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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 Utah. This document shows you how COR Advantage aligns with Utah’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 Utah Early Learning Guidelines For Infants And Toddlers Birth to Age Three With HighScope’s 2014 Child Observation Record — COR Advantage 1.5**

The following chart shows how items from the **Utah Early Learning Guidelines For Infants And Toddlers** 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.



## Utah Early Learning Guidelines

## COR Advantage Items

<p><b>DOMAIN I: SOCIAL AND EMOTIONAL DEVELOPMENT</b></p>	
<p>Purpose: To approach the world with a sense of trust and emotional security.</p> <p><b>COMPONENT: Trust and Emotional Security</b></p> <ul style="list-style-type: none"> <li>Engages in behaviors that build relationships with familiar adults</li> <li>Shows preference for familiar adults</li> <li>Responds to unfamiliar adults cautiously</li> <li>Seeks to find comfort in new situations</li> <li>Shows emotional connection and attachment to others</li> </ul>	<ul style="list-style-type: none"> <li>E. Building relationships with adults</li> </ul>
<p><b>COMPONENT: Self-Awareness</b></p> <ul style="list-style-type: none"> <li>Expresses feelings and emotions through facial expressions, sounds or gestures.</li> <li>Develops awareness of self as separate from others.</li> </ul>	<ul style="list-style-type: none"> <li>D. Emotions</li> <li>FF. Knowledge of self and others</li> </ul>
<p><b>COMPONENT: Self-Regulation</b></p> <ul style="list-style-type: none"> <li>Begins to manage own behavior and show self-regulation</li> <li>Shows increasing independence.</li> <li>Understands simple routines, rules or limitations.</li> </ul>	<ul style="list-style-type: none"> <li>A. Initiative and planning</li> <li>K. Personal care and healthy behavior</li> <li>G. Community</li> </ul>
<p><b>COMPONENT: Relationships with Other Children</b></p> <ul style="list-style-type: none"> <li>Shows interest in and awareness of other children.</li> <li>Responds to and interacts with other children.</li> <li>Begins to recognize and respond to other children's feelings and emotions.</li> <li>Learns social skills and eventually uses words for expressing feelings, needs and wants.</li> <li>Uses imitation or pretend play to learn new roles and relationships.</li> </ul>	<ul style="list-style-type: none"> <li>F. Building relationships with other children</li> <li>F. Building relationships with other children</li> <li>D. Emotions</li> <li>F. Building relationships with other children</li> <li>D. Emotions</li> <li>AA. Pretend play</li> <li>FF. Knowledge of self and others</li> </ul>

**Utah Early Learning Guidelines**

**COR Advantage Items**

<p><b>DOMAIN II: LANGUAGE DEVELOPMENT AND COMMUNICATION</b></p>	
<p>Purpose: To acquire language and the ability to communicate successfully with others.</p> <p><b>Component: Listening and Understanding</b></p> <ul style="list-style-type: none"> <li>Shows interest in listening to sounds.</li> <li>Listens with interest to language of others.</li> <li>Responds to verbal communication of others.</li> <li>Responds to nonverbal communication of others.</li> <li>Begins to understand gestures, words, questions or routines.</li> </ul>	<ul style="list-style-type: none"> <li>N. Phonological awareness</li> <li>M. Listening and comprehension</li> <li>M. Listening and comprehension</li> <li>M. Listening and comprehension</li> <li>M. Listening and comprehension</li> </ul>
<p><b>COMPONENT: Communication and Speaking</b></p> <ul style="list-style-type: none"> <li>Uses sounds, gestures or actions to express needs and wants.</li> <li>Uses consistent sounds, gestures or words to communicate</li> <li>Imitates sounds, gestures or words</li> <li>Uses sounds, signs or words for a variety of purposes.</li> <li>Shows reciprocity in using language in simple conversations.</li> </ul>	<ul style="list-style-type: none"> <li>L. Speaking</li> <li>K. Personal care and healthy behavior</li> <li>L. Speaking</li> <li>L. Speaking</li> <li>L. Speaking</li> <li>L. Speaking</li> <li>M. Listening and comprehension</li> </ul>
<p><b>COMPONENT: Emergent Literacy</b></p> <ul style="list-style-type: none"> <li>Shows interest in songs, rhymes and stories.</li> <li>Shows interest in photos, pictures and drawings</li> <li>Develops interest in and involvement with books and other print materials.</li> <li>Begins to recognize and understand symbols.</li> </ul>	<ul style="list-style-type: none"> <li>Y. Music</li> <li>O. Alphabet knowledge</li> <li>P. Reading</li> <li>P. Reading</li> <li>Q. Book enjoyment and knowledge</li> <li>O. Alphabet knowledge</li> <li>P. Reading</li> </ul>

**Utah Early Learning Guidelines**

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<p><b>DOMAIN III: COGNITIVE DEVELOPMENT</b></p>	
<p>Purpose: To develop new skills, knowledge and the ability to acquire and process new information through play and interaction with others and the environment.</p> <p><b>COMPONENT: Exploration and Discovery</b></p> <p>Pays attention to people and objects.</p> <p>Uses senses to explore people, objects and the environment.</p> <p>Attends to colors, shapes, patterns or pictures.</p> <p>Shows interest and curiosity in new people and objects.</p> <p>Makes things happen and watches for results or repeats actions.</p>	<p>A. Initiative and planning BB. Observing and classifying</p> <p>BB. Observing and classifying</p> <p>BB. Observing and classifying</p> <p>A. Initiative and planning BB. Observing and classifying</p> <p>CC. Experimenting, predicting, and drawing conclusions</p>
<p><b>COMPONENT: Developing Memory</b></p> <p>Shows ability to acquire and process new information</p> <p>Recognizes familiar people, places and things.</p> <p>Recalls and uses information in new situations.</p> <p>Searches for missing or hidden objects</p>	<p>C. Reflection CC. Experimenting, predicting, and drawing conclusions</p> <p>E. Building relationships with adults</p> <p>C. Reflection</p> <p>C. Reflection GG. Geography</p>
<p><b>COMPONENT: Problem Solving</b></p> <p>Experiments with different uses for objects.</p> <p>Shows imagination and creativity in solving problems.</p> <p>Uses a variety of strategies to solve problems.</p> <p>Applies knowledge to new situations.</p>	<p>CC. Experimenting, predicting, and drawing conclusions EE. Tools and technology</p> <p>B. Problem solving with materials H. Conflict resolution</p> <p>B. Problem solving with materials H. Conflict resolution CC. Experimenting, predicting, and drawing conclusions</p> <p>B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions</p>

**Utah Early Learning Guidelines**

**COR Advantage Items**

<b>DOMAIN III: COGNITIVE DEVELOPMENT CONT</b>	
<b>COMPONENT: Imitation and Symbolic Play</b>  Observes and imitates sounds, gestures or behaviors.  Uses objects in new ways or in pretend play.  Uses imitation or pretend play to express creativity and imagination.	AA. Pretend play  AA. Pretend play  AA. Pretend play

## Utah Early Learning Guidelines

## COR Advantage Items

<p><b>DOMAIN IV: PHYSICAL AND MOTOR DEVELOPMENT</b></p>	
<p>Purpose: To develop physical and motor skills and promote health and well-being.</p> <p><b>COMPONENT: Gross Motor Development</b></p> <p>Moves body, arms and legs with coordination.</p> <p>Demonstrates large muscle balance, stability, control and coordination.</p> <p>Develops increasing ability to change positions and move body from place to place.</p> <p>Moves body with purpose to achieve a goal.</p>	<p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p>
<p><b>COMPONENT: Fine Motor development</b></p> <p>Uses hands or feet to make contact with objects or people.</p> <p>Develops small muscle control and coordination.</p> <p>Coordinates eye and hand movements</p> <p>Uses different actions on objects.</p> <p>Controls small muscles in hands when doing simple tasks.</p>	<p>J. Fine-motor skills</p>
<p><b>COMPONENT: Physical Health and Well-Being</b></p> <p>Shows characteristics of healthy development</p> <p>Responds when physical needs are met.</p> <p>Expresses physical needs nonverbally or verbally.</p> <p>Participates in physical care routines.</p> <p>Begins to develop self-help skills.</p>	<p>G. Community</p> <p>I. Gross-motor skills</p> <p>J. Fine-motor skills</p> <p>K. Personal care and healthy behavior</p>

# Alignment of The 2012 Utah Early Childhood Core Standards With HighScope's 2014 Child Observation Record — COR Advantage 1.5

The following chart shows how items from the 2012 **Utah Early Childhood Core 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.



Utah's Early Childhood Core Standards

COR Advantage Items

ENGLISH LANGUAGE ARTS	
<p><b>Reading Standards: Literature (RL)</b>  <b>Cluster: KEY IDEAS AND DETAILS</b>  <b>RL1 CR Anchor Standard K–12</b>                      Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p><b>1. With prompting and support, state some details of a text.</b></p>	<p>M. Listening and comprehension                      Q. Book enjoyment and knowledge</p>
<p><b>RL2 CR Anchor Standard K–12</b>                      Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p><b>2. Listen attentively and retell simple stories through conversation, art, movement, or drama.</b></p>	<p>M. Listening and comprehension                      Q. Book enjoyment and knowledge                      AA. Pretend play</p>
<p><b>RL3 CR Anchor Standard K–12</b>                      Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p><b>3. Answer questions about simple stories using sequencing format (e.g., what happened first, next, and last).</b></p>	<p>M. Listening and comprehension                      Q. Book enjoyment and knowledge</p>
<p><b>Cluster: INTEGRATION OF KNOWLEDGE AND IDEALS</b>  <b>RL7 CR Anchor Standard K–12</b>                      Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p><b>7. Understand that illustrations help tell the story.</b></p>	<p>Q. Book enjoyment and knowledge</p>
<p><b>RL9 CR Anchor Standard K–12</b>                      Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p><b>9. Identify characters and their experiences in familiar stories.</b></p>	<p>M. Listening and comprehension                      Q. Book enjoyment and knowledge</p>

**Utah’s Early Childhood Core Standards**

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<p><b>Reading Standards: Informational Text (RI)</b>  <b>Cluster: KEY IDEAS AND DETAILS</b>  <b>RI1 CR Anchor Standard K–12</b>                  Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from text.</p> <p><b>1. With prompting and support, ask and answer questions about details in a text and make personal connections with text.</b></p>	<p>M. Listening and comprehension</p>
<p><b>Cluster: INTEGRATION OF KNOWLEDGE AND IDEAS</b>  <b>RI7 CR Anchor Standard K–12</b>                  Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p><b>7. With modeling and support, understand that illustrations/photographs provide information about a text.</b></p>	<p>Q. Book enjoyment and knowledge</p>
<p><b>RI8 CR Anchor Standard K–12</b>                  Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p><b>8. With modeling and support, recall details from a text.</b></p>	<p>M. Listening and comprehension                  Q. Book enjoyment and knowledge</p>
<p><b>RI9 CR Anchor Standard K–12</b>                  Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p><b>9. With prompting and support, recognize that there are similarities and differences between two texts on the same topic.</b></p>	<p>M. Listening and comprehension</p>

Utah's Early Childhood Core Standards

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<p><b>Reading Standards: Foundational Skills (RF)</b>  <b>Cluster: PRINT CONCEPTS</b>  <b>RF1</b>          Demonstrate understanding of the organization and basic features of print.  <b>1. With guidance and support, recognize that print conveys meaning and know the difference between pictures and words on a page.</b></p>	<p>O. Alphabet knowledge          P. Reading          Q. Book enjoyment and knowledge</p>
<p><b>Cluster: PHONOLOGICAL AWARENESS</b>  <b>RF2</b>          Demonstrate understanding of spoken words and sounds (phonemes).  <b>2. With guidance and support, begin to identify sounds (<i>phonemes</i>) in spoken words.</b></p>	<p>N. Phonological awareness</p>
<p><b>Cluster: PHONICS AND WORD RECOGNITION</b>  <b>RF3</b>          Know and apply grade-level phonics and word analysis skills in decoding words.  <b>3. With guidance and support, recognize that words are made up of letters and their sounds.</b></p>	<p>O. Alphabet knowledge          P. Reading</p>
<p><b>Writing Standards (W)</b>  <b>Cluster: TEXT TYPES AND PURPOSES</b>  <b>W1 CR Anchor Standard K–12</b>          Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  <b>1. With modeling and support, use a combination of drawing, dictating, and scribbling to represent a topic (e.g., “This is my family...”).</b></p>	<p>R. Writing          X. Art</p>
<p><b>W2 CR Anchor Standard K–12</b>          Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.  <b>2. With modeling and support, use a combination of drawing, dictating, and scribbling to extend learning of a topic.</b></p>	<p>R. Writing          X. Art</p>

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<p><b>W3 CR Anchor Standard K–12</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p><b>3. With modeling and support, use a combination of drawing, dictating, and scribbling to share one or more events of a story.</b></p>	<p>R. Writing X. Art</p>
<p><b>W5 CR Anchor Standard K–12</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p><b>5. With modeling, guidance, and support, talk about drawing, dictation, or developmentally appropriate writing.</b></p>	<p>R. Writing X. Art</p>
<p><b>W6 CR Anchor Standard K–12</b> Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p><b>6. Use a variety of writing/drawing tools (e.g., chalk, crayon, paint, markers, stamps, Magna Doodle, pencil, and computer) to represent ideas.</b></p>	<p>R. Writing X. Art</p>
<p><b>Speaking &amp; Listening Standards (SL)</b> <b>Cluster: COMPREHENSION AND COLLABORATION</b> <b>SL1 CR Anchor Standard K–12</b> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <p><b>1. Communicate with adults and peers in small and larger groups.</b></p>	<p>E. Building relationships with adults F. Building relationships with other children</p>
<p><b>SL2 CR Anchor Standard K–12</b> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><b>2. With guidance and support, ask and answer simple questions about text or media.</b></p>	<p>M. Listening and comprehension</p>

**Utah’s Early Childhood Core Standards**

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<p><b>SL3 CR Anchor Standard K–12</b> Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</p> <p><b>3. With guidance and support, ask and answer simple questions.</b></p>	<p>M. Listening and comprehension</p>
<p><b>Cluster: PRESENTATION OF KNOWLEDGE AND IDEAS</b></p> <p><b>SL4 CR Anchor Standard K–12</b> Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p><b>4. With prompting and support, describe familiar people, places, things, and events.</b></p> <p><b>5. With prompting and support, recognize that objects, symbols, and pictures can provide additional detail.</b></p>	<p>L. Speaking</p> <p>P. Reading</p>
<p><b>Language Standards (L)</b></p> <p><b>Cluster: CONVENTIONS OF STANDARD ENGLISH</b></p> <p><b>L1 CR Anchor Standard K–12</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></p>	<p>L. Speaking</p> <p>M. Listening and comprehension</p> <p>R. Writing</p>
<p><b>L2 CR Anchor Standard K–12</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p>	<p>O. Alphabet knowledge</p> <p>R. Writing</p>
<p><b>Cluster: VOCABULARY ACQUISITION AND USE</b></p> <p><b>L6 CR Anchor Standard K–12</b> Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p> <p><b>6. With prompting and support, begin simple dialogue about self or texts read aloud.</b></p>	<p>L. Speaking</p> <p>M. Listening and comprehension</p>

**Utah's Early Childhood Core Standards**

**COR Advantage Items**

<b>Mathematics Standards</b>	
<p><b>Counting and Cardinality (CC)</b>  <b>Cluster: Know number names and count sequence.</b></p> <p><b>1. Begin to count to 10 by ones.</b></p> <p><b>2. Recognize that numbers have a certain order (1, 2, 3, etc.).</b></p> <p><b>3. Recognize the difference between letters, numbers, and other symbols.</b></p>	<p>S. Number and counting</p> <p>S. Number and counting</p> <p>S. Number and counting</p>
<p><b>Cluster: Count to tell the number of objects.</b></p> <p><b>4. Begin to count objects with support.</b></p> <p><b>5. Begin to count objects with support.</b></p>	<p>S. Number and counting</p> <p>S. Number and counting</p>
<p><b>Cluster: Compare numbers.</b></p> <p><b>6. Visually identify or count to determine which of two sets has more objects (1–5).</b></p> <p><b>7. Recognize the difference between letters, numbers, and other symbols.</b></p>	<p>S. Number and counting</p> <p>S. Number and counting</p>

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<p><b>OPERATIONS AND ALGEBRAIC THINKING (OA)</b>  <i>Cluster: Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</i></p> <p>1. Explore how adding to and/or taking away objects changes the size of a group.</p> <p>2. Begin to explore adding and taking away of objects in a set.</p> <p>6. Begin to duplicate and extend simple patterns (e.g., ababab).</p>	<p>S. Number and counting</p> <p>S. Number and counting</p> <p>V. Patterns</p>
<p><b>MEASUREMENT AND DATA (MD)</b>  <i>Cluster: Describe and compare measurable attributes.</i></p> <p>1. Understand and describe measurable attributes (e.g., how big, how tall, how long, or how heavy).</p> <p>2. Begin to compare objects using measurable attributes (e.g., length [longer/shorter], weight [heavier/lighter], and size [bigger/ smaller]).</p>	<p>U. Measurement</p> <p>U. Measurement</p>
<p><i>Cluster: Classify objects and count the number of objects in each category.</i></p> <p>3. Sort objects into given categories.</p>	<p>BB. Observing and classifying</p>
<p><b>GEOMETRY (G)</b>  <i>Cluster: Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).</i></p> <p>1. Begin to recognize and name basic shapes.</p> <p>2. Begin to recognize basic shapes, regardless of size.</p> <p>3. Begin to recognize the difference in basic shapes as two-dimensional (picture) or three-dimensional (object).</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>

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<p><b>Cluster: Analyze, compare, create, and compose shapes.</b></p> <p><b>4. Begin to recognize the difference in basic shapes as two-dimensional (<i>picture</i>) or three-dimensional (<i>object</i>).</b></p> <p><b>5. Explore shapes using a variety of media (<i>e.g., blocks, stickers, play dough/clay, art supplies, etc.</i>).</b></p> <p><b>6. Begin to recognize basic shapes when shown simple line drawings.</b></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>
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<i>Approaches to Learning and Science</i>	
<p><b>APPROACHES TO LEARNING AND SCIENCE (AL&amp;S)</b></p> <p><b>Standard 1: Students will learn the processes, communication, and nature of science.</b></p> <p><b>The child displays an orientation to learning.</b></p> <p><b>1-2. Displays a sense of curiosity and willingness to try new things.</b></p> <ul style="list-style-type: none"> <li>a. Actively explores and experiments.</li> <li>b. Shows interest and curiosity in new people and objects.</li> <li>c. Pays attention to people and objects.</li> <li>d. Makes things happen and watches for results or repeats action.</li> </ul> <p><b>3-5. Demonstrates confidence in a range of abilities.</b></p> <ul style="list-style-type: none"> <li>a. Is aware of and believes in own abilities.</li> <li>b. Attempts challenging activities.</li> <li>c. Asks for help when needed.</li> </ul> <p><b>Child develops abilities and skills that promote learning.</b></p> <p><b>1. Persists in completing tasks.</b></p> <ul style="list-style-type: none"> <li>a. Maintains interest in a project or activity.</li> <li>b. Ignores minor distractions.</li> </ul> <p><b>2. Works collaboratively with others.</b></p> <ul style="list-style-type: none"> <li>a. Shares materials.</li> <li>b. Helps others.</li> <li>c. Follows simple rules and routines.</li> <li>d. Uses imitation or pretend play to learn new roles and relationships.</li> <li>e. Communicate with familiar adults and accept guidance.</li> </ul>	<ul style="list-style-type: none"> <li>BB. Observing and classifying</li> <li>CC. Experimenting, predicting, and drawing conclusions</li> </ul> <p>B. Problem solving with materials</p> <ul style="list-style-type: none"> <li>A. Initiative and planning</li> <li>E. Building relationships with adults</li> <li>F. Building relationships with other children</li> </ul>

**Utah's Early Childhood Core Standards**

**COR Advantage Items**

<p><b>Standard 2: Students will gain an understanding of earth and space science.</b></p> <ol style="list-style-type: none"> <li><b>1. Use senses to explore objects and the environment.</b></li> <li><b>2. Attend to colors and textures in the natural environment.</b></li> <li><b>3. Show interest and curiosity in indoor and outdoor environments.</b></li> <li><b>4. Ask questions for further information.</b></li> </ol>	<p>BB. Observing and classifying</p> <p>DD. Natural and physical world</p> <p>DD. Natural and physical world</p> <p>M. Listening and comprehension</p>
<p><b>Standard 3: Students will gain an understanding of physical science through the study of the forces of motion and the properties of materials.</b></p> <ol style="list-style-type: none"> <li><b>1. Identify objects that are a part of the nonliving world such as rocks and manmade objects.</b></li> </ol>	<p>BB. Observing and classifying</p> <p>DD. Natural and physical world</p>
<p><b>Standard 4: Students will gain an understanding of life science through the study of changes in organisms over time and the nature of living things.</b></p> <ol style="list-style-type: none"> <li><b>1. Identify objects that are a part of the living world, such as animals, insects, plants, and humans.</b></li> <li><b>2. Identify animals with their common living environment.</b></li> </ol>	<p>DD. Natural and physical world</p> <p>DD. Natural and physical world</p>

**Utah's Early Childhood Core Standards**

**COR Advantage Items**

<i>Social/Emotional and Social Studies (SE&amp;SS)</i>	
<p><b>SOCIAL/EMOTIONAL AND SOCIAL STUDIES (SE&amp;SS)</b></p> <p><b>Standard 1: The child develops self-awareness and positive self-esteem.</b></p> <p><b>1. Knows personal information.</b></p> <p><b>2. Demonstrates awareness of abilities and preferences.</b></p> <p><b>3. Develops growing capacity for independence.</b></p> <p><b>4. Expresses self in different roles and mediums.</b></p>	<p>FF. Knowledge of self and others</p> <p>A. Initiative and planning</p> <p>G. Community</p> <p>K. Personal care and healthy behavior</p> <p>AA. Pretend play</p>
<p><b>Standard 2: The child develops social skills that promote positive interactions with others.</b></p> <p><b>1. Develops skills to interact cooperatively with others.</b></p> <p><b>2. Participates in cooperative play.</b></p> <p><b>3. Employs positive social behaviors with peers and adults.</b></p> <p><b>4. Develops self-control by regulating impulses and feelings.</b></p> <p><b>5. Expresses emotions and feelings.</b></p> <p><b>6. Develops skills to solve conflicts.</b></p> <p><b>8-9. Uses imitation or pretend play to learn new roles and relationships.</b></p> <p><b>10-11. Recognizes familiar people, places and things (e.g., within the home, classroom, school, and local environment).</b></p>	<p>F. Building relationships with other children</p> <p>F. Building relationships with other children</p> <p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p> <p>D. Emotions</p> <p>D. Emotions</p> <p>D. Emotions</p> <p>H. Conflict resolution</p> <p>AA. Pretend play</p> <p>GG. Geography</p>

**Utah's Early Childhood Core Standards**

**COR Advantage Items**

<i>Creative Arts</i>	
<p><b>CREATIVE ARTS (CA)</b>  <i>Standard 1: Students will participate in a variety of activities that allow for creative and imaginative expression.</i></p> <p><b>1. Learn several simple songs.</b></p> <p><b>2. Use their body to move to music and express themselves.</b></p> <p><b>3. Use a variety of media and materials to create drawings, pictures, or other objects.</b></p> <p><b>4. Portray a variety of events, characters, or stories through drama, props and language.</b></p>	<p>Y. Music</p> <p>Z. Movement</p> <p>X. Art</p> <p>AA. Pretend play</p>

**Utah's Early Childhood Core Standards**

**COR Advantage Items**

<b><i>Physical/Health &amp; Safety</i></b>	
<p><b>PHYSICAL/HEALTH AND SAFETY (PHS)</b>  <b><i>Standard 1: The child develops fine and gross motor coordination (small and large muscle).</i></b>  <b>1. Exhibits fine motor coordination (small muscle).</b>  <b>2. Exhibits gross motor coordination (large muscle).</b></p>	<p>J. Fine-motor skills                      I. Gross-motor skills</p>
<p><b><i>Standard 2: The child develops an understanding of health and safety.</i></b>  <b>1. Shows independence in personal care.</b></p>	<p>K. Personal care and healthy behavior</p>