

initiates

pretends

plans



COR
Advantage

sings

predicts

observes

speaks

builds

empathizes

problem-solves



ALIGNMENT OF COR ADVANTAGE WITH

*New Hampshire Early Learning Guidelines
(2005)*

New Hampshire Early Learning Guidelines

COR Advantage Items

	<i>Physical Development</i>	
	How Do Young Children Use Their Bodies to Explore and Participate in Their World?	
Infants and Toddlers	Demonstrate increasing body strength, flexibility, and control	I. Gross-motor skills
	Show a range of mobility skills	I. Gross-motor skills
	Use their senses to explore people, places, and things	BB. Observing and classifying
	Use their bodies to explore environments	I. Gross-motor skills
	Increasingly recognize bodily needs	K. Personal care and healthy behavior
	Purposefully explore and use objects and equipment	BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions
Preschoolers	Exhibit awareness of individual body parts and their coordination	I. Gross-motor skills
	Show awareness of their body and movements in relationship to space and objects	I. Gross-motor skills
	Demonstrate ability in a variety of physically challenging experiences	I. Gross-motor skills
	Use hands, tools, and/or instruments with skill for a range of purposes	J. Fine-motor skills

New Hampshire Early Learning Guidelines

COR Advantage Items

	<i>Social/Emotional Development</i>	
	How Do Young Children Develop an Understanding of Themselves and Others?	
Infants and Toddlers	Develop attachments to primary caregivers	E. Building relationships with adults
	Demonstrate awareness of self and their own abilities	FF. Knowledge of self and others
	Recognize similarities and differences between people	FF. Knowledge of self and others
	Imitate actions of familiar people	AA. Pretend play
	Show empathy by responding to social and emotional cues	D. Emotions
	Communicate a widening array of needs	D. Emotions K. Personal care and healthy behavior L. Speaking
	Explore emotions and their impact on self and others	D. Emotions
Preschoolers	Play both by themselves and cooperatively with others	F. Building relationships with other children
	Communicate social and emotional interests and needs	D. Emotions
	Develop self-help skills	K. Personal care and healthy behavior
	follow routines and participate successfully in small and large groups;	G. Community
	Know how their actions affect others by showing sympathy, empathy, and an understanding of cause and effect	D. Emotions
	Begin to develop problem-solving skills by negotiating conflicts and differences	H. Conflict resolution

New Hampshire Early Learning Guidelines

COR Advantage Items

	<i>Approaches to Learning</i>	
	How Do Young Children Develop and Use Strategies to Solve Problems?	
Infants and Toddlers	Use their senses to explore	BB. Observing and classifying
	Repeat favorite behaviors and actions	CC. Experimenting, predicting, and drawing conclusions
	Learn from experiences through trial and error	CC. Experimenting, predicting, and drawing conclusions
	Engage in play to explore people and objects in their environment	BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions
	Recognize when they have solved a problem or made a discovery	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions
Preschoolers	Use imaginative play to experiment with various roles, situations, and strategies	AA. Pretend play
	Learn from prior experiences	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions
	Solve problems through trial and error	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions
	Solve problems through interaction with others	B. Problem solving with materials H. Conflict resolution
	Demonstrate increasing ability to complete tasks	A. Initiative and planning
	Become comfortable with engaging in challenging tasks	B. Problem solving with materials
	Begin to make plans and follow through with them	A. Initiative and planning

New Hampshire Early Learning Guidelines

COR Advantage Items

	<i>Creative Expression/Aesthetic Development</i>	
	How Do Young Children Express Creativity and Experience Beauty?	
Infants and Toddlers	Respond to an external stimulus with vocal and facial expressions	D. Emotions
	Express themselves using a variety of facial and bodily movements	D. Emotions
	Demonstrate an interest in listening, vocalizing, singing, and moving	Y. Music Z. Movement
	Use their imagination	AA. Pretend play
	Move in response to music	Z. Movement
	Begin to engage in pretend play	AA. Pretend play
	Notice shapes, textures, temperature, light, colors, sounds, tastes, aromas, and movement	BB. Observing and classifying
Preschoolers	Use words, their bodies, objects, and materials for self-expression	D. Emotions L. Speaking Z. Movement AA. Pretend play
	Create stories and pictures	X. Art
	Make up songs and rhythms	Y. Music
	Engage in pretend play	AA. Pretend play
	Express ideas and feelings in a variety of ways	D. Emotions
	Appreciate, display, and describe their own work	X. Art

New Hampshire Early Learning Guidelines

COR Advantage Items

	<i>Communication and Literacy Development</i>	
	How Do Young Children Develop an Understanding of Language and Use It to Communicate with Others?	
Infants and Toddlers	Respond to verbal and nonverbal cues	M. Listening and comprehension
	Communicate needs and ideas through verbal and nonverbal expression	L. Speaking
	Begin to put sounds together to form words	L. Speaking
	Identify familiar people, places, objects, and actions in everyday life, photos, and books	P. Reading FF. Knowledge of self and others
	Enjoy exploring books and listening to stories	Q. Book enjoyment and knowledge
	Begin to experiment with writing tools	R. Writing
Preschoolers	Use gestures, sounds, words, and/or sentences to relate information about their experiences	L. Speaking
	Play with sounds of spoken language including letter sounds, rhymes and words	N. Phonological awareness O. Alphabet knowledge
	Understand how books work and that print carries a message	P. Reading Q. Book enjoyment and knowledge
	Enjoy looking at books, listening to stories, and talking about them	M. Listening and comprehension Q. Book enjoyment and knowledge
	Respond to directions and engage in conversations	L. Speaking M. Listening and comprehension
	Retell familiar stories and create new ones	M. Listening and comprehension Q. Book enjoyment and knowledge AA. Pretend play
	Understand that symbols may be used to communicate	P. Reading
	Relate stories, understanding that stories have a beginning, middle, and end	Q. Book enjoyment and knowledge
	Show interest in recording meaningful information	R. Writing
	Begin to recognize and form meaningful letters and words	R. Writing

New Hampshire Early Learning Guidelines

COR Advantage Items

	<i>Health and Safety</i>	
	How Do Young Children Assess and Navigate Risks and Develop Healthy Behaviors?	
Infants and Toddlers	Increasingly recognize bodily needs—hunger, thirst, being too cold or hot	K. Personal care and healthy behavior
	Begin to show interest in basic self-help skills—eating, toileting, dressing	K. Personal care and healthy behavior
Preschoolers	Grow in independence in expressing and caring for physical and emotional needs	D. Emotions
	Begin to understand the importance of eating a variety of healthy foods	K. Personal care and healthy behavior
	Begin to understand and follow health practices — washing hands, brushing teeth, nose blowing, avoiding danger	K. Personal care and healthy behavior
	<i>Cognitive Development</i>	
	How Do Young Children Develop an Understanding of How the World Works?	
Infants and Toddlers	Recognize familiar people, places, and things	FF. Knowledge of self and others
	Use their senses and body to investigate people, places, and things	BB. Observing and classifying
	Observe and respond to different causes and effects	CC. Experimenting, predicting, and drawing conclusions
	Begin to collect and organize materials for play	V. Patterns BB. Observing and classifying
	Begin to be able to combine, separate, and name “how many” concrete objects	S. Number and counting

New Hampshire Early Learning Guidelines

COR Advantage Items

	<i>Health and Safety, CONT</i>	
Preschoolers	Begin to compare and contrast people, places, things, and ideas	BB. Observing and classifying
	Investigate, demonstrate, and describe cause and effect relationships	CC. Experimenting, predicting, and drawing conclusions
	Group and order objects according to specific features (i.e., shape, size, texture, color)	BB. Observing and classifying
	Use numbers and counting to solve problems and express quantities	S. Number and counting
	Make predictions about what might happen by drawing on experience and observations	CC. Experimenting, predicting, and drawing conclusions

References

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