

initiates

pretends

plans



sings

**COR**  
Advantage

predicts

observes

speaks

builds

empathizes

problem-solves



## **ALIGNMENT OF COR ADVANTAGE WITH**

*Maine Early Learning and Development Standards  
End of Preschool Standards – 48-60 months/4-5 years  
2015*

**Maine Early Learning Developmental Standards for  
48 Months/4 Years Old**

**COR Advantage Items**

**Key Development  
Indicators (KDIs)**

<b>EMOTIONAL DEVELOPMENT</b>		
<b><i>Self Concept</i></b>		
Develops and communicates a growing awareness of self as having certain abilities, characteristics, preferences, and rights	FF. Knowledge of self and others	7. Self-identity 8. Sense of importance
Chooses individual activities	A. Initiative and planning	1. Initiative 2. Planning
Expresses self in different roles during pretend play	AA. Pretend play	43. Pretend play
Compares self with others	FF. Knowledge of self and others	7. Self-identity 53. Diversity
Expresses own ideas and opinions	L. Speaking	22. Speaking
<b><i>Self-Regulation</i></b>		
Begins to tell and follow basic safety guidelines and requirements	G. Community K. Personal care and healthy behavior	11. Community 19. Personal care
Shows progress in appropriately expressing feelings, needs, and opinions in difficult situations and conflicts without harming themselves, others, or property	D. Emotions H. Conflict resolution	9. Emotions 14. Moral development 15. Conflict resolution
Demonstrates increasing competency in recognizing and describing own and others' emotions	D. Emotions	9. Emotions 10. Empathy
Develops increased capacity to share materials or caregiver/teacher's attention	H. Conflict resolution	9. Emotions 10. Empathy
Shows increased ability to wait for his/her turn in a simple game or for use of equipment	H. Conflict resolution	11. Community 13. Cooperative play
Will use private or inner speech to help remember the rules and standards of behavior	G. Community	14. Moral development 21. Comprehension 22. Speaking

**Maine Early Learning Developmental Standards for  
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**COR Advantage Items**

**Key Development  
Indicators (KDIs)**

Uses materials and equipment purposefully, safely, and respectfully	G. Community	11. Community
Begins to accept consequences of own actions	G. Community H. Conflict resolution	14. Moral development
Listens with interest and understanding to directions	G. Community M. Listening and comprehension	11. Community 21. Comprehension
Listens with interest and understanding during conversations	M. Listening and comprehension	21. Comprehension
<b><i>Sympathy and Empathy</i></b>		
Realizes and expresses how another child might feel	D. Emotions	10. Empathy
Demonstrates awareness of feeling during pretend play	D. Emotions M. Listening and comprehension	9. Emotions 43. Pretend play
Recognizes other children's kind behaviors	F. Building relationships with other children	10. Empathy 14. Moral development
<b><i>Adapting to Diverse Settings</i></b>		
Explores objects and materials, and interacts with others in a variety of new settings	A. Initiative and planning G. Community	1. Initiative
Begins to demonstrate ability to be flexible or adjust to routine or unexpected changes including physical setting, daily schedule, staffing and group size/attendance	G. Community	11. Community

**Maine Early Learning Developmental Standards for  
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**COR Advantage Items**

**Key Development  
Indicators (KDIs)**

<b>SOCIAL DEVELOPMENT</b>		
<b><i>Building Relationships with Adults</i></b>		
Separates with assistance from significant adults, without undue anxiety, in familiar settings	E. Building relationships with adults	12. Building relationships
Approaches adults for assistance	E. Building relationships with adults	5. Use of resources 12. Building relationships 15. Conflict resolution
Offers to assist adults	E. Building relationships with adults	12. Building relationships
Expresses affection for significant adults	E. Building relationships with adults	12. Building relationships
Follow caregivers'/teachers' guidance for appropriate behavior in different environments	G. Community	11. Community
Interacts appropriately with familiar adult(s) and peers	E. Building relationships with adults F. Building relationships with other children	12. Building relationships
Identifies known safety roles and distinguishes between trusted and unknown adults	E. Building relationships with adults	11. Community 12. Building relationships
<b><i>Building Relationships with Children</i></b>		
Separates willingly from adults to play with friends	E. Building relationships with adults F. Building relationships with children	3. Engagement 12. Building relationships
Plays beside and interacts with peers	F. Building relationships with children	12. Building relationships
Shows enjoyment in playing with other children	F. Building relationships with children	12. Building relationships
Participates in group glee	F. Building relationships with children	11. Community 12. Building relationships 13. Cooperative play
Has at least one other friend and begins to show preference for particular playmate	F. Building relationships with children	12. Building relationships

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**Key Development  
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Leads or participates in planning cooperative play with others	F. Building relationships with children	12. Building relationships 13. Cooperative play
Understands the concept of “mine” and “his/hers”	F. Building relationships with children FF. Knowledge of self and others	11. Community 12. Building relationships 13. Cooperative play
Joins a group of other playing children with adult prompts, as needed	F. Building relationships with children	12. Building relationships 13. Cooperative play
<b><i>Respecting Similarities and Differences</i></b>		
Compares similarities or differences of others’ physical characteristics, interests, and abilities; may use self as a reference	FF. Knowledge of self and others	7. Self-identity 53. Diversity
Develops varied relationships with others based upon shared experiences and engagement in activities, not based upon gender, ethnic background, or special needs	FF. Knowledge of self and others	12. Building relationships
Carries on sustained interaction with adults in their world	E. Building relationships with adults	12. Building relationships
Asks questions about other families’ ethnicity, language, cultural heritage, and differences in physical characteristics	FF. Knowledge of self and others	53. Diversity
Begins to demonstrate an understanding of inclusion or fairness through words and actions	F. Building relationships with other children H. Conflict resolution	14. Moral development 15. Conflict resolution 53. Diversity

**Maine Early Learning Developmental Standards for  
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**COR Advantage Items**

**Key Development  
Indicators (KDIs)**

APPROACHES TO LEARNING		
<b><i>Initiative and Curiosity</i></b>		
Expresses (verbally or nonverbally) an interest in a widening range of topics, ideas, and tasks	A. Initiative and planning	1. Initiative 2. Planning 3. Engagement
Shows interest in how and why others do things	A. Initiative and planning	1. Initiative 5. Use of resources 45. Observing
Develops increased ability to make independent choices	A. Initiative and planning	1. Initiative 2. Planning 3. Engagement
Explores materials and actively uses them to follow through on an idea	A. Initiative and planning	1. Initiative 2. Planning 3. Engagement
<b><i>Engagement and Persistence</i></b>		
Engages in individual or group activities that express real life experiences, ideas, knowledge, feelings, and fantasy	AA. Pretend play	3. Engagement 5. Use of resources 43. Pretend play
Participates in an increasing variety of tasks and activities	A. Initiative and planning	1. Initiative 2. Planning 3. Engagement
Begins to set goals, develop plans, and complete tasks	A. Initiative and planning	2. Planning 3. Engagement
Demonstrates an increasing capacity to maintain concentration for a meaningful period of time	A. Initiative and planning	3. Engagement

**Maine Early Learning Developmental Standards for  
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**COR Advantage Items**

**Key Development  
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<b><i>Reflection and Problem-Solving</i></b>		
Recognizes and attempts to solve problems through trial and error and by interacting with peers and adults	B. Problem solving with materials H. Conflict resolution	4. Problem solving 5. Use of resources
Explains part, or all, of the problem when asking for help	B. Problem solving with materials	4. Problem solving 5. Use of resources
Uses self-talk to guide when solving a problem	B. Problem solving with materials	4. Problem solving 22. Speaking

**Maine Early Learning Developmental Standards for  
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**COR Advantage Items**

**Key Development  
Indicators (KDIs)**

<b>CREATIVE ARTS</b>		
<b><i>Visual Arts</i></b>		
Uses a variety of art-making tools	X. Art EE. Tools and technology	17. Fine-motor skills 40. Art 52. Tools and technology
Shares art materials and begins to work with peers on a group artwork	F. Building relationships with other children X. Art	13. Cooperative play 40. Art
Chooses artwork to display and keep based on personal preferences	X. Art	44. Appreciating the arts
Explores a variety of developmentally appropriate materials and media to create 2- and 3-dimensional artwork	X. Art	40. Art 52. Tools and technology
Begins to use art materials safely and appropriately	G. Community X. Art EE. Tools and technology	11. Community 52. Tools and technology
Observes and discusses artwork created by both adults and children	X. Art	22. Speaking 23. Vocabulary 40. Art 44. Appreciating the arts
<b><i>Movement and Dance</i></b>		
Responds in movement to a variety of sensory stimuli (e.g., audio, visual, tactile)	Z. Movement	16. Gross-motor skills 18. Body awareness 41. Music 42. Movement
Engages in various types of music and rhythm activities through movement	Y. Music Z. Movement	16. Gross-motor skills 18. Body awareness 41. Music 42. Movement



**Maine Early Learning Developmental Standards for  
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**Key Development  
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Demonstrates awareness of body in space and moves with developing control	I. Gross-motor skills Z. Movement	16. Gross-motor skills 18. Body awareness 42. Movement
<b>Music</b>		
Recognizes different patterns of tempo, rhythm, and pitch	Y. Music	41. Music
Develops ability to sing expressively	Y. Music	41. Music
Listens to and explores various kinds of music and instruments, and natural sounds	Y. Music	41. Music 44. Appreciating the arts
<b>Dramatic Play/Performance</b>		
Begins to use objects for other than their intended purpose during play	AA. Pretend play	43. Pretend play
Begins to identify real and make-believe	AA. Pretend play	5. Use of resources 43. Pretend play
Explores new and familiar situations through dramatic play	AA. Pretend play	43. Pretend play

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EARLY LANGUAGE AND LITERACY		
<b><i>Comprehension and Collaboration</i></b>		
<p>Begins to engage in collaborative conversations about preschool topics and texts with peers and adults in small and larger groups:</p> <ul style="list-style-type: none"> <li>- Begins to follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion)</li> <li>- Begins to engage in conversations with multiple exchanges</li> </ul>	<p>E. Building relationships with children F. Building relationships with adults L. Speaking M. Listening and comprehension</p>	<p>3. Engagement 11. Community 12. Building relationships 21. Comprehension 22. Speaking 55. Decision making</p>
<p>Begins to confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions</p>	<p>M. Listening and comprehension</p>	<p>5. Use of resources 21. Comprehension 22. Speaking 49. Drawing conclusions 50. Communicating ideas</p>
<p>Begins to ask questions in order to seek help, get information, or clarify something that is not understood</p>	<p>M. Listening and comprehension</p>	<p>5. Use of resources 21. Comprehension 22. Speaking 49. Drawing conclusions 50. Communicating ideas</p>
<b><i>Presentation of Knowledge and Ideas</i></b>		
<p>Begins to describe familiar people, places, things, and events</p>	<p>L. Speaking M. Listening and comprehension</p>	<p>21. Comprehension 22. Speaking 53. Diversity 54. Community roles</p>
<p>Begins to speak audibly and, with prompting and support, express thoughts, feelings, and ideas</p>	<p>D. Emotions L. Speaking M. Listening and comprehension</p>	<p>9. Emotions 22. Speaking 50. Communicating ideas</p>

**Maine Early Learning Developmental Standards for  
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<b><i>Conventions of Standard English</i></b>		
<p>Begins to demonstrate understanding of the conventions of standard English grammar and usage when writing or speaking:</p> <ul style="list-style-type: none"> <li>- Prints some letter and/or letter-like symbols</li> <li>- Uses frequently occurring nouns and verbs</li> <li>- Begins to form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes)</li> <li>- Begins to understand question words (e.g., <i>who, what, where, when, why, how</i>)</li> <li>- Begins to understand the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>)</li> <li>- Begins to speak in complete sentences</li> </ul>	<p>L. Speaking M. Listening and comprehension R. Writing</p>	<p>22. Speaking 23. Vocabulary 29. Writing 49. Drawing conclusions 50. Communicating ideas</p>
<b><i>Vocabulary Acquisition and Use</i></b>		
<p>Begins to ask and answer questions about the meanings of new words and phrases introduced through books, activities, and play:</p> <ul style="list-style-type: none"> <li>- Begins to generate words that are similar in meaning (e.g., happy/glad, angry/mad)</li> </ul>	<p>L. Speaking M. Listening and comprehension BB. Observing and classifying</p>	<p>5. Use of resources 21. Comprehension 22. Speaking 23. Vocabulary 26. Reading</p>
<p>Begins to explore word relationships and meanings:</p> <ul style="list-style-type: none"> <li>- Begins to sort common objects into categories (e.g., big/small, living/nonliving)</li> <li>- Begins to apply words learned in classroom activities to real-life examples (e.g., names places in school that are fun, quiet, or noisy)</li> </ul>	<p>L. Speaking M. Listening and comprehension BB. Observing and classifying</p>	<p>21. Comprehension 22. Speaking 23. Vocabulary 46. Classifying 49. Drawing conclusions 50. Communicating ideas</p>
<p>Begins to use words and phrases acquired through conversations, listening to books read aloud, activities, and play</p>	<p>L. Speaking M. Listening and comprehension Q. Book enjoyment and knowledge</p>	<p>21. Comprehension 22. Speaking 23. Vocabulary 26. Reading</p>

**Maine Early Learning Developmental Standards for  
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**COR Advantage Items**

**Key Development  
Indicators (KDIs)**

<b><i>Key Ideas and Details</i></b>		
Engages and interacts during story reading	P. Reading Q. Book enjoyment and knowledge	21. Comprehension 22. Speaking 26. Reading 28. Book knowledge
Retells information from a story	M. Listening and comprehension Q. Book enjoyment and knowledge	21. Comprehension 22. Speaking 26. Reading
Demonstrates understanding of whom or what a story is about	M. Listening and comprehension Q. Book enjoyment and knowledge	21. Comprehension 22. Speaking 26. Reading
<b><i>Craft and Structure</i></b>		
Makes observations about words and pictures in books	P. Reading Q. Book enjoyment and knowledge	26. Reading 45. Observing 50. Communicating ideas
Begins to understand that a book has a title, author, and illustrator	Q. Book enjoyment and knowledge	28. Book knowledge
<b><i>Integration of Knowledge and Ideas</i></b>		
Makes observations about the use of words and pictures	P. Reading Q. Book enjoyment and knowledge	21. Comprehension 26. Reading 27. Concepts about print 28. Book knowledge
Begins to make connections between a story or poem and one's own experiences	M. Listening and comprehension Q. Book enjoyment and knowledge	7. Self-identity 21. Comprehension

**Maine Early Learning Developmental Standards for  
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**COR Advantage Items**

**Key Development  
Indicators (KDIs)**

<b><i>Reading and Level of Text Complexity</i></b>		
Seeks out experiences (individually and in groups) with pictures, books, and other print materials	A. Initiative M. Listening and comprehension P. Reading Q. Book enjoyment and knowledge	1. Initiative and planning 3. Engagement 26. Reading 27. Concepts about print 28. Book knowledge
<b><i>Details-Informational Text</i></b>		
Engages and interacts during reading of an informational text	M. Listening and comprehension P. Reading Q. Book enjoyment and knowledge	3. Engagement 21. Comprehension
Recognizes that books provide information about the world	M. Listening and comprehension Q. Book enjoyment and knowledge	5. Use of resources 21. Comprehension 27. Concepts about print 28. Book knowledge
Recalls some information from an informational text read aloud or shared visually	M. Listening and comprehension Q. Book enjoyment and knowledge	5. Use of resources 6. Reflection 21. Comprehension 26. Reading
<b><i>Structure-Informational Text</i></b>		
Makes observations about words and pictures in an informational text	M. Listening and comprehension P. Reading Q. Book enjoyment and knowledge	5. Use of resources 21. Comprehension 45. Observing 49. Drawing conclusions
Begins to display appropriate book-handling behavior: orients book as if to be read, points to title, turns pages in a single direction, etc.	Q. Book enjoyment and knowledge	28. Book knowledge

Maine Early Learning Developmental Standards for 48 Months/4 Years Old	COR Advantage Items	Key Development Indicators (KDIs)
<b>Integration of Knowledge Ideas</b>		
Describes important details from a photograph or illustration	P. Reading	5. Use of resources 21. Comprehension 22. Speaking 26. Reading 27. Concepts about print 49. Drawing conclusions 50. Communicating ideas
Begins to recognize that information on a topic can be found in more than one text	M. Listening and comprehension Q. Book enjoyment and knowledge	5. Use of resources 26. Reading
<b>Range of Reading Level of Text Complexity</b>		
Seeks out experiences with informational text materials		1. Initiative 5. Use of resources 26. Reading
<b>Print Concepts</b>		
Begins to display appropriate book-handling behaviors and begin to recognize print conventions: <ul style="list-style-type: none"> <li>- Holds a book as if to read, points to title, opens book and turns pages in single direction</li> <li>- Recognizes print as something that can be read</li> <li>- Recognizes and names the letters of his/her first name</li> </ul>	O. Alphabetic knowledge P. Reading Q. Book enjoyment and knowledge	25. Alphabetic knowledge 27. Concepts about print 28. Book knowledge

**Maine Early Learning Developmental Standards for  
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**COR Advantage Items**

**Key Development  
Indicators (KDIs)**

<b><i>Phonological Awareness</i></b>		
Demonstrates an understanding of spoken words and syllables: <ul style="list-style-type: none"> <li>- Begins to recognize rhyming words</li> <li>- Begins to count, pronounce, blend, and segment syllables in their own names</li> <li>- Begins to isolate and pronounce the initial sounds (phonemes) in their own name, and in some words</li> </ul>	N. Phonological awareness	22. Speaking 24. Phonological awareness 32. Counting
<b><i>Phonics and Word Recognition</i></b>		
With prompting and support: <ul style="list-style-type: none"> <li>- Begins to recognize that letters represent sounds</li> <li>- Begins to recognize own name, the names of other children in the classroom, and common print around the classroom</li> </ul>	N. Phonological awareness O. Alphabetic knowledge P. Reading	24. Phonological awareness 25. Alphabetic knowledge 27. Concepts about print
<b><i>Fluency</i></b>		
Attends to fluent models of reading	M. Listening and comprehension	26. Reading
Begins to imitate fluent models of reading	P. Reading	26. Reading
<b><i>Text Types and Purposes of Writing</i></b>		
With prompting and support, uses a combination of drawing, dictating, and emergent writing to: <ul style="list-style-type: none"> <li>- Communicate ideas</li> </ul>	L. Speaking R. Writing X. Art	22. Speaking 29. Writing 40. Art 50. Communicating ideas
<b><i>Production and Distribution of Writing</i></b>		
With prompting and support: <ul style="list-style-type: none"> <li>- Shares drawing and writing with others</li> </ul>	R. Writing X. Art	22. Speaking 29. Writing 40. Art

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Indicators (KDIs)**

Recognizes that digital tools are used for communication and, with support and guidance, uses them to convey messages in picture and/or words	EE. Tools and technology	5. Use of resources 27. Concepts about print 52. Tools and technology
<b><i>Research to Build and Present Knowledge-Writing</i></b>		
Begins to participate in shared research and writing projects modeled by adults (e.g., community helpers)	L. Speaking M. Listening and comprehension R. Writing	5. Use of resources 21. Comprehension 27. Concepts about print 29. Writing
With guidance and support, begins to recall information from experiences or gather information from different sources	C. Reflection M. Listening and comprehension	5. Use of resources 6. Reflection 21. Comprehension 49. Drawing conclusions 50. Communicating ideas



**Maine Early Learning Developmental Standards for  
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<b>PHYSICAL DEVELOPMENT AND HEALTH</b>		
<b><i>Nutrition</i></b>		
Makes known health-related needs and/or interests and considers possible options (i.e., when thirsty, asks for water)	K. Personal care and healthy behavior	1. Initiative 19. Personal care
Helps to set and clear the table for meals, recognizing the appropriate materials needed	K. Personal care and healthy behavior	5. Use of resources 11. Community
Child serves self, taking food from one container to the other using utensils	K. Personal care and healthy behavior	1. Initiative 5. Use of resources 19. Personal care
Engages, as possible, in food preparation	K. Personal care and healthy behavior	11. Community 19. Personal care 20. Healthy behavior
<b><i>Safety</i></b>		
Recognizes and names people who keep them safe in dangerous situations	K. Personal care and healthy behavior FF. Knowledge of self and others	20. Healthy behavior 54. Community roles
Has awareness of strangers	E. Building relationships with adults K. Personal care and healthy behavior	12. Building relationships 20. Healthy behavior
Develops awareness of and the ability to follow basic safety rules and practices	G. Community K. Personal care and healthy behavior	11. Community 20. Healthy behavior
Avoids hazardous chemicals and unsafe materials	K. Personal care and healthy behavior	20. Healthy behavior
Seeks adult approval before approaching unknown pets	K. Personal care and healthy behavior	20. Healthy behavior
<b><i>Fine Motor</i></b>		
Holds drawing, writing, and painting tools with fingers and thumb, creating more recognizable drawings (letters, shapes), but may hold the instrument too close to one end	J. Fine-motor skills R. Writing X. Art	17. Fine-motor skills 29. Writing

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**COR Advantage Items**

**Key Development  
Indicators (KDIs)**

Develops increasing strength, dexterity, and hand-eye coordination to use hands, fingers, and wrists to manipulate objects	J. Fine-motor skills	17. Fine-motor skills
Cuts paper in a straight line	J. Fine-motor skills X. Art EE. Tools and technology	17. Fine-motor skills 52. Tools and technology
Completes interlocking puzzles	B. Problem solving with materials J. Fine-motor skills	4. Problem solving 17. Fine-motor skills 35. Spatial awareness
Uses increased skill in self serving with little spilling during meals, including using tongs	J. Fine-motor skills K. Personal care and healthy behavior	17. Fine-motor skills 19. Personal care 52. Tools and technology
<b>Gross Motor</b>		
Moves purposefully from place to place with control	I. Gross-motor skills	16. Gross-motor skills 42. Movement
Moves with an awareness of personal space in relationship to others	I. Gross-motor skills	16. Gross-motor skills 18. Body awareness 35. Spatial awareness 42. Movement
Hops on one foot one time without losing balance or falling	I. Gross-motor skills	16. Gross-motor skills 42. Movement
Jumps down from a step and forward ten inches	I. Gross-motor skills	16. Gross-motor skills 42. Movement
Walks forward and backward along a line or a beam using normal stride	I. Gross-motor skills	16. Gross-motor skills 42. Movement
Walks up and down stairs, alternating feet	I. Gross-motor skills	16. Gross-motor skills 42. Movement

**Maine Early Learning Developmental Standards for  
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Indicators (KDIs)**

Develops motor coordination and skill while using objects for a range of physical activities, such as pulling or throwing	I. Gross-motor skills	16. Gross-motor skills 42. Movement
Combines large motor movements with the use of equipment	No match	16. Gross-motor skills 42. Movement
<b><i>Physical Health Status</i></b>		
Maintains physical growth within the Centers for Disease Control and Prevention (CDC) recommended body mass index ranges for weight by height by age	No match	16. Gross-motor skills 18. Body awareness 42. Movement
Demonstrates body spatial awareness in relationship to stationary objects	I. Gross-motor skills	18. Body awareness
Participates in games, outdoor play, and other forms of exercise to enhance physical fitness	A. Initiative and planning I. Gross-motor skills J. Fine-motor skills	16. Gross-motor skills 42. Movement
Engages in adaptive physical activities as appropriate	A. Initiative and planning I. Gross-motor skills J. Fine-motor skills	16. Gross-motor skills 42. Movement
<b><i>Health Knowledge and Practices</i></b>		
Completes personal care tasks with increasing independence	K. Personal care and healthy behavior	1. Initiative 19. Personal care
Takes off coat and puts it where it belongs	K. Personal care and healthy behavior	19. Personal care
Participates in structured and unstructured physical activities	A. Initiative and planning G. Community	3. Engagement 16. Gross-motor skills 17. Fine-motor skills 18. Body awareness

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Regularly participates in active games, outdoor play, and other forms of exercise to enhance physical fitness	A. Initiative and planning I. Gross-motor skills	1. Initiative 3. Engagement 11. Community 16. Gross-motor skills 17. Fine-motor skills
Transitions from high-energy to low-energy activities	I. Gross-motor skills G. Community	3. Engagement 11. Community 16. Gross-motor skills 17. Fine-motor skills
Follows routines independently	G. Community K. Personal care and healthy behavior	11. Community
Cooperates during doctor and dentist visits, and health and developmental screenings	K. Personal care and healthy behavior	11. Community 20. Healthy behavior
Regulates own emotions and behaviors	D. Emotions	9. Sense of competence 14. Moral development 15. Conflict resolution
Begins to take responsibility for meeting own needs	K. Personal care and healthy behavior	19. Personal care

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**COR Advantage Items**

**Key Development  
Indicators (KDIs)**

<b>MATH</b>		
<b><i>Mathematical Practices</i></b>		
Develops positive attitudes about math	C. Reflection D. Emotions	8. Sense of competence
Participates in whole group and small group, math-focused activities	A. Initiative and planning G. Community	3. Engagement 11. Community
Recognizes the idea of a “problem” and “problem solving” in the physical and social world	B. Problem solving with materials	4. Problem solving 39. Data analysis 49. Drawing conclusions 50. Communicating ideas
Communicates math ideas verbally and non-verbally	L. Speaking	22. Speaking 50. Communicating ideas
<b><i>Counting and Cardinality Cluster</i></b>		
Rote counts to 10 and beyond by ones with increasing accuracy	S. Number and counting	32. Counting
Recognizes and names written numerals 0-5	S. Number and counting	31. Number words and symbols
Begins to substituting to determine how many (recognizes small quantities immediately)	S. Number and counting	31. Number words and symbols 32. Counting
Recognizes the relationship between numbers and quantities: connect counting to cardinality (0-5)	S. Number and counting	31. Number words and symbols 32. Counting
Shows understanding that the last number name spoken tells the number of objects counted up to 5 (cardinality)	S. Number and counting	31. Number words and symbols 32. Counting
<b><i>Operations and Algebraic Thinking</i></b>		
Responds with number words and/or counting strategy when asked the question, “How many?”	S. Number and counting	31. Number words and symbols 32. Counting

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**Key Development  
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Transitions from rote counting to 1:1 correspondence	S. Number and counting	32. Counting
<b>Geometry</b>		
Recognizes and names/describes simple shapes	T. Geometry: Shapes and spatial awareness	34. Shapes 35. Spatial awareness 46. Classifying
Matches similar shapes	T. Geometry: Shapes and spatial awareness BB. Observing and classifying	34. Shapes 46. Classifying
Explores two-dimensional and three-dimensional shapes in the environment	T. Geometry: Shapes and spatial awareness	34. Shapes 35. Spatial awareness
Uses puzzles and other learning materials to demonstrate beginning part/whole, shape and orientation concepts to solve problems	B. Problem solving with materials T. Geometry: Shapes and spatial awareness	35. Spatial awareness
Uses physical movement to gain understanding of orientation and directionality	T. Geometry: Shapes and spatial awareness	35. Spatial awareness
Responds to words indicating directionality and position through physical movement (e.g., near, far, beside, up, down, over)	T. Geometry: Shapes and spatial awareness	35. Spatial awareness
<b>Measurement and Data</b>		
Matches and groups similar objects	BB. Observing and classifying W. Data analysis	36. Measuring 39. Data analysis 38. Patterns 41. Music 42. Movement
Recognizes measurable attributes of objects, such as length, weight, and capacity of everyday objects (e.g., long, short, tall, heavy, light, big, small, full, empty)	U. Measurement	36. Measuring

**Maine Early Learning Developmental Standards for  
48 Months/4 Years Old**

**COR Advantage Items**

**Key Development  
Indicators (KDIs)**

Sorts, orders, and classifies familiar objects by a single attribute (e.g., size, shape, color, texture, orientation, and position) and explains the reason	BB. Observing and classifying	46. Classifying
Uses seriation as a strategy for organizing materials	U. Measurement	36. Measuring 46. Classifying
Recognizes and duplicates simple patterns in the environment, including sound and movement patterns	V. Patterns	38. Patterns 41. Music 42. Movement
Demonstrates and understanding of time periods (e.g. a short time/a long time, "five more minutes," morning, afternoon, night)	HH. History	57. History
Relates concepts of past, present, and future to daily activities	HH. History	11. Community 57. History
Participates in data collection activities	W. Data analysis	39. Data analysis
Explores and begins to use measurement tools	U. Measurement EE. Tools and technology	36. Measuring 37. Unit 52. Tools and technology

**Maine Early Learning Developmental Standards for  
48 Months/4 Years Old**

**COR Advantage Items**

**Key Development  
Indicators (KDIs)**

<b>SCIENCE</b>		
<b><i>Physical Science</i></b>		
Begins to experiment with objects whose motion is affected by pushes or pulls of different strengths in different directions	CC. Experimenting, predicting, and drawing conclusions	47. Experimenting
Answers questions about the effects of pushes and pulls (e.g., pulls objects attached to a string, pushes objects with and without wheels, rolls objects, collides objects)	CC. Experimenting, predicting, and drawing conclusions	47. Experimenting 49. Drawing conclusions 50. Communicating ideas
Listens to stories, poems, finger plays about physical knowledge and begins to use vocabulary about speed, motion, and stability in daily conversations	L. Speaking M. Listening and comprehension	23. Vocabulary 50. Communicating ideas
<b><i>Earth Science</i></b>		
Using simple tools and guided investigation, explores differences in soil and water in different weather conditions and temperatures	CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world EE. Tools and technology	15. Conflict resolution 45. Observing 47. Experimenting 51. Natural and physical world 52. Tools and technology
Describes temperature, weather, and seasons using words such as rainy, cold, warm, sunny, and identifies items used for protection, safety, and enjoyment in different weather conditions	DD. Natural and physical world	20. Healthy behavior 51. Natural and physical world
Organizes weather-related items (real objects or symbols) used in different weather conditions	BB. Observing and classifying DD. Natural and physical world W. Data analysis	46. Classifying 51. Natural and physical world
Makes simple observations about the sky and connects observations to what we do outside	DD. Natural and physical world	45. Observing 51. Natural and physical world
Begins to understand the relationship between litter and cleaning up the earth	DD. Natural and physical world G. Community	51. Natural and physical world 58. Ecology



**Maine Early Learning Developmental Standards for  
48 Months/4 Years Old**

**COR Advantage Items**

**Key Development  
Indicators (KDIs)**

<b>Life Science</b>		
Uses senses to observe and describe properties of familiar plants and animals	BB. Observing and classifying DD. Natural and physical world	45. Observing 50. Communicating ideas 51. Natural and physical world
Begins to use vocabulary for naming plants and animals moving beyond generic labels (e.g., “bug”) to names of specific creatures (e.g., “ant” or “beetle”), and use symbols or icons to identify where they see such creatures	P. Reading R. Writing X. Art DD. Natural and physical world	23. Vocabulary 26. Reading 50. Communicating ideas 51. Natural and physical world
Compares properties and needs of similar and different life forms using increasingly advanced vocabulary	BB. Observing and classifying DD. Natural and physical world	23. Vocabulary 45. Observing 46. Classifying 50. Communicating ideas 51. Natural and physical world
Cares for plants and animals in the classroom and surrounding area, and describes the needs of organism cared for	DD. Natural and physical world	50. Communicating ideas 51. Natural and physical world 58. Ecology
Begins to identify problems affecting the lives of plants and animals (including themselves) and, with teacher support, generates possible solutions	CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world	45. Observing 48. Predicting 49. Drawing conclusions 50. Communicating ideas 51. Natural and physical world 58. Ecology
Creates solutions, with teacher support, for classroom-based problems (e.g., staking up plants that grow tall)	CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world	47. Experimenting 48. Predicting 49. Drawing conclusions 50. Communicating ideas 51. Natural and physical world
Uses and names a variety of tools	EE. Tools and technology	23. Vocabulary 52. Tools and technology

**Maine Early Learning Developmental Standards for  
48 Months/4 Years Old**

**COR Advantage Items**

**Key Development  
Indicators (KDIs)**

<b>SOCIAL STUDIES</b>		
<b><i>Civics and Government</i></b>		
Displays awareness of role as a member of a group	G. Community FF. Knowledge of self and others	7. Self-identity 11. Community 54. Community roles
Knows that rules and laws are established by people	G. Community FF. Knowledge of self and others	11. Community 55. Decision making
Understands the people can take care of the environment through activities such as recycling	DD. Natural and physical world	58. Ecology
<b><i>Economics</i></b>		
Understands that an individual earns money through work	FF. Knowledge of self and others	54. Community roles
Recognizes a variety of jobs	FF. Knowledge of self and others	54. Community roles
Explores materials that build a foundation for understanding economic concepts such as using money to buy goods and services	AA. Pretend play	54. Community roles
<b><i>Geography</i></b>		
Recognizes that people share the environment with other people, animals, and plants	DD. Natural and physical world	56. Geography 58. Ecology
Recognizes various ways people communicate, travel, live, and work	GG. Geography	53. Diversity 54. Community roles.
Recognizes aspects of the environment, such as roads, buildings, trees, gardens, bodies of water, or land formations	GG. Geography	56. Geography

**Maine Early Learning Developmental Standards for  
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**COR Advantage Items**

**Key Development  
Indicators (KDIs)**

<b><i>History</i></b>		
Uses words to describe time (i.e., yesterday, names of seasons, before)	HH. History	51. Natural and physical world 57. History
Displays awareness of change in community	HH. History	16. Gross-motor skills 53. Diversity 54. Community roles 56. Geography 58. Ecology
Develops awareness of diversity	FF. Knowledge of self and others	53. Diversity

# Maine Early Learning and Development Standards End of Preschool Standards – 60 months/5 years 2015

Maine Early Learning Developmental Standards for 60 Months/5 Years Old	COR Advantage Items	Key Development Indicators (KDIs)
<b>EMOTIONAL DEVELOPMENT</b>		
<b><i>Self Concept</i></b>		
Has an awareness of self as having certain abilities, characteristics, preferences, and rights	FF. Knowledge of self and others	7. Self-identity 8. Sense of competence
Demonstrates self-direction by making choices among peers, activities and materials	A. Initiative and planning	1. Initiative 2. Planning
Takes on new tasks and improves skills with practice	A. Initiative and planning B. Problem solving with materials	3. Engagement 4. Problem solving
Initiates actions or activities with peers	F. Building relationships with other children	43. Pretend play
Expresses delight over a successful project and want others to like it too	D. Emotions E. Building relationships with adults F. Building relationships with other children	12. Building relationships
Demonstrates confidence in own abilities and delights in the mastery of a skill	D. Emotions	8. Sense of competence 12. Building relationships
Demonstrates an understanding of and follows through with basic responsibilities	G. Community	11. Community 19. Personal care

**Maine Early Learning Developmental Standards for  
60 Months/5 Years Old**

**COR Advantage Items**

**Key Development  
Indicators (KDIs)**

<b><i>Self-Regulation</i></b>		
Expresses self in safe and appropriate ways through words and actions	D. Emotions H. Conflict resolution	9. Emotions 15. Conflict resolution
Seeks peaceful resolutions to conflict	H. Conflict resolution	15. Conflict resolution
Stops and listens to instructions before jumping into activity, with guidance	G. Community	11. Community
Follows rules and routines	G. Community	11. Community
Respects the rights and property of others	G. Community	13. Cooperative play 14. Moral development
Uses materials appropriately	G. Community	3. Engagement 11. Community
Is able to share materials or caregiver's/teacher's attention	G. Community H. Conflict resolution	12. Building relationships 13. Cooperative play
Can wait for turn in simple game or use of equipment	G. Community	11. Community
Accepts consequences of own actions	G. Community H. Conflict resolution	14. Moral development
Regulates own emotions and behaviors	D. Emotions	9. Emotions 15. Conflict resolution
Refrains from disruptive, aggressive, angry, or defiant behavior	D. Emotions	9. Emotions 15. Conflict resolution
Asks what and why questions to understand effects of behavior	G. Community	6. Reflection 15. Conflict resolution 21. Comprehension 22. Speaking

**Maine Early Learning Developmental Standards for  
60 Months/5 Years Old**

**COR Advantage Items**

**Key Development  
Indicators (KDIs)**

<b><i>Sympathy and Empathy</i></b>		
Expresses empathy for others	D. Emotions	10. Empathy
Comforts physically hurt or emotionally upset child through appropriate words or actions	D. Emotions H. Conflict resolution	9. Emotions 10. Empathy 12. Building relationships
Labels own emotions, and increasingly, the emotions of others	D. Emotions	9. Emotions 10. Empathy
Demonstrates understanding of the consequences of own actions on others	D. Emotions G. Community H. Conflict resolution	6. Reflection 14. Moral development 15. Conflict resolution
Understands the reasons for rules and routines within the group and accepts them	G. Community	11. Community 55. Community roles
Asks “what” and “why” questions to understand effects of behavior	G. Community H. Conflict resolution M. Listening and comprehension	6. Reflection 15. Conflict resolution 21. Comprehension 22. Speaking
Shows progress in expressing feelings, needs, and opinions, in difficult situations and conflicts, without harming self, others, or property	D. Emotions H. Conflict resolution	9. Emotions 14. Moral development 15. Conflict resolution

**Maine Early Learning Developmental Standards for  
60 Months/5 Years Old**

**COR Advantage Items**

**Key Development  
Indicators (KDIs)**

<b><i>Adapting to Diverse Settings</i></b>		
Demonstrates ability to be flexible or adjust to routine or unexpected changes including physical setting, daily schedule, staffing, and group size/attendance	G. Community	11. Community
Adjusts to transitions from one activity setting to the next during the day with appropriate emotions and behaviors	G. Community	9. Emotions 11. Community
Anticipate with assistance what will be needed in diverse settings	G. Community	5. Use of resources 11. Community
Follows rules in diverse settings	G. Community	11. Community

**Maine Early Learning Developmental Standards for  
60 Months/5 Years Old**

**COR Advantage Items**

**Key Development  
Indicators (KDIs)**

SOCIAL DEVELOPMENT		
<b><i>Building Relationships with Adults</i></b>		
Asks questions and checks with an adult before deviating from rules and routines	E. Building relationships with adults G. Community	11. Community 12. Building relationships 14. Moral development 22. Speaking
Seeks adult help when needed for emotional support	D. Emotions E. Building relationships with adults H. Conflict resolution	12. Building relationships 15. Conflict resolution
Confides in at least one adult	E. Building relationships with adults	12. Building relationships
Works independently and asks for help only when necessary	B. Problem solving with materials	3. Engagement 4. Problem solving 12. Building relationships
Works cooperatively with an adult to plan and organize activities and solve problems	B. Problem solving with materials E. Building relationships with adults	2. Planning 4. Problem solving 12. Building relationships
Uses socially appropriate behavior with peers and adults such as helping, sharing, and taking turns	G. Community	11. Community 12. Building relationships 13. Cooperative play 15. Conflict resolution
<b><i>Building Relationships with Children</i></b>		
Participates cooperatively in large and small group activities	F. Building relationships with other children	11. Community 13. Cooperative play
Participates in classroom and group routines	G. Community	11. Community
Uses different turn-taking strategies	F. Building relationships with other children G. Community	13. Cooperative play 15. Conflict resolution



**Maine Early Learning Developmental Standards for  
60 Months/5 Years Old**

**COR Advantage Items**

**Key Development  
Indicators (KDIs)**

Shows increasing abilities to use compromise and discussion in play and resolution of conflicts with peers	F. Building relationships with other children H. Conflict resolution	12. Building relationships 13. Cooperative play 15. Conflict resolution 22. Speaking
Develops consideration for the needs or interests of peers	D. Emotions F. Building relationships with other children G. Community	10. Empathy 11. Community 12. Building relationships
Develops friendships with peers	F. Building relationships with other children	12. Building relationships
Notices and comments on who is absent from routine group settings	F. Building relationships with other children W. Data analysis	12. Building relationships 39. Data analysis 45. Observing 49. Drawing conclusions 50. Communicating ideas
Shows concern for personal fairness within a peer group	F. Building relationships with other children G. Community H. Conflict resolution	14. Moral development 15. Conflict resolution
Defends own rights and the rights of others	G. Community	14. Moral development
Gives social support to others	D. Emotions E. Building relationships with adults F. Building relationships with other children G. Community H. Conflict resolution	12. Building relationships

**Maine Early Learning Developmental Standards for  
60 Months/5 Years Old**

**COR Advantage Items**

**Key Development  
Indicators (KDIs)**

Demonstrates knowledge that fairness involves a recognition that respects the needs of individuals as well as sharing and turn-taking	D. Emotions G. Community H. Conflict resolution	13. Cooperative play 14. Moral development
Identifies and expresses self a part of several groups (e.g., family, preschool class, faith community, etc.)	G. Community FF. Knowledge of self and others	7. Self-identity 11. Community 53. Diversity 54. Community roles
Uses play to explore, practice, and understand social roles	AA. Pretend play	12. Building relationships 13. Cooperative play 43. Pretend play 54. Community roles
Joins in the middle of an ongoing group activity with friends independently	F. Building relationships with other children	1. Initiative 12. Building relationships 13. Cooperative play
Invents and sets up activities that include more than one child	F. Building relationships with other children	12. Building relationships 13. Cooperative play
Gives social support to others	D. Emotions E. Building relationships with adults F. Building relationships with other children G. Community H. Conflict resolution	10. Empathy 12. Building relationships

**Maine Early Learning Developmental Standards for  
60 Months/5 Years Old**

**COR Advantage Items**

**Key Development  
Indicators (KDIs)**

<b><i>Respecting Similarities and Differences</i></b>		
Names and accepts differences and similarities in preferences	FF. Knowledge of self and others	7. Self-identity 53. Diversity
Notices that other children might communicate differently or use different words for the same object	FF. Knowledge of self and others	5. Use of resources 45. Observing 46. Classifying 53. Diversity
Begins to examine a situation from others' perspective	D. Emotions FF. Knowledge of self and others	10. Empathy 45. Observing 49. Drawing conclusions
Shows concern about personal fairness within a peer group	F. Building relationships with other children H. Conflict resolution FF. Knowledge of self and others	14. Moral development 15. Conflict resolution 53. Diversity

**Maine Early Learning Developmental Standards for  
60 Months/5 Years Old**

**COR Advantage Items**

**Key Development  
Indicators (KDIs)**

APPROACHES TO LEARNING		
<b><i>Initiative and Curiosity</i></b>		
Initiates participation in a widening range of topics, ideas, and tasks	A. Initiative and planning	1. Initiative 2. Planning 3. Engagement
Invents projects and works on them with little assistance	A. Initiative and planning	3. Engagement
Wonders and asks questions about change in his/her world	L. Speaking CC. Experimenting, predicting, and drawing conclusions	5. Use of resources 6. Reflection 22. Speaking 49. Drawing conclusions 50. Communicating ideas
Uses “wh” questions to get information on a variety of topics	L. Speaking CC. Experimenting, predicting, and drawing conclusions	21. Comprehension 22. Speaking 49. Drawing conclusions 50. Communicating ideas
Approaches tasks and activities with increasing flexibility, imagination, and inventiveness	B. Problem solving with materials	3. Engagement 4. Problem solving 5. Use of resources 45. Observing 47. Experimenting
Invents games and new activities	A. Initiative and planning B. Problem solving with materials	1. Initiative 13. Cooperative play
<b><i>Engagement and Persistence</i></b>		
Persists in and completes an increasing variety of tasks, activities, projects, and experiences despite frustrations	A. Initiative and planning B. Problem solving with materials	1. Initiative 3. Engagement 4. Problem solving 9. Emotions

**Maine Early Learning Developmental Standards for  
60 Months/5 Years Old**

**COR Advantage Items**

**Key Development  
Indicators (KDIs)**

Demonstrates resiliency and coping skills when faced with challenges (i.e., concentrates despite distractions and/or increasingly manages own level of frustration)	B. Problem solving with materials	3. Engagement 4. Problem solving 8. Sense of competence 9. Emotions
Chooses to leave a project and returns to it later for completion or elaboration	A. Initiative and planning B. Problem solving with materials C. Reflection	2. Planning 3. Engagement 6. Reflection
Sets goals, develops plans, and completes tasks with increasing independence	A. Initiative and planning B. Problem solving with materials	2. Planning 3. Reflection
Maintains concentration despite distractions	A. Initiative and planning B. Problem solving with materials	3. Reflection
<b>Reflection and Problem-Solving</b>		
Predicts when something might be a problem or a challenge	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions	4. Problem solving 5. Conflict resolution 48. Predicting 50. Communicating ideas
Makes predictions about what will happen next	CC. Experimenting, predicting, and drawing conclusions	48. Predicting
Looks for more than one solution to a question, task, or problem	B. Problem solving with materials	4. Problem solving 5. Conflict resolution 45. Observing 46. Classifying 47. Experimenting 49. Drawing conclusions 50. Communicating ideas

**Maine Early Learning Developmental Standards for  
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**COR Advantage Items**

**Key Development  
Indicators (KDIs)**

<p>Applies prior experiences, senses, and knowledge to new learning situations</p>	<p>B. Problem solving with materials C. Reflection</p>	<p>4. Problem solving 5. Conflict resolution 6. Reflections 49. Drawing conclusions</p>
<p>Considers and implements different approaches to carrying out a task</p>	<p>B. Problem solving with materials</p>	<p>3. Engagement 4. Problem solving 5. Conflict resolution 6. Reflection 45. Observing 47. Experimenting 49. Drawing conclusions 50. Communicating ideas</p>
<p>Independently alters approach to tasks when initial approach does not work</p>	<p>B. Problem solving with materials</p>	<p>1. Initiative 4. Problem solving 8. Sense of competence</p>
<p>Discusses or documents important aspects of an experience and identifies what was learned</p>	<p>C. Reflection</p>	<p>6. Reflection 8. Sense of competence 21. Comprehension 22. Speaking 49. Drawing conclusions 50. Communicating ideas</p>
<p>Solves increasingly complex problems and an increased number of problems</p>	<p>B. Problem solving with materials</p>	<p>4. Problem solving 5. Conflict resolution</p>

**Maine Early Learning Developmental Standards for  
60 Months/5 Years Old**

**COR Advantage Items**

**Key Development  
Indicators (KDIs)**

<b>CREATIVE ARTS</b>		
<b><i>Visual Arts</i></b>		
Shows interest in different art media and materials in a variety of ways for creative expression and representation	X. Art	40. Art 44. Appreciating the arts
Works collaboratively to create group art displays	F. Building relationships with other children X. Art	13. Cooperative play 40. Art 44. Appreciating the arts
Progresses in abilities to create drawings, paintings, and other art creations that reflect more detail, uniqueness, and/or realism	X. Art	40. Art 44. Appreciating the arts
Use art materials safely and appropriately	G. Community X. Art EE. Tools and technology	11. Community 52. Tools and technology
Selects and describes the elements of personal artwork with teachers, other children, and parents	X. Art	8. Sense of competence 22. Speaking 23. Vocabulary 40. Art 44. Appreciating the arts
<b><i>Movement and Dance</i></b>		
Moves in response to tempo changes and different styles of music	Y. Music Z. Movement	16. Gross-motor skills 18. Body awareness 41. Music 42. Movement
Uses creative movement, planned or improvised, that expresses an idea or feeling	Z. Movement	9. Emotions

**Maine Early Learning Developmental Standards for  
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**COR Advantage Items**

**Key Development  
Indicators (KDIs)**

Listens and cooperates in group creative movement/dances	F. Building relationships with other children G. Community Z. Movement	16. Gross-motor skills 18. Body awareness 42. Movement
<b>Music</b>		
Shows increasing ability to recognize tempo changes and different styles of music	Y. Music	41. Music
Sings songs with more complex and varied lyrics, patterns, and notations	Y. Music	38. Patterns 41. Music 44. Appreciating the arts
Uses music and instruments to imitate and improvise songs, melodies, and patterns	Y. Music	38. Patterns 41. Music 44. Appreciating the arts
<b>Dramatic Play/Performance</b>		
Uses objects for other than their intended purpose to create representations of real life objects or activities	AA. Pretend play	43. Pretend play
Represents fantasy and real life experiences through pretend play and use of props and costumes	AA. Pretend play	5. Use of resources 43. Pretend play
Uses pretend play to represent known or anticipated situations	AA. Pretend play	43. Pretend play
Creates characters through physical movement, gesture, sound, speech, and facial expressions	AA. Pretend play	22. Speaking 23. Vocabulary 42. Movement 43. Pretend play



**Maine Early Learning Developmental Standards for  
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**COR Advantage Items**

**Key Development  
Indicators (KDIs)**

<p>Recreates dramatic play experiences, stories, or poems for an audience</p>	<p>AA. Pretend play</p>	<p>21. Comprehension 22. Speaking 23. Vocabulary 42. Movement 43. Pretend play 44. Appreciating the arts</p>
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**Maine Early Learning Developmental Standards for  
60 Months/5 Years Old**

**COR Advantage Items**

**Key Development  
Indicators (KDIs)**

EARLY LANGUAGE AND LITERACY		
<b><i>Comprehension and Collaboration</i></b>		
<p>Increases ability to engage in collaborative conversations about preschool topics and texts with peers and adults in small and larger groups:</p> <ul style="list-style-type: none"> <li>- Follows agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion)</li> <li>- Engages in conversations with multiple exchanges</li> </ul>	<p>E. Building relationships with adults F. Building relationships with other children G. Community L. Speaking M. Listening and comprehension</p>	<p>3. Engagement 11. Community 12. Building relationships 21. Comprehension 22. Speaking 55. Decision making</p>
<p>Confirms understanding of a text read aloud or information presented orally or through other media by asking and answering questions</p>	<p>M. Listening and comprehension</p>	<p>5. Use of resources 21. Comprehension 22. Speaking 49. Drawing conclusions 50. Communicating ideas</p>
<p>Asks questions in order to seek help, get information, or clarify something that is not understood</p>	<p>M. Listening and comprehension</p>	<p>5. Use of resources 21. Comprehension 22. Speaking 49. Drawing conclusions 50. Communicating ideas</p>
<b><i>Presentation of Knowledge and Ideas</i></b>		
<p>Describes familiar people, places, things, and events, and, with prompting and support, begins to provide additional detail</p>	<p>L. Speaking M. Listening and comprehension</p>	<p>21. Comprehension 22. Speaking 53. Diversity 54. Community roles</p>
<p>Begins to add drawings or other visual displays to descriptions to provide additional detail</p>	<p>W. Data analysis X. Art</p>	<p>29. Writing 40. Art 45. Observing 50. Communicating ideas</p>

**Maine Early Learning Developmental Standards for  
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**COR Advantage Items**

**Key Development  
Indicators (KDIs)**

Speaks audibly most of the time and expresses thoughts, feelings, and ideas	L. Speaking M. Listening and comprehension	9. Emotions 22. Speaking 50. Communicating ideas
<b>Conventions of Standard English</b>		
<p>Begins to demonstrate understanding of the conventions of standard English grammar and usage when writing or speaking:</p> <ul style="list-style-type: none"> <li>- Prints some upper- and lowercase letters, and can write own name</li> <li>- Uses frequently occurring nouns and verbs</li> <li>- Begins to form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes)</li> <li>- Responds to and uses more question words (e.g., <i>who, what, where, when, why, how</i>)</li> <li>- Begins to use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>)</li> <li>- Demonstrates the ability to speak in complete sentences</li> </ul>	L. Speaking M. Listening and comprehension R. Writing	22. Speaking 23. Vocabulary 25. Alphabetic knowledge 29. Writing 49. Drawing conclusions 50. Communicating ideas
<p>Begins to use standard English capitalization, punctuation, and spelling when writing:</p> <ul style="list-style-type: none"> <li>- Capitalizes the first letter in own name</li> <li>- Begins to recognize punctuation (e.g., ., ?, !)</li> <li>- Begins to write letters to represent sounds</li> <li>- Begins to spell simple words phonetically, drawing on knowledge of sound-letter relationships</li> </ul>	O. Alphabetic knowledge P. Reading R. Writing	24. Phonological awareness 25. Alphabetic knowledge 27. Concepts about print 29. Writing
<b>Vocabulary Acquisition and Use</b>		
<p>Asks and answers questions about the meanings of new words and phrases introduced through books, activities, and play:</p> <ul style="list-style-type: none"> <li>- With prompting and support, generates words that are similar in meaning (e.g., happy/glad, angry/mad)</li> </ul>	L. Speaking M. Listening and comprehension BB. Observing and classifying	15. Conflict resolution 22. Speaking 23. Vocabulary 26. Reading
<p>Explores word relationships and meanings:</p> <ul style="list-style-type: none"> <li>- Sorts common objects into categories (e.g., big/small,</li> </ul>	L. Speaking M. Listening and comprehension	21. Comprehension 22. Speaking

**Maine Early Learning Developmental Standards for  
60 Months/5 Years Old**

**COR Advantage Items**

**Key Development  
Indicators (KDIs)**

<p>living/nonliving)</p> <ul style="list-style-type: none"> <li>- Applies words learned in classroom activities to real-life examples (e.g., names places in school that are fun, quiet, or noisy)</li> <li>- Begins to distinguish shades of meaning among verbs describing the same general action by acting out the meanings</li> </ul>	<p>BB. Observing and classifying</p>	<p>23. Vocabulary 43. Pretend play 46. Classifying 49. Drawing conclusions 50. Communicating ideas</p>
<p>Uses words and phrases acquired through conversations, listening to books read aloud, activities, and play</p>	<p>L. Speaking M. Listening and comprehension Q. Book enjoyment and knowledge</p>	<p>21. Comprehension 22. Speaking 23. Vocabulary 26. Reading</p>
<p><b>Key Ideas and Details</b></p>		
<p>Asks and answers questions about simple stories</p>	<p>M. Listening and comprehension Q. Book enjoyment and knowledge</p>	<p>5. Use of resources 21. Comprehension 22. Speaking 26. Reading 28. Book knowledge</p>
<p>Retells at least one major event from a simple story</p>	<p>M. Listening and comprehension Q. Book enjoyment and knowledge</p>	<p>21. Comprehension 22. Speaking 26. Reading</p>
<p>Identifies main characters in simple stories</p>	<p>M. Listening and comprehension Q. Book enjoyment and knowledge</p>	<p>21. Comprehension 22. Speaking 26. Reading</p>
<p><b>Craft and Structure</b></p>		
<p>Asks questions about unknown words and phrases in stories</p>	<p>M. Listening and comprehension</p>	<p>21. Comprehension 22. Speaking 23. Vocabulary</p>

**Maine Early Learning Developmental Standards for  
60 Months/5 Years Old**

**COR Advantage Items**

**Key Development  
Indicators (KDIs)**

Begins to recognize that there are different text structures, such as stories, poems, and songs	P. Reading Q. Book enjoyment and knowledge	26. Reading 27. Concepts about print 28. Book knowledge
Begins to describe the roles of authors and illustrators	Q. Book enjoyment and knowledge	28. Book knowledge
<b><i>Integration of Knowledge and Ideas</i></b>		
Retells stories using both storybook language and pictures	M. Listening and comprehension Q. Book enjoyment and knowledge	5. Use of resources 21. Comprehension 22. Speaking 23. Vocabulary 26. Reading
Begins to make connections between characters in familiar stories	M. Listening and comprehension Q. Book enjoyment and knowledge	5. Use of resources 21. Comprehension 49. Drawing conclusions
<b><i>Reading and Level of Text Complexity</i></b>		
Participates in (individually and in groups) a variety of age-appropriate print materials	M. Listening and comprehension P. Reading Q. Book enjoyment and knowledge	5. Use of resources 26. Reading 27. Concepts about print 28. Book knowledge
<b><i>Details-Informational Text</i></b>		
Asks and answers questions about an informational text read aloud	M. Listening and comprehension	5. Use of resources 21. Comprehension 22. Speaking 49. Drawing conclusions 50. Communicating ideas

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**COR Advantage Items**

**Key Development  
Indicators (KDIs)**

<p>Recalls important facts from an informational text after hearing it read aloud or studying particular pages/visuals</p>	<p>M. Listening and comprehension Q. Book enjoyment and knowledge</p>	<p>5. Use of resources 6. Reflection 21. Comprehension 22. Speaking 26. Reading 45. Observing 49. Drawing conclusions 50. Communicating ideas</p>
<p>Represents or acts out concepts learned from hearing an informational text read aloud (e.g., makes a skyscraper out of blocks at the sensory table)</p>	<p>M. Listening and comprehension Q. Book enjoyment and knowledge AA. Pretend play</p>	<p>5. Use of resources 21. Comprehension 22. Speaking 49. Drawing conclusions 50. Communicating ideas</p>
<p><b>Structure-Informational Text</b></p>		
<p>Asks questions about unknown words and phrases in informational texts read aloud or shared visually</p>	<p>M. Listening and comprehension</p>	<p>5. Use of resources 21. Comprehension 22. Speaking 23. Vocabulary 49. Drawing conclusions 50. Communicating ideas</p>
<p>Identifies front cover and back cover of a book and title</p>	<p>P. Reading Q. Book enjoyment and knowledge</p>	<p>28. Book knowledge</p>
<p>Begins to describe the role of authors and illustrators</p>	<p>M. Listening and comprehension Q. Book enjoyment and knowledge</p>	<p>28. Book knowledge</p>

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**COR Advantage Items**

**Key Development  
Indicators (KDIs)**

<b><i>Integration of Knowledge Ideas</i></b>		
Describes important information from text and pictures/photos/graphics	M. Listening and comprehension P. Reading Q. Book enjoyment and knowledge	5. Use of resources 21. Comprehension 22. Speaking 26. Reading 27. Concepts about print 45. Observing 49. Drawing conclusions 50. Communicating ideas
Recognizes that information on a topic can be found in more than one text	M. Listening and comprehension Q. Book enjoyment and knowledge	5. Use of resources 26. Reading
<b><i>Range of Reading Level of Text Complexity</i></b>		
Participates individually and in groups in a variety of age-appropriate informational text materials		5. Use of resources 26. Reading 27. Concepts about print 28. Book knowledge
<b><i>Print Concepts</i></b>		
Displays appropriate book-handling skills and knowledge of print conventions: <ul style="list-style-type: none"> <li>- Begins to track print from left to right and top to bottom</li> <li>- Recognizes that print is something that is read and has specific meaning</li> <li>- Begins to demonstrate that words are separated by spaces in print</li> <li>- Recognizes and names at least 15-20 upper and lowercase letters</li> </ul>	P. Reading Q. Book enjoyment and knowledge	25. Alphabetic knowledge 27. Concepts about print 28. Book knowledge

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**Key Development  
Indicators (KDIs)**

<b><i>Phonological Awareness</i></b>		
<p>Demonstrates understanding of spoken words, syllables, and some beginning sounds (phonemes):</p> <ul style="list-style-type: none"> <li>- Recognizes and produces rhyming words</li> <li>- Counts, pronounces, blends, and segments syllables in spoken words</li> <li>- Blends and segments onsets and rimes of single-syllable words</li> <li>- Isolates and pronounces the initial and final sounds (phonemes) in single syllable words and their name</li> <li>- Begins to add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words</li> </ul>	N. Phonological awareness	<p>22. Speaking 24. Phonological awareness 32. Counting</p>
<b><i>Phonics and Word Recognition</i></b>		
<p>With prompting and support, applies beginning phonics and word analysis skills:</p> <ul style="list-style-type: none"> <li>- Links a sound to a picture of an object that begins with that sound</li> <li>- Begins to link a sound to the corresponding printed letter</li> <li>- Recognizes names of other children in the classroom and common print around the classroom</li> </ul>	<p>N. Phonological awareness O. Alphabetic knowledge P. Reading</p>	<p>24. Phonological awareness 25. Alphabetic knowledge 27. Concepts about print</p>
<b><i>Fluency</i></b>		
Attends to fluent models of reading	M. Listening and comprehension	26. Reading
Imitates fluent models of reading	P. Reading	26. Reading



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**Key Development  
Indicators (KDIs)**

<b><i>Text Types and Purposes of Writing</i></b>		
<p>With prompting and support, uses a combination of drawing, dictating, and writing to:</p> <ul style="list-style-type: none"> <li>- Communicate opinions on topics of interest (e.g. <i>My favorite food is...</i>)</li> <li>- Communicate information about a topic</li> <li>- Tell a story</li> </ul>	<p>L. Speaking R. Writing X. Art</p>	<p>5. Use of resources 21. Comprehension 22. Speaking 29. Writing 49. Drawing conclusions 50. Communicating ideas</p>
<b><i>Production and Distribution of Writing</i></b>		
<p>With prompting and support:</p> <ul style="list-style-type: none"> <li>- Shares drawing and writing with peers to gather additional ideas and/or answer questions</li> </ul>	<p>C. Reflection R. Writing X. Art</p>	<p>5. Use of resources 22. Speaking 29. Writing 49. Drawing conclusions 50. Communicating ideas</p>
<p>Recognizes that digital tools are used for communication and, with support and guidance, uses them to convey messages in picture and/or words</p>	<p>EE. Tools and technology</p>	<p>5. Use of resources 27. Concepts about print 52. Tools and technology</p>
<b><i>Research to Build and Present Knowledge-Writing</i></b>		
<p>Participates in shared research and writing projects modeled by adults (e.g., class explores how tadpoles become frogs and create visuals)</p>	<p>L. Speaking M. Listening and comprehension R. Writing</p>	<p>5. Use of resources 21. Comprehension 27. Concepts about print 39. Data analysis 45. Observing 46. Classifying 47. Experimenting 49. Drawing conclusions 50. Communicating ideas</p>

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**Key Development  
Indicators (KDIs)**

<p>With guidance and support, begins to recall information from experiences or gather information from different sources</p>	<p>C. Reflection M. Listening and comprehension</p>	<p>5. Use of resources 16. Gross-motor skills 21. Comprehension 49. Drawing conclusions 50. Communicating ideas</p>
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**COR Advantage Items**

**Key Development  
Indicators (KDIs)**

<b>PHYSICAL DEVELOPMENT AND HEALTH</b>		
<b><i>Nutrition</i></b>		
Recognizes, chooses, and eats a variety of healthy foods from various cultures	K. Personal care and healthy behavior	19. Personal care 20. Healthy behavior
Identifies foods by their food group and where the food comes from, and knows the difference between healthful foods and those with little nutritional value	K. Personal care and healthy behavior	20. Healthy behavior 46. Classifying 51. Natural and physical world
Shows a growing awareness of nutrition and independence in hygiene, nutrition, and personal care when eating	K. Personal care and healthy behavior	1. Initiative 19. Personal care 20. Healthy behavior
<b><i>Safety</i></b>		
Identifies how people help keep them safe in dangerous situations	K. Personal care and healthy behavior	20. Healthy behavior
Can identify a stranger	E. Building relationships with adults G. Community K. Personal care and healthy behavior	12. Building relationships 20. Healthy behavior
Follows basic safety rules and practices	G. Community K. Personal care and healthy behavior	11. Community 20. Healthy behavior
Responds appropriately to harmful or unsafe situations, objects, substances, and environments, and can identify the consequences of unsafe behavior	K. Personal care and healthy behavior	20. Healthy behavior
Demonstrates safety awareness and responsibility when using materials	K. Personal care and healthy behavior	4. Problem solving 19. Personal care 20. Healthy behavior
Uses caution and keeps a distance from wildlife and unknown pets	K. Personal care and healthy behavior DD. Natural and physical world	20. Healthy behavior 51. Natural and physical world

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**Key Development  
Indicators (KDIs)**

Follows emergency routines after adult instruction	G. Community K. Personal care and healthy behavior	11. Community 20. Healthy behavior
<b><i>Fine Motor</i></b>		
Holds drawing, writing, and painting tools by using a three-point finger grip, writing more detail, and drawing more recognizable facial features	J. Fine-motor skills R. Writing X. Art	17. Fine-motor skills 29. Writing 40. Art
Continues to progress with use of utensils with limited spilling, using fork and using knife for cutting	J. Fine-motor skills K. Personal care and healthy behavior	17. Fine-motor skills 19. Personal care
Demonstrates increased skills in using scissor grip to cut shapes or simple pictures while holding paper stationary with other hand	J. Fine-motor skills X. Art EE. Tools and technology	17. Fine-motor skills 52. Tools and technology
Practices manual self-help skills, including dressing self and attempting to tie shoes	J. Fine-motor skills K. Personal care and healthy behavior	17. Fine-motor skills 19. Personal care
Uses small, precise finger and hand movements	J. Fine-motor skills	17. Fine-motor skills
Uses fingers, hands, and wrists to manipulate a variety of small tools (e.g., stapler, hole punchers, spray bottles)	J. Fine-motor skills EE. Tools and technology	17. Fine-motor skills 52. Tools and technology
<b><i>Gross Motor</i></b>		
Coordinates complex movements in play and games	I. Gross-motor skills	16. Gross-motor skills 42. Movement
Understands movement concepts, how the body moves; has an awareness of space and directionality, and that the body can move independently or in coordination with other objects	I. Gross-motor skills	16. Gross-motor skills 18. Body awareness 35. Spatial awareness 42. Movement

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**Key Development  
Indicators (KDIs)**

Demonstrates progressive locomotive skills, successive hopping, and forward jumping. Has control over speed, direction, and balance (e.g., running, sliding, galloping forward, back, right, left)	G. Community I. Gross-motor skills	16. Gross-motor skills 42. Movement
Demonstrates cooperative skills while participating in physical activities	I. Gross-motor skills	13. Cooperative play 16. Gross-motor skills 42. Movement
Sustains balance during complex movements	I. Gross-motor skills	16. Gross-motor skills 42. Movement
Manipulates balls or similar objects with a full range of motion		16. Gross-motor skills 42. Movement
Develops coordination and balance with a variety of playground equipment		16. Gross-motor skills 42. Movement
Enjoys challenging him/herself to try new and increasingly difficult activities		1. Initiative 3. Engagement 16. Gross-motor skills 42. Movement
Shows enthusiasm for mastery of gross motor movements through repetitive practice		1. Initiative 8. Sense of competence 16. Gross-motor skills 42. Movement
<b>Physical Health Status</b>		
Participates in games, outdoor play, and other forms of exercise to enhance physical fitness	A. Initiative and planning I. Gross-motor skills J. Fine-motor skills	16. Gross-motor skills 42. Movement
Develops an awareness of personal health and fitness	K. Personal care and healthy behavior	20. Healthy behavior

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**Key Development  
Indicators (KDIs)**

Participates in moderate to vigorous physical activity independently and in groups that increase strength, endurance, and flexibility	A. Initiative and planning I. Gross-motor skills J. Fine-motor skills	16. Gross-motor skills 42. Movement
<b>Health Knowledge and Practices</b>		
Identifies specific practices that support body development and function	K. Personal care and healthy behavior	20. Healthy behavior
Combines and uses different senses depending on the activity	A. Initiative and planning B. Problem solving with materials	5. Use of resources 18. Body awareness
Recognizes the importance of doctor and dentist visits	K. Personal care and healthy behavior FF. Knowledge of self and others	20. Healthy behavior 54. Community roles
Identifies medicine and knows that it is used to stay healthy	K. Personal care and healthy behavior	20. Healthy behavior
Identifies which school and community health helpers are needed in a given situation	FF. Knowledge of self and others	20. Healthy behavior 54. Community roles
Regulates own emotions and behaviors	D. Emotions	9. Emotions 14. Moral development 15. Conflict resolution
Moves with an awareness of others	I. Gross-motor skills	18. Body awareness 35. Spatial awareness
Demonstrates the increasing ability to perform self-care skills independently when eating, tooth brushing, dressing, toileting, and grooming	K. Personal care and healthy behavior	19. Personal care
Participates easily and knows what to do in routine activities	G. Community K. Personal care and healthy behavior	11. Community
Covers mouth when coughing	K. Personal care and healthy behavior	20. Healthy behavior

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**Key Development  
Indicators (KDIs)**

Helps with routine care of the environment	G. Community	11. Community 58. Ecology
Recognizes there are multiple components of health	K. Personal care and healthy behavior	20. Healthy behavior
Identifies physical changes that accompany moderate to vigorous physical activity	K. Personal care and healthy behavior CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world	16. Gross-motor skills 18. Body awareness 50. Communicating ideas
Participates in sleep routines	K. Personal care and healthy behavior	20. Healthy behavior

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**Key Development  
Indicators (KDIs)**

<b>MATH</b>		
<b><i>Mathematical Practices</i></b>		
Approaches math with enthusiasm	A. Initiative and planning C. Reflection D. Emotions	3. Engagement 8. Sense of competence
Associates math with engaging classroom materials and activities	A. Initiative and planning C. Reflection	3. Engagement
Recognizes the usefulness of math in everyday tasks	B. Problem solving with materials C. Reflection	4. Problem solving 5. Use of resources
Uses math to solve problems in the context of classroom and home experiences	B. Problem solving with materials	4. Problem solving 39. Data analysis 49. Drawing conclusions 50. Communicating ideas
Represents mathematical concepts using manipulatives	B. Problem solving with materials	39. Data analysis
Uses math-related skills, such as sorting, counting, and matching in the course of every day classroom experiences	B. Problem solving with materials	31. Number words and symbols 32. Counting 46. Classifying
Uses math terms in the course of everyday conversations	L. Speaking	23. Vocabulary 31. Number words and symbols
<b><i>Counting and Cardinality Cluster</i></b>		
Rote Counts to 20 and beyond by ones with increasing accuracy	S. Number and counting	32. Counting
Recognizes and names written numerals	S. Number and counting	31. Number words and symbols
Subitizes to determine how many (recognizes small quantities immediately)	S. Number and counting	31. Number words and symbols 32. Counting



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**Key Development  
Indicators (KDIs)**

Recognizes the relationship between numbers and quantities: connect counting to cardinality (0-10)	S. Number and counting	31. Number words and symbols 32. Counting
Shows understanding that the last number name spoken tells the number of objects counted up to 10 (cardinality)	S. Number and counting	31. Number words and symbols 32. Counting
Shows understanding that the number of objects is the same regardless of their arrangement or the order in which they were counted	S. Number and counting	31. Number words and symbols 32. Counting 33. Part-whole relationships
Begins to write number symbols 0-10	R. Writing	29. Writing 31. Number words and symbols
Identifies whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group up to 10	U. Measurement	31. Number words and symbols 32. Counting 33. Part-whole relationships 39. Data analysis
<b><i>Operations and Algebraic Thinking</i></b>		
Associates quantity with a number name or written numeral	S. Number and counting	31. Number words and symbols 32. Counting
Counts using 1:1 correspondence with increasing accuracy	S. Number and counting	32. Counting
Represents addition and subtraction with fingers, drawing, acting out situations, and verbal explanation	S. Number and counting W. Data analysis	32. Counting 39. Data analysis
Uses concrete objects to model real-world application and subtraction up to 5 (composing and decomposing numbers)	S. Number and counting W. Data analysis	31. Number words and symbols 32. Counting 39. Data analysis
Acts out and solves problems using sets of up to ten objects	W. Data analysis	39. Data analysis

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**Key Development  
Indicators (KDIs)**

<b>Geometry</b>		
Describes, sorts, and classifies shapes using some attributes such as size, sides, and other properties	T. Geometry: Shapes and spatial awareness BB. Observing and classifying	34. Shapes 46. Classifying
Discovers connections between formal geometric shapes and the surrounding environment	T. Geometry: Shapes and spatial awareness	34. Shapes 35. Spatial awareness
Combines materials to make three-dimensional and two-dimensional shapes	T. Geometry: Shapes and spatial awareness	34. Shapes 35. Spatial awareness
Breaks down shapes into parts and wholes	T. Geometry: Shapes and spatial awareness	33. Part-whole relationships
Initiates activities that indicate understanding of directionality	T. Geometry: Shapes and spatial awareness	35. Spatial awareness
Uses orientation and directionality words such as slides, flips, and turns as shapes are manipulated	T. Geometry: Shapes and spatial awareness	35. Spatial awareness
Uses symbols and/or objects to indicate beginning understanding of relative positions in space (i.e., creates simple maps, follows directions during nature walks)	T. Geometry: Shapes and spatial awareness GG. Geography	35. Spatial awareness 56. Geography
Demonstrates or describes relative positions of objects, using words such as up, down, beside, and over	T. Geometry: Shapes and spatial awareness	23. Vocabulary 35. Spatial awareness
<b>Measurement and Data</b>		
Describes, sorts, and classifies groups of objects using one or more attribute	BB. Observing and classifying	46. Classifying
Identifies and compares measurable attributes of everyday objects, using appropriate vocabulary (e.g., long, short, tall, heavy, light, big, small, full, empty)	U. Measurement	36. Measuring
Begins to identify such words as “first,” “next,” and “last”	HH. History	31. Number words and symbols

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**Key Development  
Indicators (KDIs)**

Use discrete attributes to order and seriate materials	U. Measurement BB. Observing and classifying	36. Measuring
Recognizes, duplicates, creates, and extends simple patterns using objects	U. Measurement	38. Patterns
Uses past and future tenses and time words appropriately	HH. History	23. Vocabulary 57. History
Begins to understand concepts such as yesterday, today, and tomorrow	HH. History	57. History
Responds to questions that can be answered through data analysis	W. Data analysis	39. Data analysis
Represents data using simple charts and graphs (2-D or 3-D)	W. Data analysis	39. Data analysis
Uses non-standard units of measurement to measure objects; notices similarities and differences	U. Measurement EE. Tools and technology	36. Measuring 37. Unit 39. Data analysis 46. Classifying
Connects measurement terms and concepts in every day life	U. Measurement	36. Measuring 37. Unit 39. Data analysis 46. Classifying 49. Drawing conclusions 50. Communicating ideas

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**Key Development  
Indicators (KDIs)**

SCIENCE		
<i>Physical Science</i>		
Uses senses and tools (including technology) to observe, describe, discuss, and attempt to explain the effects of different strengths or different directions of pushes and pulls on the object	CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world EE. Tools and technology	5. Use of resources 45. Observing 47. Experimenting 49. Drawing conclusions 50. Communicating ideas
Plans and carries out, with teacher support, comparisons of motion and force using common objects and materials (e.g., which objects move faster or slower, which object goes faster or further when you just let go or give it push)	CC. Experimenting, predicting, and drawing conclusions	2. Planning 5. Use of resources 47. Experimenting 49. Drawing conclusions 50. Communicating ideas
Records results of observations, with teacher support, using simple drawings, discussions, charts, photos, or models and reflects on what was learned	W. Data analysis CC. Experimenting, predicting, and drawing conclusion	39. Data analysis 49. Drawing conclusions 50. Communicating ideas
Uses knowledge and skills learned through observation and exploration to create new and improved objects of processes (e.g., changes the surface material of a ramp or put bigger wheels on a car to make a difference in speed)	CC. Experimenting, predicting, and drawing conclusions	2. Planning 4. Problem solving 5. Use of resources 6. Reflection 45. Observing 47. Experimenting 48. Predicting 49. Drawing conclusions 50. Communicating ideas
Listens to stories, poems, and finger plays about physical knowledge and uses vocabulary about speed, motion, and stability in daily conversations	L. Speaking M. Listening and comprehension	23. Vocabulary 50. Communicating ideas

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**Key Development  
Indicators (KDIs)**

<p>Constructs a system of tubes and/or ramps for a marble to travel through, and discovers that steeper ramps will cause a marble to travel faster</p>	<p>B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions</p>	<p>2. Planning 3. Engagement 4. Problem solving 5. Use of resources 6. Reflection 45. Observing 47. Experimenting 48. Predicting 49. Drawing conclusions 50. Communicating ideas</p>
<p><b>Earth Science</b></p>		
<p>Uses senses and tools (including technology) to observe, describe, discuss, and generate questions about changes in weather over time (e.g., why ice melts faster in the sun than in the woods, why puddles evaporate in the sun but remain longer in the shade, why metal gets hot on a sunny day but not a rainy one)</p>	<p>CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world EE. Tools and technology</p>	<p>5. Use of resources 45. Observing 47. Experimenting 48. Predicting 49. Drawing conclusions 50. Communicating ideas 51. Natural and physical world</p>
<p>Plans and carries out simple experiments about water and heat (e.g., turning water to ice when brought outdoors in winter or mud turning to dirt in the sun), and records observations using drawings, discussions, graphs, and technology</p>	<p>W. Data analysis CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world</p>	<p>2. Planning 39. Data analysis 45. Observing 46. Classifying 47. Experimenting 48. Predicting 49. Drawing conclusions 50. Communicating ideas 51. Natural and physical world 52. Tools and technology</p>

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**Key Development  
Indicators (KDIs)**

<p>Asks questions and investigates the ways that weather can affect things that can be done outside</p>	<p>L. Speaking CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world</p>	<p>5. Use of resources 45. Observing 46. Classifying 47. Experimenting 48. Predicting 49. Drawing conclusions 50. Communicating ideas 51. Natural and physical world</p>
<p>Uses knowledge and skills learned through observation of the earth and sun to create new and improved objects or process (e.g., creating shade on a hot day or changing the path of water away from the playground after rain)</p>	<p>CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world</p>	<p>5. Use of resources 45. Observing 46. Classifying 47. Experimenting 48. Predicting 49. Drawing conclusions 50. Communicating ideas 51. Natural and physical world</p>
<p>Demonstrates, through observation and investigation, an understanding that human action impacts the earth (i.e., use of resources and recycling, the process from cutting trees to paper)</p>	<p>CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world</p>	<p>5. Use of resources 45. Observing 47. Experimenting 49. Drawing conclusions 50. Communicating ideas 51. Natural and physical world 58. Ecology</p>
<p>Demonstrates an understanding of how weather forecasts are used to select appropriate garments to wear or bring along when leaving home</p>	<p>M. Listening and comprehension</p>	<p>5. Use of resources 20. Healthy behavior 49. Drawing conclusions</p>
<p>Develops a sense of dangerous/severe weather in Maine</p>	<p>DD. Natural and physical world</p>	<p>20. Healthy behavior 51. Natural and physical world</p>

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**Key Development  
Indicators (KDIs)**

<b>Life Science</b>		
Uses senses to observe and describe properties of familiar plants and animals	BB. Observing and classifying DD. Natural and physical world	45. Observing 50. Communicating ideas 51. Natural and physical world
Uses vocabulary for naming plants and animals moving beyond generic labels (e.g., “bug”) to names of specific creatures (e.g., “ant” or “beetle”), and use symbols or icons to identify where they see such creatures	P. Reading R. Writing X. Art DD. Natural and physical world	23. Vocabulary 26. Reading 50. Communicating ideas 51. Natural and physical world
Develops plans, based on observations and guided inquiry, to care for plants and animals in the classroom and surrounding area	A. Initiative and planning BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world	2. Planning 5. Use of resources 45. Observing 47. Experimenting 49. Drawing conclusions 51. Natural and physical world 58. Ecology
Observes and describes animals in his/her immediate environment to learn what they need to live	BB. Observing and classifying DD. Natural and physical world	15. Conflict resolution 45. Observing 50. Communicating ideas 51. Natural and physical world 58. Ecology
Uses nature journals, tally sheets, and resource materials, with support, to summarize observations (e.g., make connections between the types and numbers of birds coming to a feeder in summer or winter by counting and categorizing)	W. Data analysis	5. Use of resources 39. Data analysis 50. Communicating ideas
Listens to accounts and discusses pictures found in fictional or non-fictional books or media to enhance vocabulary and concept knowledge of living things and their environments	M. Listening and comprehension P. Reading Q. Book enjoyment and knowledge DD. Natural and physical world	5. Use of resources 23. Vocabulary 26. Reading 51. Natural and physical world

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Indicators (KDIs)**

<p>Identifies problems affecting the lives of plants and animals (including themselves) and generates possible solutions</p>	<p>DD. Natural and physical world</p>	<p>4. Problem solving 50. Communicating ideas 51. Natural and physical world 58. Ecology</p>
<p>With teacher support, creates drawings or models for possible solutions</p>	<p>W. Data analysis CC. Experimenting, predicting, and drawing conclusions</p>	<p>39. Data analysis 49. Drawing conclusions 50. Communicating ideas 51. Natural and physical world</p>
<p>Compares tools or solutions and reflects on what works well</p>	<p>CC. Experimenting, predicting, and drawing conclusions EE. Tools and technology</p>	<p>39. Data analysis 46. Classifying 49. Drawing conclusions 50. Communicating ideas 51. Natural and physical world</p>
<p>Designs and creates materials to change the behavior or incidence of creatures in places (e.g., bird feeders, butterfly gardens)</p>	<p>B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions</p>	<p>2. Planning 5. Use of resources 47. Experimenting 48. Predicting 49. Drawing conclusions 50. Communicating ideas 51. Natural and physical world 58. Ecology</p>



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**Key Development  
Indicators (KDIs)**

<b>SOCIAL STUDIES</b>		
<b><i>Civics and Government</i></b>		
Understands the reasons for rules in the home and classroom and for laws in the community	G. Community FF. Knowledge of self and others	11. Community
Understands and discusses why responsibilities are important	G. Community FF. Knowledge of self and others	11. Community 20. Healthy behavior 55. Decision making
Displays awareness that rules and laws change	G. Community FF. Knowledge of self and others	11. Community 55. Decision making
Participates in developing classroom rules and decisions	G. Community FF. Knowledge of self and others	11. Community 55. Decision making
Assists, with support and guidance, in developing and participating in activity designed to care for the environment and/or community	A. Initiative and planning DD. Natural and physical world	2. Planning 3. Engagement 11. Community 51. Natural and physical world 58. Ecology
<b><i>Economics</i></b>		
Explores and discusses differences between needs and wants	M. Listening and comprehension FF. Knowledge of self and others	22. Speaking 49. Drawing conclusions 50. Communicating ideas
Understands individuals may have to wait before buying a good or service they want	B. Problem solving with materials FF. Knowledge of self and others	54. Community roles
<b><i>Geography</i></b>		
Develops an understanding of the use and representation of simple maps, globes, and other geographic tools	GG. Geography	52. Tools and technology 56. Geography
Describes some physical features of the community	GG. Geography	56. Geography

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**Key Development  
Indicators (KDIs)**

Recognizes that environmental changes can impact people, animals, and plants	DD. Natural and physical world	58. Ecology
Displays awareness that geographic features influence how people live and work in their community and in other geographic regions	GG. Geography	53. Diversity 56. Geography
<b>History</b>		
Differentiates between past, present, and future	HH. History	57. History
Demonstrates a basic understanding of how things, people, and places change over time	HH. History	16. Gross-motor skills 51. Natural and physical world 56. Geography 57. History
Recalls events that happened in the past, such as a family or personal history	HH. History	6. Reflection 57. History
Displays awareness of similarities and differences among individuals and families	FF. Knowledge of self and others	7. Self-identity 46. Classifying 53. Diversity

**References**

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