships with adults F. Building relationships with other children M. Listening and comprehension</p> |
| <p>4. Interest in Print: The developing interest in engaging with print in books and the environment.</p> <p>1. Listen to the adult and participate while being read to by pointing, turning pages, or making one- or two-word comments.</p> <p>2. Actively notice print in the environment.</p> | <p>P. Reading Q. Book enjoyment and knowledge</p> <p>P. Reading</p> |

Colorado Early Learning Standards

COR Advantage Items

| | |
|--|---|
| <p>Cognitive Development: Birth to Age 3: Ages 9 – 18 Months</p> | |
| <p>1. Cause-and-Effect: The developing understanding that one event brings about another.</p> <ul style="list-style-type: none"> 1. Combine simple actions to cause things to happen. 2. Change the way they interact with objects and people in order to see how it changes the outcome. | |
| <p>2. Spatial Relationships: The developing understanding of how things move and fit in space.</p> <ul style="list-style-type: none"> 1. Use trial and error to discover how things move and fit in space. | <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> |
| <p>3. Imitation: The developing ability to mirror, repeat, and practice the actions of others, either immediately or later.</p> <ul style="list-style-type: none"> 1. Imitate others’ actions that have more than one step. 2. Imitate simple actions that they have observed others doing at an earlier time. | <p>AA. Pretend play</p> <p>AA. Pretend play</p> |
| <p>4. Number Sense: The developing understanding of number and quantity.</p> <ul style="list-style-type: none"> 1. Demonstrate understanding that there are different amounts of things. | <p>S. Number and counting</p> |
| <p>Classification: The developing ability to group, sort, categorize, connect, and have expectations of objects and people according to their attributes.</p> <ul style="list-style-type: none"> 1. Show awareness when objects are in some way connected to each other. 2. 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</p> <p>BB. Observing and classifying</p> |

Colorado Early Learning Standards

COR Advantage Items

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|---|---|
| <p><i>Cognitive Development: Birth to Age 3: Ages 9 – 18 Months CONT</i></p> | |
| <p>6. Symbolic Play: The developing ability to use actions, objects, or ideas to represent other actions, objects, or ideas.</p> <ul style="list-style-type: none"> 1. Use one object to represent another object. 2. Engage in one or two simple actions of pretend play. | |
| <p>7. Routines: The developing ability to understand and participate in personal care and sleep routines.</p> <ul style="list-style-type: none"> 1. Show awareness of familiar personal care routines and participate in the steps of these routines. | <ul style="list-style-type: none"> AA. Pretend play AA. Pretend play K. Personal care and healthy behavior |

Colorado Early Learning Standards

COR Advantage Items

| <p><i>Approaches to Learning: Birth to Age 3: Ages 9 – 18 Months CONT</i></p> | |
|--|---|
| <p>1. Problem Solving: The developing ability to engage in a purposeful effort to reach a goal or figure out how something works.</p> <p>1. Physically try out possible solutions before finding one that works.</p> <p>2. Use objects as tools.</p> <p>3. Watch someone else solve the problem and then apply the same solution.</p> <p>4. Gesture or vocalize to someone else for help.</p> | <p>B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions</p> <p>EE. Tools and technology</p> <p>B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions</p> <p>B. Problem solving with materials H. Conflict resolution</p> |
| <p>2. Memory: The developing ability to store and later retrieve information about past experiences.</p> <p>1. Remember typical actions of people, the location of objects, and steps of routines.</p> | <p>C. Reflection G. Community GG. Geography HH. History</p> |
| <p>3. Attention Maintenance: The developing ability to attend to people and things while interacting with others and exploring the environment and play materials.</p> <p>1. Rely on order and predictability in the environment to help organize their thoughts and focus attention.</p> | <p>G. Community HH. History</p> |

Colorado Early Learning Standards

COR Advantage Items

| <p><i>Physical Development & Health: Birth to Age 3: Ages 19 – 36 Months</i></p> | |
|---|---|
| <p>1. Perceptual Development: The developing ability to become aware of the social and physical environment through the senses.</p> <p>1. Quickly and easily combine the information received from the senses to inform the way they interact with the environment.</p> | <p>BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions</p> |
| <p>2. Gross Motor: The developing ability to move the large muscles.</p> <p>1. Move with ease, coordinating movements, and performing a variety of movements.</p> | <p>I. Gross-motor skills Z. Movement</p> |
| <p>3. Fine Motor: The developing ability to move the small muscles.</p> <p>1. Coordinate the fine movements of the fingers, wrists, and hands to skillfully manipulate a wide range of objects and materials in intricate ways.</p> <p>2. Use one hand to stabilize an object while manipulating it.</p> | <p>J. Fine-motor skills J. Fine-motor skills</p> |
| <p>4. Health: The maintenance of healthy and age appropriate physical well-being.</p> <p>1. Participate in physical activity.</p> <p>2. Begin to practice health and safety behaviors.</p> | <p>I. Gross-motor skills Z. Movement K. Personal care and healthy behavior</p> |

Colorado Early Learning Standards

COR Advantage Items

| | |
|--|---|
| <p>Social Development: Birth to Age 3: Ages 19 – 36 Months</p> | |
| <p>1. Interaction with Adults: The developing ability to respond to and engage with adults.</p> <p>1. Interact with adults to solve problems or communicate about experiences or ideas.</p> | |
| <p>2. Interaction with Peers: The developing ability to respond to and engage with other children.</p> <p>1. Engage in simple cooperative play with peers.</p> | <p>B. Problem solving with materials E. Building relationships with adults H. Conflict resolution</p> <p>F. Building relationships with other children</p> |
| <p>3. Relationships with Peers: The development of relationships with certain peers through interactions over time.</p> <p>1. Develop friendships with a small number of children and engage in more complex play with those friends than with other peers.</p> | <p>F. Building relationships with other children</p> |
| <p>4. Empathy: The developing ability to share in the emotional experiences of others.</p> <p>1. Understand that other people have feelings that are different from their own.</p> <p>2. Sometimes respond to another’s distress in a way that might make that person feel better.</p> | <p>D. Emotions</p> <p>D. Emotions</p> |
| <p>5. Social Understanding: The developing understanding of the responses, communication, emotional expressions, and actions of other people.</p> <p>1. Talk about their own wants and feelings and those of other people.</p> <p>2. Describe familiar routines.</p> <p>3. Participate in coordinated episodes of pretend play with peers.</p> <p>4. Interact with adults in more complex ways.</p> | <p>D. Emotions</p> <p>G. Community HH. History</p> <p>F. Building relationships with other children AA. Pretend play</p> <p>E. Building relationships with adults</p> |

Colorado Early Learning Standards

COR Advantage Items

| <i>Emotional Development: Birth to Age 3: Ages 19 – 36 Months</i> | |
|--|---|
| <p>1. Relationships with adults: The development of close relationships with certain adults who provide consistent nurturance.</p> <p>1. When exploring the environment, from time to time 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.</p> <p>2. When distressed, still seek to be physically close to these adults.</p> | <p>E. Building relationships with adults</p> <p>D. Emotions</p> <p>E. Building relationships with adults</p> |
| <p>2. Identity of Self in Relation to Others: The developing concept that the child is an individual operating with social relationships.</p> <p>1. Identify their feelings, needs, and interests.</p> <p>2. Identify themselves and others as members of one or more groups by referring to categories.</p> | <p>A. Initiative and planning</p> <p>D. Emotions</p> <p>K. Personal care and healthy behavior</p> <p>FF. Knowledge of self and others</p> |
| <p>3. Recognition of Ability: The developing understanding that the child can take action to influence the environment.</p> <p>1. Show an understanding of their own abilities and refer to those abilities when describing themselves.</p> | <p>K. Personal care and healthy behavior</p> <p>L. Speaking</p> |
| <p>4. Expression of Emotion: The developing ability to express a variety of feelings through facial expressions, movements, gestures, sounds, or words.</p> <p>1. Express complex, self-conscious emotions such as pride, embarrassment, shame, and guilt.</p> <p>2. Demonstrate awareness of their feelings by using words to describe feelings to others or acting them out in pretend play.</p> | <p>D. Emotions</p> <p>D. Emotions</p> <p>AA. Pretend play</p> |

Colorado Early Learning Standards

COR Advantage Items

| | |
|--|--|
| <p><i>Emotional Development: Birth to Age 3: Ages 19 – 36 Months CONT</i></p> | |
| <p>5. Emotion Regulation: The developing ability to manage emotional responses, with assistance from others and independently.</p> <p>1. Anticipate the need for comfort and try to prepare themselves for changes in routine.</p> <p>2. Have many self-comforting behaviors to choose from, depending on the situation, and be able to communicate specific needs and wants.</p> | <p>D. Emotions G. Community</p> <p>D. Emotions K. Personal care and healthy behavior L. Speaking</p> |
| <p>6. Impulse Control: The developing capacity to wait for needs to be met, to inhibit potentially hurtful behavior, and to act according to social expectations, including safety rules.</p> <p>1. Sometimes exercise voluntary control over actions and emotional expressions.</p> | <p>D. Emotions H. Conflict resolution</p> |

Colorado Early Learning Standards

COR Advantage Items

| Language & Literacy Development: Birth to Age 3: Ages 19 – 36 Months | |
|--|--|
| <p>1. Receptive Language: The developing ability to understand words and increasingly complex utterances.</p> <p>1. Demonstrate understanding of the meaning of others' comments, questions, requests, or stories.</p> | <p>M. Listening and comprehension</p> |
| <p>2. Expressive Language: The developing ability to produce the sounds of language and use vocabulary and increasingly complex utterances.</p> <p>1. Communicate in a way that is understandable to most adults who speak the same language they do.</p> <p>2. Combine words into simple sentences.</p> <p>3. Demonstrate the ability to follow some grammatical rules of the home language.</p> | <p>L. Speaking</p> <p>L. Speaking</p> <p>L. Speaking</p> |
| <p>3. Communication Skills and Knowledge: The developing ability to communicate nonverbally and verbally.</p> <p>1. 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> <p>M. Listening and comprehension</p> |
| <p>4. Interest in Print: The developing interest in engaging with print in books and the environment.</p> <p>1. Listen, ask questions, or make comments while being read to.</p> <p>2. Look at books on their own.</p> <p>3. Make 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> |

Colorado Early Learning Standards

COR Advantage Items

| <p><i>Cognitive Development: Birth to Age 3: Ages 19 – 36 Months</i></p> | |
|---|---|
| <p>1. Cause-and-Effect: The developing understanding that one event brings about another.</p> <p>1. Demonstrate an understanding of cause-and-effect by making predictions about what could happen and reflect upon what caused something to happen.</p> | <p>CC. Experimenting, predicting, and drawing conclusions</p> |
| <p>2. Spatial Relationships: The developing understanding of how things move and fit in space.</p> <p>1. Predict how things will fit and move in space without having to try out every possible solution.</p> <p>2. Show understanding of words used to describe size and locations in space.</p> | <p>T. Geometry: Shapes and spatial awareness CC. Experimenting, predicting, and drawing conclusions</p> <p>T. Geometry: Shapes and spatial awareness U. Measurement</p> |
| <p>3. Imitation: The developing ability to mirror, repeat, and practice the actions of others, either immediately or later.</p> <p>1. Reenact multiple steps of others' actions that they have observed at an earlier time.</p> | <p>AA. Pretend play</p> |
| <p>4. Number Sense: The developing understanding of number and quantity.</p> <p>1. Show some understanding that numbers represent how many and demonstrate understanding of words that identify how much.</p> | <p>S. Number and counting</p> |
| <p>5. Classification: The developing ability to group, sort, categorize, connect, and have expectations of objects and people according to their attributes.</p> <p>1. Group objects into multiple piles based on one attribute at a time.</p> <p>2. Put things that are similar but not identical into one group, even though sometimes these labels are overgeneralized.</p> | <p>BB. Observing and classifying</p> <p>BB. Observing and classifying</p> |

Colorado Early Learning Standards

COR Advantage Items

| | |
|---|--|
| <p><i>Cognitive Development: Birth to Age 3: Ages 19 – 36 Months CONT</i></p> | |
| <p>6. Symbolic Play: The developing ability to use actions, objects, or ideas to represent other actions, objects, or ideas.</p> <p>1. Engage in make-believe play involving several sequenced steps, assigned roles, and an overall plan.</p> <p>2. Sometimes pretend by imagining an object without needing the concrete object present.</p> | |
| <p>7. Routines: The developing ability to understand and participate in personal care and sleep routines.</p> | |
| <p>1. Initiate and follow through with some personal care routines.</p> | |

- F. Building relationships with other children
- AA. Pretend play

- AA. Pretend play

- K. Personal care and healthy behavior

Colorado Early Learning Standards

COR Advantage Items

| <p><i>Approaches to Learning: Birth to Age 3: Ages 19 – 36 Months CONT</i></p> | |
|---|--|
| <p>1. Problem Solving: The developing ability to engage in a purposeful effort to reach a goal or figure out how something works.</p> <p>1. Solve some problems without having to physically try out every possible solution and ask for help when needed.</p> | <p>B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions</p> |
| <p>2. Memory: The developing ability to store and later retrieve information about past experiences.</p> <p>1. Anticipate the series of steps in familiar activities, events, or routines.</p> <p>2. Remember characteristics of the environment or people in it.</p> <p>3. Briefly describe recent past events or act them out.</p> | <p>G. Community HH. History DD. Natural and physical world GG. Geography C. Reflection HH. History</p> |
| <p>3. Attention Maintenance: The developing ability to attend to people and things while interacting with others and exploring the environment and play materials.</p> <p>1. Sometimes demonstrate an ability to pay attention to more than one thing at a time.</p> | <p>A. Initiative and planning B. Problem solving with materials</p> |

Colorado Early Learning Standards

COR Advantage Items

| <p><i>Physical Development & Health: Ages 3 – 5 Years</i></p> | |
|--|--|
| <p>1. Physical Health Status: The maintenance of healthy and age-appropriate physical well-being.</p> <ol style="list-style-type: none"> 1. Possess good overall health, including oral, visual, and auditory health, and be free from communicable or preventable diseases. 2. Participate in the prevention and management of chronic health conditions and avoid toxins, such as lead. 3. Maintain physical growth within the Centers for Disease Control and Prevention (CDC) recommended ranges for weight and height by age. 4. Get sufficient rest and exercise to support healthy development. | <p>Does not align</p> <p>Does not align</p> <p>Does not align</p> <p>Does not align</p> |
| <p>2. Health Knowledge & Practice: The understanding of healthy and safe habits and practicing healthy habits.</p> <ol style="list-style-type: none"> 1. Complete personal care tasks, such as dressing, brushing teeth, toileting, and washing hands independently from adults. 2. Communicate an understanding of the importance of health and safety routines and rules 3. Follow basic health and safety rules and respond appropriately to harmful or unsafe situations. 4. Distinguish food on a continuum from most healthy to less healthy. 5. Eat a variety of nutritious foods. 6. Participate in structured and unstructured physical activities 7. Recognize the importance of doctor and dentist visits. 8. Cooperate during doctor and dentist visits and health and developmental screening. | <p>K. Personal care and healthy behavior</p> <p>Does not align</p> <p>I. Gross-motor skills</p> <p>K. Personal care and healthy behavior FF. Knowledge of self and others</p> <p>Does not align</p> |

Colorado Early Learning Standards

COR Advantage Items

| <p><i>Physical Development & Health: Ages 3 – 5 Years CONT</i></p> | |
|---|---|
| <p>3. Gross Motor Skills: The control of large muscles for movement, navigation, and balance.</p> <p>1. Develop motor control and balance for a range of physical activities, such as walking, propelling a wheelchair or mobility device, skipping, running, climbing, and hopping.</p> <p>2. Develop motor coordination and skill in using objects for a range of physical activities, such as pulling, throwing, catching, kicking, bouncing or hitting balls, and riding a tricycle.</p> <p>3. Understand movement concepts, such as control of the body, how the body moves (such as an awareness of space and directionality), and that the body can move independently or in coordination with other objects.</p> | <p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p> |
| <p>4. Fine Motor Skills: The control of small muscles for such purposes as using utensils, self-care, building, and exploring.</p> <p>1. Develop hand strength and dexterity.</p> <p>2. Develop hand-eye coordination to use everyday tools, such as pitchers for pouring or utensils for eating.</p> <p>3. Manipulate a range of objects, such as blocks or books.</p> <p>4. Manipulate writing, drawing, and art tools.</p> | <p>J. Fine-motor skills</p> <p>J. Fine-motor skills</p> <p>J. Fine-motor skills</p> <p>J. Fine-motor skills</p> |

Colorado Early Learning Standards

COR Advantage Items

| Social Development: Ages 3 – 5 Years | |
|--|--|
| <p>1. Social Relationships: The healthy relationships and interactions with adults and peers.</p> <ol style="list-style-type: none"> 1. Communicate with familiar adults and accept or request guidance. 2. Cooperate with others. 3. Develop friendships with peers. 4. Establish secure relationships with adults. 5. Use socially appropriate behavior with peers and adults, such as helping, sharing, and taking turns. 6. Resolve conflict with peers alone and/or with adult intervention as appropriate. 7. Recognize and label others' emotions. 8. Express empathy and sympathy to peers. 9. Recognize how actions affect others and accept consequences of one's actions. | <ul style="list-style-type: none"> B. Problem solving with materials E. Building relationships with adults H. Conflict resolution E. Building relationships with adults F. Building relationships with other children F. Building relationships with other children E. Building relationships with adults E. Building relationships with adults F. Building relationships with other children H. Conflict resolution D. Emotions D. Emotions G. Community |
| <p>2. Self-Concept and Self-Efficacy: The perception that one is capable of successfully making decisions, accomplishing tasks, and meeting goals.</p> <ol style="list-style-type: none"> 1. Identify personal characteristics, preferences, thoughts, and feelings. 2. Demonstrate age-appropriate independence in a range of activities, routines, and tasks. 3. Show confidence in a range of abilities and in the capacity to accomplish tasks and take on new tasks. 4. Demonstrate age-appropriate independence in decision making regarding activities and materials. | <ul style="list-style-type: none"> D. Emotions FF. Knowledge of self and others K. Personal care and healthy behavior A. Initiative and planning K. Personal care and healthy behavior A. Initiative and planning K. Personal care and healthy behavior |

Colorado Early Learning Standards

COR Advantage Items

| <i>Social Development: Ages 3 – 5 Years CONT</i> | |
|---|---|
| <p>3. Self-Regulation: The ability to recognize and regulate emotions, attention, impulses, and behavior.</p> <ol style="list-style-type: none"> 1. Recognize and label emotions. 2. Handle impulses and behavior with minimal direction from adults. 3. Follow simple rules, routines, and directions. 4. Shift attention between tasks and move through transitions with minimal direction from adults. | <p>D. Emotions</p> <p>D. Emotions</p> <p>H. Conflict resolution</p> <p>M. Listening and comprehension</p> <p>G. Community</p> |
| <p>4. Emotional and Behavioral Health: A healthy range of emotional expression and learning positive alternatives to aggressive or isolating behaviors.</p> <ol style="list-style-type: none"> 1. Express a range of emotions appropriately, such as excitement, happiness, sadness, and fear. 2. Refrain from disruptive, aggressive, angry, or defiant behaviors. 3. Adapt to new environments with appropriate emotions and behaviors. | <p>D. Emotions</p> <p>D. Emotions</p> <p>D. Emotions</p> |

Colorado Early Learning Standards

COR Advantage Items

| English Language Development: Ages 3 – 5 Years | |
|---|--|
| <p>1. Receptive English Language Skills: The ability to comprehend or understand the English language.</p> <ol style="list-style-type: none"> 1. Participate with movement and gestures while other children and the teachers dance and sing in English. 2. Acknowledge or respond nonverbally to common words or phrases, such as “hello,” “good bye,” “snack time,” and “bathroom,” when accompanied by adult gestures. 3. Point to body parts when asked, “Where is your nose, hand, leg...?” 4. Comprehend and respond to increasingly complex and varied English vocabulary, such as “Which stick is the longest?” and “Why do you think the caterpillar is hungry?” 5. Follow multi-step directions in English with minimal cues or assistance. | <p>Y. Music Z. Movement II. Listening to and understanding English II. Listening to and understanding English K. Personal care and healthy behavior II. Listening to and understanding English JJ. Speaking English II. Listening to and understanding English</p> |
| <p>2. Expressive English Language Skills: The ability to speak or use English.</p> <ol style="list-style-type: none"> 1. Repeat word or phrase to self, such as “bus” while the group sings the song “Wheels on the Bus” or “brush teeth” after lunch. 2. Request items in English, such as “car,” “milk,” “book,” or “ball.” 3. Use one or two English words, sometimes joined to represent a bigger idea, such as “throwball.” 4. Use increasingly complex and varied English vocabulary. 5. Construct sentences, such as “The apple is round.” or “I see a fire truck with lights on.” | <p>JJ. Speaking English JJ. Speaking English JJ. Speaking English JJ. Speaking English JJ. Speaking English</p> |

Colorado Early Learning Standards

COR Advantage Items

| <p>English Language Development: Ages 3 – 5 Years CONT</p> | |
|--|---|
| <p>3. Engagement in English Literacy Activities: Understanding and responding to books, storytelling, and songs presented in English.</p> | |
| <p>1. Demonstrate eagerness to participate in songs, rhymes, and stories in English.</p> | <p>N. Phonological awareness Y. Music JJ. Speaking English</p> |
| <p>2. Point to pictures and says the word in English, such as “frog,” “baby,” “run.”</p> | <p>P. Reading Q. Book enjoyment and knowledge JJ. Speaking English</p> |
| <p>3. Learn part of a song or poem in English and repeat it.</p> | <p>N. Phonological awareness Y. Music JJ. Speaking English</p> |
| <p>4. Talk with peers or adults about a story read in English.</p> | <p>L. Speaking M. Listening and comprehension II. Listening to and understanding English JJ. Speaking English</p> |
| <p>5. Tell a story in English with a beginning, middle, and end from a book or about a personal experience.</p> | <p>M. Listening and comprehension Q. Book enjoyment and knowledge JJ. Speaking English</p> |

Colorado Early Learning Standards

COR Advantage Items

| <i>Language Development: Ages 3 – 5 Years</i> | |
|--|---|
| <p>1. Receptive English Language Skills: The ability to comprehend or understand the English language.</p> <ol style="list-style-type: none"> 1. Attend to language during conversations, songs, stories, or other learning experiences. 2. Comprehend increasingly complex and varied vocabulary. 3. Comprehend different forms of language, such as questions or exclamations 4. Comprehend different grammatical structures or rules for using language. | <ol style="list-style-type: none"> M. Listening and comprehension II. Listening to and understanding English M. Listening and comprehension II. Listening to and understanding English M. Listening and comprehension II. Listening to and understanding English M. Listening and comprehension JJ. Speaking English |
| <p>2. Expressive Language: The ability to use language.</p> <ol style="list-style-type: none"> 1. Engage in communication and conversation with others. 2. Use language to express ideas and needs. 3. Use increasingly complex and varied vocabulary. 4. Use different forms of language. 5. Use different grammatical structures for a variety of purposes. 6. Engage in storytelling. 7. Engage in conversations with peers and adults. | <ol style="list-style-type: none"> E. Building relationships with adults F. Building relationships with other children L. Speaking M. Listening and comprehension JJ. Speaking English JJ. Speaking English JJ. Speaking English JJ. Speaking English L. Speaking M. Listening and comprehension Q. Book enjoyment and knowledge E. Building relationships with adults F. Building relationships with other children II. Listening to and understanding English JJ. Speaking English |

Colorado Early Learning Standards

COR Advantage Items

| <i>Literacy Knowledge & Skills: Ages 3 – 5 Years</i> | |
|---|--|
| <p>1. Book Appreciation and Knowledge: The interest in books and their characteristics, and the ability to understand and get meaning from stories and information from books and other texts.</p> <p>1. Show interest in shared reading experiences and looking at books independently.</p> <p>2. Recognize how books are read, such as front-to-back and one page at a time, and recognize basic characteristics, such as title, author, and illustrator</p> <p>3. Ask and answer questions and make comments about print materials.</p> <p>4. Demonstrate interest in different kinds of literature, such as fiction and non-fiction books and poetry, on a range of topics.</p> <p>Retell stories or information from books through conversation, artistic works, creative movement, or drama.</p> <p>6. Make predictions based on illustrations or portions of story or text.</p> | <p>P. Reading Q. Book enjoyment and knowledge</p> <p>Q. Book enjoyment and knowledge</p> <p>M. Listening and comprehension</p> <p>P. Reading Q. Book enjoyment and knowledge</p> <p>M. Listening and comprehension Q. Book enjoyment and knowledge X. Art AA. Pretend play</p> <p>M. Listening and comprehension</p> |
| <p>2. Phonological Awareness: An awareness that language can be broken into words, syllables, and smaller pieces of sound.</p> <p>1. Identify and discriminate between words in language.</p> <p>2. Identify and discriminate between separate syllables in words.</p> <p>3. Identify and discriminate between sounds and phonemes in language, such as attention to beginning and ending sounds of words and recognition that different words begin or end with the same sound.</p> <p>4. Recognize patterns of sounds in songs, storytelling, and poetry.</p> | <p>N. Phonological awareness</p> <p>N. Phonological awareness</p> <p>N. Phonological awareness</p> <p>N. Phonological awareness Y. Music</p> |

Colorado Early Learning Standards

COR Advantage Items

| <p><i>Literacy Knowledge & Skills: Ages 3 – 5 Years CONT</i></p> | |
|--|--|
| <p>3. Alphabet Knowledge: The names and sounds associated with letters.</p> <ol style="list-style-type: none"> 1. Recognize that the letters of the alphabet are a special category of visual graphics that can be individually named. 2. Recognize that letters of the alphabet have distinct sound(s) associated with them. 3. Attend to the beginning letters and sounds in familiar words. 4. Identify letters and associate correct sounds with letters | <p>O. Alphabet knowledge</p> <p>O. Alphabet knowledge</p> <p>O. Alphabet knowledge</p> <p>O. Alphabet knowledge</p> |
| <p>4. Print Concepts and Conventions: The concepts about print and early decoding (identifying letter-sound relationships).</p> <ol style="list-style-type: none"> 1. Recognize print in everyday life, such as numbers, letters, one's name, words, and familiar logos and signs 2. Understand that print conveys meaning 3. Understand conventions, such as print moves from left to right and top to bottom of a page 4. Recognize words as a unit of print and understand that letters are grouped to form words. 5. Recognize the association between spoken or signed and written words. | <p>P. Reading S. Number and counting</p> <p>P. Reading R. Writing</p> <p>P. Reading R. Writing</p> <p>P. Reading R. Writing</p> <p>L. Speaking P. Reading R. Writing</p> |

Colorado Early Learning Standards

COR Advantage Items

| <p><i>Literacy Knowledge & Skills: Ages 3 – 5 Years CONT</i></p> | |
|--|--|
| <p>5. Early Writing: The familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.</p> <p>1. Experiment with writing tools and materials.</p> <p>2. Recognize that writing is a way of communicating for a variety of purposes, such as giving information, sharing stories, or giving an opinion</p> <p>3. Use scribbles, shapes, pictures, and letters to represent objects, stories, experiences, or ideas</p> <p>4. Copy, trace, or independently write letters or words.</p> <p>5. Dictate ideas to an adult.</p> <p>6. Identify information that is relevant.</p> | <p>R. Writing</p> <p>R. Writing</p> <p>R. Writing</p> <p>R. Writing</p> <p>R. Writing X. Art</p> <p>M. Listening and comprehension</p> |

Colorado Early Learning Standards

COR Advantage Items

| Logic & Reasoning: Ages 3 – 5 Years | |
|---|--|
| <p>1. Reasoning and Problem-Solving: The ability to recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions to a problem.</p> <p>1. Seek multiple solutions to a question, task, or problem.</p> <p>2. Recognize cause-and-effect relationships.</p> <p>3. Classify, compare, and contrast objects, events, and experiences.</p> <p>4. Use past knowledge to build new knowledge.</p> <p>5. Know that problems can be identified and possible solutions can be created.</p> | <p>B. Problem solving with materials H. Conflict resolution CC. Experimenting, predicting, and drawing conclusions</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>BB. Observing and classifying</p> <p>C. Reflection HH. History</p> <p>B. Problem solving with materials H. Conflict resolution CC. Experimenting, predicting, and drawing conclusions</p> |
| <p>2. Symbolic Representation: The use of symbols or objects to represent something else.</p> <p>1. Represent people, places, or things through drawings, movement, and three-dimensional objects.</p> <p>2. Engage in pretend play and act out roles.</p> <p>3. Recognize the difference between pretend or fantasy situations and reality</p> | <p>X. Art AA. Pretend play</p> <p>AA. Pretend play</p> <p>AA. Pretend play</p> |

Colorado Early Learning Standards

COR Advantage Items

| <i>Mathematics Knowledge & Skills: Ages 3 – 5 Years</i> | |
|--|---|
| <p>1. Number Concepts and Quantities: The understanding that numbers represent quantities and have ordinal properties (number words represent a rank order, particular size, or position in a list).</p> <ol style="list-style-type: none"> 1. Recognize numbers and quantities in the everyday environment. 2. Recite numbers in the correct order and understand that numbers come “before” or “after” one another. 3. Associate quantities and the names of numbers with written numerals 4. Use one-to-one counting and subitizing (identifying the number of objects without counting) to determine quantity 5. Use the number name of the last object counted to represent the number of objects in the set. | <p>S. Number and counting</p> |
| <p>2. Number Relationships and Operations: The use of numbers to describe relationships and solve problems.</p> <ol style="list-style-type: none"> 1. Use a range of strategies, such as counting, subitizing, or matching, to compare quantity in two sets of objects and describe the comparison with terms, such as more, less, greater than, fewer, or equal to. 2. Recognize that numbers (or sets of objects) can be combined or separated to make another number through the grouping of objects. 3. Identify the new number created when numbers are combined or separated. | <p>S. Number and counting</p> <p>S. Number and counting</p> <p>S. Number and counting</p> |

Colorado Early Learning Standards

COR Advantage Items

| <p>Mathematics Knowledge & Skills: Ages 3 – 5 Years CONT</p> | |
|---|--|
| <p>3. Geometry and Spatial Sense: The understanding of shapes, their properties, and how objects are related to one another.</p> <ol style="list-style-type: none"> 1. Recognize and name common shapes, their parts, and attributes. 2. Combine and separates shapes to make other shapes. 3. Compare objects in size and shape. 4. Understand directionality, order, and position of objects, such as up, down, in front, and behind. | <p>T. Geometry: Shapes and spatial awareness</p> <p>T. Geometry: Shapes and spatial awareness</p> <p>T. Geometry: Shapes and spatial awareness U. Measurement</p> <p>T. Geometry: Shapes and spatial awareness</p> |
| <p>4. Patterns: The recognition of patterns, sequencing, and critical thinking skills necessary to predict and classify objects in a pattern.</p> <ol style="list-style-type: none"> 1. Sort, classify, and serialize (put in a pattern) objects using attributes, such as color, shape, or size. 2. Recognize, duplicate, and extend simple patterns. 3. Create patterns through the repetition of a unit. | <p>V. Patterns BB. Observing and classifying</p> <p>V. Patterns</p> <p>V. Patterns</p> |
| <p>5. Measurement and Comparison: The understanding of attributes and relative properties of objects as related to size, capacity, and area.</p> <ol style="list-style-type: none"> 1. Compare objects using attributes of length, weight, and size (e.g., bigger, longer, taller, heavier). 2. Order objects by size or length. 3. Use nonstandard and standard techniques and tools to measure and compare. 4. Describe the order of common events. 5. Sequence a simple set of activities or events. | <p>U. Measurement</p> <p>U. Measurement</p> <p>U. Measurement</p> <p>G. Community HH. History</p> <p>G. Community HH. History</p> |

Colorado Early Learning Standards

COR Advantage Items

| Science Knowledge & Skills: Ages 3 – 5 Years | |
|--|---|
| <p>1. Scientific Skills and Method: The skills to observe and collect information and use it to ask questions, predict, explain, and draw conclusions.</p> <ol style="list-style-type: none"> 1. Use senses and tools, including technology, to gather information, investigate materials, and observe processes and relationships. 2. Observe and discuss common properties, differences, and comparisons among objects. 3. Participate in simple investigations to form hypotheses, gather observations, draw conclusions, and form generalizations. 4. Collect, describe, and record information through discussions, drawings, maps, and charts. 5. Describe and discuss predictions, explanations, and generalizations based on past experience | <p>BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions EE. Tools and technology BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions W. Data analysis CC. Experimenting, predicting, and drawing conclusions</p> |
| <p>2. Conceptual Knowledge of the Natural and Physical World: The acquisition of concepts and facts related to the natural and physical world and the understanding of naturally-occurring relationships.</p> <ol style="list-style-type: none"> 1. Observe, describe, and discuss living things and natural processes. 2. Predict, explain, and infer patterns based on observations and representations of living things, their needs, and life cycles. 3. Observe, describe, and discuss properties of materials and transformation of substances. 4. Identify, predict, and extend patterns based on observations and representations of objects in the sky, daily weather, and seasonal changes. 5. Observe and describe patterns observed over the course of a number of days and nights, possibly including differences in the activities or appearance of plants and animals. 6. Recognize and investigate cause-and-effect relationships in everyday experiences – pushing, pulling, kicking, rolling, or blowing objects. | <p>DD. Natural and physical world DD. Natural and physical world CC. Experimenting, predicting, and drawing conclusions V. Patterns DD. Natural and physical world V. Patterns DD. Natural and physical world CC. Experimenting, predicting, and drawing conclusions</p> |

Colorado Early Learning Standards

COR Advantage Items

| <i>Social Studies Knowledge & Skills: Ages 3 – 5 Years</i> | |
|--|--|
| <p>1. Self, Family, and Community: The understanding of one’s relationship to the family and community, roles in the family and community, and respect for diversity.</p> <ol style="list-style-type: none"> 1. Identify personal and family structure. 2. Understand similarities and respect differences among people. 3. Recognize a variety of jobs and the work associated with them. 4. Understand the reasons for rules in the home and classroom and for laws in the community. 5. Describe or draw aspects of the geography of the classroom, home, and community. 6. Recognize money and identify its purpose | <p>FF. Knowledge of self and others</p> <p>FF. Knowledge of self and others</p> <p>FF. Knowledge of self and others</p> <p>G. Community K. Personal care and healthy behavior</p> <p>GG. Geography</p> <p>Does not align</p> |
| <p>2. People and the Environment: The understanding of the relationship between people and the environment in which they live.</p> <ol style="list-style-type: none"> 1. Recognize aspects of the environment, such as roads, buildings, trees, gardens, bodies of water, or land formations. 2. Recognize that people share the environment with other people, animals, and plants. 3. Understand that people can take care of the environment through activities, such as recycling. | <p>DD. Natural and physical world</p> <p>DD. Natural and physical world</p> <p>DD. Natural and physical world</p> |
| <p>3. History and Events: The understanding that events happened in the past and how these events relate to one’s self, family, and community.</p> <ol style="list-style-type: none"> 1. Differentiate between past, present, and future. 2. Recognize events that happened in the past, such as family or personal history. 3. Understand that how people live and what they do changes over time. | <p>HH. History</p> <p>HH. History</p> <p>FF. Knowledge of self and others HH. History</p> |

Colorado Early Learning Standards

COR Advantage Items

| <i>Creative Arts Expression: Ages 3 – 5 Years</i> | |
|--|---|
| <p>1. Music: The use of voice and instruments to create sounds.</p> <ol style="list-style-type: none"> 1. Participate in music activities, such as listening, singing, or performing. 2. Experiment with musical instruments. 3. Respond to rhythmic patterns and elements of music using expressive movement. 4. Improvise movement and sound responses to music. 5. Describe and respond to musical elements. 6. Recognize a wide variety of sounds and sound sources. 7. Express feeling responses to music. 8. Recognize music in daily life. | <p>Y. Music</p> <p>Y. Music</p> <p>Y. Music</p> <p>Y. Music Z. Movement</p> <p>Y. Music</p> <p>N. Phonological awareness Y. Music</p> <p>Y. Music</p> <p>Y. Music</p> |
| <p>2. Creative Movement and Dance: The use of the body to move to music and express oneself.</p> <ol style="list-style-type: none"> 1. Express what is felt and heard in various musical tempos and styles. 2. Move to different patterns of beat and rhythm in music. 3. Use creative movement to express concepts, ideas, or feelings. 4. Demonstrate simple phrases of movement in time and space 5. Attentively observe a dance performance. 6. Recognize dances from around the world. | <p>Z. Movement</p> <p>Z. Movement</p> <p>Z. Movement</p> <p>Z. Movement</p> <p>No match</p> <p>No match</p> |

Colorado Early Learning Standards

COR Advantage Items

| <p><i>Creative Arts Expression: Ages 3 – 5 Years CONT</i></p> | |
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| <p>3. Art: The use of a range of media and materials to create drawings, pictures, or other objects.</p> <ul style="list-style-type: none"> 1. Use different materials and techniques to make art creations. 2. Discuss one’s own artistic creations and those of others. 3. Know that works of art can represent people, places, and things. 4. Identify art in daily life. 5. Understand that artists have an important role in communities. | <ul style="list-style-type: none"> X. Art X. Art X. Art X. Art X. Art |
| <p>4. Drama & Theatre Arts: The portrayal of events, characters, or stories through acting and using props and language.</p> <ul style="list-style-type: none"> 1. Use dialogue, actions, and objects to tell a story or express thoughts and feelings about one’s self or a character. 2. Use creativity and imagination to manipulate materials and assume roles in dramatic play situations. 3. Respond to stories and plays. | <ul style="list-style-type: none"> AA. Pretend play AA. Pretend play No match |

Colorado Early Learning Standards

COR Advantage Items

| Approaches to Learning: Ages 3 – 5 Years | |
|--|---|
| <p>1. Initiative and Curiosity: An interest in varied topics and activities, a desire to learn, creativity, and independence in learning.</p> <ol style="list-style-type: none"> 1. Demonstrate flexibility, imagination, and inventiveness in approaching tasks and activities. 2. Demonstrate eagerness to learn about and discuss a range of topics, ideas, and tasks. 3. Ask questions and seek new information. | <p>B. Problem solving with materials AA. Pretend play</p> <p>A. Initiative and planning</p> <p>M. Listening and comprehension</p> |
| <p>2. Persistence and Attentiveness: The ability to begin and finish activities with persistence and attention.</p> <ol style="list-style-type: none"> 1. Maintain interest in a project or activity until completed. 2. Set goals and develop and follow through on plans. 3. Resist distractions, maintain attention, and continue the task at hand through frustration or challenges. | <p>A. Initiative and planning</p> <p>A. Initiative and planning</p> <p>A. Initiative and planning B. Problem solving with materials</p> |
| <p>3. Cooperation: An interest and engagement in group experiences.</p> <ol style="list-style-type: none"> 1. Plan, initiate, and complete learning activities with peers. 2. Join in cooperative play with others and invite others to play. 3. Model or teach peers. 4. Help, share, and cooperate in a group. | <p>F. Building relationships with other children A. Initiative and planning</p> <p>F. Building relationships with other children</p> <p>B. Problem solving with materials F. Building relationships with other children</p> <p>F. Building relationships with other children G. Community</p> |