

initiates

pretends

plans



**COR**  
Advantage

sings

predicts

observes

speaks

builds

empathizes

problem-solves



## **ALIGNMENT OF COR ADVANTAGE WITH**

*Tennessee Early Learning  
Developmental Standards (TN-ELDS)  
(2012)*

Tennessee Early Learning Developmental Standards

COR Advantage Items

<b>Section 1: Speech and Language Development</b> <b>LANGUAGE DEVELOPMENT</b>		
<b>Communication</b>		
<b>0 through 4 months</b>	Receptive Language: Responds to sights and sounds	M. Listening and comprehension
	Expressive Language: Uses sounds and body movements to communicate	D. Emotions K. Personal care and healthy behavior L. Speaking
<b>5 through 8 months</b>	Receptive Language: Responds to frequently heard sounds and words	M. Listening and comprehension
	Expressive Language: Uses a variety of sounds and motions to communicate	D. Emotions L. Speaking
<b>9 through 12 months</b>	Receptive Language: Shows understanding of gestures and words	M. Listening and comprehension
	Expressive Language: Uses consistent sounds, verbal expressions, and gestures to communicate	L. Speaking
	Speech: Develops and makes sounds with intentionality	L. Speaking
<b>13 through 18 months</b>	Receptive Language: Shows increased understanding of words and gestures	K. Personal care and healthy behavior M. Listening and comprehension Y. Music
	Expressive Language: Uses consistent sounds, gestures, and some words to communicate	L. Speaking FF. Knowledge of self and others
<b>19 through 24 months</b>	Receptive Language: Follows simple directions and suggestions consistently	K. Personal care and healthy behavior M. Listening and comprehension
	Expressive Language: Uses a growing vocabulary and puts several words together	L. Speaking AA. Pretend play FF. Knowledge of self and others
	Speech: Language is used to communicate needs	L. Speaking

Tennessee Early Learning Developmental Standards

COR Advantage Items

	<i>Section 1: Speech and Language Development</i> <b>LANGUAGE DEVELOPMENT CONT</b>	
<b>25 through 30 months</b>	Receptive Language: Understands questions, simple directions, beginning concepts, and the ideas and sequence of stories	G. Community M. Listening and comprehension Q. Book enjoyment and knowledge FF. Knowledge of self and others
	Expressive Language: Participates in conversation	L. Speaking Y. Music FF. Knowledge of self and others
	Expressive Language: Uses words and some conventions of speech to express thoughts and ideas	L. Speaking
<b>31 through 36 months</b>	Receptive Language: Understands questions, some abstract concepts, and simple directions	M. Listening and comprehension
	Expressive Language: Participates in conversations	L. Speaking M. Listening and comprehension
	Expressive Language: Uses some conventions of speech when expressing thoughts and ideas, and may comment on observations	L. Speaking
	Speech: Speech is understood by most familiar adults	L. Speaking N. Phonological awareness
<b>37 through 48 months</b>	Receptive Language: Listens with understanding and interest to conversations, directions, music and a variety of reading materials	M. Listening and comprehension
	Receptive Language: Demonstrates understanding of conversations through own actions and responses to directions and questions	G. Community M. Listening and comprehension
	Expressive Language: Uses language for a variety of purposes	L. Speaking AA. Pretend play FF. Knowledge of self and others
	Expressive Language: Participates in conversations	L. Speaking M. Listening and comprehension
	Expressive Language: Uses conventions of speech while expressing ideas	D. Emotions L. Speaking
	Speech: Speech is clear enough to be understood by most people	L. Speaking N. Phonological awareness

Tennessee Early Learning Developmental Standards

COR Advantage Items

	<p><i>Section 1: Speech and Language Development</i>  <b>LANGUAGE DEVELOPMENT CONT</b></p>	
<p><b>49 through 60 months</b></p>	<p>Receptive Language: Listens with understanding and interest to conversations, directions, music and a variety of reading materials</p>	<p>M. Listening and comprehension                      AA. Pretend play                      FF. Knowledge of self and others                      HH. History</p>
	<p>Expressive Language: Uses language for a variety of purposes</p>	<p>D. Emotions                      L. Speaking                      N. Phonological awareness                      Y. Music</p>
	<p>Expressive Language: Uses conventions of speech while expressing ideas</p>	<p>L. Speaking                      HH. History</p>
	<p>Expressive Language: Participates in conversations</p>	<p>L. Speaking                      M. Listening and comprehension</p>
	<p>Speech: Speaks clearly enough to be understood</p>	<p>L. Speaking                      N. Phonological awareness</p>

Tennessee Early Learning Developmental Standards

COR Advantage Items

<b>Section 2: Early Literacy COGNITIVE DEVELOPMENT</b>		
<b>Book Knowledge and Appreciation</b>		
<b>0 through 4 months</b>	Book Handling Skills: Eyes focus on simple pictures in books or drawings	P. Reading
<b>5 through 8 months</b>	Book Handling Skills: Begins to explore the physical properties of a book	P. Reading
	Book Handling Skills: Holds a board, cloth, or plastic book and manipulates the pages	Q. Book enjoyment and knowledge
<b>9 through 12 months</b>	Book Handling Skills: Shows increased involvement and enjoyment with books	Q. Book enjoyment and knowledge
	Looking and Recognition Skills: Begins to interact with story and recognize pictures of everyday familiar objects	P. Reading Q. Book enjoyment and knowledge
	Looking and Recognition Skills: Begins to make associations about familiar objects	P. Reading
	Picture and Story Comprehension Skills: Begins to recognize symbols for objects	P. Reading Q. Book enjoyment and knowledge
<b>Early Writing</b>		
	Early Writing Behaviors and Skills: Begins to show interest in exploring writing tools	R. Writing

Tennessee Early Learning Developmental Standards

COR Advantage Items

<b>Section 2: Early Literacy COGNITIVE DEVELOPMENT CONT</b>		
<b>Book Knowledge and Appreciation</b>		
<b>13 through 18 months</b>	Book Handling Skills: Begins to show interest in exploring books	Q. Book enjoyment and knowledge
	Looking and Recognition Behaviors: Begins to show awareness and interest in familiar pictures	P. Reading Q. Book enjoyment and knowledge
	Picture and Story Comprehension: Begins to recognize "favorite books" and repeatedly requests to read them	Q. Book enjoyment and knowledge
	Story Reading Behaviors: Pretends to read books	P. Reading Q. Book enjoyment and knowledge
<b>Early Writing</b>		
	Early Writing Behaviors and Skills: Shows increased interest in exploring writing tools	R. Writing
<b>Book Knowledge and Appreciation</b>		
<b>19 through 24 months</b>	Book Handling Skills: Shows interest in exploring books	Q. Book enjoyment and knowledge
	Looking and Recognition Behaviors: Shows awareness and interest in familiar pictures	P. Reading
	Picture and Story Comprehension: Enjoys books that relate to personal experiences	M. Listening and comprehension Q. Book enjoyment and knowledge
	Story Reading Skills: Enjoys looking at book by self, while sitting by peers or when being read to by an adult; begins to connect familiar books to play experiences	P. Reading Q. Book enjoyment and knowledge
<b>Early Writing</b>		
	Early Writing Behaviors and Skills: Begins to use writing tools to make marks on paper	R. Writing

Tennessee Early Learning Developmental Standards

COR Advantage Items

	<b>Section 2: Early Literacy, CONT</b> <b>COGNITIVE DEVELOPMENT CONT</b>	
	<b>Early Literacy</b>	
<b>25 through 30 months</b>	Picture and Story Comprehension: Begins to understand the connection between books and personal experiences	M. Listening and comprehension Q. Book enjoyment and knowledge
	Book Reading Skills: Recognizes and enjoys reading familiar books	Q. Book enjoyment and knowledge
	<b>Early Writing</b>	
	Early Writing Behaviors and Skills: Uses variety of writing tools to make scribbles	R. Writing
	<b>Early Literacy</b>	
	Auditory Discrimination: Is aware of and can identify many sounds in the environment	N. Phonological awareness
	Phonological Awareness: Engages in and enjoys word play with silly sounds and real and nonsense words	N. Phonological awareness
	<b>Early Literacy</b>	
<b>31 through 36 months</b>	Story Reading Behaviors: Begins to recite from memory familiar books	Q. Book enjoyment and knowledge
	Early Writing Behaviors and Skills: Scribbles and draws with intentionality	R. Writing X. Art
	Auditory Discrimination: Is aware of and can identify many sounds in the environment	N. Phonological awareness
	Phonological Awareness: Engages in and enjoys word play with silly sounds and real and nonsense words	N. Phonological awareness

Tennessee Early Learning Developmental Standards

COR Advantage Items

	<b>Section 2: Early Literacy COGNITIVE DEVELOPMENT CONT</b>	
	<b>Early Literacy</b>	
<b>37 through 48 months</b>	Verbal Expression and Communication: Engages verbally with stories in books and movies	M. Listening and comprehension Q. Book enjoyment and knowledge
	Verbal Expression and Communication: Uses more advanced sentence structure and varied vocabulary in verbal expression	L. Speaking
	Listening and Understanding: Listens attentively to stories, conversations, and explanations and demonstrates understanding	M. Listening and comprehension N. Phonological awareness Q. Book enjoyment and knowledge
	Phonological Awareness: Initiates word play and likes rhymes and silly sounds and words	N. Phonological awareness
	Phonological Awareness: Completes a rhyme and recites at least three rhymes	N. Phonological awareness
	Print Awareness: Demonstrates interest in books and what they contain	P. Reading Q. Book enjoyment and knowledge
	Print Awareness: Understands how books work and the way they are handled	Q. Book enjoyment and knowledge
	Print Awareness: Begins to attend to print in the environment, especially own name	P. Reading
	Print Awareness: Shows awareness that print conveys a message, that print is read rather than the pictures	P. Reading
	Visual Discrimination: Discriminates likenesses/differences in real objects	BB. Observing and classifying
	Visual Sequencing (Patterning): Uses left-to-right and top-to-bottom scanning and observes and reproduces each element in a pattern of 3-dimensional objects	V. Patterns
	Letter Recognition: Begins to recognize beginning letter of familiar words or environmental print	P. Reading
Letter Recognition: Attempts to "write" his own name	R. Writing	



Tennessee Early Learning Developmental Standards

COR Advantage Items

	<b>Section 2: Early Literacy COGNITIVE DEVELOPMENT CONT</b>	
	<b>Early Literacy</b>	
<b>49 through 60 months</b>	Listening and Understanding: Understands story events and overall theme, and conversations	M. Listening and comprehension Q. Book enjoyment and knowledge
	Listening and Understanding: Relates plot of story to self and own experiences	M. Listening and comprehension
	Listening and Understanding: Can organize more events and more complex events in sequential order	M. Listening and comprehension Q. Book enjoyment and knowledge
	Verbal Expression and Communication: Engages in dialogue (conversation with others)	M. Listening and comprehension
	Verbal Expression and Communication: Organizes major steps of an event or story in sequential order	Q. Book enjoyment and knowledge
	Verbal Expression and Communication: Uses an increasingly complex and varied spoken vocabulary and sentence structure	L. Speaking
	Phonological Awareness: Produces rhyming words	N. Phonological awareness
	Phonological Awareness: Starts to develop an awareness of beginning sounds in words	N. Phonological awareness
	Print Awareness: Understands concept of spoken and written word and that alphabet letters have individual names	P. Reading O. Alphabet knowledge
	Print Awareness: Shows interest in purposeful writing	R. Writing
	Print Awareness: Shows good understanding of conventions of print	Q. Book enjoyment and knowledge

Tennessee Early Learning Developmental Standards

COR Advantage Items

	<p><b>Section 2: Early Literacy</b>  <b>COGNITIVE DEVELOPMENT CONT</b></p>	
<p><b>49 through 60 months (cont.)</b></p>	<p>Print Awareness: Demonstrates good word awareness, calls attention to print in the environment, and recognizes some common words</p>	<p>P. Reading</p>
	<p>Print Awareness: Routinely engages in purposeful reading and writing</p>	<p>P. Reading R. Writing</p>
	<p>Letter Recognition: Begins to recognize letters</p>	<p>O. Alphabet knowledge</p>
	<p>Visual Sequencing (Patterning): Uses left-to-right and top-to- bottom scanning; observes and reproduces a pattern with 3- dimensional objects by using a 2-dimensional paper model</p>	<p>V. Patterns</p>
	<p>Letter Recognition: Begins to recognize frequently occurring uppercase and some of the most frequently occurring lowercase letters</p>	<p>O. Alphabet knowledge</p>

Tennessee Early Learning Developmental Standards

COR Advantage Items

<b>Section 3: Math and Science</b>		
<b>COGNITIVE DEVELOPMENT</b>		
<b>Math</b>		
<b>0 through 4 months</b>	Problem Solving and Spatial Sense: Pays attention to what is happening in the environment	S. Number and counting T. Geometry: Shapes and spatial awareness U. Measurement V. Patterns W. Data analysis
	Problem Solving and Spatial Sense: Aware of surroundings; makes things happen, most often unintentionally	CC. Experimenting, predicting, and drawing conclusions
<b>Science</b>		
	Sensory Awareness, Observation and Exploration: Shows interest in surroundings by focusing on faces and objects in close range	BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world EE. Tools and technology
<b>Math</b>		
<b>5 through 8 months</b>	Problem Solving and Spatial Sense: Displays short term memory	S. Number and counting T. Geometry: Shapes and spatial awareness U. Measurement V. Patterns W. Data analysis
	Problem Solving and Spatial Sense: Makes things happen	CC. Experimenting, predicting, and drawing conclusions
<b>Science</b>		
	Sensory Awareness, Observation and Exploration: Attends to what is happening in the environment	BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions

Tennessee Early Learning Developmental Standards

COR Advantage Items

<b>Section 3: Math and Science COGNITIVE DEVELOPMENT CONT</b>		
	<b>Math</b>	
<b>9 through 12 months</b>	Problem Solving and Spatial Sense: Makes things happen through use of senses of sight, sound, taste, and touch	T. Geometry: Shapes and spatial awareness U. Measurement W. Data analysis
	<b>Science</b>	
	Sensory Awareness, Observation and Exploration: Shows understanding of things in the environment during exploration	C. Reflection Q. Book enjoyment and knowledge AA. Pretend play
	<b>Math</b>	
<b>13 through 18 months</b>	Problem Solving and Spatial Sense: Begins to explore physical properties of objects and to identify their use	T. Geometry: Shapes and spatial awareness AA. Pretend play EE. Tools and technology
	<b>Science</b>	
	Sensory Awareness, Observation and Exploration: Uses all five senses to explore and understand surroundings	U. Measurement X. Art
	<b>Math</b>	
<b>19 through 24 months</b>	Problem Solving: Begins to group objects by their function	AA. Pretend play BB. Observing and classifying
	Problem Solving: Begins to recognize objects as the same and different	T. Geometry: Shapes and spatial awareness BB. Observing and classifying
	Numbers: Begins to use number words in songs and finger plays with little or no understanding	S. Number and counting
	Numbers: Begins to build understanding of more	S. Number and counting
	Spatial Sense to Develop Understanding of Conservation, Geometry and Numbers: Explores her world and begins to understand her position in space and how to get around	T. Geometry: Shapes and spatial awareness U. Measurement

Tennessee Early Learning Developmental Standards

COR Advantage Items

<b>Section 3: Math and Science COGNITIVE DEVELOPMENT CONT</b>		
<b>Science</b>		
<b>19 through 24 months (cont.)</b>	Sensory Awareness, Observation and Exploration: Expects specific results when playing with toys and other object	U. Measurement W. Data analysis
	Sensory Awareness, Observation and Exploration: Shows increased knowledge and memory for details and routines	G. Community K. Personal care and healthy behavior AA. Pretend play FF. Knowledge of self and others
<b>Math</b>		
<b>25 through 30 months</b>	Numbers: Begins to build understanding of more, and one-to-one correspondence	S. Number and counting
	Patterns: Begins to understand the relationship between objects, solving simple jigsaw puzzles and matching similar shapes	T. Geometry: Shapes and spatial awareness U. Measurement
	Spatial Sense: Matches circle, square and triangle shapes	T. Geometry: Shapes and spatial awareness
	Spatial Sense: Explores world, and understands position in space and how to get around	I. Gross-motor skills T. Geometry: Shapes and spatial awareness
	Problem Solving: Explores materials and understands simple acts of cause and effect	CC. Experimenting, predicting, and drawing conclusions
<b>Science</b>		
	Sensory Awareness, Observation and Exploration: Begins to build knowledge of the world through observation of surroundings	BB. Observing and classifying
	Sequencing and Time: Begins to understand consequences when re-creating events	H. Conflict resolution
	Sequencing and Time: Demonstrates some understanding of when things happen in relation to routines	HH. History
	Problem Solving: Begins to use reasoning skills and imagination when planning ways to make things happen	A. Initiative and planning X. Art AA. Pretend play

Tennessee Early Learning Developmental Standards

COR Advantage Items

<b>Section 3: Math and Science</b>		
<b>COGNITIVE DEVELOPMENT CONT</b>		
<b>Math</b>		
<b>31 through 36 months</b>	Numbers: Continues to build understanding of quantity and size	S. Number and counting U. Measurement
	Numbers: Begins to count by rote	S. Number and counting
	Spatial Sense: Explores world and understands position in space and how to get around	T. Geometry: Shapes and spatial awareness
	Problem Solving: Explores materials and understands simple acts of cause and effect	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions
<b>Science</b>		
	Sensory Awareness, Observation and Exploration: Builds knowledge of the world through observation and awareness of surroundings	CC. Experimenting, predicting, and drawing conclusions
	Sequencing and Time: Demonstrates some understanding of when things happen in relation to routines	HH. History
	Problem Solving: Uses reasoning skills and imagination when planning ways to make things happen	A. Initiative and planning B. Problem solving with materials X. Art AA. Pretend play

Tennessee Early Learning Developmental Standards

COR Advantage Items

<b>Section 3: Math and Science</b>		
<b>COGNITIVE DEVELOPMENT CONT</b>		
<b>Math</b>		
<b>37 through 48 months</b>	Number and Operations: Begins to identify and label objects using numbers	S. Number and counting
	Patterns and Algebra: Explores and begins to sort and classify objects	BB. Observing and classifying
	Patterns and Algebra: Begins to identify, describe, and extend patterns	V. Patterns
	Measurement: Begins to demonstrate understanding of time, length, weight, capacity and temperature	U. Measurement HH. History
	Geometry and Spatial Sense: Becomes aware of his body and personal space during active exploration of physical environment	T. Geometry: Shapes and spatial awareness GG. Geography
	Geometry and Spatial Sense: Begins to explore the size, shape, and spatial arrangement of real objects	T. Geometry: Shapes and spatial awareness V. Patterns
	Problem Solving and Analyzing Data: Begins to develop foundation for linking concepts and procedures with active experiences	S. Number and counting U. Measurement X. Art
<b>Science</b>		
	Life Science: Observes surroundings in relation to knowledge and methods about life science	DD. Natural and physical world
	Physical Science: Solves problems in relation to knowledge and methods about energy	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions

Tennessee Early Learning Developmental Standards

COR Advantage Items

Section 3: Math and Science COGNITIVE DEVELOPMENT CONT		
Math		
49 through 60 months	Number and Operations: Begins to identify and label objects using numbers	S. Number and counting
	Number and Operations: Develops understanding of numbers and their association with objects	S. Number and counting
	Patterns and Algebra: Explores and begins to sort and classify objects	BB. Observing and classifying
	Patterns and Algebra: Identifies, describes, and extends patterns	V. Patterns
	Measurement: Begins to demonstrate understanding of time, length, weight, capacity and temperature	U. Measurement HH. History
	Spatial Sense and Geometry: Becomes aware of personal space during active exploration of physical environment	I. Gross-motor skills T. Geometry: Shapes and spatial awareness
	Spatial Sense and Geometry: Explores and recognizes the size, shape, and spatial arrangement of real objects	T. Geometry: Shapes and spatial awareness
	Problem Solving and Analyzing Data: Begins to develop foundation for linking concepts and procedures with active experiences	S. Number and counting W. Data analysis
Science		
	Life Science: Recognizes that living things live in different environments	DD. Natural and physical world
	Earth and Space Science: Recognizes that time and temperature can be measured with a clock and thermometer	EE. Tools and technology
	Earth and Space Science: Recognizes a variety of earth materials by their observable properties (rocks, sand, dirt)	DD. Natural and physical world
	Classifies materials by their elements	BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions
	Physical Science: Recognizes that objects have observable properties that can change over time and under different conditions	W. Data analysis CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world



Tennessee Early Learning Developmental Standards

COR Advantage Items

<b>Section 4: Social Studies COGNITIVE/SOCIAL-EMOTIONAL</b>		
<b>Social Studies</b>		
<b>0 through 4 months</b>	Human Interactions/Culture: Responds to familiar adults	E. Building relationships with adults
	Human Interactions/Culture: Shows awareness of other children	F. Building relationships with other children
<b>5 through 8 months</b>	Human Interactions/Culture: Engages with familiar adults	E. Building relationships with adults
	Human Interactions/Culture: Shows awareness of other children	F. Building relationships with other children
<b>Social Studies</b>		
<b>9 through 12 months</b>	Human Interactions/Culture: Shows preference for familiar adults	E. Building relationships with adults
	Human Interactions/Culture: Shows awareness of other children	F. Building relationships with other children
<b>Social Studies</b>		
<b>13 through 18 months</b>	Human Interactions/Culture: Relies on the presence of familiar adults to try things	E. Building relationships with adults
	Human Interactions/Culture: Interacts with other children	F. Building relationships with other children H. Conflict resolution
<b>Social Studies</b>		
<b>19 through 24 months</b>	Human Interactions/Culture: Seeks the support of familiar adults to try things	E. Building relationships with adults
	Human Interactions/Culture: Interacts with other children	F. Building relationships with other children
	History: Begins to recognize routines and to categorize time intervals	G. Community

Tennessee Early Learning Developmental Standards

COR Advantage Items

<b>Section 4: Social Studies COGNITIVE/SOCIAL-EMOTIONAL CONT</b>		
<b>Social Studies</b>		
<b>25 through 30 months</b>	Human Interactions/Culture: Plays beside other children	F. Building relationships with other children H. Conflict resolution
	Human Interactions/Culture: Begins to act independently	G. Community K. Personal care and healthy behavior
	History: Identifies common events and routines	G. Community
	History: Begins to categorize time intervals	HH. History
<b>Social Studies</b>		
<b>31 through 36 months</b>	Human Interactions/Culture: Has capacity to play cooperatively with other children	F. Building relationships with other children
	Human Interactions/Culture: Begins to act independently	G. Community K. Personal care and healthy behavior
	History: Identifies common events and routines	G. Community
	History: Begins to categorize time intervals	HH. History
	Geography: Begins to understand and recognize familiar localities	P. Reading GG. Geography
<b>Social Studies</b>		
<b>36 through 48 months</b>	Human Interactions/Culture: Discriminates individual, culture and community	X. Art FF. Knowledge of self and others
	Human Interactions/Culture: Begins to understand the reason for rules	G. Community
	History: Identifies common events and routines	G. Community K. Personal care and healthy behavior
	History: Begins to categorize time intervals	HH. History

Tennessee Early Learning Developmental Standards

COR Advantage Items

	<b>Section 4: Social Studies COGNITIVE/SOCIAL-EMOTIONAL CONT</b>	
	<b>Social Studies</b>	
<b>49 through 60 months</b>	Human Interactions/Culture: Discriminates individual, culture and community	AA. Pretend play FF. Knowledge of self and others
	Human Interactions/Culture: Begins to understand the reason for rules	G. Community
	History: Identifies common events and routines	G. Community HH. History
	History: Begins to categorize time intervals	HH. History
	Geography: Begins to express and understand concepts and language of geography in the context of her classroom, home and community	GG. Geography
	Economics: Begins to understand what services the community workers provide	FF. Knowledge of self and others

Tennessee Early Learning Developmental Standards

COR Advantage Items

<b>Section 5: Creative Arts</b> <b>COGNITIVE/SOCIAL-EMOTIONAL DEVELOPMENT</b>		
<b>Creative Arts</b>		
<b>0 through 4 months</b>	Music: Responds to sounds	Y. Music
	Art: Begins to focus on and show fascination for fun toys and activities	BB. Observing and classifying
	Movement and Dramatic Play: Begins to discover his/her body	Z. Movement
<b>Creative Arts</b>		
<b>5 through 8 months</b>	Music: Responds to sounds	Y. Music
	Music: Begins to use sounds	Y. Music
	Art: Focuses on and shows fascination for fun things	BB. Observing and classifying
	Movement and Dramatic Play: Begins to have some control of body	Z. Movement
<b>Creative Arts</b>		
<b>9 through 12 months</b>	Music: Responds to sounds	Y. Music Z. Movement
	Music: Uses sounds	Y. Music
	Art: Focuses on and shows fascination for fun things	BB. Observing and classifying
	Movement and Dramatic Play: Has more control of body	I. Gross-motor skills
	Movement and Dramatic Play: Begins to purposefully act on his environment	Z. Movement

Tennessee Early Learning Developmental Standards

COR Advantage Items

Section 5: Creative Arts COGNITIVE/SOCIAL-EMOTIONAL DEVELOPMENT CONT		
Creative Arts		
13 through 18 months	Music: Responds to sounds	Y. Music Z. Movement
	Music: Uses sounds	Y. Music
	Art: Focuses on and shows fascination for fun things	X. Art
	Movement and Dramatic Play: Has more control of body	I. Gross-motor skills
	Movement and Dramatic Play: Begins to purposefully act on his environment	Y. Music Z. Movement
Creative Arts		
19 through 24 months	Music: Responds to sounds	Y. Music Z. Movement
	Music: Use sounds	Y. Music
	Art: Focuses on and shows fascination for fun things	X. Art
	Art: Explores color	BB. Observing and classifying
	Art: Scribbles and paints	R. Writing X. Art
	Movement and Dramatic Play: Has more control of body	I. Gross-motor skills
	Movement and Dramatic Play: Begins to purposefully act on his environment	L. Speaking CC. Experimenting, predicting, and drawing conclusions

Tennessee Early Learning Developmental Standards

COR Advantage Items

	<i>Section 5: Creative Arts</i> <i>COGNITIVE/SOCIAL-EMOTIONAL DEVELOPMENT CONT</i>	
	<b>Creative Arts</b>	
<b>25 through 30 months</b>	Music: Responds to sounds	Y. Music Z. Movement
	Music: Use sounds	Y. Music
	Art: Focuses on and shows fascination for fun things	X. Art
	Art: Scribbles and paints	J. Fine-motor skills R. Writing X. Art
	Art: Experiments with materials, explores different sensations; begins to make rudimentary objects	X. Art
	Movement and Dramatic Play: Has more control of body	I. Gross-motor skills Z. Movement AA. Pretend play
	Movement and Dramatic Play: Begins to purposefully act on his environment	AA. Pretend play

Tennessee Early Learning Developmental Standards

COR Advantage Items

<b>Section 5: Creative Arts</b> <b>COGNITIVE/SOCIAL-EMOTIONAL DEVELOPMENT CONT</b>		
<b>Creative Arts</b>		
<b>31 through 36 months</b>	Music: Responds to sounds	Y. Music
	Music: Use sounds	Y. Music
	Art: Focuses on and shows fascination for fun things	X. Art
	Art: Scribbles and paints	X. Art
	Art: Experiments with materials and explores the different sensations- begins to make rudimentary objects	X. Art
	Movement and Dramatic Play: Has more control of body	AA. Pretend play
	Movement and Dramatic Play: Begins to purposefully act on his environment	I. Gross-motor skills AA. Pretend play
<b>Creative Arts</b>		
<b>37 through 48 months</b>	Music: Responds to sounds	Y. Music
	Music: Use sounds	Y. Music
	Art: Focuses on and shows fascination for fun things	X. Art
	Art: Scribbles and paints	X. Art
	Art: Uses a variety of art materials for tactile experience and exploration	X. Art
	Art: Responds to artistic creations or events	X. Art
	Movement and Dramatic Play: Controls body to participate in creative movement and drama	Z. Movement AA. Pretend play
	Movement and Dramatic Play: Begins to purposefully act on his environment	AA. Pretend play

Tennessee Early Learning Developmental Standards

COR Advantage Items

	<b>Section 5: Creative Arts</b> <b>COGNITIVE/SOCIAL-EMOTIONAL DEVELOPMENT CONT</b>	
	<b>Creative Arts</b>	
<b>49 through 60 months</b>	Music: Responds to sounds	Y. Music
	Music: Use sounds	Y. Music
	Art: Scribbles and paints	X. Art
	Art: Uses a variety of art materials for tactile experience and exploration	X. Art
	Movement and Dramatic Play: Controls body to participate in creative movement and drama	Z. Movement AA. Pretend play
	Movement and Dramatic Play: Begins to purposefully act on the environment	AA. Pretend play
	<b>Section 6: Social and Emotional Development</b> <b>SOCIAL AND EMOTIONAL DEVELOPMENT</b>	
	<b>Approaches to Learning</b>	
<b>0 through 4 months</b>	Self Concept: Expresses comfort and discomfort	K. Personal care and healthy behavior
	Self Concept: Expresses enjoyment and unhappiness	D. Emotions
<b>5 through 8 months</b>	Self Concept: Expresses feelings	D. Emotions
	Self Concept: Express preferences and interests	E. Building relationships with adults
<b>9 through 12 months</b>	Self Concept: Shows likes and dislikes	A. Initiative and planning D. Emotions
	Self Concept: Pays attention and responds to name and images of self	FF. Knowledge of self and others
	Cooperation: Demonstrates awareness of others	F. Building relationships with other children



Tennessee Early Learning Developmental Standards

COR Advantage Items

	<b>Section 6: Social and Emotional Development SOCIAL AND EMOTIONAL DEVELOPMENT, CONT</b>	
	<b>Approaches to Learning, CONT</b>	
<b>13 through 18 months</b>	Self Concept: Shows preferences, likes and dislikes	A. Initiative and planning D. Emotions
	Self Concept: Developing independence	K. Personal care and healthy behavior FF. Knowledge of self and others
	Cooperation: May interact with another child for a short period of time	F. Building relationships with other children
<b>19 through 24 months</b>	Self Concept: Expresses wishes, worries, and fears	A. Initiative and planning G. Community
	Self Concept: Explores the environment to find out who he is and what he can do	A. Initiative and planning K. Personal care and healthy behavior
	Self Control: Tries to manage own behavior	D. Emotions
	Cooperation: Watches and plays briefly with other children	F. Building relationships with other children
<b>25 through 30 months</b>	Self Concept: Shows an emerging sense of self	K. Personal care and healthy behavior
	Cooperation: Plays beside other children	F. Building relationships with other children
	Cooperation: Can share some pretend play themes	AA. Pretend play
<b>31 through 36 months</b>	Self Concept: Growing competence in accomplishments of self care	K. Personal care and healthy behavior
	Self Concept: Gaining skill in identifying and expressing feelings	D. Emotions H. Conflict resolution
	Self Control: Demonstrates emerging ability to manage own behavior	G. Community
	Cooperation: Shows capacity to play cooperatively with other children	F. Building relationships with other children AA. Pretend play
	Cooperation: Responds to other children's feelings	D. Emotions

Tennessee Early Learning Developmental Standards

COR Advantage Items

	<b>Section 6: Social and Emotional Development</b> <b>SOCIAL AND EMOTIONAL DEVELOPMENT CONT</b>	
<b>37 through 48 months</b>	Self Concept: Shows positive self-esteem	E. Building relationships with adults F. Building relationships with other children
	Self Concept: Verbalizes feelings, needs, and wants	D. Emotions
	Self Control: Gains control over impulses	D. Emotions
	Self Control: Shows willingness to follow simple rules	G. Community
	Cooperation: Engages in cooperative play with other children	F. Building relationships with other children
	Cooperation: Shows increasing ability to understand the feelings of other children	D. Emotions
	Cooperation: Shows increasing willingness to work out problems with peers	G. Community H. Conflict resolution
	Cooperation: Is willing to participate in group activities	A. Initiative and planning F. Building relationships with other children G. Community
<b>49 through 60 months</b>	Self Concept: Uses words and seeks adult help when needed to resolve conflicts	D. Emotions H. Conflict resolution
	Cooperation: Participates in the group life of the class	F. Building relationships with other children G. Community
	Self Control: Follows simple classroom rules and routines and uses classroom materials carefully	G. Community
	Self Control: Shows empathy and caring for others	D. Emotions
	Management of Self Within the Learning Environment: Shows eagerness and curiosity as a learner	CC. Experimenting, predicting, and drawing conclusions
	Management of Self Within the Learning Environment: Shows some self direction	A. Initiative and planning
	Management of Self Within the Learning Environment: Attends to task and seeks help when encountering a problem	B. Problem solving with materials
	Management of Self Within the Learning Environment: Approaches tasks with flexibility and inventiveness	B. Problem solving with materials AA. Pretend play CC. Experimenting, predicting, and drawing conclusions

Tennessee Early Learning Developmental Standards

COR Advantage Items

	<b>Section 7: Physical Development</b> <b>PHYSICAL DEVELOPMENT</b>	
	<b>Gross Motor</b>	
<b>0 through 4 months</b>	Movement and Coordination: Gains control of head and body	I. Gross-motor skills
	<b>Fine Motor</b>	
	Fine Motor: Holds things briefly before dropping	J. Fine-motor skills
	<b>Gross Motor</b>	
<b>5 through 8 months</b>	Movement and Coordination: Gains control of body; can change body positions	I. Gross-motor skills
	<b>Fine Motor</b>	
	Fine Motor: Uses both hands with intention and purpose	J. Fine-motor skills
	<b>Health</b>	
	Health Status and Practices: Feeding	J. Fine-motor skills K. Personal care and healthy behavior
	<b>Gross Motor</b>	
<b>9 through 12 months</b>	Movement and Coordination: Changes position and begins to move from place to place	I. Gross-motor skills
	Movement and Coordination: Explores surroundings on her own	I. Gross-motor skills
	<b>Fine Motor</b>	
	Fine Motor: Coordinates eyes with hands while holding and exploring objects	J. Fine-motor skills
	<b>Gross Motor</b>	
<b>13 through 18 months</b>	Movement and Coordination: Moves from place to place	I. Gross-motor skills

Tennessee Early Learning Developmental Standards

COR Advantage Items

	<b>Section 7: Physical Development</b> <i>PHYSICAL DEVELOPMENT, CONT</i>	
	<b>Fine Motor</b>	
	Fine Motor: Uses hands alone and in coordination with eyes	J. Fine-motor skills
	Fine Motor: Manipulates small objects at will, exploring the ways they can be combined and changed	J. Fine-motor skills
	Fine Motor: Begins to participate in self-help activities	J. Fine-motor skills K. Personal care and healthy behavior
	<b>Gross Motor</b>	
<b>19 through 24 months</b>	Movement and Coordination: Shows increasing coordination and balance; combines actions to participate in play activities	I. Gross-motor skills
	<b>Fine Motor</b>	
	Fine Motor: Uses hands and eyes to accomplish a variety of activities	J. Fine-motor skills
	<b>Health</b>	
	Health Practices: Participates in self-help activities including personal care routines	K. Personal care and healthy behavior
	<b>Gross Motor</b>	
<b>25 through 30 months</b>	Movement and Coordination: Shows coordination skills while moving around and engaging in play activities	I. Gross-motor skills
	<b>Fine Motor</b>	
	Fine Motor: Demonstrate eye-hand coordination while manipulating and exploring objects	J. Fine-motor skills
	<b>Health</b>	
	Health Practices: Participates in self-help activities including personal care routines	K. Personal care and healthy behavior

Tennessee Early Learning Developmental Standards

COR Advantage Items

Section 7: Physical Development <i>PHYSICAL DEVELOPMENT, CONT</i>		
	<b>Gross Motor</b>	
<b>31 through 36 months</b>	Movement and Coordination: Moves with balance and control when participating in play activities	I. Gross-motor skills
	<b>Fine Motor</b>	
	Fine Motor: Uses fingers, hands and eyes to engage in a variety of activities	J. Fine-motor skills
	<b>Health</b>	
	Self-Help Skills: Accomplishes many self-help activities with minimal or no assistance	K. Personal care and healthy behavior
	<b>Gross Motor</b>	
<b>37 through 48 months</b>	Movement and Coordination: Moves with enough control to perform more complex tasks	I. Gross-motor skills
	<b>Fine Motor</b>	
	Fine Motor: Uses hands with increasing control and precision for a variety of purposes	J. Fine-motor skills
	<b>Health and Safety</b>	
	Self-Help and Safety: Begins to perform self-help skills independently	K. Personal care and healthy behavior
	<b>Gross Motor</b>	
<b>49 through 60 months</b>	Movement and Coordination: Moves with balance and control to perform simple, large motor tasks	I. Gross-motor skills
	Movement and Coordination: Coordinates movements to perform more complex tasks	I. Gross-motor skills

Tennessee Early Learning Developmental Standards

COR Advantage Items

	Section 7: Physical Development <i>PHYSICAL DEVELOPMENT, CONT</i>	
	<b>Fine Motor</b>	
<b>49 through 60 months, CONT</b>	Fine Motor: Uses strength and control to perform simple fine motor tasks	J. Fine-motor skills
	Fine Motor: Uses eye-hand coordination to perform fine motor tasks	J. Fine-motor skills
	<b>Health Practices</b>	
	Personal and Social Responsibility: Performs some self-help skills independently	K. Personal care and healthy behavior

## References

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