



THE HIGHSCOPE  
**curriculum**

AND

**COR** *Advantage*<sup>®</sup>

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State of Ohio Early Learning  
and Development Standards  
2012

ALIGNMENT



## Alignment of The HighScope Curriculum and COR Advantage With Ohio Early Learning and Development Standards (2012)

This document aligns the content in **Ohio** with the learning objectives of the **HighScope Curriculum** for infants and toddlers and preschool 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). 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). 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.

**Ohio Early Learning and Development Standards**

**COR Advantage Items**

**Key Developmental Indicators**

<b>Social and Emotional Development</b>			
<b>Strand: Self</b>			
<b>Topic: Awareness and Expression of Emotion</b>			
<b>Infants (Birth–8 months)</b>	Express a variety of emotions (contentment, distress, happiness, sadness, surprise, dislike, anger and fear) through facial expressions, gestures, movement and sounds.	D. Emotions	8. Emotions
<b>Young Toddlers (6–18 months)</b>	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	8. Emotions
<b>Older Toddlers (16–36 months)</b>	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	8. Emotions
<b>Pre-Kindergarten (3–5 years)</b>	Recognize and identify own emotions and the emotions of others.	D. Emotions	9. Emotions
	Communicate a range of emotions in socially accepted ways.	D. Emotions	9. Emotions
<b>Topic: Self-Concept</b>			
<b>Infants (Birth–8 months)</b>	<i>No standard to align</i>		
<b>Young Toddlers (6–18 months)</b>	Recognize self as a unique person with thoughts, feelings and distinct characteristics.	FF. Knowledge of self and others	4. Distinguishing self and others
<b>Older Toddlers (16–36 months)</b>	Show awareness of themselves as belonging to one or more groups.	FF. Knowledge of self and others	4. Distinguishing self and others
	Identify own feelings, needs and interests.	D. Emotions K. Personal care and healthy behavior	1. Initiative 3. Self-help 8. Emotions
<b>Social and Emotional Development, CONT</b>			

**Ohio Early Learning and Development Standards**

**COR Advantage Items**

**Key Developmental Indicators**

	<b>Topic: Self-Regulation</b>		
<b>Infants (Birth–8 months)</b>	Express and act on impulses.	D. Emotions H. Conflict resolution	8. Emotions
<b>Young Toddlers (6–18 months)</b>	Respond positively to limits and choices offered by adults to help guide behavior.	D. Emotions	8. Emotions 16. Listening and responding
<b>Older Toddlers (16–36 months)</b>	With modeling and support, manage actions and emotional expressions.	D. Emotions H. Conflict resolution	8. Emotions
<b>Pre-Kindergarten (3–5 years)</b>	Manage the expression of feelings, thoughts, impulses and behaviors with minimal guidance from adults.	D. Emotions H. Conflict resolution	9. Emotions 15. Conflict resolution
	With modeling and support, show awareness of the consequences for his/her actions.	FF. Knowledge of self and others	14. Moral development
	<b>Topic: Sense of Competence</b>		
<b>Infants (Birth–8 months)</b>	Act in ways to make things happen.	A. Initiative and planning B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions	1. Initiative 22. Exploring objects 35. Cause and effect
<b>Young Toddlers (6–18 months)</b>	Show a sense of satisfaction when making things happen.	B. Problem solving with materials D. Emotions	8. Emotions
<b>Older Toddlers (16–36 months)</b>	Recognize own abilities and express satisfaction when demonstrating them to others.	A. Initiative and planning D. Emotions	1. Initiative 8. Emotions
<b>Pre-Kindergarten (3–5 years)</b>	Show confidence in own abilities and accomplish routine and familiar tasks independently.	A. Initiative and planning B. Problem solving with materials G. Community	1. Initiative 8. Sense of competence 11. Community

## Ohio Early Learning and Development Standards

## COR Advantage Items

## Key Developmental Indicators

<b>Pre-Kindergarten (3–5 years)</b>	Identify the diversity in human characteristics and how people are similar and different.	FF. Knowledge of self and others	7. Self-identity 53. Diversity
	Compare own characteristics to those of others.	FF. Knowledge of self and others	7. Self-identity 53. Diversity
	<b><i>Social and Emotional Development, CONT</i></b>		
	<b>Strand: Relationships</b>		
	<b>Topic: Attachment</b>		
<b>Infants (Birth–8 months)</b>	Initiate interactions and seeks close proximity to familiar adults who provide consistent nurturing.	E. Building relationships with adults	5. Attachment 6. Relationships with adults
<b>Young Toddlers (6–18 months)</b>	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	5. Attachment 6. Relationships with adults
	Seek close proximity to familiar adults for security and support, especially when distressed.	E. Building relationships with adults	5. Attachment
	Imitate familiar adults.	AA. Pretend play	36. Imitating and pretending
	Initiate play with familiar adults.	E. Building relationships with adults	6. Relationships with adults
<b>Older Toddlers (16–36 months)</b>	Display signs of comfort during play when familiar adults are nearby but not in the immediate area.	E. Building relationships with adults	6. Relationships with adults
	Seek security and support from familiar adults when distressed.	E. Building relationships with adults	6. Relationships with adults
<b>Pre-Kindergarten (3–5 years)</b>	Express affection for familiar adults.	E. Building relationships with adults	12. Building relationships
	Seek security and support from familiar adults in anticipation of challenging situations.	E. Building relationships with adults	12. Building relationships
	<b>Topic: Interactions with Adults</b>		
<b>Infants (Birth–8 months)</b>	Initiate and engage in reciprocal (mutual give and take) interactions with familiar adults.	E. Building relationships with adults	6. Relationships with adults
<b>Young Toddlers</b>	Participate in routines and experiences that involve back and forth interaction with familiar adults.	E. Building relationships with adults	6. Relationships with adults

**Ohio Early Learning and Development Standards**

**COR Advantage Items**

**Key Developmental Indicators**

<b>(6–18 months)</b>			
<b>Older Toddlers (16–36 months)</b>	Interact with familiar adults in a variety of ways.	E. Building relationships with adults	6. Relationships with adults
	Seek assistance from familiar.	B. Problem solving with materials	6. Relationships with adults
<b>Pre-Kindergarten (3–5 years)</b>	Engage in extended, reciprocal conversations with familiar adults.	E. Building relationships with adults	12. Building relationships
	Request and accept guidance from familiar adults.	E. Building relationships with adults	12. Building relationships
	<b><i>Social and Emotional Development, CONT</i></b>		
	<b>Topic: Peer Interactions and Relationships</b>		
<b>Infants (Birth–8 months)</b>	Show interest in other children.	F. Building relationships with other children	7. Relationships with peers
<b>Young Toddlers (6–18 months)</b>	Participate in simple back and forth interactions with peers for short periods of time.	F. Building relationships with other children	7. Relationships with peers 10. Playing with others
<b>Older Toddlers (16–36 months)</b>	Engage in associative play with peers.	F. Building relationships with other children	7. Relationships with peers 10. Playing with others
<b>Pre-Kindergarten (3–5 years)</b>	Interact with peers in more complex pretend play including planning, coordination of roles and cooperation.	F. Building relationships with other children	13. Cooperative play 43. Pretend play
	With modeling and support, negotiate to resolve social conflicts with peers.	H. Conflict resolution	15. Conflict resolution
	<b>Topic: Empathy</b>		
<b>Infants (Birth–8 months)</b>	React to emotional expressions of others.	D. Emotions	8. Emotions
<b>Young Toddlers</b>	Demonstrate awareness of the feelings expressed by others.	D. Emotions	8. Emotions

Ohio Early Learning and Development Standards		COR Advantage Items	Key Developmental Indicators
(6–18 months)			
Older Toddlers (16–36 months)	Demonstrate awareness that others have feelings.	D. Emotions	8. Emotions
	Respond in caring ways to another’s distress in some situations.	D. Emotions	9. Empathy
Pre-Kindergarten (3–5 years)	Express concern for the needs of others and people in distress.	D. Emotions	10. Empathy
	Show regard for the feelings of other living things.	D. Emotions DD. Natural and physical world	10. Empathy 51. Natural and physical world
<b>Approaches Toward Learning</b>			
<b>Strand: Initiative — Topic: Initiative and Curiosity</b>			
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	1. Initiative 6. Relationships with adults 7. Relationships with peers 22. Exploring objects
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	22. Exploring objects 24. Exploring same and different 29. Filling and emptying 30. Taking apart and putting together 35. Cause and effect
Older Toddlers (16–36 months)	Experiment in the environment with purpose.	CC. Experimenting, predicting, and drawing conclusions	22. Exploring objects 24. Exploring same and different 30. Taking apart and putting together 35. Cause and effect
Pre-Kindergarten (3–5 years)	Seek new and varied experiences and challenges (take risks).	A. Initiative and planning	1. Initiative 8. Sense of competence 47. Experimenting
	Demonstrate self-direction while participating in a range of activities and routines.	A. Initiative and planning CC. Experimenting, predicting, and drawing conclusions	1. Initiative 4. Problem solving 47. Experimenting

**Ohio Early Learning and Development Standards**

**COR Advantage Items**

**Key Developmental Indicators**

	Ask questions to seek explanations about phenomena of interest.	CC. Experimenting, predicting, and drawing conclusions	47. Experimenting 49. Drawing conclusions 50. Communicating ideas
	<b>Topic: Planning, Action and Reflection</b>		
<b>Infants (Birth–8 months)</b>	Act on the environment to meet needs or interests.	A. Initiative and planning CC. Experimenting, predicting, and drawing conclusions	1. Initiative 2. Problem solving 35. Cause and effect
	Respond to people and objects in their immediate environment based on past experience.	A. Initiative and planning C. Reflection	1. Initiative
<b>Young Toddlers (6–18 months)</b>	Use a variety of ways to meet simple goals.	B. Problem solving with materials	2. Problem solving
	Approach tasks with repeated trial and error.	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions	2. Problem solving
<b>Older Toddlers (16–36 months)</b>	Make choices to achieve a desired goal.	A. Initiative and planning	1. Initiative
	Use previous learning to inform new experiences with people and objects in their environment.	B. Problem solving with materials C. Reflection	2. Problem solving
<b>Pre-Kindergarten (3–5 years)</b>	Develop, initiate and carry out simple plans to obtain a goal.	A. Initiative and planning	1. Initiative 2. Planning
	Use prior knowledge and information to assess, inform, and plan for future actions and learning.	C. Reflection	6. Reflection
	<b>Approaches Toward Learning, CONT</b>		
	<b>Strand: Engagement and Persistence</b>		
	<b>Topic: Attention</b>		
<b>Infants (Birth–8 months)</b>	Demonstrate awareness of happenings in surroundings.	A. Initiative and planning	1. Initiative
<b>Young Toddlers (6–18 months)</b>	Focus on an activity but is easily distracted.	A. Initiative and planning	1. Initiative



## Ohio Early Learning and Development Standards

## COR Advantage Items

## Key Developmental Indicators

<b>Older Toddlers (16–36 months)</b>	Focus on an activity for short periods of time despite distractions.	A. Initiative and planning	1. Initiative
<b>Pre-Kindergarten (3–5 years)</b>	Focus on an activity with deliberate concentration despite distractions.	A. Initiative and planning	1. Initiative 3. Engagement
<b>Topic: Persistence</b>			
<b>Infants (Birth–8 months)</b>	Attempt to reproduce interesting and pleasurable effects and events.	CC. Experimenting, predicting, and drawing conclusions	35. Cause and effect
<b>Young Toddlers (6–18 months)</b>	Repeat actions intentionally to achieve goal.	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions	2. Problem solving
<b>Older Toddlers (16–36 months)</b>	Engage in self-initiated activities for sustained periods of time.	A. Initiative and planning	1. Initiative
<b>Pre-Kindergarten (3–5 years)</b>	Carry out tasks, activities, projects or experiences from beginning to end.	A. Initiative and planning	1. Initiative 3. Engagement
	Focus on the task at hand even when frustrated or challenged.	B. Problem solving with materials	3. Engagement 4. Problem solving
<b>Approaches Toward Learning, CONT</b>			
<b>Strand: Creativity</b>			
<b>Topic: Innovation and Invention</b>			
<b>Infants (Birth–8 months)</b>	Make discoveries about self, others, and the environment.	AA. Pretend play FF. Knowledge of self and others	10. Playing with others 22. Exploring objects 37. Exploring art materials
<b>Young Toddlers (6–18 months)</b>	Use objects in new ways.	AA. Pretend play	22. Exploring objects 36. Imitating and pretending
<b>Older Toddlers</b>	Use materials in new and unconventional ways.	AA. Pretend play	36. Imitating and pretending

**Ohio Early Learning and Development Standards**

**COR Advantage Items**

**Key Developmental Indicators**

(16–36 months)			
<b>Pre-Kindergarten (3–5 years)</b>	Use imagination and creativity to interact with objects and materials.	AA. Pretend play	43. Pretend play
	Use creative and flexible thinking to solve problems.	B. Problem solving with materials	4. Problem solving
	Engage in inventive social play.	F. Building relationships with other children AA. Pretend play	13. Cooperative play 43. Pretend play
	<b>Topic: Expression of Ideas and Feelings through the Arts</b>		
<b>Infants (Birth–8 months)</b>	Demonstrate preferences, pleasure or displeasure when interacting with various media.	D. Emotions X. Art Y. Music Z. Movement	8. Emotions 36. Imitating and pretending 37. Exploring art materials 39. Listening to music 40. Responding to music
<b>Young Toddlers (6–18 months)</b>	Seek out experiences with a variety of materials and art materials based on preferences and past experiences.	X. Art AA. Pretend play	36. Imitating and pretending 37. Exploring art materials
<b>Older Toddlers (16–36 months)</b>	Use self-selected materials and media to express ideas and feelings.	X. Art AA. Pretend play	36. Imitating and pretending 37. Exploring art materials
<b>Pre-Kindergarten (3–5 years)</b>	Express individuality, life experiences, and what he/she knows and is able to do through a variety of media.	X. Art Z. Movement	40. Art 41. Music 42. Movement 43. Pretend play
	Express interest in and show appreciation for the creative work of others.	AA. Pretend play	44. Appreciating the arts
	<b>Physical Well-Being and Motor Development</b>		
	<b>Strand: Motor Development</b>		
	<b>Topic: Large Muscle, Balance and Coordination</b>		
<b>Infants</b>	Demonstrate strength and control of head, arms, legs and trunk using purposeful movements.	I. Gross-motor skills	12. Moving parts of the body 13. Moving the whole body

Ohio Early Learning and Development Standards		COR Advantage Items	Key Developmental Indicators
(Birth–8 months)			
<b>Young Toddlers (6–18 months)</b>	Move with increasing coordination and balance, with or without adult support and/or assistive device.	I. Gross-motor skills	13. Moving the whole body
<b>Older Toddlers (16–36 months)</b>	Use locomotor skills with increasing coordination and balance.	I. Gross-motor skills	13. Moving the whole body
	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	12. Moving parts of the body
<b>Pre-Kindergarten (3–5 years)</b>	Demonstrate locomotor skills with control, coordination and balance during active play (e.g., running, hopping, skipping).	I. Gross-motor skills	16. Gross-motor skills
	Demonstrate coordination in using objects during active play (e.g., throwing, catching, kicking balls, riding tricycle).	I. Gross-motor skills	16. 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	16. Gross-motor skills
	Demonstrate spatial awareness in physical activity or movement.	I. Gross-motor skills	18. Body awareness
	<b>Strand: Motor Development</b>		
	<b>Topic: Small Muscle: Touch Grasp, Reach, Manipulate</b>		
<b>Infants (Birth–8 months)</b>	Transfer a toy from one hand to another by reaching, grasping and releasing.	J. Fine-motor skills	12. Moving parts of the body
<b>Young Toddlers (6–18 months)</b>	Use both hands together to accomplish a task.	J. Fine-motor skills	12. Moving parts of the body
<b>Older Toddlers</b>	Coordinate the use of arms, hands and fingers to accomplish tasks.	J. Fine-motor skills	12. Moving parts of the body

	<b>Ohio Early Learning and Development Standards</b>	<b>COR Advantage Items</b>	<b>Key Developmental Indicators</b>
	<b>(16–36 months)</b>		
	<b>Pre-Kindergarten (3–5 years)</b>	J. Fine-motor skills	17. Fine-motor skills
	Coordinate the use of hands, fingers and wrists to manipulate objects and perform tasks requiring precise movements.		
	Use classroom and household tools independently with eye-hand coordination to carry out activities.	J. Fine-motor skills	17. Fine-motor skills
	<b><i>Physical Well-Being and Motor Development, CONT</i></b>		
	<b>Strand: Physical Well-Being</b>		
	<b>Topic: Body Awareness</b>		
	<b>Infants (Birth–8 months)</b>	I. Gross-motor skills FF. Knowledge of self and others	3. Self-help 4. Distinguishing self and others
	<b>Young Toddlers (6–18 months)</b>	K. Personal care and healthy behavior	4. Distinguishing self and others
	<b>Older Toddlers (16–36 months)</b>	K. Personal care and healthy behavior	4. Distinguishing self and others
	<b>Pre-Kindergarten (3–5 years)</b>	K. Personal care and healthy behavior	18. Body awareness
	Identify and describe the function of body parts.		
	<b>Topic: Physical Activity</b>		
	<b>Infants (Birth–8 months)</b>	E. Building relationships with adults I. Gross-motor skills	6. Relationships with adults 13. Moving the whole body
	<b>Young Toddlers (6–18 months)</b>	I. Gross-motor skills	13. Moving the whole body 14. Moving with objects
	Using simple movement skills, participate in active physical play.		

## Ohio Early Learning and Development Standards

## COR Advantage Items

## Key Developmental Indicators

<b>Older Toddlers (16–36 months)</b>	Participate in active physical play and structured activities requiring spontaneous and instructed body movements.	I. Gross-motor skills	13. Moving the whole body 14. Moving with objects
<b>Pre-Kindergarten (3–5 years)</b>	Demonstrate basic understanding that physical activity helps the body grow and be healthy.	K. Personal care and healthy behavior	20. Healthy behavior
<b>Topic: Nutrition</b>			
<b>Infants (Birth–8 months)</b>	Express when hungry or full.	K. Personal care and healthy behavior	3. Self-help
<b>Young Toddlers (6–18 months)</b>	Follow a regular eating routine.	K. Personal care and healthy behavior	11. Group participation
<b>Older Toddlers (16–36 months)</b>	Make simple food choices, have food preferences and demonstrate willingness to try new foods.	K. Personal care and healthy behavior	1. Initiative
<b>Pre-Kindergarten (3–5 years)</b>	Demonstrate basic understanding that eating a variety of foods helps the body grow and be healthy.	K. Personal care and healthy behavior	20. Healthy behavior
<b>Physical Well-Being and Motor Development, CONT</b>			
<b>Topic: Self-Help</b>			
<b>Infants (Birth–8 months)</b>	Demonstrate emerging participation in dressing.	K. Personal care and healthy behavior	3. Self-help
<b>Young Toddlers (6–18 months)</b>	With adult assistance, participate in personal care tasks (e.g., hand-washing, dressing, etc.)	K. Personal care and healthy behavior	3. Self-help
<b>Older Toddlers (16–36 months)</b>	With modeling and support, complete personal care tasks (e.g. hand-washing, dressing, toileting, etc.).	K. Personal care and healthy behavior	3. Self-help

## Ohio Early Learning and Development Standards

## COR Advantage Items

## Key Developmental Indicators

<b>Pre-Kindergarten (3–5 years)</b>	Independently complete personal care tasks (e.g., toileting, teeth-brushing, hand-washing, dressing etc.).	K. Personal care and healthy behavior	19. Personal care
	Follow basic health practices.	K. Personal care and healthy behavior	19. Personal care 20. Healthy behavior
	<b><i>Cognition and General Knowledge</i></b>		
	<b>Strand: Cognitive Skills</b>		
	<b>Topic: Memory</b>		
<b>Infants (Birth–8 months)</b>	<i>No standard to align</i>		
<b>Young Toddlers (6–18 months)</b>	Recall information over a period of time with contextual cues.	C. Reflection	No alignment
	Anticipate the beginning and ending of activities, songs and stories.	HH. History	32. Anticipating events
<b>Older Toddlers (16–36 months)</b>	Recall information over a longer period of time without contextual cues.	C. Reflection	No alignment
	Reenact a sequence of events accomplished or observed at an earlier time.	C. Reflection	No alignment
	Anticipate routines.	HH. History	32. Anticipating events
<b>Pre-Kindergarten (3–5 years)</b>	Communicate about past events and anticipate what comes next during familiar routines and experiences.	C. Reflection G. Community HH. History	6. Reflection 11. Community 57. History
	With modeling and support remember and use information for a variety of purposes.	C. Reflection	6. Reflection
	<b><i>Cognition and General Knowledge, CONT</i></b>		
	<b>Topic: Symbolic Thought</b>		
<b>Infants (Birth–8 months)</b>	Explore real objects, people and actions.	AA. Pretend play BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions	22. Exploring objects 24. Exploring same and different 37. Exploring art materials
<b>Young Toddlers</b>	Use one or two simple actions or objects to represent another in pretend play.	AA. Pretend play	36. Imitating and pretending

**Ohio Early Learning and Development Standards**

**COR Advantage Items**

**Key Developmental Indicators**

(6–18 months)			
<b>Older Toddlers (16–36 months)</b>	Engage in pretend play involving several sequenced steps and assigned roles.	AA. Pretend play	36. Imitating and pretending
<b>Pre-Kindergarten (3–5 years)</b>	Demonstrate understanding that symbols carry meaning and use symbols to represent thinking (e.g., drawings, construction or movement).	R. Writing P. Reading X. Art	27. Concepts about print 29. Writing 40. Art
	Participate cooperatively in complex pretend play, involving assigned roles and an overall plan.	AA. Pretend play	43. Pretend play
<b>Topic: Reasoning and Problem-Solving</b>			
<b>Infants (Birth–8 months)</b>	Actively use the body to find out about the world.	B. Problem solving with materials	2. Problem solving
<b>Young Toddlers (6–18 months)</b>	With modeling and support, use simple strategies to solve problems.	B. Problem solving with materials	2. Problem solving
<b>Older Toddlers (16–36 months)</b>	In familiar situations, solve problems without having to try every possibility, while avoiding solutions that clearly will not work.	B. Problem solving with materials	2. Problem solving
<b>Pre-Kindergarten (3–5 years)</b>	Demonstrate ability to solve everyday problems based upon past experience.	B. Problem solving with materials	4. Distinguishing self and others
	Solve problems by planning and carrying out a sequence of actions.	B. Problem solving with materials	4. Problem solving
<b>Sub-Domain: Mathematics</b>			
<b>Strand: Number Sense</b>			
<b>Topic: Number Sense and Counting</b>			
<b>Infants (Birth–8 months)</b>	Explore objects and attend to events in the environment.	S. Number and counting	22. Exploring objects

**Ohio Early Learning and Development Standards**

**COR Advantage Items**

**Key Developmental Indicators**

<b>Young Toddlers (6–18 months)</b>	Pay attention to quantities when interacting with objects.	S. Number and counting	25. Exploring more 26. One-to-one correspondence 27. Number
	<b><i>Cognition and General Knowledge, CONT</i></b>		
	<b>Strand: Number Sense, CONT</b>		
	<b>Topic: Number Sense and Counting, CONT</b>		
<b>Older Toddlers (16–36 months)</b>	Show understanding that numbers represent quantity and demonstrate understanding of words that identify how much.	S. Number and counting	27. Number
	Use number words to indicate the quantity in small sets of objects (e.g., 2, 3), and begin counting aloud.	S. Number and counting	26. One-to-one correspondence 27. Number
<b>Pre-Kindergarten (3–5 years)</b>	Count to 20 by ones with increasing accuracy.	S. Number and counting	32. Counting
	Identify and name numerals 1-9.	S. Number and counting	31. Number words and symbols
	Demonstrate one-to-one correspondence when counting objects up to 10.	S. Number and counting	32. Counting
	Understand that the last number spoken tells the number of objects counted.	S. Number and counting	32. 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	32. Counting
	<b>Strand: Number Relationships and Operations</b>		
	<b>Topic: Number Relationships</b>		
<b>Infants (Birth–8 months)</b>	Explore objects and attend to events in the environment.	S. Number and counting BB. Observing and classifying	22. Exploring objects 25. Exploring more
<b>Young Toddlers (6–18 months)</b>	<i>No standard to align</i>		
<b>Older Toddlers (16–36 months)</b>	<i>No standard to align</i>		



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**COR Advantage Items**

**Key Developmental Indicators**

<b>Pre-Kindergarten (3–5 years)</b>	<i>No standard to align</i>		
	<b>Strand: Algebra</b>		
	<b>Topic: Group and Categorize</b>		
<b>Infants (Birth–8 months)</b>	<i>No standard to align</i>		
<b>Young Toddlers (6–18 months)</b>	Match two objects that are the same and select similar objects from a group.	BB. Observing and classifying	24. Exploring same and different
	<b><i>Cognition and General Knowledge, CONT</i></b>		
	<b>Strand: Algebra, CONT</b>		
	<b>Topic: Group and Categorize, CONT</b>		
<b>Older Toddlers (16–36 months)</b>	Sort objects into two or more groups by their properties and uses.	BB. Observing and classifying	24. Exploring same and different
<b>Pre-Kindergarten (3–5 years)</b>	Sort and classify objects by one or more attributes (e.g., size, shape).	BB. Observing and classifying	24. Phonological awareness
	<b>Topic: Patterning</b>		
<b>Infants (Birth–8 months)</b>	<i>No standard to align</i>		
<b>Young Toddlers (6–18 months)</b>	<i>No standard to align</i>		
<b>Older Toddlers (16–36 months)</b>	Copy and anticipate a repeating pattern.	V. Patterns	No alignment

**Ohio Early Learning and Development Standards**

**COR Advantage Items**

**Key Developmental Indicators**

<b>Pre-Kindergarten (3–5 years)</b>	Recognize, duplicate and extend simple patterns using attributes such as color, shape or size.	V. Patterns	38. Patterns
	Create patterns.	V. Patterns	38. Patterns
<b>Strand: Measurement and Data</b>			
<b>Topic: Describe and Compare Measureable Attributes</b>			
<b>Infants (Birth–8 months)</b>	Explore properties of objects.	U. Measurement BB. Observing and classifying	24. Exploring same and different
<b>Young Toddlers (6–18 months)</b>	Show awareness of the size of objects.	U. Measurement	24. Exploring same and different
<b>Older Toddlers (16–36 months)</b>	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	24. Exploring same and different
<b>Pre-Kindergarten (3–5 years)</b>	Describe and compare objects using measureable attributes (e.g., length, size, capacity and weight).	U. Measurement	36. Measuring
	Measure length and volume (capacity) using non-standard or standard measurement tools.	U. Measurement	37. Unit
<b>Cognition and General Knowledge, CONT</b>			
<b>Topic: Data Analysis</b>			
<b>Infants (Birth–8 months)</b>	<i>No standard to align</i>		
<b>Young Toddlers (6–18 months)</b>	<i>No standard to align</i>		
<b>Older Toddlers (16–36 months)</b>	<i>No standard to align</i>		

	Ohio Early Learning and Development Standards	COR Advantage Items	Key Developmental Indicators
Pre-Kindergarten (3–5 years)	Collect data by categories to answer simple questions.	W. Data analysis	39. Patterns
<b>Strand: Geometry</b>			
<b>Topic: Spatial Relationships</b>			
Infants (Birth–8 months)	Explore the properties of objects.	T. Geometry: Shapes and spatial awareness BB. Observing and classifying	22. Exploring objects
Young Toddlers (6–18 months)	Explore how things fit and move in space.	T. Geometry: Shapes and spatial awareness	29. Filling and emptying 30. Taking apart and putting together
Older Toddlers (16–36 months)	Demonstrate how things fit together and/or move in space with increasing accuracy.	T. Geometry: Shapes and spatial awareness	30. Taking apart and putting together
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	35. Spatial awareness
<b>Topic: Identify and Describe Shapes</b>			
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	22. Exploring objects
Pre-Kindergarten	Understand and use names of shapes when identifying objects.	T. Geometry: Shapes and spatial awareness	34. Shapes

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**COR Advantage Items**

**Key Developmental Indicators**

<b>(3–5 years)</b>	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	34. Shapes
	<b><i>Cognition and General Knowledge, CONT</i></b>		
	<b>Topic: Analyze, Compare and Create Shapes</b>		
<b>Infants (Birth–8 months)</b>	<i>No standard to align</i>		
<b>Young Toddlers (6–18 months)</b>	<i>No standard to align</i>		
<b>Older Toddlers (16–36 months)</b>	<i>No standard to align</i>		
<b>Pre-Kindergarten (3–5 years)</b>	Compare two-dimensional shapes, in different sizes and orientations, using informal language.	T. Geometry: Shapes and spatial awareness	34. Shapes
	Create shapes during play by building, drawing, etc.	X. Art	40. Art
	Combine simple shapes to form larger shapes.	T. Geometry: Shapes and spatial awareness	34. Shapes
	<b><i>Sub-Domain: Social Studies</i></b>		
	<b>Strand: Self</b>		
<b>Infants (Birth–8 months)</b>	Show awareness of self and awareness of other people.	FF. Knowledge of self and others	4. Distinguishing self and others
<b>Young Toddlers (6–18 months)</b>	Prefer familiar adults and recognize familiar actions and routines.	G. Community FF. Knowledge of self and others	6. Relationships with adults 11. Group participation
<b>Older Toddlers (16–36 months)</b>	Identify self and others as belonging to one or more groups by observable characteristics.	FF. Knowledge of self and others	4. Distinguishing self and others

**Ohio Early Learning and Development Standards**

**COR Advantage Items**

**Key Developmental Indicators**

<b>Pre-Kindergarten (3–5 years)</b>	<i>No standard to align</i>		
	<b>Strand: History</b>		
	<b>Topic: Historical Thinking and Skills</b>		
<b>Infants (Birth–8 months)</b>	<i>No standard to align</i>		
<b>Young Toddlers (6–18 months)</b>	<i>No standard to align</i>		
<b>Older Toddlers (16–36 months)</b>	<i>No standard to align</i>		
	<b>Cognition and General Knowledge, CONT</b>		
	<b>Strand: History, CONT</b>		
	<b>Topic: Historical Thinking and Skills, CONT</b>		
<b>Pre-Kindergarten (3–5 years)</b>	Demonstrate an understanding of time in the context of daily experiences.	HH. History	57. History
	Develop an awareness of his/her personal history.	HH. History	57. History
	<b>Topic: Heritage</b>		
<b>Infants (Birth–8 months)</b>	<i>No standard to align</i>		
<b>Young Toddlers (6–18 months)</b>	<i>No standard to align</i>		
<b>Older Toddlers (16–36 months)</b>	<i>No standard to align</i>		

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**Key Developmental Indicators**

<b>Pre-Kindergarten (3–5 years)</b>	Develop an awareness and appreciation of family cultural stories and traditions.	FF. Knowledge of self and others	7. Self-identity 53. Diversity
	<b>Strand: Geography</b>		
	<b>Topic: Spatial Thinking and Skills</b>		
<b>Infants (Birth–8 months)</b>	<i>No standard to align</i>		
<b>Young Toddlers (6–18 months)</b>	<i>No standard to align</i>		
<b>Older Toddlers (16–36 months)</b>	<i>No standard to align</i>		
<b>Pre-Kindergarten (3–5 years)</b>	Demonstrate a beginning understanding of maps as actual representations of places.	GG. Geography	56. Geography
	<b><i>Cognition and General Knowledge, CONT</i></b>		
	<b>Topic: Human Systems</b>		
<b>Infants (Birth–8 months)</b>	<i>No standard to align</i>		
<b>Young Toddlers (6–18 months)</b>	<i>No standard to align</i>		
<b>Older Toddlers (16–36 months)</b>	<i>No standard to align</i>		
<b>Pre-Kindergarten (3–5 years)</b>	Identify similarities and differences of personal, family and cultural characteristics, and those of others.	FF. Knowledge of self and others	7. Self-identity 53. Diversity

	<b>Ohio Early Learning and Development Standards</b>	<b>COR Advantage Items</b>	<b>Key Developmental Indicators</b>
	<b>Strand: Government</b>		
	<b>Topic: Civic Participation and Skills</b>		
<b>Infants (Birth–8 months)</b>	<i>No standard to align</i>		
<b>Young Toddlers (6–18 months)</b>	<i>No standard to align</i>		
<b>Older Toddlers (16–36 months)</b>	<i>No standard to align</i>		
<b>Pre-Kindergarten (3–5 years)</b>	With modeling and support, negotiate to solve social conflicts with peers.	H. Conflict resolution	15. Conflict resolution
	With modeling and support, demonstrate an awareness of the outcomes of choices.	G. Community H. Conflict resolution	15. Conflict resolution 55. Decision making
	<b>Topic: Rules and Laws</b>		
<b>Infants (Birth–8 months)</b>	<i>No standard to align</i>		
<b>Young Toddlers (6–18 months)</b>	<i>No standard to align</i>		
<b>Older Toddlers (16–36 months)</b>	<i>No standard to align</i>		
<b>Pre-Kindergarten (3–5 years)</b>	With modeling and support, demonstrate understanding that rules play an important role in promoting safety and protecting fairness.	G. Community FF. Knowledge of self and others	14. Moral development 55. Decision making
	<b>Cognition and General Knowledge, CONT</b>		
	<b>Strand: Economics</b>		

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**COR Advantage Items**

**Key Developmental Indicators**

	<b>Topic: Scarcity</b>		
<b>Infants (Birth–8 months)</b>	<i>No standard to align</i>		
<b>Young Toddlers (6–18 months)</b>	<i>No standard to align</i>		
<b>Older Toddlers (16–36 months)</b>	<i>No standard to align</i>		
<b>Pre-Kindergarten (3–5 years)</b>	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	55. Decision making
	<b>Sub-Domain: Science</b>		
	<b>Strand: Science Inquiry and Application</b>		
	<b>Topic: Inquiry</b>		
<b>Infants (Birth–8 months)</b>	Examine objects with lips and tongue.	BB. Observing and classifying	22. Exploring objects
	Observe, hold, touch and manipulate objects.	BB. Observing and classifying	22. Exploring objects
<b>Young Toddlers (6–18 months)</b>	Try different things with objects to see what happens or how things work.	CC. Experimenting, predicting, and drawing conclusions	35. Cause and effect
	Observe the physical and natural world around them.	DD. Natural and physical world	22. Exploring objects
<b>Older Toddlers (16–36 months)</b>	Engage in sustained and complex manipulation of objects.	CC. Experimenting, predicting, and drawing conclusions	22. Exploring objects
	Engage in focused observations of objects and events in the environment.	CC. Experimenting, predicting, and drawing conclusions	22. Exploring objects 35. Cause and effect
	With modeling and support, use simple tools to explore the environment.	EE. Tools and technology	22. Exploring objects
	<b>Cognition and General Knowledge, CONT</b>		
	<b>Sub-Domain: Science, CONT</b>		



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## COR Advantage Items

## Key Developmental Indicators

<b>Pre-Kindergarten (3–5 years)</b>	Explore objects, materials and events in the environment.	BB. Observing and classifying	45. Observing 47. Experimenting
	Make careful observations.	BB. Observing and classifying	45. Observing
	Pose questions about the physical and natural environment.	CC. Experimenting, predicting, and drawing conclusions	47. Experimenting
	Engage in simple investigations.	CC. Experimenting, predicting, and drawing conclusions	47. Experimenting
	Describe, compare, sort, classify, and order.	BB. Observing and classifying	46. Classifying
	Record observations using words, pictures, charts, graphs, etc.	W. Data analysis	50. Communicating ideas
	Use simple tools to extend investigation.	EE. Tools and technology	52. Tools and technology
	Identify patterns and relationships.	CC. Experimenting, predicting, and drawing conclusions	49. Drawing conclusions
	Make predictions.	CC. Experimenting, predicting, and drawing conclusions	48. Predicting
	Make inferences, generalizations and explanations based on evidence.	CC. Experimenting, predicting, and drawing conclusions	49. Drawing conclusions
	Share findings, ideas and explanations (may be correct or incorrect) through a variety of methods (e.g., pictures, words, dramatization).	CC. Experimenting, predicting, and drawing conclusions	50. Communicating ideas
<b>Topic: Cause and Effect</b>			
<b>Infants (Birth–8 months)</b>	Use simple actions to make things happen.	CC. Experimenting, predicting, and drawing conclusions	35. Cause and effect
<b>Young Toddlers (6–18 months)</b>	Purposefully combine actions to make things happen.	CC. Experimenting, predicting, and drawing conclusions	35. Cause and effect
<b>Older Toddlers (16–36 months)</b>	Demonstrate understanding that events have a cause.	CC. Experimenting, predicting, and drawing conclusions	35. Cause and effect
	Make predictions.	CC. Experimenting, predicting, and drawing conclusions	35. Cause and effect
<b>Pre-</b>	<i>No standard to align</i>		

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**Key Developmental Indicators**

Kindergarten (3–5 years)			
	<i>Cognition and General Knowledge, CONT</i>		
	<i>Sub-Domain: Science, CONT</i>		
	<b>Strand: Earth and Space Science</b>		
	<b>Topic: Explorations of the Natural World</b>		
<b>Infants (Birth–8 months)</b>	<i>No standard to align</i>		
<b>Young Toddlers (6–18 months)</b>	<i>No standard to align</i>		
<b>Older Toddlers (16–36 months)</b>	<i>No standard to align</i>		
<b>Pre-Kindergarten (3–5 years)</b>	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	51. 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	51. Natural and physical world
	<b>Strand: Physical Science</b>		
	<b>Topic: Explorations of Energy</b>		
<b>Infants (Birth–8 months)</b>	<i>No standard to align</i>		
<b>Young Toddlers (6–18 months)</b>	<i>No standard to align</i>		

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**Key Developmental Indicators**

<b>Older Toddlers (16–36 months)</b>	<i>No standard to align</i>		
<b>Pre-Kindergarten (3–5 years)</b>	With modeling and support, explore the properties of objects and materials (e.g., solids and liquids).	DD. Natural and physical world	51. Natural and physical world
	With modeling and support, explore the position and motion of objects.	T. Geometry: Shapes and spatial awareness	35. Spatial awareness 51. Natural and physical world
<b><i>Cognition and General Knowledge, CONT</i></b>			
<b>Strand: Life Science</b>			
<b>Topic: Explorations of Living Things</b>			
<b>Infants (Birth–8 months)</b>	<i>No standard to align</i>		
<b>Young Toddlers (6–18 months)</b>	<i>No standard to align</i>		
<b>Older Toddlers (16–36 months)</b>	<i>No standard to align</i>		
<b>Pre-Kindergarten (3–5 years)</b>	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	51. 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	19. Personal care 20. Healthy behavior
	With modeling and support, demonstrate an understanding that living things change over time (e.g., life cycle).	DD. Natural and physical world	51. Natural and physical world
	With modeling and support, recognize similarities	DD. Natural and physical world	51. Natural and physical world

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## COR Advantage Items

## Key Developmental Indicators

	and differences between people and other living things.	FF. Knowledge of self and others	53. Diversity
	<b><i>Language and Literacy Development</i></b>		
	<b>Strand: Listening and Speaking</b>		
	<b>Topic: Receptive Language and Comprehension</b>		
<b>Infants (Birth–8 months)</b>	Attends and responds to language and sounds.	M. Listening and comprehension N. Phonological awareness	16. Listening and responding 21. Enjoying language
<b>Young Toddlers (6–18 months)</b>	Show understanding of simple requests and statements referring to people and objects around him/her.	M. Listening and comprehension	16. Listening and responding
<b>Older Toddlers (16–36 months)</b>	Show understanding of requests and statements referring to people, objects, ideas and feelings.	M. Listening and comprehension	16. Listening and responding
<b>Pre-Kindergarten (3–5 years)</b>	Follow two-step directions or requests.	M. Listening and comprehension	21. Comprehension
	<b>Topic: Expressive Language</b>		
<b>Infants (Birth–8 months)</b>	<i>No standard to align</i>		
<b>Young Toddlers (6–18 months)</b>	Begin to use single words and conventional gestures to communicate with others.	L. Speaking	17. Nonverbal communication 18. Two-way communication 19. Speaking
<b>Older Toddlers (16–36 months)</b>	Combine words to express more complex ideas, or requests.	L. Speaking	19. Speaking
	With modeling and support, describe experiences with people, places and things.	L. Speaking	19. Speaking
<b>Pre-Kindergarten (3–5 years)</b>	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	22. Speaking 23. Vocabulary

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## Key Developmental Indicators

	Use familiar nouns and verbs to describe persons, animals, places, events, actions etc.	L. Speaking	22. Speaking 23. Vocabulary
	Produce and expand complete sentences in shared language activities.	L. Speaking	22. Speaking
	Identify real-life connections between words and their use. (Vocabulary)	M. Listening and comprehension	23. Vocabulary
	<b><i>Language and Literacy Development, CONT</i></b>		
	<b>Topic: Social Communication</b>		
<b>Infants (Birth–8 months)</b>	Attempt to respond to basic forms of social communication with the appropriate facial expression, vocalization and/or gesture.	L. Speaking	17. Nonverbal communication 18. Two-way communication
<b>Young Toddlers (6–18 months)</b>	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	18. Two-way communication
<b>Older Toddlers (16–36 months)</b>	Participate in and often initiate communication according to commonly accepted expectations with family members and in social groups.	E. Building relationships with adults L. Speaking M. Listening and comprehension	18. Two-way communication
<b>Pre-Kindergarten (3–5 years)</b>	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	22. Speaking
	With modeling and support, continue a conversation through multiple exchanges.	L. Speaking	22. Speaking
	<b>Strand: Reading</b>		
	<b>Topic: Early Reading</b>		
<b>Infants (Birth–8 months)</b>	Show interest in books, pictures, songs and rhymes.	N. Phonological awareness Q. Book enjoyment and knowledge	20. Exploring print 21. Enjoying language
<b>Young Toddlers</b>	Actively participate in book reading, story-telling, and singing.	Q. Book enjoyment and knowledge Y. Music	20. Exploring print 21. Enjoying language

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**Key Developmental Indicators**

(6–18 months)			
<b>Older Toddlers (16–36 months)</b>	Show an appreciation for reading books, telling stories and singing.	Q. Book enjoyment and knowledge Y. Music	20. Exploring print 21. Enjoying language
<b>Pre-Kindergarten (3–5 years)</b>	<i>No standard to align</i>		
<b>Language and Literacy Development, CONT</b>			
<b>Topic: Reading Comprehension</b>			
<b>Infants (Birth–8 months)</b>	Attend and respond when familiar books are read aloud.	P. Reading	21. Enjoying language
<b>Young Toddlers (6–18 months)</b>	Point to familiar pictures in books when labeled by adult.	P. Reading	20. Exploring print
<b>Older Toddlers (16–36 months)</b>	Demonstrate an understanding of the meaning of stories and information in books.	M. Listening and comprehension	16. Listening and responding
	Use pictures to describe and predict stories and information in books.	M. Listening and comprehension P. Reading	16. Listening and responding 20. Exploring print
<b>Pre-Kindergarten (3–5 years)</b>	Ask and answer questions, and comment about characters and major events in familiar stories.	M. Listening and comprehension	21. Comprehension 26. Reading
	Retell or re-enact familiar stories.	M. Listening and comprehension Q. Book enjoyment and knowledge	21. Comprehension 26. Reading
	Identify characters and major events in a story.	M. Listening and comprehension Q. Book enjoyment and knowledge	21. Comprehension 26. Reading
	With modeling and support, discuss some similarities and differences between two texts on the same topic (e.g., illustrations, descriptions).	M. Listening and comprehension	21. Comprehension
<b>Topic: Print Concepts</b>			

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## Key Developmental Indicators

<b>Infants (Birth–8 months)</b>	<i>No standard to align</i>		
<b>Young Toddlers (6–18 months)</b>	Demonstrate interest in exploring books.	Q. Book enjoyment and knowledge	20. Exploring print
<b>Older Toddlers (16–36 months)</b>	Demonstrate a beginning understanding that print carries meaning.	P. Reading	20. Exploring print
	Distinguish pictures from letters and words in a text.	P. Reading	20. Exploring print
<b>Pre-Kindergarten (3–5 years)</b>	Demonstrate an understanding of basic conventions of print in English and other languages.	Q. Book enjoyment and knowledge	27. Concepts about print
	Orient books correctly for reading and turn pages one at a time.	Q. Book enjoyment and knowledge	28. Book knowledge
	Demonstrate an understanding that print carries meaning.	P. Reading	26. Reading 27. Concepts about print
<b><i>Language and Literacy Development, CONT</i></b>			
<b>Topic: Phonological Awareness</b>			
<b>Infants (Birth–8 months)</b>	Vocalize sounds.	N. Phonological awareness	19. Speaking
<b>Young Toddlers (6–18 months)</b>	Explore sounds of materials and objects.	N. Phonological awareness	41. Sounds
	Recognize familiar sounds (e.g., the sound of a particular animal, a friend’s voice, etc.).	N. Phonological awareness	41. Sounds
<b>Older Toddlers (16–36 months)</b>	Distinguish between sounds that are the same and different (e.g., environmental sounds, animal sounds, etc.).	N. Phonological awareness	21. Enjoying language
<b>Pre-Kindergarten (3–5 years)</b>	With modeling and support, recognize and produce rhyming words.	N. Phonological awareness	24. Phonological awareness
	With modeling and support identify, blend and segment syllables in spoken words.	N. Phonological awareness	24. Phonological awareness
	With modeling and support, orally blend and	N. Phonological awareness	24. Phonological awareness

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	segment familiar compound words.		
	With modeling and support identify initial and final sounds in spoken words.	N. Phonological awareness	24. Phonological awareness
	<b>Topic: Letter and Word Recognition</b>		
<b>Infants (Birth–8 months)</b>	<i>No standard to align</i>		
<b>Young Toddlers (6–18 months)</b>	<i>No standard to align</i>		
<b>Older Toddlers (16–36 months)</b>	With modeling and support recognize familiar logos and environmental print.	P. Reading	20. Exploring print
	With modeling and support, recognize own name in print.	P. Reading	20. Exploring print
<b>Pre-Kindergarten (3–5 years)</b>	With modeling and support recognize and “read” familiar words or environmental print.	P. Reading	26. Reading
	With modeling and support, recognize and name some upper and lower case letters in addition to those in first name.	O. Alphabet knowledge	25. Alphabetic 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	25. Alphabetic knowledge
	With modeling and support, recognize the sounds associated with letters.	O. Alphabet knowledge	25. Alphabetic knowledge
	<b>Language and Literacy Development, CONT</b>		
	<b>Strand: Writing</b>		
	<b>Topic: Early Writing</b>		
<b>Infants (Birth–8 months)</b>	Show ability to transfer and manipulate an object with hands.	R. Writing	12. Moving parts of the body



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<b>Young Toddlers (6–18 months)</b>	Use full-hand grasp (palmar grasp) to hold writing tool to make marks and scribble.	R. Writing	12. Moving parts of the body
<b>Older Toddlers (16–36 months)</b>	Begin to use thumb and fingers (5-finger grasp) of one hand to hold writing tool.	R. Writing	12. Moving parts of the body
<b>Pre-Kindergarten (3–5 years)</b>	<i>No standard to align</i>		
	<b>Topic: Writing Process</b>		
<b>Infants (Birth–8 months)</b>	<i>No standard to align</i>		
<b>Young Toddlers (6–18 months)</b>	<i>No standard to align</i>		
<b>Older Toddlers (16–36 months)</b>	<i>No standard to align</i>		
<b>Pre-Kindergarten (3–5 years)</b>	Use a 3-finger grasp of dominant hand to hold a writing tool.	J. Fine-motor skills	17. Fine-motor skills
	Demonstrate an understanding of the structure and function of print.	R. Writing	29. Writing
	With modeling and support, print letters of own name and other meaningful words with mock letters and some actual letters.	R. Writing	29. Writing
	With modeling and support, demonstrate letter formation in “writing.”	R. Writing	29. Writing
	With modeling and support show awareness that one letter or cluster of letters represents one word.	R. Writing	27. Concepts about print
	<b>Language and Literacy Development, CONT</b>		

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	<b>Topic: Writing Application and Composition</b>		
<b>Infants (Birth–8 months)</b>	<i>No standard to align</i>		
<b>Young Toddlers (6–18 months)</b>	<i>No standard to align</i>		
<b>Older Toddlers (16–36 months)</b>	Make marks and “scribble writing” to represent objects and ideas.	R. Writing	37. Exploring art materials
<b>Pre-Kindergarten (3–5 years)</b>	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	29. Writing

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