

initiates

pretends

plans



**COR**  
Advantage

sings

predicts

observes

speaks

builds

empathizes

problem-solves



## **ALIGNMENT OF COR ADVANTAGE WITH**

*Utah's Early Learning Guidelines:  
Birth to Age Three*

## Utah Early Learning Guidelines: Birth to Age Three

## COR Advantage Items

<b>DOMAIN I: SOCIAL AND EMOTIONAL DEVELOPMENT</b>	
Purpose: To approach the world with a sense of trust and emotional security.	
<b>COMPONENT: Trust and Emotional Security</b>	
Engages in behaviors that build relationships with familiar adults	E. Building relationships with adults
Shows preference for familiar adults	E. Building relationships with adults
Responds to unfamiliar adults cautiously	E. Building relationships with adults
Seeks to find comfort in new situations	E. Building relationships with adults
Shows emotional connection and attachment to others	E. Building relationships with adults
<b>COMPONENT: Self-Awareness</b>	
Expresses feelings and emotions through facial expressions, sounds or gestures.	D. Emotions
Develops awareness of self as separate from others.	FF. Knowledge of self and others
<b>COMPONENT: Self-Regulation</b>	
Begins to manage own behavior and show self-regulation	A. Initiative and planning
Shows increasing independence.	K. Personal care and healthy behavior
Understands simple routines, rules or limitations.	G. Community
<b>COMPONENT: Relationships with Other Children</b>	
Shows interest in and awareness of other children.	F. Building relationships with other children
Responds to and interacts with other children.	F. Building relationships with other children
Begins to recognize and respond to other children's feelings and emotions.	D. Emotions F. Building relationships with other children
Learns social skills and eventually uses words for expressing feelings, needs and wants.	D. Emotions
Uses imitation or pretend play to learn new roles and relationships.	AA. Pretend play FF. Knowledge of self and others

## Utah Early Learning Guidelines: Birth to Age Three

## COR Advantage Items

<b>DOMAIN II: LANGUAGE DEVELOPMENT AND COMMUNICATION</b>	
Purpose: To acquire language and the ability to communicate successfully with others.	
<b>Component: Listening and Understanding</b>	
Shows interest in listening to sounds.	N. Phonological awareness
Listens with interest to language of others.	M. Listening and comprehension
Responds to verbal communication of others.	M. Listening and comprehension
Responds to nonverbal communication of others.	M. Listening and comprehension
Begins to understand gestures, words, questions or routines.	M. Listening and comprehension
<b>COMPONENT: Communication and Speaking</b>	
Uses sounds, gestures or actions to express needs and wants.	L. Speaking K. Personal care and healthy behavior
Uses consistent sounds, gestures or words to communicate	L. Speaking
Imitates sounds, gestures or words	L. Speaking
Uses sounds, signs or words for a variety of purposes.	L. Speaking
Shows reciprocity in using language in simple conversations.	L. Speaking M. Listening and comprehension
<b>COMPONENT: Emergent Literacy</b>	
Shows interest in songs, rhymes and stories.	Y. Music
Shows interest in photos, pictures and drawings	O. Alphabet knowledge P. Reading
Develops interest in and involvement with books and other print materials.	P. Reading Q. Book enjoyment and knowledge
Begins to recognize and understand symbols.	O. Alphabet knowledge P. Reading

## Utah Early Learning Guidelines: Birth to Age Three

## COR Advantage Items

<b>DOMAIN III: COGNITIVE DEVELOPMENT</b>	
Purpose: To develop new skills, knowledge and the ability to acquire and process new information through play and interaction with others and the environment.	
<b>COMPONENT: Exploration and Discovery</b>	
Pays attention to people and objects.	A. Initiative and planning BB. Observing and classifying
Uses senses to explore people, objects and the environment.	BB. Observing and classifying
Attends to colors, shapes, patterns or pictures.	BB. Observing and classifying
Shows interest and curiosity in new people and objects.	A. Initiative and planning BB. Observing and classifying
Makes things happen and watches for results or repeats actions.	CC. Experimenting, predicting, and drawing conclusions
<b>COMPONENT: Developing Memory</b>	
Shows ability to acquire and process new information	C. Reflection CC. Experimenting, predicting, and drawing conclusions
Recognizes familiar people, places and things.	E. Building relationships with adults
Recalls and uses information in new situations.	C. Reflection
Searches for missing or hidden objects	C. Reflection GG. Geography
<b>COMPONENT: Problem Solving</b>	
Experiments with different uses for objects.	CC. Experimenting, predicting, and drawing conclusions EE. Tools and technology
Shows imagination and creativity in solving problems.	B. Problem solving with materials H. Conflict resolution
Uses a variety of strategies to solve problems.	B. Problem solving with materials H. Conflict resolution CC. Experimenting, predicting, and drawing conclusions

## Utah Early Learning Guidelines: Birth to Age Three

## COR Advantage Items

<b>DOMAIN III: COGNITIVE DEVELOPMENT, CONT</b>	
Applies knowledge to new situations.	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions
<b>COMPONENT: Imitation and Symbolic Play</b>	
Observes and imitates sounds, gestures or behaviors.	AA. Pretend play
Uses objects in new ways or in pretend play.	AA. Pretend play
Uses imitation or pretend play to express creativity and imagination.	AA. Pretend play

## Utah Early Learning Guidelines

## COR Advantage Items

<b>DOMAIN IV: PHYSICAL AND MOTOR DEVELOPMENT</b>	
Purpose: To develop physical and motor skills and promote health and well-being.	
<b>COMPONENT: Gross Motor Development</b>	
Moves body, arms and legs with coordination.	I. Gross-motor skills
Demonstrates large muscle balance, stability, control and coordination.	I. Gross-motor skills
Develops increasing ability to change positions and move body from place to place.	I. Gross-motor skills
Moves body with purpose to achieve a goal.	I. Gross-motor skills
<b>COMPONENT: Fine Motor development</b>	
Uses hands or feet to make contact with objects or people.	J. Fine-motor skills
Develops small muscle control and coordination.	J. Fine-motor skills
Coordinates eye and hand movements	J. Fine-motor skills
Uses different actions on objects.	J. Fine-motor skills
Controls small muscles in hands when doing simple tasks.	J. Fine-motor skills
<b>COMPONENT: Physical Health and Well-Being</b>	
Shows characteristics of healthy development	G. Community I. Gross-motor skills J. Fine-motor skills K. Personal care and healthy behavior
Responds when physical needs are met.	K. Personal care and healthy behavior
Expresses physical needs nonverbally or verbally.	K. Personal care and healthy behavior
Participates in physical care routines.	K. Personal care and healthy behavior
Begins to develop self-help skills.	K. Personal care and healthy behavior

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