

initiates

pretends

plans



COR
Advantage

sings

predicts

observes

speaks

builds

empathizes

problem-solves



ALIGNMENT OF COR ADVANTAGE WITH

*Ohio Early Learning and
Development Standards
(2012)*

Ohio Early Learning and Development Standards

COR Advantage Items

Social and Emotional Development		
Strand: Self		
Topic: Awareness and Expression of Emotion		
Infants (Birth–8 months)	Express a variety of emotions (contentment, distress, happiness, sadness, surprise, dislike, anger and fear) through facial expressions, gestures, movement and sounds.	D. Emotions
Young Toddlers (6–18 months)	Communicate emotions purposefully and intentionally, including complex emotions such as happiness, sadness, surprise, dislike, anger, and fear nonverbally and possibly with a few familiar words.	D. Emotions
Older Toddlers (16–36 months)	Show awareness of own emotion and uses nonverbal and/or verbal ways to express complex emotions such as pride, embarrassment, shame and guilt.	D. Emotions
Pre-Kindergarten (3–5 years)	Recognize and identify own emotions and the emotions of others.	D. Emotions
	Communicate a range of emotions in socially accepted ways.	D. Emotions
Topic: Self-Concept		
Infants (Birth–8 months)	<i>No standard to align</i>	
Young Toddlers (6–18 months)	Recognize self as a unique person with thoughts, feelings and distinct characteristics.	FF. Knowledge of self and others
Older Toddlers (16–36 months)	Show awareness of themselves as belonging to one or more groups.	FF. Knowledge of self and others
	Identify own feelings, needs and interests.	D. Emotions K. Personal care and healthy behavior
Pre-Kindergarten (3–5 years)	Identify the diversity in human characteristics and how people are similar and different.	FF. Knowledge of self and others
	Compare own characteristics to those of others.	FF. Knowledge of self and others

Ohio Early Learning and Development Standards

COR Advantage Items

<i>Social and Emotional Development, CONT</i>		
Topic: Self-Regulation		
Infants (Birth–8 months)	Express and act on impulses.	D. Emotions H. Conflict resolution
Young Toddlers (6–18 months)	Respond positively to limits and choices offered by adults to help guide behavior.	D. Emotions
Older Toddlers (16–36 months)	With modeling and support, manage actions and emotional expressions.	D. Emotions H. Conflict resolution
Pre-Kindergarten (3–5 years)	Manage the expression of feelings, thoughts, impulses and behaviors with minimal guidance from adults.	D. Emotions H. Conflict resolution
	With modeling and support, show awareness of the consequences for his/her actions.	FF. Knowledge of self and others
Topic: Sense of Competence		
Infants (Birth–8 months)	Act in ways to make things happen.	A. Initiative and planning B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions
Young Toddlers (6–18 months)	Show a sense of satisfaction when making things happen.	B. Problem solving with materials D. Emotions
Older Toddlers (16–36 months)	Recognize own abilities and express satisfaction when demonstrating them to others.	A. Initiative and planning D. Emotions
Pre-Kindergarten (3–5 years)	Show confidence in own abilities and accomplish routine and familiar tasks independently.	A. Initiative and planning B. Problem solving with materials C. Reflection G. Community

Ohio Early Learning and Development Standards

COR Advantage Items

<i>Social and Emotional Development, CONT</i>		
Strand: Relationships		
Topic: Attachment		
Infants (Birth–8 months)	Initiate interactions and seeks close proximity to familiar adults who provide consistent nurturing.	E. Building relationships with adults
Young Toddlers (6–18 months)	Explore environment in the presence of familiar adults with whom he/she has developed a relationship over an extended period of time.	E. Building relationships with adults
	Seek close proximity to familiar adults for security and support, especially when distressed.	E. Building relationships with adults
	Imitate familiar adults.	AA. Pretend play
	Initiate play with familiar adults.	E. Building relationships with adults
Older Toddlers (16–36 months)	Display signs of comfort during play when familiar adults are nearby but not in the immediate area.	E. Building relationships with adults
	Seek security and support from familiar adults when distressed.	E. Building relationships with adults
Pre-Kindergarten (3–5 years)	Express affection for familiar adults.	E. Building relationships with adults
	Seek security and support from familiar adults in anticipation of challenging situations.	E. Building relationships with adults
Topic: Interactions with Adults		
Infants (Birth–8 months)	Initiate and engage in reciprocal (mutual give and take) interactions with familiar adults.	E. Building relationships with adults
Young Toddlers (6–18 months)	Participate in routines and experiences that involve back and forth interaction with familiar adults.	E. Building relationships with adults
Older Toddlers (16–36 months)	Interact with familiar adults in a variety of ways.	E. Building relationships with adults
	Seek assistance from familiar.	B. Problem solving with materials
Pre-Kindergarten (3–5 years)	Engage in extended, reciprocal conversations with familiar adults.	E. Building relationships with adults
	Request and accept guidance from familiar adults.	E. Building relationships with adults

Ohio Early Learning and Development Standards

COR Advantage Items

<i>Social and Emotional Development, CONT</i>		
Topic: Peer Interactions and Relationships		
Infants (Birth–8 months)	Show interest in other children.	F. Building relationships with other children
Young Toddlers (6–18 months)	Participate in simple back and forth interactions with peers for short periods of time.	F. Building relationships with other children
Older Toddlers (16–36 months)	Engage in associative play with peers.	F. Building relationships with other children
Pre-Kindergarten (3–5 years)	Interact with peers in more complex pretend play including planning, coordination of roles and cooperation.	F. Building relationships with other children
	With modeling and support, negotiate to resolve social conflicts with peers.	H. Conflict resolution
Topic: Empathy		
Infants (Birth–8 months)	React to emotional expressions of others.	D. Emotions
Young Toddlers (6–18 months)	Demonstrate awareness of the feelings expressed by others.	D. Emotions
Older Toddlers (16–36 months)	Demonstrate awareness that others have feelings.	D. Emotions
	Respond in caring ways to another’s distress in some situations.	D. Emotions
Pre-Kindergarten (3–5 years)	Express concern for the needs of others and people in distress.	D. Emotions
	Show regard for the feelings of other living things.	D. Emotions DD. Natural and physical world

Ohio Early Learning and Development Standards

COR Advantage Items

	<i>Approaches Toward Learning</i>	
	Strand: Initiative — Topic: Initiative and Curiosity	
Infants (Birth–8 months)	Show interest in people and objects.	A. Initiative and planning E. Building relationships with adults F. Building relationships with other children BB. Observing and classifying
Young Toddlers (6–18 months)	Explore the environment through a variety of sensory-motor activity.	BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions
Older Toddlers (16–36 months)	Experiment in the environment with purpose.	CC. Experimenting, predicting, and drawing conclusions
Pre-Kindergarten (3–5 years)	Seek new and varied experiences and challenges (take risks).	A. Initiative and planning
	Demonstrate self-direction while participating in a range of activities and routines.	A. Initiative and planning CC. Experimenting, predicting, and drawing conclusions
	Ask questions to seek explanations about phenomena of interest.	CC. Experimenting, predicting, and drawing conclusions
	Topic: Planning, Action and Reflection	
Infants (Birth–8 months)	Act on the environment to meet needs or interests.	A. Initiative and planning CC. Experimenting, predicting, and drawing conclusions
	Respond to people and objects in their immediate environment based on past experience.	A. Initiative and planning C. Reflection
Young Toddlers (6–18 months)	Use a variety of ways to meet simple goals.	B. Problem solving with materials
	Approach tasks with repeated trial and error.	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions
Older Toddlers (16–36 months)	Make choices to achieve a desired goal.	A. Initiative and planning
	Use previous learning to inform new experiences with people and objects in their environment.	B. Problem solving with materials C. Reflection
Pre-Kindergarten (3–5 years)	Develop, initiate and carry out simple plans to obtain a goal.	A. Initiative and planning
	Use prior knowledge and information to assess, inform, and plan for future actions and learning.	C. Reflection

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COR Advantage Items

<i>Approaches Toward Learning, CONT</i>		
Strand: Engagement and Persistence		
Topic: Attention		
Infants (Birth–8 months)	Demonstrate awareness of happenings in surroundings.	A. Initiative and planning
Young Toddlers (6–18 months)	Focus on an activity but is easily distracted.	A. Initiative and planning
Older Toddlers (16–36 months)	Focus on an activity for short periods of time despite distractions.	A. Initiative and planning
Pre-Kindergarten (3–5 years)	Focus on an activity with deliberate concentration despite distractions.	A. Initiative and planning
Topic: Persistence		
Infants (Birth–8 months)	Attempt to reproduce interesting and pleasurable effects and events.	CC. Experimenting, predicting, and drawing conclusions
Young Toddlers (6–18 months)	Repeat actions intentionally to achieve goal.	A. Initiative and planning B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions
Older Toddlers (16–36 months)	Engage in self-initiated activities for sustained periods of time.	A. Initiative and planning
Pre-Kindergarten (3–5 years)	Carry out tasks, activities, projects or experiences from beginning to end.	A. Initiative and planning
	Focus on the task at hand even when frustrated or challenged.	B. Problem solving with materials

Ohio Early Learning and Development Standards

COR Advantage Items

<i>Approaches Toward Learning, CONT</i>		
Strand: Creativity		
Topic: Innovation and Invention		
Infants (Birth–8 months)	Make discoveries about self, others, and the environment.	AA. Pretend play FF. Knowledge of self and others
Young Toddlers (6–18 months)	Use objects in new ways.	AA. Pretend play
Older Toddlers (16–36 months)	Use materials in new and unconventional ways.	AA. Pretend play
Pre-Kindergarten (3–5 years)	Use imagination and creativity to interact with objects and materials.	AA. Pretend play
	Use creative and flexible thinking to solve problems.	B. Problem solving with materials
	Engage in inventive social play.	F. Building relationships with other children AA. Pretend play
Topic: Expression of Ideas and Feelings through the Arts		
Infants (Birth–8 months)	Demonstrate preferences, pleasure or displeasure when interacting with various media.	D. Emotions X. Art Y. Music Z. Movement AA. Pretend play
Young Toddlers (6–18 months)	Seek out experiences with a variety of materials and art materials based on preferences and past experiences.	X. Art Y. Music Z. Movement AA. Pretend play
Older Toddlers (16–36 months)	Use self-selected materials and media to express ideas and feelings.	X. Art Z. Movement AA. Pretend play
Pre-Kindergarten (3–5 years)	Express individuality, life experiences, and what he/she knows and is able to do through a variety of media.	X. Art Z. Movement
	Express interest in and show appreciation for the creative work of others.	AA. Pretend play

Ohio Early Learning and Development Standards

COR Advantage Items

	<i>Physical Well-Being and Motor Development</i>	
	Strand: Motor Development	
	Topic: Large Muscle, Balance and Coordination	
Infants (Birth–8 months)	Demonstrate strength and control of head, arms, legs and trunk using purposeful movements.	I. Gross-motor skills
Young Toddlers (6–18 months)	Move with increasing coordination and balance, with or without adult support and/or assistive device.	I. Gross-motor skills
Older Toddlers (16–36 months)	Use locomotor skills with increasing coordination and balance.	I. Gross-motor skills
	Use a variety of non-locomotor body movements (hands in the air, turn around, stand on one foot, etc.) during play.	I. Gross-motor skills
Pre-Kindergarten (3–5 years)	Demonstrate locomotor skills with control, coordination and balance during active play (e.g., running, hopping, skipping).	I. Gross-motor skills
	Demonstrate coordination in using objects during active play (e.g., throwing, catching, kicking balls, riding tricycle).	I. Gross-motor skills
	Use non-locomotor skills with control, balance and coordination during active play (e.g., bending, stretching and twisting).	I. Gross-motor skills
	Demonstrate spatial awareness in physical activity or movement.	I. Gross-motor skills
	Strand: Motor Development	
	Topic: Small Muscle: Touch Grasp, Reach, Manipulate	
Infants (Birth–8 months)	Transfer a toy from one hand to another by reaching, grasping and releasing.	J. Fine-motor skills
Young Toddlers (6–18 months)	Use both hands together to accomplish a task.	J. Fine-motor skills
Older Toddlers (16–36 months)	Coordinate the use of arms, hands and fingers to accomplish tasks.	J. Fine-motor skills
Pre-Kindergarten (3–5 years)	Coordinate the use of hands, fingers and wrists to manipulate objects and perform tasks requiring precise movements.	J. Fine-motor skills
	Use classroom and household tools independently with eye-hand coordination to carry out activities.	J. Fine-motor skills

Ohio Early Learning and Development Standards

COR Advantage Items

<i>Physical Well-Being and Motor Development, CONT</i>		
Strand: Physical Well-Being		
Topic: Body Awareness		
Infants (Birth–8 months)	Show awareness of own body.	K. Personal care and healthy behavior FF. Knowledge of self and others
Young Toddlers (6–18 months)	Point to basic body parts when asked.	K. Personal care and healthy behavior
Older Toddlers (16–36 months)	Name, point to and move body parts when asked.	K. Personal care and healthy behavior
Pre-Kindergarten (3–5 years)	Identify and describe the function of body parts.	K. Personal care and healthy behavior
Topic: Physical Activity		
Infants (Birth–8 months)	Interact with adults in physical activities.	E. Building relationships with adults I. Gross-motor skills
Young Toddlers (6–18 months)	Using simple movement skills, participate in active physical play.	I. Gross-motor skills
Older Toddlers (16–36 months)	Participate in active physical play and structured activities requiring spontaneous and instructed body movements.	I. Gross-motor skills
Pre-Kindergarten (3–5 years)	Demonstrate basic understanding that physical activity helps the body grow and be healthy.	K. Personal care and healthy behavior
Topic: Nutrition		
Infants (Birth–8 months)	Express when hungry or full.	K. Personal care and healthy behavior
Young Toddlers (6–18 months)	<i>No standard to align</i>	
Older Toddlers (16–36 months)	<i>No standard to align</i>	
Pre-Kindergarten (3–5 years)	Demonstrate basic understanding that eating a variety of foods helps the body grow and be healthy.	K. Personal care and healthy behavior

Ohio Early Learning and Development Standards

COR Advantage Items

<i>Physical Well-Being and Motor Development, CONT</i>		
Topic: Self-Help		
Infants (Birth–8 months)	Demonstrate emerging participation in dressing.	K. Personal care and healthy behavior
Young Toddlers (6–18 months)	With adult assistance, participate in personal care tasks (e.g., hand-washing, dressing, etc.)	K. Personal care and healthy behavior
Older Toddlers (16–36 months)	With modeling and support, complete personal care tasks (e.g. hand-washing, dressing, toileting, etc.).	K. Personal care and healthy behavior
Pre-Kindergarten (3–5 years)	Independently complete personal care tasks (e.g., toileting, teeth-brushing, hand-washing, dressing etc.).	K. Personal care and healthy behavior
	Follow basic health practices.	K. Personal care and healthy behavior
<i>Cognition and General Knowledge</i>		
Strand: Cognitive Skills		
Topic: Memory		
Infants (Birth–8 months)	<i>No standard to align</i>	
Young Toddlers (6–18 months)	Recall information over a period of time with contextual cues.	C. Reflection
	Anticipate the beginning and ending of activities, songs and stories.	HH. History
Older Toddlers (16–36 months)	Recall information over a longer period of time without contextual cues.	C. Reflection
	Reenact a sequence of events accomplished or observed at an earlier time.	C. Reflection HH. History
	Anticipate routines.	HH. History
Pre-Kindergarten (3–5 years)	Communicate about past events and anticipate what comes next during familiar routines and experiences.	HH. History
	With modeling and support remember and use information for a variety of purposes.	C. Reflection

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COR Advantage Items

Cognition and General Knowledge, CONT		
Topic: Symbolic Thought		
Infants (Birth–8 months)	Explore real objects, people and actions.	AA. Pretend play BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions
Young Toddlers (6–18 months)	Use one or two simple actions or objects to represent another in pretend play.	AA. Pretend play
Older Toddlers (16–36 months)	Engage in pretend play involving several sequenced steps and assigned roles.	AA. Pretend play
Pre-Kindergarten (3–5 years)	Demonstrate understanding that symbols carry meaning and use symbols to represent thinking (e.g., drawings, construction or movement).	P. Reading
	Participate cooperatively in complex pretend play, involving assigned roles and an overall plan.	AA. Pretend play
Topic: Reasoning and Problem-Solving		
Infants (Birth–8 months)	Actively use the body to find out about the world.	B. Problem solving with materials
Young Toddlers (6–18 months)	With modeling and support, use simple strategies to solve problems.	B. Problem solving with materials
Older Toddlers (16–36 months)	In familiar situations, solve problems without having to try every possibility, while avoiding solutions that clearly will not work.	B. Problem solving with materials
Pre-Kindergarten (3–5 years)	Demonstrate ability to solve everyday problems based upon past experience.	B. Problem solving with materials
	Solve problems by planning and carrying out a sequence of actions.	B. Problem solving with materials
Sub-Domain: Mathematics		
Strand: Number Sense		
Topic: Number Sense and Counting		
Infants (Birth–8 months)	Explore objects and attend to events in the environment.	S. Number and counting
Young Toddlers (6–18 months)	Pay attention to quantities when interacting with objects.	S. Number and counting

Ohio Early Learning and Development Standards

COR Advantage Items

	Cognition and General Knowledge, CONT	
	Strand: Number Sense, CONT	
	Topic: Number Sense and Counting, CONT	
Older Toddlers (16–36 months)	Show understanding that numbers represent quantity and demonstrate understanding of words that identify how much.	S. Number and counting
	Use number words to indicate the quantity in small sets of objects (e.g., 2, 3), and begin counting aloud.	S. Number and counting
Pre-Kindergarten (3–5 years)	Count to 20 by ones with increasing accuracy.	S. Number and counting
	Identify and name numerals 1-9.	S. Number and counting
	Demonstrate one-to-one correspondence when counting objects up to 10.	S. Number and counting
	Understand that the last number spoken tells the number of objects counted.	S. Number and counting
	Identify whether the number of objects in one group is greater than, less than or equal to the number of objects in another group up to 10.	S. Number and counting
	Strand: Number Relationships and Operations	
	Topic: Number Relationships	
Infants (Birth–8 months)	Explore objects and attend to events in the environment.	S. Number and counting
Young Toddlers (6–18 months)	<i>No standard to align</i>	
Older Toddlers (16–36 months)	<i>No standard to align</i>	
Pre-Kindergarten (3–5 years)	<i>No standard to align</i>	
	Strand: Algebra	
	Topic: Group and Categorize	
Infants (Birth–8 months)	<i>No standard to align</i>	
Young Toddlers (6–18 months)	Match two objects that are the same and select similar objects from a group.	BB. Observing and classifying

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COR Advantage Items

Cognition and General Knowledge, CONT		
Strand: Algebra, CONT		
Topic: Group and Categorize, CONT		
Older Toddlers (16–36 months)	Sort objects into two or more groups by their properties and uses.	BB. Observing and classifying
Pre-Kindergarten (3–5 years)	Sort and classify objects by one or more attributes (e.g., size, shape).	BB. Observing and classifying
Topic: Patterning		
Infants (Birth–8 months)	<i>No standard to align</i>	
Young Toddlers (6–18 months)	<i>No standard to align</i>	
Older Toddlers (16–36 months)	Copy and anticipate a repeating pattern.	V. Patterns
Pre-Kindergarten (3–5 years)	Recognize, duplicate and extend simple patterns using attributes such as color, shape or size.	V. Patterns
	Create patterns.	V. Patterns
Strand: Measurement and Data		
Topic: Describe and Compare Measureable Attributes		
Infants (Birth–8 months)	Explore properties of objects.	U. Measurement BB. Observing and classifying
Young Toddlers (6–18 months)	Show awareness of the size of objects.	U. Measurement
Older Toddlers (16–36 months)	Demonstrate awareness that objects can be compared by attributes (e.g., size, weight, capacity), and begin to use words such as bigger, smaller and longer.	U. Measurement
Pre-Kindergarten (3–5 years)	Describe and compare objects using measureable attributes (e.g., length, size, capacity and weight).	U. Measurement
	Measure length and volume (capacity) using non-standard or standard measurement tools.	U. Measurement

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COR Advantage Items

	Cognition and General Knowledge, CONT	
	Topic: Data Analysis	
Infants (Birth–8 months)	<i>No standard to align</i>	
Young Toddlers (6–18 months)	<i>No standard to align</i>	
Older Toddlers (16–36 months)	<i>No standard to align</i>	
Pre-Kindergarten (3–5 years)	Collect data by categories to answer simple questions.	W. Data analysis
	Strand: Geometry	
	Topic: Spatial Relationships	
Infants (Birth–8 months)	Explore the properties of objects.	T. Geometry: Shapes and spatial awareness BB. Observing and classifying
Young Toddlers (6–18 months)	Explore how things fit and move in space.	T. Geometry: Shapes and spatial awareness
Older Toddlers (16–36 months)	Demonstrate how things fit together and/or move in space with increasing accuracy.	T. Geometry: Shapes and spatial awareness
Pre-Kindergarten (3–5 years)	Demonstrate understanding of the relative position of objects using terms such as in/on/under, up/down, inside/outside, above/below, beside/between, in front of/behind and next to.	T. Geometry: Shapes and spatial awareness
	Topic: Identify and Describe Shapes	
Infants (Birth–8 months)	<i>No standard to align</i>	
Young Toddlers (6–18 months)	<i>No standard to align</i>	
Older Toddlers (16–36 months)	Recognize basic shapes.	T. Geometry: Shapes and spatial awareness
Pre-Kindergarten (3–5 years)	Understand and use names of shapes when identifying objects.	T. Geometry: Shapes and spatial awareness
	Name three-dimensional objects using informal, descriptive vocabulary (e.g., “cube” for box, “ice cream cone” for cone, “ball” for sphere, etc.).	T. Geometry: Shapes and spatial awareness

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COR Advantage Items

Cognition and General Knowledge, CONT		
Topic: Analyze, Compare and Create Shapes		
Infants (Birth–8 months)	<i>No standard to align</i>	
Young Toddlers (6–18 months)	<i>No standard to align</i>	
Older Toddlers (16–36 months)	<i>No standard to align</i>	
Pre-Kindergarten (3–5 years)	Compare two-dimensional shapes, in different sizes and orientations, using informal language.	T. Geometry: Shapes and spatial awareness
	Create shapes during play by building, drawing, etc.	X. Art
	Combine simple shapes to form larger shapes.	T. Geometry: Shapes and spatial awareness
Sub-Domain: Social Studies		
Strand: Self		
Infants (Birth–8 months)	Show awareness of self and awareness of other people.	FF. Knowledge of self and others
Young Toddlers (6–18 months)	Prefer familiar adults and recognize familiar actions and routines.	FF. Knowledge of self and others
Older Toddlers (16–36 months)	Identify self and others as belonging to one or more groups by observable characteristics.	FF. Knowledge of self and others
Pre-Kindergarten (3–5 years)	<i>No standard to align</i>	
Strand: History		
Topic: Historical Thinking and Skills		
Infants (Birth–8 months)	<i>No standard to align</i>	
Young Toddlers (6–18 months)	<i>No standard to align</i>	
Older Toddlers (16–36 months)	<i>No standard to align</i>	

Ohio Early Learning and Development Standards

COR Advantage Items

Cognition and General Knowledge, CONT		
Strand: History, CONT		
Topic: Historical Thinking and Skills, CONT		
Pre-Kindergarten (3–5 years)	Demonstrate an understanding of time in the context of daily experiences.	HH. History
	Develop an awareness of his/her personal history.	HH. History
Topic: Heritage		
Infants (Birth–8 months)	<i>No standard to align</i>	
Young Toddlers (6–18 months)	<i>No standard to align</i>	
Older Toddlers (16–36 months)	<i>No standard to align</i>	
Pre-Kindergarten (3–5 years)	Develop an awareness and appreciation of family cultural stories and traditions.	FF. Knowledge of self and others
Strand: Geography		
Topic: Spatial Thinking and Skills		
Infants (Birth–8 months)	<i>No standard to align</i>	
Young Toddlers (6–18 months)	<i>No standard to align</i>	
Older Toddlers (16–36 months)	<i>No standard to align</i>	
Pre-Kindergarten (3–5 years)	Demonstrate a beginning understanding of maps as actual representations of places.	GG. Geography

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COR Advantage Items

Cognition and General Knowledge, CONT		
Topic: Human Systems		
Infants (Birth–8 months)	<i>No standard to align</i>	
Young Toddlers (6–18 months)	<i>No standard to align</i>	
Older Toddlers (16–36 months)	<i>No standard to align</i>	
Pre-Kindergarten (3–5 years)	Identify similarities and differences of personal, family and cultural characteristics, and those of others.	FF. Knowledge of self and others
Strand: Government		
Topic: Civic Participation and Skills		
Infants (Birth–8 months)	<i>No standard to align</i>	
Young Toddlers (6–18 months)	<i>No standard to align</i>	
Older Toddlers (16–36 months)	<i>No standard to align</i>	
Pre-Kindergarten (3–5 years)	With modeling and support, negotiate to solve social conflicts with peers.	H. Conflict resolution
	With modeling and support, demonstrate an awareness of the outcomes of choices.	G. Community H. Conflict resolution
Topic: Rules and Laws		
Infants (Birth–8 months)	<i>No standard to align</i>	
Young Toddlers (6–18 months)	<i>No standard to align</i>	
Older Toddlers (16–36 months)	<i>No standard to align</i>	
Pre-Kindergarten (3–5 years)	With modeling and support, demonstrate understanding that rules play an important role in promoting safety and protecting fairness.	G. Community K. Personal care and healthy behavior

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COR Advantage Items

	<i>Cognition and General Knowledge, CONT</i>	
	Strand: Economics	
	Topic: Scarcity	
Infants (Birth–8 months)	<i>No standard to align</i>	
Young Toddlers (6–18 months)	<i>No standard to align</i>	
Older Toddlers (16–36 months)	<i>No standard to align</i>	
Pre-Kindergarten (3–5 years)	With modeling and support, recognize that people have wants and must make choices to satisfy those wants because resources and materials are limited.	H. Conflict resolution
	<i>Sub-Domain: Science</i>	
	Strand: Science Inquiry and Application	
	Topic: Inquiry	
Infants (Birth–8 months)	Examine objects with lips and tongue.	BB. Observing and classifying
	Observe, hold, touch and manipulate objects.	BB. Observing and classifying
Young Toddlers (6–18 months)	Try different things with objects to see what happens or how things work.	CC. Experimenting, predicting, and drawing conclusions
	Observe the physical and natural world around them.	DD. Natural and physical world
Older Toddlers (16–36 months)	Engage in sustained and complex manipulation of objects.	CC. Experimenting, predicting, and drawing conclusions
	Engage in focused observations of objects and events in the environment.	CC. Experimenting, predicting, and drawing conclusions
	With modeling and support, use simple tools to explore the environment.	EE. Tools and technology

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COR Advantage Items

	<i>Cognition and General Knowledge, CONT</i>	
	<i>Sub-Domain: Science, CONT</i>	
Pre-Kindergarten (3–5 years)	Explore objects, materials and events in the environment.	BB. Observing and classifying
	Make careful observations.	BB. Observing and classifying
	Pose questions about the physical and natural environment.	CC. Experimenting, predicting, and drawing conclusions
	Engage in simple investigations.	CC. Experimenting, predicting, and drawing conclusions
	Describe, compare, sort, classify, and order.	BB. Observing and classifying
	Record observations using words, pictures, charts, graphs, etc.	W. Data analysis
	Use simple tools to extend investigation.	EE. Tools and technology
	Identify patterns and relationships.	V. Patterns
	Make predictions.	CC. Experimenting, predicting, and drawing conclusions
	Make inferences, generalizations and explanations based on evidence.	CC. Experimenting, predicting, and drawing conclusions
	Share findings, ideas and explanations (may be correct or incorrect) through a variety of methods (e.g., pictures, words, dramatization).	W. Data analysis
	Topic: Cause and Effect	
Infants (Birth–8 months)	Use simple actions to make things happen.	CC. Experimenting, predicting, and drawing conclusions
Young Toddlers (6–18 months)	Purposefully combine actions to make things happen.	CC. Experimenting, predicting, and drawing conclusions
Older Toddlers (16–36 months)	Demonstrate understanding that events have a cause.	CC. Experimenting, predicting, and drawing conclusions
	Make predictions.	CC. Experimenting, predicting, and drawing conclusions
Pre-Kindergarten (3–5 years)	<i>No standard to align</i>	

Ohio Early Learning and Development Standards

COR Advantage Items

	<i>Cognition and General Knowledge, CONT</i>	
	<i>Sub-Domain: Science, CONT</i>	
	Strand: Earth and Space Science	
	Topic: Explorations of the Natural World	
Infants (Birth–8 months)	<i>No standard to align</i>	
Young Toddlers (6–18 months)	<i>No standard to align</i>	
Older Toddlers (16–36 months)	<i>No standard to align</i>	
Pre-Kindergarten (3–5 years)	With modeling and support, recognize familiar elements of the natural environment and understand that these may change over time (e.g., soil, weather, sun and moon).	DD. Natural and physical world
	With modeling and support, develop understanding of the relationship between humans and nature; recognizing the difference between helpful and harmful actions toward the natural environment.	DD. Natural and physical world
	Strand: Physical Science	
	Topic: Explorations of Energy	
Infants (Birth–8 months)	<i>No standard to align</i>	
Young Toddlers (6–18 months)	<i>No standard to align</i>	
Older Toddlers (16–36 months)	<i>No standard to align</i>	
Pre-Kindergarten (3–5 years)	With modeling and support, explore the properties of objects and materials (e.g., solids and liquids).	DD. Natural and physical world
	With modeling and support, explore the position and motion of objects.	T. Geometry: Shapes and spatial awareness

Ohio Early Learning and Development Standards

COR Advantage Items

	<i>Cognition and General Knowledge, CONT</i>	
	Strand: Life Science	
	Topic: Explorations of Living Things	
Infants (Birth–8 months)	<i>No standard to align</i>	
Young Toddlers (6–18 months)	<i>No standard to align</i>	
Older Toddlers (16–36 months)	<i>No standard to align</i>	
Pre-Kindergarten (3–5 years)	With modeling and support, identify and explore the relationship between living things and their environments (e.g., habitats, food, eating habits, etc.).	DD. Natural and physical world
	With modeling and support, demonstrate knowledge of body parts and bodily processes (e.g., eating, sleeping, breathing, walking) in humans and other animals.	K. Personal care and healthy behavior
	With modeling and support, demonstrate an understanding that living things change over time (e.g., life cycle).	DD. Natural and physical world
	With modeling and support, recognize similarities and differences between people and other living things.	DD. Natural and physical world FF. Knowledge of self and others

Ohio Early Learning and Development Standards

COR Advantage Items

<i>Language and Literacy Development</i>		
Strand: Listening and Speaking		
Topic: Receptive Language and Comprehension		
Infants (Birth–8 months)	Attends and responds to language and sounds.	M. Listening and comprehension N. Phonological awareness
Young Toddlers (6–18 months)	Show understanding of simple requests and statements referring to people and objects around him/her.	M. Listening and comprehension
Older Toddlers (16–36 months)	Show understanding of requests and statements referring to people, objects, ideas and feelings.	M. Listening and comprehension
Pre-Kindergarten (3–5 years)	Follow two-step directions or requests.	M. Listening and comprehension
Topic: Expressive Language		
Infants (Birth–8 months)	<i>No standard to align</i>	
Young Toddlers (6–18 months)	Begin to use single words and conventional gestures to communicate with others.	L. Speaking
Older Toddlers (16–36 months)	Combine words to express more complex ideas, or requests.	L. Speaking
	With modeling and support, describe experiences with people, places and things.	C. Reflection
Pre-Kindergarten (3–5 years)	Use language to communicate in a variety of ways with others to share observations, ideas and experiences; problem-solve, reason, predict and seek new information.	L. Speaking
	Use familiar nouns and verbs to describe persons, animals, places, events, actions etc.	L. Speaking
	Produce and expand complete sentences in shared language activities.	L. Speaking
	Identify real-life connections between words and their use. (Vocabulary)	M. Listening and comprehension

Ohio Early Learning and Development Standards

COR Advantage Items

<i>Language and Literacy Development, CONT</i>		
Topic: Social Communication		
Infants (Birth–8 months)	Attempt to respond to basic forms of social communication with the appropriate facial expression, vocalization and/or gesture.	L. Speaking
Young Toddlers (6–18 months)	Participate in and often initiate basic communications with family members or familiar others.	E. Building relationships with adults F. Building relationships with other children L. Speaking
Older Toddlers (16–36 months)	Participate in and often initiate communication according to commonly accepted expectations with family members and in social groups.	E. Building relationships with adults F. Building relationships with other children L. Speaking
Pre-Kindergarten (3–5 years)	With modeling and support follow typical patterns when communicating with others (e.g., listens to others, takes turns talking and speaks about the topic or text being discussed).	L. Speaking
	With modeling and support, continue a conversation through multiple exchanges.	L. Speaking
Strand: Reading		
Topic: Early Reading		
Infants (Birth–8 months)	Show interest in books, pictures, songs and rhymes.	N. Phonological awareness Q. Book enjoyment and knowledge
Young Toddlers (6–18 months)	Actively participate in book reading, story-telling, and singing.	Q. Book enjoyment and knowledge Y. Music
Older Toddlers (16–36 months)	Show an appreciation for reading books, telling stories and singing.	Q. Book enjoyment and knowledge Y. Music
Pre-Kindergarten (3–5 years)	<i>No standard to align</i>	

Ohio Early Learning and Development Standards

COR Advantage Items

	<i>Language and Literacy Development, CONT</i>	
	Topic: Reading Comprehension	
Infants (Birth–8 months)	Attend and respond when familiar books are read aloud.	P. Reading
Young Toddlers (6–18 months)	Point to familiar pictures in books when labeled by adult.	P. Reading
Older Toddlers (16–36 months)	Demonstrate an understanding of the meaning of stories and information in books.	M. Listening and comprehension
	Use pictures to describe and predict stories and information in books.	M. Listening and comprehension P. Reading
Pre-Kindergarten (3–5 years)	Ask and answer questions, and comment about characters and major events in familiar stories.	M. Listening and comprehension
	Retell or re-enact familiar stories.	M. Listening and comprehension Q. Book enjoyment and knowledge
	Identify characters and major events in a story.	M. Listening and comprehension Q. Book enjoyment and knowledge
	With modeling and support, discuss some similarities and differences between two texts on the same topic (e.g., illustrations, descriptions).	M. Listening and comprehension
	Topic: Print Concepts	
Infants (Birth–8 months)	<i>No standard to align</i>	
Young Toddlers (6–18 months)	Demonstrate interest in exploring books.	Q. Book enjoyment and knowledge
Older Toddlers (16–36 months)	Demonstrate a beginning understanding that print carries meaning.	P. Reading
	Distinguish pictures from letters and words in a text.	P. Reading
Pre-Kindergarten (3–5 years)	Demonstrate an understanding of basic conventions of print in English and other languages.	Q. Book enjoyment and knowledge
	Orient books correctly for reading and turn pages one at a time.	Q. Book enjoyment and knowledge
	Demonstrate an understanding that print carries meaning.	P. Reading

Ohio Early Learning and Development Standards

COR Advantage Items

	<i>Language and Literacy Development, CONT</i>	
	Topic: Phonological Awareness	
Infants (Birth–8 months)	Vocalize sounds.	N. Phonological awareness
Young Toddlers (6–18 months)	Explore sounds of materials and objects.	N. Phonological awareness
	Recognize familiar sounds (e.g., the sound of a particular animal, a friend’s voice, etc.).	N. Phonological awareness
Older Toddlers (16–36 months)	Distinguish between sounds that are the same and different (e.g., environmental sounds, animal sounds, etc.).	N. Phonological awareness
Pre-Kindergarten (3–5 years)	With modeling and support, recognize and produce rhyming words.	N. Phonological awareness
	With modeling and support identify, blend and segment syllables in spoken words.	N. Phonological awareness
	With modeling and support, orally blend and segment familiar compound words.	N. Phonological awareness
	With modeling and support identify initial and final sounds in spoken words.	N. Phonological awareness
	Topic: Letter and Word Recognition	
Infants (Birth–8 months)	<i>No standard to align</i>	
Young Toddlers (6–18 months)	<i>No standard to align</i>	
Older Toddlers (16–36 months)	With modeling and support recognize familiar logos and environmental print.	P. Reading
	With modeling and support, recognize own name in print.	P. Reading
Pre-Kindergarten (3–5 years)	With modeling and support recognize and “read” familiar words or environmental print.	P. Reading
	With modeling and support, recognize and name some upper and lower case letters in addition to those in first name.	O. Alphabet knowledge
	With modeling and support, demonstrate understanding that alphabet letters are a special category of symbols that can be named and identified.	O. Alphabet knowledge
	With modeling and support, recognize the sounds associated with letters.	O. Alphabet knowledge

Ohio Early Learning and Development Standards

COR Advantage Items

	<i>Language and Literacy Development, CONT</i>	
	Strand: Writing	
	Topic: Early Writing	
Infants (Birth–8 months)	Show ability to transfer and manipulate an object with hands.	R. Writing
Young Toddlers (6–18 months)	Use full-hand grasp (palmar grasp) to hold writing tool to make marks and scribble.	R. Writing
Older Toddlers (16–36 months)	Begin to use thumb and fingers (5-finger grasp) of one hand to hold writing tool.	R. Writing
Pre-Kindergarten (3–5 years)	<i>No standard to align</i>	
	Topic: Writing Process	
Infants (Birth–8 months)	<i>No standard to align</i>	
Young Toddlers (6–18 months)	<i>No standard to align</i>	
Older Toddlers (16–36 months)	<i>No standard to align</i>	
Pre-Kindergarten (3–5 years)	Use a 3-finger grasp of dominant hand to hold a writing tool.	J. Fine-motor skills
	Demonstrate an understanding of the structure and function of print.	R. Writing
	With modeling and support, print letters of own name and other meaningful words with mock letters and some actual letters.	R. Writing
	With modeling and support, demonstrate letter formation in “writing.”	R. Writing
	With modeling and support show awareness that one letter or cluster of letters represents one word.	R. Writing

Ohio Early Learning and Development Standards

COR Advantage Items

	<i>Language and Literacy Development, CONT</i>	
	Topic: Writing Application and Composition	
Infants (Birth–8 months)	<i>No standard to align</i>	
Young Toddlers (6–18 months)	<i>No standard to align</i>	
Older Toddlers (16–36 months)	Make marks and “scribble writing” to represent objects and ideas.	R. Writing
Pre-Kindergarten (3–5 years)	With modeling and support, use a combination of drawing, dictating and emergent writing for a variety of purposes (e.g., letters, greeting cards, menus, lists, books).	R. Writing

References

- Ohio Department of Education. (2012). *Ohio Early Learning and Development Standards*. Columbus, OH: Author
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