

*initiates*

*pretends*

*plans*



**COR**  
*Advantage*

*sings*

*predicts*

*observes*

*speaks*

*empathizes*

*builds*

*problem-solves*



## **ALIGNMENT OF COR ADVANTAGE WITH**

*Iowa Early Learning  
Standards (2012)*

Iowa 2012 Early Learning Standards

COR Advantage Items

INFANT AND TODDLER LEARNING STANDARDS	
<i>Physical Well-Being and Motor Development</i>	
<b>1.1 Healthy and Safe Living</b>	
<b>The infant</b>	
1. Expresses satisfaction/dissatisfaction regarding care and play routines as well as participates in care routines based on appropriate developmental stages and family culture.	K. Personal care and healthy behavior
2. Establishes healthy eating and sleeping patterns with the assistance of a responsive adult.	<i>Does not align</i>
3. Ingests breast milk or formula, progressing to solid foods, to feeding self simple and age appropriate foods, and drinking from a cup.	K. Personal care and healthy behavior
<b>The toddler:</b>	
4. Participates in healthy self-care routines, demonstrating increasing independence, such as washing hands and pouring own milk, with assistance from a caring adult.	K. Personal care and healthy behavior
5. Eats healthy foods at a table with other children or adults.	K. Personal care and healthy behavior
6. Participates in safe behaviors regarding the environment, such as around stairs or hot surfaces, or accepts redirection from adults.	G. Community
<b>1.2 Large Motor Development</b>	
<b>Infants and toddlers develop large motor skills.</b>	
<b>The infant:</b>	
1. Shows increasing balance, strength, and coordination in activities such as gaining control of the head and body by turning head from side to side, lifting the head off the floor, sitting, and standing.	I. Gross-motor skills
2. Shows increasing control in large motor skills such as reaching, rolling over, crawling, standing, and walking.	I. Gross-motor skills
<b>The toddler:</b>	
3. Shows increasing control in motor skills such as rolling, throwing and kicking a ball, and jumping.	I. Gross-motor skills
4. Shows increasing balance in activities such as running, climbing stairs, and moving a riding toy using his/her feet.	I. Gross-motor skills

Iowa 2012 Early Learning Standards

COR Advantage Items

<b><i>Physical Well-Being and Motor Development CONT</i></b>	
<b>1.3 Small Motor Development</b>	
<b>Infants and toddlers develop small motor skills.</b>	
<b>The infant</b>	
1. Uses hand-eye coordination to perform self-help and small motor tasks, such as eating food, picking up objects, placing objects on a surface, and transferring objects from hand to hand.	J. Fine-motor skills
<b>The toddler:</b>	
2. Uses hand-eye coordination to perform self-help and small motor tasks such as eating with a fork or spoon, completing simple puzzles, stacking blocks, dressing self with assistance, scribbling with crayons or markers, and participating in fingerplays.	J. Fine-motor skills

Iowa 2012 Early Learning Standards

COR Advantage Items

<b>Approaches to Learning</b>	
<b>2.1 Curiosity and Initiative</b>	
<b>Infants and toddlers express curiosity and initiative in exploring the environment and learning new skills.</b>	
<b>The infant or toddler:</b>	
1. Shows interest in people, objects, and events.	A. Initiative and planning C. Reflection
2. Uses their senses to choose, explore, and manipulate a variety of objects or toys in a variety of ways.	BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions
3. Actively plays with or near adults, other children, and materials.	E. Building relationships with adults F. Building relationships with other children
<b>2.2 Engagement and Persistence</b>	
<b>Infants and toddlers purposefully choose, engage, and persist in play, experiences, and routines.</b>	
<b>The infant or toddler:</b>	
1. Holds attention of familiar adult; for example, through eye contact or vocalizations.	A. Initiative and planning E. Building relationships with adults
2. Repeats familiar and newly learned experiences.	C. Reflection CC. Experimenting, predicting, and drawing conclusions
3. Maintains focus on people or objects of interest, play experiences, or novel events.	A. Initiative and planning C. Reflection
4. Demonstrates persistence with challenging materials and experiences.	A. Initiative and planning B. Problem solving with materials
<b>2.3 Reasoning and Problem Solving</b>	
<b>Infants and toddlers demonstrate strategies for reasoning and problem solving.</b>	
<b>The infant or toddler:</b>	
1. Uses an object, action, or adult to accomplish tasks, such as pulling a string to reach a toy or pushing a button to hear a sound.	B. Problem solving with materials

Iowa 2012 Early Learning Standards

COR Advantage Items

<b>Approaches to Learning CONT</b>	
2. Experiments to find a solution to a problem.	B. Problem solving with materials
3. Imitates an adult action to solve a problem.	B. Problem solving with materials
4. Recognizes difficulties and adjusts actions to correct mistakes.	B. Problem solving with materials
5. Seeks and accepts help when encountering a problem beyond his/her ability to solve independently.	B. Problem solving with materials
<b>2.4 Play and Senses</b>	
<b>Infants and toddlers engage in play to learn.</b>	
<b>The infant or toddler:</b>	
1. Uses sights, smells, sounds, textures, and tastes to explore and experience routines and materials within the environment.	BB. Observing and classifying
2. Chooses and participates in a variety of play experiences.	A. Initiative and planning
3. Imitates behaviors in play.	AA. Pretend play
4. Repeats experiences with materials, adults, and peers to build knowledge and understanding of the world around them.	C. Reflection CC. Experimenting, predicting, and drawing conclusions

Iowa 2012 Early Learning Standards

COR Advantage Items

<b>Social and Emotional Development</b>	
<b>3.1 Self</b>	
<b>Infants and toddlers display a positive sense of self.</b>	
<b>The infant or toddler:</b>	
1. Responds to familiar adults' and children's interactions through using behaviors such as gazing, cuddling, and accepting assistance.	E. Building relationships with adults F. Building relationships with other children
2. Explores his/her own body.	FF. Knowledge of self and others
3. Shows awareness of self, such as responding to own image in mirror.	FF. Knowledge of self and others
4. Shows preferences for toys and experiences.	A. Initiative and planning C. Reflection
5. Expresses enjoyment.	D. Emotions
6. Begins to recognize own power by showing interest in making choices or expressing preferences.	A. Initiative and planning
<b>3.2 Self-Regulation</b>	
<b>Infants and toddlers show increasing awareness of and ability to express emotions in socially and culturally appropriate ways.</b>	
<b>The infant or toddler:</b>	
1. Indicates need for assistance through actions such as crying, gesturing, vocalizing, using words, or approaching familiar adults.	D. Emotions K. Personal care and healthy behavior
2. Comforts him or herself when distressed or tired by actions such as sucking, stroking a blanket, or hugging a toy.	D. Emotions K. Personal care and healthy behavior
3. Responds to emotions expressed by others, for example, by comforting another child or crying in response to the cries of others.	D. Emotions G. Community
4. Shows increasing ability to recognize own feelings, including simple (e.g., mad, glad) and complex (e.g., excited, frustrated, disappointed) feelings.	D. Emotions
5. Begins to express a range and variety of feelings and emotions through body language, facial expressions, actions, and/or verbal responses.	D. Emotions
6. Begins to control behavior through following simple rules and limits in a variety of settings.	H. Conflict resolution
7. Begins to transition between feeling states with guidance from a caring adult.	H. Conflict resolution

Iowa 2012 Early Learning Standards

COR Advantage Items

<b>Social and Emotional Development CONT</b>	
<b>3.3 Relationships with Adults</b>	
<b>Infants and toddlers relate positively with significant adults.</b>	
<b>The infant or toddler:</b>	
1. Distinguishes between familiar and unfamiliar adults; for example, is comforted by the sight of the familiar adult or the sound of the familiar adult's voice.	E. Building relationships with adults
2. Accepts assistance and comfort from familiar adults.	E. Building relationships with adults
3. Seeks and maintains contact with familiar adults; for example, by looking at the adult, hearing the adult's voice, or touching the adult.	E. Building relationships with adults
4. Shows discomfort at separations from familiar adults.	E. Building relationships with adults
5. Seeks help from familiar adults in unfamiliar situations.	E. Building relationships with adults
6. Explores the environment, both indoors and outdoors, but may return to a caring adult periodically for security.	E. Building relationships with adults
7. Begins to imitate or portray roles and relationships.	AA. Pretend play
8. Imitates adult behaviors.	AA. Pretend play
<b>3.4 Relationships with Children</b>	
<b>Infants and toddlers respond to and initiate interactions with other children.</b>	
<b>The infant or toddler:</b>	
1. Initiates interactions with other children through gestures, vocalizations, facial expressions, and/or body movements.	F. Building relationships with other children
2. Accepts help from familiar adults in interactions with other children.	E. Building relationships with adults H. Conflict resolution
3. Begins to demonstrate empathy for others.	D. Emotions
4. Starts interacting and playing with peers, including showing interest in them or calling them by name.	F. Building relationships with other children
5. Develops an awareness of his/her behavior and how it affects others.	G. Community H. Conflict resolution
6. Imitates other children's behaviors.	F. Building relationships with other children AA. Pretend play

Iowa 2012 Early Learning Standards

COR Advantage Items

<b>Communication, Language, and Literacy</b>	
<b>4.1 Language Understanding and Use</b>	
<b>Infants and toddlers understand and use communication and language for a variety of purposes.</b>	
<b>The infant or toddler:</b>	
1. Responds to the vocalizations and communications, verbal and nonverbal, of familiar adults.	M. Listening and comprehension
2. Uses vocalizations and gestures to gain attention from others.	L. Speaking
3. Uses vocalizations and gestures to communicate wants and needs.	L. Speaking
4. Increases both listening (receptive) and speaking (expressive) vocabulary.	L. Speaking M. Listening and comprehension
<b>The toddler also:</b>	
5. Progresses to using words then simple sentences to communicate.	L. Speaking
6. Participates in conversations, using both receptive (listening) and expressive (speaking) language skills.	L. Speaking M. Listening and comprehension
7. Answers simple questions.	M. Listening and comprehension
8. Follows simple directions.	M. Listening and comprehension
<b>4.2 Early Literacy</b>	
<b>Infants and toddlers engage in early reading experiences.</b>	
<b>The infant and toddler:</b>	
1. Explores or shows interest in books by picking them up, mouthing them, carrying them, or flipping through pages.	Q. Book enjoyment and knowledge
2. Focuses on a book or the reader when hearing stories read to him/her.	P. Reading
3. Gazes at or points to pictures in books.	P. Reading
4. Responds to or engages in songs, rhyming games, or fingerplays with a familiar adult.	N. Phonological awareness Y. Music



Iowa 2012 Early Learning Standards

COR Advantage Items

<i>Communication, Language, and Literacy CONT</i>	
<b>The toddler also:</b>	
5. Points to, labels, and/or talks about objects, events, or people within books.	P. Reading
6. Enjoys and repeats songs, rhymes, or fingerplays.	N. Phonological awareness Y. Music
7. Answers simple questions related to books.	M. Listening and comprehension Q. Book enjoyment and knowledge
<b>4.3 Early Writing</b>	
<b>Infants and toddlers engage in early writing experiences.</b>	
<b>The infant:</b>	
1. Grasps and/or manipulates a variety of objects in his/her environment.	J. Fine-motor skills R. Writing X. Art
<b>The older infant and toddler also:</b>	
2. Scribbles spontaneously, usually using a fist grip.	R. Writing
3. Shows increasing skill in manipulating objects such as stacking several items, using pegboards, and mastering the use of eating utensils.	J. Fine-motor skills

Iowa 2012 Early Learning Standards

COR Advantage Items

<b>Mathematics and Science</b>	
<b>5.1 Comparison and Number</b>	
<b>Infants and toddlers show increasing understanding of comparisons and amount, including use of numbers and counting.</b>	
<b>The infant:</b>	
1. Begins to notice characteristics of objects such as size, color, shape, or quantity.	S. Number and counting T. Geometry: Shapes and spatial awareness U. Measurement V. Patterns
<b>The toddler:</b>	
2. Matches and sorts objects by size, color, shape, or quantity.	W. Data analysis BB. Observing and classifying
3. Begins to use simple counting in play and interactions, although numbers may occur out of order.	S. Number and counting
<b>5.2 Patterns</b>	
<b>Infants and toddlers begin to recognize patterns.</b>	
<b>The infant:</b>	
1. Demonstrates expectations for familiar sequences of routines and experiences such as crying when it is near feeding time.	G. Community HH. History
<b>The toddler:</b>	
2. Shows recognition of sequence in events or objects.	G. Community HH. History
3. Repeats actions in sequence, such as fingerplays.	<i>Does not align</i>
4. Notices patterns and objects in the environment.	V. Patterns
5. Organizes objects into groups during play and exploration.	W. Data analysis BB. Observing and classifying

Iowa 2012 Early Learning Standards

COR Advantage Items

<i>Mathematics and Science CONT</i>	
<b>5.3 Shapes and Spatial Relationships</b>	
<b>Infants and toddlers show increasing understanding of spatial relationships.</b>	
<b>The infant:</b>	
1. Takes objects apart.	J. Fine-motor skills
2. Fills and empties containers.	U. Measurement
<b>The toddler:</b>	
3. Takes objects apart and attempts to put them together.	T. Geometry: Shapes and spatial awareness U. Measurement
4. Shows awareness of his/her own body space.	T. Geometry: Shapes and spatial awareness
<b>5.4 Scientific Reasoning</b>	
<b>Infants and toddlers observe, describe, predict, and explore the world around them.</b>	
<b>The infant or toddler:</b>	
1. Engages in a variety of play experiences and exploration within inside and outside environments.	A. Initiative and planning DD. Natural and physical world
2. Demonstrates curiosity in learning about the world around them.	A. Initiative and planning DD. Natural and physical world
3. Shows understanding of object permanence (that people exist when they cannot be seen, and objects exist even when hidden under a blanket) by looking for people and objects that have disappeared.	CC. Experimenting, predicting, and drawing conclusions
4. Notices his/her own individual needs such as hunger or thirst.	K. Personal care and healthy behavior
5. Begins to notice and label objects and events in the indoor and outdoor environments.	L. Speaking
6. Explores and engages in problem solving.	B. Problem solving with materials

Iowa 2012 Early Learning Standards

COR Advantage Items

<b>Creative Arts</b>	
<b>6.1 Art</b>	
<b>Infants and toddlers participate in a variety of sensory and art-related experiences.</b>	
<b>The infant:</b>	
1. Gazes at a picture, photo, or mirror images.	O. Alphabet knowledge P. Reading FF. Knowledge of self and others
2. Manipulates and explores play materials within the environment.	A. Initiative and planning BB. Observing and classifying
<b>The older infant and toddler also:</b>	
3. Expresses interest in art-related experiences and media.	X. Art
4. Engages in experiences that support creative expression.	X. Art Y. Music Z. Movement AA. Pretend play
5. Chooses and experiments with a variety of art materials such as playdough, crayons, chalk, water, markers, and paint.	X. Art
<b>6.2 Music, Rhythm, and Movement</b>	
<b>Infants and toddlers participate in a variety of rhythm, music, and movement experiences.</b>	
<b>The infant or toddler:</b>	
1. Shows interest in songs, tones, rhythms, voices, and music.	Y. Music
2. Experiments with a variety of sound-making objects.	Y. Music
3. Enjoys exploring ways of interacting with others through touch and motion.	Z. Movement

Iowa 2012 Early Learning Standards

COR Advantage Items

<i>Creative Arts CONT</i>	
<b>The toddler also:</b>	
4. Chooses and participates in music and movement experiences.	Y. Music Z. Movement
5. Sings simple songs and participates in fingerplays.	N. Phonological awareness Y. Music Z. Movement
<b>6.3 Dramatic Play</b>	
<b>Infants and toddlers engage in dramatic play experiences.</b>	
<b>The infant or toddler:</b>	
1. Imitates the sounds, facial expressions, gestures, or behaviors of another person.	AA. Pretend play
2. Imitates the actions and sounds of animals, people, and objects.	N. Phonological awareness AA. Pretend play
<b>The toddler also:</b>	
3. Engages in dramatic play in both indoor and outdoor environments.	AA. Pretend play

Iowa 2012 Early Learning Standards

COR Advantage Items

<b>Social Studies</b>	
<b>7.1 Awareness of Family and Community</b>	
<b>Infants and toddlers demonstrate a sense of belonging within their family, program, and other social settings or groups.</b>	
<b>The infant or toddler:</b>	
1. Expresses enjoyment at being in a familiar setting or group.	D. Emotions G. Community FF. Knowledge of self and others
2. Recognizes familiar adults and uses them to determine safety during exploration.	E. Building relationships with adults
3. Freely explores and plays within familiar settings.	A. Initiative and planning
<b>7.2 Awareness of Culture</b>	
<b>Infants and toddlers demonstrate a strong sense of self within their culture.</b>	
<b>The infant or toddler:</b>	
1. Expresses enjoyment at being in a familiar setting or group.	<i>Does not align</i>
2. Chooses and participates in familiar experiences, including songs and stories from his or her home culture.	<i>Does not align</i>
<b>7.3 Exploration of the Environment</b>	
<b>Infants and toddlers explore new environments with interest and recognize familiar places.</b>	
<b>The infant or toddler:</b>	
1. Demonstrates interest and curiosity within familiar and unfamiliar settings.	A. Initiative and planning
2. Explores and plays with new, as well as familiar objects, in the environment using all five senses.	BB. Observing and classifying

Iowa 2012 Early Learning Standards

COR Advantage Items

PRESCHOOL EARLY LEARNING STANDARDS	
<i>Physical Well-Being and Motor Development</i>	
<b>8.1 Healthy and Safe Living</b>	
<b>Children understand healthy and safe living practices.</b>	
<b>The child:</b>	
1. Begins to recognize and select healthy foods.	K. Personal care and healthy behavior
2. Follows healthy self-care routines such as brushing teeth, washing hands, and using the bathroom.	K. Personal care and healthy behavior
3. Develops appropriate balance between rest and physical activity as part of a healthy lifestyle.	<i>Does not align</i>
4. Demonstrates safe behaviors regarding environment (e.g., stranger, tornado, fire, traffic), substances (e.g., drugs, poisons), and objects (e.g., guns, knives, scissors).	K. Personal care and healthy behavior
5. Communicates safety rules and the reasons for them.	K. Personal care and healthy behavior
<b>8.2 Large Motor Development</b>	
<b>Children develop large motor skills.</b>	
<b>The child:</b>	
1. Demonstrates control and balance in locomotor skills, such as walking, running, jumping, hopping, marching, galloping, and climbing stairs.	I. Gross-motor skills
2. Demonstrates the ability to coordinate movements with balls, such as throwing, kicking, striking, catching, and bouncing balls.	I. Gross-motor skills
3. Expresses enjoyment in participating in physical experiences.	<i>Does not align</i>

Iowa 2012 Early Learning Standards

COR Advantage Items

<b><i>Physical Well-Being and Motor Development CONT</i></b>	
<b>8.3 Small Motor Development</b>	
<b>Children develop small motor skills.</b>	
<b>The child:</b>	
1. Uses hand-eye coordination to perform self-help and small motor tasks with a variety of manipulative materials such as beads, pegs, shoelaces, and puzzle pieces.	J. Fine-motor skills
2. Demonstrates increased skills in using scissors and writing tools for various learning experiences.	J. Fine-motor skills R. Writing X. Art



Iowa 2012 Early Learning Standards

COR Advantage Items

<b>Approaches to Learning</b>	
<b>9.1 Curiosity and Initiative</b>	
<b>Children express curiosity, interest, and initiative in exploring the environment, engaging in experiences, and learning new skills.</b>	
<b>The child:</b>	
1. Deliberately chooses to explore a variety of materials and experiences, seeking out new challenges.	A. Initiative and planning
2. Participates in experiences with eagerness, flexibility, imagination, independence, and inventiveness.	A. Initiative and planning
3. Asks questions about a variety of topics.	L. Speaking
4. Repeats skills and experiences to build competence and support the exploration of new ideas.	B. Problem solving with materials AA. Pretend play
<b>9.2 Engagement and Persistence</b>	
<b>Children purposefully choose and persist in experiences and play.</b>	
<b>The child:</b>	
1. Persists in and completes a variety of both adult-directed and child-initiated tasks, projects, and experiences of increasing degrees of difficulty.	A. Initiative and planning
2. Maintains concentration on a task despite distractions and interruptions.	<i>Does not align</i>
3. Sets goals and follows a plan in order to complete a task.	A. Initiative and planning
4. Chooses to participate in play and learning experiences.	A. Initiative and planning
<b>9.3 Reasoning and Problem Solving</b>	
<b>Children demonstrate strategies for reasoning and problem solving.</b>	
<b>The child:</b>	
1. Shows interest in and finds a variety of solutions to questions, tasks, or problems.	B. Problem solving with materials
2. Recognizes and solves problems through active exploration, including trial and error, and through interactions and discussions with peers and adults.	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions
3. Shares ideas or makes suggestions of how to solve a problem presented by another person.	B. Problem solving with materials

Iowa 2012 Early Learning Standards

COR Advantage Items

<i>Approaches to Learning CONT</i>	
<b>9.4 Play and Senses</b>	
<b>Children engage in play to learn.</b>	
<b>The child:</b>	
1. Participates in a variety of indoor and outdoor play experiences that increase strength, endurance, and flexibility.	A. Initiative and planning
2. Uses sights, smells, sounds, textures, and tastes to discriminate between and explore experiences, materials, and the environment.	BB. Observing and classifying
3. Engages in child-initiated, unstructured play.	A. Initiative and planning
4. Plans and executes play experiences alone and with peers.	A. Initiative and planning F. Building relationships with other children

Iowa 2012 Early Learning Standards

COR Advantage Items

<b>Social and Emotional Development</b>	
<b>10.1 Self</b>	
<b>Children express a positive awareness of self in terms of specific abilities, characteristics, and preferences.</b>	
<b>The child:</b>	
1. Expresses a positive sense of self in terms of specific abilities.	D. Emotions
2. Expresses needs, wants, opinions, and feelings in socially appropriate ways.	D. Emotions H. Conflict resolution
3. Demonstrates increasing confidence and independence in a variety of tasks and routines, and expresses pride in accomplishments.	A. Initiative and planning K. Personal care and healthy behavior
4. Recognizes own power to make choices.	A. Initiative and planning
<b>10.2 Self-Regulation</b>	
<b>Children show increasing ability to regulate their behavior and express their emotions in appropriate ways.</b>	
<b>The child:</b>	
1. Demonstrates the ability to monitor his/her own behavior and its effects on others, following and contributing to adult expectations.	D. Emotions G. Community H. Conflict resolution
2. Persists with difficult tasks without becoming overly frustrated.	B. Problem solving with materials
3. Begins to accept consequences of his/her own actions.	G. Community
4. Manages transitions and changes to routines.	G. Community
5. States feelings, needs, and opinions in difficult situations without harming self, others, or property.	D. Emotions H. Conflict resolution
6. Expresses an increasing range and variety of emotions, and transitions between feeling states become smoother.	D. Emotions H. Conflict resolution

Iowa 2012 Early Learning Standards

COR Advantage Items

<b>Social and Emotional Development CONT</b>	
<b>10.3 Relationships with Adults</b>	
<b>Children relate positively with significant adults.</b>	
<b>The child:</b>	
1. Interacts comfortably with familiar adults.	E. Building relationships with adults
2. Accepts guidance, comfort, and directions from a range of familiar adults in a variety of environments.	E. Building relationships with adults
3. Expresses affection toward familiar adults.	E. Building relationships with adults
4. Shows trust in familiar adults.	E. Building relationships with adults
5. Seeks help, as needed, from familiar adults.	E. Building relationships with adults
<b>10.4 Relationships with Children</b>	
<b>Children respond to and initiate appropriate interactions with other children, and form positive peer relationships.</b>	
<b>The child:</b>	
1. Initiates and sustains positive interactions with peers.	F. Building relationships with other children
2. Develops friendships with other peers.	F. Building relationships with other children
3. Negotiates with others to resolve disagreements.	H. Conflict resolution
4. Starts to demonstrate turn taking and sharing with others.	F. Building relationships with other children H. Conflict resolution
5. Expresses empathy to peers.	D. Emotions
6. Accepts consequences of his/her actions.	G. Community
7. Recognizes how behaviors can affect others.	G. Community
8. Demonstrates caring behaviors.	G. Community

Iowa 2012 Early Learning Standards

COR Advantage Items

<b>Communication, Language, and Literacy</b>	
<b>11.1 Language Understanding and Use</b>	
<b>Children understand and use communication and language for a variety of purposes.</b>	
<b>The child:</b>	
1. Demonstrates a steady increase in listening (receptive language) and speaking (expressive language) vocabulary.	L. Speaking M. Listening and comprehension
2. Initiates, listens, and responds in relationship to the topics of conversations with peers and adults.	M. Listening and comprehension
3. Speaks in phrases and sentences of increasing length and complexity.	L. Speaking
4. Follows oral directions that involve several actions.	M. Listening and comprehension
5. Asks and answers a variety of questions.	M. Listening and comprehension
6. Demonstrates knowledge of the rules of conversations such as taking turns while speaking.	L. Speaking M. Listening and comprehension
<b>The child, who is an English language learner, also:</b>	
7. Uses their home language to communicate with people who speak the same home language.	L. Speaking
8. Demonstrates receptive (listening) English language skills to be able to comprehend the English language.	II. Listening to and understanding English
9. Demonstrates expressive (speaking) English language skills to build speaking capabilities in English.	JJ. Speaking English
10. Demonstrates engagement in English literacy activities to be able to understand and respond to books, storytelling, and songs presented in English.	II. Listening to and understanding English JJ. Speaking English
<b>11.2 Early Literacy</b>	
<b>Children engage in early reading experiences.</b>	
<b>The child:</b>	
1. Expresses an interest and enjoyment in listening to books and attempts to read familiar books.	P. Reading Q. Book enjoyment and knowledge

Iowa 2012 Early Learning Standards

COR Advantage Items

<b>Communication, Language, and Literacy CONT</b>	
2. Displays book handling knowledge (e.g., turning the book right side up, using left to right sweep, turning one page at a time, recognizing familiar books by cover).	Q. Book enjoyment and knowledge
3. Shows an awareness of environmental print such as pointing to familiar words or letters.	P. Reading
4. Identifies some alphabet letters by their shapes, especially those in his or her own name.	O. Alphabet knowledge
5. Recognizes the printed form of his or her name in a variety of contexts.	P. Reading
6. Shows increasing comprehension of a story through retelling the story and/or recognizing story elements such as the plot or characters.	M. Listening and comprehension Q. Book enjoyment and knowledge
7. Demonstrates awareness that language is made up of words, parts of words, and sounds in words.	N. Phonological awareness O. Alphabet knowledge P. Reading
<b>11.3 Early Writing</b>	
<b>Children engage in early writing experiences.</b>	
<b>The child:</b>	
1. Attempts to communicate with others using scribbles, shapes, pictures, and/or letters in writing.	R. Writing X. Art
2. Experiments with a variety of writing tools such as pencils, crayons, brushes, and chalk.	R. Writing X. Art
3. Uses expressive (speaking) language to share intended meaning of drawings and writing.	X. Art
4. Starts to demonstrate interest in learning to write letters, especially the letters in his/her name.	R. Writing

Iowa 2012 Early Learning Standards

COR Advantage Items

<b>Mathematics and Science</b>	
<b>12.1 Comparison and Number</b>	
<b>Children understand counting, ways of representing numbers, and relationships between quantities and numerals.</b>	
<b>The child:</b>	
1. Counts to five.	S. Number and counting
2. Counts objects, pointing to each one correctly while counting.	S. Number and counting
3. Uses language such as more or less to compare quantities.	S. Number and counting
4. Begins to recognize small quantities without counting them.	<i>Does not align</i>
5. Starts recognizing and naming of numbers.	S. Number and counting
<b>12.2 Patterns</b>	
<b>Children understand patterns.</b>	
<b>The child:</b>	
1. Recognizes and creates patterns moving from simple to complex.	V. Patterns
2. Predicts what comes next in a pattern.	V. Patterns
<b>12.3 Shapes and Spatial Reasoning</b>	
<b>Children understand shapes and spatial relationships.</b>	
<b>The child:</b>	
1. Demonstrates understanding of spatial words such as up, down, over, under, top, bottom, inside, outside, in front, and behind.	T. Geometry: Shapes and spatial awareness
2. Identifies 2- and 3- dimensional shapes.	T. Geometry: Shapes and spatial awareness
3. Notices characteristics, similarities, and differences among shapes, such as corners, points, edges, and sides.	T. Geometry: Shapes and spatial awareness
4. Notices how shapes fit together and can be taken apart to form other shapes.	T. Geometry: Shapes and spatial awareness

Iowa 2012 Early Learning Standards

COR Advantage Items

<b>Mathematics and Science CONT</b>	
<b>12.4 Scientific Reasoning</b>	
<b>Children observe, describe, and predict the world around them.</b>	
<b>The child:</b>	
1. Notices, describes, and makes comparisons in the natural and designed world.	BB. Observing and classifying
2. Uses scientific tools such as balance scales, measuring tapes, hand lenses, and microscopes to extend the senses and aid understanding.	EE. Tools and technology
3. Makes close observations of living and non-living things.	BB. Observing and classifying DD. Natural and physical world
4. Organizes, classifies, and records information drawn from observations.	BB. Observing and classifying
5. Uses data from observations to describe the world including patterns, cause and effect relationships, and predictions.	W. Data analysis
<b>12.5 Scientific Investigations and Problem Solving</b>	
<b>Children plan and carry out investigations to answer questions and test solutions to problems.</b>	
<b>The child:</b>	
1. Asks questions of the natural and designed world that can be answered through direct investigation.	CC. Experimenting, predicting, and drawing conclusions
2. Plans and carries out investigations.	CC. Experimenting, predicting, and drawing conclusions
3. Makes close observations to determine causes of problems.	BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions
4. Uses evidence collected from investigations to evaluate results.	W. Data analysis CC. Experimenting, predicting, and drawing conclusions
5. Communicates results of investigation to others.	CC. Experimenting, predicting, and drawing conclusions



Iowa 2012 Early Learning Standards

COR Advantage Items

<i>Mathematics and Science CONT</i>	
<b>12.6 Measurement</b>	
<b>Children understand comparisons and measurement.</b>	
<b>The child:</b>	
1. Sorts, classifies, and puts objects in series, using a variety of properties.	U. Measurement W. Data analysis BB. Observing and classifying
2. Makes comparisons between several objects based on one or more attributes, such as length, height, weight, and area, using words such as taller, shorter, longer, bigger, smaller, heavier, lighter, full, empty, length, height, and weight.	U. Measurement W. Data analysis BB. Observing and classifying
3. Measures objects using non-standard units of measurement, such as using blocks to determine how tall a child is.	U. Measurement
4. Develops an awareness of simple time concepts within his/her daily life such as yesterday, today, tomorrow, morning, afternoon, and night.	HH. History

Iowa 2012 Early Learning Standards

COR Advantage Items

<b>Creative Arts</b>	
<b>13.1 Art</b>	
<b>Children participate in a variety of art and sensory-related experiences.</b>	
<b>The child:</b>	
1. Uses a variety of drawing and art materials, such as drawing utensils, paint, clay, and wood to create original works, form, and meaning.	X. Art
2. Expresses ideas about his/her own artwork and the artwork of others, relating artwork to what is happening in the environment or life experiences.	X. Art
3. Demonstrates care and persistence when involved in art projects.	<i>Does not align</i>
4. Plans and works cooperatively to create drawings, paintings, sculptures, and other art projects.	A. Initiative and planning F. Building relationships with other children
<b>13.2 Music, Rhythm, and Movement</b>	
<b>Children participate in a variety of music and movement experiences.</b>	
<b>The child:</b>	
1. Participates in a variety of musical and rhythmic experiences, including singing, dancing, listening, playing simple rhythmic and tonal instruments, and creating and singing chants, rhymes, and fingerplays from diverse cultures.	N. Phonological awareness Y. Music Z. Movement
2. Demonstrates meaningful creative responses when listening to music to reflect the expressive elements of music.	Y. Music Z. Movement
3. Notices differences in pitch, rhythm, patterns, dynamics, tempo, and timbre.	Y. Music Z. Movement
4. Demonstrates an awareness of music as part of daily life indoors and outdoors.	<i>Does not align</i>
<b>13.3 Dramatic Play</b>	
<b>Children engage in dramatic play experiences.</b>	
<b>The child:</b>	
1. Shows creativity and imagination when using materials.	AA. Pretend play
2. Assumes different roles in dramatic play situations.	AA. Pretend play
3. Interacts with peers in dramatic play experiences that become more extended and complex.	AA. Pretend play

Iowa 2012 Early Learning Standards

COR Advantage Items

<b>Area 14: Social Studies</b>	
<b>14.1 Awareness of Family and Community</b>	
<b>Children demonstrate an increasing awareness of belonging to a family and community.</b>	
<b>The child:</b>	
1. Demonstrates understanding that communities are composed of groups of people who live, play, or work together.	FF. Knowledge of self and others
2. Demonstrates ability to identify communities to which they belong, recognizing that their family is an important group to which they belong.	FF. Knowledge of self and others
3. Demonstrates responsibility as a member of a family or community.	G. Community
4. Shows confidence in expressing individual opinions and thoughts while respecting the thoughts and opinions of others.	FF. Knowledge of self and others
5. Participates in creating and following rules and routines.	G. Community
6. Demonstrates an initial awareness of the concepts of fairness, individual rights, and welfare of family and community members.	FF. Knowledge of self and others
<b>14.2 Awareness of Culture</b>	
<b>Children demonstrate an increasing awareness of culture and diversity.</b>	
<b>The child:</b>	
1. Demonstrates an awareness of diversity such as family characteristics, adult roles within a family, and skin and hair color.	FF. Knowledge of self and others
2. Demonstrates acceptance of persons from different cultures and ethnic groups.	<i>Does not align</i>
3. Demonstrates a sense of belonging, feeling pride in his/her own culture while showing respect for others.	FF. Knowledge of self and others
4. Uses respectful and descriptive language for human similarities and differences, demonstrating curiosity, comfort, ease, and empathy with similarities and differences.	FF. Knowledge of self and others

Iowa 2012 Early Learning Standards

COR Advantage Items

<b>Social Studies CONT</b>	
<b>14.3 Awareness of the Relationship between People and the Environment in which They Live</b>	
<b>Children demonstrate an increasing awareness of the environment in which they live, especially how people (including themselves) relate to that environment.</b>	
<b>The child:</b>	
1. Interacts with the world, first with familiar settings and then with less familiar ones; first in simple ways and then in more complex, exploratory ways.	CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world
2. Constructs meaning about him/herself and the world through relevant and meaningful experiences with objects and their environment.	DD. Natural and physical world FF. Knowledge of self and others
3. Recognizes aspects of the environment, such as roads, buildings, trees, gardens, bodies of water, or land formations.	DD. Natural and physical world
4. Recognizes that people share the environment with other people, animals, and plants.	DD. Natural and physical world
5. Understands that people can take care of the environment through activities and experiences, such as cleaning, conserving, reusing, and recycling.	DD. Natural and physical world
6. Recognizes a variety of jobs and the work associated with them.	FF. Knowledge of self and others
<b>14.4 Awareness of Past</b>	
<b>Children demonstrate an increasing awareness of past events and how those events relate to one's self, family, and community.</b>	
<b>The child:</b>	
1. Differentiates between past, present, and future.	HH. History
2. Represents events and experiences that occurred in the past through words, play, and art.	HH. History
3. Uses past events to construct meaning of the world.	C. Reflection HH. History
4. Understands that events happened in the past and that the events relate to oneself, family, community, and culture.	HH. History

## References

- Revision led by Early Childhood Iowa through funding from the Early Childhood Advisory Council Grant. (2012). *Iowa Early Learning Standards*. Des Moines, IA: Author. [http://www.state.ia.us/earlychildhood/files/early\\_learning\\_standarda/IELS\\_2013.pdf](http://www.state.ia.us/earlychildhood/files/early_learning_standarda/IELS_2013.pdf)
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