

# **Alignment of the August 2012 Florida Early Learning and Developmental Standards (Birth to Three Years) With HighScope’s 2014 Child Observation Record — COR Advantage 1.5**

The following chart shows how items from the August 2012 **Florida Early Learning and Developmental Standards (Birth to Three Years)** correspond to items from HighScope’s 2014 **Child Observation Record — COR Advantage 1.5**. COR Advantage 1.5 is an observation-based assessment instrument for children from birth through kindergarten. It is designed to measure children’s progress in all early childhood programs (including, but not limited to those using the HighScope curriculum). It is divided into 8 major categories that are critical for school success: Approaches to Learning (Items A–C); Social and Emotional Development (Items D–H); Physical Development and Health (Items I–K); Language, Literacy, and Communication (Items L–R); Mathematics (Items S–W); Creative Arts (Items X–AA); Science and Technology (Items BB–EE); and Social Studies (Items FF–HH). There is also a category for English Language Learning, if appropriate for the child (Items II–JJ). Each category contains between 3 and 7 items, and each item has 8 developmental levels, ranging from 0 (the simplest) to 7 (the most complex). Teaching staff collect anecdotes for completing the COR during the normal daily routine, so the assessment process is seamlessly integrated with early childhood teaching and planning. The results provide detailed reports that analyze progress and are designed for various audiences, from families to government monitors.



## Florida Early Learning Standards

## COR Advantage Items

<b>PHYSICAL DEVELOPMENT</b>	
<b>BIRTH TO 8 MONTHS</b>	
<b>A. Gross Motor Development</b>	
1. Shows characteristics of appropriate health and development	I. Gross-motor skills
2. Demonstrates beginning signs of balance, control, and coordination	I. Gross-motor skills
<b>B. Fine Motor Development</b>	
1. Demonstrates visual abilities that support healthy growth and development	J. Fine-motor skills
2. Demonstrates beginning signs of strength, control, and eye-hand coordination	J. Fine-motor skills
<b>C. Self-Help</b>	
1. Demonstrates beginning participation in self-care	K. Personal care and healthy behavior
2. Participates in basic health and safety routines	K. Personal care and healthy behavior
<b>D. Health</b>	
1. Shows characteristics of good nutritional health	K. Personal care and healthy behavior
2. Exhibits auditory abilities that support healthy growth and development	M. Listening and comprehension
4. Shows basic physical needs are met	K. Personal care and healthy behavior
<b>8 TO 18 MONTHS</b>	
<b>A. Gross Motor Development</b>	
1. Shows characteristics of appropriate health and development	I. Gross-motor skills
2. Demonstrates increased balance, control, and coordination	I. Gross-motor skills
<b>B. Fine Motor Development</b>	
1. Demonstrates visual abilities that support healthy growth and development	J. Fine-motor skills
2. Demonstrates increased strength, control, and eye-hand coordination	J. Fine-motor skills
<b>C. Self-Help</b>	
1. Demonstrates increased participation in self-care	K. Personal care and healthy behavior
2. Participates in basic health and safety routines	K. Personal care and healthy behavior

## Florida Early Learning Standards

## COR Advantage Items

<b>PHYSICAL DEVELOPMENT CONT</b>	
<b>D. Health</b> 1. Shows characteristics of good nutritional health 2. Exhibits auditory abilities to support healthy growth and development 4. Shows basic physical needs are met	K. Personal care and healthy behavior M. Listening and comprehension N. Phonological awareness Y. Music K. Personal care and healthy behavior
<b>18 TO 24 MONTHS</b> <b>A. Gross Motor Development</b> 1. Shows characteristics of appropriate health and development 2. Demonstrates improved signs of balance, control, and coordination	I. Gross-motor skills I. Gross-motor skills
<b>B. Fine Motor Development</b> 1. Demonstrates visual abilities to support healthy growth and development 2. Demonstrates improved strength, control, and eye-hand coordination	J. Fine-motor skills J. Fine-motor skills
<b>C. Self-Help</b> 1. Demonstrates participation in self-care 2. Participates in basic health and safety routines	K. Personal care and healthy behavior K. Personal care and healthy behavior
<b>D. Health</b> 1. Shows characteristics of good nutritional health 2. Exhibits auditory abilities to support healthy growth and development 4. Shows basic physical needs are met	K. Personal care and healthy behavior M. Listening and comprehension N. Phonological awareness Y. Music K. Personal care and healthy behavior
<b>TWO-YEAR-OLDS</b> <b>A. Gross Motor Development</b> 1. Shows characteristics of appropriate health and development 2. Demonstrates advancing balance, control, and coordination	I. Gross-motor skills I. Gross-motor skills

## Florida Early Learning Standards

## COR Advantage Items

<b>PHYSICAL DEVELOPMENT CONT</b>	
<b>B. Fine Motor Development</b> 1. Develops visual abilities to support healthy growth and development 2. Demonstrates advancing strength, control, and eye-hand coordination	J. Fine-motor skills  J. Fine-motor skills
<b>C. Self-Help</b> 1. Demonstrates advancing participation in self-care 2. Participates in basic health and safety routines	K. Personal care and healthy behavior  K. Personal care and healthy behavior
<b>D. Health</b> 1. Exhibits auditory abilities to support healthy growth and development  3. Shows basic physical needs are met	M. Listening and comprehension N. Phonological awareness Y. Music  K. Personal care and healthy behavior
<b>THREE-YEAR-OLDS</b>	
<b>A. Gross Motor Development</b> 1. Show characteristics of appropriate health and development. 2. Demonstrates increasing control of large muscles. 3. Demonstrates increasing coordination of large muscles.	I. Gross-motor skills  I. Gross-motor skills  I. Gross-motor skills
<b>B. Fine Motor Development</b> 1. Demonstrates increasing control of small muscles 2. Shows improving eye-hand coordination 3. Uses various drawing and art tools with developing coordination	J. Fine-motor skills  J. Fine-motor skills  J. Fine-motor skills X. Art
<b>C. Self-Help</b> 1. Actively participates in self-care 2. Actively takes part in basic health and safety routines	K. Personal care and healthy behavior  K. Personal care and healthy behavior
<b>D. Health</b> 1. Exhibits auditory abilities to support healthy growth and development  3. Shows basic physical needs are met	M. Listening and comprehension N. Phonological awareness Y. Music  K. Personal care and healthy behavior

**Florida Early Learning Standards**

**COR Advantage Items**

<b>APPROACHES TO LEARNING</b>	
<b>BIRTH TO 8 MONTHS</b>	
<p><b>A. Eagerness and Curiosity</b></p> <p>1. Shows awareness of and interest in the environment</p>	<p>A. Initiative and planning                      BB. Observing and classifying                      CC. Experimenting, predicting, and drawing conclusions</p>
<p><b>B. Persistence</b></p> <p>1. Attends to sights, sounds, and people for brief and increasing periods of time and tries to produce interesting and pleasurable outcomes.</p>	<p>A. Initiative and planning                      CC. Experimenting, predicting, and drawing conclusions                      GG. Geography</p>
<p><b>C. Creativity and Inventiveness</b></p> <p>1. Notices and shows interest in and excitement with familiar objects, people, and events</p>	<p>A. Initiative and planning                      M. Listening and comprehension                      BB. Observing and classifying                      FF. Knowledge of self and others</p>
<b>8 TO 18 MONTHS</b>	
<p><b>A. Eagerness and Curiosity</b></p> <p>1. Shows eagerness and curiosity as a learner</p>	<p>A. Initiative and planning                      BB. Observing and classifying                      CC. Experimenting, predicting, and drawing conclusions</p>
<p><b>B. Persistence</b></p> <p>1. Pays attention briefly and persists in repetitive tasks</p>	<p>A. Initiative and planning                      CC. Experimenting, predicting, and drawing conclusions                      GG. Geography</p>
<p><b>C. Creativity and Inventiveness</b></p> <p>1. Approaches and explores new experiences in familiar settings</p>	<p>A. Initiative and planning                      BB. Observing and classifying                      CC. Experimenting, predicting, and drawing conclusions                      GG. Geography</p>
<b>18 TO 24 MONTHS</b>	
<p><b>A. Eagerness and Curiosity</b></p> <p>1. Shows increased eagerness and curiosity as a learner</p>	<p>A. Initiative and planning                      BB. Observing and classifying                      CC. Experimenting, predicting, and drawing conclusions</p>

## Florida Early Learning Standards

## COR Advantage Items

<b>APPROACHES TO LEARNING CONT</b>	
<p><b>B. Persistence</b></p> <p>1. Pays attention for longer periods of time and persists at preferred activities</p>	<p>A. Initiative and planning                      B. Problem solving with materials                      CC. Experimenting, predicting, and drawing conclusions</p>
<p><b>C. Creativity and Inventiveness</b></p> <p>1. Explores the various new properties and uses for familiar objects and experiences</p>	<p>A. Initiative and planning                      AA. Pretend play                      BB. Observing and classifying</p>
<b>TWO-YEAR-OLDS</b>	
<p><b>A. Eagerness and Curiosity</b></p> <p>1. Shows eagerness and curiosity as a learner</p>	<p>A. Initiative and planning                      BB. Observing and classifying                      CC. Experimenting, predicting, and drawing conclusions</p>
<p><b>B. Persistence</b></p> <p>1. Spends more time engaging in child-initiated activities and seeks or accepts help when encountering a problem</p>	<p>B. Problem solving with materials                      CC. Experimenting, predicting, and drawing conclusions</p>
<p><b>C. Creativity and Inventiveness</b></p> <p>1. Explores the environment with purpose and flexibility</p>	<p>A. Initiative and planning                      B. Problem solving with materials                      AA. Pretend play                      CC. Experimenting, predicting, and drawing conclusions</p>
<b>THREE-YEAR-OLDS</b>	
<p><b>A. Eagerness and Curiosity</b></p> <p>1. Shows curiosity and is eager to learn new things and have new experiences</p>	<p>A. Initiative and planning                      BB. Observing and classifying                      CC. Experimenting, predicting, and drawing conclusions</p>
<p><b>B. Persistence</b></p> <p>1. Sustains attention for brief periods and finds help when needed</p>	<p>B. Problem solving with materials                      CC. Experimenting, predicting, and drawing conclusions</p>

**Florida Early Learning Standards**

**COR Advantage Items**

<b><i>APPROACHES TO LEARNING CONT</i></b>	
<b>C. Creativity and Inventiveness</b> 1. Approaches daily activities with creativity and inventiveness	A. Initiative and planning B. Problem solving with materials AA. Pretend play CC. Experimenting, predicting, and drawing conclusions
<b>D. Planning and Reflection</b> 1. Shows initial signs of planning and learning from their experiences	A. Initiative and planning C. Reflection HH. History

**Florida Early Learning Standards**

**COR Advantage Items**

<b><i>SOCIAL AND EMOTIONAL DEVELOPMENT</i></b>	
<b>BIRTH TO 8 MONTHS</b>	
<p><b>A. Trust and Emotional Security</b></p> <p>1. Experiences and develops secure relationships</p> <p>2. Responds to the environment</p>	<p>E. Building relationships with adults</p> <p>E. Building relationships with adults</p> <p>M. Listening and responding</p> <p>Y. Music</p>
<p><b>B. Self-Regulation</b></p> <p>1. Develops early emotional regulation</p> <p>2. Develops early behavioral regulation</p> <p>3. Develops social problem-solving</p>	<p>D. Emotions</p> <p>D. Emotions</p> <p>E. Building relationships with adults</p> <p>D. Emotions</p> <p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p>
<p><b>C. Self-Concept</b></p> <p>1. Forms and maintains mutual relationships with others</p> <p>2. Becomes aware of oneself as a unique individual while still connected to others</p> <p>3. Demonstrates emerging sense of competence and confidence in growing abilities</p>	<p>E. Building relationships with adults</p> <p>E. Building relationships with adults</p> <p>FF. Knowledge of self and others</p> <p>K. Personal care and healthy behavior</p> <p>CC. Experimenting, predicting, and drawing conclusions</p>
<b>8 TO 18 MONTHS</b>	
<p><b>A. Trust and Emotional Security</b></p> <p>1. Experiences and develops secure relationships</p> <p>2. Responds to the environment</p>	<p>D. Emotions</p> <p>E. Building relationships with adults</p> <p>M. Listening and responding</p> <p>Y. Music</p> <p>BB. Observing and classifying</p> <p>CC. Experimenting, predicting, and drawing conclusions</p>
<p><b>B. Self-Regulation</b></p> <p>1. Demonstrates developing emotional regulation</p> <p>2. Demonstrates developing behavior regulation</p> <p>3. Demonstrates developing social problem-solving</p>	<p>D. Emotions</p> <p>E. Building relationships with adults</p> <p>D. Emotions</p> <p>H. Conflict resolution</p> <p>D. Emotions</p> <p>F. Building relationships with other children</p> <p>H. Conflict Resolution</p>



**Florida Early Learning Standards**

**COR Advantage Items**

<p><b>SOCIAL AND EMOTIONAL DEVELOPMENT CONT</b></p>	
<p><b>C. Self-Concept</b></p> <ol style="list-style-type: none"> <li>1. Forms and maintains mutual relationships with others</li> <li>2. Becomes aware of oneself as a unique individual while still connected to others</li> <li>3. Demonstrates increasing sense of competence and confidence in growing abilities</li> </ol>	<ul style="list-style-type: none"> <li>E. Building relationships with adults</li> <li>F. Building relationships with other children</li> <li>E. Building relationships with adults</li> <li>F. Building relationships with other children</li> <li>K. Personal care and healthy behavior</li> <li>FF. Knowledge of self and others</li> <li>A. Initiative and planning</li> <li>D. Emotions</li> <li>K. Personal care and healthy behavior</li> </ul>
<p><b>18 TO 24 MONTHS</b></p> <p><b>A. Trust and Emotional Security</b></p> <ol style="list-style-type: none"> <li>1. Forms and maintains secure relationships with others</li> <li>2. Responds to the environment</li> </ol>	<ul style="list-style-type: none"> <li>D. Emotions</li> <li>E. Building relationships with adults</li> <li>F. Building relationships with other children</li> <li>B. Problem solving with materials</li> <li>CC. Experimenting, predicting, and drawing conclusions</li> </ul>
<p><b>B. Self-Regulation</b></p> <ol style="list-style-type: none"> <li>1. Demonstrates increasing emotional regulation</li> <li>2. Demonstrates increasing behavior regulation</li> <li>3. Demonstrates increasing social problem solving</li> </ol>	<ul style="list-style-type: none"> <li>D. Emotions</li> <li>E. Building relationships with adults</li> <li>D. Emotions</li> <li>H. Conflict resolution</li> <li>D. Emotions</li> <li>H. Conflict resolution</li> </ul>
<p><b>C. Self-Concept</b></p> <ol style="list-style-type: none"> <li>1. Forms and maintains mutual relationships with others</li> <li>2. Becomes aware of self as a unique individual while still connected to others</li> <li>3. Demonstrates increasing sense of competence and confidence in growing abilities</li> </ol>	<ul style="list-style-type: none"> <li>E. Building relationships with adults</li> <li>F. Building relationships with other children</li> <li>E. Building relationships with adults</li> <li>F. Building relationships with other children</li> <li>K. Personal care and healthy behavior</li> <li>FF. Knowledge of self and others</li> <li>A. Initiative and planning</li> <li>B. Problem solving with materials</li> <li>K. Personal care and healthy behavior</li> </ul>

**Florida Early Learning Standards**

**COR Advantage Items**

<b>SOCIAL AND EMOTIONAL DEVELOPMENT CONT</b>	
<p><b>TWO-YEAR-OLDS</b></p> <p><b>A. Trust and Emotional Security</b></p> <p>1. Forms and maintains secure relationships with others</p> <p>2. Responds to the environment</p>	<p>D. Emotions E. Building relationships with adults F. Building relationships with other children</p> <p>B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions</p>
<p><b>B. Self-Regulation</b></p> <p>1. Demonstrates increasing emotional regulation</p> <p>2. Demonstrates increasing behavior regulation</p> <p>3. Demonstrates increasing social problem solving</p>	<p>D. Emotions H. Conflict Resolution</p> <p>D. Emotions H. Conflict Resolution</p> <p>E. Building relationships with adults F. Building relationships with other children H. Conflict resolution</p>
<p><b>C. Self-Concept</b></p> <p>1. Forms and maintains mutual relationships with others</p> <p>2. Becomes aware of oneself as a unique individual while still connected to others</p> <p>3. Demonstrates increasing sense of competence and confidence in growing abilities</p>	<p>E. Building relationships with adults F. Building relationships with other children</p> <p>E. Building relationships with adults F. Building relationships with other children K. Personal care and healthy behavior FF. Knowledge of self and others</p> <p>A. Initiative and planning B. Problem solving with materials K. Personal care and healthy behavior</p>
<p><b>THREE-YEAR-OLDS</b></p> <p><b>A. Pro-Social Behaviors</b></p> <p>1. Develops positive relationships and interacts comfortably with familiar adults</p> <p>2. Interacts with and develops positive relationships with peers</p> <p>3. Joins in group activities and experiences within early learning environments</p> <p>4. Shows care and concern for others</p>	<p>E. Building relationships with adults</p> <p>D. Emotions F. Building relationships with other children</p> <p>E. Building relationships with adults F. Building relationships with other children G. Community FF. Knowledge of self and others</p> <p>D. Emotions F. Building relationships with other children</p>

**Florida Early Learning Standards**

**COR Advantage Items**

<b>SOCIAL AND EMOTIONAL DEVELOPMENT CONT</b>	
<p><b>B. Self-Regulation</b></p> <ol style="list-style-type: none"> <li>1. Follows simple rules and familiar routines with support</li> <li>2. Begins to use materials with increasing care and safety</li> <li>3. Adapts to transitions with support</li> <li>4. Shows developing ability to solve social problems with support from familiar adults</li> </ol>	<ul style="list-style-type: none"> <li>G. Community</li> <li>GG. Geography</li> <li>HH. History</li> <li>B. Problem solving with materials</li> <li>GG. Geography</li> <li>G. Community</li> <li>K. Personal care and healthy behavior</li> <li>H. Conflict resolution</li> </ul>
<p><b>C. Self-Concept</b></p> <ol style="list-style-type: none"> <li>1. Shows growing confidence in their abilities</li> <li>2. Begins to independently initiate and direct some experiences</li> </ol>	<ul style="list-style-type: none"> <li>A. Initiative and planning</li> <li>B. Problem solving with materials</li> <li>K. Personal care and healthy behavior</li> <li>A. Initiative and planning</li> <li>B. Problem solving with materials</li> <li>K. Personal care and healthy behavior</li> <li>CC. Experimenting, predicting and drawing conclusions</li> </ul>

## Florida Early Learning Standards

## COR Advantage Items

<b>LANGUAGE AND COMMUNICATION</b>	
<b>BIRTH TO 8 MONTHS</b>	
<b>A. Listening and Understanding</b>	
1. Responds to frequently heard sounds and words	M. Listening and comprehension
<b>B. Communicating and Speaking</b>	
1. Uses a variety of sounds and movements to communicate	L. Speaking
<b>C. Early Reading</b>	
2. Shows enjoyment of the sounds and rhythms of language	N. Phonological awareness Q. Book enjoyment and knowledge
<b>D. Early Writing</b>	
1. Develops eye-hand coordination and more intentional hand control	J. Fine-motor skills R. Writing
2. Watches activities of others and imitates sounds, facial expressions, and actions	E. Building relationships with adults F. Building relationships with other children N. Phonological awareness
<b>8 TO 18 MONTHS</b>	
<b>A. Listening and Understanding</b>	
1. Shows an increased understanding of gestures and words	M. Listening and comprehension
<b>B. Communicating and Speaking</b>	
1. Uses consistent sounds, gestures, and some words to communicate	L. Speaking
<b>C. Early Reading</b>	
1. Builds and uses vocabulary with language, pictures, and books	P. Reading Q. Book enjoyment and knowledge
<b>D. Early Writing</b>	
1. Uses tools to make scribbles	R. Writing
2. Repeats actions that symbolize ideas	C. Reflection M. Listening and comprehension

**Florida Early Learning Standards**

**COR Advantage Items**

<b>LANGUAGE AND COMMUNICATION CONT</b>	
<b>18 TO 24 MONTHS</b>	
<b>A. Listening and Understanding</b> 1. Gains meaning through listening	M. Listening and comprehension
<b>B. Communicating and Speaking</b> 1. Uses a larger number of words and uses words together 2. Attends to and tries to take part in conversations	L. Speaking L. Speaking M. Listening and comprehension
<b>C. Early Reading</b> 1. Learns that pictures represent real objects, events, and ideas (stories) 2. Shows motivation to “read”	P. Reading Q. Book enjoyment and knowledge P. Reading Q. Book enjoyment and knowledge
<b>D. Early Writing</b> 1. Makes purposeful marks on paper 2. Uses beginning representation through play that imitates familiar routines	R. Writing AA. Pretend play
<b>TWO-YEAR-OLDS</b>	
<b>A. Listening and Understanding</b> 1. Gains meaning through listening	M. Listening and comprehension
<b>B. Communicating and Speaking</b> 1. Speaks clearly enough to be understood by most listeners 2. Participates in conversations	L. Speaking L. Speaking M. Listening and comprehension
<b>C. Early Reading</b> 1. Shows growing interest in print and books 2. Shows motivation to “read”	M. Listening and comprehension N. Phonological awareness Q. Book enjoyment and knowledge P. Reading Q. Book enjoyment and knowledge
<b>D. Early Writing</b> 1. Uses scribbles, marks and drawings to convey messages 2. Uses more complicated imitative play as symbolic thought processes and mental concepts or pictures are developed	R. Writing X. Art AA. Pretend play

**Florida Early Learning Standards**

**COR Advantage Items**

<b>LANGUAGE AND COMMUNICATION CONT</b>	
<p><b>THREE-YEAR-OLDS</b></p> <p><b>A. Listening and Understanding</b></p> <p>1. Listens to and understands spoken language</p> <p>2. Shows understanding by following simple directions</p>	<p>M. Listening and comprehension</p> <p>M. Listening and comprehension</p>
<p><b>B. Communicating and Speaking</b></p> <p>1. Shows improving expressive communication skills</p> <p>2. Shows increased vocabulary and uses language for many purposes</p>	<p>L. Speaking</p> <p>L. Speaking</p> <p>M. Listening and comprehension</p>
<p><b>C. Early Reading</b></p> <p>1. Shows an appreciation and enjoyment of reading</p> <p>2. Demonstrates beginning phonological awareness</p> <p>3. Shows awareness of letters and symbols</p> <p>4. Demonstrates comprehension and responds to stories</p>	<p>P. Reading</p> <p>Q. Book enjoyment and knowledge</p> <p>N. Phonological awareness</p> <p>O. Alphabet knowledge</p> <p>M. Listening and comprehension</p>
<p><b>D. Early Writing</b></p> <p>1. Begins to use writing, pictures and play to express ideas</p> <p>2. Shows beginning writing skills by making letter-like shapes and scribbles to write</p>	<p>R. Writing</p> <p>X. Art</p> <p>AA. Pretend play</p> <p>R. Writing</p>

**Florida Early Learning Standards**

**COR Advantage Items**

<b>COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE</b>	
<b>BIRTH TO 8 MONTHS</b>	
<b>A. Exploration and Discovery</b>	
1. Responds in simple ways to people and objects	E. Building relationships with adults BB. Observing and classifying EE. Tools and technology
2. Establishes primary relationships	E. Building relationships with adults
3. Begins to actively seek out responses	E. Building relationships with adults BB. Observing and classifying EE. Tools and technology
<b>B. Concept Development and Memory</b>	
1. Responds in simple ways to people and objects	E. Building relationships with adults F. Building relationships with other children CC. Experimenting, predicting, and drawing conclusions
2. Establishes primary relationships	E. Building relationships with adults
3. Begins to make things happen	B. Problem solving with materials BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions
<b>C. Problem Solving and Creative Expression</b>	
1. Responds in simple ways to people and objects	E. Building relationships with adults BB. Observing and classifying EE. Tools and technology
2. Establishes primary relationships	E. Building relationships with adults L. Speaking
3. Begins to make things happen	B. Problem solving with materials BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions
<b>8 TO 18 MONTHS</b>	
<b>A. Exploration and Discovery</b>	
1. Responds in varied ways to people and objects	A. Initiative and planning BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions GG. Geography

**Florida Early Learning Standards**

**COR Advantage Items**

<b>COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE CONT</b>	
2. Establishes more complex relationships  3. Initiates more events	E. Building relationships with adults F. Building relationships with other children L. Speaking FF. Knowledge of self and others  A. Initiative and planning C. Reflection BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions
<b>B. Concept Development and Memory</b>	
1. Responds in varied ways to people and objects  2. Establishes more complex relationships  3. Initiates more events	A. Initiative and planning Q. Book enjoyment and knowledge GG. Geography  E. Building relationships with adults F. Building relationships with other children  A. Initiative and planning AA. Pretend play GG. Geography
<b>C. Problem Solving and Creative Expression</b>	
1. Responds in varied ways to people and objects  2. Establishes more complex relationships  3. Initiates more events	A. Initiative and planning E. Building relationships with adults BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions  E. Building relationships with adults F. Building relationships with other children  A. Initiative and planning B. Problem solving with materials C. Reflection BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions



**Florida Early Learning Standards**

**COR Advantage Items**

<b>COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE CONT</b>	
<p><b>18 TO 24 MONTHS</b></p> <p><b>A. Exploration and Discovery</b></p> <p>1. Shows more complex responses to people and objects</p> <p>2. Expands relationships</p> <p>3. Initiates more complex interactions</p>	<p>A. Initiative and planning                      E. Building relationships with adults                      F. Building relationships with other children                      L. Speaking                      M. Listening and comprehension</p> <p>E. Building relationships with adults                      F. Building relationships with other children                      L. Speaking                      AA. Pretend play                      FF. Knowledge of self and others</p> <p>E. Building relationships with adults                      F. Building relationships with other children                      BB. Observing and classifying                      CC. Experimenting, predicting, and drawing conclusions</p>
<p><b>B. Concept Development and Memory</b></p> <p>1. Shows more complex responses to people and objects</p> <p>2. Expands relationships</p> <p>3. Initiates more complex interactions</p>	<p>E. Building relationships with adults                      F. Building relationships with other children                      L. Speaking                      M. Listening and comprehension                      N. Phonological awareness</p> <p>E. Building relationships with adults                      F. Building relationships with other children                      L. Speaking                      Q. Book enjoyment and knowledge                      FF. Knowledge of self and others</p> <p>E. Building relationships with adults                      F. Building relationships with other children                      CC. Experimenting, predicting, and drawing conclusions                      GG. Geography</p>

**Florida Early Learning Standards**

**COR Advantage Items**

<b>COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE CONT</b>	
<b>C. Problem Solving and Creative Expression</b>	
1. Shows more complex responses to people and objects	<ul style="list-style-type: none"> <li>B. Problem solving with materials</li> <li>E. Building relationships with adults</li> <li>F. Building relationships with other children</li> <li>H. Conflict resolution</li> <li>AA. Pretend play</li> </ul>
2. Expands relationships	<ul style="list-style-type: none"> <li>E. Building relationships with adults</li> <li>F. Building relationships with other children</li> <li>AA. Pretend play</li> </ul>
3. Initiates more complex interactions	<ul style="list-style-type: none"> <li>B. Problem solving with materials</li> <li>E. Building relationships with adults</li> <li>F. Building relationships with other children</li> <li>H. Conflict resolution</li> <li>J. Fine-motor skills</li> <li>X. Art</li> <li>FF. Knowledge of self and others</li> </ul>
<b>TWO-YEAR-OLDS</b>	
<b>A. Exploration and Discovery</b>	
1. Demonstrates varying responses to people and objects	<ul style="list-style-type: none"> <li>A. Initiative and planning</li> <li>E. Building relationships with adults</li> <li>F. Building relationships with other children</li> <li>L. Speaking</li> <li>M. Listening and comprehension</li> <li>CC. Experimenting, predicting, and drawing conclusions</li> </ul>
2. Engages in multiple productive relationships	<ul style="list-style-type: none"> <li>A. Initiative and planning</li> <li>D. Emotions</li> <li>E. Building relationships with adults</li> <li>F. Building relationships with other children</li> </ul>
3. Initiates rich and varied events	<ul style="list-style-type: none"> <li>A. Initiative and planning</li> <li>AA. Pretend play</li> <li>BB. Observing and classifying</li> <li>CC. Experimenting, predicting, and drawing conclusions</li> </ul>

**Florida Early Learning Standards**

**COR Advantage Items**

<b>COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE CONT</b>	
<p><b>B. Concept Development and Memory</b></p> <p>1. Demonstrates varying responses to people and objects</p> <p>2. Engages in multiple productive relationships</p> <p>3. Initiates rich and varied events</p>	<p>C. Reflection  M. Listening and comprehension  T. Geometry: Shapes and spatial awareness  HH. History</p> <p>D. Emotions  E. Building relationships with adults  F. Building relationships with other children  L. Speaking  M. Listening and comprehension</p> <p>A. Initiative and planning  E. Building relationships with adults  F. Building relationships with other children  AA. Pretend play  BB. Observing and classifying  CC. Experimenting, predicting, and drawing conclusions</p>
<p><b>C. Problem Solving and Creative Expression</b></p> <p>1. Demonstrates discriminating responses to people and objects</p> <p>2. Engages in multiple productive relationships</p> <p>3. Initiates rich and varied events</p>	<p>E. Building relationships with adults  F. Building relationships with other children  L. Speaking  Y. Music  AA. Pretend play</p> <p>D. Emotions  E. Building relationships with adults  F. Building relationships with other children  G. Community  H. Conflict resolution  AA. Pretend play</p> <p>A. Initiative and planning  B. Problem solving with materials  AA. Pretend play  BB. Observing and classifying  CC. Experimenting, predicting, and drawing conclusions</p>

**Florida Early Learning Standards**

**COR Advantage Items**

<b>COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE CONT</b>	
<p><b>THREE-YEAR-OLDS</b></p> <p><b>A. Mathematical Thinking</b></p> <ol style="list-style-type: none"> <li>1. Demonstrates interest in mathematical problem solving</li> <li>2. Sorts objects into groups by one characteristic</li> <li>3. Shows knowledge of numbers and counting</li> <li>4. Recognizes some geometric shapes</li> <li>5. Shows beginning understanding of spatial relationships and position words</li> <li>6. Demonstrates beginning ability to compare and contrast</li> <li>7. Engages in activities that explore measurement</li> </ol>	<ol style="list-style-type: none"> <li>B. Problem solving with materials</li> <li>S. Number and counting</li> <li>T. Geometry: Shapes and spatial awareness</li> </ol> <p>BB. Observing and classifying</p> <ol style="list-style-type: none"> <li>S. Number and counting</li> <li>T. Geometry: Shapes and spatial awareness</li> <li>T. Geometry: Shapes and spatial awareness</li> </ol> <p>U. Measurement</p> <p>U. Measurement</p>
<p><b>B. Scientific Thinking</b></p> <ol style="list-style-type: none"> <li>1. Uses senses to collect information through observation and exploration</li> <li>2. Begins to use simple tools for observing and investigation</li> <li>3. Begins to compare objects</li> </ol>	<p>BB. Observing and classifying</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>EE. Tools and technology</p> <p>U. Measurement</p> <p>BB. Observing and classifying</p>
<p><b>C. Social Studies</b></p> <ol style="list-style-type: none"> <li>1. Begins to recognize and appreciate similarities and differences in people</li> <li>2. Begins to understand family characteristics, roles and functions</li> <li>3. Shows awareness of some social roles and jobs that people do</li> <li>4. Demonstrates awareness of group rules</li> <li>5. Demonstrates awareness of the environment around them</li> </ol>	<p>FF. Knowledge of self and others</p> <p>FF. Knowledge of self and others</p> <p>FF. Knowledge of self and others</p> <p>G. Community</p> <p>DD. Natural and physical world</p> <p>GG. Geography</p>

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**COR Advantage Items**

<b>COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE CONT</b>	
<b>D. The Arts</b>	
1. Uses many different creative art materials to express and explore	X. Art
2. Engages in music experiences	Y. Music
	Z. Movement
3. Engages in creative movement and dramatic play	Z. Movement
	AA. Pretend play
4. Shows understanding and appreciation of artistic creations or events	X. Art
	Y. Music
	Z. Movement