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.

COR advantage
Powered by HIGHSCOPE®

West Virginia Early Learning Standards	COR Advantage Items
Domain 1: Approaches to Learning	
Foundation: Curiosity	
Young Infant: 0-8 Months.	
Infants and toddlers show an interest in the world and want to find out how things work.	
Shows interest in exploring with senses.	L. Speaking M. Listening and comprehension T. Geometry: Shapes and spatial awareness BB. Observing and classifying FF. Knowledge of self and others
Mobile Infant: 6-18 Months	
Becomes more and more curious.	A. Initiative and planning BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions
Explores spatial relationships.	B. Problem solving with materials T. Geometry: Shapes and spatial awareness
Older Infant: 16-36 Months	
Exploration increases.	A. Initiative and planning D. Emotions E. Building relationships with adults G. Community
Begins to make choices.	A. Initiative and planning
Continues to be curious.	*CC. Experimenting, predicting, and drawing conclusions*
Imitates actions of others.	AA. Pretend play

Foundation: Persistence	
Infants and toddlers display varying degrees of willingness to repeat an activity to accomplish a task or learn a new skill.	
Young Infant: 0-8 Months	
Repeats actions that bring satisfaction.	CC. Experimenting, predicting, and drawing conclusions
Anticipates routines.	G. Community
Mobile Infant: 6-18 Months	
Focuses for longer periods of time and sticks to tasks.	A. Initiative and planning B. Problem solving with materials

West Virginia Early Learning Standards	COR Advantage Items
Domain 1: Approaches to Learning CONT	
Older Infant: 16-36 Months	
Begins and completes tasks.	A. Initiative and planning
Uses increased motor or language skills to achieve desired result.	B. Problem solving with materials

Foundation: Creativity and Imagination	
Infants and toddlers watch what others do, begin to pretend, and use materials in new and different ways.	
Young Infant: 0-8 Months	
Begins to explore familiar objects.	CC. Experimenting, predicting, and drawing conclusions
Uses newly acquired motor skills.	I. Gross-motor skills
Mobile Infant: 6-18 Months	
Begins exploration.	Z. Movement AA. Pretend play
Recognizes that objects exist even when not in sight.	C. Reflection GG. Geography
Older Infant: 16-36 Months	
Engages in pretend play.	AA. Pretend play
Uses familiar objects in new and different ways.	AA. Pretend play

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

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

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
Domain 3: Creative Expression CONT	
Older Infant: 16-36 Months	
Shows excitement when exposed to music.	D. Emotions Y. Music
Recalls lyrics and melodies.	Y. Music
Demonstrates increased hand and body coordination.	I. Gross-motor skills Z. Movement

Foundation: Dramatic play	
Infants and toddlers learn to imitate others, recreate experiences, and interact with dolls and other pretend props.	
Young Infant: 0-8 Months	
Uses facial expressions and gestures to express feelings and needs.	D. Emotions
Imitates facial expressions and gestures of others.	D. Emotions AA. Pretend play
Mobile Infant: 6-18 Months	
Understands the meaning of objects during play.	AA. Pretend play
Plays games with adults to explore concepts.	E. Building relationships with adults
Relates to dolls and stuffed animals in realistic ways.	AA. Pretend play
Older Infant: 16-36 Months	
Engages in play that represents real life experiences.	AA. Pretend play
Brings other children into play.	F. Building relationships with other children AA. Pretend play
Plans dramatic activities.	A. Initiative and planning AA. Pretend play
Relies increasingly on the use of communication as an important component of play activities.	L. Speaking

West Virginia Early Learning Standards	COR Advantage Items
Domain 4:* Motor *Development	
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 fisted 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.	I. Gross-motor skills
Jumps.	I. Gross-motor skills
Climbs.	I. Gross-motor skills
Stands on one foot.	I. Gross-motor skills
Attempts to ride a tricycle.	I. Gross-motor skills

West Virginia Early Learning Standards	COR Advantage Items
Domain 5: Language and Literacy	
Foundation: Listening and Understanding	
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.	
Young Infant: 0-8 Months	
Shows interest in listening to sounds and verbal communication of others.	M. Listening and comprehension N. Phonological awareness
Responds to nonverbal communication of others.	Does not align
Begins to understand gestures, words, questions, or routines.	M. Listening and comprehension
Mobile Infant: 6-18 Months	
Shows interest in listening to sounds and verbal communication of others.	M. Listening and comprehension N. Phonological awareness
Begins to understand gestures, words, questions, or routines.	M. Listening and comprehension
Older Infant: 16-36 Months	
Shows interest in listening to sounds and verbal communication of others.	M. Listening and comprehension N. Phonological awareness
Responds to nonverbal communication of others.	Does not align
Begins to understand gestures, words, questions, or routines.	M. Listening and comprehension

Foundation: Communicating and Speaking	
Infants and toddlers begin to express their wants, needs, and feelings in many ways including speech, gestures, sign language, and using communication devices.	
Young Infant: 0-8 Months	
Uses sounds, gestures, and actions to express wants and needs.	K. Personal care and healthy behavior
Imitates or recognizes sounds, gestures, or words.	L. Speaking
Takes turns speaking and listening in simple conversations.	L. Speaking M. Listening and comprehension

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	
Older Infant: 16-36 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 6: Cognitive Development	
Foundation: Learning Schemes	
Infants and toddlers develop a system to categorize objects and actions of the adults and children in their world.	
Young Infant: 0-8 Months	
Begins to discover characteristics of items and categorize them (simple schemes).	BB. Observing and classifying
Develops understanding of actions of people (social schemes).	E. Building relationships with adults F. Building relationships with other children
Mobile Infant: 6-18 Months	
Puts together and modifies learned theories (combining schemes).	CC. Experimenting, predicting, and drawing conclusions
Increases understanding of correlation between people and actions (social schemes).	E. Building relationships with adults F. Building relationships with other children
Older Infant: 16-36 Months	
Demonstrates greater awareness of use of objects (social schemes).	K. Personal care and healthy behavior AA. Pretend play

Foundation: Cause and Effect	
Infants and toddlers discover how one action will produce a desired result.	
Young Infant: 0-8 Months	
Begins to explore.	CC. Experimenting, predicting, and drawing conclusions
Begins to repeat actions.	CC. Experimenting, predicting, and drawing conclusions
Mobile Infant: 6-18 Months	
Continues exploration and repeating actions.	CC. Experimenting, predicting, and drawing conclusions
Older Infant: 16-36 Months	
Begins to have understanding of cause and effect.	CC. Experimenting, predicting, and drawing conclusions

West Virginia Early Learning Standards	COR Advantage Items
Domain 6: Cognitive Development CONT	
Foundation: Use of Tools	
Infants and toddlers discover how to use self, others, or objects as a means to achieve what they want.	
Young Infant: 0-8 Months	
Uses body as a tool.	K. Personal care and healthy behavior M. Listening and comprehension BB. Observing and classifying
Uses adults as a tool.	E. Building relationships with adults
Uses objects as a tool.	EE. Tools and technology
Mobile Infant: 6-18 Months	
Uses body as a tool.	I. Gross-motor skills
Uses adults as a tool.	E. Building relationships with adults
Uses objects as a tool.	EE. Tools and technology
Older Infant: 16-36 Months	
Uses body as a tool.	I. Gross-motor skills L. Speaking Z. Movement
Uses adults as a tool.	B. Problem solving with materials E. Building relationships with adults
Uses objects as a tool.	B. Problem solving with materials EE. Tools and technology

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.	
Young Infant: 0-8 Months	
Identifies and tracks objects.	E. Building relationships with adults M. Listening and comprehension T. Geometry: Shapes and spatial awareness
Mobile Infant: 6-18 Months	
Holds objects in memory.	C. Reflection
Older Infant: 16-36 Months	
Holds object in memory and persists in search.	C. Reflection

West Virginia Early Learning Standards	COR Advantage Items
Domain 6: Cognitive Development CONT	
Foundation: Understanding Space	
Infants and toddlers develop an understanding of distance, gain abilities in movement, and experience perception of space through exploration.	
Young Infant: 0-8 Months	
Discovers distance.	U. Measurement
Discovers movement.	I. Gross-motor skills
Mobile Infant: 6-18 Months	
Discovers distance.	Does not align*
Discovers movement.	I. Gross-motor skills
Discovers perspective.	Does not align
Older Infant: 16-36 Months	
Discovers distance.	I. Gross-motor skills
Discovers movement.	I. Gross-motor skills
Discovers perspective.	T. Geometry: Shapes and spatial awareness
Foundation: Imitation	
Infants and toddlers, through observation, learn to repeat their own actions and those of the people around them.	
Young Infant: 0-8 Months	
Imitates self.	Does not align
Imitates others.	AA. Pretend play
Mobile Infant: 6-18 Months	
Imitates others.	AA. Pretend play
Older Infant: 16-36 Months	
Imitates sequences of behavior.	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
Social and Emotional Development	
1. Domain Area: Self-Concept	
Development of self-concept	
1. Describe self by using several basic characteristics.	FF. Knowledge of self and others
3. Develops growing capacity for independence in a range of activities, routines, and tasks.	A. Initiative and planning
Development of self-expression and self-awareness	
4. Demonstrates progress in expressing needs, wants and feelings appropriately.	D. Emotions K. Personal care and healthy behavior
5. Acts out roles by imitating typical actions associated with the roles.	AA. Pretend play FF. Knowledge of self and others
2. Domain Area: Social Relationships	
Development and demonstration of pro-social behaviors	
1. Develops positive relationships with children and adults.	E. Building relationships with adults F. Building relationships with other children
2. Shows empathy and caring for others.	D. Emotions
3. Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.	G. Community
4. Shows progress in developing and sustaining friendship with peers.	F. Building relationships with other children
5. Manages transitions and begins to adapt to change in routines.	G. Community
Cooperation	
6. Uses appropriate communication skills to initiate or join classroom activities.	L. Speaking M. Listening and comprehension
7. Engages in cooperative group play.	F. Building relationships with other children
9. Uses and accepts negotiation, compromise, and discussion to resolve conflicts.	H. Conflict resolution
10. Accepts guidance and directions from a variety of familiar adults.	E. Building relationships with adults

West Virginia Standards	COR Advantage Items
Social and Emotional Development CONT	
3. Domain Area: Knowledge of Family and Community	
Progression of understanding of their role in the family and community	
1. Understands and describes the interactive roles and relationships among family members.	FF. Knowledge of self and others
2. Identifies and describes roles and relationships of community members.	FF. Knowledge of self and others
3. Understands similarities and respects differences among people, such as genders, race, special needs, cultures, language, and family structures.	FF. Knowledge of self and others
4. Identifies themselves as a member of groups within a community.	FF. Knowledge of self and others
5. Identifies and describes locations and places in their environment.	GG. Geography

4. Domain Area: Dispositions to Learning	
Intrinsic Motivation for Learning	
2. Develops increased ability to make independent choices.	A. Initiative and planning
3. Approaches tasks and activities with flexibility, imagination, and inventiveness.	B. Problem solving with materials
4. Persists in and completes tasks, activities, projects, and experiences.	A. Initiative and planning
5. Demonstrates increasing ability to set goals and develop and follow through on plans.	A. Initiative and planning
6. Maintains increasing concentration over a reasonable amount of time despite distractions and interruptions.	A. Initiative and planning B. Problem solving with materials

West Virginia Standards	COR Advantage Items
Language and Literacy	
1. Domain Area: Listening and Speaking	
Utilization of receptive and expressive language for a variety of purposes	
1. Demonstrates an increasing ability to attend to and understand communication.	M. Listening and comprehension
2. Communicates needs and wants through a variety of verbal and symbolic forms.	L. Speaking
3. Understands and uses increasingly complex and varied vocabulary/sentences in listening and speaking.	L. Speaking
Comprehension and collaboration	
4. Comprehends and expands on oral language.	M. Listening and comprehension
5. Participates in conversations with peers and adults about topics of interest.	L. Speaking M. Listening and comprehension
6. Listens to others and takes turns speaking.	L. Speaking
7. Asks questions to get information, seeks help, or clarifies something that is not understood.	M. Listening and comprehension

2. Domain Area: Foundational Skills for Reading	
Print Concepts	
1. Holds book upright and identifies the front and back of a book.	Q. Book enjoyment and knowledge
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.	Q. Book enjoyment and knowledge
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.	P. Reading Q. Book enjoyment and knowledge
4. Develops an awareness of environmental print such as signs, letters, newspapers, lists, messages, and menus.	P. Reading
5. Knows that letters of the alphabet are a special category of visual graphics that can be individually named.	O. Alphabet knowledge

West Virginia Standards	COR Advantage Items
Language and Literacy CONT	
6. Recognizes and names letters such as those in his/her name, names of family and friends, and those seen in environmental print.	O. Alphabet knowledge P. Reading
7. Recognizes words as units of print that are separated by spaces.	P. Reading R. Writing
Phonological Awareness	
8. Listens to and identifies sounds that are in the environment.	N. Phonological awareness
10. Progresses in recognizing matching sounds and rhymes in familiar words, games, songs, stories, and poems.	N. Phonological awareness
11. Shows growing awareness of beginning and ending sounds of words.	N. Phonological awareness
Word Recognition	
12. Recognizes a word as a unit of print.	P. Reading
13. Recognize words such as his/her name, names of family and friends, and familiar environmental print.	P. Reading

3. Domain Area: Literature	
Key Ideas and Details	
2. Looks through books independently and asks to have books read to them.	Q. Book enjoyment and knowledge
3. Recognizes story elements such as characters, sequence of events, and theme of a story.	M. Listening and comprehension Q. Book enjoyment and knowledge
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.	M. Listening and comprehension Q. Book enjoyment and knowledge AA. Pretend play
Integration of Knowledge and Ideas	
5. Engages in questioning, reflecting, and relating a story to personal experiences including use of new vocabulary.	M. Listening and comprehension

West Virginia Standards	COR Advantage Items
Language and Literacy CONT	
4. Domain Area: Writing	
Text Type and Purposes	
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.	R. Writing
2. Uses a combination of drawing, dictating, and writing to communicate ideas, thoughts, and feelings.	R. Writing X. Art
3. Demonstrates an understanding that writing relays a message that can be read.	P. Reading R. Writing
4. Begins to use functional print in play.	R. Writing X. Art
5. Uses a variety of writing tools and materials, such as pencils, crayons and computers.	R. Writing X. Art
6. Begins to recognize that writing patterns progress from top to bottom, left to right, and words are separated by spaces.	R. Writing

West Virginia Standards	COR Advantage Items
Mathematics	
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
Mathematics CONT	
Representing and Interpreting Data	
4. Classify objects according to common characteristics, such as color, size, or shape.	BB. Observing and classifying
5. Begins to incorporate estimating and measuring activities into play.	U. Measurement
6. Begins to recognize and interpret information presented in tables, graphs and symbols.	W. Data analysis

4. Domain Area: Geometry	
Shapes, their attributes, and spatial reasoning	
1. Recognizes, duplicates, and creates simple patterns using a variety of materials.	V. Patterns
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.	T. Geometry: Shapes and spatial awareness
3. Recognizes, describes, compares, and names common shapes.	T. Geometry: Shapes and spatial awareness
4. Determines whether or not two shapes are the same size and shape.	T. Geometry: Shapes and spatial awareness

West Virginia Standards	COR Advantage Items
Science	
1. Domain Area: Science as Inquiry	
Foundational Knowledge of Scientific Inquiry	
2. Observes and discusses similarities and differences among objects and materials, including cause and effect.	BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions
3. Investigates and problem solves through active exploration of the environment.	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions
4. Progresses in ability to describe and discuss predictions, explanations, and generalizations.	CC. Experimenting, predicting, and drawing conclusions
Utilization of Inquiry	
5. Uses senses and a variety of tools to gather information, investigate materials, and observe processes and relationships.	BB. Observing and classifying
6. Collects, describes, and records information through a variety of means to lead to new understanding of the world around them.	W. Data analysis

2. Domain Area: Scientific Knowledge	
Understanding the living and physical world	
1. Observes and describes the immediate and familiar world, such as the natural world, materials, living things, and natural processes.	DD. Natural and physical world
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.	CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world
3. Demonstrates expanding knowledge of and respect for the environment.	DD. Natural and physical world

West Virginia Standards	COR Advantage Items
The Arts	
1. Domain Area: Music and Movement	
Self Expression	
1. Participates in music activities, including listening, singing and finger plays.	Y. Music
2. Creates music through a variety of techniques.	Y. Music
Foundations of Music and Movement	
3. Demonstrates an understanding of movement as it relates to music.	Z. Movement
4. Uses a variety of instruments including non-traditional and natural objects.	Y. Music
5. Responds to and identifies particular musical elements such as rhythm and style.	Y. Music Z. Movement

2. Domain Area: Visual Art	
Self Expression	
1. Progresses in ability to express emotion and communicates ideas through creative artwork.	X. Art
2. Demonstrates growing ability to plan, work independently, and demonstrate care and persistence in a variety of art project.	X. Art
3. Develops growing ability to create artwork that reflects an idea, theme, or story.	X. Art
Foundations of Visual Arts	
4. Explores color and texture using different mediums, including clay, natural materials, wood, paper, crayons, chalk, paint, glue, paste, etc.	X. Art
5. Begins to demonstrate increased detail in a variety of artwork, including drawings, paintings, models, and other multi-dimensional artwork.	X. Art

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

West Virginia Standards	COR Advantage Items
Physical Health and Development	
1. Domain Area: Fine Motor	
Fine Motor Development	
1. Demonstrates increased ability, strength, dexterity, and control to manipulate and use tools such as scissors, staplers, hammers, and fastening tools.	J. Fine-motor skills
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.	J. Fine-motor skills
3. Progress in ability to use writing, drawing and art tools, including pencils, markers, chalk, paint brushes, and various types of technology.	J. Fine-motor skills
4. Begins to demonstrate self help skills such as buttoning and zipping.	J. Fine-motor skills K. Personal care and healthy behavior

2. Domain Area: Gross Motor	
Gross Motor Development	
1. Demonstrates increased control and proficiency in walking, running, jumping, hopping, skipping, marching, and galloping.	I. Gross-motor skills
2. Demonstrates increased abilities to coordinate movements in throwing, catching, kicking, bouncing balls, and ascending and descending stairs.	I. Gross-motor skills
3. Moves with emergent balance on lines, balance beams, curbs, riding equipment, and play structures.	I. Gross-motor skills

West Virginia Standards	COR Advantage Items
Physical Health and Development CONT	
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