



Alignment of
COR Advantage with

**Alabama Early Learning
Guidelines: Birth to 5 Years
(2009)**

Alabama Early Learning Guidelines: Birth to 5 Years

COR Advantage 1.5 Items

Self-Concept/Emotional Development	
Birth-6 Months	
2. Begin to establish emotional attachments or “bonding” relationships with parents/family and caregivers	E. Building relationships with adults
3. Express her/his needs and emotions with different cries and vocal sounds	D. Emotions K. Personal care and healthy behavior
4. Smile in response to a friendly face or voice	D. Emotions E. Building relationships with adults
6. Stop crying when parents, family members, and/or caregivers come near	E. Building relationships with adults
9. Seek attention of parent or caregiver by using body movements and/or vocal sounds	E. Building relationships with adults
6-12 Months	
1. Cry when she/he needs help	D. Emotions
2. Begin to hold her/his own bottle	K. Personal care and healthy behavior
3. Begin to try to feed herself/himself	K. Personal care and healthy behavior
4. Want to hold and try to use her/his drinking cup	K. Personal care and healthy behavior
6. Have emotional attachments to particular people	E. Building relationships with adults
7. Become familiar with different types of sounds, tones of voices, and types of music	E. Building relationships with adults Y. Music
8. Indicate her/his wants through movements and sounds	K. Personal care and healthy behavior
9. Respond to her/his own image in a mirror	FF. Knowledge of self and others
10. Explore her/his environment	BB. Observing and classifying

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COR Advantage 1.5 Items

Self-Concept/Emotional Development CONT	
12-18 Months	
1. Start to move freely	I. Gross-motor skills
2. Ask for what she/he wants through sounds and motions	K. Personal care and healthy behavior L. Speaking
3. Begin to express that diaper needs changing	K. Personal care and healthy behavior
4. Be able to sit still for a short while	I. Gross-motor skills
5. Try to achieve a sense of self-identity	FF. Knowledge of self and others
6. Become more independent	K. Personal care and healthy behavior
7. Start to show different social emotions, such as affection, jealousy, anger, and sympathy	D. Emotions
18-24 Months	
1. Start to help when washing her/his hands	K. Personal care and healthy behavior
2. Be able to eat and drink with only a little spilling	K. Personal care and healthy behavior
3. Be able to dress self in simple clothing	K. Personal care and healthy behavior
4. Choose toys to play with and help pick up toys	A. Initiative and planning
5. Let you know when she/he needs to use the toilet	K. Personal care and healthy behavior
6. Recognize when people are feeling happy, sad, angry, or scared	D. Emotions
7. Show affection for you and others that she/he knows	D. Emotions
8. Show different emotions and moods	D. Emotions
9. Become aware of her/his own feelings	D. Emotions

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COR Advantage 1.5 Items

Self-Concept/Emotional Development CONT	
2 Years	
1. Be able to eat and drink with limited spilling	K. Personal care and healthy behavior
2. Choose toys and begin to put them away when asked to do so	A. Initiative and planning
3. Be able to get own water	K. Personal care and healthy behavior
6. Sometimes be able to make choices	A. Initiative and planning
9. Enjoy playing	A. Initiative and planning
10. Enjoy social interaction	E. Building relationships with adults F. Building relationships with other children
3 Years	
4. Show affection toward children who are younger or get hurt	D. Emotions
6. Need affection, support and comfort when she/he is afraid, hurt or sad	D. Emotions
7. Want to do for herself/himself	K. Personal care and healthy behavior
4 Years	
1. Sometimes become physical/aggressive when angry	D. Emotions
4. Demand doing many things for self	K. Personal care and healthy behavior
5. Show very different emotions within a short period of time	D. Emotions
6. Show jealousy of others who seem to be taking an adult's attention away from her/him	D. Emotions
5 Years	
1. Show many different feelings	D. Emotions
2. Start to understand the feelings of others	D. Emotions
3. Often be able to express feelings in words	D. Emotions
4. Take full responsibility for using the toilet	K. Personal care and healthy behavior

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Self-Concept/Emotional Development CONT	
5 Years CONT	
5. Be caring and affectionate, especially toward injured children, younger children, and animals	D. Emotions
6. Have better self-control of emotions	D. Emotions
7. Dress self completely, learn to tie shoes, and sometimes notice when clothing is on the wrong side	K. Personal care and healthy behavior
8. Enjoy responsibility and have a strong need to feel accepted and powerful	K. Personal care and healthy behavior
9. Plan and carry out activities and projects independently	A. Initiative and planning
Social Development	
Birth-6 Months	
1. Make babbling sounds	L. Speaking
2. Look for person who is talking	M. Listening and comprehension
4. Reach out to familiar people	E. Building relationships with adults
5. Become more outgoing and social	E. Building relationships with adults F. Building relationships with other children
7. Smile in response to a friendly face or voice	D. Emotions
9. Begin to develop a sense of security and trust with parents and caregivers	E. Building relationships with adults
10. Imitate, maintain, or avoid interactions	E. Building relationships with adults F. Building relationships with other children
12. Respond to her/his name and caregiver's actions	M. Listening and comprehension
13. Respond to self in mirror	FF. Knowledge of self and others
6-12 Months	
1. Recognize and bond with primary caregivers	E. Building relationships with adults

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Social Development CONT	
6-12 Months CONT	
2. Recognize familiar people and may be shy of strangers	E. Building relationships with adults
3. Begin to respond to more than one familiar person at a time	E. Building relationships with adults F. Building relationships with other children
4. Begin to be sociable by initiating interactions with other children and adults	E. Building relationships with adults F. Building relationships with other children
5. Show affection	D. Emotions
6. Grab caregiver's hand or leg when frightened, or look at caregiver for reassurance	E. Building relationships with adults
7. Identify family members, friends, and pets	P. Reading
12-18 Months	
1. Be sociable but able to play alone for a short time	F. Building relationships with other children
2. Imitate the actions and activities of others	E. Building relationships with adults F. Building relationships with other children
3. Show affectionate responses and begin social interactions	D. Emotions E. Building relationships with adults F. Building relationships with other children
4. Enjoy listening to and making music, dancing, and singing	Y. Music Z. Movement
5. Begin to achieve a sense of self-identity	FF. Knowledge of self and others
6. Follow simple directions	M. Listening and comprehension
18-24 Months	
1. Mostly play next to, but not with, other children	F. Building relationships with other children
2. Engage in make-believe or dramatic play	AA. Pretend play
3. Learn to seek help from caregivers, if needed	B. Problem solving with materials E. Building relationships with adults H. Conflict resolution

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Social Development CONT	
18-24 Months CONT	
5. Alternate between clinging to parents and caregivers or resisting them	E. Building relationships with adults
7. Display aggressive behaviors such as hitting, biting, shoving, and grabbing toys	D. Emotions
2 Years	
1. Use more imagination	B. Problem solving with materials AA. Pretend play
2. Enjoy being with other children, but may use unacceptable social behavior	F. Building relationships with other children
3. Imitate adults' activities	E. Building relationships with adults AA. Pretend play
5. Develop trusting relationships with caregivers	E. Building relationships with adults
6. Show interest in children of the same age	F. Building relationships with other children
7. Begin to cooperate with less physical aggressiveness	F. Building relationships with other children H. Conflict resolution
3 Years	
3. Observe other children playing and may join in for a short time	F. Building relationships with other children
4. Use objects in pretend play	AA. Pretend play
8. Engage in make-believe play	AA. Pretend play
9. Begin making friends	F. Building relationships with other children
10. Enjoy adult attention	E. Building relationships with adults
11. Enjoy sitting with arms around friends, or holding hands	F. Building relationships with other children

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Social Development CONT	
4 Years	
1. Be outgoing, friendly, and overly enthusiastic at times	E. Building relationships with adults F. Building relationships with other children
4. Cooperate with others and participate in group activities	F. Building relationships with other children
5. Enjoy make-believe activities and role-playing	AA. Pretend play
6. Rely more on verbal expressions than physical aggression	D. Emotions L. Speaking
8. Develop close friendships with playmates	F. Building relationships with other children
5 Years	
1. Enjoy friendships and often have one or two special playmates	F. Building relationships with other children
2. Often play cooperatively	F. Building relationships with other children
3. Participate in group play and shared activities	F. Building relationships with other children
6. Continue to ask many questions	M. Listening and comprehension
9. Be independent, yet still want and need help	B. Problem solving with materials K. Personal care and healthy behavior H. Conflict resolution
10. Enjoy pretend-play	AA. Pretend play

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Language and Literacy Development	
Birth-6 Months	
1. Communicate by blinking, moving a body part, stopping a movement, shifting eyes about or making a startle response	L. Speaking M. Listening and comprehension N. Phonological awareness
2. Show a preference for certain sounds, especially for human speech	M. Listening and comprehension Y. Music
3. Turn head in response to sound from either side	M. Listening and comprehension N. Phonological awareness Y. Music
4. Hear and make different sounds	L. Speaking M. Listening and comprehension
5. Make sounds other than crying	L. Speaking
6. Communicate by crying in different ways when hungry, hurt, scared, or uncomfortable	K. Personal care and healthy behavior
7. React to sounds and make sounds by cooing and blowing bubbles	L. Speaking M. Listening and comprehension N. Phonological awareness Y. Music
8. Make sounds (coo) and move body when engaging in a face-to-face exchange with parents and others	L. Speaking
9. Search for source of sounds in immediate surroundings	M. Listening and comprehension N. Phonological awareness
6-12 Months	
1. Imitate some non-speech sounds	L. Speaking
2. Begin babble (baby talk) to communicate	L. Speaking
3. Turn head when called by name or when familiar objects or persons are named	M. Listening and comprehension
4. Begin to repeat sounds or words of more than one syllable that have meaning to her/him	L. Speaking

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<i>Language and Literacy Development CONT</i>	
6-12 Months CONT	
5. Begin to say recognizable words	L. Speaking
6. Begin to communicate and name many things	L. Speaking
7. Listen to conversations and understand what is being said	M. Listening and comprehension
8. Show emotions by making different sounds and expressions	D. Emotions
9. Notice pictures	D. Emotions
10. Be aware of daily routines and activities	G. Community K. Personal care and healthy behavior
12-18 Months	
1. Babble words and try using words to describe actions	L. Speaking
3. Begin to name and point out familiar pictures in a book	P. Reading
4. Show increased interest in music and rhythm	Y. Music Z. Movement
5. Show increased interest in conversational turn-taking	E. Building relationships with adults F. Building relationships with other children L. Speaking M. Listening and comprehension
6. Begin to point to and name body parts and learn about self	K. Personal care and healthy behavior
7. Begin to understand when asked to do something	M. Listening and comprehension
8. Respond to simple questions with “yes” or “no” and/or appropriate head movements	M. Listening and comprehension
9. Use one word questions to ask for or name something	L. Speaking M. Listening and comprehension
10. Greet people with a smile or concern	D. Emotions E. Building relationships with adults F. Building relationships with other children

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<i>Language and Literacy Development CONT</i>	
18-24 Months	
1. Begin to actually understand how to use language to communicate	L. Speaking
2. Begin to make phrases or short sentences of two or three words	L. Speaking
3. Be able to recognize, name, and/or pick out common objects	L. Speaking
5. Begin to express her/his needs using simple sentences and/or actions	L. Speaking
6. Ask many questions	M. Listening and comprehension
9. Sing along with familiar tunes	Y. Music
2 Years	
1. Understand longer sentences and use we, she, he, I	L. Speaking M. Listening and comprehension
2. Talk more and use phrases and clauses to create more adult-like sentences	L. Speaking
3. Sing and/or say nursery rhymes, songs, and fingerplays	N. Phonological awareness Y. Music
4. Begin to name and match colors, sizes, and shapes	BB. Observing and classifying
6. Continue to ask many questions	M. Listening and comprehension
7. Begin to communicate the difference between one and many	S. Number and counting
8. Respond to verbal and nonverbal signals for routines and changes	G. Community
9. Talk with other children while playing together	F. Building relationships with other children L. Speaking
10. Begin to communicate feelings when having conflicts with others	D. Emotions H. Conflict resolution

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<i>Language and Literacy Development CONT</i>	
3 Years	
1. Answer simple questions appropriately	L. Speaking M. Listening and comprehension
2. Engage in conversation by taking turns talking and listening	E. Building relationships with adults F. Building relationships with other children L. Speaking M. Listening and comprehension
3. Say nursery rhymes and sing songs	N. Phonological awareness Y. Music
4. Ask/gesture for desired objects or assistance	B. Problem solving with materials
5. Talk about known objects and people not present	L. Speaking
6. Show interest in books	P. Reading Q. Book enjoyment and knowledge
7. Show interest in written words	P. Reading
8. Begin to learn "directional" words	P. Reading R. Writing
9. Talk about the actions of others	L. Speaking
10. Continue to ask many questions	M. Listening and comprehension
11. Join in social interactions	E. Building relationships with adults F. Building relationships with other children
12. Show interest in seeing her/his name	P. Reading

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<i>Language and Literacy Development CONT</i>	
4 Years	
1. Answer “who?”, “what?”, “when?” “where”, “how?”, and “why?” questions during conversation	M. Listening and comprehension
4. Want to write her/his name	R. Writing
5. Begin to make the connection between spoken and written words	R. Writing
6. Use detailed sentence structure to describe events and activities	L. Speaking M. Listening and comprehension Q. Book enjoyment and knowledge
7. Recite rhymes and sing simple songs	N. Phonological awareness
8. Answer appropriately when asked what to do if tired, cold, or hungry	M. Listening and comprehension
9. Give first and last name, family members’ names, gender (girl or boy), and telephone number	FF. Knowledge of self and others
5 Years	
2. Tell familiar stories using pictures	P. Reading
6. Want to read and act out stories	D. Emotions AA. Pretend play
8. Practice writing skills	R. Writing
15. Write her/his name	R. Writing
17. Show interest in social and workplace roles	FF. Knowledge of self and others

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Physical Development	
Birth-6 Months	
1. Engage in motor activities that are primarily uncontrollable	I. Gross-motor skills
2. Hold hand(s) in a fist	J. Fine-motor skills
3. Turn head from side to side when placed in a face down position	I. Gross-motor skills
4. Grasp objects with entire hand	J. Fine-motor skills
6. Develop muscle tone	I. Gross-motor skills
7. Improve in muscle strength and control	I. Gross-motor skills
8. Raise head and upper body on arms when in a face down position	I. Gross-motor skills
9. Turn head to either side when on back	I. Gross-motor skills
10. Clasp hands above face, wave arms about, and reach for objects	J. Fine-motor skills
11. Improve in eye coordination	J. Fine-motor skills
12. Surprisingly roll onto side and then from front to back to side at will	I. Gross-motor skills
13. Progress from sitting with full support to sitting with little support	I. Gross-motor skills
6-12 Months	
1. Crawl to get from one place to another	I. Gross-motor skills
2. Pull himself upright, and stand firmly while holding on	I. Gross-motor skills
3. Crawl up and down steps	I. Gross-motor skills
4. Gradually gain control of back muscles	I. Gross-motor skills
6. Turn body and grab an object with both hands	J. Fine-motor skills
7. Be able to hold a toy in each hand at the same time	J. Fine-motor skills
8. Learn about things by handling them	U. Measurement
9. Look all around at things near and far	O. Alphabet knowledge

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Physical Development CONT	
10. Spend time looking at own hand	FF. Knowledge of self and others
12. Use different actions with different objects	CC. Experimenting, predicting, and drawing conclusions
13. Hold onto objects, look at them, and put them in mouth	BB. Observing and classifying
14. Hold cup with both hands and drink from it	J. Fine-motor skills K. Personal care and healthy behavior
17. Begin to use thumb and forefinger to grip	J. Fine-motor skills
12-18 Months	
1. Hold cup with both hands and drink from it	J. Fine-motor skills K. Personal care and healthy behavior
2. Try to stack blocks on top of each other	B. Problem solving with materials J. Fine-motor skills U. Measurement
3. Scribble on paper while holding crayon in fist	R. Writing
4. Begin to turn pages in books	Q. Book enjoyment and knowledge
6. Like to run around and sit still for a short period of time to play	I. Gross-motor skills
7. Walk well unsupported	I. Gross-motor skills
8. Move from sitting or stooping to standing without help	I. Gross-motor skills
9. Hit/pound objects	I. Gross-motor skills
18-24 Months	
1. Turn pages of book one by one	Q. Book enjoyment and knowledge
2. String beads together	J. Fine-motor skills
3. Roll, pound, and squeeze clay	J. Fine-motor skills X. Art

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Physical Development CONT	
18-24 Months CONT	
4. Correctly place shapes in a form board/puzzle	J. Fine-motor skills T. Geometry: Shapes and spatial awareness
5. Imitate a vertical stroke on paper	R. Writing
6. Walk directly to places she/he knows and remembers	I. Gross-motor skills
7. Kick or throw a ball forward	I. Gross-motor skills
8. Walk up and down stairs alone, both feet on one step at a time and holding onto railing	I. Gross-motor skills
9. Look at magazines and tear paper	J. Fine-motor skills P. Reading
10. Remove hat and mittens, snap large snaps, and unzip a large zipper	K. Personal care and healthy behavior
2 Years	
1. Stand on either foot and balance, jump, and stand on tiptoes	I. Gross-motor skills
2. Walk between two straight lines about 8 inches apart	I. Gross-motor skills
3. Be very active and more coordinated	I. Gross-motor skills
5. Fit things into one another and take things apart and put them back together	J. Fine-motor skills
6. Draw a circle	R. Writing X. Art
3 Years	
1. Walk, jump, hop, and run on two feet	I. Gross-motor skills
2. Throw and catch a large ball with some success	I. Gross-motor skills
3. Hold crayon or marker between first two fingers and thumb	J. Fine-motor skills
4. Begin to cut with scissors	J. Fine-motor skills

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COR Advantage 1.5 Items

Physical Development CONT	
3 Years CONT	
5. Feed self without assistance	J. Fine-motor skills K. Personal care and healthy behavior
6. Walk up and down stairs independently, using alternating feet	I. Gross-motor skills
8. Hop on one foot, kick a large ball, and jump in place	I. Gross-motor skills
4 Years	
1. Walk forward on a straight line, hop on one foot, and cross legs when sitting on the floor	I. Gross-motor skills
2. Pedal and steer a wheeled toy with confidence and skill	I. Gross-motor skills
3. Climb ladders, steps, trees, and playground equipment	I. Gross-motor skills
4. Throw a ball overhand	I. Gross-motor skills
5. Jump over or from objects five or six inches high and land with both feet together	I. Gross-motor skills
6. Run, stop, start, and move around objects with ease	I. Gross-motor skills
7. Build a tower with ten or more blocks, using dominant hand	J. Fine-motor skills
8. Form shapes and objects out of clay/play dough	X. Art
9. Paint, draw, and describe the picture	X. Art
10. Make shapes and letters	R. Writing
11. Hold a crayon or marker, using the first two fingers and thumb	J. Fine motor skills
12. Become more accurate at hitting nails and pegs with a hammer	J. Fine motor skills
13. Thread small beads on a string	J. Fine motor skills
14. Pick up puzzle pieces and manipulate the pieces into place	J. Fine motor skills

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COR Advantage 1.5 Items

Physical Development CONT	
5 Years	
1. Walk, run, hop on one foot, jump, slide from side to side and begin to skip	I. Gross-motor skills
2. Throw and catch a large ball easily	I. Gross-motor skills
3. Hold crayons, pencils and paint brushes in more adult-like grasp	J. Fine-motor skills
4. Use thumb and individual fingers to pick up small objects	J. Fine-motor skills
5. Walk backwards, heel to toe, balance on either foot with good control for ten seconds and walk a balance beam	I. Gross-motor skills
8. Ride a tricycle or wheeled toy with speed and skillful steering, and probably learn to ride a bicycle	I. Gross-motor skills
9. Build three-dimensional structures with small cubes by copying from a model	J. Fine-motor skills
Cognitive Development	
Birth-6 Months	
1. Distinguish between different sounds and voices	M. Listening and comprehension N. Phonological awareness Y. Music
2. Prefer to listen to mother's and primary caregiver's voices	E. Building relationships with adults
3. Often move body to speech of a parent or caregiver	E. Building relationships with adults M. Listening and comprehension
5. Follow a slowly moving object through a complete arc of 180 degrees	T. Geometry: Shapes and spatial awareness
7. Distinguish between objects	O. Alphabet knowledge
8. Correctly find the source of a sound	M. Listening and comprehension N. Phonological awareness Y. Music

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COR Advantage 1.5 Items

Cognitive Development CONT	
Birth-6 Months CONT	
12. Correctly find the source of a sound	M. Listening and comprehension N. Phonological awareness Y. Music
13. Connect sound and rhythms with movements	Z. Movement
6-12 Months	
1. Continue to look toward the source of sounds	M. Listening and comprehension N. Phonological awareness Y. Music
2. Smile and respond to faces or objects	D. Emotions E. Building relationships with adults
4. Follow a moving object with eyes, and will briefly look for an object that has disappeared	T. Geometry: Shapes and spatial awareness
5. Recognize and anticipate activities	G. Community
9. Be able to line up an object in one hand with another object in other hand	J. Fine-motor skills
10. Be able to grab an object which moves after she/he begins to reach for it	J. Fine-motor skills
11. Imitate simple movements	AA. Pretend play
12-18 Months	
1. Look at and point to pictures in a book	P. Reading
2. Find an object by looking in the right place when it is hidden in first one place, then another, and then a third place	GG. Geography
3. Understand and follow simple requests	M. Listening and comprehension
4. Point to three body parts when asked	K. Personal care and healthy behavior
5. Point to and tell you a specific object she/he wants	A. Initiative and planning
6. Notice features of sameness and differences	BB. Observing and classifying

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COR Advantage 1.5 Items

Cognitive Development CONT	
12-18 Months CONT	
8. Give you several common objects when asked for by name	M. Listening and comprehension
10. Have an interest in pointing to objects	A. Initiative and planning P. Reading
11. Have an interest in the ability to make changes	CC. Experimenting, predicting, and drawing conclusions
12. Notice same/different and some/all	S. Number and counting BB. Observing and classifying
13. Have an interest in using objects as tools	EE. Tools and technology
18-24 Months	
1. Follow simple directions in the order given	M. Listening and comprehension
2. Refer to self by name, and name other familiar objects	BB. Observing and classifying FF. Knowledge of self and others
3. Be able to understand longer sentences	M. Listening and comprehension
4. Understand amount words, such as <i>more</i> , <i>less</i> , and <i>another</i>	S. Number and counting
5. Continue to use objects as tools	AA. Pretend play EE. Tools and technology
6. Point to matching or similar objects	BB. Observing and classifying
7. Develop a sense of ownership	FF. Knowledge of self and others
8. Understand that words can label sameness and differences	BB. Observing and classifying
9. Understand that some have more, and some have less	S. Number and counting

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COR Advantage 1.5 Items

Cognitive Development CONT	
2 Years	
1. Be able to say what gender she or he is	FF. Knowledge of self and others
2. Point to smaller body parts when asked	K. Personal care and healthy behavior
3. Recognize and sort familiar objects with the same color, shape, or size	BB. Observing and classifying
4. Become interested in how many objects she/he has	S. Number and counting
5. Join in singing nursery rhymes and songs	N. Phonological awareness
6. Point out small details in a picture	P. Reading
7. Frequently ask the names of various objects and activities	M. Listening and comprehension
8. Become more interested in the concept of some and all	S. Number and counting
3 Years	
2. Sort objects based on shape or color	BB. Observing and classifying
3. Enjoy interaction, stories, and activities with riddles, guessing, and suspense	N. Phonological awareness P. Reading
4. Name and match primary colors	BB. Observing and classifying
5. Pretend to read to others	P. Reading
6. Act out real life situations	AA. Pretend play FF. Knowledge of self and others
7. Draw a circle, a square, and some letters	R. Writing X. Art
8. Understand and point to a triangle, a circle, and a square	T. Geometry: Shapes and spatial awareness
9. Enjoy stories that give real information	Q. Book enjoyment and knowledge

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Cognitive Development CONT	
3 Years CONT	
10. Have an interest in changing things in her/his environment	CC. Experimenting, predicting, and drawing conclusions
11. Be interested in who has more or less	S. Number and counting
12. Continue to have an interest in counting	S. Number and counting
13. Notice how people are alike and different	FF. Knowledge of self and others
4 Years	
3. Have an interest in acting out stories	AA. Pretend play
4. Name about 10 letters, especially those in their name	O. Alphabet knowledge
5. Enjoy using words and creating silly language	L. Speaking N. Phonological awareness
6. Be interested in books	P. Reading Q. Book enjoyment and knowledge
8. Understand the sequence of daily events	G. Community HH. History
9. Have an interest in playing school	AA. Pretend play
10. Have a growing interest in letters and numbers	O. Alphabet knowledge S. Number and counting
11. Have a vivid imagination	AA. Pretend play
12. Have an interest in day and night, before and after, and coming and going	G. Community HH. History
14. Follow a two-step direction	M. Listening and comprehension
15. Begin to picture read very simple picture books with a few words	P. Reading
16. Recognize several printed words	P. Reading
17. Tell if paired words are the same or different in sound	N. Phonological awareness

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<i>Cognitive Development CONT</i>	
4 Years CONT	
18. Write a few capital letters	R. Writing
19. Possibly print own name	R. Writing
20. Understand the concept of size and amount	U. Measurement
5 Years	
1. Build with small and large blocks	J. Fine motor skills X. Art
2. Understand the concept of same shape and size	T. Geometry: Shapes and spatial awareness U. Measurement
3. Sort objects on the basis of both color and shape	BB. Observing and classifying
4. Sort a variety of objects in a group that have one thing in common	BB. Observing and classifying
5. Understand the concept of smallest and shortest	U. Measurement
6. Recognize many letters and some sounds	O. Alphabet knowledge
7. Begin to understand time concepts	HH. History
10. Count to 20 and above	S. Number and counting
11. Recognize numbers from one to ten	S. Number and counting
13. Understand the concept of "less than"	S. Number and counting

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