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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 Maine. This document shows you how COR Advantage aligns with Maine’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 Maine Infants & Toddlers: Guidelines for Learning & Development With HighScope's 2014 Child Observation Record — COR Advantage 1.5**

The following chart shows how items from the 2009 **Maine Infants & Toddlers: Guidelines for Learning & Development** 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.



**Maine Infant and Toddler Guidelines for Learning and Development**

**COR Advantage Items**

<p><b>DOMAIN: Development into social beings</b> <b>Young Infants Birth to 8 months</b></p>	
<p><b>Self Awareness</b></p> <p>Understanding that the self is a separate being with an identity of his or her own and with connectedness to others.</p>	<p>FF. Knowledge of self and others</p>
<p><b>Self-Regulation</b></p> <p>Development of the ability to regulate emotions and mood.</p>	<p>D. Emotions</p>
<p><b>Self Concept</b></p> <p>Development in knowing and valuing self; growing ability to make independent decisions and choices.</p>	<p>A. Initiative and planning</p>
<p><b>Adult Interaction</b></p> <p>Noticing, relating with and becoming attached to people older than themselves.</p>	<p>E. Building relationships with adults</p>
<p><b>Peer Interaction</b></p> <p>Noticing, relating with and becoming attached to people around the child's own age.</p>	<p>F. Building relationships with other children</p>
<p><b>Social intelligence</b></p> <p>Awareness of diversity and difference.</p>	<p>FF. Knowledge of self and others</p>

**Maine Infant and Toddler Guidelines for Learning and Development**

**COR Advantage Items**

<p><b>DOMAIN: Development of strong and healthy bodies</b>  <b>Young Infants Birth to 8 months</b></p>	
<p><b>Perceptual Development</b></p> <p>Ability to take in and organize sensory experience (taste, touch, smell, sight, sound, feelings, motion/action). The central nervous system processes information through the senses. Sensory, motor and cognitive skills are interconnected and influence each other.</p> <p><b>Gross-motor skills (large muscle)</b></p> <p>Ability to maintain stability in various positions and to move from one position to another, dependent upon coordination of muscle strength and muscle tone.</p> <p><b>Fine Motor Skills: (Small Muscle)</b></p> <p>Eye-hand or skilled sensory coordination.</p> <p><b>Self-help/Adaptive skill development</b></p> <p>Using motor skills to show adaptation and self regulation strategies.</p>	<p>A. Initiative and planning  E. Building relationships with adults  F. Building relationships with other children  G. Community  I. Gross-motor skills  J. Fine-motor skills  M. Listening and comprehension  N. Phonological awareness  O. Alphabet knowledge  Q. Book enjoyment and knowledge  T. Geometry: Shapes and spatial awareness  U. Measurement  X. Art  Y. Music  AA. Pretend play  BB. Observing and classifying  DD. Natural and physical world  EE. Tools and technology  GG. Geography</p> <p>I. Gross-motor skills</p> <p>J. Fine-motor skills</p> <p>J. Fine-motor skills  K. Personal care and healthy behavior</p>

**Maine Infant and Toddler Guidelines for Learning and Development**

**COR Advantage Items**

<p><b>DOMAIN: Development of the ability to communicate</b>  <b>Young Infants Birth to 8 months</b></p>	
<p><b>Language Comprehension (receptive language)</b></p> <p>Understanding the meaning of information, ideas and feelings expressed by others; increased understanding of language (comprehension) and vocabulary development (understanding). Initial language development occurring within the context of relationship.</p>	<p>M. Listening and comprehension</p>
<p><b>Language Expression (expressive/productive language)</b></p> <p>The use of sounds, gestures, words, phrases, or sentences to express self. Initial language development occurring within the context of relationship.</p>	<p>L. Speaking</p>
<p><b>Emotional Understanding</b></p> <p>Understanding of the emotional expressions of self and others.</p>	<p>D. Emotions</p>
<p><b>Emotional Expression</b></p> <p>Ability to communicate feelings.</p>	<p>D. Emotions</p>

**Maine Infant and Toddler Guidelines for Learning and Development**

**COR Advantage Items**

<p><b>DOMAIN: Development of curious minds</b> <b>Young Infants Birth to 8 months</b></p>	
<p><b>Exploration and Discovery</b></p> <p>Experiencing the properties of things, developing curiosity and inquiring about the world.</p>	<p>A. Initiative and planning M. Listening and comprehension N. Phonological awareness BB. Observing and classifying</p>
<p><b>Concept Development and Memory</b></p> <p>Understanding cause and effect, and the permanence of things. Developing memory skills and the beginnings of representational thought.</p>	<p>C. Reflection BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions GG. Geography</p>
<p><b>Problem Solving, Symbolic Thought, and Creative Expression</b></p> <p>Developing the ability to find a solution to a dilemma; using mental representation and learning to be imaginative in self-expression.</p>	<p>B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions</p>

**Maine Infant and Toddler Guidelines for Learning and Development**

**COR Advantage Items**

<p><b>DOMAIN: Development into social beings</b> <b>Older Infants 8 to 18 months</b></p>	
<p><b>Self Awareness:</b> Understanding that the self is a separate being with an identity of his or her own and with connectedness to others.</p>	<p>FF. Knowledge of self and others</p>
<p><b>Self Concept</b> Development in knowing and valuing self; growing ability to make independent decisions.</p>	<p>A. Initiative and planning D. Emotions</p>
<p><b>Self-Regulation</b> Development of the ability to regulate emotions and mood.</p>	<p>D. Emotions</p>
<p><b>Peer Interaction</b> Noticing, relating with and becoming attached to people around the child's own age.</p>	<p>F. Building relationships with other children</p>
<p><b>Adult Interaction</b> Noticing, relating with and becoming attached to people.</p>	<p>E. Building relationships with adults</p>
<p><b>Social Intelligence</b> Awareness of diversity and difference.</p>	<p>FF. Knowledge of self and others</p>

**Maine Infant and Toddler Guidelines for Learning and Development**

**COR Advantage Items**

<p><b>DOMAIN: Development of strong and healthy bodies Older Infants 8 to 18 months</b></p>	
<p><b>Gross motor skills (large muscle):</b> Ability to maintain stability in various positions and to move from one position to another, dependent upon coordination of muscle strength and muscle tone.</p>	<p>I. Gross-motor skills</p>
<p><b>Fine motor skills (small muscle):</b> Eye-hand or skilled sensory coordination.</p>	<p>J. Fine-motor skills</p>
<p><b>Perceptual Development</b> Ability to take in and organize sensory experience (taste, touch, smell, sight, sound, feelings, motion/action). Senses provide the means by which information from the environment is processed by the central nervous system. Sensory, motor and cognitive skills are interconnected and always influencing each other.</p>	<p>M. Listening and comprehension N. Phonological awareness T. Geometry: Shapes and spatial awareness U. Measurement V. Patterns BB. Observing and classifying</p>
<p><b>Self Help/Adaptive Skill Development</b> Using motor skills to show increased independence and ability to take care of own.</p>	<p>K. Personal care and healthy behavior</p>

**Maine Infant and Toddler Guidelines for Learning and Development**

**COR Advantage Items**

<p><b>DOMAIN: Development of the ability to communicate Older Infants 8 to 18 months</b></p>	
<p><b>Language Comprehension (receptive language)</b></p> <p>Understanding the meaning of information, ideas and feelings expressed by others; increased understanding of language (comprehension) and vocabulary development (understanding). Initial language development occurring within the context of relationship.</p>	<p>M. Listening and comprehension</p>
<p><b>Language Expression (expressive/productive language)</b></p> <p>The use of sounds, gestures, words, phrases, or sentences to express self. Initial language development occurs within the context of relationship.</p>	<p>K. Personal care and healthy behavior  L. Speaking  P. Reading  Q. Book enjoyment and knowledge  AA. Pretend play</p>
<p><b>Emotional Expression</b></p> <p>Ability to communicate feeling.</p>	<p>D. Emotions</p>
<p><b>Emotional Understanding</b></p> <p>Understanding of the emotional expressions of self and others.</p>	<p>D. Emotions</p>

**Maine Infant and Toddler Guidelines for Learning and Development**

**COR Advantage Items**

<p><b>DOMAIN: Development of curious minds Older Infants 8 to 18 months</b></p>	
<p><b>Exploration and Discovery</b></p> <p>Experiencing the properties of things, developing curiosity and inquiring about the world.</p>	<p>BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world EE. Tools and technology</p>
<p><b>Concept Development and Memory</b></p> <p>Understanding cause and effect, and the permanence of things. Developing memory skills and the beginnings of representational thought.</p>	<p>C. Reflection CC. Experimenting, predicting, and drawing conclusions GG. Geography</p>
<p><b>Problem Solving, Symbolic Thought, and Creative Expression</b></p> <p>Developing the ability to find a solution to a dilemma; using mental representation and learning to be imaginative in self-expression.</p>	<p>B. Problem solving with materials X. Art Y. Music Z. Movement AA. Pretend play CC. Experimenting, predicting, and drawing conclusions</p>

**Maine Infant and Toddler Guidelines for Learning and Development**

**COR Advantage Items**

<p><b><i>DOMAIN: Development into social beings Toddlers 18 to 36 months</i></b></p>	
<p><b>Self Awareness</b></p> <p>Understanding that the self is a separate being with an identity of his or her own and with connectedness to others.</p>	<p>FF. Knowledge of self and others</p>
<p><b>Self Concept</b></p> <p>Development in knowing and valuing self; growing ability to make independent decisions and choices.</p>	<p>A. Initiative and planning</p>
<p><b>Self Regulation</b></p> <p>Development of the ability to regulate emotions and mood.</p>	<p>D. Emotions</p>
<p><b>Peer Interaction</b></p> <p>Noticing, relating with and becoming attached to people around the child's own age.</p>	<p>F. Building relationships with other children</p>
<p><b>Adult Interaction</b></p> <p>Noticing, relating with and becoming attached to people older than themselves.</p>	<p>E. Building relationships with adults</p>
<p><b>Social Intelligence</b></p> <p>Awareness of diversity and difference.</p>	<p>FF. Knowledge of self and others</p>

**Maine Infant and Toddler Guidelines for Learning and Development**

**COR Advantage Items**

<b>DOMAIN: Development of strong and healthy bodies Toddlers 18 to 36 months</b>	
<p><b>Gross Motor Skills (large muscle)</b></p> <p>Ability to maintain stability in various positions and to move from one position to another, dependent upon coordination of muscle strength and muscle tone.</p>	I. Gross-motor skills
<p><b>Fine Motor Skills: (small muscle)</b></p> <p>Eye-hand or skilled sensory coordination.</p>	J. Fine-motor skills
<p><b>Perceptual Development</b></p> <p>Ability to take in and organize sensory experience (taste, touch, smell, sight, sound, feelings, motion/action). Senses provide the means by which information from the environment is processed by the central nervous system. Sensory, motor and cognitive skills are interconnected and always influencing each other.</p>	<p>I. Gross-motor skills</p> <p>M. Listening and comprehension</p> <p>N. Phonological awareness</p> <p>X. Art</p>
<p><b>Self Help/Adaptive Skill Development</b></p> <p>Using motor skills to show increased independence and ability to take care of own needs.</p>	<p>J. Fine-motor skills</p> <p>K. Personal care and healthy behavior</p>

**Maine Infant and Toddler Guidelines for Learning and Development**

**COR Advantage Items**

<p><b>DOMAIN: Development of ability to communicate Toddlers 18 to 36 months</b></p>	
<p><b>Language Comprehension (receptive language)</b></p> <p>Understanding the meaning of information, ideas, and feelings expressed by others; increased understanding of language (comprehension) and vocabulary development (understanding). Initial language development occurs within the context of relationship.</p>	<p>M. Listening and comprehension</p>
<p><b>Language Expression (expressive/productive language)</b></p> <p>The use of sounds, gestures, words, phrases, or sentences to express self. Initial language development occurs within the context of relationship.</p>	<p>L. Speaking</p>
<p><b>Emotional Expression</b></p> <p>Ability to communicate feelings.</p>	<p>D. Emotions X. Art</p>
<p><b>Emotional Understanding:</b></p> <p>Ability to understand the emotional expressions of self and others</p>	<p>D. Emotions</p>

**Maine Infant and Toddler Guidelines for Learning and Development**

**COR Advantage Items**

<p><b>DOMAIN: Development of curious minds</b> <b>Toddlers 18 to 36 months</b></p>	
<p><b>Exploration and Discovery</b></p> <p>Experiencing the properties of things, developing curiosity and inquiring about the world.</p> <p><b>Concept Development and Memory</b></p> <p>Understanding cause and effect, and the permanence of things. Developing memory skills and the beginnings of representational thought.</p> <p><b>Problem Solving, Symbolic Thought, and Creative Expression</b></p> <p>Developing the ability to find a solution to a dilemma; using mental representation and learning to be imaginative in self-expression.</p>	<p>CC. Experimenting, predicting, and drawing conclusions</p> <p>G. Community N. Phonological awareness S. Number and counting T. Geometry: Shapes and spatial awareness U. Measurement V. Patterns AA. Pretend play BB. Observing and classifying</p> <p>B. Problem solving with materials AA. Pretend play</p>

# **Alignment of the 2005 Maine Early Childhood Learning Guidelines With HighScope's 2014 Child Observation Record — COR Advantage 1.5**

The following chart shows how items from the 2005 **Maine Early Childhood Learning 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.



**Maine Early Childhood Learning Guidelines**

**COR Advantage Items**

<b><i>Personal and Social Development</i></b>	
<b>A) Self Control</b>	
Seeks adult help when needed for emotional support	E. Building relationships with adults H. Conflict resolution
Demonstrates increasing competency in recognizing own and others' emotions	D. Emotions
Demonstrates increasing competency in describing own and others' emotions	D. Emotions
Shows progress in expressing feelings, needs, and opinions in difficult situations and conflicts without harming themselves, others, or property	B. Problem solving with materials D. Emotions H. Conflict resolution
Demonstrates increasing capacity to follow rules and routines	G. Community
<b>B) Self Concept</b>	
Develops and communicates a growing awareness of self as having certain abilities, characteristics, preferences, and rights (e.g., makes choices during the day based on personal interests)	A. Initiative and planning FF. Knowledge of self and others
Develops a growing understanding of how own actions affect others	G. Community

**Maine Early Childhood Learning Guidelines**

**COR Advantage Items**

<i>Personal and Social Development CONT</i>	
<b>C) Social Competence</b>	
Demonstrates an understanding of and follows through with basic responsibilities (e.g., dressing, clean-up)	K. Personal care and healthy behavior
Interacts appropriately with familiar adult(s)	E. Building relationships with adults
Interacts with one or more children	F. Building relationships with other children
Interacts respectfully and cooperatively with adults and peers	E. Building relationships with adults F. Building relationships with other children
Increases abilities to participate successfully as a member of a group through sustaining interactions with peers (e.g., helping, sharing, and discussing)	F. Building relationships with other children
Listens with interest and understanding to directions	M. Listening and comprehension
Listens with interest and understanding during conversations	L. Speaking M. Listening and comprehension
Shows increasing abilities to use compromise and discussion in play, and resolution of conflicts with peers	H. Conflict resolution
Demonstrates some understanding of others' rights, uniqueness, and individuality	FF. Knowledge of self and others

**Maine Early Childhood Learning Guidelines**

**COR Advantage Items**

<b><i>Approaches to Learning</i></b>	
<p><b>A) Initiative and Curiosity</b></p> <p>Finds more than one solution to a question, task, or problem</p> <p>Recognizes and solves problems through active exploration, including trial and error, and interactions and discussions with peers and adults</p> <p>Engages in individual or group activities that express real life experiences, ideas, knowledge, feelings, and fantasy</p>	<p>B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions</p> <p>B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions</p> <p>AA. Pretend play</p>
<p><b>B) Persistence and Reflection</b></p> <p>Persists in and completes an increasing variety of tasks, activities, projects, and experiences</p> <p>Sets goals, develops plans, and completes tasks</p> <p>Demonstrates a capacity to maintain concentration for a meaningful period of time on a task, set of directions, or interactions, despite distractions and interruptions</p> <p>Alters approach to tasks when initial approach does not work</p> <p>Recognizes and solves problems independently through trial and error and by interacting with peers and adults</p> <p>Seeks help appropriately from another child or an adult when encountering a problem</p> <p>Discusses or documents important aspects of an experience and identifies what was learned</p>	<p>A. Initiative and planning B. Problem solving with materials</p> <p>A. Initiative and planning</p> <p>A. Initiative and planning</p> <p>B. Problem solving with materials</p> <p>B. Problem solving with materials</p> <p>B. Problem solving with materials</p> <p>C. Reflection</p>

<i>Creative Arts</i>	
<p><b>Participating with increasing interest and enjoyment in a variety of music, movement, visual arts, drama activities (e.g., singing, finger plays, easel painting, and dramatic play)</b></p>	
<p>Moves in time to music</p>	<p>Z. Movement</p>
<p>Shows increasing ability in keeping/moving in time to different patterns of beat and rhythm in music</p>	<p>Z. Movement</p>
<p>Uses different art media and materials</p>	<p>X. Art</p>
<p>Progresses in abilities to create drawings, paintings, and other art creations that reflect more detail, creativity, and/or realism</p>	<p>X. Art</p>
<p>Identifies shapes, textures, and colors</p>	<p>T. Geometry: Shapes and spatial awareness</p>
<p>Tells about and/or role-plays characters from stories, people in own or imagined community, people and events from own or imagined experience</p>	<p>AA. Pretend play</p>
<p>Uses props to enhance role playing and dramatic play</p>	<p>AA. Pretend play</p>

<i>Early Language &amp; Literacy</i>	
<b>A) Communicating and Listening</b>	
Asks and answers simple questions about self and family by using learned phrases and recalled vocabulary	L. Speaking
Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes	L. Speaking M. Listening and comprehension
Progresses in listening to and understanding the English language while maintaining home language, when the two are not the same	II. Listening to and understanding English
Demonstrates increased proficiency in home and English languages (English Language Learner)	JJ. Speaking English
<b>B) Book Knowledge and Appreciation</b>	
Seeks out and enjoys experiences with pictures, books, and other print materials	Q. Book enjoyment and knowledge
Handles and cares for books	Q. Book enjoyment and knowledge
Listens to and communicates information about favorite books	Q. Book enjoyment and knowledge
Knows to view one page at a time in sequence from front to back	Q. Book enjoyment and knowledge
Incorporates some literacy activities into dramatic play	AA. Pretend play

**Maine Early Childhood Learning Guidelines**

**COR Advantage Items**

<b>Early Language &amp; Literacy CONT</b>	
<b>C) Comprehension</b>	
Identifies objects from books	Q. Book enjoyment and knowledge
Retells information from a story	M. Listening and comprehension Q. Book enjoyment and knowledge
Demonstrates understanding of basic plots of simple stories in a variety of ways (e.g., retelling, role play, illustrating, responding to questions)	M. Listening and comprehension Q. Book enjoyment and knowledge*
Makes reasonable predictions about what will happen next or how things might have turned out differently in a story	M. Listening and comprehension
Makes observations about the use of words and pictures	P. Reading Q. Book enjoyment and knowledge
Understands the main idea of simple information	M. Listening and comprehension
<b>D) Sounds in Spoken Language</b>	
Recites simple poems or nursery rhymes	N. Phonological awareness
Develops an awareness of word sounds and rhythms of language	N. Phonological awareness
Knows that different words can begin with the same sound	N. Phonological awareness
Recognizes that sounds are associated with letters of the alphabet and that they form words	O. Alphabet knowledge
Recognizes characteristic sounds and rhythms of language, including the relationship between sounds and letters	N. Phonological awareness O. Alphabet knowledge
<b>E) Print Concepts</b>	
Recognizes own written name	P. Reading
Identifies some labels and signs	P. Reading
Recognizes that letters are grouped to form words	P. Reading
<b>F) Alphabet Knowledge</b>	
Identifies some letters of the alphabet	O. Alphabet knowledge

<i>Early Language &amp; Literacy CONT</i>	
<b>G) Early Writing</b>	
Understands that writing is a way of communicating	R. Writing
Tells about experiences and discoveries, both orally and in writing, which could include child's own invented, emergent writing	R. Writing
Experiments with growing variety of writing tools, materials, and resources, including adaptive communication and writing devices	R. Writing X. Art
Copies or prints own name	R. Writing
Engages in writing using letter-like symbols to make letters or words	R. Writing

**Maine Early Childhood Learning Guidelines**

**COR Advantage Items**

<b>Health &amp; Physical Education</b>	
<b>A) Healthy Habits</b>	
<p>Uses basic personal hygiene practices and understands that those practices help to maintain good health</p>	K. Personal care and healthy behavior
<p>Tries a variety of nutritious foods and knows the difference between healthful foods and those with little nutritional value</p>	K. Personal care and healthy behavior
<p>Regularly participates in active games, outdoor play and other forms of exercise that enhance physical fitness</p>	K. Personal care and healthy behavior
<p>Links particular community helpers with given situations/needs</p>	FF. Knowledge of self and others
<b>B) Gross and Fine Motor Skills</b>	
<p>Demonstrates progress with non-locomotor skills</p>	I. Gross-motor skills
<p>Shows increasing levels of proficiency, control and balance in walking, climbing, running, jumping, hopping, skipping, marching, and galloping</p>	I. Gross-motor skills
<p>Demonstrates increasing abilities to coordinate movements in throwing, catching, kicking, bouncing balls, and using the slide and swing</p>	I. Gross-motor skills
<p>Grows in eye-hand coordination in building with blocks, putting together puzzles, reproducing shapes and patterns, stringing beads and using scissors</p>	J. Fine-motor skills
<p>Develops increasing strength, dexterity, and control needed to use tools (e.g., scissors, paper punch, and stapler)</p>	J. Fine-motor skills
<p>Progresses in abilities to use writing, drawing and art tools including pencils, markers, chalk, paint brushes, and various types of adaptive technology as needed</p>	J. Fine-motor skills

**Maine Early Childhood Learning Guidelines**

**COR Advantage Items**

<b>Mathematics</b>	
<p><b>A) Numbers and Number Sense</b></p> <p>Demonstrates an increasing ability to count in sequence to 10 and beyond</p> <p>Demonstrate increasing interest and awareness of numbers and counting as a means for solving problems and determining quantity</p> <p>Uses one-to-one correspondence in counting objects and matching groups of objects</p> <p>Shows growth in matching, sorting, putting in a series, and regrouping objects according to one or two attributes such as color, shape, or size</p>	<p>S. Number and counting</p> <p>S. Number and counting</p> <p>S. Number and counting</p> <p>BB. Observing and classifying</p>
<p><b>B) Shape and Size</b></p> <p>Builds increasing understanding of directionality, order and position of objects and words such as up, down, inside, outside, next to, in front of, behind, on top of, under</p> <p>Recognizes, names, matches, and sorts simple shapes</p> <p>Matches two dimensional geometric shapes</p> <p>Recognizes and compare objects based on differences in length, volume, weight, width (thick and thin)</p> <p>Uses non-standard units of measurement (e.g., books, hands, blocks) to measure objects</p> <p>Recognizes some basic concepts of time and sequence (e.g., morning, afternoon, yesterday, today, tomorrow, before, after)</p>	<p>T. Geometry: Shapes and spatial awareness</p> <p>T. Geometry: Shapes and spatial awareness BB. Observing and classifying</p> <p>T. Geometry: Shapes and spatial awareness</p> <p>U. Measurement</p> <p>U. Measurement</p> <p>HH. History</p>
<p><b>C) Mathematical Decision-making</b></p> <p>Responds to questions that can be answered with information gained through data analysis</p> <p>Makes two and three dimensional depictions, such as graphs and charts, of information gathered from immediate surroundings</p>	<p>W. Data analysis</p> <p>W. Data analysis</p>

**Maine Early Childhood Learning Guidelines**

**COR Advantage Items**

<b>Mathematics CONT</b>	
<b>D) Patterns</b>  Begins to recognize, copy, extend, and create simple patterns (e.g., sounds, objects, shapes)  Matches and sorts objects	V. Patterns  BB. Observing and classifying

**Maine Early Childhood Learning Guidelines**

**COR Advantage Items**

<b>Science</b>	
<p><b>A) Scientific Knowledge</b></p> <p>Sorts living things by characteristics such as movement, environment or body covering (e.g., hair, feathers, scales)</p> <p>Knows that animals live in different habitats on earth</p> <p>Expands knowledge of and respect for their environment</p>	<p>BB. Observing and classifying</p> <p>DD. Natural and physical world</p> <p>DD. Natural and physical world</p>
<p><b>B) Scientific Process</b></p> <p>Demonstrates curiosity about the natural environment</p> <p>Explores and experiments with different materials, objects and situations</p> <p>Asks questions and proposes ways to answer them</p> <p>Identifies problems and proposes ways to solve them</p> <p>Makes predictions and tests them</p> <p>Observes and discusses changes that occur in their world [e.g., plant growth, colors of foliage, stages of living things (caterpillar/butterfly), night and day, seasons, weather, a new building in the community]</p> <p>Observes, describes and investigates changes in materials and causes and effect relationships (e.g., cooking eggs, melting ice, making playdough)</p> <p>Uses simple tools such as measuring devices to observe differences, similarities, and change</p> <p>Develops growing abilities to collect, describe, and record information through a variety of means including observation, discussion, drawings, maps, and charts</p> <p>Makes generalizations or conclusions based on experiences</p>	<p>DD. Natural and physical world</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>DD. Natural and physical world</p> <p>DD. Natural and physical world</p> <p>EE. Tools and technology</p> <p>W. Data analysis</p> <p>CC. Experimenting, predicting, and drawing conclusions</p>

**Maine Early Childhood Learning Guidelines****COR Advantage Items**

<b><i>Social Studies</i></b>	
<b>Families and Communities</b>	
Demonstrates a beginning understanding of past, present, and future	HH. History
Demonstrates the knowledge and skills needed to perform particular jobs and tasks	K. Personal care and healthy behavior
Notices and expresses interest in different careers and workers' roles	FF. Knowledge of self and others
Dramatizes the ways people work and various aspects of their jobs	FF. Knowledge of self and others
Identifies tools and technology used at home, school, and work	EE. Tools and technology
Demonstrates interest in simple maps and other visuals to describe geographic location, direction, distance, size, and shape	GG. Geography
Demonstrates awareness of the need to protect the natural environment	DD. Natural and physical world