



Powered by
 **HIGHSCOPE**®

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 West Virginia. This document shows you how COR Advantage aligns with West Virginia’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](#)



HighScope Educational Research Foundation

600 North River Street, Ypsilanti, MI 48198-2898 • Ph: 734.485.2000 • Fax: 734.485.4467 • CORadvantage.org

Alignment of the 2009 West Virginia Early Learning Standards Framework: Infant/Toddler With HighScope's 2014 Child Observation Record — COR Advantage 1.5

The following chart shows how items from the 2009 **West Virginia Early Learning Standards Framework: Infant/Toddler** correspond to items from HighScope's 2013 **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.



West Virginia Early Learning Standards

COR Advantage Items

<p>Domain 1: Approaches to Learning</p>	
<p>Foundation: Curiosity</p> <p>Young Infant: 0-8 Months.</p> <p>Infants and toddlers show an interest in the world and want to find out how things work.</p> <p>Shows interest in exploring with senses.</p> <p>Mobile Infant: 6-18 Months</p> <p>Becomes more and more curious.</p> <p>Explores spatial relationships.</p> <p>Older Infant: 16-36 Months</p> <p>Exploration increases.</p> <p>Begins to make choices.</p> <p>Continues to be curious.</p> <p>Imitates actions of others.</p>	
<p>Foundation: Persistence</p> <p>Infants and toddlers display varying degrees of willingness to repeat an activity to accomplish a task or learn a new skill.</p> <p>Young Infant: 0-8 Months</p> <p>Repeats actions that bring satisfaction.</p> <p>Anticipates routines.</p> <p>Mobile Infant: 6-18 Months</p> <p>Focuses for longer periods of time and sticks to tasks.</p>	<p>L. Speaking M. Listening and comprehension T. Geometry: Shapes and spatial awareness BB. Observing and classifying FF. Knowledge of self and others</p> <p>A. Initiative and planning BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions</p> <p>B. Problem solving with materials T. Geometry: Shapes and spatial awareness</p> <p>A. Initiative and planning D. Emotions E. Building relationships with adults G. Community</p> <p>A. Initiative and planning CC. <i>Experimenting, predicting, and drawing conclusions</i> AA. Pretend play</p> <p>CC. Experimenting, predicting, and drawing conclusions G. Community</p> <p>A. Initiative and planning B. Problem solving with materials</p>

West Virginia Early Learning Standards

COR Advantage Items

<p>Domain 1: Approaches to Learning CONT</p>	<p>A. Initiative and planning B. Problem solving with materials</p>
<p>Older Infant: 16-36 Months</p> <p>Begins and completes tasks.</p> <p>Uses increased motor or language skills to achieve desired result.</p>	
<p>Foundation: Creativity and Imagination</p> <p>Infants and toddlers watch what others do, begin to pretend, and use materials in new and different ways.</p> <p>Young Infant: 0-8 Months</p> <p>Begins to explore familiar objects.</p> <p>Uses newly acquired motor skills.</p> <p>Mobile Infant: 6-18 Months</p> <p>Begins exploration.</p> <p>Recognizes that objects exist even when not in sight.</p> <p>Older Infant: 16-36 Months</p> <p>Engages in pretend play.</p> <p>Uses familiar objects in new and different ways.</p>	<p>CC. Experimenting, predicting, and drawing conclusions</p> <p>I. Gross-motor skills</p> <p>Z. Movement AA. Pretend play</p> <p>C. Reflection GG. Geography</p> <p>AA. Pretend play AA. Pretend play</p>

West Virginia Early Learning Standards

COR Advantage Items

<p>Domain 2: Social Emotional Development</p>	
<p>Foundation: Adult interaction</p> <p>Infants and toddlers look to the adults in their lives for basic needs, security, and guidance.</p> <p>Young Infant: 0-8 Months</p> <p>Makes wishes and preferences known.</p> <p>Mobile Infant: 6-18 Months</p> <p>Becomes increasingly attached to primary caregiver.</p> <p>Older Infant: 16-36 Months</p> <p>Participates in more complex interactions.</p>	<p>K. Personal care and healthy behavior</p> <p>E. Building relationships with adults</p> <p>G. Community K. Personal care and healthy behavior AA. Pretend play</p>
<p>Foundation: Peer interaction</p> <p>Infants and toddlers develop attachments to other children in their home, play group, or child care setting.</p> <p>Young Infant: 0-8 Months</p> <p>Notices others.</p> <p>Mobile Infant: 6-18 Months</p> <p>Engages in back and forth interactions.</p> <p>Older Infant: 16-36 Months</p> <p>Engages in cooperative play.</p>	<p>F. Building relationships with other children</p> <p>F. Building relationships with other children</p> <p>F. Building relationships with other children</p>
<p>Foundation: Self awareness and self concept</p> <p>Infants and toddlers become aware of their individuality and uniqueness.</p> <p>Young Infant: 0-8 Months</p> <p>Begins to separate self from others.</p> <p>Mobile Infant: 6-18 Months</p> <p>Recognizes self as a separate person.</p> <p>Older Infant: 16-36 Months</p> <p>Claims identity.</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>

West Virginia Early Learning Standards

COR Advantage Items

Domain 2: Social Emotional Development CONT	
<p>Foundation: Emotions</p> <p>Infants and toddlers display a wide range of emotions and learn to control them based on interactions with family and others.</p> <p>Young Infant: 0-8 Months</p> <p>Expresses comfort and discomfort.</p> <p>Begins to regulate moods and emotions.</p> <p>Mobile Infant: 6-18 Months</p> <p>Expresses comfort and discomfort.</p> <p>Continues to master regulation of moods and emotions.</p> <p>Older Infant: 16-36 Months</p> <p>Expresses comfort and discomfort.</p> <p>Continues to master regulation of moods and emotions.</p>	<p>D. Emotions K. Personal care and healthy behavior</p> <p>D. Emotions</p> <p>D. Emotions</p> <p>D. Emotions</p> <p>D. Emotions</p> <p>D. Emotions</p>

West Virginia Early Learning Standards

COR Advantage Items

Domain 3: Creative Expression	
Foundation: Visual arts	
Infants and toddlers enjoy looking at, talking about, and creating pictures, mobiles, and other colorful objects.	
Young Infant: 0-8 Months	
Notices bright and/or contrasting colors.	O. Alphabet knowledge P. Reading
Notices facial expressions.	D. Emotions
Looks at pictures, photographs, and mirror images.	P. Reading FF. Knowledge of self and others
Notices differences in textures.	X. Art
Mobile Infant: 6-18 Months	
Shows a preference for favorite colors.	Does not align
Uses various materials in exploring and creating visual art.	X. Art
Older Infant: 16-36 Months	
Likes various materials in exploring and creating visual art.	X. Art
Observes and describes visual art.	X. Art
Foundation: Music and Movement	
Infants and toddlers respond to sounds, learn to manipulate bodies and instruments to the sounds heard, and enjoy repetitive rhymes.	
Young Infant: 0-8 Months	
Responds to sounds, tones, and voices.	M. Listening and comprehension N. Phonological awareness Y. Music
Responds to music.	Y. Music
Mobile Infant: 6-18 Months	
Enjoys creating rhythm and other sounds.	Y. Music Z. Movement CC. Experimenting, predicting, and drawing conclusions
Responds to music.	Z. Movement

West Virginia Early Learning Standards

COR Advantage Items

<p>Domain 3: Creative Expression CONT</p>	
<p>Older Infant: 16-36 Months</p> <p>Shows excitement when exposed to music.</p> <p>Recalls lyrics and melodies.</p> <p>Demonstrates increased hand and body coordination.</p>	<p>D. Emotions Y. Music</p> <p>Y. Music</p> <p>I. Gross-motor skills Z. Movement</p>
<p>Foundation: Dramatic play</p> <p>Infants and toddlers learn to imitate others, recreate experiences, and interact with dolls and other pretend props.</p> <p>Young Infant: 0-8 Months</p> <p>Uses facial expressions and gestures to express feelings and needs.</p> <p>Imitates facial expressions and gestures of others.</p> <p>Mobile Infant: 6-18 Months</p> <p>Understands the meaning of objects during play.</p> <p>Plays games with adults to explore concepts.</p> <p>Relates to dolls and stuffed animals in realistic ways.</p> <p>Older Infant: 16-36 Months</p> <p>Engages in play that represents real life experiences.</p> <p>Brings other children into play.</p> <p>Plans dramatic activities.</p> <p>Relies increasingly on the use of communication as an important component of play activities.</p>	<p>D. Emotions</p> <p>D. Emotions AA. Pretend play</p> <p>AA. Pretend play</p> <p>E. Building relationships with adults</p> <p>AA. Pretend play</p> <p>AA. Pretend play</p> <p>F. Building relationships with other children AA. Pretend play</p> <p>A. Initiative and planning AA. Pretend play</p> <p>L. Speaking</p>

West Virginia Early Learning Standards

COR Advantage Items

<i>Domain 4: Motor Development</i>	
Foundation: Fine Motor	
Infants and toddlers gain control over small muscle movements such as gumming, sucking, facial expressions, and grasping.	
Young Infant: 0-8 Months	
Coordinates sucking, swallowing, and breathing.	Does not align
Gums and swallows.	Does not align
Reflexive movements of arms, hands, and eyes.	Does not align
Progresses from hands being tightly fistied to being open.	J. Fine-motor skills
Reaches for and swipes at dangling objects.	A. Initiative and planning
Eyes follow to midline.	Does not align
Eyes follow past midline* up to 180 degrees.	Does not align
Begins to gain control over hands, eyes, arms, and legs.	I. Gross-motor skills J. Fine-motor skills
Uses a full hand grasp.	J. Fine-motor skills
Emerging pincer grasp.	J. Fine-motor skills
Shakes and plays with toys in grasp.	J. Fine-motor skills
Mobile Infant: 6-18 Months	
Uses a defined pincer grasp.	J. Fine-motor skills
Self feeding skills emerge.	K. Personal care and healthy behavior
Turns pages of a book.	Q. Book enjoyment and knowledge
Manipulates and turns objects with control.	J. Fine-motor skills
Increased control of hands.	J. Fine-motor skills
Stacks blocks.	J. Fine-motor skills
Uses full hand grasp.	J. Fine-motor skills
Scribbles.	R. Writing
Visually follows dropped object.	T. Geometry: Shapes and spatial awareness
Uses index finger to point.	Does not align

West Virginia Early Learning Standards

COR Advantage Items

Domain 4: Motor Development CONT	
Older Infant: 16-36 Months	
Self care skills increase.	K. Personal care and healthy behavior
Uses fingers, wrists, and hands with greater agility.	J. Fine-motor skills
Exhibits turning motion with wrists.	J. Fine-motor skills
Uses hands separately.	J. Fine-motor skills
Shows favoritism of hand use.	Does not align
Foundation: Gross Motor	
Infants and toddlers gain control over large muscle movements such as reaching, kicking, crawling, and walking.	
Young Infant: 0-8 Months	
Progresses to holding up head.	I. Gross-motor skills
Controls head.	I. Gross-motor skills
Demonstrates startle reflex.	Does not align
Swats at and kicks.	I. Gross-motor skills CC. Experimenting, predicting, and drawing conclusions
Rolls over.	I. Gross-motor skills
Sits with support.	I. Gross-motor skills
Attempts to crawl.	I. Gross-motor skills
Mobile Infant: 6-18 Months	
Sits without support.	I. Gross-motor skills
Crawls.	I. Gross-motor skills
Pulls to stand.	I. Gross-motor skills
Cruises holding on to furniture.	I. Gross-motor skills
Walks independently.	I. Gross-motor skills
Moves from sitting to standing.	I. Gross-motor skills
Begins to run.	I. Gross-motor skills
Carries objects while walking.	I. Gross-motor skills
Kicks a ball.	I. Gross-motor skills
Climbs steps.	I. Gross-motor skills
Straddles a riding toy.	I. Gross-motor skills

West Virginia Early Learning Standards

COR Advantage Items

Domain 4: Motor Development CONT	
Older Infant: 16-36 Months Walks forward and backward. Jumps. Climbs. Stands on one foot. Attempts to ride a tricycle.	 I. Gross-motor skills I. Gross-motor skills I. Gross-motor skills I. Gross-motor skills I. Gross-motor skills

West Virginia Early Learning Standards

COR Advantage Items

<p>Domain 5: Language and Literacy</p>	
<p>Foundation: Listening and Understanding</p> <p>Infants and toddlers learn the sounds of words and ways to use the words of their family's and caregiver's language(s) when adults talk, read, and sing to them.</p> <p>Young Infant: 0-8 Months</p> <p>Shows interest in listening to sounds and verbal communication of others.</p> <p>Responds to nonverbal communication of others.</p> <p>Begins to understand gestures, words, questions, or routines.</p> <p>Mobile Infant: 6-18 Months</p> <p>Shows interest in listening to sounds and verbal communication of others.</p> <p>Begins to understand gestures, words, questions, or routines.</p> <p>Older Infant: 16-36 Months</p> <p>Shows interest in listening to sounds and verbal communication of others.</p> <p>Responds to nonverbal communication of others.</p> <p>Begins to understand gestures, words, questions, or routines.</p>	<p>M. Listening and comprehension N. Phonological awareness</p> <p>Does not align</p> <p>M. Listening and comprehension</p> <p>M. Listening and comprehension N. Phonological awareness</p> <p>M. Listening and comprehension</p> <p>M. Listening and comprehension N. Phonological awareness</p> <p>Does not align</p> <p>M. Listening and comprehension</p>
<p>Foundation: Communicating and Speaking</p> <p>Infants and toddlers begin to express their wants, needs, and feelings in many ways including speech, gestures, sign language, and using communication devices.</p> <p>Young Infant: 0-8 Months</p> <p>Uses sounds, gestures, and actions to express wants and needs.</p> <p>Imitates or recognizes sounds, gestures, or words.</p> <p>Takes turns speaking and listening in simple conversations.</p>	<p>K. Personal care and healthy behavior</p> <p>L. Speaking</p> <p>L. Speaking M. Listening and comprehension</p>

West Virginia Early Learning Standards

COR Advantage Items

Domain 5: Language and Literacy CONT	
Mobile Infant: 6-18 Months	
Uses sounds, gestures, and actions to express wants and needs.	K. Personal care and healthy behavior L. Speaking
Imitates or recognizes sounds, gestures, or words.	L. Speaking M. Listening and comprehension
Takes turns speaking and listening in simple conversations.	L. Speaking M. Listening and comprehension
Older Infant: 16-36 Months	
Uses sounds, gestures, and actions to express wants and needs.	L. Speaking
Imitates or recognizes sounds, gestures, or words.	L. Speaking M. Listening and comprehension
Takes turns speaking and listening in simple conversations.	L. Speaking M. Listening and comprehension
Foundation: Emergent Literacy	
Infants and toddlers explore books, listen to songs and nursery rhymes, hear stories, and draw and scribble as they build their early literacy skills.	
Young Infant: 0-8 Months	
Shows interest in pictures, books, and environmental print.	P. Reading
Responds to early literacy experiences such as storytelling, nursery rhymes, songs, and fingerplays.	M. Listening and comprehension N. Phonological awareness P. Reading Y. Music
Demonstrates beginning book handling skills.	Q. Book enjoyment and knowledge
Mobile Infant: 6-18 Months	
Shows interest in pictures, books, and environmental print.	P. Reading
Responds to early literacy experiences such as storytelling, nursery rhymes, songs, and finger plays.	M. Listening and comprehension N. Phonological awareness P. Reading Y. Music
Experiments with drawing and writing.	R. Writing X. Art
Demonstrates beginning book handling skills.	Q. Book enjoyment and knowledge

West Virginia Early Learning Standards

COR Advantage Items

Domain 5: Language and Literacy CONT	
<p>Older Infant: 16-36 Months</p> <p>Shows interest in pictures, books, and environmental print.</p> <p>Responds to early literacy experiences such as storytelling, nursery rhymes, songs, and finger plays.</p> <p>Experiments with drawing and writing.</p> <p>Demonstrates beginning book handling skills.</p>	<p>P. Reading</p> <p>M. Listening and comprehension N. Phonological awareness P. Reading Y. Music</p> <p>R. Writing X. Art</p> <p>Q. Book enjoyment and knowledge</p>

West Virginia Early Learning Standards

COR Advantage Items

<p>Domain 6: Cognitive Development</p>	
<p>Foundation: Learning Schemes</p> <p>Infants and toddlers develop a system to categorize objects and actions of the adults and children in their world.</p> <p>Young Infant: 0-8 Months</p> <p>Begins to discover characteristics of items and categorize them (simple schemes).</p> <p>Develops understanding of actions of people (social schemes).</p> <p>Mobile Infant: 6-18 Months</p> <p>Puts together and modifies learned theories (combining schemes).</p> <p>Increases understanding of correlation between people and actions (social schemes).</p> <p>Older Infant: 16-36 Months</p> <p>Demonstrates greater awareness of use of objects (social schemes).</p>	<p>BB. Observing and classifying</p> <p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p> <p>K. Personal care and healthy behavior</p> <p>AA. Pretend play</p>
<p>Foundation: Cause and Effect</p> <p>Infants and toddlers discover how one action will produce a desired result.</p> <p>Young Infant: 0-8 Months</p> <p>Begins to explore.</p> <p>Begins to repeat actions.</p> <p>Mobile Infant: 6-18 Months</p> <p>Continues exploration and repeating actions.</p> <p>Older Infant: 16-36 Months</p> <p>Begins to have understanding of cause and effect.</p>	<p>CC. Experimenting, predicting, and drawing conclusions</p>

West Virginia Early Learning Standards

COR Advantage Items

<p>Domain 6: Cognitive Development CONT</p>	
<p>Foundation: Use of Tools Infants and toddlers discover how to use self, others, or objects as a means to achieve what they want.</p> <p>Young Infant: 0-8 Months</p> <p>Uses body as a tool.</p> <p>Uses adults as a tool.</p> <p>Uses objects as a tool.</p> <p>Mobile Infant: 6-18 Months</p> <p>Uses body as a tool.</p> <p>Uses adults as a tool.</p> <p>Uses objects as a tool.</p> <p>Older Infant: 16-36 Months</p> <p>Uses body as a tool.</p> <p>Uses adults as a tool.</p> <p>Uses objects as a tool.</p>	<p>K. Personal care and healthy behavior M. Listening and comprehension BB. Observing and classifying</p> <p>E. Building relationships with adults</p> <p>EE. Tools and technology</p> <p>I. Gross-motor skills</p> <p>E. Building relationships with adults</p> <p>EE. Tools and technology</p> <p>I. Gross-motor skills L. Speaking Z. Movement</p> <p>B. Problem solving with materials E. Building relationships with adults</p> <p>B. Problem solving with materials EE. Tools and technology</p>
<p>Foundation: Object Permanence Infants and toddlers first begin to identify objects and people, hold them in their memory, and then persist in finding them when out of sight.</p> <p>Young Infant: 0-8 Months</p> <p>Identifies and tracks objects.</p> <p>Mobile Infant: 6-18 Months</p> <p>Holds objects in memory.</p> <p>Older Infant: 16-36 Months</p> <p>Holds object in memory and persists in search.</p>	<p>E. Building relationships with adults M. Listening and comprehension T. Geometry: Shapes and spatial awareness</p> <p>C. Reflection</p> <p>C. Reflection</p>

West Virginia Early Learning Standards

COR Advantage Items

<p>Domain 6: Cognitive Development CONT</p>	
<p>Foundation: Understanding Space Infants and toddlers develop an understanding of distance, gain abilities in movement, and experience perception of space through exploration.</p> <p>Young Infant: 0-8 Months</p> <ul style="list-style-type: none"> Discovers distance. Discovers movement. 	<ul style="list-style-type: none"> U. Measurement I. Gross-motor skills
<p>Mobile Infant: 6-18 Months</p> <ul style="list-style-type: none"> Discovers distance. Discovers movement. Discovers perspective. <p>Older Infant: 16-36 Months</p> <ul style="list-style-type: none"> Discovers distance. Discovers movement. Discovers perspective. 	<p>Does not align*</p> <ul style="list-style-type: none"> I. Gross-motor skills <p>Does not align</p> <ul style="list-style-type: none"> I. Gross-motor skills I. Gross-motor skills T. Geometry: Shapes and spatial awareness
<p>Foundation: Imitation Infants and toddlers, through observation, learn to repeat their own actions and those of the people around them.</p> <p>Young Infant: 0-8 Months</p> <ul style="list-style-type: none"> Imitates self. Imitates others. <p>Mobile Infant: 6-18 Months</p> <ul style="list-style-type: none"> Imitates others. <p>Older Infant: 16-36 Months</p> <ul style="list-style-type: none"> Imitates sequences of behavior. 	<p>Does not align</p> <ul style="list-style-type: none"> AA. Pretend play AA. Pretend play AA. Pretend play

Alignment of the 2010 West Virginia Pre-Kindergarten Early Learning Standards Framework With HighScope's 2014 Child Observation Record — COR Advantage 1.5

The following chart shows how items from the 2010 **West Virginia Pre-Kindergarten Early Learning Standards Framework** 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.



West Virginia Standards

COR Advantage Items

<i>Social and Emotional Development</i>	
<p>1. Domain Area: Self-Concept</p> <p>Development of self-concept</p> <p>1. Describe self by using several basic characteristics.</p> <p>3. Develops growing capacity for independence in a range of activities, routines, and tasks.</p>	<p>FF. Knowledge of self and others</p> <p>A. Initiative and planning</p>
<p>Development of self-expression and self-awareness</p> <p>4. Demonstrates progress in expressing needs, wants and feelings appropriately.</p> <p>5. Acts out roles by imitating typical actions associated with the roles.</p>	<p>D. Emotions</p> <p>K. Personal care and healthy behavior</p> <p>AA. Pretend play</p> <p>FF. Knowledge of self and others</p>
<p>2. Domain Area: Social Relationships</p> <p>Development and demonstration of pro-social behaviors</p> <p>1. Develops positive relationships with children and adults.</p> <p>2. Shows empathy and caring for others.</p> <p>3. Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.</p> <p>4. Shows progress in developing and sustaining friendship with peers.</p> <p>5. Manages transitions and begins to adapt to change in routines.</p>	<p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p> <p>D. Emotions</p> <p>G. Community</p> <p>F. Building relationships with other children</p> <p>G. Community</p>
<p>Cooperation</p> <p>6. Uses appropriate communication skills to initiate or join classroom activities.</p> <p>7. Engages in cooperative group play.</p> <p>9. Uses and accepts negotiation, compromise, and discussion to resolve conflicts.</p> <p>10. Accepts guidance and directions from a variety of familiar adults.</p>	<p>L. Speaking</p> <p>M. Listening and comprehension</p> <p>F. Building relationships with other children</p> <p>H. Conflict resolution</p> <p>E. Building relationships with adults</p>

West Virginia Standards

COR Advantage Items

<i>Social and Emotional Development CONT</i>	
<p>3. Domain Area: Knowledge of Family and Community</p> <p>Progression of understanding of their role in the family and community</p> <ol style="list-style-type: none"> 1. Understands and describes the interactive roles and relationships among family members. 2. Identifies and describes roles and relationships of community members. 3. Understands similarities and respects differences among people, such as genders, race, special needs, cultures, language, and family structures. 4. Identifies themselves as a member of groups within a community. 5. Identifies and describes locations and places in their environment. 	<p>FF. Knowledge of self and others</p> <p>GG. Geography</p>
<p>4. Domain Area: Dispositions to Learning</p> <p>Intrinsic Motivation for Learning</p> <ol style="list-style-type: none"> 2. Develops increased ability to make independent choices. 3. Approaches tasks and activities with flexibility, imagination, and inventiveness. 4. Persists in and completes tasks, activities, projects, and experiences. 5. Demonstrates increasing ability to set goals and develop and follow through on plans. 6. Maintains increasing concentration over a reasonable amount of time despite distractions and interruptions. 	<p>A. Initiative and planning</p> <p>B. Problem solving with materials</p> <p>A. Initiative and planning</p> <p>A. Initiative and planning</p> <p>A. Initiative and planning B. Problem solving with materials</p>

West Virginia Standards

COR Advantage Items

<i>Language and Literacy</i>	
<p>1. Domain Area: Listening and Speaking</p> <p>Utilization of receptive and expressive language for a variety of purposes</p> <ol style="list-style-type: none"> 1. Demonstrates an increasing ability to attend to and understand communication. 2. Communicates needs and wants through a variety of verbal and symbolic forms. 3. Understands and uses increasingly complex and varied vocabulary/sentences in listening and speaking. 	<p>M. Listening and comprehension</p> <p>L. Speaking</p> <p>L. Speaking</p>
<p>Comprehension and collaboration</p> <ol style="list-style-type: none"> 4. Comprehends and expands on oral language. 5. Participates in conversations with peers and adults about topics of interest. 6. Listens to others and takes turns speaking. 7. Asks questions to get information, seeks help, or clarifies something that is not understood. 	<p>M. Listening and comprehension</p> <p>L. Speaking</p> <p>M. Listening and comprehension</p> <p>L. Speaking</p> <p>M. Listening and comprehension</p>
<p>2. Domain Area: Foundational Skills for Reading</p> <p>Print Concepts</p> <ol style="list-style-type: none"> 1. Holds book upright and identifies the front and back of a book. 2. Progresses in learning how to handle and care for books; knows how to view one page at a time in sequence from front to back; and understands that a book has a title, author, and illustrator. 3. Demonstrates increasing awareness of concepts of print, such as reading moves from top to bottom and from left to right, speech can be written down, and print conveys a message. 4. Develops an awareness of environmental print such as signs, letters, newspapers, lists, messages, and menus. 5. Knows that letters of the alphabet are a special category of visual graphics that can be individually named. 	<p>Q. Book enjoyment and knowledge</p> <p>Q. Book enjoyment and knowledge</p> <p>P. Reading</p> <p>Q. Book enjoyment and knowledge</p> <p>P. Reading</p> <p>O. Alphabet knowledge</p>

West Virginia Standards

COR Advantage Items

<i>Language and Literacy CONT</i>	
<p>6. Recognizes and names letters such as those in his/her name, names of family and friends, and those seen in environmental print.</p> <p>7. Recognizes words as units of print that are separated by spaces.</p>	<p>O. Alphabet knowledge P. Reading</p> <p>P. Reading R. Writing</p>
<p>Phonological Awareness</p> <p>8. Listens to and identifies sounds that are in the environment.</p> <p>10. Progresses in recognizing matching sounds and rhymes in familiar words, games, songs, stories, and poems.</p> <p>11. Shows growing awareness of beginning and ending sounds of words.</p>	<p>N. Phonological awareness</p> <p>N. Phonological awareness</p> <p>N. Phonological awareness</p>
<p>Word Recognition</p> <p>12. Recognizes a word as a unit of print.</p> <p>13. Recognize words such as his/her name, names of family and friends, and familiar environmental print.</p>	<p>P. Reading</p> <p>P. Reading</p>
<p>3. Domain Area: Literature</p> <p>Key Ideas and Details</p> <p>2. Looks through books independently and asks to have books read to them.</p> <p>3. Recognizes story elements such as characters, sequence of events, and theme of a story.</p> <p>4. Demonstrates progress in retelling and dictating stories from books and experiences; acts out stories in dramatic play; asks to take home books; goes to the library; and engages in pretend reading with other children.</p>	<p>Q. Book enjoyment and knowledge</p> <p>M. Listening and comprehension Q. Book enjoyment and knowledge</p> <p>M. Listening and comprehension Q. Book enjoyment and knowledge AA. Pretend play</p>
<p>Integration of Knowledge and Ideas</p> <p>5. Engages in questioning, reflecting, and relating a story to personal experiences including use of new vocabulary.</p>	<p>M. Listening and comprehension</p>

West Virginia Standards

COR Advantage Items

<i>Language and Literacy CONT</i>	
<p>4. Domain Area: Writing</p> <p>Text Type and Purposes</p> <p>1. Progresses from using scribble shapes or pictures to represent ideas, to using letter-like symbols or invented spelling, to copying or writing familiar words such as his/her own name.</p> <p>2. Uses a combination of drawing, dictating, and writing to communicate ideas, thoughts, and feelings.</p> <p>3. Demonstrates an understanding that writing relays a message that can be read.</p> <p>4. Begins to use functional print in play.</p> <p>5. Uses a variety of writing tools and materials, such as pencils, crayons and computers.</p> <p>6. Begins to recognize that writing patterns progress from top to bottom, left to right, and words are separated by spaces.</p>	<p>R. Writing</p> <p>R. Writing X. Art</p> <p>P. Reading R. Writing</p> <p>R. Writing X. Art</p> <p>R. Writing X. Art</p> <p>R. Writing</p>

West Virginia Standards

COR Advantage Items

<i>Mathematics</i>	
1. Domain Area: Number – Counting and Cardinality	
Number Names	
1. Develops increased ability to counts in sequence to ten and beyond.	S. Number and counting
2. Begins to identify number symbols one to ten.	S. Number and counting
Counting To Tell the Number of Objects	
3. Uses one-to-one correspondence in counting objects and matching groups of objects.	S. Number and counting
4. Matches quantity with number symbols.	S. Number and counting
Comparing and Ordering Numbers	
5. Uses comparative words such as more, less, fewer, equal to.	S. Number and counting
2. Domain Area: Number – Operations and the Problems they Solve	
Composing and decomposing numbers; addition and subtraction	
1. Develops increased ability to recognize addition as putting objects together and subtraction as taking objects apart.	S. Number and counting
3. Domain Area: Measurement and Data	
Direct Measurement	
1. Understand that objects have measurable attributes, such as length or weight. A single object might have several measurable attributes of interest.	U. Measurement
2. Estimates the size of objects in comparison to a common unit of measurement, such as more/less, short/tall, long/short, big/little, and light/heavy.	U. Measurement
3. Begins to construct a sense of time through participation in daily activities.	HH. History

West Virginia Standards

COR Advantage Items

<i>Mathematics CONT</i>	
<p>Representing and Interpreting Data</p> <p>4. Classify objects according to common characteristics, such as color, size, or shape.</p> <p>5. Begins to incorporate estimating and measuring activities into play.</p> <p>6. Begins to recognize and interpret information presented in tables, graphs and symbols.</p>	<p>BB. Observing and classifying</p> <p>U. Measurement</p> <p>W. Data analysis</p>
<p>4. Domain Area: Geometry</p> <p>Shapes, their attributes, and spatial reasoning</p> <p>1. Recognizes, duplicates, and creates simple patterns using a variety of materials.</p> <p>2. Progresses in ability to recognize terms of directionality, order, and positions of themselves and objects in their environment, such as up, down, over, under, top, bottom, inside, outside, in front, and behind.</p> <p>3. Recognizes, describes, compares, and names common shapes.</p> <p>4. Determines whether or not two shapes are the same size and shape.</p>	<p>V. Patterns</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>

West Virginia Standards

COR Advantage Items

<i>Science</i>	
<p>1. Domain Area: Science as Inquiry</p> <p>Foundational Knowledge of Scientific Inquiry</p> <p>2. Observes and discusses similarities and differences among objects and materials, including cause and effect.</p> <p>3. Investigates and problem solves through active exploration of the environment.</p> <p>4. Progresses in ability to describe and discuss predictions, explanations, and generalizations.</p>	<p>BB. Observing and classifying</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>B. Problem solving with materials</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>CC. Experimenting, predicting, and drawing conclusions</p>
<p>Utilization of Inquiry</p> <p>5. Uses senses and a variety of tools to gather information, investigate materials, and observe processes and relationships.</p> <p>6. Collects, describes, and records information through a variety of means to lead to new understanding of the world around them.</p>	<p>BB. Observing and classifying</p> <p>W. Data analysis</p>
<p>2. Domain Area: Scientific Knowledge</p> <p>Understanding the living and physical world</p> <p>1. Observes and describes the immediate and familiar world, such as the natural world, materials, living things, and natural processes.</p> <p>2. Shows increased awareness and beginning understanding of changes in materials and cause-effect relationships, such as recognize that materials can exist in several physical states.</p> <p>3. Demonstrates expanding knowledge of and respect for the environment.</p>	<p>DD. Natural and physical world</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>DD. Natural and physical world</p> <p>DD. Natural and physical world</p>

West Virginia Standards

COR Advantage Items

<i>The Arts</i>	
<p>1. Domain Area: Music and Movement</p> <p>Self Expression</p> <p>1. Participates in music activities, including listening, singing and finger plays.</p> <p>2. Creates music through a variety of techniques.</p>	<p>Y. Music</p> <p>Y. Music</p>
<p>Foundations of Music and Movement</p> <p>3. Demonstrates an understanding of movement as it relates to music.</p> <p>4. Uses a variety of instruments including non-traditional and natural objects.</p> <p>5. Responds to and identifies particular musical elements such as rhythm and style.</p>	<p>Z. Movement</p> <p>Y. Music</p> <p>Y. Music Z. Movement</p>
<p>2. Domain Area: Visual Art</p> <p>Self Expression</p> <p>1. Progresses in ability to express emotion and communicates ideas through creative artwork.</p> <p>2. Demonstrates growing ability to plan, work independently, and demonstrate care and persistence in a variety of art project.</p> <p>3. Develops growing ability to create artwork that reflects an idea, theme, or story.</p>	<p>X. Art</p> <p>X. Art</p> <p>X. Art</p>
<p>Foundations of Visual Arts</p> <p>4. Explores color and texture using different mediums, including clay, natural materials, wood, paper, crayons, chalk, paint, glue, paste, etc.</p> <p>5. Begins to demonstrate increased detail in a variety of artwork, including drawings, paintings, models, and other multi-dimensional artwork.</p>	<p>X. Art</p> <p>X. Art</p>

West Virginia Standards

COR Advantage Items

<i>The Arts CONT</i>	
<p>3. Domain Area: Dramatic Play</p> <p>Self Expression</p> <p>1. Participates in a variety of dramatic play activities throughout the day in a variety of settings that becomes more extended and complex.</p> <p>2. Expresses ideas, feelings, and emotions through dramatic play.</p> <p>3. Shows growing creativity and imagination in using materials and assuming roles, e.g. interaction with costume pieces, props, puppets, fabric, etc.</p> <p>4. Tells and re-enacts stories and experiences through dramatic play.</p>	<p>AA. Pretend play</p> <p>AA. Pretend play</p> <p>AA. Pretend play</p> <p>AA. Pretend play</p>

West Virginia Standards

COR Advantage Items

<i>Physical Health and Development</i>	
<p>1. Domain Area: Fine Motor</p> <p>Fine Motor Development</p> <ol style="list-style-type: none"> 1. Demonstrates increased ability, strength, dexterity, and control to manipulate and use tools such as scissors, staplers, hammers, and fastening tools. 2. Demonstrates increased accuracy of eye-hand coordination and use of opposing hand movements to build with blocks, string beads, cut with scissors, or put together puzzles. 3. Progress in ability to use writing, drawing and art tools, including pencils, markers, chalk, paint brushes, and various types of technology. 4. Begins to demonstrate self help skills such as buttoning and zipping. 	<p>J. Fine-motor skills</p> <p>J. Fine-motor skills</p> <p>J. Fine-motor skills</p> <p>J. Fine-motor skills K. Personal care and healthy behavior</p>
<p>2. Domain Area: Gross Motor</p> <p>Gross Motor Development</p> <ol style="list-style-type: none"> 1. Demonstrates increased control and proficiency in walking, running, jumping, hopping, skipping, marching, and galloping. 2. Demonstrates increased abilities to coordinate movements in throwing, catching, kicking, bouncing balls, and ascending and descending stairs. 3. Moves with emergent balance on lines, balance beams, curbs, riding equipment, and play structures. 	<p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p>

West Virginia Standards

COR Advantage Items

<i>Physical Health and Development CONT</i>	
3. Domain Area: Health and Safety Practices	
Healthy Development	
1. Demonstrates ability to identify and make healthy food choices.	K. Personal care and healthy behavior
2. Participates actively in games, outdoor play and other forms of exercise that enhances physical fitness.	K. Personal care and healthy behavior
3. Exhibits increased physical growth, strength, stamina, endurance and flexibility.	I. Gross-motor skills
4. Demonstrates growing independence in daily health routines and habits in hygiene, nutrition and personal care when eating, dressing, washing hands, brushing teeth, and toileting.	K. Personal care and healthy behavior