



Alignment of  
**COR Advantage** with  
**North Carolina Foundations for  
Early Learning and Development  
(2013)**

**North Carolina Foundations for Early Learning and Development**

**COR Advantage Items**

<b><i>Approaches to Play and Learning (APL)</i></b>	
<b>Curiosity, Information-Seeking, and Eagerness</b>	
<b>Goal APL-1: Children show curiosity and express interest in the world around them.</b>	
Infants	A. Initiative and planning F. Building relationships with other children
Younger Toddlers	A. Initiative and planning F. Building relationships with other children AA. Pretend play
Older Toddlers	A. Initiative and planning F. Building relationships with other children
Younger Preschoolers	A. Initiative and planning F. Building relationships with other children
Older Preschoolers	A. Initiative and planning F. Building relationships with other children
<b>Goal APL-2: Children actively seek to understand the world around them.</b>	
Infants	A. Initiative and planning CC. Experimenting, predicting, and drawing conclusions
Younger Toddlers	A. Initiative and planning CC. Experimenting, predicting, and drawing conclusions
Older Toddlers	A. Initiative and planning CC. Experimenting, predicting, and drawing conclusions
Younger Preschoolers	A. Initiative and planning CC. Experimenting, predicting, and drawing conclusions
Older Preschoolers	A. Initiative and planning CC. Experimenting, predicting, and drawing conclusions

**North Carolina Foundations for Early Learning and Development**

**COR Advantage Items**

<b><i>Approaches to Play and Learning (APL) CONT</i></b>	
<b>Play and Imagination</b>	
<b>Goal APL-3: Children engage in increasingly complex play.</b>	
Infants	F. Building relationships with other children AA. Pretend play
Younger Toddlers	F. Building relationships with other children AA. Pretend play
Older Toddlers	F. Building relationships with other children AA. Pretend play
Younger Preschoolers	F. Building relationships with other children AA. Pretend play
Older Preschoolers	F. Building relationships with other children AA. Pretend play
<b>Goal APL-4: Children demonstrate creativity, imagination, and inventiveness.</b>	
Infants	AA. Pretend play
Younger Toddlers	AA. Pretend play
Older Toddlers	AA. Pretend play
Younger Preschoolers	AA. Pretend play
Older Preschoolers	AA. Pretend play
<b>Risk-Taking, Problem-Solving, and Flexibility</b>	
<b>Goal APL-5: Children are willing to try new and challenging experiences.</b>	
Infants	A. Initiative and planning
Younger Toddlers	A. Initiative and planning
Older Toddlers	A. Initiative and planning
Younger Preschoolers	A. Initiative and planning
Older Preschoolers	A. Initiative and planning

**North Carolina Foundations for Early Learning and Development**

**COR Advantage Items**

<b><i>Approaches to Play and Learning (APL) CONT</i></b>	
<b>Goal APL-6: Children use a variety of strategies to solve problems.</b>	
Infants	B. Problem solving with materials
Younger Toddlers	B. Problem solving with materials
Older Toddlers	B. Problem solving with materials
Younger Preschoolers	B. Problem solving with materials
Older Preschoolers	B. Problem solving with materials
<b>Attentiveness, Effort, and Persistence</b>	
<b>Goal APL-7: Children demonstrate initiative.</b>	
Infants	A. Initiative and planning BB. Observing and classifying
Younger Toddlers	A. Initiative and planning
Older Toddlers	A. Initiative and planning
Younger Preschoolers	A. Initiative and planning
Older Preschoolers	A. Initiative and planning
<b>Goal APL-8: Children maintain attentiveness and focus.</b>	
Infants	A. Initiative and planning
Younger Toddlers	A. Initiative and planning
Older Toddlers	A. Initiative and planning
Younger Preschoolers	A. Initiative and planning
Older Preschoolers	A. Initiative and planning

**North Carolina Foundations for Early Learning and Development**

**COR Advantage Items**

<b><i>Approaches to Play and Learning (APL) CONT</i></b>	
<b>Goal APL-9: Children persist at challenging activities.</b>	
Infants	B. Problem solving with materials
Younger Toddlers	B. Problem solving with materials
Older Toddlers	B. Problem solving with materials
Younger Preschoolers	B. Problem solving with materials
Older Preschoolers	B. Problem solving with materials

## North Carolina Foundations for Early Learning and Development

## COR Advantage Items

<i>Emotional and Social Development (ESD)</i>	
<b>Developing a Sense of Self</b>	
<b>Goal ESD-1: Children demonstrate a positive sense of self-identity and self-awareness.</b>	
Infants	A. Initiative and planning FF. Knowledge of self and others
Younger Toddlers	A. Initiative and planning FF. Knowledge of self and others
Older Toddlers	A. Initiative and planning FF. Knowledge of self and others
Younger Preschoolers	A. Initiative and planning FF. Knowledge of self and others
Older Preschoolers	A. Initiative and planning FF. Knowledge of self and others
<b>Goal ESD-2: Children express positive feelings about themselves and confidence in what they can do.</b>	
Infants	E. Building relationships with adults D. Emotions
Younger Toddlers	E. Building relationships with adults
Older Toddlers	<i>Does not align</i>
Younger Preschoolers	<i>Does not align</i>
Older Preschoolers	<i>Does not align</i>
<b>Developing a Sense of Self With Others</b>	
<b>Goal ESD-3: Children form relationships and interact positively with familiar adults who are consistent and responsive to their needs.</b>	
Infants	E. Building relationships with adults
Younger Toddlers	E. Building relationships with adults
Older Toddlers	E. Building relationships with adults

**North Carolina Foundations for Early Learning and Development**

**COR Advantage Items**

<b>Emotional and Social Development Goal ESD-3, CONT</b>	
Younger Preschoolers	E. Building relationships with adults
Older Preschoolers	E. Building relationships with adults
<b>Goal ESD-4: Children form relationships and interact positively with other children.</b>	
Infants	F. Building relationships with other children
Younger Toddlers	F. Building relationships with other children
Older Toddlers	F. Building relationships with other children
Younger Preschoolers	F. Building relationships with other children
Older Preschoolers	F. Building relationships with other children
<b>Goal ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups.</b>	
Infants	<i>Emerging</i>
Younger Toddlers	G. Community
Older Toddlers	G. Community
Younger Preschoolers	G. Community
Older Preschoolers	G. Community
<b>Learning About Feelings</b>	
<b>Goal ESD-6: Children identify, manage, and express their feelings.</b>	
Infants	D. Emotions
Younger Toddlers	D. Emotions
Older Toddlers	D. Emotions
Younger Preschoolers	D. Emotions
Older Preschoolers	D. Emotions

**North Carolina Foundations for Early Learning and Development**

**COR Advantage Items**

<i>Emotional and Social Development (ESD) CONT</i>	
<b>Goal ESD-7: Children recognize and respond to the needs and feelings of others.</b>	
Infants	<i>Does not align</i>
Younger Toddlers	F. Building relationships with other children
Older Toddlers	F. Building relationships with other children
Younger Preschoolers	G. Community
Older Preschoolers	G. Community



## North Carolina Foundations for Early Learning and Development

## COR Advantage Items

Health and Physical Development (HPD)	
<b>Physical Health and Growth</b>	
<b>Goal HPD-1: Children develop healthy eating habits.</b>	
Infants	K. Personal care and healthy behavior
Younger Toddlers	K. Personal care and healthy behavior
Older Toddlers	K. Personal care and healthy behavior
Younger Preschoolers	K. Personal care and healthy behavior
Older Preschoolers	K. Personal care and healthy behavior
<b>Goal HPD-2: Children engage in active physical play indoors and outdoors.</b>	
Infants	I. Gross-motor skills
Younger Toddlers	I. Gross-motor skills
Older Toddlers	I. Gross-motor skills
Younger Preschoolers	I. Gross-motor skills
Older Preschoolers	I. Gross-motor skills
<b>Goal HPD-3: Children develop healthy sleeping habits.</b>	
Infants	G. Community
Younger Toddlers	G. Community
Older Toddlers	G. Community
Younger Preschoolers	G. Community
Older Preschoolers	G. Community K. Personal care and healthy behavior
<b>Motor Development</b>	
<b>Goal HPD-4: Children develop the large muscle control and abilities needed to move through and explore their environment.</b>	
Infants	I. Gross-motor skills

## North Carolina Foundations for Early Learning and Development

## COR Advantage Items

Health and Physical Development Goal HPD-4, CONT	
Younger Toddlers	I. Gross-motor skills
Older Toddlers	I. Gross-motor skills
Younger Preschoolers	I. Gross-motor skills
Older Preschoolers	I. Gross-motor skills
Goal HPD-5: Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools.	
Infants	J. Fine-motor skills
Younger Toddlers	J. Fine-motor skills
Older Toddlers	J. Fine-motor skills
Younger Preschoolers	J. Fine-motor skills
Older Preschoolers	J. Fine-motor skills
Motor Development	
Self-Care	
Goal HPD-6: Children develop awareness of their needs and the ability to communicate their needs.	
Infants	K. Personal care and healthy behavior
Younger Toddlers	K. Personal care and healthy behavior
Older Toddlers	K. Personal care and healthy behavior
Younger Preschoolers	K. Personal care and healthy behavior
Older Preschoolers	B. Problem solving with materials K. Personal care and healthy behavior
Goal HPD-7: Children develop independence in caring for themselves and their environment.	
Infants	G. Community K. Personal care and healthy behavior

## North Carolina Foundations for Early Learning and Development

## COR Advantage Items

Health and Physical Development Goal HPD-7, CONT	
Younger Toddlers	G. Community K. Personal care and healthy behavior
Older Toddlers	G. Community K. Personal care and healthy behavior
Younger Preschoolers	G. Community K. Personal care and healthy behavior
Older Preschoolers	G. Community K. Personal care and healthy behavior
Safety Awareness	
Goal HPD-8: Children develop awareness of basic safety rules and begin to follow them.	
Infants	E. Building relationships with adults
Younger Toddlers	<i>Does not align</i>
Older Toddlers	<i>Does not align</i>
Younger Preschoolers	<i>Does not align</i>
Older Preschoolers	<i>Does not align</i>

North Carolina Foundations for Early Learning and Development

COR Advantage Items

<b>Language Development and Communication (LDC)</b>	
<b>Learning to Communicate</b>	
<b>Goal LDC-1: Children understand communications from others.</b>	
Infants	M. Listening and comprehension
Younger Toddlers	M. Listening and comprehension
Older Toddlers	M. Listening and comprehension
Younger Preschoolers	M. Listening and comprehension
Older Preschoolers	M. Listening and comprehension
<b>Goal LDC-2: Children participate in conversations with peers and adults in one-on-one, small, and larger group interactions.</b>	
Infants	E. Building relationships with adults F. Building relationships with other children L. Speaking
Younger Toddlers	E. Building relationships with adults F. Building relationships with other children L. Speaking
Older Toddlers	E. Building relationships with adults F. Building relationships with other children L. Speaking
Younger Preschoolers	E. Building relationships with adults F. Building relationships with other children L. Speaking
Older Preschoolers	E. Building relationships with adults F. Building relationships with other children L. Speaking
<b>Goal LDC-3: Children ask and answer questions in order to seek help, get information, or clarify something that is not understood.</b>	
Infants	<i>Emerging</i>

**North Carolina Foundations for Early Learning and Development**

**COR Advantage Items**

<b>Language Development and Communication Goal LDC-3, CONT</b>	
Younger Toddlers	M. Listening and comprehension
Older Toddlers	M. Listening and comprehension
Younger Preschoolers	M. Listening and comprehension
Older Preschoolers	M. Listening and comprehension
<b>Goal LDC-4: Children speak audibly and express thoughts, feelings, and ideas clearly.</b>	
Infants	L. Speaking
Younger Toddlers	L. Speaking
Older Toddlers	L. Speaking
Younger Preschoolers	L. Speaking
Older Preschoolers	L. Speaking
<b>Goal LDC-5: Children describe familiar people, places, things, and events.</b>	
Infants	<i>Emerging</i>
Younger Toddlers	AA. Pretend play
Older Toddlers	AA. Pretend play
Younger Preschoolers	C. Reflection AA. Pretend play
Older Preschoolers	C. Reflection AA. Pretend play
<b>Goal LDC-6: Children use most grammatical constructions of their home language well.</b>	
Infants	L. Speaking
Younger Toddlers	L. Speaking
Older Toddlers	L. Speaking
Younger Preschoolers	L. Speaking
Older Preschoolers	L. Speaking

**North Carolina Foundations for Early Learning and Development**

**COR Advantage Items**

<b>Language Development and Communication (LDC) CONT</b>	
<b>Goal LDC-7: Children respond to and use a growing vocabulary.</b>	
Infants	L. Speaking N. Phonological awareness
Younger Toddlers	L. Speaking N. Phonological awareness
Older Toddlers	L. Speaking N. Phonological awareness
Younger Preschoolers	L. Speaking N. Phonological awareness
Older Preschoolers	L. Speaking N. Phonological awareness
<b>Foundations for Reading</b>	
<b>Goal LDC-8: Children develop interest in books and motivation to read.</b>	
Infants	P. Reading Q. Book enjoyment and knowledge
Younger Toddlers	P. Reading Q. Book enjoyment and knowledge
Older Toddlers	P. Reading Q. Book enjoyment and knowledge
Younger Preschoolers	P. Reading Q. Book enjoyment and knowledge
Older Preschoolers	P. Reading Q. Book enjoyment and knowledge
<b>Goal LDC-9: Children comprehend and use information presented in books and other print media.</b>	
Infants	<i>Emerging</i>
Younger Toddlers	Q. Book enjoyment and knowledge

**North Carolina Foundations for Early Learning and Development**

**COR Advantage Items**

<b>Language Development and Communication Goal LDC-9, CONT</b>	
Older Toddlers	M. Listening and comprehension Q. Book enjoyment and knowledge
Younger Preschoolers	M. Listening and comprehension Q. Book enjoyment and knowledge
Older Preschoolers	M. Listening and comprehension Q. Book enjoyment and knowledge
<b>Goal LDC-10: Children develop book knowledge and print awareness.</b>	
Infants	Q. Book enjoyment and knowledge
Younger Toddlers	Q. Book enjoyment and knowledge
Older Toddlers	Q. Book enjoyment and knowledge
Younger Preschoolers	Q. Book enjoyment and knowledge
Older Preschoolers	P. Reading Q. Book enjoyment and knowledge
<b>Goal LDC-11: Children develop phonological awareness.</b>	
Infants	N. Phonological awareness
Younger Toddlers	N. Phonological awareness
Older Toddlers	N. Phonological awareness
Younger Preschoolers	N. Phonological awareness
Older Preschoolers	N. Phonological awareness
<b>Goal LDC-12: Children begin to develop knowledge of the alphabet and the alphabetic principle.</b>	
Infants	<i>Emerging</i>
Younger Toddlers	<i>Emerging</i>
Older Toddlers	O. Alphabetic knowledge
Younger Preschoolers	O. Alphabetic knowledge

**North Carolina Foundations for Early Learning and Development**

**COR Advantage Items**

<b><i>Language Development and Communication Goal LDC-12, CONT</i></b>	
Older Preschoolers	O. Alphabetic knowledge
<b>Foundations for Writing</b>	
<b>Goal LDC-13: Children use writing and other symbols to record information and communicate for a variety of purposes.</b>	
Infants	<i>Emerging</i>
Younger Toddlers	R. Writing X. Art
Older Toddlers	R. Writing
Younger Preschoolers	R. Writing X. Art
Older Preschoolers	R. Writing
<b>Goal LDC-14: Children use knowledge of letters in their attempts to write.</b>	
Infants	<i>Emerging</i>
Younger Toddlers	<i>Emerging</i>
Older Toddlers	<i>Emerging</i>
Younger Preschoolers	O. Alphabetic knowledge
Older Preschoolers	O. Alphabetic knowledge



**North Carolina Foundations for Early Learning and Development**

**COR Advantage Items**

<i>Language Development and Communication (LDC) CONT</i>	
<b>Goal LDC-15: Children use writing skills and conventions.</b>	
Infants	<i>Emerging</i>
Younger Toddlers	J. Fine-motor skills R. Writing
Older Toddlers	J. Fine-motor skills R. Writing
Younger Preschoolers	R. Writing X. Art
Older Preschoolers	R. Writing

North Carolina Foundations for Early Learning and Development

COR Advantage Items

<b>Cognitive Development (CD)</b>	
<b>Goal CD-1: Children use their senses to construct knowledge about the world around them.</b>	
Infants	BB. Observing and classifying
Younger Toddlers	BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions
Older Toddlers	BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions
Younger Preschoolers	BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions
Older Preschoolers	BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions
<b>Goal CD-2: Children recall information and use it for new situations and problems.</b>	
Infants	C. Reflection
Younger Toddlers	C. Reflection
Older Toddlers	C. Reflection
Younger Preschoolers	C. Reflection
Older Preschoolers	C. Reflection
<b>Goal CD-3: Children demonstrate the ability to think about their own thinking: reasoning, taking perspectives, and making decisions.</b>	
Infants	<i>Does not align</i>
Younger Toddlers	<i>Does not align</i>
Older Toddlers	<i>Does not align</i>
Younger Preschoolers	<i>Does not align</i>
Older Preschoolers	<i>Does not align</i>

North Carolina Foundations for Early Learning and Development

COR Advantage Items

<b>Cognitive Development (CD) CONT</b>	
<b>Creative Expression</b>	
<b>Goal CD-4: Children demonstrate appreciation for different forms of artistic expression.</b>	
Infants	X. Art
Younger Toddlers	X. Art
Older Toddlers	X. Art
Younger Preschoolers	X. Art
Older Preschoolers	X. Art
<b>Goal CD-5: Children demonstrate self-expression and creativity in a variety of forms and contexts, including play, visual arts, music, drama, and dance.</b>	
Infants	X. Art Y. Music Z. Movement AA. Pretend play
Younger Toddlers	X. Art Y. Music Z. Movement AA. Pretend play
Older Toddlers	X. Art Y. Music Z. Movement AA. Pretend play
Younger Preschoolers	X. Art Y. Music Z. Movement AA. Pretend play
Older Preschoolers	X. Art Y. Music Z. Movement AA. Pretend play

North Carolina Foundations for Early Learning and Development

COR Advantage Items

<b>Cognitive Development (CD) CONT</b>	
<b>Social Connections</b>	
<b>Goal CD-6: Children demonstrate knowledge of relationships and roles within their own families, homes, classrooms, and communities.</b>	
Infants	E. Building relationships with adults F. Building relationships with other children
Younger Toddlers	E. Building relationships with adults AA. Pretend play
Older Toddlers	FF. Knowledge of self and others
Younger Preschoolers	FF. Knowledge of self and others
Older Preschoolers	FF. Knowledge of self and others
<b>Goal CD-7: Children recognize that they are members of different groups (e.g., family, preschool class, cultural group).</b>	
Infants	E. Building relationships with adults
Younger Toddlers	FF. Knowledge of self and others
Older Toddlers	FF. Knowledge of self and others
Younger Preschoolers	FF. Knowledge of self and others
Older Preschoolers	FF. Knowledge of self and others
<b>Goal CD-8: Children identify and demonstrate acceptance of similarities and differences between themselves and others.</b>	
Infants	<i>Emerging</i>
Younger Toddlers	FF. Knowledge of self and others
Older Toddlers	FF. Knowledge of self and others
Younger Preschoolers	FF. Knowledge of self and others
Older Preschoolers	FF. Knowledge of self and others

**North Carolina Foundations for Early Learning and Development**

**COR Advantage Items**

<b><i>Cognitive Development (CD) CONT</i></b>	
<b>Goal CD-9: Children explore concepts connected with their daily experiences in their community.</b>	
Infants	<i>Emerging</i>
Younger Toddlers	<i>Emerging</i>
Older Toddlers	FF. Knowledge of self and others
Younger Preschoolers	FF. Knowledge of self and others
Older Preschoolers	FF. Knowledge of self and others
<b>Mathematical Thinking and Expression</b>	
<b>Goal CD-10: Children show understanding of numbers and quantities during play and other activities.</b>	
Infants	S. Number and counting
Younger Toddlers	S. Number and counting
Older Toddlers	S. Number and counting
Younger Preschoolers	S. Number and counting
Older Preschoolers	S. Number and counting
<b>Goal CD-11: Children compare, sort, group, organize and measure objects and create patterns in their everyday environment.</b>	
Infants	U. Measurement BB. Observing and classifying
Younger Toddlers	U. Measurement BB. Observing and classifying
Older Toddlers	U. Measurement BB. Observing and classifying
Younger Preschoolers	U. Measurement BB. Observing and classifying

## North Carolina Foundations for Early Learning and Development

## COR Advantage Items

<b>Cognitive Development Goal CD10, CONT</b>	
Older Preschoolers	U. Measurement BB. Observing and classifying
<b>Goal CD-12: Children identify and use common shapes and concepts about position during play and other activities.</b>	
Infants	T. Geometry: Shapes and spatial awareness
Younger Toddlers	T. Geometry: Shapes and spatial awareness
Older Toddlers	T. Geometry: Shapes and spatial awareness
Younger Preschoolers	T. Geometry: Shapes and spatial awareness
Older Preschoolers	T. Geometry: Shapes and spatial awareness
<b>Goal CD-13: Children use mathematical thinking to solve problems in their everyday environment.</b>	
Infants	<i>Emerging</i>
Younger Toddlers	<i>Emerging</i>
Older Toddlers	S. Number and counting
Younger Preschoolers	W. Data analysis
Older Preschoolers	W. Data analysis
<b>Scientific Exploration and Knowledge</b>	
<b>Goal CD-14: Children observe and describe characteristics of living things and the physical world.</b>	
Infants	DD. Natural and physical world
Younger Toddlers	DD. Natural and physical world
Older Toddlers	DD. Natural and physical world
Younger Preschoolers	DD. Natural and physical world
Older Preschoolers	DD. Natural and physical world

**North Carolina Foundations for Early Learning and Development**

**COR Advantage Items**

<b><i>Cognitive Development (CD) CONT</i></b>	
<b>Goal CD-15: Children explore the world by observing, manipulating objects, asking questions, making predictions, and developing generalizations.</b>	
Infants	BB. Observing and classifying
Younger Toddlers	BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions
Older Toddlers	BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions EE. Tools and technology
Younger Preschoolers	BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions EE. Tools and technology
Older Preschoolers	BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions EE. Tools and technology

## References

North Carolina Foundations Task Force. (2013) *North Carolina Foundations for Early Learning and Development*.

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