

## Alignment of the 2012 Ohio Early Learning and Developmental Standards With HighScope's 2014 Child Observation Record — COR Advantage 1.5

The following chart shows how items from the October 2012 **Ohio Early Learning and Developmental Standards** 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 educational approach). 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.



## Ohio Early Learning Standards

## COR Advantage Items

<i>Social and Emotional Development</i>		
	<p><b>Strand: Self</b></p> <p><b>Topic: Awareness and Expression of Emotion</b></p>	
<b>Infants (Birth–8 months)</b>	Express a variety of emotions (contentment, distress, happiness, sadness, surprise, dislike, anger and fear) through facial expressions, gestures, movement and sounds.	D. Emotions
<b>Young Toddlers (6–18 months)</b>	Communicate emotions purposefully and intentionally, including complex emotions such as happiness, sadness, surprise, dislike, anger, and fear nonverbally and possibly with a few familiar words.	D. Emotions
<b>Older Toddlers (16–36 months)</b>	Show awareness of own emotion and uses nonverbal and/or verbal ways to express complex emotions such as pride, embarrassment, shame and guilt.	D. Emotions
<b>Pre-Kindergarten (3–5 years)</b>	Recognize and identify own emotions and the emotions of others.	D. Emotions
	Communicate a range of emotions in socially accepted ways.	D. Emotions
	<p><b>Topic: Self-Concept</b></p> <p><i>No standard to align</i></p>	
<b>Infants (Birth–8 months)</b>		
<b>Young Toddlers (6–18 months)</b>	Recognize self as a unique person with thoughts, feelings and distinct characteristics.	FF. Knowledge of self and others
<b>Older Toddlers (16–36 months)</b>	Show awareness of themselves as belonging to one or more groups. Identify own feelings, needs and interests.	FF. Knowledge of self and others D. Emotions K. Personal care and healthy behavior
<b>Pre-Kindergarten (3–5 years)</b>	Identify the diversity in human characteristics and how people are similar and different. Compare own characteristics to those of others.	FF. Knowledge of self and others FF. Knowledge of self and others

## Ohio Early Learning Standards

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<p><b>Infants (Birth–8 months)</b></p> <p><b>Young Toddlers (6–18 months)</b></p> <p><b>Older Toddlers (16–36 months)</b></p> <p><b>Pre-Kindergarten (3–5 years)</b></p>	<p><b>Topic: Self-Regulation</b></p> <p>Express and act on impulses.</p> <p>Respond positively to limits and choices offered by adults to help guide behavior.</p> <p>With modeling and support, manage actions and emotional expressions.</p> <p>Manage the expression of feelings, thoughts, impulses and behaviors with minimal guidance from adults.</p> <p>With modeling and support, show awareness of the consequences for his/her actions.</p>	<p>D. Emotions H. Conflict resolution</p> <p>D. Emotions</p> <p>D. Emotions H. Conflict resolution</p> <p>D. Emotions H. Conflict resolution</p> <p>FF. Knowledge of self and others</p>
<p><b>Infants (Birth–8 months)</b></p> <p><b>Young Toddlers (6–18 months)</b></p> <p><b>Older Toddlers (16–36 months)</b></p> <p><b>Pre-Kindergarten (3–5 years)</b></p>	<p><b>Topic: Sense of Competence</b></p> <p>Act in ways to make things happen.</p> <p>Show a sense of satisfaction when making things happen.</p> <p>Recognize own abilities and express satisfaction when demonstrating them to others.</p> <p>Show confidence in own abilities and accomplish routine and familiar tasks independently.</p>	<p>A. Initiative and planning B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions</p> <p>B. Problem solving with materials D. Emotions</p> <p>A. Initiative and planning D. Emotions</p> <p>A. Initiative and planning B. Problem solving with materials C. Reflection G. Community</p>



## Ohio Early Learning Standards

## COR Advantage Items

<p style="text-align: center;"><b>Infants (Birth–8 months)</b></p> <p style="text-align: center;"><b>Young Toddlers (6–18 months)</b></p> <p style="text-align: center;"><b>Older Toddlers (16–36 months)</b></p> <p style="text-align: center;"><b>Pre-Kindergarten (3–5 years)</b></p>	<p><b>Topic: Peer Interactions and Relationships</b></p> <p>Show interest in other children.</p> <p>Participate in simple back and forth interactions with peers for short periods of time.</p> <p>Engage in associative play with peers.</p> <p>Interact with peers in more complex pretend play including planning, coordination of roles and cooperation.</p> <p>With modeling and support, negotiate to resolve social conflicts with peers.</p>	<p>F. Building relationships with other children</p> <p>H. Conflict resolution</p>
<p style="text-align: center;"><b>Infants (Birth–8 months)</b></p> <p style="text-align: center;"><b>Young Toddlers (6–18 months)</b></p> <p style="text-align: center;"><b>Older Toddlers (16–36 months)</b></p> <p style="text-align: center;"><b>Pre-Kindergarten (3–5 years)</b></p>	<p><b>Topic: Empathy</b></p> <p>React to emotional expressions of others.</p> <p>Demonstrate awareness of the feelings expressed by others.</p> <p>Demonstrate awareness that others have feelings.</p> <p>Respond in caring ways to another’s distress in some situations.</p> <p>Express concern for the needs of others and people in distress.</p> <p>Show regard for the feelings of other living things.</p>	<p>D. Emotions</p> <p>D. Emotions</p> <p>D. Emotions</p> <p>D. Emotions</p> <p>D. Emotions</p> <p>D. Emotions</p> <p>DD. Natural and physical world</p>

## Ohio Early Learning Standards

## COR Advantage Items

Approaches Toward Learning		
<b>Infants (Birth–8 months)</b>	<b>Strand: Initiative — Topic: Initiative and Curiosity</b> Show interest in people and objects.	A. Initiative and planning E. Building relationships with adults F. Building relationships with other children BB. Observing and classifying
<b>Young Toddlers (6–18 months)</b>	Explore the environment through a variety of sensory-motor activity.	BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions
<b>Older Toddlers (16–36 months)</b>	Experiment in the environment with purpose.	CC. Experimenting, predicting, and drawing conclusions
<b>Pre-Kindergarten (3–5 years)</b>	Seek new and varied experiences and challenges (take risks). Demonstrate self-direction while participating in a range of activities and routines.  Ask questions to seek explanations about phenomena of interest.	A. Initiative and planning A. Initiative and planning CC. Experimenting, predicting, and drawing conclusions CC. Experimenting, predicting, and drawing conclusions
<b>Topic: Planning, Action and Reflection</b>		
<b>Infants (Birth–8 months)</b>	Act on the environment to meet needs or interests.  Respond to people and objects in their immediate environment based on past experience.	A. Initiative and planning CC. Experimenting, predicting, and drawing conclusions A. Initiative and planning C. Reflection
<b>Young Toddlers (6–18 months)</b>	Use a variety of ways to meet simple goals. Approach tasks with repeated trial and error.	B. Problem solving with materials B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions
<b>Older Toddlers (16–36 months)</b>	Make choices to achieve a desired goal. Use previous learning to inform new experiences with people and objects in their environment.	A. Initiative and planning B. Problem solving with materials C. Reflection
<b>Pre-Kindergarten (3–5 years)</b>	Develop, initiate and carry out simple plans to obtain a goal. Use prior knowledge and information to assess, inform, and plan for future actions and learning.	A. Initiative and planning C. Reflection

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<p style="text-align: center;"><b>Infants (Birth–8 months)</b></p> <p style="text-align: center;"><b>Young Toddlers (6–18 months)</b></p> <p style="text-align: center;"><b>Older Toddlers (16–36 months)</b></p> <p style="text-align: center;"><b>Pre-Kindergarten (3–5 years)</b></p>	<p><b>Topic: Persistence</b></p> <p>Attempt to reproduce interesting and pleasurable effects and events.</p> <p>Repeat actions intentionally to achieve goal.</p> <p>Engage in self-initiated activities for sustained periods of time.</p> <p>Carry out tasks, activities, projects or experiences from beginning to end.</p> <p>Focus on the task at hand even when frustrated or challenged.</p>	<p>CC. Experimenting, predicting, and drawing conclusions</p> <p>A. Initiative and planning</p> <p>B. Problem solving with materials</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>A. Initiative and planning</p> <p>A. Initiative and planning</p> <p>B. Problem solving with materials</p>

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<p style="text-align: center;"><b>Infants (Birth–8 months)</b></p> <p style="text-align: center;"><b>Young Toddlers (6–18 months)</b></p> <p style="text-align: center;"><b>Older Toddlers (16–36 months)</b></p> <p style="text-align: center;"><b>Pre-Kindergarten (3–5 years)</b></p>	<p><b>Strand: Creativity</b></p> <p><b>Topic: Innovation and Invention</b></p> <p>Make discoveries about self, others, and the environment.</p> <p>Use objects in new ways.</p> <p>Use materials in new and unconventional ways.</p> <p>Use imagination and creativity to interact with objects and materials.</p> <p>Use creative and flexible thinking to solve problems.</p> <p>Engage in inventive social play.</p>	<p>AA. Pretend play</p> <p>FF. Knowledge of self and others</p> <p>AA. Pretend play</p> <p>AA. Pretend play</p> <p>AA. Pretend play</p> <p>B. Problem solving with materials</p> <p>F. Building relationships with other children</p> <p>AA. Pretend play</p>
<p style="text-align: center;"><b>Infants (Birth–8 months)</b></p> <p style="text-align: center;"><b>Young Toddlers (6–18 months)</b></p> <p style="text-align: center;"><b>Older Toddlers (16–36 months)</b></p> <p style="text-align: center;"><b>Pre-Kindergarten (3–5 years)</b></p>	<p><b>Topic: Expression of Ideas and Feelings through the Arts</b></p> <p>Demonstrate preferences, pleasure or displeasure when interacting with various media.</p> <p>Seek out experiences with a variety of materials and art materials based on preferences and past experiences.</p> <p>Use self-selected materials and media to express ideas and feelings.</p> <p>Express individuality, life experiences, and what he/she knows and is able to do through a variety of media.</p> <p>Express interest in and show appreciation for the creative work of others.</p>	<p>D. Emotions</p> <p>X. Art</p> <p>Y. Music</p> <p>Z. Movement</p> <p>AA. Pretend play</p> <p>X. Art</p> <p>Y. Music</p> <p>Z. Movement</p> <p>AA. Pretend play</p> <p>X. Art</p> <p>Z. Movement</p> <p>AA. Pretend play</p> <p>X. Art</p> <p>Z. Movement</p> <p>AA. Pretend play</p>

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## COR Advantage Items

<i>Physical Well-Being and Motor Development</i>		
	<b>Strand: Motor Development</b>	
	<b>Topic: Large Muscle, Balance and Coordination</b>	
<b>Infants (Birth–8 months)</b>	Demonstrate strength and control of head, arms, legs and trunk using purposeful movements.	I. Gross-motor skills
<b>Young Toddlers (6–18 months)</b>	Move with increasing coordination and balance, with or without adult support and/or assistive device.	I. Gross-motor skills
<b>Older Toddlers (16–36 months)</b>	Use locomotor skills with increasing coordination and balance.	I. Gross-motor skills
	Use a variety of non-locomotor body movements (hands in the air, turn around, stand on one foot, etc.) during play.	I. Gross-motor skills
<b>Pre-Kindergarten (3–5 years)</b>	Demonstrate locomotor skills with control, coordination and balance during active play (e.g., running, hopping, skipping).	I. Gross-motor skills
	Demonstrate coordination in using objects during active play (e.g., throwing, catching, kicking balls, riding tricycle).	I. Gross-motor skills
	Use non-locomotor skills with control, balance and coordination during active play (e.g., bending, stretching and twisting).	I. Gross-motor skills
	Demonstrate spatial awareness in physical activity or movement.	I. Gross-motor skills
	<b>Strand: Motor Development</b>	
	<b>Topic: Small Muscle: Touch Grasp, Reach, Manipulate</b>	
<b>Infants (Birth–8 months)</b>	Transfer a toy from one hand to another by reaching, grasping and releasing.	J. Fine-motor skills
<b>Young Toddlers (6–18 months)</b>	Use both hands together to accomplish a task.	J. Fine-motor skills
<b>Older Toddlers (16–36 months)</b>	Coordinate the use of arms, hands and fingers to accomplish tasks.	J. Fine-motor skills
<b>Pre-Kindergarten (3–5 years)</b>	Coordinate the use of hands, fingers and wrists to manipulate objects and perform tasks requiring precise movements.	J. Fine-motor skills
	Use classroom and household tools independently with eye-hand coordination to carry out activities.	J. Fine-motor skills

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<p><b>Infants (Birth–8 months)</b></p> <p><b>Young Toddlers (6–18 months)</b></p> <p><b>Older Toddlers (16–36 months)</b></p> <p><b>Pre-Kindergarten (3–5 years)</b></p>	<p><b>Topic: Physical Activity</b></p> <p>Interact with adults in physical activities.</p> <p>Using simple movement skills, participate in active physical play.</p> <p>Participate in active physical play and structured activities requiring spontaneous and instructed body movements.</p> <p>Demonstrate basic understanding that physical activity helps the body grow and be healthy.</p>	<p>E. Building relationships with adults I. Gross-motor skills</p> <p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p> <p>K. Personal care and healthy behavior</p>
<p><b>Infants (Birth–8 months)</b></p> <p><b>Young Toddlers (6–18 months)</b></p> <p><b>Older Toddlers (16–36 months)</b></p> <p><b>Pre-Kindergarten (3–5 years)</b></p>	<p><b>Topic: Nutrition</b></p> <p>Express when hungry or full.</p> <p><i>No standard to align</i></p> <p><i>No standard to align</i></p> <p>Demonstrate basic understanding that eating a variety of foods helps the body grow and be healthy.</p>	<p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p>

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Age Group	Topic: Self-Help	COR Advantage Items
<b>Infants (Birth–8 months)</b>	Demonstrate emerging participation in dressing.	K. Personal care and healthy behavior
<b>Young Toddlers (6–18 months)</b>	With adult assistance, participate in personal care tasks (e.g., hand-washing, dressing, etc.)	K. Personal care and healthy behavior
<b>Older Toddlers (16–36 months)</b>	With modeling and support, complete personal care tasks (e.g. hand-washing, dressing, toileting, etc.).	K. Personal care and healthy behavior
<b>Pre-Kindergarten (3–5 years)</b>	Independently complete personal care tasks (e.g., toileting, teeth-brushing, hand-washing, dressing etc.).  Follow basic health practices.	K. Personal care and healthy behavior  K. Personal care and healthy behavior

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<i>Cognition and General Knowledge</i>		
<b>Infants (Birth–8 months)</b>	<b>Strand: Cognitive Skills</b>	
<b>Young Toddlers (6–18 months)</b>	<b>Topic: Memory</b>	
<b>Older Toddlers (16–36 months)</b>	<i>No standard to align</i>	
<b>Pre-Kindergarten (3–5 years)</b>	<p>Recall information over a period of time with contextual cues.</p> <p>Anticipate the beginning and ending of activities, songs and stories.</p> <p>Recall information over a longer period of time without contextual cues.</p> <p>Reenact a sequence of events accomplished or observed at an earlier time.</p> <p>Anticipate routines.</p> <p>Communicate about past events and anticipate what comes next during familiar routines and experiences.</p> <p>With modeling and support remember and use information for a variety of purposes.</p>	<p>C. Reflection</p> <p>HH. History</p> <p>C. Reflection</p> <p>C. Reflection HH. History</p> <p>HH. History</p> <p>HH. History</p> <p>C. Reflection</p>
<b>Infants (Birth–8 months)</b>	<b>Topic: Symbolic Thought</b>	
<b>Young Toddlers (6–18 months)</b>	<p>Explore real objects, people and actions.</p> <p>Use one or two simple actions or objects to represent another in pretend play.</p>	<p>AA. Pretend play BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions</p> <p>AA. Pretend play</p>
<b>Older Toddlers (16–36 months)</b>	<p>Engage in pretend play involving several sequenced steps and assigned roles.</p>	<p>AA. Pretend play</p>
<b>Pre-Kindergarten (3–5 years)</b>	<p>Demonstrate understanding that symbols carry meaning and use symbols to represent thinking (e.g., drawings, construction or movement).</p> <p>Participate cooperatively in complex pretend play, involving assigned roles and an overall plan.</p>	<p>P. Reading</p> <p>AA. Pretend play</p>

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<p><b>Infants (Birth–8 months)</b></p> <p><b>Young Toddlers (6–18 months)</b></p> <p><b>Older Toddlers (16–36 months)</b></p> <p><b>Pre-Kindergarten (3–5 years)</b></p>	<p><b>Sub-Domain: Mathematics</b></p> <p><b>Strand: Number Sense</b></p> <p><b>Topic: Number Sense and Counting</b></p> <p>Explore objects and attend to events in the environment.</p> <p>Pay attention to quantities when interacting with objects.</p> <p>Show understanding that numbers represent quantity and demonstrate understanding of words that identify how much.</p> <p>Use number words to indicate the quantity in small sets of objects (e.g., 2, 3), and begin counting aloud.</p> <p>Count to 20 by ones with increasing accuracy.</p> <p>Identify and name numerals 1-9.</p> <p>Demonstrate one-to-one correspondence when counting objects up to 10.</p> <p>Understand that the last number spoken tells the number of objects counted.</p> <p>Identify whether the number of objects in one group is greater than, less than or equal to the number of objects in another group up to 10.</p>	<p>S. Number and counting</p>

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<p style="text-align: center;"><b>Infants (Birth–8 months)</b></p> <p style="text-align: center;"><b>Young Toddlers (6–18 months)</b></p> <p style="text-align: center;"><b>Older Toddlers (16–36 months)</b></p> <p style="text-align: center;"><b>Pre-Kindergarten (3–5 years)</b></p>	<p><b>Strand: Algebra</b></p> <p><b>Topic: Group and Categorize</b></p> <p><i>No standard to align</i></p> <p>Match two objects that are the same and select similar objects from a group.</p> <p>Sort objects into two or more groups by their properties and uses.</p> <p>Sort and classify objects by one or more attributes (e.g., size, shape).</p>	<p>BB. Observing and classifying</p> <p>BB. Observing and classifying</p> <p>BB. Observing and classifying</p>
<p style="text-align: center;"><b>Infants (Birth–8 months)</b></p> <p style="text-align: center;"><b>Young Toddlers (6–18 months)</b></p> <p style="text-align: center;"><b>Older Toddlers (16–36 months)</b></p> <p style="text-align: center;"><b>Pre-Kindergarten (3–5 years)</b></p>	<p><b>Topic: Patterning</b></p> <p><i>No standard to align</i></p> <p><i>No standard to align</i></p> <p>Copy and anticipate a repeating pattern.</p> <p>Recognize, duplicate and extend simple patterns using attributes such as color, shape or size.</p> <p>Create patterns.</p>	<p>V. Patterns</p> <p>V. Patterns</p> <p>V. Patterns</p>

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<p><b>Infants (Birth–8 months)</b></p> <p><b>Young Toddlers (6–18 months)</b></p> <p><b>Older Toddlers (16–36 months)</b></p> <p><b>Pre-Kindergarten (3–5 years)</b></p>	<p><b>Topic: Data Analysis</b></p> <p><i>No standard to align</i></p> <p><i>No standard to align</i></p> <p><i>No standard to align</i></p> <p>Collect data by categories to answer simple questions.</p>	<p>W. Data analysis</p>

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<p style="text-align: center;"><b>Infants (Birth–8 months)</b></p> <p style="text-align: center;"><b>Young Toddlers (6–18 months)</b></p> <p style="text-align: center;"><b>Older Toddlers (16–36 months)</b></p> <p style="text-align: center;"><b>Pre-Kindergarten (3–5 years)</b></p>	<p><b>Topic: Identify and Describe Shapes</b></p> <p><i>No standard to align</i></p> <p><i>No standard to align</i></p> <p>Recognize basic shapes.</p> <p>Understand and use names of shapes when identifying objects.</p> <p>Name three-dimensional objects using informal, descriptive vocabulary (e.g., “cube” for box, “ice cream cone” for cone, “ball” for sphere, etc.).</p>	<p>T. Geometry: Shapes and spatial awareness</p> <p>T. Geometry: Shapes and spatial awareness</p> <p>T. Geometry: Shapes and spatial awareness</p>

## Ohio Early Learning Standards

## COR Advantage Items

<p><b>Infants (Birth–8 months)</b></p> <p><b>Young Toddlers (6–18 months)</b></p> <p><b>Older Toddlers (16–36 months)</b></p> <p><b>Pre-Kindergarten (3–5 years)</b></p>	<p><b>Topic: Analyze, Compare and Create Shapes</b></p> <p><i>No standard to align</i></p> <p><i>No standard to align</i></p> <p><i>No standard to align</i></p> <p>Compare two-dimensional shapes, in different sizes and orientations, using informal language.</p> <p>Create shapes during play by building, drawing, etc.</p> <p>Combine simple shapes to form larger shapes.</p>	<p>T. Geometry: Shapes and spatial awareness</p> <p>X. Art</p> <p>T. Geometry: Shapes and spatial awareness</p>
<p><b>Infants (Birth–8 months)</b></p> <p><b>Young Toddlers (6–18 months)</b></p> <p><b>Older Toddlers (16–36 months)</b></p> <p><b>Pre-Kindergarten (3–5 years)</b></p>	<p><b><i>Sub-Domain: Social Studies</i></b></p> <p><b>Strand: Self</b></p> <p>Show awareness of self and awareness of other people.</p> <p>Prefer familiar adults and recognize familiar actions and routines.</p> <p>Identify self and others as belonging to one or more groups by observable characteristics.</p> <p><i>No standard to align</i></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>

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<p><b>Infants (Birth–8 months)</b></p> <p><b>Young Toddlers (6–18 months)</b></p> <p><b>Older Toddlers (16–36 months)</b></p> <p><b>Pre-Kindergarten (3–5 years)</b></p>	<p><b>Strand: History</b></p> <p><b>Topic: Historical Thinking and Skills</b></p> <p><i>No standard to align</i></p> <p><i>No standard to align</i></p> <p><i>No standard to align</i></p> <p>Demonstrate an understanding of time in the context of daily experiences.</p> <p>Develop an awareness of his/her personal history.</p>	<p>HH. History</p> <p>HH. History</p>
<p><b>Infants (Birth–8 months)</b></p> <p><b>Young Toddlers (6–18 months)</b></p> <p><b>Older Toddlers (16–36 months)</b></p> <p><b>Pre-Kindergarten (3–5 years)</b></p>	<p><b>Topic: Heritage</b></p> <p><i>No standard to align</i></p> <p><i>No standard to align</i></p> <p><i>No standard to align</i></p> <p>Develop an awareness and appreciation of family cultural stories and traditions.</p>	<p>FF. Knowledge of self and others</p>
<p><b>Infants (Birth–8 months)</b></p> <p><b>Young Toddlers (6–18 months)</b></p> <p><b>Older Toddlers (16–36 months)</b></p> <p><b>Pre-Kindergarten (3–5 years)</b></p>	<p><b>Strand: Geography</b></p> <p><b>Topic: Spatial Thinking and Skills</b></p> <p><i>No standard to align</i></p> <p><i>No standard to align</i></p> <p><i>No standard to align</i></p> <p>Demonstrate a beginning understanding of maps as actual representations of places.</p>	<p>GG. Geography</p>

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<p><b>Infants (Birth–8 months)</b></p> <p><b>Young Toddlers (6–18 months)</b></p> <p><b>Older Toddlers (16–36 months)</b></p> <p><b>Pre-Kindergarten (3–5 years)</b></p>	<p><b>Strand: Government</b></p> <p><b>Topic: Civic Participation and Skills</b></p> <p><i>No standard to align</i></p> <p><i>No standard to align</i></p> <p><i>No standard to align</i></p> <p>With modeling and support, negotiate to solve social conflicts with peers.</p> <p>With modeling and support, demonstrate an awareness of the outcomes of choices.</p>	<p>H. Conflict resolution</p> <p>G. Community</p> <p>H. Conflict resolution</p>
<p><b>Infants (Birth–8 months)</b></p> <p><b>Young Toddlers (6–18 months)</b></p> <p><b>Older Toddlers (16–36 months)</b></p> <p><b>Pre-Kindergarten (3–5 years)</b></p>	<p><b>Topic: Rules and Laws</b></p> <p><i>No standard to align</i></p> <p><i>No standard to align</i></p> <p><i>No standard to align</i></p> <p>With modeling and support, demonstrate understanding that rules play an important role in promoting safety and protecting fairness.</p>	<p>G. Community</p> <p>K. Personal care and healthy behavior</p>

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<p><b>Infants (Birth–8 months)</b></p> <p><b>Young Toddlers (6–18 months)</b></p> <p><b>Older Toddlers (16–36 months)</b></p> <p><b>Pre-Kindergarten (3–5 years)</b></p>	<p><b>Strand: Economics</b></p> <p><b>Topic: Scarcity</b></p> <p><i>No standard to align</i></p> <p><i>No standard to align</i></p> <p><i>No standard to align</i></p> <p>With modeling and support, recognize that people have wants and must make choices to satisfy those wants because resources and materials are limited.</p>	<p>H. Conflict resolution</p>
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<p><b>Infants (Birth–8 months)</b></p> <p><b>Young Toddlers (6–18 months)</b></p> <p><b>Older Toddlers (16–36 months)</b></p>	<p><b>Sub-Domain: Science</b></p> <p><b>Strand: Science Inquiry and Application</b></p> <p><b>Topic: Inquiry</b></p> <p>Examine objects with lips and tongue.</p> <p>Observe, hold, touch and manipulate objects.</p> <p>Try different things with objects to see what happens or how things work.</p> <p>Observe the physical and natural world around them.</p> <p>Engage in sustained and complex manipulation of objects.</p> <p>Engage in focused observations of objects and events in the environment.</p> <p>With modeling and support, use simple tools to explore the environment.</p>	<p>BB. Observing and classifying</p> <p>BB. Observing and classifying</p> <p>CC. Experimenting, predicting, and drawing conclusions</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>EE. Tools and technology</p>
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<p><b>Pre-Kindergarten (3–5 years)</b></p>	<p>Explore objects, materials and events in the environment.</p> <p>Make careful observations.</p> <p>Pose questions about the physical and natural environment.</p> <p>Engage in simple investigations.</p> <p>Describe, compare, sort, classify, and order.</p> <p>Record observations using words, pictures, charts, graphs, etc.</p> <p>Use simple tools to extend investigation.</p> <p>Identify patterns and relationships.</p> <p>Make predictions.</p> <p>Make inferences, generalizations and explanations based on evidence.</p> <p>Share findings, ideas and explanations (may be correct or incorrect) through a variety of methods (e.g., pictures, words, dramatization).</p>	<p>BB. Observing and classifying</p> <p>BB. Observing and classifying</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>BB. Observing and classifying</p> <p>W. Data analysis</p> <p>EE. Tools and technology</p> <p>V. Patterns</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>W. Data analysis</p>
<p><b>Infants (Birth–8 months)</b></p> <p><b>Young Toddlers (6–18 months)</b></p> <p><b>Older Toddlers (16–36 months)</b></p> <p><b>Pre-Kindergarten (3–5 years)</b></p>	<p><b>Topic: Cause and Effect</b></p> <p>Use simple actions to make things happen.</p> <p>Purposefully combine actions to make things happen.</p> <p>Demonstrate understanding that events have a cause.</p> <p>Make predictions.</p> <p><i>No standard to align</i></p>	<p>CC. Experimenting, predicting, and drawing conclusions</p>

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<p><b>Infants (Birth–8 months)</b></p> <p><b>Young Toddlers (6–18 months)</b></p> <p><b>Older Toddlers (16–36 months)</b></p> <p><b>Pre-Kindergarten (3–5 years)</b></p>	<p><b>Strand: Earth and Space Science</b></p> <p><b>Topic: Explorations of the Natural World</b></p> <p><i>No standard to align</i></p> <p><i>No standard to align</i></p> <p><i>No standard to align</i></p> <p>With modeling and support, recognize familiar elements of the natural environment and understand that these may change over time (e.g., soil, weather, sun and moon).</p> <p>With modeling and support, develop understanding of the relationship between humans and nature; recognizing the difference between helpful and harmful actions toward the natural environment.</p>	<p>DD. Natural and physical world</p> <p>DD. Natural and physical world</p>
<p><b>Infants (Birth–8 months)</b></p> <p><b>Young Toddlers (6–18 months)</b></p> <p><b>Older Toddlers (16–36 months)</b></p> <p><b>Pre-Kindergarten (3–5 years)</b></p>	<p><b>Strand: Physical Science</b></p> <p><b>Topic: Explorations of Energy</b></p> <p><i>No standard to align</i></p> <p><i>No standard to align</i></p> <p><i>No standard to align</i></p> <p>With modeling and support, explore the properties of objects and materials (e.g., solids and liquids).</p> <p>With modeling and support, explore the position and motion of objects.</p>	<p>DD. Natural and physical world</p> <p>T. Geometry: Shapes and spatial awareness</p>

## Ohio Early Learning Standards

## COR Advantage Items

	<b>Strand: Life Science</b> <b>Topic: Explorations of Living Things</b>	
<b>Infants (Birth–8 months)</b>	<i>No standard to align</i>	
<b>Young Toddlers (6–18 months)</b>	<i>No standard to align</i>	
<b>Older Toddlers (16–36 months)</b>	<i>No standard to align</i>	
<b>Pre-Kindergarten (3–5 years)</b>	<p>With modeling and support, identify and explore the relationship between living things and their environments (e.g., habitats, food, eating habits, etc.).</p> <p>With modeling and support, demonstrate knowledge of body parts and bodily processes (e.g., eating, sleeping, breathing, walking) in humans and other animals.</p> <p>With modeling and support, demonstrate an understanding that living things change over time (e.g., life cycle).</p> <p>With modeling and support, recognize similarities and differences between people and other living things.</p>	<p>DD. Natural and physical world</p> <p>K. Personal care and healthy behavior</p> <p>DD. Natural and physical world</p> <p>DD. Natural and physical world FF. Knowledge of self and others</p>

## Ohio Early Learning Standards

## COR Advantage Items

<i>Language and Literacy Development</i>		
<b>Strand: Listening and Speaking</b>		
<b>Topic: Receptive Language and Comprehension</b>		
<b>Infants (Birth–8 months)</b>	Attends and responds to language and sounds.	M. Listening and comprehension N. Phonological awareness
<b>Young Toddlers (6–18 months)</b>	Show understanding of simple requests and statements referring to people and objects around him/her.	M. Listening and comprehension
<b>Older Toddlers (16–36 months)</b>	Show understanding of requests and statements referring to people, objects, ideas and feelings.	M. Listening and comprehension
<b>Pre-Kindergarten (3–5 years)</b>	Follow two-step directions or requests.	M. Listening and comprehension
<b>Topic: Expressive Language</b>		
<b>Infants (Birth–8 months)</b>	<i>No standard to align</i>	
<b>Young Toddlers (6–18 months)</b>	Begin to use single words and conventional gestures to communicate with others.	L. Speaking
<b>Older Toddlers (16–36 months)</b>	Combine words to express more complex ideas, or requests. With modeling and support, describe experiences with people, places and things.	L. Speaking C. Reflection
<b>Pre-Kindergarten (3–5 years)</b>	Use language to communicate in a variety of ways with others to share observations, ideas and experiences; problem-solve, reason, predict and seek new information. Use familiar nouns and verbs to describe persons, animals, places, events, actions etc. Produce and expand complete sentences in shared language activities. Identify real-life connections between words and their use. (Vocabulary)	L. Speaking L. Speaking M. Listening and comprehension

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<p style="text-align: center;"><b>Infants (Birth–8 months)</b></p> <p style="text-align: center;"><b>Young Toddlers (6–18 months)</b></p> <p style="text-align: center;"><b>Older Toddlers (16–36 months)</b></p> <p style="text-align: center;"><b>Pre-Kindergarten (3–5 years)</b></p>	<p><b>Topic: Social Communication</b></p> <p>Attempt to respond to basic forms of social communication with the appropriate facial expression, vocalization and/or gesture.</p> <p>Participate in and often initiate basic communications with family members or familiar others.</p> <p>Participate in and often initiate communication according to commonly accepted expectations with family members and in social groups.</p> <p>With modeling and support follow typical patterns when communicating with others (e.g., listens to others, takes turns talking and speaks about the topic or text being discussed).</p> <p>With modeling and support, continue a conversation through multiple exchanges.</p>	<p>L. Speaking</p> <p>E. Building relationships with adults F. Building relationships with other children L. Speaking</p> <p>E. Building relationships with adults F. Building relationships with other children L. Speaking</p> <p>L. Speaking</p> <p>L. Speaking</p>
<p style="text-align: center;"><b>Infants (Birth–8 months)</b></p> <p style="text-align: center;"><b>Young Toddlers (6–18 months)</b></p> <p style="text-align: center;"><b>Older Toddlers (16–36 months)</b></p> <p style="text-align: center;"><b>Pre-Kindergarten (3–5 years)</b></p>	<p><b>Strand: Reading</b></p> <p><b>Topic: Early Reading</b></p> <p>Show interest in books, pictures, songs and rhymes.</p> <p>Actively participate in book reading, story-telling, and singing.</p> <p>Show an appreciation for reading books, telling stories and singing.</p> <p><i>No standard to align</i></p>	<p>N. Phonological awareness Q. Book enjoyment and knowledge</p> <p>Q. Book enjoyment and knowledge Y. Music</p> <p>Q. Book enjoyment and knowledge Y. Music</p>



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	<b>Topic: Phonological Awareness</b>	
<b>Infants (Birth–8 months)</b>	Vocalize sounds.	N. Phonological awareness
<b>Young Toddlers (6–18 months)</b>	Explore sounds of materials and objects.	N. Phonological awareness
	Recognize familiar sounds (e.g., the sound of a particular animal, a friend’s voice, etc.).	N. Phonological awareness
<b>Older Toddlers (16–36 months)</b>	Distinguish between sounds that are the same and different (e.g., environmental sounds, animal sounds, etc.).	N. Phonological awareness
<b>Pre-Kindergarten (3–5 years)</b>	With modeling and support, recognize and produce rhyming words.	N. Phonological awareness
	With modeling and support identify, blend and segment syllables in spoken words.	N. Phonological awareness
	With modeling and support, orally blend and segment familiar compound words.	N. Phonological awareness
	With modeling and support identify initial and final sounds in spoken words.	N. Phonological awareness
	<b>Topic: Letter and Word Recognition</b>	
<b>Infants (Birth–8 months)</b>	<i>No standard to align</i>	
<b>Young Toddlers (6–18 months)</b>	<i>No standard to align</i>	
<b>Older Toddlers (16–36 months)</b>	With modeling and support recognize familiar logos and environmental print.	P. Reading
	With modeling and support, recognize own name in print.	P. Reading
<b>Pre-Kindergarten (3–5 years)</b>	With modeling and support recognize and “read” familiar words or environmental print.	P. Reading
	With modeling and support, recognize and name some upper and lower case letters in addition to those in first name.	O. Alphabet knowledge
	With modeling and support, demonstrate understanding that alphabet letters are a special category of symbols that can be named and identified.	O. Alphabet knowledge
	With modeling and support, recognize the sounds associated with letters.	O. Alphabet knowledge

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<b>Infants (Birth–8 months)</b>  <b>Young Toddlers (6–18 months)</b>  <b>Older Toddlers (16–36 months)</b>  <b>Pre-Kindergarten (3–5 years)</b>	<b>Topic: Writing Process</b>  <i>No standard to align</i>  <i>No standard to align</i>  <i>No standard to align</i>  Use a 3-finger grasp of dominant hand to hold a writing tool.  Demonstrate an understanding of the structure and function of print.  With modeling and support, print letters of own name and other meaningful words with mock letters and some actual letters.  With modeling and support, demonstrate letter formation in “writing.”  With modeling and support show awareness that one letter or cluster of letters represents one word.	J. Fine-motor skills  R. Writing  R. Writing  R. Writing  R. Writing

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<b>Topic: Writing Application and Composition</b> <i>No standard to align</i>  <i>No standard to align</i>	
<b>Infants (Birth–8 months)</b>  <b>Young Toddlers (6–18 months)</b>  <b>Older Toddlers (16–36 months)</b>  <b>Pre-Kindergarten (3–5 years)</b>	<p>Make marks and “scribble writing” to represent objects and ideas.</p> <p>With modeling and support, use a combination of drawing, dictating and emergent writing for a variety of purposes (e.g., letters, greeting cards, menus, lists, books).</p> <p>R. Writing</p> <p>R. Writing</p>