

initiates

pretends

plans



COR
Advantage

sings

predicts

observes

speaks

builds

empathizes

problem-solves



ALIGNMENT OF COR ADVANTAGE WITH

*Maryland Healthy Beginnings: Supporting Development and Learning from Birth through Eight Years of Age
Every Baby, Every Child (2015)*

Maryland Healthy Beginnings Birth Through Three Years of Age

COR Advantage Items

BIRTH TO FOUR MONTHS	
<i>Personal and Social Development</i>	
A. Feelings about Self and Others	
1. Express comfort and discomfort, enjoyment and unhappiness in her environment	D. Emotions
2. Calm herself	<i>Does not align</i>
3. Show interest in familiar adults	E. Building relationships with adults
4. Show awareness of other children	F. Building relationships with other children
5. Demonstrate attachment to individuals	E. Building relationships with adults
<i>Language Development</i>	
A. Understanding and Communicating	
1. Listen and express herself	D. Emotions M. Listening and comprehension
B. Early Literacy: Pre-Reading and Pre-Writing	
2. Recognize and react to the sounds of language	L. Speaking M. Listening and comprehension
3. Begin to build a receptive vocabulary	M. Listening and comprehension
<i>Cognitive Development</i>	
A. Discovering and Learning	
1. Begin to understand that she can make things happen	C. Reflection BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions

Maryland Healthy Beginnings Birth Through Three Years of Age

COR Advantage Items

BIRTH TO FOUR MONTHS, CONT	
<i>Physical Development</i>	
A. Coordinating Movements	
1. Use many repetitions to move various body parts	I. Gross-motor skills J. Fine-motor skills
FOUR TO EIGHT MONTHS	
<i>Personal and Social Development</i>	
A. Feelings about Self and Others	
1. Express comfort and discomfort, enjoyment and unhappiness	D. Emotions
2. Calm himself	<i>Does not align</i>
3. Show interest in familiar adults	E. Building relationships with adults
4. Show awareness of other children	F. Building relationships with other children
5. Demonstrate attachment to individuals	E. Building relationships with adults
<i>Language Development</i>	
A. Understanding and Communicating	
1. Respond to sounds and words heard often	M. Listening and comprehension
2. Use various sounds and movements to communicate	L. Speaking M. Listening and comprehension
B. Early Literacy: Pre-Reading and Pre-Writing	
1. Recognize and react to the sounds of language	M. Listening and comprehension N. Phonological awareness Y. Music
2. Begin to respond to some of the vocabulary associated with picture books	M. Listening and comprehension

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COR Advantage Items

FOUR TO EIGHT MONTHS, CONT	
<i>Cognitive Development</i>	
A. Discovering and Learning	
1. Show awareness of happenings in his surroundings	G. Community GG. Geography
2. Remember what has happened recently	C. Reflection
3. Cause things to happen	CC. Experimenting, predicting, and drawing conclusions
<i>Physical Development</i>	
A. Coordinating Movements	
1. Change the position of his body	I. Gross-motor skills
2. Use his hands in more coordinated movements	J. Fine-motor skills
EIGHT TO TWELVE MONTHS	
<i>Personal and Social Development</i>	
A. Feelings about Self and Others	
1. Start to show more independence	K. Personal care and healthy behavior
2. Show interest in familiar adults	E. Building relationships with adults
3. Show interest in other children	F. Building relationships with other children
4. Show interest in unfamiliar adults	<i>Does not align</i>
5. Calm herself	<i>Does not align</i>
<i>Language Development</i>	
A. Understanding and Communicating	
1. Show more interest in speech	M. Listening and comprehension
2. Start to understand and use common rules of communication	L. Speaking M. Listening and comprehension

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COR Advantage Items

EIGHT TO TWELVE MONTHS, CONT	
<i>Language Development, CONT</i>	
B. Early Literacy: Pre-Reading and Pre-Writing	
1. Recognize and react to the sounds of language	L. Speaking M. Listening and comprehension N. Phonological awareness
2. Demonstrate increasing vocabulary and comprehension by using words to express herself	L. Speaking M. Listening and comprehension N. Phonological awareness Y. Music
3. Explore writing and drawing as a way of communicating	R. Writing X. Art
Cognitive Development	
A. Discovering and Learning	
1. Show awareness of happenings in his surroundings	G. Community GG. Geography
2. Explore objects in various ways	BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions
3. Remember what has happened recently, and find hidden objects	C. Reflection GG. Geography
4. Look at the correct picture or object when it is named	P. Reading
5. Imitate gestures and use of objects	AA. Pretend play
6. Make expected things happen	CC. Experimenting, predicting, and drawing conclusions
Physical Development	
A. Coordinating Movements	
1. Coordinate eyes and hands while exploring or holding objects	J. Fine-motor skills
2. Change position and begin to move from place to place	I. Gross-motor skills

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COR Advantage Items

TWELVE TO EIGHTEEN MONTHS	
<i>Personal and Social Development</i>	
A. Feelings about Self and Others	
1. Show self-awareness and likes and dislikes; begin to develop self-worth	D. Emotions FF. Knowledge of self and others
2. Gain in self-control/regulation	D. Emotions G. Community H. Conflict resolution
3. Begin to express a variety of feelings	D. Emotions
<i>Personal and Social Development</i>	
B. Relating to Others	
1. Rely on trusted adults to feel safe trying new activities	E. Building relationships with adults
2. Show awareness of unfamiliar adults	<i>Does not align</i>
3. Interact with other children	F. Building relationships with other children
4. Begin to be aware of the feelings of other children	D. Emotions F. Building relationships with other children
<i>Language Development</i>	
A. Understanding and Communicating	
1. Understand the meaning of many words and gestures	M. Listening and comprehension
2. Start to understand and use common rules of speech	L. Speaking M. Listening and comprehension
3. Communicate using consistent sounds, words, and gestures	L. Speaking

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COR Advantage Items

TWELVE TO EIGHTEEN MONTHS, CONT	
B. Early Literacy: Pre-Reading and Pre-Writing	
1. Recognize and react to the sounds of language	M. Listening and comprehension N. Phonological awareness Y. Music
2. Demonstrate increasing vocabulary and comprehension by using words and phrases to express himself	L. Speaking
3. Explore drawing, painting and writing as a way of communicating	R. Writing X. Art
<i>Cognitive Development</i>	
A. Exploring and Discovering	
1. Use his senses to investigate the world around him, including solving problems	B. Problem solving with materials BB. Observing and classifying
2. Show an increasing ability to remember and participate in imitative play	C. Reflection AA. Pretend play FF. Knowledge of self and others HH. History
3. Use objects and toys more purposefully, exploring cause and effect relationships	CC. Experimenting, predicting, and drawing conclusions
4. Look at the correct picture or object when it is named	P. Reading
5. Begin to understand rules and routines	G. Community HH. History
<i>Physical Development</i>	
A. Coordinating Movements	
1. Move constantly, showing increasing large muscle control	I. Gross-motor skills
2. Use hands in various ways	J. Fine-motor skills

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COR Advantage Items

EIGHTEEN TO TWENTY-FOUR MONTHS	
<i>Personal and Social Development</i>	
A. Learning About Self	
1. Show more awareness of herself and her abilities	A. Initiative and planning D. Emotions FF. Knowledge of self and others
2. Know resources available in the room, and how to use some of them	A. Initiative and planning
3. Ask for help, if needed, in verbal and non-verbal ways	B. Problem solving with materials
4. Show more, but still limited self regulation	D. Emotions H. Conflict resolution
B. Relating to Others	
1. Continue to need the security of a trusted adult as she explores	E. Building relationships with adults
2. Continue to show caution around unfamiliar adults	<i>Does not align</i>
3. Show increased interest and assert independence when with other children	F. Building relationships with other children
4. At times shows awareness and concern for other children's feelings	D. Emotions F. Building relationships with other children
<i>Language Development</i>	
A. Understanding and Communicating	
1. Be able to follow simple suggestions and directions with increasing consistency	M. Listening and comprehension
2. Use an increasing number of words and put words together into phrases and simple sentences	L. Speaking
B. Early Literacy: Pre-Reading and Pre-Writing	
1. Recognize and react to the sounds of language	L. Speaking N. Phonological awareness Y. Music Z. Movement

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COR Advantage Items

EIGHTEEN TO TWENTY-FOUR MONTHS, CONT	
<i>Language Development, CONT</i>	
B. Early Literacy: Pre-Reading and Pre-Writing, CONT	
2. Start to understand and use common rules of speech	L. Speaking
3. Communicate using consistent sounds, words, and gestures	L. Speaking
4. Begin to develop imitative reading	P. Reading Q. Book enjoyment and knowledge
5. Demonstrate vocabulary and comprehension by listening with interest and displaying understanding	M. Listening and comprehension
6. Explore drawing, painting and writing as a way of communicating	R. Writing X. Art
<i>Cognition and General Knowledge</i>	
A. Mathematical Exploring and Learning	
1. Begin to sort objects according to one criterion	BB. Observing and classifying
2. Begin to explore concepts of number, size, and position	S. Number and counting T. Geometry: Shapes and spatial awareness U. Measurement
B. Scientific Exploring and Learning	
1. Seek information through observation and exploration	BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions
2. Expect certain things to happen as a result of her actions	CC. Experimenting, predicting, and drawing conclusions
3. Improve memory for details	C. Reflection
4. Explore and solve problems	B. Problem solving with materials

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COR Advantage Items

EIGHTEEN TO TWENTY-FOUR MONTHS, CONT	
<i>Cognition and General Knowledge, CONT</i>	
C. Exploring Social Learning	
1. Begin to understand rules and routines	G. Community HH. History
2. Have beginning awareness of the order of her environment	G. Community GG. Geography HH. History
Physical Development	
A. Coordinating Movements	
1. Show increased balance and coordination in play activities	I. Gross-motor skills
2. Have increased eye-hand coordination	J. Fine-motor skills
3. Be able to do more things for herself	K. Personal care and healthy behavior
TWENTY-FOUR TO THIRTY MONTHS	
<i>Personal and Social Development</i>	
A. Learning about Self	
1. Show increasing self-awareness	A. Initiative and planning B. Problem solving with materials K. Personal care and healthy behavior FF. Knowledge of self and others
2. Show increasing self-regulation	D. Emotions K. Personal care and healthy behavior
3. Use coping skills with tasks and interactions with peers and adults	D. Emotions H. Conflict resolution
4. Share his feelings through talking and pretend play	D. Emotions AA. Pretend play

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COR Advantage Items

TWENTY-FOUR TO THIRTY MONTHS, CONT	
<i>Personal and Social Development, CONT</i>	
B. Relating to Adults	
1. Continue to need adult support but show more independence	B. Problem solving with materials E. Building relationships with adults K. Personal care and healthy behavior
2. Be more interested in unfamiliar adults, but still cautious	E. Building relationships with adults
C. Relating to Other Children	
1. Play alongside other children	F. Building relationships with other children
2. Show more awareness of the feelings of another child	D. Emotions F. Building relationships with other children H. Conflict resolution
Language Development	
A. Listening and Speaking	
1. Understand questions and simple directions	M. Listening and comprehension
2. Demonstrate active listening strategies	M. Listening and comprehension
3. Enter into a conversation	E. Building relationships with adults M. Listening and comprehension
4. Use words and some common rules of speech to express his ideas and thoughts	L. Speaking M. Listening and comprehension N. Phonological awareness
B. Early Literacy: Pre-Reading and Pre-Writing	
1. Become aware of the sounds of spoken language	N. Phonological awareness Y. Music
2. Recognize that symbols have corresponding meaning	P. Reading
3. Begin to develop fluency by imitative reading	N. Phonological awareness P. Reading Q. Book enjoyment and knowledge

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COR Advantage Items

TWENTY-FOUR TO THIRTY MONTHS, CONT	
<i>Language Development, CONT</i>	
B. Early Literacy: Pre-Reading and Pre-Writing, CONT	
4. Recognize that drawings, paintings and writing are meaningful representations	P. Reading Q. Book enjoyment and knowledge R. Writing X. Art
5. Use writing tools for scribbles and drawings	R. Writing X. Art
6. Develop vocabulary, language usage and some conventions of speech	L. Speaking
7. Show comprehension by demonstrating understanding of text during and after reading	M. Listening and comprehension Q. Book enjoyment and knowledge
Cognition and General Knowledge	
A. Exploring and Learning Math Concepts	
1. Show interest in concepts, such as matching and sorting according to color, shape and size	V. Patterns W. Data analysis BB. Observing and classifying
2. Show interest in quantity and number relationships	S. Number and counting U. Measurement
B. Exploring and Learning Science Concepts	
1. Seek information through observation, exploration and investigations	BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world
2. Improve memory for details	C. Reflection
3. Explore new ways to do things	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions

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COR Advantage Items

TWENTY-FOUR TO THIRTY MONTHS, CONT	
<i>Cognition and General Knowledge, CONT</i>	
C. Exploring Social Learning	
1. Use imagination, memory and reasoning to plan and make things happen	A. Initiative and planning AA. Pretend play
2. Have beginning understanding of consequences when following routines and recreating familiar events	G. Community AA. Pretend play
Physical Development	
A. Coordinating Large and Small Muscle Groups	
1. Perform more complex movements with his arms and legs	I. Gross-motor skills
2. Use his whole body to develop spatial awareness	I. Gross-motor skills
3. Use improved eye-hand coordination to explore and manipulate objects	J. Fine-motor skills
B. Improving Self-Help Abilities	
1. Enjoy doing for himself whatever he thinks he can do	K. Personal care and healthy behavior
THIRTY MONTHS TO THREE YEARS	
<i>Personal and Social Development</i>	
A. Increasing Self-Awareness	
1. Express feelings more freely, showing independence and competence	A. Initiative and planning D. Emotions
2. Show increased self-regulation	D. Emotions H. Conflict resolution
3. Share feelings through talking and pretend play	D. Emotions AA. Pretend play
B. Relating to Adults	
1. Imitate and attempt to please familiar adults	E. Building relationships with adults AA. Pretend play
2. Demonstrate cautious curiosity about unfamiliar adults	E. Building relationships with adults

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COR Advantage Items

THIRTY MONTHS TO THREE YEARS, CONT	
<i>Personal and Social Development, CONT</i>	
C. Relating to Other Children	
1. Play cooperatively with other children	F. Building relationships with other children
2. Begin to understand the feelings of other children	D. Emotions H. Conflict resolution
<i>Language Development</i>	
A. Listening and Understanding	
1. Understand and respond to simple directions and requests	M. Listening and comprehension
2. Begin to understand some abstract concepts, such as time, order, and positional words	G. Community T. Geometry: Shapes and spatial awareness HH. History
3. Demonstrate active listening skills	M. Listening and comprehension
B. Expressing Ideas	
1. Expand her vocabulary with many more connecting and describing words	L. Speaking
C. Entering Into Conversations	
1. Have more meaningful conversations with peers and adults	E. Building relationships with adults F. Building relationships with other children M. Listening and comprehension
2. Use more conventions of speech as she speaks	L. Speaking
3. Ask “why” and other questions frequently to keep a conversation going	M. Listening and comprehension
D. Early Literacy: Pre-Reading and Pre-Writing	
1. Develop phonological awareness by becoming aware of the sounds of spoken language	N. Phonological awareness
2. Recognize that symbols have corresponding meaning	P. Reading
3. Begin to develop fluency by imitative reading	N. Phonological awareness P. Reading Q. Book enjoyment and knowledge

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COR Advantage Items

THIRTY MONTHS TO THREE YEARS, CONT	
<i>Language Development, CONT</i>	
D. Early Literacy: Pre-Reading and Pre-Writing, CONT	
4. Develop vocabulary and language usage	L. Speaking M. Listening and comprehension
5. Develop comprehension by demonstrating understanding of text during and after reading	M. Listening and comprehension Q. Book enjoyment and knowledge
6. Begin to develop writing skills	R. Writing
7. Use writing tools for scribbles and drawings	R. Writing X. Art
<i>Cognition and General Knowledge</i>	
A. Exploring and Learning Math Concepts	
1. Use mathematical thinking in daily situations	S. Number and counting T. Geometry: Shapes and spatial awareness U. Measurement V. Patterns W. Data analysis
2. Show interest in concepts such as matching and sorting according to a single criterion	BB. Observing and classifying
3. Show interest in quantity and number relationships	S. Number and counting U. Measurement
B. Exploring and Learning Science Concepts	
1. Think ahead and explore ideas	A. Initiative and planning CC. Experimenting, predicting, and drawing conclusions
2. Seek information through observation, exploration and investigations	BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world
3. Explore new ways to do things, showing more independence in problem solving	B. Problem solving with materials

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COR Advantage Items

THIRTY MONTHS TO THREE YEARS, CONT	
<i>Cognition and General Knowledge, CONT</i>	
C. Exploring Social Learning	
1. Use imagination, memory and reasoning to plan and make things happen	C. Reflection AA. Pretend play CC. Experimenting, predicting, and drawing conclusions
2. Have beginning understanding of consequences when following routines and recreating familiar events	G. Community AA. Pretend play
<i>Physical Development</i>	
A. Using Large Muscle Groups	
1. Use riding toys easily	<i>Does not align</i>
2. Move her body through space with more balance and control	I. Gross-motor skills
B. Using Small Muscle Groups	
1. Explore art materials	X. Art
2. Use smaller manipulatives and finger plays to develop small muscle strength and coordination	J. Fine-motor skills
C. Building Self-Help Skills	
1. Depend on routines to practice self-help skills and feel confident	G. Community K. Personal care and healthy behavior

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COR Advantage Items

THREE YEARS	
<i>Personal and Social Development</i>	
A. Building Self-Concept	
1. Be more confident, self directed, purposeful and inventive in play	A. Initiative and planning
2. Relate his needs, wants and feelings to others	D. Emotions L. Speaking
3. Have increased self-regulation, following classroom rules and routines with guidance	D. Emotions G. Community H. Conflict resolution
B. Relating to Adults	
1. Imitate and try to please familiar adults	E. Building relationships with adults AA. Pretend play
2. Be more comfortable around unfamiliar adults	E. Building relationships with adults
C. Relating to Other Children	
1. Begin to play cooperatively for brief periods with other children	F. Building relationships with other children
2. Be able to better understand the feelings of other children	D. Emotions
3. Participate, with help, in the group life of the class	G. Community
<i>Language and Literacy</i>	
A. Listening and Understanding	
1. Show understanding and respond to simple directions and requests	M. Listening and comprehension
2. Understand abstract concepts	C. Reflection P. Reading T. Geometry: Shapes and spatial awareness HH. History
B. Expressing Thoughts and Ideas	
1. Use more conventions of speech as he speaks	L. Speaking

Maryland Healthy Beginnings Birth Through Three Years of Age

COR Advantage Items

THREE YEARS, CONT	
<i>Language and Literacy, CONT</i>	
C. Entering Into Conversations	
1. Have more meaningful conversations with peers and adults	E. Building relationships with adults F. Building relationships with other children L. Speaking M. Listening and comprehension
2. Ask “why” and other questions to keep a conversation going	L. Speaking M. Listening and comprehension
3. Demonstrate active listening skills	M. Listening and comprehension
D. Early Literacy: Pre-Reading and Pre-Writing	
1. Develop phonological awareness by becoming aware of the sounds of spoken language	N. Phonological awareness
2. Recognize that symbols have corresponding meaning	P. Reading
3. Begin to develop fluency by engaging in imitative reading	N. Phonological awareness P. Reading Q. Book enjoyment and knowledge
4. Expand his vocabulary and language usage	L. Speaking M. Listening and comprehension
5. Develop comprehension by demonstrating understanding of text during and after reading	M. Listening and comprehension Q. Book enjoyment and knowledge
6. Begin to develop writing skills by recognizing that drawings, paintings and writing are meaningful representations	R. Writing X. Art
7. Use writing utensils for scribbles and drawings	J. Fine-motor skills R. Writing X. Art

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COR Advantage Items

THREE YEARS, CONT	
<i>Cognition and General Knowledge</i>	
A. Using Mathematical Thinking	
1. Use mathematical thinking to solve real problems	S. Number and counting T. Geometry: Shapes and spatial awareness U. Measurement V. Patterns W. Data analysis
2. Show interest in concepts such as matching and sorting according to a single criteria	BB. Observing and classifying
3. Show interest in quantity, measuring and number relationships	S. Number and counting U. Measurement
4. Show beginning interest in geometry	T. Geometry: Shapes and spatial awareness
5. Show beginning interest in numerals and counting	S. Number and counting
B. Using Scientific Thinking	
1. Use scientific thinking as well as his senses to discover the world around him, and make comparisons between objects	CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world
2. Seek information through observation, exploration and descriptive investigations with simple science tools	CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world EE. Tools and technology
3. Use more advanced problem solving skills, testing his understanding and ideas in real situations	CC. Experimenting, predicting, and drawing conclusions EE. Tools and technology

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COR Advantage Items

THREE YEARS, CONT	
<i>Cognition and General Knowledge, CONT</i>	
C. Exploring Social Learning	
1. Explore more complex situations and concepts, beginning to understand some people's jobs, and care for the environment	AA. Pretend play DD. Natural and physical world FF. Knowledge of self and others
2. Use prior knowledge and imagination to think through what he wants to play	A. Initiative and planning AA. Pretend play
3. Have beginning understanding of consequences when following routines and recreating familiar events	G. Community
4. Begin to recognize his own physical and family characteristics and those of others	FF. Knowledge of self and others
Physical Development	
A. Coordinating Large Muscle Groups	
1. Move with confidence and stability, coordinating movements to accomplish simple tasks	I. Gross-motor skills
B. Controlling Small Muscle Groups	
1. Develop finger skills through many forms of play	J. Fine-motor skills
C. Caring for Self and Others	
1. Feel more grown up as he accomplishes self-help and housekeeping tasks with reminders	K. Personal care and healthy behavior

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