

*initiates*

*pretends*

*plans*



**COR**  
*Advantage*

*sings*

*predicts*

*observes*

*speaks*

*builds*

*empathizes*

*problem-solves*



## **ALIGNMENT OF COR ADVANTAGE WITH**

*Wyoming Early Learning Foundations  
For Children Ages 3-5  
(2015)*

## Wyoming Early Learning Foundations for Children Ages 3-5

## COR Advantage Items

<b>Approaches to Learning</b>	
<b>Initiative and Curiosity</b>	
<b>An interest in varied activities, a desire to learn, creativeness, and independence in learning.</b>	
Demonstrates flexibility, imagination, and inventiveness in approaching tasks and activities.	A. Initiative and planning B. Problem solving with materials AA. Pretend play
Demonstrates eagerness to learn about and discuss a range of topics, ideas, and tasks.	A. Initiative and planning L. Speaking CC. Experimenting, predicting, and drawing conclusions
Asks questions and seeks new information.	M. Listening and comprehension CC. Experimenting, predicting, and drawing conclusions
Explores things in the environment and tries to figure out how they work (e.g., how they can be combined, new uses, etc.)	CC. Experimenting, predicting, and drawing conclusions
<b>Persistence and Attention</b>	
<b>The ability to begin and finish activities with attention and persistence.</b>	
When adults provide resources and activities that children are interested in and allow them to continue to stay involved in meaningful activities that they choose, children will stay interested and engaged for extended periods of time.	A. Initiative and planning
Sets goals, develops and follows through on plans.	A. Initiative and planning
Resists distractions, maintains attention, and continues the task at hand through frustrations and distractions.	A. Initiative and planning B. Problem solving with materials
<b>Cooperation</b>	
<b>An interest and engagement in group experiences.</b>	
Plans, initiates, and completes learning activities with peers.	A. Initiative and planning F. Building relationships with other children
Joins in cooperative play with others and invites others to play.	F. Building relationships with other children
Models or teaches peers.	<i>Does not align</i>
Helps, shares, and cooperates in a group.	F. Building relationships with other children G. Community

## Wyoming Early Learning Foundations for Children Ages 3-5

## COR Advantage Items

<b><i>Creative Arts Expression</i></b>	
<b>Music</b>	
<b>The use of the voice and instruments to create sounds.</b>	
Participates in music activities, such as listening, singing, or performing.	Y. Music Z. Movement
Experiments with musical instruments.	Y. Music
<b>Creative Movement and Dance</b>	
<b>The use of the body to move to music and express oneself.</b>	
Expresses what is felt and heard in various musical tempos and styles.	Y. Music
Moves to different patterns of beat and rhythm in music.	Z. Movement
Uses creative movement to express concepts, ideas, or feelings.	Z. Movement
<b>Visual Arts</b>	
<b>The use of a range of media and materials to create drawings, pictures, or other objects.</b>	
Uses different materials and techniques to make art creations.	X. Art
Creates artistic work that reflects thoughts, feelings, experiences, or knowledge.	X. Art
Discusses one's artistic creations and those of others.	X. Art
<b>Drama</b>	
<b>The portrayal of events, characters, or stories through acting or puppets, using props and language.</b>	
Uses dialogue, actions, and objects to tell a story or express thoughts and feelings about one's self or a character.	AA. Pretend play
Uses creativity and imagination to manipulate materials and assume roles in dramatic play situations.	AA. Pretend play

## Wyoming Early Learning Foundations for Children Ages 3-5

## COR Advantage Items

<i>Language Development</i>	
<b>Receptive Language</b>	
<b>The ability to understand or comprehend language.</b>	
Responds to language during conversations, songs, stories, or other learning experiences.	M. Listening and comprehension
Follows one- and two-step directions.	M. Listening and comprehension
Comprehends increasingly complex and varied vocabulary.	M. Listening and comprehension
Comprehends different forms of language, such as questions or exclamations.	M. Listening and comprehension
<b>Expressive Language</b>	
<b>The ability to use one or more languages to communicate.</b>	
Engages in communication and conversation with peers and adults.	E. Building relationships with adults F. Building relationships with other children M. Listening and comprehension
Uses increasingly complex and varied vocabulary to express ideas and needs.	L. Speaking M. Listening and comprehension
Uses different forms of language such as questions, comments, or explanations.	L. Speaking M. Listening and comprehension
Asks and answers questions in order to seek help, get information, or clarify something that is not understood.	M. Listening and comprehension
With guidance and support, uses the conventions of Standard English grammar when speaking.	L. Speaking
Engages in storytelling by asking and answering questions about key details and requesting clarification.	M. Listening and comprehension Q. Book enjoyment and knowledge
Identifies and applies meanings for familiar words.	M. Listening and comprehension
Identifies real-life connections between words and their use.	M. Listening and comprehension

## Wyoming Early Learning Foundations for Children Ages 3-5

## COR Advantage Items

<b>Literacy Knowledge &amp; Skills</b>	
<b>Book Appreciation and Knowledge</b>	
<b>The interest in books and their features, and the ability to understand and get meaning from stories and information from books and other texts.</b>	
Shows an interest in shared reading experiences and looking at books independently.	Q. Book enjoyment and knowledge
Recognizes how books are read (front to back and one page at a time) and recognizes basic features of books such as title, author, and illustrator.	Q. Book enjoyment and knowledge
Asks and answers questions and makes comments about printed materials.	M. Listening and comprehension Q. Book enjoyment and knowledge
Shows interest in different kinds of literature—fiction, non-fiction, informational text, poetry—on a range of topics.	<i>Does not align</i>
Retells stories or information from books through conversation, artistic works, creative movement, or drama.	M. Listening and comprehension Q. Book enjoyment and knowledge AA. Pretend play
Relates content to real-life experience.	M. Listening and comprehension
Makes connections between illustrations and text.	P. Reading
<b>Print Concepts and Conventions</b>	
<b>The concepts about print and early decoding (identifying letter-sound relationships).</b>	
Recognizes print in everyday life, such as numbers, letters, the child’s name, words, and familiar logos and signs.	P. Reading
Points to writing and asks what it says.	P. Reading
Pretends to read following English print conventions of reading right to left and top to bottom of the page.	<i>Does not align</i>
Can point to a word on a page in a book.	P. Reading
Recognizes the association between spoken or signed and written words and will ask an adult to write specific words.	P. Reading

## Wyoming Early Learning Foundations for Children Ages 3-5

## COR Advantage Items

<b>Literacy Knowledge &amp; Skills, CONT</b>	
<b>Phonological Awareness</b>	
<b>An awareness that language can be broken into words, syllables, and smaller pieces of sound.</b>	
Identifies and discriminates between words in language, between separate syllables, and between sounds and phonemes, such as attention to the beginning and ending sounds of words.	N. Phonological awareness
<b>Alphabetical Skills</b>	
<b>The names and sounds associated with letters.</b>	
Recognizes that the letters of the alphabet are a special category of visual graphics that can be individually named.	O. Alphabet knowledge
Recognizes that letters have distinct sound(s) associated with them.	O. Alphabet knowledge
Attends to the beginning letters and sounds in familiar words.	N. Phonological awareness O. Alphabet knowledge
Identifies letters and associates correct sounds with letters.	O. Alphabet knowledge
Identifies name and familiar words (environmental print).	P. Reading
<b>Early Writing</b>	
<b>The familiarity with writing tools, conventions, and emerging skills to communicate through written representations, symbols, and letters.</b>	
Experiments with writing tools and materials.	R. Writing X. Art
Recognizes that writing is a way of communicating for a variety of purposes, such as giving information, hearing stories, or giving an opinion.	P. Reading
Uses scribbles, shapes, pictures, and letters to represent objects, stories, experiences, or ideas.	R. Writing X. Art
Copies, traces, or independently writes letters or words.	R. Writing
With guidance and support, uses a combination of drawing, dictating, or writing to express an opinion or tell a simple story.	R. Writing X. Art
With guidance and support, participates in shared research and writing projects.	<i>Does not align</i>

## Wyoming Early Learning Foundations for Children Ages 3-5

## COR Advantage Items

<b>Logic &amp; Reasoning</b>	
<b>Reasoning and Problem Solving</b>	
<b>The ability to recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions to a problem.</b>	
Seeks multiple solutions to a question, task, or problem.	B. Problem solving with materials
Recognizes cause-and-effect relationships.	CC. Experimenting, predicting, and drawing conclusions
Classifies, compares, and contrasts objects, events, and experiences.	BB. Observing and classifying
Uses past knowledge to build new knowledge.	C. Reflection
<b>Symbolic Representation</b>	
<b>The use of symbols or objects to represent something else.</b>	
Represents people, places, or things through drawings, movement, and three-dimensional objects.	X. Art Z. Movement AA. Pretend play
Engages in pretend play and acts out roles.	AA. Pretend play
Recognizes the difference between pretend or fantasy situations and reality.	<i>Does not align</i>

## Wyoming Early Learning Foundations for Children Ages 3-5

## COR Advantage Items

<b>Mathematics Knowledge &amp; Skills</b>	
<b>Number Concepts and Quantities</b>	
<b>The understanding that numbers represent quantities and have ordinal properties (number words represent a rank order, particular size, or position in a list).</b>	
Recognizes numbers and quantities in the everyday environment.	S. Number and counting
Recites numbers in the correct order and understands that numbers come “before” or “after” one another.	S. Number and counting
Associates quantities and the names of numbers with written numerals.	S. Number and counting
Uses one-to-one counting and subitizing (identifying the number of objects without counting) to determine quantity.	S. Number and counting
Uses the number name of the last object counted to represent the number of objects in the set.	S. Number and counting
<b>Number Relations and Operations</b>	
<b>The use of numbers to describe relationships and solve problems.</b>	
Uses a range of strategies, such as counting, subitizing (“seeing” how many objects without counting), or matching, to compare quantity in two sets of objects and describes the comparison with terms, such as “more,” “less,” “greater than,” “fewer,” or “equal to.”	S. Number and counting W. Data analysis BB. Observing and classifying
Recognizes that numbers (or sets of objects) can be combined or separated to make another number through the grouping of objects.	S. Number and counting W. Data analysis
Identifies the number of items in a set that is created when items are combined or separated.	S. Number and counting W. Data analysis
<b>Geometry, Patterns, and Spatial Sense</b>	
<b>The understanding of shapes, their properties, and how objects are related to one another The recognition of patterns, sequencing, and critical thinking skills necessary to predict and classify objects in a pattern.</b>	
Recognizes and names common shapes—their parts and attributes.	T. Geometry: Shapes and spatial awareness
Combines and separates shapes to make other shapes.	T. Geometry: Shapes and spatial awareness
Compares objects in size and shape.	T. Geometry: Shapes and spatial awareness U. Measurement
Can follow directions or name positions of objects, such as “up,” “down,” “in front,” “behind,” “between,” “next to,” and “under.”	T. Geometry: Shapes and spatial awareness



## Wyoming Early Learning Foundations for Children Ages 3-5

## COR Advantage Items

<b>Mathematics Knowledge &amp; Skills, CONT</b>	
<b>Geometry, Patterns, and Spatial Sense, CONT</b>	
Sorts, classifies, and serializes (puts in a pattern) objects, such as by color, shape, and size.	V. Patterns W. Data analysis BB. Observing and classifying
Recognizes, duplicates, and extends simple patterns.	V. Patterns
Creates patterns through the repetition of a unit.	V. Patterns
<b>Measurement and Comparison</b>	
<b>The understanding of attributes and relative properties of objects as related to size, capacity, and area.</b>	
Compares and describes objects using attributes of length, weight, and size (bigger, longer, taller, heavier).	U. Measurement
Orders objects by size or length.	U. Measurement
Uses nonstandard and standard techniques and tools to measure and compare.	U. Measurement
Sorts objects by count (more or less).	S. Number and counting W. Data analysis

## Wyoming Early Learning Foundations for Children Ages 3-5

## COR Advantage Items

<b>Physical Development &amp; Health</b>	
<b>Physical Health Status</b>	
<b>The maintenance of healthy and age-appropriate physical well-being.</b>	
Possesses good overall health, including oral, visual, and auditory health, and is free from communicable or preventable diseases.	<i>Does not align</i>
Participates in prevention and management of chronic health conditions and avoids toxins such as lead.	<i>Does not align</i>
Maintains physical growth within the Centers for Disease Control and Prevention (CDC) recommended ranges for weight by height and age.	<i>Does not align</i>
Gets sufficient rest and exercise to support healthy development.	<i>Does not align</i>
<b>Health Knowledge and Practice</b>	
<b>The understanding of healthy, safe habits and practicing healthy habits.</b>	
Completes personal care tasks, such as dressing, brushing teeth, toileting, and washing hands independently from adults.	K. Personal care and healthy behavior
Communicates an understanding of the importance of health and safety routines and rules.	K. Personal care and healthy behavior
Follows basic health and safety rules and responds appropriately to harmful or unsafe situations.	K. Personal care and healthy behavior
Distinguishes food on a continuum from most healthy to least healthy.	K. Personal care and healthy behavior
Eats a variety of nutritious foods.	<i>Does not align</i>
Participates in structured and unstructured physical activities.	<i>Does not align</i>
Recognizes the importance of doctor and dentist visits.	K. Personal care and healthy behavior
Cooperates during doctor and dentist visits and health and developmental screenings.	<i>Does not align</i>

## Wyoming Early Learning Foundations for Children Ages 3-5

## COR Advantage Items

<i>Physical Development &amp; Health, CONT</i>	
<b>Gross Motor</b>	
<b>The control of large muscles for movement, navigation, and balance.</b>	
Develops motor control and balance for a range of physical activities, such as walking, propelling a wheelchair or mobility device, skipping, running, climbing, and hopping.	I. Gross-motor skills
Develops motor coordination and skill in using objects for a range of physical activities, such as pulling, throwing, catching, kicking, bouncing or hitting balls, and riding a tricycle.	I. Gross-motor skills
Understands movement concepts, such as control of the body, how the body moves (such as an awareness of space and directionality), and that the body can move independently or in coordination with other objects.	I. Gross-motor skills
<b>Fine Motor</b>	
<b>The control of small muscles for such purposes as using utensils, self-care, building, and exploring.</b>	
Uses hands to manipulate objects, fasteners, tools, and toys using a variety of grasps.	J. Fine-motor skills
Turns pages in a book.	J. Fine-motor skills Q. Book enjoyment and knowledge
Builds block towers and structures with a variety of materials.	J. Fine-motor skills
Manipulates writing, drawing, and art tools.	J. Fine-motor skills R. Writing X. Art

## Wyoming Early Learning Foundations for Children Ages 3-5

## COR Advantage Items

<b>Science Knowledge &amp; Skills</b>	
<b>Scientific Skills and Method</b>	
<b>The skills to observe and collect information and use it to ask questions, predict, explain, and draw conclusions.</b>	
Uses senses and tools, including technology, to gather information, investigate materials, and observe processes and relationships.	BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world EE. Tools and technology
Observes and discusses common properties, differences, and comparisons among objects.	BB. Observing and classifying
Participates in simple investigations to form hypotheses, gather observations, draw conclusions, and form generalizations.	CC. Experimenting, predicting, and drawing conclusions
Collects, describes, and records information through discussions, drawings, maps, and charts.	W. Data analysis
Describes and discusses predictions, explanations, and generalizations based on past experience.	CC. Experimenting, predicting, and drawing conclusions
<b>Conceptual Knowledge of the Natural and Physical World</b>	
<b>The acquisition of concepts and facts related to the natural and physical world and the understanding of naturally occurring relationships.</b>	
Observes, describes, and discusses living things and natural processes.	DD. Natural and physical world
Observes, describes, and discusses properties of materials and transformation of substances.	CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world
Begins to learn concepts related to: Physical Sciences, Life Sciences, Earth and Space Sciences, and Engineering/Technology/Applications of Science.	CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world

## Wyoming Early Learning Foundations for Children Ages 3-5

## COR Advantage Items

<b>Social &amp; Emotional Development</b>	
<b>Social Relationships</b>	
<b>The healthy relationships and interactions with adults and peers.</b>	
Communicates with familiar adults and accepts or requests guidance.	E. Building relationships with adults
Cooperates with others.	E. Building relationships with adults F. Building relationships with other children
Develops friendships with peers.	F. Building relationships with other children
Establishes secure relationships with adults.	E. Building relationships with adults
Uses socially appropriate behavior with peers and adults. Socially appropriate behavior in this age group means participating in activities that promote helping, sharing, and taking turns.	E. Building relationships with adults F. Building relationships with other children G. Community
Resolves conflict with peers alone and/or with adult intervention as appropriate.	H. Conflict resolution
Uses words and actions to assert self in socially appropriate ways.	D. Emotions H. Conflict resolution
Recognizes and labels others' emotions.	D. Emotions
Expresses empathy and sympathy to peers.	D. Emotions
Recognizes how actions affect others and accepts consequences of one's actions.	G. Community
Demonstrates affection in socially appropriate ways by offering compliments, choosing to sit next to a peer, offering a toy, etc.	E. Building relationships with adults F. Building relationships with other children
<b>Self-Concept and Self-Efficacy</b>	
<b>The perception that one is capable of successfully making decisions, accomplishing tasks, and meeting goals.</b>	
Identifies personal characteristics, preferences, thoughts, and feelings.	FF. Knowledge of self and others
Demonstrates age-appropriate independence in a range of activities, routines, and tasks.	K. Personal care and healthy behavior
Shows confidence in a range of abilities and in the capacity to accomplish tasks and take on new tasks.	A. Initiative and planning C. Reflection
Demonstrates age-appropriate independence in decision making regarding activities and materials.	A. Initiative and planning

**Wyoming Early Learning Foundations for Children Ages 3-5**

**COR Advantage Items**

<b><i>Social &amp; Emotional Development, CONT</i></b>	
<b>Self-Regulation</b>	
<b>The ability to recognize and regulate emotions, attention, impulses, and behavior.</b>	
Recognizes and labels emotions.	D. Emotions
Handles impulses and behavior with minimal direction from adults.	D. Emotions H. Conflict resolution
Follows simple rules, routines, and directions.	G. Community
Shifts attention between tasks and moves through transitions with minimal direction.	G. Community
<b>Emotional and Behavioral Health</b>	
<b>A healthy range of emotional expression and learning positive alternatives to aggressive or isolating behaviors.</b>	
Expresses a range of emotions appropriately, such as excitement, happiness, sadness, and fear.	D. Emotions
Refrains from disruptive, aggressive, angry, or defiant behaviors.	D. Emotions H. Conflict resolution
Adapts to new environments with appropriate emotions and behaviors.	D. Emotions H. Conflict resolution

## Wyoming Early Learning Foundations for Children Ages 3-5

## COR Advantage Items

<b>Social Studies Knowledge &amp; Skills</b>	
<b>Self, Family, and Community</b>	
<b>The understanding of one’s relationship to the family and community, roles in the family and community, and respect for diversity.</b>	
Identifies personal and family structure.	FF. Knowledge of self and others
Identifies similarities and respects differences among people.	FF. Knowledge of self and others
Recognizes a variety of jobs and the work associated with them.	FF. Knowledge of self and others
Explains (or tells) reasons for rules in the home and classroom and for laws in the community.	G. Community K. Personal care and healthy behavior
Describes or draws aspects of the geography of the classroom, home, and community.	GG. Geography
<b>People and the Environment</b>	
<b>The understanding of the relationship between people and the environment in which they live.</b>	
Recognizes aspects of the environment, such as roads, buildings, trees, gardens, bodies of water, or land formations.	GG. Geography
Recognizes that people share the environment with other people, animals, and plants.	DD. Natural and physical world
Recognizes how people can take care of the environment through activities, such as recycling.	DD. Natural and physical world
<b>History and Events</b>	
<b>The understanding that events happened in the past and how these events relate to one’s self, family, and community.</b>	
Differentiates between past, present, and future.	HH. History
Recognizes events that happened in the past, such as family or personal history.	HH. History
Identifies that how people live and what they do changes over time.	HH. History

## References

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