

initiates

pretends

plans



**COR**  
Advantage

sings

predicts

observes

speaks

builds

empathizes

problem-solves



## **ALIGNMENT OF COR ADVANTAGE WITH**

*Utah's Early Childhood  
Core Standards*

Utah’s Early Childhood Core Standards

COR Advantage Items

<b>ENGLISH LANGUAGE ARTS</b>	
<i>Reading Standards: Literature (RL)</i>	
<b>Cluster: KEY IDEAS AND DETAILS</b>	
<b>RL1 CR Anchor Standard K–12</b>	
Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
<b>1. With prompting and support, state some details of a text.</b>	M. Listening and comprehension Q. Book enjoyment and knowledge
<b>RL2 CR Anchor Standard K–12</b>	
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
<b>2. Listen attentively and retell simple stories through conversation, art, movement, or drama.</b>	M. Listening and comprehension Q. Book enjoyment and knowledge AA. Pretend play
<b>RL3 CR Anchor Standard K–12</b>	
Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
<b>3. Answer questions about simple stories using sequencing format (e.g., what happened first, next, and last).</b>	M. Listening and comprehension Q. Book enjoyment and knowledge
<b>Cluster: INTEGRATION OF KNOWLEDGE AND IDEALS</b>	
<b>RL7 CR Anchor Standard K–12</b>	
Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	

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<b>ENGLISH LANGUAGE ARTS, CONT</b>	
<b>7. Understand that illustrations help tell the story.</b>	Q. Book enjoyment and knowledge
<b>RL9 CR Anchor Standard K–12</b>	
Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	
<b>9. Identify characters and their experiences in familiar stories.</b>	M. Listening and comprehension Q. Book enjoyment and knowledge
<i>Reading Standards: Informational Text (RI)</i>	
<b>Cluster: KEY IDEAS AND DETAILS</b>	
<b>RI1 CR Anchor Standard K–12</b>	
Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from text.	
<b>1. With prompting and support, ask and answer questions about details in a text and make personal connections with text.</b>	M. Listening and comprehension
<b>Cluster: INTEGRATION OF KNOWLEDGE AND IDEAS</b>	
<b>RI7 CR Anchor Standard K–12</b>	
Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	
<b>7. With modeling and support, understand that illustrations/photographs provide information about a text.</b>	Q. Book enjoyment and knowledge
<b>RI8 CR Anchor Standard K–12</b>	
Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	
<b>8. With modeling and support, recall details from a text.</b>	M. Listening and comprehension Q. Book enjoyment and knowledge
<b>RI9 CR Anchor Standard K–12</b>	
Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	
<b>9. With prompting and support, recognize that there are similarities and differences between two texts on the same topic.</b>	M. Listening and comprehension

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<b>ENGLISH LANGUAGE ARTS, CONT</b>	
<i>Reading Standards: Foundational Skills (RF)</i>	
<b>Cluster: PRINT CONCEPTS</b>	
<b>RF1</b> Demonstrate understanding of the organization and basic features of print.	
<b>1. With guidance and support, recognize that print conveys meaning and know the difference between pictures and words on a page.</b>	O. Alphabet knowledge P. Reading Q. Book enjoyment and knowledge
<b>Cluster: PHONOLOGICAL AWARENESS</b>	
<b>RF2</b> Demonstrate understanding of spoken words and sounds (phonemes).	
<b>2. With guidance and support, begin to identify sounds (<i>phonemes</i>) in spoken words.</b>	N. Phonological awareness
<b>Cluster: PHONICS AND WORD RECOGNITION</b>	
<b>RF3</b> Know and apply grade-level phonics and word analysis skills in decoding words.	
<b>3. With guidance and support, recognize that words are made up of letters and their sounds.</b>	O. Alphabet knowledge P. Reading
<i>Writing Standards (W)</i>	
<b>Cluster: TEXT TYPES AND PURPOSES</b>	
<b>W1 CR Anchor Standard K–12</b>	
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
<b>1. With modeling and support, use a combination of drawing, dictating, and scribbling to represent a topic (e.g., "This is my family...").</b>	R. Writing X. Art

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ENGLISH LANGUAGE ARTS, CONT	
<b>W2 CR Anchor Standard K–12</b>	
Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
<b>2. With modeling and support, use a combination of drawing, dictating, and scribbling to extend learning of a topic.</b>	R. Writing X. Art
<b>W3 CR Anchor Standard K–12</b>	
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	
<b>3. With modeling and support, use a combination of drawing, dictating, and scribbling to share one or more events of a story.</b>	R. Writing X. Art
<b>W5 CR Anchor Standard K–12</b>	
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
<b>5. With modeling, guidance, and support, talk about drawing, dictation, or developmentally appropriate writing.</b>	R. Writing X. Art
<b>W6 CR Anchor Standard K–12</b>	
<b>6. Use a variety of writing/drawing tools (e.g., chalk, crayon, paint, markers, stamps, Magna Doodle, pencil, and computer) to represent ideas.</b>	R. Writing X. Art

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<b>ENGLISH LANGUAGE ARTS, CONT</b>	
<i>Speaking &amp; Listening Standards (SL)</i>	
<b>Cluster: COMPREHENSION AND COLLABORATION</b>	
<b>SL1 CR Anchor Standard K–12</b>	
Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.	
<b>1. Communicate with adults and peers in small and larger groups.</b>	E. Building relationships with adults F. Building relationships with other children
<b>SL2 CR Anchor Standard K–12</b>	
Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	
<b>2. With guidance and support, ask and answer simple questions about text or media.</b>	M. Listening and comprehension
<b>SL3 CR Anchor Standard K–12</b>	
Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.	
<b>3. With guidance and support, ask and answer simple questions.</b>	M. Listening and comprehension
<b>Cluster: PRESENTATION OF KNOWLEDGE AND IDEAS</b>	
<b>SL4 CR Anchor Standard K–12</b>	
Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	
<b>4. With prompting and support, describe familiar people, places, things, and events.</b>	L. Speaking
<b>5. With prompting and support, recognize that objects, symbols, and pictures can provide additional detail.</b>	P. Reading

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COR Advantage Items

<b>ENGLISH LANGUAGE ARTS, CONT</b>	
<i>Language Standards (L)</i>	
<b>Cluster: CONVENTIONS OF STANDARD ENGLISH</b>	
<b>L1 CR Anchor Standard K–12.</b>	
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking	
<b>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>	L. Speaking M. Listening and comprehension R. Writing
<b>L2 CR Anchor Standard K–12</b>	
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
<b>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>	O. Alphabet knowledge R. Writing
<b>Cluster: VOCABULARY ACQUISITION AND USE</b>	
<b>L6 CR Anchor Standard K–12</b>	
Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	
<b>6. With prompting and support, begin simple dialogue about self or texts read aloud.</b>	L. Speaking M. Listening and comprehension

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<b>Mathematics Standards</b>	
<b>Counting and Cardinality (CC)</b>	
<b>Cluster: Know number names and count sequence.</b>	
<b>1. Begin to count to 10 by ones.</b>	S. Number and counting
<b>2. Recognize that numbers have a certain order (1, 2, 3, etc.).</b>	S. Number and counting
<b>3. Recognize the difference between letters, numbers, and other symbols.</b>	S. Number and counting
<b>Cluster: Count to tell the number of objects.</b>	
<b>4. Begin to count objects with support.</b>	S. Number and counting
<b>5. Begin to count objects with support.</b>	S. Number and counting
<b>Cluster: Compare numbers.</b>	
<b>6. Visually identify or count to determine which of two sets has more objects (1–5).</b>	S. Number and counting
<b>7. Recognize the difference between letters, numbers, and other symbols.</b>	S. Number and counting



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COR Advantage Items

<b>Mathematics Standards, CONT</b>	
<b>OPERATIONS AND ALGEBRAIC THINKING (OA)</b>	
<b>Cluster: Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</b>	
<b>1. Explore how adding to and/or taking away objects changes the size of a group.</b>	S. Number and counting
<b>2. Begin to explore adding and taking away of objects in a set.</b>	S. Number and counting
<b>6. Begin to duplicate and extend simple patterns (e.g., ababab).</b>	V. Patterns
<b>MEASUREMENT AND DATA (MD)</b>	
<b>Cluster: Describe and compare measurable attributes.</b>	
<b>1. Understand and describe measurable attributes (e.g., how big, how tall, how long, or how heavy).</b>	U. Measurement
<b>2. Begin to compare objects using measurable attributes (e.g., length [longer/shorter], weight [heavier/lighter], and size [bigger/ smaller]).</b>	U. Measurement
<b>Cluster: Classify objects and count the number of objects in each category.</b>	
<b>3. Sort objects into given categories.</b>	BB. Observing and classifying

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COR Advantage Items

<b>Mathematics Standards, CONT</b>	
<b>GEOMETRY (G)</b>	
<b>Cluster: Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).</b>	
<b>1. Begin to recognize and name basic shapes.</b>	T. Geometry: Shapes and spatial awareness
<b>2. Begin to recognize basic shapes, regardless of size.</b>	T. Geometry: Shapes and spatial awareness
<b>3. Begin to recognize the difference in basic shapes as two-dimensional (<i>picture</i>) or three-dimensional (<i>object</i>).</b>	T. Geometry: Shapes and spatial awareness
<b>OPERATIONS AND ALGEBRAIC THINKING (OA)</b>	
<b>Cluster: Analyze, compare, create, and compose shapes.</b>	
<b>4. Begin to recognize the difference in basic shapes as two-dimensional (<i>picture</i>) or three-dimensional (<i>object</i>).</b>	T. Geometry: Shapes and spatial awareness
<b>5. Explore shapes using a variety of media (<i>e.g., blocks, stickers, play dough/clay, art supplies, etc.</i>).</b>	T. Geometry: Shapes and spatial awareness
<b>6. Begin to recognize basic shapes when shown simple line drawings.</b>	T. Geometry: Shapes and spatial awareness

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COR Advantage Items

<i>Approaches to Learning and Science</i>	
<b>APPROACHES TO LEARNING AND SCIENCE (AL&amp;S)</b>	
<b>Standard 1: Students will learn the processes, communication, and nature of science.</b>	
<b>The child displays an orientation to learning.</b>	
<b>1-2. Displays a sense of curiosity and willingness to try new things.</b>	BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions
a. Actively explores and experiments.	
b. Shows interest and curiosity in new people and objects.	
c. Pays attention to people and objects.	
d. Makes things happen and watches for results or repeats action.	
<b>3-5. Demonstrates confidence in a range of abilities.</b>	B. Problem solving with materials
a. Is aware of and believes in own abilities.	
b. Attempts challenging activities.	
c. Asks for help when needed.	

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COR Advantage Items

<b><i>Approaches to Learning and Science, CONT</i></b>	
<b>Child develops abilities and skills that promote learning.</b>	
<b>1. Persists in completing tasks.</b>	A. Initiative and planning
a. Maintains interest in a project or activity.	
b. Ignores minor distractions.	
<b>2. Works collaboratively with others.</b>	E. Building relationships with adults F. Building relationships with other children
a. Shares materials.	
b. Helps others.	
c. Follows simple rules and routines.	
d. Uses imitation or pretend play to learn new roles and relationships.	
e. Communicate with familiar adults and accept guidance.	
<b>Standard 2: Students will gain an understanding of earth and space science.</b>	
<b>1. Use senses to explore objects and the environment.</b>	BB. Observing and classifying
<b>2. Attend to colors and textures in the natural environment.</b>	DD. Natural and physical world
<b>3. Show interest and curiosity in indoor and outdoor environments.</b>	DD. Natural and physical world
<b>4. Ask questions for further information.</b>	M. Listening and comprehension

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COR Advantage Items

<b><i>Approaches to Learning and Science, CONT</i></b>	
<b><i>Standard 3: Students will gain an understanding of physical science through the study of the forces of motion and the properties of materials.</i></b>	
<b>1. Identify objects that are a part of the nonliving world such as rocks and manmade objects.</b>	BB. Observing and classifying DD. Natural and physical world
<b><i>Standard 4: Students will gain an understanding of life science through the study of changes in organisms over time and the nature of living things.</i></b>	
<b>1. Identify objects that are a part of the living world, such as animals, insects, plants, and humans.</b>	DD. Natural and physical world
<b>2. Identify animals with their common living environment.</b>	DD. Natural and physical world

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<b><i>Social/Emotional and Social Studies (SE&amp;SS)</i></b>	
<b>SOCIAL/EMOTIONAL AND SOCIAL STUDIES (SE&amp;SS)</b>	
<b><i>Standard 1: The child develops self-awareness and positive self-esteem.</i></b>	
<b>1. Knows personal information.</b>	FF. Knowledge of self and others
<b>2. Demonstrates awareness of abilities and preferences.</b>	A. Initiative and planning
<b>3. Develops growing capacity for independence.</b>	G. Community K. Personal care and healthy behavior
<b>4. Expresses self in different roles and mediums.</b>	AA. Pretend play
<b><i>Standard 2: The child develops social skills that promote positive interactions with others.</i></b>	
<b>1. Develops skills to interact cooperatively with others.</b>	F. Building relationships with other children
<b>2. Participates in cooperative play.</b>	F. Building relationships with other children
<b>3. Employs positive social behaviors with peers and adults.</b>	E. Building relationships with adults F. Building relationships with other children
<b>4. Develops self-control by regulating impulses and feelings.</b>	D. Emotions
<b>5. Expresses emotions and feelings.</b>	D. Emotions
<b>6. Develops skills to solve conflicts.</b>	D. Emotions H. Conflict resolution
<b>8-9. Uses imitation or pretend play to learn new roles and relationships.</b>	AA. Pretend play
<b>10-11. Recognizes familiar people, places and things (e.g., within the home, classroom, school, and local environment).</b>	GG. Geography

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COR Advantage Items

<b><i>Creative Arts</i></b>	
<b>CREATIVE ARTS (CA)</b>	
<b><i>Standard 1: Students will participate in a variety of activities that allow for creative and imaginative expression.</i></b>	
<b>1. Learn several simple songs.</b>	Y. Music
<b>2. Use their body to move to music and express themselves.</b>	Z. Movement
<b>3. Use a variety of media and materials to create drawings, pictures, or other objects.</b>	X. Art
<b>4. Portray a variety of events, characters, or stories through drama, props and language.</b>	AA. Pretend play
<b><i>Physical/Health &amp; Safety</i></b>	
<b>PHYSICAL/HEALTH AND SAFETY (PHS)</b>	
<b><i>Standard 1: The child develops fine and gross motor coordination (small and large muscle).</i></b>	
<b>1. Exhibits fine motor coordination (<i>small muscle</i>).</b>	J. Fine-motor skills
<b>2. Exhibits gross motor coordination (<i>large muscle</i>).</b>	I. Gross-motor skills
<b><i>Standard 2: The child develops an understanding of health and safety.</i></b>	
<b>1. Shows independence in personal care.</b>	K. Personal care and healthy behavior

## References

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