



# COR Advantage 1.5

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- B. Problem solving with materials
- C. Reflection

## SOCIAL AND EMOTIONAL DEVELOPMENT

- D. Emotions
- E. Building relationships with adults
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- II. Listening to and understanding English
- JJ. Speaking English



## COR Advantage Contact Information

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Please indicate your request is about COR Advantage.

# COR Advantage 1.5

## APPROACHES TO LEARNING

### A. Initiative and planning

0. Child turns toward or away from an object or person.
1. Child moves with persistence until reaching a desired object or person.
2. Child indicates an intention with one or two words.
3. Child expresses a plan with a simple sentence and follows through.
4. Child makes and follows through on two or more unrelated plans.
5. Child stays with his or her plan for a substantial part (at least 20 minutes) of work time (choice time, free play time).
6. Child plans and follows through on a project that takes more than two days to complete.
7. Child uses outside resources to gather information needed to complete his or her plan.

### B. Problem solving with materials

0. Child moves his or her eyes, head, or hand toward a desired object or person.
1. Child repeats an action, even when it isn't working, to solve a problem.
2. Child asks for help in solving a problem with materials.
3. Child verbally identifies a problem with materials.
4. Child persists with one idea or tries several ideas until he or she is successful at solving a simple problem with materials.
5. Child helps another child solve a problem with materials.
6. Child anticipates potential problems with materials in play and identifies possible solutions.
7. Child coordinates multiple resources (materials and/or people) to solve a complex problem with materials.

### C. Reflection

0. Child returns his or her attention to an object or event of interest.
1. Child indicates he or she wants something to happen again.
2. Child returns to where something he or she wants or has played with is located.
3. Child says one thing he or she did soon after the event.
4. Child recalls three or more things that he or she did and/or the details of something that happened.
5. Child recalls, without prompting, the sequence of three or more things he or she did or that happened.
6. Child says the reason why an experience happened to him or her as it did and what he or she would do the same or differently next time.
7. Child recalls another person's experience and uses what he or she observed in a similar situation.

## SOCIAL AND EMOTIONAL DEVELOPMENT

### D. Emotions

0. Child expresses an emotion with his or her face and/or body.
1. Child initiates physical contact with another person to express an emotion.
2. Child names emotions.
3. Child explains the reason behind an emotion.
4. Child tries at first to control how he or she expresses emotions but then resorts to physical expression.
5. Child controls the expression of his or her feelings.
6. Child uses a wider range of words to describe his or her own emotions.
7. Child describes and gives a reason why people feel differently about the same situation.

### E. Building relationships with adults

0. Child looks at, smiles at, vocalizes to, or makes faces at a primary caregiver.
1. Child uses a familiar adult as a secure base from which to explore, returning periodically.
2. Child seeks out a familiar adult to communicate a simple need or desire, using at least one word.
3. Child asks an adult to play with him or her or share in an activity.
4. Child engages in a conversation with an adult and takes two or more turns.
5. Child involves an adult in an activity for an extended period of time by assigning a task or role to the adult, working with the adult toward a goal the child has in mind, or leading the adult in a complex pretend-play scenario.
6. Child asks an adult a question about the adult's knowledge or experience to learn more than what is covered in a group or classroom discussion.
7. Child follows up a conversation with an adult to learn or share more information.

### F. Building relationships with other children

0. Child watches another child.
1. Child spontaneously brings an object or shows affection to another child.
2. Child plays and works alongside other children.
3. Child makes a comment directly to another child.
4. Child shows a preference for one or more friends.
5. Child plays collaboratively with two or more other children by contributing ideas and/or incorporating ideas from the other children into their play.
6. Child engages in sustained personal and reciprocal conversation with a friend.
7. Child follows up on (asks about) something personal a friend has previously shared with him or her.

## G. Community

0. Child alerts to what is going on around him or her.
1. Child participates in a part of the daily routine when led or assisted by an adult.
2. Child attempts, on his or her own, a simple task that is related to part of the daily routine.
3. Child transitions between parts of the daily routine.
4. Child reminds others of classroom routines and social expectations.
5. Child performs an action on his or her own that is helpful to the classroom community and is done apart from classroom rules, jobs, or routine expectations.
6. Child distinguishes the actions of others as being purposeful or accidental.
7. Child acknowledges, on his or her own, how his or her behavior affects others and, as needed, acts to correct it.

## H. Conflict resolution

0. Child continues with his or her action in a conflict situation.
1. Child reacts to a conflict by withdrawing, crying, hitting, kicking, or biting.
2. Child attempts to deal with a conflict in a simple way.
3. Child requests adult help in resolving a conflict with another child.
4. Child engages in conflict resolution (with adult support) by offering a solution and agreeing on a solution.
5. Child negotiates a solution to a conflict with another child on his or her own (without adult help).
6. Child anticipates whether a solution to a conflict will or will not work and explains why.
7. Child helps to mediate conflicts between other children.

# PHYSICAL DEVELOPMENT AND HEALTH

## I. Gross-motor skills

0. Child moves the whole body.
1. Child walks.
2. Child goes up or down a ladder, runs while navigating around people and objects, or marches.
3. Child walks up or down stairs with alternating feet, jumps with both feet off the ground, or gallops.
4. Child strikes a large moving object with his or her hand or foot.
5. Child skips for eight or more repetitions (skips in a row).
6. Child strikes a small moving ball with a paddle, racket, or bat.
7. Child combines a series of movements in a smooth, sequenced action.

## J. Fine-motor skills

0. Child opens and closes his or her hand.
1. Child uses his or her small muscles to handle or pick up objects.
2. Child fits materials together or pulls them apart.
3. Child uses his or her small muscles with moderate control.
4. Child manipulates small objects with dexterity and precision.
5. Child uses a tripod grasp (thumb and two fingers) to write or draw a letter, numeral, or closed shape.
6. Child performs precise actions involving opposing hand movements.
7. Child uses finger dexterity and strength to complete a multistep task.

## K. Personal care and healthy behavior

0. Child expresses basic physical needs.
1. Child feeds him- or herself finger foods.
2. Child names basic body parts.
3. Child performs a personal care task with assistance.
4. Child performs a personal care task independently.
5. Child makes a healthy choice and explains why it is good for him or her.
6. Child explains the reason behind a safety rule.
7. Child explains how and why people have to take care of their bodies.

# LANGUAGE, LITERACY, AND COMMUNICATION

## L. Speaking

0. Child makes verbal sounds such as cooing and babbling.
1. Child says (or signs) a single word to refer to a person, animal, object, or action.
2. Child says a two- or three-word phrase to refer to a person, animal, object, or action.
3. Child talks about real people or objects that are not present.
4. Child uses the pronouns *he*, *she*, *him*, *her*, *his*, and *hers* correctly.
5. Child uses a clause that starts with *when*, *if*, or *since* in a complex sentence.
6. Child uses "what if" or "suppose" talk to spark a conversation about possibilities.
7. Child participates in a collaborative discussion with another child about specific school-related content.

## M. Listening and comprehension

0. Child responds to a voice by turning his or her head, establishing eye contact, or smiling.
1. Child responds nonverbally to simple statements or requests.
2. Child responds verbally to simple statements or questions.
3. Child adds to a conversation by connecting the topic to his or her own experience.
4. Child retells (remembers) three or more details in a story or book.
5. Child predicts what will happen next in an unfamiliar story or book and gives a reason based on what happened earlier in the book or on his or her own experience.
6. Child shows an understanding of content information (the topic) by asking and/or answering clarifying questions about key points presented orally or in text.
7. Child compares and contrasts relationships among characters, events, and themes in a book or story.

## N. Phonological awareness

0. Child responds (turns, looks, kicks, startles, or quiets) to a sound in the environment.
1. Child makes the sound of an animal, a vehicle, or another familiar object.
2. Child repeats or joins in saying parts of simple rhymes.
3. Child spontaneously says real or made-up rhyming words.
4. Child points out that two words do not rhyme.
5. Child points out that two words (real or made up) start with the same sound.
6. Child identifies the beginning and ending phonemes in a word.
7. Child segments or blends a word composed of three or more phonemes.

## O. Alphabetic knowledge

0. Child attends to visual images.
1. Child plays with three-dimensional materials that have the characteristics of letters.
2. Child says or sings a letter.
3. Child identifies a letter.
4. Child identifies 10 or more letters.
5. Child uses invented spelling to sound out new words without adult prompting.
6. Child identifies all letters.
7. Child identifies at least two consonant blends and two vowel sounds.

## P. Reading

0. Child gazes at a picture in a book.
1. Child points to familiar objects in pictures and photos.
2. Child "reads" a picture by labeling what he or she sees.
3. Child identifies what a common symbol represents.
4. Child reads two or more words.
5. Child reads three or more words in print (other than the names of self, family members, and/or friends).
6. Child reads distinct words while following a line of text, reading new words by using letter sounds (alphabetic principle), picture clues (visual context), patterns of language (syntax), and/or vocabulary (semantics).
7. The child decodes (reads) a two-syllable word by breaking the word into syllables.

## Q. Book enjoyment and knowledge

0. Child touches, grasps, or mouths a book.
1. Child turns pages of a book.
2. Child looks at a book front to back and turns the pages one at a time.
3. Child uses a phrase or sentence to talk about a person, animal, object, or event pictured in a book.
4. Child selects or requests a particular book.
5. Child explains why he or she likes a particular book or series of books.
6. Child retells in sequence four or more events in a story or book.
7. Child summarizes a book based on the story elements of character, setting, and events (plot).

## R. Writing

0. Child grasps objects.
1. Child makes marks on a writing surface.
2. Child scribbles.
3. Child writes discrete letterlike forms.
4. Child writes five or more recognizable letters or numerals.
5. Child combines letters to form words (other than his or her name) for a purpose.
6. Child writes a sentence, separating the words with spaces.
7. Child uses writing conventions (in English) by writing several sentences from left to right in horizontal lines.

## MATHEMATICS

### S. Number and counting

0. Child looks at, touches, or handles a single object.
1. Child uses a word, sign, or phrase to ask for "more."
2. Child uses a number word or rote counts.
3. Child consistently counts (with one-to-one correspondence) up to 10 objects.
4. Child identifies four or more single-digit numerals.
5. Child counts (with one-to-one correspondence) more than 10 objects and says the last number counted tells how many.
6. Child says how many more or fewer are in one set than in another set.
7. Child composes and/or decomposes a number in two or more ways.

### T. Geometry: Shapes and spatial awareness

0. Child tracks a moving object.
1. Child fits an object into an opening that is the correct size.
2. Child moves him- or herself or objects in response to a simple position or direction word.
3. Child recognizes and names two-dimensional shapes (circle, triangle, square, rectangle).
4. Child transforms (composes or decomposes) shapes and identifies the resulting shape(s).
5. Child describes what makes a shape a shape (identifies shape attributes).
6. Child names a three-dimensional shape (cube, cylinder, pyramid).
7. Child describes three-dimensional shapes to compare their similarities and differences.

### U. Measurement

0. Child explores (looks at, touches, handles) one or more objects with measurable attributes (size, weight).
1. Child fills a container.
2. Child nests or stacks four or more objects by size.
3. Child uses a measurement term.
4. Child directly compares or orders things based on measurable attributes using the word *same* and words with *er* and *est* endings.
5. Child uses standard measuring procedures.
6. Child measures something using two different units and explains why the outcome is different.
7. Child, on his or her own, correctly measures using a standard measuring unit and says what the unit measures.

### V. Patterns

0. Child looks at or handles one object and then another.
1. Child gathers three or more objects.
2. Child lines up three or more objects one after another.
3. Child recognizes, copies, or extends an existing simple pattern (such as ABABAB or AABBAABBAABB).
4. Child creates a unique (not copied) simple pattern with at least three repeats.
5. Child creates his or her own (not copied) complex pattern (such as AABAABAAB or ABCABCABC) with at least three repeats.
6. Child translates a pattern into sounds, symbols, movements, and physical objects on his or her own.
7. Child explains how increasing and decreasing patterns work.

## W. Data analysis

0. Child shows interest in (looks at, touches, handles) one object from a collection of objects.
1. Child collects objects.
2. Child groups things into two or more collections.
3. Child represents information (data) in *concrete* ways.
4. Child represents information (data) in *abstract* ways.
5. Child interprets information (data) *from a representation*.
6. Child applies information (data) *from a representation*.
7. Child poses a question of interest and collects and interprets information (data) to figure out the answer.

## CREATIVE ARTS

### X. Art

0. Child explores materials with different textures and colors.
1. Child explores art materials.
2. Child uses art materials to build, make discrete marks, or to mold or flatten.
3. Child uses art materials, notices an unintended result, and says what it looks like.
4. Child makes simple representations with a few details.
5. Child makes a complex representation with many details.
6. Child notices how artistic features (such as color, line, and texture) connect to feelings and ideas.
7. Child explains how he or she uses an element of art to create artistic effects or express feelings and ideas.

### Y. Music

0. Child calms or alerts to sounds, tones, or music.
1. Child responds to other people singing by joining in with vocalizations or corresponding motions.
2. Child requests a song using a word or gesture.
3. Child modifies his or her voice when singing parts of a song.
4. Child explores the sound of a simple rhythm instrument in three or more ways.
5. Child sings all of the words in a familiar song.
6. Child sings all or most of the chorus and nonrepetitive verses to a complex song.
7. Child recognizes the sounds and uses the names of musical instruments.

### Z. Movement

0. Child turns head, waves arms, or kicks legs while lying on his or her back.
1. Child stands and bounces in response to music.
2. Child moves actively to music.
3. Child names and does a movement.
4. Child maintains a steady beat for at least eight beats.
5. Child describes how his or her movement is connected to a feature of music.
6. Child creates his or her own dance or series of movements (including at least four distinct movements) and repeats the sequence.
7. Child learns the steps to a simple dance and performs them to a steady beat.

## AA. Pretend play

0. Child watches and listens to another person.
1. Child imitates an action of an animal, an object, or a person.
2. Child uses one object to stand for another object.
3. Child pretends by using words and actions to take on the role of a character or animate a figure.
4. Child engages in repetitive pretend-play scenarios.
5. Child plays with two or more children, stepping out of the pretend play to give directions to another person.
6. Child creates a specific prop or costume having five or more details to support and extend pretend play.
7. Child performs in a group dramatization of a familiar story, myth, or fable, adding his or her own ideas.

## SCIENCE AND TECHNOLOGY

### BB. Observing and classifying

0. Child explores objects using different senses.
1. Child uses a sound or hand sign to name an object.
2. Child uses the same word to name more than one object.
3. Child sorts or matches things and may identify things as being the same or different.
4. Child sorts things based on one characteristic (attribute) and describes the reason.
5. Child sorts based on two characteristics and gives the reason.
6. Child intently or repeatedly observes something and describes his or her discoveries in detail.
7. Child divides a category into sets, divides the sets into subsets, and describes the characteristics of each subset and how it relates to the original category and to the other subsets.

### CC. Experimenting, predicting, and drawing conclusions

0. Child does a spontaneous action.
1. Child performs an action on an object.
2. Child uses trial and error to investigate a material itself and/or an idea.
3. Child describes a change in an object or situation.
4. Child makes a verbal prediction at random.
5. Child gives a reason for the result of his or her experiment.
6. Child applies a conclusion he or she made from a previous experience to a new situation.
7. Child poses a question and systematically tests out possible answers.

## DD. Natural and physical world

0. Child responds to a sensory experience in the natural world.
1. Child picks up, examines, or uses a natural object or material.
2. Child names an object or event in the natural and physical world.
3. Child initiates or talks about performing an action helpful to plants or animals.
4. Child talks about where different types of wildlife live or are found (habitats).
5. Child identifies a change in a material or the environment and a possible cause.
6. Child explains how or why people's behavior can be harmful to the environment and offers an idea to help.
7. Child identifies and describes a cycle or system.

## EE. Tools and technology

0. Child responds to (mouths, reaches for, turns toward, touches) an object.
1. Child explores a tool in his or her play.
2. Child explores technology devices.
3. Child uses tools to support his or her play.
4. Child explains in a simple way how a tool works.
5. Child explains in a simple way how to make a piece of technology work.
6. Child explains how tools and technology assist in the tasks of daily living.
7. Child uses technology to look up information he or she is interested in.

## SOCIAL STUDIES

### FF. Knowledge of self and others

0. Child puts own fingers, thumb, or foot in own mouth.
1. Child indicates or says an object is *mine*.
2. Child spontaneously identifies him- or herself in a mirror or photo.
3. Child plays or talks about family or community roles.
4. Child identifies similarities or differences in people's personal characteristics.
5. Child compares his or her own and others' family characteristics.
6. Child voices a sense of belonging to a community.
7. Child takes personal responsibility for making sure others are treated fairly and with respect.

### GG. Geography

0. Child gazes at an object in a fixed location.
1. Child moves one object to gain access to another object.
2. Child shows where objects belong or where events happen in the immediate environment.
3. Child uses symbols to help retrieve or put away materials or to identify the actual location of interest areas.
4. Child reads a simple familiar map, such as a map of the classroom.
5. Child knows how to navigate around a familiar building.
6. Child describes the location of familiar landmarks.
7. Child interprets a map of an unfamiliar location.

## HH. History

0. Child engages in a voluntary action.
1. Child indicates the end of an event.
2. Child anticipates the next event in a familiar sequence.
3. Child uses words such as *yesterday* or *tomorrow* to refer generally to things in the past or future.
4. Child uses words such as *yesterday* and *tomorrow* correctly.
5. Child shares a story about him- or herself or family that happened farther back than in the immediate past.
6. Child interprets photos or illustrations as representing past or future time periods.
7. Child creates (draws and/or writes) a timeline to show personal events in a sequential manner.

## ENGLISH LANGUAGE LEARNING (ELL) (if appropriate)

### II. Listening to and understanding English

0. Not applicable
1. Not applicable
2. Child continues with his or her actions when spoken to in English.
3. Child observes (watches and listens) as others converse in English.
4. Child uses cues in the environment to follow routines and directions.
5. Child responds to simple English words and phrases alone, without needing visual cues.
6. Child responds to a complex phrase in English.
7. Child follows a conversation in English between two or more other people.

### JJ. Speaking English

0. Not applicable
1. Not applicable
2. Child, if he or she speaks, uses a language other than English.
3. Child imitates and/or repeats sounds, words, and phrases in English; speech may not always be clear.
4. Child names a familiar object or action in English on his or her own and/or uses a common English phrase.
5. Child says, in English, a short phrase that includes a verb; may combine English words with the home language in the same phrase.
6. Child speaks English in sentences that include nonstandard phrases; may make grammatical errors that stem from the home language or are typical of young children.
7. Child speaks English in complete sentences, using proper word order and construction.