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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 Michigan. This document shows you how COR Advantage aligns with Michigan’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 2013 Michigan Early Childhood Standards of Quality for Infant and Toddler Programs With HighScope’s 2014 Child Observation Record — COR Advantage 1.5

The following chart shows how items from the revised 2013 **Michigan Early Childhood Standards of Quality for Infant and Toddler Programs** 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.



Michigan Infant and Toddler Standards

COR Advantage Items

| STRAND A – WELL-BEING | |
|---|--|
| <p>Goal 1: Infants and toddlers experience environments where their physical health is promoted.</p> <p>a. Increasing awareness, understanding, and appreciation of their bodies and how they function.</p> <p>b. Increased coordination (e.g., eye-hand movements).</p> <p>c. Emerging self-help and self-care skills for eating, drinking, toileting, resting, sleeping, washing, and dressing.</p> | <p>I. Gross-motor skills</p> <p>K. Personal care and healthy behavior</p> <p>J. Fine-motor skills</p> <p>K. Personal care and healthy behavior</p> |
| <p>Goal 2: Infants and toddlers experience environments where their social and emotional well-being is nurtured.</p> <p>a. Emerging skill in self-regulation.</p> <p>e. An increasing ability to identify their own emotional responses and those of others.</p> <p>f. Confidence and ability to express emotional needs without fear.</p> <p>g. Trust that their social-emotional needs will be responded to.</p> <p>h. A trusting relationship with nurturing and responsive caregivers.</p> <p>i. The ability to respond and engage in reciprocal interactions.</p> <p>j. Emerging capacities for caring and cooperation.</p> | <p>D. Emotions</p> <p>H. Conflict resolution</p> <p>D. Emotions</p> <p>D. Emotions</p> <p>E. Building relationships with adults</p> <p>K. Personal care and healthy behavior</p> <p>E. Building relationships with adults</p> <p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p> <p>D. Emotions</p> <p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p> |

Michigan Infant and Toddler Standards

COR Advantage Items

| STRAND B – BELONGING | |
|---|--|
| <p>Goal 1: Infants and toddlers experience environments where they know they belong and have a place.</p> <p>a. An attachment to their primary caregivers and primary care group.</p> <p>b. A feeling of being valued as an important individual who belongs within the group setting.</p> <p>c. An increasing ability to play an active part in the day to day activities of the program.</p> <p>d. Skills in caring for the environment (e.g., cleaning up, wiping the table, flushing the toilet, helping others).</p> <p>e. Confidence in and an ability to express their ideas.</p> | <p>E. Building relationships with adults F. Building relationships with other children</p> <p>FF. Knowledge of self and others</p> <p>G. Community</p> <p>G. Community K. Personal care and healthy behavior</p> <p>A. Initiative and planning</p> |
| <p>Goal 2: Infants and toddlers experience environments where they are comfortable with routines, schedules, and activities.</p> <p>a. An understanding of the routines, family customs, and regular events of the program.</p> <p>c. An understanding that they and others can be a part of the group.</p> <p>d. Capacities to predict routines and regular events that make up the day or the session.</p> <p>g. Increasing mastery of self-help skills to assist with daily personal routines.</p> <p>h. An increasing sense of independence and competence during daily routines and activities.</p> | <p>G. Community</p> <p>G. Community</p> <p>G. Community HH. History</p> <p>K. Personal care and healthy behavior</p> <p>G. Community K. Personal care and healthy behavior</p> |

Michigan Infant and Toddler Standards

COR Advantage Items

| STRAND B – BELONGING | |
|--|---|
| <p>Goal 3: Infants and toddlers experience environments where they increasingly understand the nature and boundaries of acceptable behavior.</p> <p>a. An increasing capacity to successfully communicate their feelings, needs, and wants.</p> <p>f. An increasing ability to self-regulate their behavior.</p> <p>g. The ability to express disagreement with peers and caregivers in developmentally appropriate ways.</p> | <p>A. Initiative and planning D. Emotions K. Personal care and healthy behavior L. Speaking</p> <p>D. Emotions H. Conflict resolution</p> <p>H. Conflict resolution</p> |

Michigan Infant and Toddler Standards

COR Advantage Items

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| <p>STRAND C – EXPLORATION</p> <p>Goal 1: Infants and toddlers experience environments where the importance of spontaneous play is recognized and play is valued as meaningful learning.</p> <p>a. Strategies for exploring and satisfying their curiosity.</p> <p>b. Symbolic, pretend, and dramatic play.</p> <p>d. The ability to make decisions and choose their own materials.</p> <p>f. Emerging expressions of intentionality in their play and relationships.</p> | <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>AA. Pretend play</p> <p>A. Initiative and planning</p> <p>A. Initiative and planning</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> |
| <p>Goal 2: Infants and toddlers experience environments where they gain confidence in and greater control of their bodies.</p> <p>a. Increasing control over their bodies, including increasing abilities in the use of large and small muscles, balance and coordination of eye-hand movements, and increasing agility, coordination, and balance.</p> <p>b. Strategies for actively exploring and making sense of the world by using their bodies, including active exploration with all the senses, and the use of tools, materials, and equipment to extend skills.</p> <p>c. Confidence with moving in space, moving to rhythm, and playing near and with others.</p> <p>d. Awareness of good hygiene practices (e.g., tooth brushing, hand washing, covering mouth/nose when coughing).</p> | <p>I. Gross-motor skills</p> <p>J. Fine-motor skills</p> <p>I. Gross-motor skills</p> <p>J. Fine-motor skills</p> <p>BB. Observing and classifying</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>EE. Tools and technology</p> <p>Z. Movement</p> <p>K. Personal care and healthy behavior</p> |

Michigan Infant and Toddler Standards

COR Advantage Items

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| <p>Goal 3: Infants and toddlers experience environments where they learn strategies for active exploration, thinking, and reasoning.</p> <p>a. The confidence to explore and make sense of their world through simple problem solving, recognizing patterns, learning from trial and error, asking questions, listening to others, simple planning, observing, and listening to stories.</p> <p>b. An attitude of themselves as “explorers” — competent, confident learners who ask questions and make discoveries.</p> <p>c. The confidence to choose and experiment with materials, to explore actively with all the senses, and to use what they learn to generalize their learning to other experiences.</p> <p>d. The ability to learn new things from the materials and people around them.</p> | <p>A. Initiative and planning B. Problem solving with materials L. Speaking M. Listening and comprehension P. Reading Q. Book enjoyment and knowledge V. Patterns CC. Experimenting, predicting, and drawing conclusions</p> <p>B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions</p> <p>A. Initiative and planning CC. Experimenting, predicting, and drawing conclusions</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> |
| <p>Goal 4: Infants and toddlers experience environments where they develop a growing sense of social relationships, the natural environment, and the physical world.</p> <p>a. The ability to question, explore, generate, and modify their own ideas about the world around them.</p> <p>c. Spatial understandings, including an awareness of how two- and three-dimensional objects can be fitted together and moved in space.</p> <p>d. A knowledge of the natural environment in the outdoor area of the program and the local neighborhood (e.g., the neighborhood park, grassy field, a wooded area).</p> <p>e. Social relationships and social concepts (e.g., friendship, authority, social rules and understandings).</p> | <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>T. Geometry: Shapes and spatial awareness</p> <p>DD. Natural and physical world</p> <p>E. Building relationships with adults F. Building relationships with other children</p> |

Michigan Infant and Toddler Standards

COR Advantage Items

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|---|---|
| <p>Goal 5: Infants and toddlers experience environments where their interests and initiative provide direction for learning opportunities and for the practice and mastery of developing skills.</p> <p>b. The ability to pursue interests independently.</p> <p>c. The understanding that they have a significant role in initiating exploration, play, and learning.</p> | <p>A. Initiative and planning</p> <p>A. Initiative and planning</p> |
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Michigan Infant and Toddler Standards

COR Advantage Items

| STRAND D – COMMUNICATION | |
|--|---|
| Goal 1: Infants and toddlers experience environments where they develop attitudes and skills to communicate successfully with others. | |
| a. The ability to express their feelings and emotions in a range of appropriate ways. | D. Emotions |
| b. Confidence that their first languages [e.g., whether spoken English, a spoken language other than English, or American Sign Language (ASL)] are valued, supported, and understood. | L. Speaking JJ. Speaking English |
| c. Responsive and reciprocal communication skills (e.g., turn-taking). | L. Speaking M. Listening and comprehension |
| d. A playful interest in repetitive sounds and words, and aspects of language (e.g., rhythm, rhyme, alliteration). | N. Phonological awareness |
| e. Increasing skill with and understanding of non-verbal messages, including the ability to attend to and make non-verbal requests. | L. Speaking M. Listening and comprehension |
| f. The inclination and ability to communicate, pay attention, and respond appropriately to others. | L. Speaking M. Listening and comprehension |
| g. Increasing knowledge and skill in syntax, meaning, and vocabulary in at least one language. | L. Speaking |
| h. Language skills in real, play, and problem-solving contexts as well as in more structured language contexts (e.g., through books, finger plays, singing, storytelling/re-enacting). | L. Speaking M. Listening and comprehension Y. Music AA. Pretend play |

Michigan Infant and Toddler Standards

COR Advantage Items

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| <p>Goal 2: Infants and toddlers experience environments where they have opportunities to communicate through the use of symbols/pictures, signs, and stories.</p> | |
| <p>a. An understanding that symbols/pictures can be “read” by others, and that thoughts, experiences, and ideas can be represented through gestures, signs, words, pictures, print, numbers, sounds, shapes, models, facial expression, and photographs.</p> | <p>P. Reading</p> |
| <p>b. Familiarity with symbols/pictures and their uses (including print) by exploring and observing them in activities that have meaning and purpose and are developmentally appropriate for infants and toddlers.</p> | <p>P. Reading</p> |
| <p>d. Familiarity with numbers and their uses by exploring and observing the use of numbers in activities that have meaning and purpose for infants and toddlers.</p> | <p>S. Number and counting</p> |
| <p>e. An interest in exploring and using mathematical, reading, and writing materials.</p> | <p>P. Reading Q. Book enjoyment and knowledge R. Writing S. Number and counting</p> |
| <p>f. An interest in creating and using symbols/pictures.</p> | <p>R. Writing X. Art</p> |
| <p>g. An expectation that words, books, numbers, and other symbols/pictures can amuse, delight, comfort, illuminate, inform, and excite.</p> | <p>P. Reading Q. Book enjoyment and knowledge</p> |

Michigan Infant and Toddler Standards

COR Advantage Items

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|--|---|
| <p>Goal 3: Infants and toddlers experience environments where they discover and develop different ways to be creative and expressive about their feelings and thoughts.</p> | |
| <p>a. Familiarity with the properties and characteristics of the materials used in the creative and expressive arts.</p> | <p>X. Art Y. Music Z. Movement</p> |
| <p>b. Skill and confidence with the processes of art (e.g., drawing, collage, painting, print-making, constructing).</p> | <p>X. Art</p> |
| <p>c. Skill with media that can be used for expressing a mood or a feeling or for representing information (e.g., crayons, pencils, paint, blocks, wood, musical instruments, movement).</p> | <p>X. Art Y. Music Z. Movement</p> |
| <p>d. An ability to be creative and expressive through a variety of activities (e.g., pretend play, art, storytelling, music).</p> | <p>X. Art Y. Music AA. Pretend play</p> |
| <p>e. An awareness that music, art, drama, and dance can be expressions of feeling, mood, situation, and culture.</p> | <p>X. Art Y. Music Z. Movement AA. Pretend play</p> |
| <p>f. Confidence to sing songs, including songs of their own, and to experiment with chants and pitch patterns.</p> | <p>Y. Music</p> |
| <p>g. An increasing ability to keep a steady beat (e.g., through speech, chants, dances, movement to simple rhythmic patterns).</p> | <p>Z. Movement</p> |
| <p>h. An expectation that music, art, drama, and dance can amuse, delight, comfort, illuminate, inform, and excite.</p> | <p>X. Art Y. Music Z. Movement AA. Pretend play</p> |
| <p>i. Familiarity with a variety of types of music, art, drama, and dance as expressions of feeling, mood, situation, occasion, and culture.</p> | <p>X. Art Y. Music Z. Movement AA. Pretend play</p> |

Michigan Infant and Toddler Standards

COR Advantage Items

| STRAND E – CONTRIBUTION | |
|---|--|
| <p>Goal 1: Infants and toddlers experience environments where the opportunities for learning are equitable, irrespective of gender, ability, age, home language, ethnicity, or background.</p> <p>a. Empathy, understanding, and awareness of others' feelings, and make comforting and accepting gestures to peers and others in distress.</p> <p>d. The ability to carry out or follow through on simple tasks that help or benefit themselves or others.</p> <p>f. The ability to respond and engage in developmentally appropriate reciprocal interactions.</p> <p>g. Emerging skills in caring and cooperation.</p> | <p>D. Emotions</p> <p>G. Community K. Personal care and healthy behavior</p> <p>E. Building relationships with adults F. Building relationships with other children</p> <p>D. Emotions E. Building relationships with adults F. Building relationships with other children</p> |
| <p>Goal 2: Infants and toddlers experience environments where they are affirmed as individuals.</p> <p>a. A sense of “who they are,” their place in the wider world of relationships, and the ways in which these are appreciated.</p> <p>c. A sense of being able to make something happen that matters to them and to others.</p> <p>g. An awareness of themselves as unique individuals.</p> | <p>FF. Knowledge of self and others</p> <p>A. Initiative and planning CC. Experimenting, predicting, and drawing conclusions</p> <p>FF. Knowledge of self and others</p> |

Michigan Infant and Toddler Standards

COR Advantage Items

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|---|---|
| <p>Goal 3: Infants and toddlers experience environments where they are encouraged to interact and learn with and alongside others.</p> <p>a. An increasing ability to take another’s point of view and to empathize with others.</p> <p>e. ‘Friendship skills,’ where they can play harmoniously with their peers through cooperation and participate in the give and take of ideas.</p> <p>f. An increasing ability to share by showing interest in and awareness of the feelings of others.</p> | <p>D. Emotions</p> <p>F. Building relationships with other children</p> <p>D. Emotions</p> |
| <p>Goal 4: Infants and toddlers experience environments where they and their families are empowered to make contributions within the program and as members of their communities.</p> <p>a. A growing sense of themselves as part of a family.</p> <p>b. A sense of pride in themselves and their families.</p> <p>c. A growing sense of connection and consistency across their homes, the program and their community.</p> <p>d. A positive sense about their participation in the program, their families, and their community.</p> | <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</p> <p>FF. Knowledge of self and others</p> |

Alignment of the 2013 Michigan Early Childhood Standards of Quality With HighScope's 2014 Child Observation Record — COR Advantage 1.5

The following chart shows how items from the 2013 **Michigan Early Childhood Standards of Quality** 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.



Michigan Early Childhood Standards

COR Advantage Items

| APPROACHES TO LEARNING | |
|--|--|
| <p>Habits of Mind: Creativity-Imagination-Visualization</p> <p>1. Children demonstrate a growing ability to use originality or vision when approaching learning; use imagination, show ability to visualize a solution or new concept.</p> | <p>A. Initiative and Planning B. Problem solving with materials E. Building relationships with adults F. Building relationships with other children M. Listening and comprehension R. Writing X. Art CC. Experimenting, predicting, and drawing conclusions</p> |
| <p>2. Early Learning Expectation: Initiative-Engagement-Persistence-Attentiveness. Children demonstrate the quality of showing interest in learning; pursue learning independently.</p> | <p>A. Initiative and planning B. Problem solving with materials M. Listening and comprehension CC. Experimenting, predicting, and drawing conclusions</p> |
| <p>3. Early Learning Expectation: Curiosity–Inquiry-Questioning-Tinkering-Risk Taking. Children demonstrate an interest and eagerness in seeking information (e.g., be able to see things from a different perspective, fiddling with something to figure it out or attempting a reasonable solution).</p> | <p>B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions</p> |
| <p>4. Early Learning Expectation: Resilience-Optimism-Confidence. Children demonstrate the capacity to cope with change, persist, move ahead with spirit, vitality and a growing belief in one’s ability to realize a goal.</p> | <p>A. Initiative and planning B. Problem solving with materials D. Emotions AA. Pretend play CC. Experimenting, predicting, and drawing conclusions</p> |
| <p>5. Early Learning Expectation: Reasoning-Problem Solving-Reflection. Children demonstrate a growing capacity to make meaning, using one’s habits of mind to find a solution or figure something out.</p> | <p>B. Problem solving with materials C. Reflection BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions</p> |

Michigan Early Childhood Standards

COR Advantage Items

| APPROACHES TO LEARNING CONT | |
|---|---|
| <p>Social Dispositions</p> <p>6. Early Learning Expectation: Participation-Cooperation-Play- Networking-Contribution. Demonstrate increasing ability to be together with others, in play or intellectual learning opportunities and/or making positive efforts for the good of all; join a community of learners in person and digitally as appropriate.</p> | <p>E. Building relationships with adults F. Building relationships with other children G. Community H. Conflict resolution FF. Knowledge of self and others</p> |
| <p>7. Early Learning Expectation: Respect for Self and Others — Mental and Behavioral Health. Children exhibit a growing regard for one's mind and capacity to learn; demonstrate the capacity of consideration for others; show a growing capacity to self-regulate and demonstrate self-efficacy.</p> | <p>A. Initiative and planning D. Emotions G. Community H. Conflict resolution FF. Knowledge of self and others</p> |
| <p>8. Early Learning Expectation: Responsibility-Ethical Actions. Children are becoming accountable or reliable for their actions to self and others.</p> | <p>B. Problem solving with materials G. Community H. Conflict resolution DD. Natural and physical world FF. Knowledge of self and others</p> |

Michigan Early Childhood Standards

COR Advantage Items

| <i>Creative Arts (CA)</i> | |
|---|---|
| 1. Early Learning Expectation: Visual Arts. Children show how they feel, what they think, and what they are learning through experiences in the visual arts. | A. Initiative and planning X. Art |
| 2. Early Learning Expectation: Instrumental and Vocal Music. Children show how they feel, what they think, and what they are learning through listening, participating in, and creating instrumental and vocal music experiences. | Y. Music Z. Movement |
| 3. Early Learning Expectation: Movement and Dance. Children show how they feel, what they think, and what they are learning through movement and dance experiences. | Z. Movement |
| 4. Early Learning Expectation: Dramatic Play. Children show how they feel, what they think, and what they are learning through dramatic play. | AA. Pretend play |
| 5. Early Learning Expectation: Aesthetic Appreciation. Children develop rich and rewarding aesthetic lives. | X. Art Y. Music Z. Movement AA. Pretend play |

Michigan Early Childhood Standards

COR Advantage Items

| <i>Language and Early Literacy Development (LL)</i> | |
|--|---|
| 1. Early Learning Expectation: Emergent Reading. Children begin to understand written language read to them from a variety of meaningful materials, use reading-like behaviors, and make progress towards becoming conventional readers. | M. Listening and comprehension N. Phonological awareness O. Alphabet knowledge P. Reading Q. Book enjoyment and knowledge |
| 2. Early Learning Expectation: Writing Skills. Children begin to develop writing skills to communicate and express themselves effectively for a variety of purposes. | P. Reading R. Writing X. Art |
| 3. Early Learning Expectation: Spoken Language: Expressive. Children develop abilities to express themselves clearly and communicate ideas to others. | D. Emotions E. Building relationships with adults F. Building relationships with other children L. Speaking M. Listening and comprehension N. Phonological awareness II. Listening to and understanding English JJ. Speaking English |
| 4. Early Learning Expectation: Spoken Language: Receptive. Children grow in their capacity to use effective listening skills and understand what is said to them. | E. Building relationships with adults M. Listening and comprehension II. Listening to and understanding English |
| 5. Early Learning Expectation: Viewing Images and Other Media Materials. Children begin to develop strategies that assist them in viewing a variety of images and multimedia materials effectively and critically. | M. Listening and comprehension EE. Tools and technology |
| 6. Early Learning Expectation: Positive Attitudes about Literacy. Children develop positive attitudes about themselves as literate beings — as readers, writers, speakers, viewers, and listeners. | L. Speaking M. Listening and comprehension P. Reading Q. Book enjoyment and knowledge R. Writing |
| 7. Early Learning Expectation: Diversity of Communication. Children begin to understand that communication is diverse and that people communicate in a variety of ways. | FF. Knowledge of self and others II. Listening to and understanding English JJ. Speaking English |

Michigan Early Childhood Standards

COR Advantage Items

| Dual Language Learning (DLL) | |
|--|---|
| 1. Early Learning Expectation: Receptive English Language Skills. Children demonstrate an increasing ability to comprehend or understand the English language at an appropriate developmental level. | II. Listening to and understanding English JJ. Speaking English |
| 2. Early Learning Expectation: Expressive English Language Skills. Children demonstrate an increasing ability to speak or use English at an appropriate developmental level. | JJ. Speaking English |
| 3. Early Learning Expectation: Engagement in English Literacy Activities. Children demonstrate increased understanding and response to books, storytelling, and songs presented in English and increased participation in English literacy activities. | L. Speaking M. Listening and comprehension Q. Book enjoyment and knowledge II. Listening to and understanding English JJ. Speaking English |
| 4. Early Learning Expectation: Engagement in Writing. Children demonstrate an increasing ability to write words or engage in early stages of writing in English. | O. Alphabet knowledge R. Writing X. Art |
| 5. Early Learning Expectation: Social Interaction. Children interact with peers in play, classroom and social situations using English with increasing ability and comfort; use first language when appropriate and share home culture. | D. Emotions E. Building relationships with adults F. Building relationships with other children FF. Knowledge of self and others II. Listening to and understanding English JJ. Speaking English |

Michigan Early Childhood Standards

COR Advantage Items

| <i>Technology Literacy-Early Learning in Technology (TL)</i> | |
|--|--------------------------|
| 1. Early Learning Expectation: Creativity and Innovation. Children use a variety of developmentally appropriate digital tools to learn and create. | EE. Tools and technology |
| 2. Early Learning Expectation: Communication and Collaboration. Children work together when using developmentally appropriate digital tools. | EE. Tools and technology |
| 3. Early Learning Expectation: Research and Information Literacy. With adult support and supervision, children interact with developmentally appropriate Internet based resources. With adult support, children use developmentally appropriate digital resources to locate and use information relating to a topic under study. | EE. Tools and technology |
| 4. Early Learning Expectation: Critical Thinking, Problem Solving, and Decision Making. Children can explain some ways that technology can be used to solve problems. | EE. Tools and technology |
| 6. Early Learning Expectation: Technology Operations and Concepts. Children begin to learn to use and talk about technology tools appropriately. | EE. Tools and technology |

Michigan Early Childhood Standards

COR Advantage Items

| Social, Emotional and Physical Health and Development (SEP) | |
|---|--|
| Social and Emotional Development and Health | |
| 1. Early Learning Expectation: Understanding of Self. Children develop and exhibit a healthy sense of self. | A. Initiative and planning D. Emotions FF. Knowledge of self and others |
| 2. Early Learning Expectation: Expressing Emotions. Children show increasing ability to regulate how they express their emotions. | B. Problem solving with materials D. Emotions G. Community H. Conflict resolution M. Listening and comprehension |
| 3. Early Learning Expectation: Relationships with Others. Children develop healthy relationships with other children and adults. | E. Building relationships with adults F. Building relationships with other children H. Conflict resolution |
| Physical Development | |
| 4. Early Learning Expectation: Body Control and Activity. Children increase their ability to understand and control their bodies and learn that regular physical activity can enhance their overall physical, social, and mental health. | I. Gross-motor skills K. Personal care and healthy behavior T. Geometry: Shapes and spatial awareness |
| 5. Early Learning Expectation: Gross Motor Development. Children experience growth in gross motor development and use large muscles to improve a variety of gross motor skills in a variety of both structured and unstructured and planned and spontaneous settings. | I. Gross-motor skills Z. Movement |
| 6. Early Learning Expectation: Fine Motor Development. Children experience growth in fine motor development and use small muscles to improve a variety of fine motor skills both in structured and unstructured settings. | J. Fine-motor skills |
| 7. Early Learning Expectation: Positive Activity. Children participate in activities that encourage self-motivation, emphasize cooperation, and minimize competition. | F. Building relationships with other children G. Community FF. Knowledge of self and others |
| Health, Safety and Nutrition | |
| 8. Early Learning Expectation: Healthy Eating. Children become aware of and begin to develop nutritional habits that contribute to good health. | K. Personal care and healthy behavior |

Michigan Early Childhood Standards

COR Advantage Items

| <i>Social, Emotional and Physical Health and Development (SEP) CONT</i> | |
|---|---|
| 9. Early Learning Expectation: Healthy Choices. Children begin to have knowledge about and make age-appropriate healthy choices in daily life. | K. Personal care and healthy behavior |
| 10. Early Learning Expectation: Personal Safety. Children recognize that they have a role in preventing accidents or potential emergencies. | G. Community K. Personal care and healthy behavior |

Michigan Early Childhood Standards

COR Advantage Items

| Early Learning in Mathematics (M) | |
|---|---|
| 1. Early Learning Expectation: Math Practices. Children begin to develop processes and strategies for solving mathematical problems. | S. Number and counting DD. Natural and physical world |
| 2. Early Learning Expectation: Mathematical Literacy. Children begin to use the language of mathematics by applying emerging skills in representing, discussing, reading, writing, and listening (e.g., by translating a problem or activity into a new form; a picture, diagram, model, symbol, or words). | S. Number and counting W. Data analysis |
| 3. Early Learning Expectation: Classification and Patterns. Children begin to develop skills of recognizing, comparing and classifying objects, relationships, events and patterns in their environment and in everyday life. | U. Measurement V. Patterns W. Data analysis BB. Observing and classifying |
| 4. Early Learning Expectation: Counting and Cardinality. Children extend their understanding of numbers and their relationship to one another and things in the environment. | S. Number and counting |
| 5. Early Learning Expectation: Simple Operations and Beginning Algebraic Thinking. Children begin to develop skills of sorting and organizing information, seeing patterns, and using information to make predictions and solve new problems. | S. Number and counting U. Measurement W. Data analysis BB. Observing and classifying |
| 6. Early Learning Expectation: Measuring. Children explore and discover simple ways to measure. | U. Measurement EE. Tools and technology |
| 7. Early Learning Expectation: Geometry. Children build their visual thinking skills through explorations with shape and the spaces in their classrooms and neighborhoods. | T. Geometry: Shapes and spatial awareness V. Patterns BB. Observing and classifying |

Michigan Early Childhood Standards

COR Advantage Items

| <i>Early Learning in Science (S)</i> | |
|---|---|
| 1. Early Learning Expectation: Observation and Inquiry. Children develop positive attitudes and gain knowledge about science through observation and active play. | BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world |
| 2. Early Learning Expectation: Living and Non-living Things. Children show a beginning awareness of scientific knowledge related to living and non-living things. | BB. Observing and classifying DD. Natural and physical world |
| 3. Knowledge About the Earth: Children show a beginning awareness of scientific knowledge related to the earth. | No match found |

Michigan Early Childhood Standards

COR Advantage Items

| Early Learning in the Social Studies (SS) | |
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| 1. Early Learning Expectation: Relationship in Place. Children begin to understand and interpret their relationship and place within their own environment. | DD. Natural and physical world GG. Geography |
| 2. Early Learning Expectation: How People Are Influenced. Children begin to recognize that many different influences shape people's thinking and behavior. | G. Community FF. Knowledge of self and others |
| 3. Early Learning Expectation: Understanding Time. Children show growth in their understanding of the concept of time and begin to realize that they are a part of a history, which includes people, places, events, and stories about the present and the past. | G. Community HH. History |
| 4. Early Learning Expectation: Why We Have Rules and Laws. Children begin to learn about the reasons for rules and laws, the importance of a democratic process, and the responsibilities of being a member of a classroom, a family, and a community. | G. Community FF. Knowledge of self and others |
| 5. Early Learning Expectation: Basic Ideas about Economics. Children increase their understanding about how basic economic concepts relate to their lives. | FF. Knowledge of self and others |
| 6. Early Learning Expectation: People and Their Environment. Children increase their understanding of the relationship between people and their environment and begin to recognize the importance of taking care of the resources in their environment. | G. Community DD. Natural and physical world |