



THE HIGHSCOPE
curriculum

AND

COR *Advantage*[®]

Rhode Island Early Learning and
Development Standards (2013)

ALIGNMENT



**Alignment of The HighScope Curriculum and COR Advantage
With
Rhode Island Early Learning and Development Standards
(2013)**

This document aligns the content in the Rhode Island Early Learning and Development Standards (2013) with the learning objectives of the **HighScope Curriculum** for preschoolers and the developmental milestones of HighScope's child assessment tool, **COR Advantage**.

Evidence-based and grounded in current child development theory and research, The **HighScope Infant-Toddler Curriculum** is built on 42 Key Developmental Indicators (KDIs) designed for children from 0–24 months of age. Each KDI identifies an important learning objective proven to pave the way for school and adult success. Uniquely designed to provide a rich academic foundation for children of diverse backgrounds and abilities, The HighScope Curriculum includes effective adult-child interaction strategies to help educators appropriately support and extend children's development and learning across each curriculum content area.

Based on more than 50 years of research on early childhood development, **The HighScope Preschool Curriculum** is built on 58 Key Developmental Indicators (KDIs) designed for children from 36–60 months of age. Each KDI identifies an important learning objective proven to pave the way for school and adult success. Uniquely designed to provide a rich academic foundation for children of diverse backgrounds and abilities, The HighScope Curriculum includes effective adult-child interaction strategies to help educators appropriately support and extend children's development and learning across each curriculum content area.

COR Advantage is an observation-based child assessment tool designed to measure children's growth and development from birth through kindergarten. Built on 36 developmental milestones that best prepare children for school success, COR Advantage is criterion-referenced, research-based, and proven valid and reliable through validation studies.

References

Rhode Island Early Learning and Development Standards (2013) content was retrieved on 3/18/21 from <https://www.ride.ri.gov/InstructionAssessment/EarlyChildhoodEducation/EarlyLearningandDevelopmentStandards.aspx>

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COR Advantage Items

Key Developmental Indicators

<i>Physical Health and Motor Development</i>		
Component 1: Health and Safety Practices		
Learning Goal 1.a: Children engage in structured and unstructured physical activity.		
By 9 months	I. Gross motor skills Z. Movement	12. Moving parts of the body 13. Moving the whole body 14. Moving with objects
By 18 months	I. Gross motor skills Z. Movement	12. Moving parts of the body 13. Moving the whole body
By 24 months	I. Gross motor skills	12. Moving parts of the body 13. Moving the whole body 14. Moving with objects
By 36 months	I. Gross motor skills Z. Movement	16. Gross-motor skills 17. Fine-motor skills 18. Body awareness
By 48 months	I. Gross motor skills Z. Movement	16. Gross-motor skills 17. Fine-motor skills 18. Body awareness
By 60 months	I. Gross motor skills Z. Movement	16. Gross-motor skills 17. Fine-motor skills 18. Body awareness
Learning Goal 1.b: Children become increasingly able to identify unsafe situations and gradually learn strategies for responding to them.		
By 9 months	<i>No match found</i>	

Rhode Island Early Learning and Development Standards	COR Advantage Items	Key Developmental Indicators
By 18 months	<i>No match found</i>	
By 24 months	<i>No match found</i>	
By 36 months	<i>No match found</i>	20. Healthy behavior
By 48 months	K. Personal care and healthy behavior	20. Healthy behavior
By 60 months	K. Personal care and healthy behavior	20. Healthy behavior
<i>Physical Health and Motor Development CONT</i>		
Learning Goal 1.c: Children develop self-help skills.		
By 9 months	K. Personal care and healthy behavior	3. Self-help
By 18 months	K. Personal care and healthy behavior	3. Self-help
By 24 months	K. Personal care and healthy behavior	3. Self-help
By 36 months	K. Personal care and healthy behavior	19. Personal care 20. Healthy behavior
By 48 months	K. Personal care and healthy behavior	19. Personal care 20. Healthy behavior
By 60 months	K. Personal care and healthy behavior	19. Personal care 20. Healthy behavior

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Key Developmental Indicators

Component 2: Gross Motor Development		
Learning Goal 2.a: Children develop large muscle control, strength, and coordination.		
By 9 months	I. Gross-motor skills	12. Moving parts of the body 13. Moving the whole body
By 18 months	I. Gross-motor skills	12. Moving parts of the body 13. Moving the whole body 14. Moving with objects
By 24 months	I. Gross-motor skills	12. Moving parts of the body 13. Moving the whole body 14. Moving with objects
By 36 months	I. Gross-motor skills	16. Gross-motor skills 18. Body awareness
By 48 months	I. Gross-motor skills	16. Gross-motor skills 18. Body awareness
By 60 months	I. Gross-motor skills	16. Gross-motor skills 18. Body awareness
<i>Physical Health and Motor Development CONT</i>		
Learning Goal 2.b: Children develop traveling skills.		
By 9 months	I. Gross-motor skills	12. Moving parts of the body 13. Moving the whole body

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Key Developmental Indicators

By 18 months	I. Gross-motor skills	13. Moving the whole body
By 24 months	I. Gross-motor skills	13. Moving the whole body
By 36 months	I. Gross-motor skills	16. Gross-motor skills 18. Body awareness
By 48 months	I. Gross-motor skills	16. Gross-motor skills 18. Body awareness
By 60 months	I. Gross-motor skills	16. Gross-motor skills 18. Body awareness
Component 3: Fine Motor development		
Learning Goal 3.a: Children develop small muscle control, strength, and coordination.		
By 9 months	J. Fine-motor skills	12. Moving parts of the body KDI 14. Moving with objects
By 18 months	J. Fine-motor skills	12. Moving parts of the body 14. Moving with objects
By 24 months	J. Fine-motor skills	12. Moving parts of the body 14. Moving with objects
By 36 months	J. Fine-motor skills	17. Fine-motor skills
By 48 months	J. Fine-motor skills	17. Fine-motor skills
By 60 months	J. Fine-motor skills	17. Fine-motor skills
<i>Physical Health and Motor Development CONT</i>		

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Key Developmental Indicators

Learning Goal 3.b: Children develop writing and drawing skills.		
By 9 months	J. Fine-motor skills R. Writing X. Art	12. Moving parts of the body 14. Moving with objects
By 18 months	J. Fine-motor skills R. Writing X. Art	14. Moving with objects 37. Exploring art materials
By 24 months	J. Fine-motor skills R. Writing X. Art	14. Moving with objects 37. Exploring art materials
By 36 months	J. Fine-motor skills R. Writing X. Art	17. Fine-motor skills 29. Writing
By 48 months	J. Fine-motor skills R. Writing X. Art	17. Fine-motor skills 29. Writing
By 60 months	J. Fine-motor skills R. Writing X. Art	17. Fine-motor skills 29. Writing
<i>Social and Emotional Development</i>		
Component 1: Relationships with Others		
Learning Goal 1.a: Children develop trust in and engage positively with adults who are familiar and consistently present in children’s lives.		

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COR Advantage Items

Key Developmental Indicators

By 9 months	E. Building relationships with adults	5. Attachment 6. Relationships with adults
By 18 months	E. Building relationships with adults	5. Attachment 6. Relationships with adults
By 24 months	E. Building relationships with adults	6. Relationships with adults
By 36 months	E. Building relationships with adults	12. Building relationships
By 48 months	E. Building relationships with adults	12. Building relationships
By 60 months	E. Building relationships with adults	12. Building relationships
Learning Goal 1.b: Children engage in positive relationships and interactions with other children.		
By 9 months	F. Building relationships with other children	7. Relationships with peers
By 18 months	F. Building relationships with other children	7. Relationships with peers
By 24 months	F. Building relationships with other children	7. Relationship with peers 10. Playing with others
By 36 months	F. Building relationships with other children	12. Building relationships 13. Cooperative play 15. Conflict resolution

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Key Developmental Indicators

By 48 months	F. Building relationships with other children	9. Empathy 13. Cooperative play 15. Conflict resolution
By 60 months	F. Building relationships with other children	13. Cooperative play 15. Conflict resolution 55. Decision making
<i>Social and Emotional Development, CONT</i>		
Component 2: Sense of Self		
Learning Goal 2.a: Children develop an awareness of themselves as an individual with unique thoughts, feelings, and perspectives.		
By 9 months	FF. Knowledge of self and others	4. Distinguishing self and others
By 18 months	FF. Knowledge of self and others	4. Distinguishing self and others 8. Emotions 22. Exploring objects
By 24 months	FF. Knowledge of self and others	1. Initiative 3. Self-help 4. Distinguishing self and others
By 36 months	FF. Knowledge of self and others	7. Self-identity
By 48 months	FF. Knowledge of self and others	7. Self-identity 53. Diversity
By 60 months	FF. Knowledge of self and others	7. Self-identity
Learning Goal 2.b: Children develop the confidence to complete an action successfully or independently.		
By 9 months	A. Initiative and planning	1. Initiative

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Key Developmental Indicators

	K. Personal care and healthy behavior	22. Exploring objects
By 18 months	A. Initiative and planning K. Personal care and healthy behavior	1. Initiative 3. Self-help
By 24 months	A. Initiative and planning K. Personal care and healthy behavior	1. Initiative 3. Self-help
By 36 months	A. Initiative and planning K. Personal care and healthy behavior	1. Initiative 3. Self-help
By 48 months	A. Initiative and planning K. Personal care and healthy behavior	1. Initiative 4. Problem solving 8. Sense of competence
By 60 months	A. Initiative and planning K. Personal care and healthy behavior	1. Initiative 8. Sense of competence

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Key Developmental Indicators

<i>Social and Emotional Development, CONT</i>		
Component 3: Self-regulation		
Learning Goal 3.a: Children develop the ability to express and regulate their own emotions.		
By 9 months	D. Emotions	5. Attachment 8. Emotions
By 18 months	D. Emotions	5. Attachment 8. Emotions
By 24 months	D. Emotions	8. Emotions
By 36 months	D. Emotions	9. Emotions
By 48 months	D. Emotions	9. Emotions
By 60 months	D. Emotions	4. Problem solving 9. Emotions
Learning Goal 3.b: Children develop the ability to control impulses.		
By 9 months	D. Emotions G. Community	8. Emotions
By 18 months	D. Emotions G. Community	9. Emotions 16. Listening and responding
By 24 months	D. Emotions G. Community	9. Emotions 16. Listening and responding

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By 36 months	D. Emotions G. Community	9. Emotions 11. Community
By 48 months	D. Emotions G. Community	11. Community 15. Conflict resolution
Learning Goal 3.b., CONT		
By 60 months	D. Emotions G. Community	9. Emotions 11. Community
<i>Language Development</i>		
Component 1: Receptive Language		
Learning Goal 1.a: Young children attend to, understand, and respond to increasingly complex language.		
By 9 months	M. Listening and comprehension	16. Listening and responding 17. Nonverbal communication
By 18 months	M. Listening and comprehension	16. Listening and responding
By 24 months	M. Listening and comprehension	16. Listening and responding
By 36 months	M. Listening and comprehension	21. Comprehension
By 48 months	M. Listening and comprehension	21. Comprehension 23. Vocabulary
By 60 months	M. Listening and comprehension	21. Comprehension 23. Vocabulary
Component 2: Expressive Language		

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Key Developmental Indicators

Learning Goal 2.a: Young children use increasingly complex vocabulary, grammar, and syntax to express thoughts and needs.		
By 9 months	L. Speaking	17. Nonverbal communication 41. Sounds 42. Vocal pitch
By 18 months	L. Speaking	19. Speaking
By 24 months	L. Speaking	19. Speaking
By 36 months	L. Speaking	22. Speaking 23. Vocabulary
Social and Emotional Development, CONT		
Component 2: Expressive Language, CONT		
By 48 months	L. Speaking	22. Speaking 23. Vocabulary
By 60 months	L. Speaking	22. Speaking 23. Vocabulary
Component 3: Pragmatics		
Learning Goal 3.a: Young children understand, follow, and use appropriate social and conversational rules.		
By 9 months	E. Building relationships with adults F. Building relationships with other children L. Speaking M. Listening and comprehension	6. Relationships with adults 7. Relationships with peers 18. Two-way communication

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Key Developmental Indicators

By 18 months	E. Building relationships with adults F. Building relationships with other children L. Speaking M. Listening and comprehension	6. Relationships with adults 7. Relationships with peers 18. Two-way communication
By 24 months	E. Building relationships with adults F. Building relationships with other children L. Speaking M. Listening and comprehension	6. Relationships with adults 7. Relationships with peers 18. Two-way communication
By 36 months	E. Building relationships with adults F. Building relationships with other children L. Speaking M. Listening and comprehension	21. Comprehension 22. Speaking
By 48 months	E. Building relationships with adults F. Building relationships with other children L. Speaking M. Listening and comprehension	21. Comprehension 22. Speaking
By 60 months	E. Building relationships with adults F. Building relationships with other children L. Speaking M. Listening and comprehension	21. Comprehension 22. Speaking

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Key Developmental Indicators

<i>Language Development CONT</i>		
Component 4: Language Development of Dual Language Learners		
Learning Goal 4.a: Young children attend to, understand, and respond to increasingly complex language as well as a range of topics and types of texts (including digital texts) in English.		
Early-Stage English Language Development, children: Mid-Stage English Language Development, children: Late-Stage English Language Development, children:	L. Speaking M. Listening and comprehension P. Reading Q. Book Enjoyment and Knowledge II. Listening to and understanding English JJ. Speaking English	21. Comprehension 26. Reading 30. English language learning
Learning Goal 4.b: Young children become increasingly proficient in expressing their thoughts and ideas in English.		
Early-Stage English Language Development, children: Mid-Stage English Language Development, children: Late-Stage English Language Development, children:	L. Speaking M. Listening and comprehension II. Listening to and understanding English JJ. Speaking English	22. Speaking 30. English language learning

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Key Developmental Indicators

<i>Literacy</i>		
Component 1: Phonological Awareness		
Learning Goal 1.a: Children notice and discriminate the sounds of spoken language.		
By 9 months	N. Phonological awareness	16. Listening and responding 41. Sounds 42. Vocal pitch
By 18 months	N. Phonological awareness	16. Listening and responding 21. Enjoying language
By 24 months	N. Phonological awareness	16. Listening and responding 19. Speaking 21. Enjoying language
By 36 months	N. Phonological awareness	24. Phonological awareness
By 48 months	N. Phonological awareness	24. Phonological awareness
By 60 months	N. Phonological awareness	24. Phonological awareness
Component 2: Alphabet Knowledge		
Learning Goal 2.a: Children recognize and identify letters and make letter-sound connections.		
By 9 months	O. Alphabet knowledge	20. Exploring print
By 18 months	O. Alphabet knowledge	20. Exploring print
By 24 months	O. Alphabet knowledge	20. Exploring print

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Key Developmental Indicators

By 36 months	O. Alphabet knowledge	25. Alphabetic knowledge 26. Reading
By 48 months	O. Alphabet knowledge	25. Alphabetic knowledge 26. Reading
By 60 months	O. Alphabet knowledge	25. Alphabetic knowledge 26. Reading
<i>Literacy CONT</i>		
Component 3: Print Knowledge		
Learning Goal 3.a: Children demonstrate book awareness and knowledge of basic print conventions; they understand that print carries meaning and spoken words are represented by text.		
By 9 months	P. Reading Q. Book enjoyment and knowledge	20. Exploring print
By 18 months	P. Reading Q. Book enjoyment and knowledge	20. Exploring print
By 24 months	P. Reading Q. Book enjoyment and knowledge	20. Exploring print
By 36 months	P. Reading Q. Book enjoyment and knowledge	25 Alphabetic Knowledge 26. Reading 28. Book Knowledge 31. Number words and symbols
By 48 months	P. Reading Q. Book enjoyment and knowledge	26. Reading 28. Book knowledge

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By 60 months	P. Reading Q. Book enjoyment and knowledge	26. Reading 27. Concepts about print 28. Book knowledge
Component 4: Comprehension and Interest		
Learning Goal 4.a: Children show interest and an understanding of a variety of literacy experiences.		
By 9 months	P. Reading Q. Book enjoyment and knowledge	16. Listening and responding 20. Exploring print 21. Enjoying language
By 18 months	P. Reading Q. Book enjoyment and knowledge	20. Exploring print 21. Enjoying language
By 24 months	P. Reading Q. Book enjoyment and knowledge	16. Listening and responding 20. Exploring print 21. Enjoying language
By 36 months	M. Listening and comprehension P. Reading Q. Book enjoyment and knowledge	26. Reading 28. Book knowledge

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Key Developmental Indicators

<i>Literacy CONT</i>		
Component 4: Comprehension and Interest, CONT		
By 48 months	M. Listening and comprehension P. Reading Q. Book enjoyment and knowledge	21. Comprehension 26. Reading 28. Book knowledge
By 60 months	M. Listening and comprehension P. Reading Q. Book enjoyment and knowledge	21. Comprehension 26. Reading 29. Writing
Component 5: Literacy Development for Dual Language Learners		
Learning Goal 5.a: Children become increasingly engaged in literacy experiences in English.		
Early-Stage English Language Development, children: Mid-Stage English Language Development, children: Late-Stage English Language Development, children:	M. Listening and comprehension N. Phonological awareness O. Alphabetic knowledge P. Reading Q. Book enjoyment and knowledge R. Writing	21. Comprehension 30. English language learning
Component 6: Emergent Writing		
Learning Goal 6.a: Children learn writing skills and show knowledge of writing conventions; they demonstrate an understanding of writing as a means of communication.		

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Key Developmental Indicators

By 9 months	E. Building relationships with adults F. Building relationships with other children	4. Distinguishing self from others
By 18 months	R. Writing	37. Exploring art materials
By 24 months	R. Writing	37. Exploring art materials
<i>Literacy CONT</i>		
Component 6: Emergent Writing, CONT		
By 36 months	R. Writing	29. Writing
By 48 months	R. Writing	29. Writing
By 60 months	R. Writing	29. Writing
Learning Goal 6.b: Children use writing to represent and communicate ideas in a variety of contexts; they use a combination of drawing, dictating, and writing to communicate; they participate in shared writing.		
By 9 months	O. Alphabet knowledge P. Reading	20. Exploring print 38. Identifying visual images
By 18 months	R. Writing X. Art	37. Exploring art materials
By 24 months	R. Writing X. Art	37. Exploring art materials
By 36 months	R. Writing X. Art	29. Writing 40. Art

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Key Developmental Indicators

By 48 months	R. Writing X. Art	29. Writing
By 60 months	R. Writing X. Art	29. Writing
<i>Cognitive Development</i>		
Component 1: Logic and Reasoning		
Learning Goal 1.a: Children apply strategies and draw upon past knowledge and experiences to meet goals and solve problems.		
By 9 months	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions	22. Exploring objects 35. Cause and effect
By 18 months	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions	2. Problem solving 24. Exploring same and different 25. Exploring more 35. Cause and effect
By 24 months	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions	24. Exploring same and different 30. Taking apart and putting together 35. Cause and effect

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By 36 months	A. Initiative and planning B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions	4. Problem solving 43. Pretend play 47. Experimenting
By 48 months	A. Initiative and planning B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions	2. Planning 4. Problem solving 47. Experimenting
By 60 months	A. Initiative and planning B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions	2. Planning 4. Problem solving 49. Drawing conclusions
<i>Cognitive Development CONT</i>		
Component 2: Memory and Working Memory		
Learning Goal 2.a: Children hold information in their mind and manipulate it to perform tasks.		
By 9 months	C. Reflection GG. Geography	23. Object permanence 24. Exploring same and different
By 18 months	C. Reflection GG. Geography	23. Object permanence 28. Locating objects
By 24 months	C. Reflection GG. Geography CC. Experimenting, predicting, and drawing conclusions	23. Object permanence

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Key Developmental Indicators

By 36 months	C. Reflection HH. History GG. Geography	6. Reflection 21. Comprehension 56. Geography
By 48 months	C. Reflection HH. History	6. Reflection 21. Comprehension 32. Counting
By 60 months	C. Reflection HH. History	6. Reflection 21. Comprehension 32. Counting
Component 3: Attention and Inhibitory Control		
Learning Goal 3.a: Children’s skills increase in filtering impulses and sustaining attention on a task.		
By 9 months	A. Initiative and planning B. Problem solving with materials D. Emotions H. Conflict resolution	1. Initiative 16. Listening and comprehension 22. Exploring objects
By 18 months	A. Initiative and planning B. Problem solving with materials	1. Initiative 16. Listening and responding 21. Enjoying language

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Key Developmental Indicators

Cognitive Development CONT		
By 24 months	A. Initiative and planning B. Problem solving with material HH. History	32. Anticipating events 33. Time intervals
By 36 months	A. Initiative and planning B. Problem solving with materials	3. Engagement 21. Comprehension 46. Classification
By 48 months	A. Initiative and planning B. Problem solving with materials	3. Engagement 9. Emotions 46. Classification
By 60 months	A. Initiative and planning B. Problem solving with materials HH. History	3. Engagement 9. Emotions 34. Shapes 38. Patterns
Component 4: Cognitive Flexibility		
Learning Goal 4.a: Children’s skills increase at adjusting to changes in demands, priorities, and perspectives.		
By 9 months	B. Problem solving with materials G. Community AA. Pretend play CC. Experimenting, predicting, and drawing conclusions.	22. Exploring objects 32. Anticipating routines
By 18 months	A. Initiative and planning B. Problem solving with materials G. Community	2. Problem solving 22. Exploring objects 32. Anticipating routines 36. Imitating and pretending

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Key Developmental Indicators

By 24 months	A. Initiative and planning B. Problem solving with materials	2. Problem solving 35. Cause and effect
<i>Cognitive Development CONT</i>		
By 36 months	B. Problem solving with materials G. Community EE. Tools and technology	4. Problem solving 11. Community 52. Tools and technology
By 48 months	B. Problem solving with materials G. Community	4. Problem solving 11. Community 32. Counting 53. Diversity
By 60 months	G. Community U. Measurement V. Patterns BB. Observing and classifying	11. Community 32. Counting 36. Measurement 38. Patterns
<i>Mathematics</i>		
Component 1: Number Sense and Quantity		
Learning Goal 1.a. Children develop number recognition and counting skills and learn the relationship between numbers and the quantity they represent.		
By 9 months	S. Number and counting	25. Exploring more 27. Number
By 18 months	S. Number and counting	25. Exploring more 27. Number

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By 24 months	S. Number and counting	24. Exploring same and different 25. Exploring more 27. Number
By 36 months	S. Number and counting	31. Number words and symbols 32. Counting
By 48 months	S. Number and counting	31. Number words and symbols 32. Counting
By 60 months	S. Number and counting	31. Number words and symbols 32. Counting

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Key Developmental Indicators

Mathematics CONT		
Component 2: Number Relationships and Operations		
Learning Goal 2.a: Children learn to use numbers to compare quantities and solve problems.		
By 9 months	S. Number and counting	26. One-to-one correspondence
By 18 months	S. Number and counting	25. Exploring more 26. One-to-one correspondence 27. Number
By 24 months	S. Number and counting	25. Exploring more 26. One-to-one correspondence 27. Number
By 36 months	S. Number and counting	32. Counting 33. Part-whole relationships
By 48 months	S. Number and counting	32. Counting 33. Part-whole relationships
By 60 months	S. Number and counting	32. Counting
Component 3: Classification and Patterning		
Learning Goal 3.a: Children learn to order and sort objects by common attributes, to identify patterns, and to predict the next sequence in a pattern.		
By 9 months	V. Patterns BB. Observing and classifying	24. Exploring same and different 32. Anticipating events 33. Time intervals

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By 18 months	V. Patterns Y. Music BB. Observing and classifying	24. Exploring same and different 30. Taking apart and putting together 40. Responding to music
By 24 months	V. Patterns BB. Observing and classifying	24. Exploring same and different 21. Enjoying language
Mathematics CONT		
Component 3: Classification and Patterning, CONT		
By 36 months	V. Patterns BB. Observing and classifying	38. Patterning 46. Classifying
By 48 months	V. Patterns BB. Observing and classifying	46. Classifying
By 60 months	V. Patterns BB. Observing and classifying	46. Classifying
Component 4: Measurement, Comparison, and Ordering		
Learning Goal 4.a: Children learn to measure objects by their various attributes (length, height, weight, volume) and to use differences in attributes to make comparisons.		
By 9 months	U. Measurement	22. Exploring objects 34. Speed
By 18 months	U. Measurement	24. Exploring same and different
By 24 months	U. Measurement	24. Exploring same and different 25. Exploring more

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By 36 months	U. Measurement	32. Counting 36. Measuring
By 48 months	U. Measurement	32. Counting 36. Measuring 37. Unit
By 60 months	U. Measurement	32. Counting 36. Measuring 37. Unit

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Key Developmental Indicators

Mathematics CONT		
Component 5: Geometry and Spatial Sense		
Learning Goal 5.a: Children learn to identify shapes and their attributes, solve problems using shapes, and explore the positions of objects in space.		
By 9 months	T. Geometry: Shapes and spatial awareness	22. Exploring objects
By 18 months	T. Geometry: Shapes and spatial awareness	24. Exploring same and different 30. Taking apart and putting together 31. Seeing from different viewpoints
By 24 months	T. Geometry: Shapes and spatial awareness	16. Listening and responding
By 36 months	T. Geometry: Shapes and spatial awareness	34. Shapes 35. Spatial awareness
By 48 months	T. Geometry: Shapes and spatial awareness	34. Shapes 35. Spatial awareness
By 60 months	T. Geometry: Shapes and spatial awareness	34. Shapes 35. Spatial awareness

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Key Developmental Indicators

Science		
Component 1: Scientific Inquiry and Application		
Learning Goal 1.a: Children learn to plan for and carry out investigations and collect, evaluate, and communicate information.		
By 9 months	CC. Experimenting, predicting, and drawing conclusions	22. Exploring objects 35. Cause and effect
By 18 months	CC. Experimenting, predicting, and drawing conclusions	22. Exploring objects 35. Cause and effect
By 24 months	CC. Experimenting, predicting, and drawing conclusions	2. Problem solving 35. Cause and effect
By 36 months	CC. Experimenting, predicting, and drawing conclusions	45. Observing 47. Experimenting 52. Tools and technology
By 48 months	CC. Experimenting, predicting, and drawing conclusions	45. Observing 47. Experimenting 48. Predicting 52. Tools and technology
By 60 months	CC. Experimenting, predicting, and drawing conclusions	45. Observing 47. Experimenting 48. Predicting 49. Drawing conclusions 50. Communicating ideas 52. Tools and technology

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Component 2: Knowledge of Science Concepts		
Learning Goal 2.a: Children explore the characteristic of objects and materials that are living, non-living, man-made, or naturally occurring.		
By 9 months	DD. Natural and physical world	22. Exploring objects
By 18 months	DD. Natural and physical world	22. Exploring objects 35. Cause and effect
By 24 months	DD. Natural and physical world	22. Exploring objects
By 36 months	DD. Natural and physical world	51. Natural and physical world
<i>Science CONT</i>		
Component 2: Knowledge of Science Concepts, CONT		
By 48 months	DD. Natural and physical world	51. Natural and physical world
By 60 months	DD. Natural and physical world	51. Natural and physical world
<i>Social Studies</i>		
Component 1: Self, Family, and Community		
Learning Goal 1.a: Children gain awareness of how they relate to their family and community, understand social roles and responsibilities, and recognize and respect similarities and differences in people.		
By 9 months	FF. Knowledge of self and others	4. Distinguishing self and others 5. Attachment 6. Relationships with adults
By 18 months	FF. Knowledge of self and others	4. Distinguishing self and others 5. Attachment 6. Relationships with adults

Rhode Island Early Learning and Development Standards

COR Advantage Items

Key Developmental Indicators

By 24 months	FF. Knowledge of self and others	4. Distinguishing self and others 6. Relationships with adults 36. Imitating and pretending
By 36 months	FF. Knowledge of self and others	11. Community 43. Pretend play 53. Diversity
By 48 months	AA. Pretend play FF. Knowledge of self and others	43. Pretend play 53. Diversity 54. Community roles
By 60 months	FF. Knowledge of self and others H. Conflict resolution	15. Conflict resolution 43. Pretend play 53. Diversity 54. Community roles

Rhode Island Early Learning and Development Standards

COR Advantage Items

Key Developmental Indicators

<i>Social Studies</i>		
Component 2: History and Geography		
Learning Goal 2.a: Children understand concept of time (past, present, and future) and place.		
By 9 months	No Rhode Island Standard	
By 18 months	No Rhode Island Standard	
By 24 months	GG. Geography HH. History	28. Locating objects 33. Time intervals
By 36 months	GG. Geography G. Community	11. Community 56. Geography 57. History
By 48 months	GG. Geography HH. History	56. Geography 57. History
By 60 months	GG. Geography HH. History	56. Geography 57. History

Rhode Island Early Learning and Development Standards

COR Advantage Items

Key Developmental Indicators

<i>Creative Arts</i>		
Component 1: Experimentation and Participation in the Creative Arts		
Learning Goal 1.a: Children gain appreciation for and participate in the creative arts.		
By 9 months	X. Art Y. Music Z. Movement AA. Pretend play	36. Imitating and pretending 37. Exploring art materials 38. Identifying visual images 40. Responding to music
By 18 months	X. Art Y. Music Z. Movement AA. Pretend play	15. Steady beat 40. Responding to music 41. Sounds 42. Vocal pitch
By 24 months	X. Art Y. Music Z. Movement AA. Pretend play	21. Enjoying language 36. Imitating and pretending 37. Exploring art materials 40. Responding to music
By 36 months	X. Art Y. Music Z. Movement AA. Pretend play	40. Art 41 Music 42. Movement 43. Pretend play 44. Appreciating the arts
By 48 months	X. Art Y. Music Z. Movement AA. Pretend play	40. Art 41. Music 42. Movement 43. Pretend play 44. Appreciating the arts

Rhode Island Early Learning and Development Standards

COR Advantage Items

Key Developmental Indicators

<p>By 60 months</p>	<p>X. Art Y. Music Z. Movement AA. Pretend play</p>	<p>40. Art 41. Music 42. Movement 43. Pretend play 44. Appreciating the arts</p>
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