

initiates

pretends

plans



COR
Advantage

sings

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observes

speaks

builds

empathizes

problem-solves



ALIGNMENT OF COR ADVANTAGE WITH

*Montana Early Learning Standards
Birth to Age Five
(2014)*

Montana Early Learning Standards Birth to Age Five

COR Advantage Items

Core Domain 1: Emotional and Social	
Culture	
Standard 1.1: Children develop an awareness of and appreciation for the similarities and differences between themselves and others.	
Developmental Continuum from Infancy to Preschool	
a. Distinguish primary caregiver from others	E. Building relationships with adults
b. Notice others' physical characteristics	FF. Knowledge of self and others
c. Interact with diverse groups and individuals	F. Building relationships with other children FF. Knowledge of self and others
d. Know poems, songs, and stories from a variety of cultures and people, including his or her own family	M. Listening and comprehension
e. Explore gender roles through dramatic play	AA. Pretend play
f. Demonstrate awareness and appreciation for own cultural background and heritage	FF. Knowledge of self and others
g. Ask questions about other children and adults	FF. Knowledge of self and others
h. Demonstrate respect for similarities and differences	FF. Knowledge of self and others
i. Describe differences between people in different ages and stages	FF. Knowledge of self and others
j. Demonstrate knowledge as well as awareness and appreciation for own culture	FF. Knowledge of self and others
k. Recognize stereotypes that are culturally or linguistically unfair as well as other biased behaviors	FF. Knowledge of self and others
l. Demonstrate awareness, knowledge, and appreciation for another culture	FF. Knowledge of self and others

Montana Early Learning Standards Birth to Age Five

COR Advantage Items

Core Domain 1: Emotional and Social, CONT	
Family	
Standard 1.2: Children develop an awareness of and appreciation for the functions, contributions, and diverse characteristics of families.	
Developmental Continuum from Infancy to Preschool	
a. Focus on and respond to familiar voices or faces	E. Building relationships with adults
b. Show preference for and seek comfort from a familiar adult	E. Building relationships with adults
c. Exhibit separation anxiety or discomfort at the departure of a familiar adult	E. Building relationships with adults
d. Use gestures, words, or glances to stay connected with familiar adults	E. Building relationships with adults
e. Respond when approached by an unfamiliar adult	<i>Does not align</i>
f. Identify family members verbally and through gestures	FF. Knowledge of self and others
g. Describe family members' roles and responsibilities and their contribution to the function of the family	FF. Knowledge of self and others
h. Describe family relationships	FF. Knowledge of self and others
i. Identify oneself as a member of a family and describe her family in a variety of ways	FF. Knowledge of self and others
J. Recognize similarities and differences between his family and other families	FF. Knowledge of self and others

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COR Advantage Items

Core Domain 1: Emotional and Social, CONT	
Community	
Standard 1.3: Children develop an understanding of the basic principles of how communities function, including work roles and commerce.	
Developmental Continuum from Infancy to Preschool	
a. Watch other children	F. Building relationships with other children
b. Interact with other children	F. Building relationships with other children
c. Participate in parallel play next to another child	F. Building relationships with other children
d. Recognize and use the names of peers	F. Building relationships with other children
e. Play the role of different family or community members	FF. Knowledge of self and others
f. Demonstrate a beginning awareness of the function of money and commerce	FF. Knowledge of self and others
g. Recognize community workers and describe their jobs	FF. Knowledge of self and others
h. Demonstrate community-building skills	G. Community
i. Describe what she wants to be when grown up	FF. Knowledge of self and others

Montana Early Learning Standards Birth to Age Five

COR Advantage Items

Core Domain 1: Emotional and Social, CONT	
Emotional Development — Self-Concept	
Standard 1.4: Children develop an awareness and appreciation of themselves as unique, competent, and capable individuals.	
Developmental Continuum from Infancy to Preschool	
a. Explore hands and feet with fascination	FF. Knowledge of self and others
b. Notice and prefer people’s faces	E. Building relationships with adults F. Building relationships with other children
c. React to hearing his or her own name	M. Listening and comprehension
d. Recognize own body as belonging to self	K. Personal care and healthy behavior
e. Show pleasure or pride when achieving a skill	<i>Does not align</i>
f. Use the words, “me” and “mine” to claim his or her property	FF. Knowledge of self and others
g. Name different body parts	K. Personal care and healthy behavior
h. Engage in play that he or she has chosen	A. Initiative and planning
i. Describe personal preferences and interests	A. Initiative and planning

Montana Early Learning Standards Birth to Age Five

COR Advantage Items

Core Domain 1: Emotional and Social, CONT	
Emotional Development — Self-Efficacy	
Standard 1.5: Children demonstrate a belief in their abilities.	
Developmental Continuum from Infancy to Preschool	
a. Respond to attention	M. Listening and comprehension
b. Smile at a mirrored image	FF. Knowledge of self and others
c. Show likes and dislikes	A. Initiative and planning
d. Repeat an action to get an effect	CC. Experimenting, predicting, and drawing conclusions
e. Recognize self in a picture or mirror	FF. Knowledge of self and others
f. Accept and adjust when things do not go his way	D. Emotions
g. Act as though her experiences and needs are a priority to everyone or can be generalized to everyone	FF. Knowledge of self and others
h. Take risks to try new things	A. Initiative and planning B. Problem solving with materials
i. Exhibit independence	A. Initiative and planning K. Personal care and healthy behavior

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COR Advantage Items

Core Domain 1: Emotional and Social, CONT	
Emotional Development — Self-Regulation	
Standard 1.6: Children manage their internal states, feelings, and behavior, and develop the ability to adapt to diverse situations and environments.	
Developmental Continuum from Infancy to Preschool	
a. Fuss or cry when hungry, tired, wet, or over-stimulated	D. Emotions
b. Calm and relax when comforted	E. Building relationships with adults
c. Develop increasing consistency in sleeping, eating, and waking patterns	G. Community
d. Follow a few consistently set rules and routines	G. Community
e. Rely on adults for reassurance and help in controlling feelings and behaviors	E. Building relationships with adults
f. Strive for independence	K. Personal care and healthy behavior
g. Recognize own needs and take steps to fulfill them	K. Personal care and healthy behavior
h. Explore social cause and effect	H. Conflict resolution
i. Show empathy for others when he or she sees the consequences of his or her actions	H. Conflict resolution
j. Participate in developing program rules and guidelines for group games and interactive play and pay attention when rules are not followed	G. Community

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COR Advantage Items

Core Domain 1: Emotional and Social, CONT	
Emotional Development — Expression of Emotions	
Standard 1.7: Children express a wide and varied range of feelings through their facial expressions, gestures, behaviors, and words.	
Developmental Continuum from Infancy to Preschool	
a. Release tension and get needs met by fussing, crying, babbling, yawning, laughing, or trembling	D. Emotions
b. Calm self when upset	FF. Knowledge of self and others
c. Shift attention away from a distressing event to manage emotions	D. Emotions
d. Use gestures, words, or facial expressions to communicate feelings and seek help in order to calm him or herself	D. Emotions
e. Use words and dramatic play to describe, understand, and control impulses and feelings	D. Emotions
f. Respond to another's emotional reactions	D. Emotions
g. Seek adult assistance for help resolving strong emotions	D. Emotions
h. Associate emotions with words and facial expressions and communicate his or her feelings	D. Emotions
i. Express a deeper and wider range of emotions	D. Emotions
j. Modify behaviors and emotions based on the environment and situation	D. Emotions

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COR Advantage Items

Core Domain 1: Emotional and Social, CONT	
Social Development — Interaction with Adults	
Standard 1.8: Children show trust, develop emotional bonds, and interact comfortably with adults.	
Developmental Continuum from Infancy to Preschool	
a. Show preference for and seek comfort from a familiar adult	E. Building relationships with adults
b. Establish and maintain positive interactions with caregivers	E. Building relationships with adults
c. Demonstrate feeling safe with familiar adults	E. Building relationships with adults
d. Respond appropriately to familiar adults' greetings	M. Listening and comprehension
e. Respond to requests made by familiar adults	M. Listening and comprehension
f. Use pretend play as a way of making sense of relationships	AA. Pretend play
g. Initiate and maintain interactions with adults using conversation or play	E. Building relationships with adults
h. Express appropriate affection for significant adults	D. Emotions
i. Seek adult affirmations	E. Building relationships with adults

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COR Advantage Items

Core Domain 1: Emotional and Social, CONT	
Social Development — Interaction with Peers	
Standard 1.9: Children interact and build relationships with peers as they expand their world beyond the family and develop skills in cooperation, negotiation, and showing empathy.	
Developmental Continuum from Infancy to Preschool	
a. Show interest in other children	F. Building relationships with other children
b. Respond to the emotions and actions of other children	D. Emotions
c. Interact with familiar peers	F. Building relationships with other children
d. Play side by side with another child	F. Building relationships with other children
e. Participate in turn-taking when assisted by an adult	F. Building relationships with other children
f. React to another child's attempts to take away a toy, and look to an adult for assistance	H. Conflict resolution
g. Prefer certain playmates and develop warm bonds with peers	F. Building relationships with other children
h. Negotiate play with small groups of children	F. Building relationships with other children
i. Cooperate with others	F. Building relationships with other children
j. Use problem-solving strategies when conflicts arise with peers	H. Conflict resolution

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COR Advantage Items

Core Domain 2: Physical	
Physical Development — Fine Motor Skills	
Standard 2.1: Children develop small muscle strength, coordination, and skills.	
Developmental Continuum from Infancy to Preschool	
a. Grasp a person's finger	J. Fine-motor skills
b. Explore toys and objects with hands and mouth	BB. Observing and classifying FF. Knowledge of self and others
c. Exhibit a variety of small motor skills	J. Fine-motor skills
d. Scribble with a crayon or marker	R. Writing X. Art
e. Engage in self-help skills	K. Personal care and healthy behavior
f. Perform increasingly more sophisticated actions requiring eye-hand coordination	J. Fine-motor skills
Physical Development — Gross Motor Skills	
Standard 2.2: Children develop large muscle strength, coordination, and skills.	
Developmental Continuum from Infancy to Preschool	
a. Exhibit physical reflexes in response to stimulation	I. Gross-motor skills Y. Music Z. Movement
b. Develop muscle tone and strength in trunk, neck, head, arms, and legs	I. Gross-motor skills
c. Use developing motor skills to move more independently	I. Gross-motor skills
d. Develop coordination to use motor skills with toys	I. Gross-motor skills
e. Demonstrate skills to move in the environment	I. Gross-motor skills
f. Refine motor coordination and skills to play with toys and people	I. Gross-motor skills
g. Demonstrate increased ability to use skills requiring balance	I. Gross-motor skills
h. Perform large motor movement alone or with others	I. Gross-motor skills
i. Manipulate objects with large muscles	I. Gross-motor skills

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COR Advantage Items

Core Domain 2: Physical, CONT	
Physical Development — Sensorimotor Development	
Standard 2.3: Children use all the senses to explore the environment and develop skills through sight, smell, touch, taste, and sound.	
Developmental Continuum from Infancy to Preschool	
a. Respond to touch, movement, and sound	N. Phonological awareness
b. Focus eyes on near and far objects	T. Geometry: Shapes and spatial awareness
c. Calm with assistance	D. Emotions
d. Explore the environment with mouth and hands and respond to different textures	BB. Observing and classifying
e. Manipulate materials to explore sound	Y. Music CC. Experimenting, predicting, and drawing conclusions
f. Demonstrate an awareness of her body in space	I. Gross-motor skills
g. Practice sensory integration	I. Gross-motor skills
h. Adapt movements to specific situations	I. Gross-motor skills
i. Demonstrate concepts through movement	Z. Movement AA. Pretend play

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COR Advantage Items

Core Domain 2: Physical, CONT	
Health, Safety, and Personal Care — Daily Living Skills	
Standard 2.4: Children demonstrate personal health and hygiene skills as they develop and practice self-care routines.	
Developmental Continuum from Infancy to Preschool	
a. React to participation in daily routines	G. Community
b. Demonstrate increased ability to self-soothe and fall asleep	<i>Does not align</i>
c. Indicate needs and wants	K. Personal care and healthy behavior
d. Take an interest in meeting physical needs	K. Personal care and healthy behavior
e. Participate in healthy routines	K. Personal care and healthy behavior
f. Communicate with an adult when not feeling well	K. Personal care and healthy behavior
g. Participate in bathroom routines with growing independence	K. Personal care and healthy behavior
Health, Safety, and Personal Care — Nutrition	
Standard 2.5: Children eat and enjoy a variety of nutritional foods and develop healthy eating practices.	
Developmental Continuum from Infancy to Preschool	
a. Eat to satisfaction	<i>Does not align</i>
b. Explore foods with fingers	K. Personal care and healthy behavior
c. Consume a variety of healthy foods from all five food groups	K. Personal care and healthy behavior
d. Consume appropriate amounts of healthy beverages	K. Personal care and healthy behavior
e. Participate in meals	K. Personal care and healthy behavior
f. Identify healthy foods options	K. Personal care and healthy behavior

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COR Advantage Items

Core Domain 2: Physical, CONT	
Health, Safety, and Personal Care — Physical Fitness	
Standard 2.6: Children demonstrate healthy behaviors that contribute to lifelong well-being through physical activity.	
Developmental Continuum from Infancy to Preschool	
a. Attempt new large and small motor activities	I. Gross-motor skills J. Fine-motor skills
b. Participate in simple movement games	Z. Movement
c. Initiate active play, exploration, and engagement with the environment	A. Initiative and planning
d. Participate in simple games, dance, outdoor play, and other forms of movement	I. Gross-motor skills Z. Movement
e. Engage in activities requiring new skills, without adult assistance	B. Problem solving with materials
f. Participate in physically active games with peers	<i>Does not align</i>
g. Recognize the positive feelings experienced during and after physical activity	K. Personal care and healthy behavior

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COR Advantage Items

Core Domain 2: Physical, CONT	
Health, Safety, and Personal Care — Safety Practices and Awareness of Rules	
Standard 2.7: Children develop an awareness and understanding of safety rules as they learn to make safe and appropriate choices.	
Developmental Continuum from Infancy to Preschool	
a. Show a preference for familiar people and recognize the difference between familiar people and strangers	E. Building relationships with adults
b. Respond to cues from a caregiver regarding obvious signs of danger or previous warnings	<i>Does not align</i>
c. Respond to warnings and redirection for unsafe behaviors and situations, although not consistently	<i>Does not align</i>
d. Recognize rules and follow basic safety instructions	G. Community
e. Identify who has hurt or made him or her feel bad	<i>Does not align</i>
f. Understand and anticipate potential consequences of disregarding rules	<i>Does not align</i>
g. Recognize and describe the reasons for rules	K. Personal care and healthy behavior
h. Make choices about behaviors or activities when presented with alternatives	A. Initiative and planning
i. Control or appropriately express intense emotions most of the time	D. Emotions

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COR Advantage Items

Core Domain 3: Communication	
Communication and Language Development — Receptive Communication (Listening and Understanding)	
Standard 3.1: Children use listening and observation skills to make sense of and respond to spoken language and other forms of communication. Children enter into the exchange of information around what they see, hear, and experience. They begin to acquire an understanding of the concepts of language that contribute to learning.	
Developmental Continuum from Infancy to Preschool	
a. React to familiar voices, sounds, words, facial expressions, and gestures	M. Listening and comprehension
b. React to simple, familiar words and actions	M. Listening and comprehension
c. Respond to simple “where” questions with words, gestures, or actions	M. Listening and comprehension
d. Follow simple one-step directions related to her immediate and visible context	M. Listening and comprehension
e. Use one or two words to respond to “what,” “who,” “whose,” and “where” questions in context	M. Listening and comprehension
f. Respond to songs, rhymes, or stories	M. Listening and comprehension N. Phonological awareness
g. Follow a two-step interrelated direction	M. Listening and comprehension
h. Demonstrate an understanding of words that describe spatial concepts	T. Geometry: Shapes and spatial awareness
i. Use and respond to “how,” “why,” and “when” questions appropriately	M. Listening and comprehension
j. Follow three and four-step directions	<i>Does not align</i>
k. Focus on the meaning of words to enhance understanding and build vocabulary	<i>Does not align</i>

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COR Advantage Items

Core Domain 3: Communication, CONT	
Communication and Language Development — Expressive Communication (Speaking and Signing)	
Standard 3.2: Children develop skills in using sounds, facial expressions, gestures, and words for a variety of purposes, such as to help adults and others understand their needs, ask questions, express feelings and ideas, and solve problems.	
Developmental Continuum from Infancy to Preschool	
a. Use a variety of sounds to communicate	L. Speaking
b. Make sounds or signs in response to people and the environment	L. Speaking
c. Experiment making different sounds	L. Speaking
d. Combine words and gestures	L. Speaking
e. Use consistent combinations of sounds or signs to indicate specific objects or people	L. Speaking
f. Respond to simple requests or comments with non-verbal or verbal answer	M. Listening and comprehension
g. Use single words to communicate	L. Speaking
h. Ask others to label unfamiliar objects	<i>Does not align</i>
i. Produce two-word phrases	L. Speaking
j. Talk or vocalize to self during play	AA. Pretend play
k. Use multi-word phrases and full sentences	L. Speaking
l. Express feelings with words	D. Emotions
m. Initiate and participate in conversations with peers and adults	E. Building relationships with adults F. Building relationships with other children
n. Use increasingly longer sentences	L. Speaking
o. Demonstrate correct grammar usage more consistently	L. Speaking
p. Use new words	L. Speaking
q. Relate a story or event with increasing detail and coherence	Q. Book enjoyment and knowledge

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COR Advantage Items

Core Domain 3: Communication, CONT	
Communication and Language Development — Social Communication	
Standard 3.3: Children develop skills that help them interact and communicate with others in effective ways.	
Developmental Continuum from Infancy to Preschool	
a. Gaze at familiar adults	E. Building relationships with adults
b. Respond when name is said	M. Listening and comprehension
c. Use gestures and sounds to communicate and interact with others	L. Speaking
d. Engage in give-and-take interactions	E. Building relationships with adults F. Building relationships with other children
e. Respond to speech by attending to who is speaking	M. Listening and comprehension
f. Laugh, smile, or giggle at something funny	D. Emotions
g. Initiate communication with others	E. Building relationships with adults F. Building relationships with other children L. Speaking
h. Demonstrate turn-taking in play and conversation	E. Building relationships with adults F. Building relationships with other children
i. Use language appropriately with different audiences	<i>Does not align</i>
j. Use language appropriately depending on the situation	M. Listening and comprehension
k. Adjust intonation and volume of speech for a variety of settings	<i>Does not align</i>

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COR Advantage Items

Core Domain 3: Communication, CONT	
Communication and Language Development — English Language Learners: Dual Language Acquisition	
Standard 3.4: Children develop competency in their home language while becoming proficient in English. *Please note that the stages of English language learners are not attached to specific ages, but rather are tied to a) when children are first exposed to a second language, b) their skills in their home language, and c) the support available to learn a second language.	
Developmental Continuum from Infancy to Preschool	
a. Use home or first language	II. Listening to and understanding English JJ. Speaking English
b. Demonstrate a period of adjustment to learning a new language	<i>Does not align</i>
c. Follow simple directions in home language or in English	II. Listening to and understanding English
d. Speak in short phrases in English	JJ. Speaking English
e. Use English for informal purposes and rely on home language for formal learning	JJ. Speaking English
f. Adjust communication form for the audience	<i>Does not align</i>

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COR Advantage Items

Core Domain 3: Communication, CONT	
Literacy — Early Reading and Book Appreciation	
Standard 3.5: Children develop an understanding, skills, and interest in the symbols, sounds, and rhythms of written language as they also develop interest in reading, enjoyment from books, and awareness that the printed word can be used for various purposes.	
Developmental Continuum from Infancy to Preschool	
a. Focus intently on a book	Q. Book enjoyment and knowledge
b. React when being read a book	Q. Book enjoyment and knowledge
c. Explore books with mouth and hands	Q. Book enjoyment and knowledge
d. Maintain attention when being read a book	P. Reading
e. Vocalize when being read a book	P. Reading
f. Choose familiar books and repeat words or vocalizations in books	P. Reading Q. Book enjoyment and knowledge
g. Point at or name objects, animals, or people in pictures, books or drawings	P. Reading
h. Indicate that the pictures on a page are related to the text	P. Reading
i. Purposefully explore books with respect to proper position and use	Q. Book enjoyment and knowledge
j. Demonstrate interest in books and reading	Q. Book enjoyment and knowledge
k. Repeat simple songs, rhymes, or stories	N. Phonological awareness Y. Music
l. Use books, magazines, and other printed materials to enhance play	P. Reading Q. Book enjoyment and knowledge
m. Recognize print or symbols in the neighborhood, community, and environment	P. Reading
n. Demonstrate an understanding that print progresses from left to right	Q. Book enjoyment and knowledge
o. Identify the title of a book	<i>Does not align</i>
p. Demonstrate an understanding that letters make up words, words make up sentences, and sentences make up stories	O. Alphabetic knowledge P. Reading
q. Sustain attention to increasingly longer books and stories	<i>Does not align</i>

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COR Advantage Items

Core Domain 3: Communication, CONT	
Literacy — Print Development/Writing	
Standard 3.6: Children develop interest and skills in using symbols as a meaningful form of communication.	
Developmental Continuum from Infancy to Preschool	
a. Experiment with grasp	J. Fine-motor skills R. Writing
b. Watch others write and draw	<i>Does not align</i>
c. Scribble on paper spontaneously	R. Writing X. Art
d. Demonstrate a pincer grasp	J. Fine-motor skills
e. Experiment with a variety of writing tools	R. Writing X. Art
f. Imitate others who are writing or drawing shapes	R. Writing X. Art
g. Demonstrate controlled linear scribbles	R. Writing
h. Write letters, letter-like shapes, and inventive words	R. Writing
i. Use print in play	R. Writing AA. Pretend play
j. Demonstrate an understanding that print holds meaning and that thoughts and ideas can be written down	P. Reading Q. Book enjoyment and knowledge
k. Form letters to approximate conventional forms	R. Writing
l. Write his or her own name	R. Writing
m. Write familiar words using accepted writing format	R. Writing

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COR Advantage Items

Core Domain 3: Communication, CONT	
Literacy — Print Concepts	
Standard 3.7: Children develop an understanding that print carries a message through symbols and words, and that there is a connection between sounds and letters (the alphabetic principle).	
Developmental Continuum from Infancy to Preschool	
a. Show interest when stories are read	Q. Book enjoyment and knowledge
b. Imitate sounds when looking at words in a book	N. Phonological awareness
c. Point to words in the book	P. Reading
d. Demonstrate an understanding that print represents words	P. Reading
e. Respond to print in the environment	P. Reading
f. Demonstrate an awareness that letters of the alphabet can be individually named	O. Alphabet knowledge
g. Identify letters	O. Alphabet knowledge
h. Match letters and their sound	O. Alphabet knowledge
Literacy — Phonological Awareness	
Standard 3.8: Children develop an awareness of the sounds of letters and the combinations of letters that make up words and use this awareness to manipulate syllables and sounds of speech.	
Developmental Continuum from Infancy to Preschool	
a. Respond to the sound of spoken language	M. Listening and comprehension
b. Imitate sounds in stories, songs, and rhymes	N. Phonological awareness Y. Music
c. Engage in familiar word games, songs, or finger plays	N. Phonological awareness Y. Music
d. Imitate rhyming patterns	N. Phonological awareness
e. Discriminate and identify sounds in spoken language	N. Phonological awareness O. Alphabet knowledge
f. Demonstrate an increased awareness of beginning and ending sounds of words	N. Phonological awareness
g. Demonstrate progress in rhyming words	N. Phonological awareness
h. Hear and separate words into syllables	N. Phonological awareness

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COR Advantage Items

Core Domain 4: Cognition	
Approaches to Learning — Curiosity	
Standard 4.1: Children develop imagination, inventiveness, originality, and interest as they explore and experience new things.	
Developmental Continuum from Infancy to Preschool	
a. Notice and imitate gestures	AA. Pretend play
b. Repeat actions again and again to see effects	CC. Experimenting, predicting, and drawing conclusions
c. Attend to and examine small objects	J. Fine-motor skills
d. Investigate how things move	BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions
e. Ask simple questions	L. Speaking
f. Show interest in new activities	A. Initiative and planning
g. Study materials to find how they work	CC. Experimenting, predicting, and drawing conclusions EE. Tools and technology
h. Ask more complex questions	L. Speaking M. Listening and comprehension
i. Develop personal interests	<i>Does not align</i>
Approaches to Learning — Initiative and Self-Direction	
Standard 4.2: Children develop an eagerness to engage in new tasks and to take risks in learning new skills or information.	
Developmental Continuum from Infancy to Preschool	
a. Use sounds, gestures, and movements to impact the environment and interactions with others	E. Building relationships with adults F. Building relationships with other children
b. Engage familiar adults and children in interactions	E. Building relationships with adults F. Building relationships with other children
c. Express a desire to take care of self	K. Personal care and healthy behavior
d. Approach tasks and activities with increased flexibility, imagination and inventiveness	A. Initiative and planning
e. Begin to take a few risks and try new ways of doing things	B. Problem solving with materials
f. Make decisions and choices	A. Initiative and planning
g. Develop procedures and thinking skills for investigating the world and making decisions	CC. Experimenting, predicting, and drawing conclusions
h. Plan and achieve a goal	A. Initiative and planning

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COR Advantage Items

Core Domain 4: Cognition	
Approaches to Learning — Persistence and Attentiveness	
Standard 4.3: Children develop the ability to focus their attention and concentrate to complete tasks and increase their learning.	
Developmental Continuum from Infancy to Preschool	
a. Stare intently at faces, objects, and pictures	E. Building relationships with adults F. Building relationships with other children P. Reading
b. Hold the attention of an adult	E. Building relationships with adults
c. Repeat an action that has produced a reaction in the past	B. Problem solving with materials
d. Explore objects by repeating and varying the approach	BB. Observing and classifying EE. Tools and technology
e. Exhibit increased attention span with chosen activities	A. Initiative and planning
f. Develop skills through repetitive practice	B. Problem solving with materials
g. Persist in meeting a challenge, despite distractions or frustrations	B. Problem solving with materials
h. Sustain attention when peers or adults are the focus of the activity	<i>Does not align</i>
i. Work on a task that extends over a period of time	A. Initiative and planning

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COR Advantage Items

Core Domain 4: Cognition, CONT	
Approaches to Learning — Reflection and Interpretation	
Standard 4.4: Children develop skills in thinking about their learning in order to inform future decisions.	
Developmental Continuum from Infancy to Preschool	
a. Track faces and objects by moving eyes and/or head as the person or object moves	T. Geometry: Shapes and spatial awareness
b. Play interactive games with adults or older children that involve repetition	E. Building relationships with adults
c. Anticipate actions based on previous experience	HH. History
d. Experiment with play materials using familiar approaches with new objects	CC. Experimenting, predicting, and drawing conclusions
e. Alter present behavior based on past results (or lack of results)	B. Problem solving with materials C. Reflection CC. Experimenting, predicting, and drawing conclusions
f. Relate an experience from the past to guide present behavior	C. Reflection G. Community
g. Tell others about events in the past	HH. History
h. Work out a problem or a challenge mentally	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions
i. Use a variety of methods to express thoughts and feelings	D. Emotions L. Speaking X. Art Z. Movement AA. Pretend play

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COR Advantage Items

Core Domain 4: Cognition, CONT	
Reasoning and Representational Thought	
Standard 4.5: Children develop skills in causation, critical and analytical thinking, problem solving, and representational thought.	
Developmental Continuum from Infancy to Preschool	
a. Act on an object to make sound or movement	CC. Experimenting, predicting, and drawing conclusions
b. Repeat simple motions or activities	CC. Experimenting, predicting, and drawing conclusions
c. Search for an object that moves out of sight	GG. Geography
d. Use objects and people as tools to accomplish a means to an end	EE. Tools and technology
e. Use one object to represent another	AA. Pretend play
f. Experiment with cause and effect	CC. Experimenting, predicting, and drawing conclusions
g. Try several methods to solve a problem before asking for assistance	B. Problem solving with materials
h. Notice and describe how items are the same or different	BB. Observing and classifying
i. Explain the effects that actions might have upon objects	CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world

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COR Advantage Items

Core Domain 4: Cognition, CONT	
Creative Arts — Creative Movement and Dance	
Standard 4.6: Children produce rhythmic movements spontaneously and in imitation, with growing technical and artistic abilities.	
Developmental Continuum from Infancy to Preschool	
a. Move arms and legs in response to music	Z. Movement
b. Engage with people through touch and attention	E. Building relationships with adults F. Building relationships with other children
c. Use body for self-expression	D. Emotions Z. Movement
d. Move to a beat	Z. Movement
e. Explore a variety of ways of moving with and without music	I. Gross-motor skills Z. Movement
f. Alter movements according to the tempo (fast/slow) and dynamics (soft/loud) of music	Z. Movement
g. Move with balance and coordination	I. Gross-motor skills
h. Participate in guided movement activities	Z. Movement
i. Watch dance and creative movement performances with attention	<i>Does not align</i>

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COR Advantage Items

Core Domain 4: Cognition, CONT	
Creative Arts — Drama	
Standard 4.7: Children show appreciation and awareness of drama through observation and imitation, and by participating in simple dramatic plots, assuming roles related to their life experiences as well as their fantasies.	
Developmental Continuum from Infancy to Preschool	
a. Copy facial expressions	AA. Pretend play
b. Imitate familiar actions	AA. Pretend play
c. Engage in solitary play	AA. Pretend play
d. Engage in rough and tumble play	<i>Does not align</i>
e. Imitate real life experiences in play	AA. Pretend play
f. Role-play using stories from books, poems, or imaginary themes including the elements of drama, such as character, place, theme, and idea	AA. Pretend play
g. Engage in cooperative peer play in which there is a shared purpose	F. Building relationships with other children AA. Pretend play
h. Create and direct complex scenarios based on individual and group ideas or past experiences	AA. Pretend play

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COR Advantage Items

Core Domain 4: Cognition, CONT	
Creative Arts — Music	
Standard 4.8: Children engage in a variety of musical or rhythmic activities with growing skills for a variety of purposes, including enjoyment, self-expression, and creativity.	
Developmental Continuum from Infancy to Preschool	
a. Demonstrate interest in sounds, music, and voices	M. Listening and comprehension N. Phonological awareness Y. Music
b. Experiment with a variety of sounds	L. Speaking Y. Music
c. Respond to rhythms, songs, and different elements of music	Y. Music Z. Movement
d. Begin to clap on beat or echo clap	Z. Movement
e. Show interest in musical instruments	Y. Music
f. Sing along to familiar songs	Y. Music
g. Change vocalizations to accommodate the tempo (fast/slow) and dynamics (soft/loud) of music	Y. Music
h. Experiment with musical words and sounds	Y. Music
i. Imitate and produce rhythmic patterns to familiar songs	V. Patterns Z. Movement
j. Use conventional symbols to represent musical notes or invent symbols to represent sounds	<i>Does not align</i>

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COR Advantage Items

Core Domain 4: Cognition, CONT	
Creative Arts — Visual Arts	
Standard 4.9: Children demonstrate a growing understanding and appreciation for the creative process as they use the visual arts to express personal interests, ideas, and feelings, and share opinions about artwork and artistic experiences.	
Developmental Continuum from Infancy to Preschool	
a. Gaze at photos, pictures, and mirror images	O. Alphabet knowledge FF. Knowledge of self and others
b. Use hands and mouth for sensory exploration of objects	BB. Observing and classifying EE. Tools and technology
c. Gain control in grasping a crayon, pen, or paint brush	J. Fine-motor skills R. Writing
d. Demonstrate interest in shapes, textures, and colors	<i>Does not align</i>
e. Mark paper with drawing tools	R. Writing X. Art
f. Experiment with a variety of art materials and develop increasing ability to use art media	X. Art
g. Use different colors, surface textures, and shapes to create form and meaning	X. Art
h. Display a sense of wonder and ask questions about works of art	<i>Does not align</i>
i. Express feelings, ideas, and concepts about art	X. Art
j. Create and appreciate works of art representing cultural lifestyles	<i>Does not align</i>

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COR Advantage Items

Core Domain 4: Cognition, CONT	
Mathematics and Numeracy — Number Sense and Operations	
Standard 4.10: Children develop the ability to think and work with numbers to understand their uses, and describe numerical relationships through structured and everyday experiences.	
Developmental Continuum from Infancy to Preschool	
a. Understand the concept of “more” in reference to food and play	S. Number and counting
b. Use simple numerical concepts in everyday experiences	S. Number and counting
c. Use names of a few numbers	S. Number and counting
d. Use correct terms to describe simple mathematical concepts	S. Number and counting
e. Move from inventive counting to accurate rote counting	S. Number and counting
f. Count objects demonstrating one-to-one correspondence and meaning	S. Number and counting
g. Match numerals with the correct amount of objects	<i>Does not align</i>
h. Set up simple addition and subtraction problems	<i>Does not align</i>
Mathematics and Numeracy — Measurement	
Standard 4.11: Children develop skills in using measurement instruments to explore and discover measurement relationships and characteristics, such as length, quantity, volume, distance, weight, area, and time.	
Developmental Continuum from Infancy to Preschool	
a. Fill and empty containers	U. Measurement
b. Make simple comparisons	U. Measurement
c. Arrange a few objects in order by size, with assistance	U. Measurement
d. Explore measuring tools	U. Measurement
e. Use appropriate terms/language to describe measurable attributes	U. Measurement
f. Recognize time as a sequence of events that relates to the routines of daily life	HH. History
g. Organize objects without assistance	U. Measurement
h. Estimate measurement characteristics of familiar objects or events	U. Measurement
i. Measure length by laying units end to end	U. Measurement

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COR Advantage Items

Core Domain 4: Cognition, CONT	
Mathematics and Numeracy — Data Analysis	
Standard 4.12: Children apply mathematical skills in data analysis, such as counting, sorting, and comparing objects.	
Developmental Continuum from Infancy to Preschool	
a. Group a few objects together by similarity	W. Data analysis BB. Observing and classifying
b. Collect items that have common characteristics	W. Data analysis BB. Observing and classifying
c. Match, sort, put in order, and regroup objects using one or two attributes	BB. Observing and classifying
d. Convey the concepts and use correct terms associated with classification and comparison	BB. Observing and classifying
e. Identify how items in a group are similar	BB. Observing and classifying
Mathematics and Numeracy — Algebraic Thinking	
Standard 4.13: Children learn to identify, describe, produce, and create patterns using mathematical language and materials.	
Developmental Continuum from Infancy to Preschool	
a. Imitate a series of simple actions with assistance	AA. Pretend play
b. Classify, label, and sort familiar objects into a known group	BB. Observing and classifying
c. Recognize patterns using a variety of materials	V. Patterns
d. Predict what comes next in a simple pattern	V. Patterns
e. Reproduce simple patterns of concrete objects	V. Patterns
f. Reproduce simple patterns of sound and movement	V. Patterns
g. Describe a sequence of events	C. Reflection

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COR Advantage Items

Core Domain 4: Cognition, CONT	
Mathematics and Numeracy — Geometry and Spatial Reasoning	
Standard 4.14: Children build the foundation for recognizing and describing shapes by manipulating, playing with, tracing, and making common shapes. Children learn spatial reasoning and directional words as they become aware of their bodies and personal space within the physical environment.	
Developmental Continuum from Infancy to Preschool	
a. Develop an awareness of shapes	T. Geometry: Shapes and spatial awareness
b. Move body and materials in space	T. Geometry: Shapes and spatial awareness
c. Recognize and describe two-dimensional shapes	T. Geometry: Shapes and spatial awareness
d. Describe different two and three-dimensional shapes and name common characteristics	T. Geometry: Shapes and spatial awareness
e. Create geometric shapes	T. Geometry: Shapes and spatial awareness
f. Use position words that indicate where objects are located in space	<i>Does not align</i>
g. Demonstrate an understanding of size and shape relationships	U. Measurement
h. Experiment with mapping skills	GG. Geography
Science — Scientific Thinking and Use of the Scientific Method	
Standard 4.15: As children seek to understand their environment and test new knowledge, they engage in scientific investigations using their senses to observe, manipulate objects, ask questions, make predictions, and develop conclusions and generalizations.	
Developmental Continuum from Infancy to Preschool	
a. Observe objects and people in the environment	BB. Observing and classifying GG. Geography
b. Use senses to examine objects in detail	BB. Observing and classifying
c. Explore the features of materials, objects, and processes using all the senses	BB. Observing and classifying
d. Identify similarities and differences among objects	BB. Observing and classifying
e. Participate in simple teacher-initiated investigations to test observations, discuss and draw conclusions, and form generalizations	CC. Experimenting, predicting, and drawing conclusions
f. Collect, describe and record information through a variety of means	W. Data analysis
g. Develop procedures and thinking skills for investigating the world, solving problems, and making decisions	CC. Experimenting, predicting, and drawing conclusions
h. Formulate answers to own questions using the scientific method	CC. Experimenting, predicting, and drawing conclusions

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COR Advantage Items

Core Domain 4: Cognition, CONT	
Science — Life Science	
Standard 4.16: Children develop understanding of and compassion for living things.	
Developmental Continuum from Infancy to Preschool	
a. Show interest in animals and other living things	DD. Natural and physical world
b. Explore characteristics of living things	DD. Natural and physical world
c. Identify plants and animals in the neighborhood	DD. Natural and physical world
d. Describe simple behaviors of animals	<i>Does not align</i>
e. Engage with plants and animals in a respectful way, without adult prompting	DD. Natural and physical world
f. Identify the basic needs of living things	DD. Natural and physical world
g. Describe the relationship between living things and their habitat	DD. Natural and physical world
h. Observe and describe plants, insects, and animals as they go through predictable life cycles	DD. Natural and physical world
i. Investigate, describe, and compare the characteristics that differentiate living from non-living things	<i>Does not align</i>
Science — Physical Science	
Standard 4.17: Children develop an understanding of the physical world (the nature and properties of energy, non-living matter, and the forces that give order to the natural world).	
Developmental Continuum from Infancy to Preschool	
a. Use all of the senses to actively explore objects and their properties	BB. Observing and classifying
b. Observe natural physical forces and phenomena, such as gravity, sounds, and variations in light	CC. Experimenting, predicting, and drawing conclusions
c. Explore cause and effect	CC. Experimenting, predicting, and drawing conclusions
d. Explore how objects move	CC. Experimenting, predicting, and drawing conclusions
e. Use tools to explore the properties and characteristics of objects	EE. Tools and technology
f. Compare, contrast, and describe objects based upon their characteristics	BB. Observing and classifying
g. Notice and describe qualities of sound and light	<i>Does not align</i>
h. Explore and describe how properties of objects and materials can be changed	CC. Experimenting, predicting, and drawing conclusions
i. Plan and carry out investigations on the behavior of moving things	CC. Experimenting, predicting, and drawing conclusions
j. Use vocabulary that demonstrates a basic understanding of scientific principles related to the physical world	CC. Experimenting, predicting, and drawing conclusions

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COR Advantage Items

Core Domain 4: Cognition, CONT	
Science — Earth and Space	
Standard 4.18: Children develop an understanding of the earth and planets.	
Developmental Continuum from Infancy to Preschool	
a. Express a sense of wonder for the natural world, including the sun, clouds, moon, and sky	DD. Natural and physical world
b. Interact with natural materials	DD. Natural and physical world
c. Identify characteristics of night and day	<i>Does not align</i>
d. Identify or label earth's materials	DD. Natural and physical world
e. Identify the weather and notice changes in the weather	<i>Does not align</i>
f. Demonstrate curiosity and ask questions about the earth, sun, or moon	<i>Does not align</i>
g. Develop vocabulary for the natural features of the earth and sky	DD. Natural and physical world
h. Investigate properties of natural objects and the environment	CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world
i. Interact with and explore a variety of natural outdoor environments	<i>Does not align</i>
j. Describe the change of seasons	<i>Does not align</i>
k. Classify objects by attributes or characteristics	BB. Observing and classifying
l. Make observations of the moon, sun, clouds, and sky, and record them over time	<i>Does not align</i>

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COR Advantage Items

Core Domain 4: Cognition, CONT	
Science — Engineering	
Standard 4.19: Children develop an understanding of the processes that assist people in designing and building.	
Developmental Continuum from Infancy to Preschool	
a. Investigate immediate surroundings	BB. Observing and classifying DD. Natural and physical world
b. Attempt to solve a challenge encountered in play	B. Problem solving with materials
c. Continue to try new ways to resolve a problem if the first solution does not work	B. Problem solving with materials
d. Use simple machines and materials during play	EE. Tools and technology
e. Design, build, and test solutions during play	CC. Experimenting, predicting, and drawing conclusions
f. Design, build, and test solutions when presented with a challenge	CC. Experimenting, predicting, and drawing conclusions
g. Use a formalized design process of investigation, invention, implementation, and evaluation with guidance	<i>Does not align</i>
h. Use a formalized design process of investigation, invention, implementation, and evaluation independently	<i>Does not align</i>
Social Studies — Time (History)	
Standard 4.20: Children develop an understanding of the concept of time, including past, present, and future as they are able to recognize recurring experiences that are part of the daily routine.	
Developmental Continuum from Infancy to Preschool	
a. Anticipate a predictable event	HH. History
b. Recognize the beginning and ending of an event	HH. History
c. Recall the immediate past	C. Reflection
d. Anticipate recurring events	HH. History
e. Experiment with general terms related to the elements of time	HH. History
f. Make simple predictions	CC. Experimenting, predicting, and drawing conclusions
g. Use terms relative to time sequence	HH. History
h. Demonstrate an awareness of the past	HH. History
i. Use correct vocabulary for days of the week and names of the months, although not always correctly or in conventional order	<i>Does not align</i>

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COR Advantage Items

Core Domain 4: Cognition, CONT	
Social Studies — Places, Regions, and Spatial Awareness (Geography)	
Standard 4.21: Children develop an understanding that each place has its own unique characteristics. Children develop an understanding of how they are affected by—and the effect that they can have upon—the world around them.	
Developmental Continuum from Infancy to Preschool	
a. Explore the environment	BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world
b. Explore spatial relationships	T. Geometry: Shapes and spatial awareness
c. Develop awareness of his or her physical body and the space it occupies	T. Geometry: Shapes and spatial awareness
d. Demonstrate understanding of physical relationships	T. Geometry: Shapes and spatial awareness
e. Create representations of locations and space	GG. Geography
f. Experiment with maps, compasses, globes, or navigational charts	GG. Geography
g. Identify where he or she lives	<i>Does not align</i>
h. Use a simple map	GG. Geography

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COR Advantage Items

Core Domain 4: Cognition, CONT	
Social Studies — The Physical World (Ecology)	
Standard 4.22: Children become mindful of their environment and their interdependence on the natural world; they learn how to care for the environment and why it is important.	
Developmental Continuum from Infancy to Preschool	
a. Use all the senses to explore the environment	BB. Observing and classifying DD. Natural and physical world
b. Convey interest in nature	DD. Natural and physical world
c. Express an interest in live animals and pictures of animals	DD. Natural and physical world
d. Take simple actions to care for his or her environment	DD. Natural and physical world
e. Use natural objects for play	<i>Does not align</i>
f. Recognize changes in his or her home, neighborhood, or other familiar place	DD. Natural and physical world
g. Take responsibility for caring for living things	DD. Natural and physical world
h. Notice changes in the weather and seasons and discuss the changes and their impact	DD. Natural and physical world
i. Identify and describe natural features in the environment, and how natural resources are used	DD. Natural and physical world
j. Exhibit simple conservation behaviors	DD. Natural and physical world
Social Studies — Technology	
Standard 4.23: Children become aware of technological tools and explore and learn to use these resources in a developmentally appropriate manner.	
Developmental Continuum from Infancy to Preschool	
a. Pay attention to music	Y. Music
b. Demonstrate an interest in toys and objects with technologically produced effects	EE. Tools and technology
c. Make a mechanical toy work	EE. Tools and technology
d. Use technological resources to communicate with others	EE. Tools and technology
e. Use correct terms and vocabulary to describe technological tools and procedures	EE. Tools and technology
f. Identify ways in which technology is a tool	EE. Tools and technology
g. Demonstrate appropriate use and care of technological tools	EE. Tools and technology
h. Use technology as a tool for learning new information	EE. Tools and technology

References

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