



**COR Advantage 1.5** — HighScope’s newest research-based assessment tool — is highly compatible with many national and state early learning standards, including those of the state of Arizona. This document shows you how COR Advantage aligns with Arizona’s standards and guidelines for both infant-toddler and preschool levels. Click on the category below to view the alignment you are looking for.

Infant-Toddler Alignment

Preschool Alignment

Kindergarten



# Alignment of the 2010 Arizona Infant and Toddler Developmental Guidelines With HighScope's 2014 Child Observation Record — COR Advantage 1.5

The following chart shows how items from the 2009 **Arizona Infant and Toddler Developmental Guidelines** 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.



## Arizona Infant-Toddler Guidelines

## COR Advantage Items

<b>Domain I: Social and Emotional Development</b>	
<p><b>COMPONENT: Trust and Emotional Security</b></p> <p>Engages in behaviors that build relationships with familiar adults</p> <p>Shows preference for familiar adults</p> <p>Responds to unfamiliar adults cautiously</p> <p>Seeks to find comfort in new situations</p> <p>Shows emotional connection and attachment to others</p>	<p>E. Building relationships with adults</p> <p>E. Building relationships with adults</p> <p>D. Emotions</p> <p>E. Building relationships with adults</p> <p>E. Building relationships with adults</p> <p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p>
<p><b>COMPONENT: Self-Awareness</b></p> <p>Expresses feelings and emotions through facial expressions, sounds or gestures</p> <p>Develops awareness of self as separate from others</p> <p>Shows confidence in increasing abilities</p>	<p>D. Emotions</p> <p>FF. Knowledge of self and others</p> <p>A. Initiative and planning</p> <p>K. Personal care and healthy behavior</p>
<p><b>COMPONENT: Self-Regulation</b></p> <p>Begins to manage own behavior and show self-regulation</p> <p>Shows ability to cope with stress</p> <p>Shows increasing independence</p> <p>Understands simple routines, rules or limitations</p>	<p>D. Emotions</p> <p>D. Emotions</p> <p>A. Initiative and planning</p> <p>K. Personal care and healthy behavior</p> <p>G. Community</p>
<p><b>COMPONENT: Relationships with Other Children</b></p> <p>Shows interest in and awareness of other children</p> <p>Responds to and interacts with other children</p> <p>Begins to recognize and respond to other children's feelings and emotions</p> <p>Begins to show concern for others. Learns social skills and eventually uses words for expressing feelings, needs and wants</p> <p>Uses imitation or pretend play to learn new roles and relationships</p>	<p>F. Building relationships with other children</p> <p>F. Building relationships with other children</p> <p>D. Emotions</p> <p>F. Building relationships with other children</p> <p>D. Emotions</p> <p>K. Personal care and healthy behavior</p> <p>AA. Pretend play</p> <p>FF. Knowledge of self and others</p>

**Arizona Infant-Toddler Guidelines**

**COR Advantage Items**

<p><b>Domain I: Social and Emotional Development CONT</b></p>	
<p><b>COMPONENT: Approaches to Learning</b></p> <p>Begins noticing people, events, and things</p> <p>Watches what others do, begin to pretend, and use materials in new and different ways</p> <p>Developing confidence; trying new things and taking risks</p> <p>Develops likes and dislikes; with a growing sense of playfulness, they begin to see things as “funny” and enjoy surprising others.</p>	<p>C. Reflection F. Building relationships with other children HH. History</p> <p>F. Building relationships with other children AA. Pretend play</p> <p>A. Initiative and planning D. Emotions</p> <p>A. Initiative and planning D. Emotions</p>

## Arizona Infant-Toddler Guidelines

## COR Advantage Items

<p><b>Domain II: Language Development and Communication</b></p>	
<p><b>COMPONENT: Listening and Understanding</b></p> <p>Shows interest in listening to sounds</p> <p>Listens with interest to language of others</p> <p>Responds to verbal communication of others</p> <p>Responds to nonverbal communication of others</p> <p>Begins to understand gestures, words, questions or routines</p>	<p>M. Listening and comprehension N. Phonological awareness</p> <p>M. Listening and comprehension</p> <p>L. Speaking M. Listening and comprehension</p> <p>L. Speaking M. Listening and comprehension</p> <p>G. Community M. Listening and comprehension</p>
<p><b>COMPONENT: Communicating and Speaking</b></p> <p>Uses sounds, gestures or actions to express needs and wants</p> <p>Uses consistent sounds, gestures or words to communicate Imitates sounds, gestures or words</p> <p>Uses sounds, signs or words for a variety of purposes</p> <p>Shows reciprocity in using language in simple conversations</p>	<p>K. Personal care and healthy behavior L. Speaking</p> <p>L. Speaking N. Phonological awareness</p> <p>L. Speaking</p> <p>E. Building relationships with adults F. Building relationships with other children L. Speaking M. Listening and comprehension</p>
<p><b>COMPONENT: Emergent Literacy</b></p> <p>Shows interest in songs, rhymes and stories</p> <p>Shows interest in photos, pictures and drawings</p> <p>Develops interest in and involvement with books and other print materials</p> <p>Begins to recognize and understand symbols</p>	<p>N. Phonological awareness Y. Music</p> <p>P. Reading Q. Book enjoyment and knowledge X. Art</p> <p>P. Reading Q. Book enjoyment and knowledge</p> <p>O. Alphabet knowledge P. Reading</p>

## Arizona Infant-Toddler Guidelines

## COR Advantage Items

<b>Domain III: Cognitive Development</b>	
<p><b>COMPONENT: Exploration and Discovery</b></p> <p>Pays attention to people</p> <p>Uses senses to explore people, objects and the environment and objects</p> <p>Attends to colors, shapes, patterns or pictures</p> <p>Shows interest and curiosity in new people and objects</p> <p>Makes things happen and watches for results or repeats action</p>	<p>E. Building relationships with adults            F. Building relationships with other children            BB. Observing and classifying</p> <p>BB. Observing and classifying</p> <p>P. Reading            Q. Book enjoyment and knowledge            V. Patterns</p> <p>A. Initiative and planning            BB. Observing and classifying</p> <p>CC. Experimenting, predicting, and drawing conclusions</p>
<p><b>COMPONENT: Memory</b></p> <p>Shows ability to acquire and process new information</p> <p>Recognizes familiar people, places and things</p> <p>Recalls and uses information in new situations</p> <p>Searches for missing or hidden objects</p>	<p>A. Initiative and planning            C. Reflection</p> <p>E. Building relationships with adults            F. Building relationships with other children            BB. Observing and classifying            GG. Geography</p> <p>B. Problem solving with materials            C. Reflection            HH. History</p> <p>C. Reflection            GG. Geography            HH. History</p>
<p><b>COMPONENT: Problem Solving</b></p> <p>Experiments with different uses for objects</p> <p>Shows imagination and creativity in solving problems</p> <p>Uses a variety of strategies to solve problems</p> <p>Applies knowledge to new situations</p>	<p>AA. Pretend play            CC. Experimenting, predicting, and drawing conclusions</p> <p>B. Problem solving with materials            CC. Experimenting, predicting, and drawing conclusions</p> <p>B. Problem solving with materials            CC. Experimenting, predicting, and drawing conclusions</p> <p>B. Problem solving with materials            CC. Experimenting, predicting, and drawing conclusions</p>

**Arizona Infant-Toddler Guidelines**

**COR Advantage Items**

<b>Domain III: Cognitive Development</b>	
<b>COMPONENT: Imitation and Symbolic Play</b>  Observes and imitates sounds, gestures or behaviors  Uses objects in new ways or in pretend play  Uses imitation or pretend play to express creativity and imagination	N. Phonological awareness AA. Pretend play FF. Knowledge of self and others  AA. Pretend play CC. Experimenting, predicting, and drawing conclusions  AA. Pretend play FF. Knowledge of self and others

## Arizona Infant-Toddler Guidelines

## COR Advantage Items

<b>Domain IV: Physical and Motor Development</b>	
<p><b>COMPONENT: Gross Motor Development</b></p> <p>Moves body, arms and legs with coordination</p> <p>Demonstrates large muscle balance, stability, control and coordination</p> <p>Develops increasing ability to change positions and move body from place to place</p> <p>Moves body with purpose to achieve a goal</p>	<p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p>
<p><b>COMPONENT: Fine Motor Development</b></p> <p>Uses hands or feet to make contact with objects or people</p> <p>Develops small muscle control and coordination</p> <p>Coordinates eye and hand movements</p> <p>Uses different actions on objects</p> <p>Controls small muscles in hands when doing simple tasks</p>	<p>J. Fine-motor skills</p> <p>J. Fine-motor skills</p> <p>J. Fine-motor skills</p> <p>J. Fine-motor skills</p> <p>J. Fine-motor skills</p>
<p><b>COMPONENT: Physical Health and Well-Being</b></p> <p>Shows characteristics of healthy development</p> <p>Responds when physical needs are met</p> <p>Expresses physical needs nonverbally or verbally</p> <p>Participates in physical care routines</p> <p>Begins to develop self-help skills</p> <p>Begins to understand safe and unsafe behaviors</p>	<p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p>



## **Alignment of the 2013 Arizona Early Learning Standards With HighScope's 2014 Child Observation Record — COR Advantage 1.5**

The following chart shows how items from the 2013 **Arizona Early Learning Standards** 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.



**Arizona Early Learning Standards**

**COR Advantage Items**

<b><i>Social Emotional Standard</i></b>	
<p><b><i>STRAND 1: Self</i></b></p> <p><b><i>Concept 1: Self-Awareness</i></b></p> <p><b>The child demonstrates an awareness of his or her self.</b></p> <ul style="list-style-type: none"> <li>a. Demonstrates self-confidence.</li> <li>b. Makes personal preferences known to others.</li> <li>c. Demonstrates knowledge of self-identity.</li> <li>d. Shows an awareness of similarities and differences between self and others.</li> </ul>	<ul style="list-style-type: none"> <li>B. Problem solving with materials</li> <li>A. Initiative and planning</li> <li>FF. Knowledge of self and others</li> <li>FF. Knowledge of self and others</li> </ul>
<p><b><i>Concept 2: Recognizes and Expresses Feelings</i></b></p> <p><b>The child recognizes and expresses feelings of self and others.</b></p> <ul style="list-style-type: none"> <li>a. Associates emotions with words, facial expressions and body language.</li> <li>b. Identifies, describes and expresses their own feelings.</li> <li>c. Identifies and describes feelings of others.</li> <li>d. Expresses empathy for others.</li> </ul>	<ul style="list-style-type: none"> <li>D. Emotions</li> <li>D. Emotions</li> <li>D. Emotions</li> <li>D. Emotions</li> </ul>
<p><b><i>Concept 3: Self-Regulation</i></b></p> <p><b>The child manages the expression of feelings, thoughts, impulses and behaviors.</b></p> <ul style="list-style-type: none"> <li>a. Understands and follows expectations in the learning environment.</li> <li>b. Manages transitions, daily routines and unexpected events.</li> <li>c. Modifies behavior for various situations and settings.</li> <li>d. Chooses appropriate words and actions.</li> </ul>	<ul style="list-style-type: none"> <li>G. Community</li> <li>G. Community</li> <li>G. Community</li> <li>H. Conflict resolution</li> </ul>

**Arizona Early Learning Standards**

**COR Advantage Items**

<b><i>Social Emotional Standard CONT</i></b>	
<p><b><i>STRAND 2: Relationships</i></b></p> <p><b><i>Concept 1: Attachment</i></b></p> <p><b>The child demonstrates the ability to engage in and maintain healthy relationships.</b></p> <ul style="list-style-type: none"> <li>a. Expresses affection for familiar adults.</li> <li>b. Seeks security and support from familiar adults.</li> <li>c. Demonstrates the ability to engage with new adults or children with the support of familiar adults.</li> <li>d. Separates from familiar adult with minimal distress.</li> </ul>	<ul style="list-style-type: none"> <li>E. Building relationships with adults</li> <li>E. Building relationships with adults</li> <li>E. Building relationships with adults</li> <li>E. Building relationships with adults</li> </ul>
<p><b><i>Concept 2: Social Interactions</i></b></p> <p><b>The child displays socially competent behavior.</b></p> <ul style="list-style-type: none"> <li>a. Responds when adults or other children initiate interactions.</li> <li>b. Initiates and sustains positive interactions with adults and other children.</li> <li>c. Demonstrates positive ways to resolve conflict.</li> </ul>	<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>H. Conflict resolution</li> </ul>
<p><b><i>Concept 3: Respect</i></b></p> <p><b>The child acknowledges the rights and property of self and others.</b></p> <ul style="list-style-type: none"> <li>a. Respects the rights and property of others.</li> <li>b. Defends own rights and the rights of others.</li> <li>c. Shows respect for learning materials in the learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>G. Community</li> <li>H. Conflict resolution</li> <li>FF. Knowledge of self and others</li> <li>G. Community</li> </ul>

**Arizona Early Learning Standards**

**COR Advantage Items**

<i>Approaches to Learning Standard</i>	
<p><b>STRAND 1: Initiative and Curiosity</b></p> <p><b>Concept 1: Initiative</b></p> <p><b>The child demonstrates self-direction while participating in a range of activities and routines.</b></p> <ul style="list-style-type: none"> <li>a. Seeks interaction with others.</li> <li>b. Develops independence during activities, routines and play.</li> <li>c. Exhibits cognitive flexibility, imagination, and inventiveness when attempting tasks and activities.</li> </ul>	<ul style="list-style-type: none"> <li>F. Building relationships with other children</li> <li>A. Initiative and planning</li> <li>CC. Experimenting, predicting, and drawing conclusions</li> </ul>
<p><b>Concept 2: Curiosity</b></p> <p><b>The child demonstrates eagerness to learn about and discuss a range of topics, ideas, and activities.</b></p> <ul style="list-style-type: none"> <li>a. Shows interest in learning new things and trying new experiences.</li> <li>b. Expresses interest in people.</li> <li>c. Asks questions to get information.</li> </ul>	<ul style="list-style-type: none"> <li>CC. Experimenting, predicting, and drawing conclusions</li> <li>FF. Knowledge of self and others</li> <li>E. Building relationships with adults</li> <li>L. Speaking</li> <li>M. Listening and comprehension</li> </ul>

<i>Approaches to Learning Standard CONT</i>	
<p><b>STRAND 2: Attentiveness And Persistence</b></p> <p><b>Concept 1: Attentiveness</b></p> <p><b>The child demonstrates the ability to focus on an activity with deliberate concentration despite distractions.</b></p> <p>a. Displays ability to hold attention when engaged in an activity.</p> <p>b. Sustains attention for extended periods of time when engaged in an age-appropriate activity despite distractions or interruptions.</p> <p>c. Increases ability to focus attention, and can return to activities after distractions and interruptions.</p>	<p>A. Initiative and planning</p> <p>A. Initiative and planning</p> <p>A. Initiative and planning</p>
<p><b>Concept 2: Persistence</b></p> <p><b>The child demonstrates the ability to maintain and sustain a challenging task.</b></p> <p>a. Pursues challenges.</p> <p>b. Copes with frustration or disappointment with support.</p> <p>c. Establishes goals, generates plans and follows through to completion.</p>	<p>B. Problem solving with materials</p> <p>B. Problem solving with materials H. Conflict resolution</p> <p>A. Initiative and planning</p>
<p><b>Strand 3: Confidence</b></p> <p><b>Concept 1: Confidence</b></p> <p><b>The child demonstrates self-assurance in a variety of circumstances.</b></p> <p>a. Expresses opinions or ideas.</p> <p>b. Views self as competent and skilled.</p> <p>c. Is willing to take risks and consider a variety of alternatives.</p>	<p>A. Initiative and planning CC. Experimenting, predicting, and drawing conclusions</p> <p>B. Problem solving with materials K. Personal care and healthy behavior</p> <p>B. Problem solving with materials</p>

**Arizona Early Learning Standards**

**COR Advantage Items**

<p><b><i>Approaches to Learning Standard CONT</i></b></p>	
<p><b><i>Strand 4: Creativity</i></b></p> <p><b><i>Concept 1: Creativity</i></b></p> <p><b>The child demonstrates the ability to express their own unique way of seeing the world.</b></p> <p>a. Uses imagination to generate new ideas.</p> <p>b. Appreciates humor.</p> <p>c. Engages in inventive social play.</p>	<p>A. Initiative and planning</p> <p>X. Art</p> <p>Z. Movement</p> <p>AA. Pretend play</p> <p>D. Emotions</p> <p>AA. Pretend play</p>
<p><b><i>Strand 5: Reasoning and Problem-solving</i></b></p> <p><b><i>Concept 1: Reasoning</i></b></p> <p><b>The child demonstrates the ability to analyze information and situations in order to form judgments.</b></p> <p>a. Gathers information and reaches a conclusion.</p> <p>b. Recognizes relationships between cause and effect.</p> <p>c. Uses prior knowledge to build new knowledge and skills.</p>	<p>CC. Experimenting, predicting, and drawing conclusions</p> <p>C. Reflection</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>C. Reflection</p> <p>CC. Experimenting, predicting, and drawing conclusions</p>

**Arizona Early Learning Standards**

**COR Advantage Items**

<i>Approaches to Learning Standard CONT</i>	
<p><b>Concept 2: Problem-solving</b></p> <p><b>The child demonstrates the ability to seek solutions to problems.</b></p> <p>a. Recognizes problems.</p> <p>b. Seeks adult assistance when support is required.</p> <p>c. Tries to solve problems.</p> <p>d. Works to solve a problem independently.</p>	<p>B. Problem solving with materials H. Conflict resolution</p> <p>B. Problem solving with materials H. Conflict resolution</p> <p>B. Problem solving with materials H. Conflict resolution</p> <p>B. Problem solving with materials H. Conflict resolution</p>

<i>Language and Literacy Standard</i>	
<p><b>STRAND 1: Language</b></p> <p><b>Concept 1: Receptive Language Understanding</b></p> <p><b>The child demonstrates understanding of directions, stories, and conversations.</b></p> <p>a. Demonstrates understanding of a variety of finger-plays, rhymes, chants, poems, conversations, and stories..</p> <p>b. Actively engages in finger-plays, rhymes, chants, poems, conversations, and stories.</p> <p>c. Demonstrates understanding and follows directions that involve: one step, two steps, and a series of unrelated sequences of action.</p>	<p>M. Listening and comprehension Q. Book enjoyment and knowledge</p> <p>M. Listening and comprehension</p> <p>M. Listening and comprehension</p>
<p><b>Concept 2: Expressive Language and Communication Skills</b></p> <p><b>The child uses verbal and nonverbal communication for a variety of purposes to share observations, ideas, and experiences, problem-solve, reason, predict and seek new information.</b></p> <p>a. Communicates needs, wants, ideas, and feelings through three to five word sentences.</p> <p>b. Speaks clearly and understandably to express ideas, feelings and needs.</p> <p>c. Makes relevant responses to questions and comments from others.</p> <p>d. Initiates, sustains, and expands conversations with peers and adults.</p> <p>e. With modeling and support, uses acceptable language and social rules including appropriate tone, volume and inflection to express ideas, feelings, and needs.</p> <p>f. Uses appropriate eye contact, turn taking, and intonation while having conversations with adults and peers.</p> <p>h. With modeling and support, uses increasingly complex phrases and sentences.</p>	<p>L. Speaking M. Listening and comprehension</p> <p>L. Speaking</p> <p>M. Listening and comprehension</p> <p>E. Building relationships with adults F. Building relationships with other children</p> <p>D. Emotions G. Community</p> <p>E. Building relationships with adults</p> <p>L. Speaking</p>



<b>Language and Literacy Standard CONT</b>	
<b>Concept 3: Vocabulary</b>	
<b>The child understands and uses increasingly complex vocabulary.</b>	
<p>a. With modeling and support, uses age-appropriate vocabulary across many topic areas and demonstrates a wide variety of words and their meanings with each area; e.g., world knowledge, names of body parts, feelings, colors, shapes, jobs, plants, animals and their habitats, and foods; words that describe: adjectives, verbs, and adverbs.</p>	<p>D. Emotions L. Speaking</p>
<p>c. With modeling and support, uses category labels and names objects within a category; e.g., fruit, vegetable, animal, transportation, etc.</p>	<p>BB. Observing and classifying</p>
<p>d. With modeling and support, demonstrates understanding of and uses words that indicate position and direction; e.g., in, on, out, under, off, beside, behind.</p>	<p>T. Geometry: Shapes and spatial awareness</p>

<b>STRAND 2: Emergent Literacy</b>	
<b>Concept 1: Concepts of Print</b>	
<b>The child knows that print carries messages.</b>	
<p>a. Identifies signs, symbols and labels in the environment.</p>	<p>P. Reading</p>
<p>b. Demonstrates and understands that print conveys meaning and that each spoken word can be written and read.</p>	<p>P. Reading</p>
<p>d. Recognizes that letters are grouped to form words.</p>	<p>O. Alphabet knowledge R. Writing</p>
<p>e. Recognizes own written name and the written names of friends and family.</p>	<p>P. Reading</p>
<p>e. Seeks information in printed materials.</p>	<p>A. Initiative and planning EE. Tools and technology</p>

**Arizona Early Learning Standards**

**COR Advantage Items**

<i>Language and Literacy Standard CONT</i>	
<p><b>Concept 2: Book Handling Skills</b></p> <p><b>The child demonstrates how to handle books appropriately and with care.</b></p> <p>a. Holds a book right side up with the front cover facing the reader and understands left to right and top to bottom directionality.</p> <p>b. Identifies where in the book to begin reading.</p>	<p>Q. Book enjoyment and knowledge</p> <p>Q. Book enjoyment and knowledge</p>
<p><b>Concept 3: Phonological Awareness</b></p> <p><b>The child develops awareness that language can be broken in words, syllables, and smaller units of sounds (phonemes).</b></p> <p>a. Differentiates between sounds that are the same and different (e.g., environmental sounds, animal sounds, phonemes).</p> <p>b. With modeling and support, identifies rhyming words.</p> <p>c. With modeling and support, produces rhyming words.</p> <p>d. With modeling and support, recognizes spoken words that begin with the same sound.</p> <p>e. Hears and shows awareness of separate words within spoken phrases or sentences.</p> <p>f. With modeling and support, identifies and discriminates syllables in words.</p> <p>g. With modeling and support, combines onset and rime to form a familiar one-syllable word with and without pictorial support.</p> <p>h. With modeling and support, repeats words and identifies the common final sound.</p>	<p>N. Phonological awareness</p> <p>N. Phonological awareness</p> <p>N. Phonological awareness</p> <p>N. Phonological awareness</p> <p>N. Phonological awareness</p> <p>N. Phonological awareness</p> <p>N. Phonological awareness</p> <p>N. Phonological awareness</p>

<i>Language and Literacy Standard CONT</i>	
<p><b>Concept 4: Alphabet Knowledge</b></p> <p><b>The child demonstrates knowledge of the alphabet.</b></p> <p>a. Discriminates letters from other shapes and symbols.</p> <p>b. Matches and recognizes similarities and differences in letters, with modeling and support.</p> <p>c. Recognizes as many as 10 letters, especially those in own name, family and friends.</p> <p>d. Uses letter-sound knowledge identifying the sounds of a few letters and producing the correct sounds for as many as 10 letters, with modeling and support.</p>	<p>O. Alphabet knowledge</p> <p>O. Alphabet knowledge</p> <p>O. Alphabet knowledge</p> <p>O. Alphabet knowledge</p>
<p><b>Concept 5: Comprehension</b></p> <p><b>The child shows an interest in books and comprehends books read aloud with increasing text complexity.</b></p> <p>a. Takes an active role in reading activities.</p> <p>b. With prompting and support, identifies characters and major events in a story.</p> <p>c. With prompting and support, asks and answers a variety of questions about books or stories told or read aloud.</p> <p>d. With prompting and support, draws connections between story events and personal experiences.</p> <p>e. With prompting and support, identifies events and details in the story and makes predictions.</p> <p>f. With prompting and support, gives an opinion for liking or disliking a book or story.</p> <p>g. With modeling and support, begins to demonstrate an understanding of the differences between fiction and non-fiction.</p> <p>h. With modeling and support, identifies the topic of informational text that has been read aloud.</p>	<p>Q. Book enjoyment and knowledge</p> <p>M. Listening and comprehension</p> <p>M. Listening and comprehension</p> <p>M. Listening and comprehension</p> <p>M. Listening and comprehension</p> <p>Q. Book enjoyment and knowledge</p> <p>Q. Book enjoyment and knowledge</p> <p>M. Listening and comprehension</p>

<p><b>Language and Literacy Standard CONT</b></p>	
<p>i. With modeling and support, retells or reenacts a story in sequence with pictures or props.</p> <p>j. With modeling and support, demonstrates reading fluency by use of phrasing, intonation and expression in shared reading of familiar books, poems, chants, songs, nursery rhymes or other repetitious or predictable texts.</p>	<p>Q. Book enjoyment and knowledge</p> <p>L. Speaking</p>
<p><b>STRAND 3: Emergent Writing</b></p> <p><b>Concept 1: Early Writing, Writing Processes, and Writing Applications</b></p> <p><b>The child uses writing materials to communicate ideas.</b></p> <p>a. Uses a variety of writing tools, materials, and surfaces to create drawings or symbols.</p> <p>b. With modeling and support, uses a combination of drawing, dictating and emergent writing to communicate an idea or opinion about an experience, story, or book, and to express knowledge or share information about a topic of interest.</p> <p>d. Writes own name using letter-like forms or conventional print.</p> <p>e. Intentionally uses scribbles/writing and inventive writing to convey meaning, ideas or to tell a story; e.g., signing artwork, captioning, labeling, creating lists, making notes.</p> <p>f. With prompting and support, forms letters starting with large motor (sky writing, paint brush and water, sidewalk chalk) progressing to fine motor (paper and pencil).</p> <p>g. Organizes writing from left to right, indicating an awareness that letters cluster as words and words cluster into phrases or sentences by use of spacing or marks.</p>	<p>R. Writing</p> <p>R. Writing</p> <p>R. Writing</p> <p>R. Writing</p> <p>R. Writing</p> <p>R. Writing</p>

<i>Mathematics Standard</i>	
<p><b>STRAND 1: Counting And Cardinality</b></p> <p><b>Concept 1: Counts Out Loud</b></p> <p><b>The child counts out loud and uses number words in daily conversations.</b></p> <ul style="list-style-type: none"> <li>a. Shows interest in and awareness of counting.</li> <li>b. Counts out loud to 10.</li> </ul>	<ul style="list-style-type: none"> <li>S. Number and counting</li> <li>S. Number and counting</li> </ul>
<p><b>Concept 2: Knows Number Names and Symbols</b></p> <p><b>The child identifies numerals and uses number words in daily activities.</b></p> <ul style="list-style-type: none"> <li>a. Uses numerals and number symbols in the context of daily routines, activities, and play.</li> <li>b. Uses and creates symbols to represent numbers.</li> <li>c. Identifies numerals one to 10.</li> </ul>	<ul style="list-style-type: none"> <li>S. Number and counting</li> <li>S. Number and counting</li> <li>S. Number and counting</li> </ul>
<p><b>Concept 3: Counts to Tell Number of Objects</b></p> <p><b>The child uses number words and counting to identify quantity.</b></p> <ul style="list-style-type: none"> <li>a. Counts groups of objects using one-to-one correspondence (one object for each number word).</li> <li>b. Counts a collection of up to 10 items using the last counting word to tell, "How many?"</li> <li>c. Matches numerals to quantities they represent using physical models and representations.</li> <li>d. Identifies quantity of three-five objects without counting (subitize).</li> </ul>	<ul style="list-style-type: none"> <li>S. Number and counting</li> <li>S. Number and counting</li> <li>S. Number and counting</li> <li>S. Number and counting</li> </ul>

**Arizona Early Learning Standards**

**COR Advantage Items**

<p><b>Mathematics Standard CONT</b></p>	
<p><b>Concept 4: Compares Numbers and Quantities</b></p> <p><b>The child applies a range of strategies such as counting or matching to compare sets of objects.</b></p> <p>a. Compares two sets of objects using terms such as more, fewer, or the same.</p>	<p>S. Number and counting</p>
<p><b>STRAND 2: Operations And Algebraic Thinking</b></p> <p><b>Concept 1: Explores Addition and Subtraction</b></p> <p><b>The child combines and separates groups of objects and names how many.</b></p> <p>a. Demonstrates an understanding that adding increases the number of objects in a group.</p> <p>b. Describes changes in two or more sets of objects when they are combined.</p> <p>c. Demonstrates an understanding that taking away decreases the number of objects in a group.</p> <p>d. Describes changes in a set of objects when they are separated into parts.</p>	<p>S. Number and counting</p> <p>S. Number and counting</p> <p>S. Number and counting</p> <p>S. Number and counting</p>
<p><b>Concept 2: Patterning</b></p> <p><b>The child recognizes, copies, extends, describes and creates patterns.</b></p> <p>a. Recognizes patterns in the real world.</p> <p>b. Copies simple patterns.</p> <p>c. Extends simple patterns.</p> <p>d. Creates simple patterns.</p> <p>e. Describes similarities and differences in patterns.</p>	<p>V. Patterns</p> <p>V. Patterns</p> <p>V. Patterns</p> <p>V. Patterns</p> <p>V. Patterns</p>

<b>Mathematics Standard CONT</b>	
<b>STRAND 3: Measurement And Data</b>	
<b>Concept 1: Sorts and Classifies</b>	
<b>The child sorts and groups objects by a variety of characteristics/attributes.</b>	
a. Sorts and classifies objects by one or more attributes (e.g., size, color, shape, texture, use).	BB. Observing and classifying
b. Explains how items were sorted into groups.	BB. Observing and classifying
<b>Concept 2: Data Analysis</b>	
<b>The child collects, organizes, displays, and describes relevant data.</b>	
a. Asks questions to gather information.	W. Data analysis
b. Displays data to answer simple questions about themselves or the environment.	W. Data analysis
c. Uses descriptive language to compare data in picture graphs or other concrete representations.	W. Data analysis
d. Uses charts and graphs to analyze information or answer questions.	W. Data analysis
<b>Concept 3: Measures</b>	
<b>The child uses measurement to describe and compare objects in the environment.</b>	
a. Compares objects and uses terms such as longer-shorter, hotter-colder, and faster-slower.	U. Measurement
b. Uses non-standard units of measurement (e.g., hands, bodies, containers) to estimate measurable attributes.	U. Measurement
c. Uses various standard measuring tools for simple measuring tasks.	U. Measurement
d. Orders objects by measurable attributes.	U. Measurement
e. Uses appropriate vocabulary to describe time and sequence related to daily routines.	HH. History

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<b>Mathematics Standard CONT</b>	
<p><b>STRAND 4: Geometry</b></p> <p><b>Concept 1: Spatial Reasoning</b></p> <p><b>The child uses and demonstrates an understanding of positional terms.</b></p> <p>a. Uses and responds to positional terms (e.g., between, inside, under, above, behind).</p> <p>b. Describes the position or location of objects in relation to self or to other objects.</p>	<p>T. Geometry: Shapes and spatial awareness</p> <p>T. Geometry: Shapes and spatial awareness GG. Geography</p>
<p><b>Concept 2: Shapes</b></p> <p><b>The child recognizes names and describes common shapes and their properties.</b></p> <p>a. Recognizes basic two-dimensional shapes.</p> <p>b. Uses the names of geometric shapes when describing objects found in the environment.</p> <p>c. Creates two- and three-dimensional shapes during play.</p> <p>d. Compares and describes attributes of two- and three- dimensional objects in the environment using own vocabulary.</p>	<p>T. Geometry: Shapes and spatial awareness</p> <p>T. Geometry: Shapes and spatial awareness</p> <p>T. Geometry: Shapes and spatial awareness</p> <p>T. Geometry: Shapes and spatial awareness</p>



<i>Science Standard</i>	
<p><b>STRAND 1: Inquiry And Application</b></p> <p><b>Concept 1: Exploration, Observations, and Hypotheses</b></p> <p><b>The child asks questions and makes predictions while exploring and observing in the environment.</b></p> <p>a. Exhibits curiosity about objects, living things, and other natural events in the environment by using one or more senses.</p> <p>b. Identifies attributes of objects, living things, and natural events in the environment.</p> <p>c. Describes changes in objects, living things, and the natural events in the environment.</p> <p>d. Begins to describe the similarities, differences and relationships between objects, living things and natural events.</p> <p>e. Asks and responds to questions about relationships of objects, living things, and events in the natural environment.</p>	<p>BB. Observing and classifying DD. Natural and physical world</p> <p>BB. Observing and classifying DD. Natural and physical world</p> <p>DD. Natural and physical world</p> <p>BB. Observing and classifying</p> <p>CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world</p>
<p><b>Concept 2: Investigation</b></p> <p><b>The child tests predictions through exploration and experimentation.</b></p> <p>a. Uses a variety of tools and materials to investigate.</p> <p>b. Makes predictions and checks them through hands-on investigation with adult support.</p> <p>c. Adjusts the experiment if results are different than expected and continues testing.</p> <p>d. Persists with an investigation.</p>	<p>EE. Tools and technology</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>A. Initiative and planning</p>

**Arizona Early Learning Standards**

**COR Advantage Items**

<p><b>Science Standard CONT</b></p>	
<p><b>Concept 3: Analysis and Conclusion</b></p> <p><b>The child forms conclusions about observations and experimentations.</b></p> <p>a. Uses a variety of materials to record and organize data.</p> <p>b. Identifies cause and effect relationships.</p> <p>c. Constructs explanation about investigations.</p>	<p>W. Data analysis</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>CC. Experimenting, predicting, and drawing conclusions</p>
<p><b>Concept 4: Communication</b></p> <p><b>The child discusses and reflects upon the scientific investigation and its findings.</b></p> <p>a. Displays and interprets data.</p> <p>b. Presents their scientific ideas in a variety of ways.</p> <p>c. Conducts further investigation based on prior experience and information gained.</p>	<p>W. Data analysis</p> <p>W. Data analysis</p> <p>CC. Experimenting, predicting, and drawing conclusions</p>

**Arizona Early Learning Standards**

**COR Advantage Items**

<p><b><i>Social Studies Standard</i></b></p>	
<p><b><i>STRAND 1: Family</i></b></p> <p><b><i>Concept 1: Understands Family</i></b></p> <p><b>The child demonstrates an understanding of families and the roles and responsibilities of being a family member.</b></p> <p>a. Views self as a member of the family unit.</p> <p>b. Identifies family members; e.g., mother, father, sister, brother, grandparents, cousins, etc.</p> <p>c. Describes/discusses own family’s cultural or family traditions.</p> <p>d. Identifies similarities and differences in their family composition and the families of others.</p> <p>e. Develops an awareness of their personal &amp; family history.</p> <p>f. Shows knowledge of family members’ roles and responsibilities in the home.</p>	<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>FF. Knowledge of self and others</p> <p>FF. Knowledge of self and others</p> <p>FF. Knowledge of self and others</p>
<p><b><i>STRAND 2: Community</i></b></p> <p><b><i>Concept 1: Understands Community</i></b></p> <p><b>The child recognizes that he/she lives in a place with many people and that there are people and events in other places.</b></p> <p>a. Recognizes that places where people live are made up of individuals from different cultures and who speak different languages.</p> <p>b. Identifies, discusses and asks questions about similarities and differences in other people in their community.</p> <p>c. Describes some characteristics (e.g., clothing, food, jobs) of the people in their community.</p>	<p>FF. Knowledge of self and others</p> <p>FF. Knowledge of self and others</p> <p>FF. Knowledge of self and others</p>

**Arizona Early Learning Standards**

**COR Advantage Items**

<p><b><i>Social Studies Standard CONT</i></b></p>	
<p><b><i>Concept 2: Rights, Responsibilities and Roles within Community</i></b></p> <p><b>The child demonstrates a sense of belonging to the community and contributes to its care.</b></p> <ul style="list-style-type: none"> <li>a. Demonstrates responsible behaviors.</li> <li>b. Shows an understanding of how to care for the environment.</li> <li>c. Recognizes that people rely on others for goods and services; e.g., farm goods, mail delivery, safety or health care.</li> <li>d. Seeks opportunities for leadership.</li> <li>e. Describes the purpose of rules.</li> <li>f. Recognizes that people have wants and must make choices because resources and materials are limited.</li> <li>g. Describes their role at home, at school, and in the community.</li> </ul>	<ul style="list-style-type: none"> <li>G. Community</li> <li>DD. Natural and physical world</li> <li>FF. Knowledge of self and others</li> <li>G. Community</li> <li>K. Personal care and healthy behavior</li> <li>G. Community</li> <li>FF. Knowledge of self and others</li> </ul>
<p><b><i>Concept 3: Geography</i></b></p> <p><b>The child demonstrates an awareness of locations within and around their community.</b></p> <ul style="list-style-type: none"> <li>a. Uses words to describe directionality and/or location within the community.</li> <li>b. Describes some physical features of the environment in which the child lives; e.g., bodies of water, mountains, weather.</li> </ul>	<ul style="list-style-type: none"> <li>GG. Geography</li> <li>GG. Geography</li> </ul>

<p><b><i>Social Studies Standard CONT</i></b></p>	
<p><b><i>STRAND 3: Historical Thinking</i></b></p> <p><b><i>Concept 1: Understands Time – Past, Present and Future</i></b></p> <p><b>The child demonstrates an awareness of time and sequence of events in their daily lives.</b></p> <p>a. Demonstrates an understanding of time in the context of daily experiences.</p> <p>b. Understands that events happened in the past and how these events relate to one’s self, family and community.</p>	<p>G. Community</p> <p>Q. Book enjoyment and knowledge</p> <p>HH. History</p> <p>HH. History</p>

<p><b><i>Physical Development, Health And Safety Standard</i></b></p>	
<p><b><i>STRAND 1: Physical And Motor Development</i></b></p> <p><b><i>Concept 1: Gross Motor Development</i></b></p> <p><b>The child moves with balance, control and coordination.</b></p> <p>a. Moves with balance.</p> <p>b. Moves with control (e.g., walks, runs, skips, jumps, gallops, hops).</p> <p>c. Moves with coordination.</p> <p>d. Demonstrates spatial awareness in physical activity.</p>	<p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p>
<p><b><i>Concept 2: Fine Motor Development</i></b></p> <p><b>The child uses fingers, hands and wrists to manipulate tools and materials.</b></p> <p>a. Uses fingers, hands, and wrists to manipulate a variety of tools and materials, (e.g., crayons, markers, chalk, sponges, paint brushes, scissors, pencils, silverware).</p> <p>b. Uses eye-hand coordination to perform simple tasks.</p> <p>c. Manipulates smaller objects, tools and instruments that require wrist and squeezing motions.</p> <p>d. Uses fine motor skills in daily living.</p>	<p>J. Fine-motor skills</p> <p>J. Fine-motor skills</p> <p>J. Fine-motor skills</p> <p>J. Fine-motor skills</p>

**Arizona Early Learning Standards**

**COR Advantage Items**

<p><i>Physical Development, Health And Safety Standard CONT</i></p>	
<p><b>STRAND 2: Health</b></p> <p><b>Concept 1: Personal Health and Hygiene Practices</b></p> <p><b>Child demonstrates knowledge of personal health practices, routines and understands the functions of body parts.</b></p> <ul style="list-style-type: none"> <li>a. Demonstrates hygiene practices.</li> <li>b. Demonstrates healthy practices: Nutrition</li> <li>2. Physical activity and rest</li> <li>c. Awareness of the functions of body parts.</li> </ul>	<ul style="list-style-type: none"> <li>K. Personal care and healthy behavior</li> <li>K. Personal care and healthy behavior</li> <li>K. Personal care and healthy behavior</li> <li>K. Personal care and healthy behavior</li> </ul>
<p><b>STRAND 3: Safety</b></p> <p><b>Concept 1: Safety and Injury Prevention</b></p> <p><b>Child demonstrates knowledge of personal safety practices and routines.</b></p> <ul style="list-style-type: none"> <li>a. Identifies and follows basic safety rules with guidance and support; e.g., sun safety, animal and plant safety, outdoor and indoor safety.</li> <li>b. Demonstrates transportation and street safety practices.</li> <li>c. Enforces personal boundaries (safety, self-advocacy and boundary awareness).</li> <li>e. Demonstrates emergency safety practices.</li> <li>f. Identifies how adults help to keep us safe.</li> </ul>	<ul style="list-style-type: none"> <li>K. Personal care and healthy behavior</li> <li>K. Personal care and healthy behavior</li> <li>H. Conflict resolution</li> <li>K. Personal care and healthy behavior</li> <li>E. Building relationships with adults</li> <li>FF. Knowledge of self and others</li> </ul>

<p><b><i>Fine Arts Standard</i></b></p>	
<p><b><i>STRAND 1: Visual Arts</i></b></p> <p><b><i>Concept 1: Creates and Understands Visual Arts</i></b></p> <p><b>The child uses a wide variety of materials, media, tools, techniques and processes to explore, create and understand art.</b></p> <p>a. Uses a variety of materials/media, tools and techniques to create original works of art (e.g., paper, rocks, sand, clay; tools such as cotton swabs, small/large brushes, drinking straws, and techniques such as drawing, painting, sculpting).</p> <p>b. Creates art work with details which represent creative and personal choices, ideas, experiences and feelings.</p> <p>c. Creates art in two and three dimensions.</p> <p>d. Seeks an understanding of artwork by self or others by commenting on or questioning the artwork.</p>	<p>X. Art</p> <p>X. Art</p> <p>X. Art</p> <p>X. Art</p>
<p><b><i>STRAND 2: Music And Creative Movement</i></b></p> <p><b><i>Concept 1: Creates and Understands Music, Movement and Dance</i></b></p> <p><b>The child uses a wide variety of instruments, movements, techniques and music to explore and create.</b></p> <p>a. Experiments with a variety of instruments, vocalizations, sounds or creative movements.</p> <p>b. Sings and moves to familiar rhymes, songs, and chants.</p> <p>c. Uses familiar songs, rhymes or chants to create their own musical/movement improvisations.</p> <p>d. Responds to different types of music, (e.g., rock, classical, jazz, spirituals, reggae, Native American chants, gospel, bluegrass, lullabies, marches and country music).</p>	<p>Y. Music Z. Movement</p> <p>Y. Music Z. Movement</p> <p>Y. Music Z. Movement</p> <p>Z. Movement</p>



**Arizona Early Learning Standards**

**COR Advantage Items**

<p><b><i>Fine Arts Standard CONT</i></b></p>	
<p>e. Uses creative movement and dance to interpret the mood of various types of music and stories.</p>	<p>Z. Movement</p>
<p><b><i>STRAND 3: Drama</i></b></p> <p><b><i>Concept 1: Creates Dramatic Activities</i></b></p> <p><b>The child uses the portrayal of events, characters, or stories through acting and using props and language to explore and create.</b></p> <p>a. Assumes roles from daily activities using a variety of props.</p> <p>b. Takes on more than one dramatic play role at a time.</p> <p>c. Pretends an object exists without using a prop.</p> <p>d. Dramatizes familiar stories.</p> <p>e. Adds details and new elements to dramatic play situations.</p>	<p>AA. Pretend play</p> <p>AA. Pretend play</p> <p>AA. Pretend play</p> <p>AA. Pretend play</p> <p>AA. Pretend play</p>

## **Alignment of the 2013 Arizona’s College and Career Ready Standards for Kindergarten with HighScope’s 2014 Child Observation Record — COR Advantage**

The following chart shows how items from the October 2013 **Arizona’s College and Career Ready Standards** correspond to items from HighScope’s 2014 **Child Observation Record — COR Advantage**. COR Advantage 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 educational approach). 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.



**Arizona’s College and Career Ready Standards**

**COR Advantage Items**

<p><b>English Language Arts — Literature K-2</b></p>	
<p><b>Key Ideas and Details</b></p> <p>1. With prompting and support, ask and answer questions about key details in a text. <b>(K.RL.1)</b></p> <p>2. With prompting and support, retell familiar stories, including key details. <b>(K.RL.2)</b></p> <p>3. With prompting and support, identify characters, settings, and major events in a story. <b>(K.RL.3)</b></p>	<p>M. Listening and comprehension</p> <p>M. Listening and comprehension Q. Book enjoyment and knowledge</p> <p>M. Listening and comprehension Q. Book enjoyment and knowledge</p>
<p><b>Craft and Structure</b></p> <p>4. Ask and answer questions about unknown words in a text. <b>(K.RL.4)</b></p> <p>5. Recognize common types of texts (e.g., storybooks, poems). <b>(K.RL.5)</b></p>	<p>L. Speaking M. Listening and comprehension</p> <p>Q. Book enjoyment and knowledge</p>
<p><b>Integration of Knowledge and Ideas</b></p> <p>7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). <b>(K.RL.7)</b></p> <p>9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. <b>(K.RL.9)</b></p>	<p>M. Listening and comprehension</p> <p>M. Listening and comprehension</p>
<p><b>Range of Reading and Level of Text Complexity</b></p> <p>10. Actively engage in group reading activities with purpose and understanding. <b>(K.RL.10)</b></p>	<p>L. Speaking M. Listening and comprehension Q. Book enjoyment and knowledge</p>
<p><b>English Language Arts — Informational Text K-2</b></p>	
<p><b>Key Ideas and Details</b></p> <p>1. With prompting and support, ask and answer questions about key details in a text. <b>(K.RI.1)</b></p> <p>2. With prompting and support, identify the main topic and retell key details of a text. <b>(K.RI.2)</b></p> <p>3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. <b>(K.RI.3)</b></p>	<p>M. Listening and comprehension</p> <p>M. Listening and comprehension Q. Book enjoyment and knowledge</p> <p>M. Listening and comprehension</p>

**Arizona’s College and Career Ready  
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**COR Advantage Items**

<p><b>English Language Arts — Informational Text K-2 CONT</b></p>	
<p><b>Craft and Structure</b></p> <p>4. With prompting and support, ask and answer questions about unknown words in a text. <b>(K.RI.4)</b></p> <p>5. Identify the front cover, back cover, and title page of a book. <b>(K.RI.5)</b></p>	<p>L. Speaking M. Listening and comprehension</p> <p>Q. Book enjoyment and knowledge</p>
<p><b>Integration of Knowledge and Ideas</b></p> <p>7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). <b>(K.RI.7)</b></p> <p>8. With prompting and support, identify the reasons an author gives to support points in a text. <b>(K.RI.8)</b></p> <p>9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). <b>(K.RI.9)</b></p>	<p>M. Listening and comprehension</p> <p>M. Listening and comprehension</p> <p>M. Listening and comprehension</p>
<p><b>Range of Reading and Level of Text Complexity</b></p> <p>10. Actively engage in group reading activities with purpose and understanding. <b>(K.RI.10)</b></p> <p>a. Actively engage in group reading of informational and functional texts, including history/social studies, science, and technical texts, with purpose and understanding. <b>(AZ.K.RI.10)</b></p>	<p>L. Speaking M. Listening and comprehension</p> <p>L. Speaking M. Listening and comprehension</p>

**Arizona’s College and Career Ready Standards**

**COR Advantage Items**

<p><b>English Language Arts — Foundational Skills K-2</b></p>	
<p><b>Print Concepts</b></p> <p>1. Demonstrate understanding of the organization and basic features of print.</p> <p>a. Follow words from left to right, top to bottom, and page by page.</p> <p>b. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>c. Understand that words are separated by spaces in print.</p> <p>d. Recognize and name all upper- and lowercase letters of the alphabet. <b>(K.RF.1)</b></p>	<p>O. Alphabet knowledge</p> <p>P. Reading</p> <p>R. Writing</p>
<p><b>Phonological Awareness</b></p> <p>2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Recognize and produce rhyming words.</p> <p>b. Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>c. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>d. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. <b>(K.RF.2)</b></p>	<p>N. Phonological awareness</p>
<p><b>Phonics and Word Recognition</b></p> <p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.</p> <p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p>c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. <b>(K.RF.3)</b></p>	<p>N. Phonological awareness</p> <p>O. Alphabet knowledge</p> <p>P. Reading</p> <p>R. Writing</p>

**Arizona’s College and Career Ready  
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**COR Advantage Items**

<p><b>English Language Arts — Informational Text K-2 CONT</b></p>	
<p><b>Fluency</b></p> <p>4. Read emergent-reader texts with purpose and understanding. <b>(K.RF.4)</b></p>	<p>P. Reading Q. Book enjoyment and knowledge</p>
<p><b>English Language Arts — Writing K-2</b></p>	
<p><b>Text Types and Purposes</b></p> <p>1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is . . .</i>). <b>(K.W.1)</b></p> <p>2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. <b>(K.W.2)</b></p> <p>3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. <b>(K.W.3)</b></p>	<p>Q. Book enjoyment and knowledge</p> <p>R. Writing</p> <p>R. Writing</p>
<p><b>Production and Distribution of Writing</b></p>	
<p>4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above). <b>(K.W.4)</b></p> <p>a. With guidance and support from adults, produce functional writing (e.g., classroom rules, experiments, notes/messages, friendly letters, labels, graphs/tables) in which the development and organization are appropriate to task and purpose. <b>(AZ.K.W.4)</b></p> <p>6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. <b>(K.W.6)</b></p>	<p>R. Writing</p> <p>W. Data analysis</p> <p>EE. Tools and technology</p>

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<p><b>English Language Arts — Speaking and Listening Standards K-2</b></p>	
<p><b>Research to Build and Present Knowledge</b></p> <p>7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). <b>(K.W.7)</b></p> <p>8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. <b>(K.W.8)</b></p>	<p>Q. Book enjoyment and knowledge</p> <p>C. Reflection</p> <p>M. Listening and comprehension</p>
<p><b>Comprehension and Collaboration</b></p> <p>1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others, taking turns speaking about the topics and texts under discussion).</p> <p>b. Continue a conversation through multiple exchanges. <b>(K.SL.1)</b></p> <p>2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. <b>(K.SL.2)</b></p> <p>3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. <b>(K.SL.3)</b></p>	<p>L. Speaking</p> <p>M. Listening and comprehension</p> <p>L. Speaking</p> <p>M. Listening and comprehension</p> <p>L. Speaking</p> <p>M. Listening and comprehension</p>
<p><b>Presentation of Knowledge and Ideas</b></p> <p>4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. <b>(K.SL.4)</b></p> <p>5. Add drawings or other visual displays to descriptions as desired to provide additional detail. <b>(K.SL.5)</b></p> <p>6. Speak audibly and express thoughts, feelings, and ideas clearly. <b>(K.SL.6)</b></p>	<p>L. Speaking</p> <p>M. Listening and comprehension</p> <p>R. Writing</p> <p>X. Art</p> <p>B. Problem solving with materials</p> <p>C. Reflection</p> <p>D. Emotions</p> <p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p> <p>H. Conflict resolution</p> <p>L. Speaking</p> <p>R. Writing</p>

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<b>English Language Arts — Language K-2</b>	
<p><b>Conventions of Standard English</b></p> <p>1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>a. Print many upper- and lowercase letters.</p> <p>b. Use frequently occurring nouns and verbs.</p> <p>c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).</p> <p>d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</p> <p>e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</p> <p>f. Produce and expand complete sentences in shared language activities. <b>(K.L.1)</b></p> <p>2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize the first word in a sentence and the pronoun I.</p> <p>b. Recognize and name end punctuation.</p> <p>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. <b>(K.L.2)</b></p>	<p>C. Reflection</p> <p>D. Emotions</p> <p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p> <p>L. Speaking</p> <p>M. Listening and comprehension</p> <p>O. Alphabet knowledge</p> <p>R. Writing</p> <p>O. Alphabet knowledge</p> <p>R. Writing</p>
<p><b>Vocabulary Acquisition and Use</b></p> <p>5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).</p> <p>d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings. <b>(K.L.5.)</b></p>	<p>D. Emotions</p> <p>BB. Observing and classifying</p>



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<b>Mathematics Standards Kindergarten</b>	
<p><b>Know number names and the count sequence.</b></p> <p><b>K.CC.A.1.</b> Count to 100 by ones and by tens.</p> <p><b>K.CC.A.3.</b> Write numbers from 0–20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).</p>	<p>S. Number and counting</p> <p>S. Number and counting</p>
<p><b>Count to tell the number of objects.</b></p> <p><b>K.CC.B.4.</b> Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</p> <p>b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</p> <p>c. Understand that each successive number name refers to a quantity that is one larger.</p> <p><b>K.CC.B.5.</b> Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.</p>	<p>S. Number and counting</p> <p>S. Number and counting</p>
<p><b>Compare numbers.</b></p> <p><b>K.CC.C.6.</b> Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (Include</p>	<p>S. Number and counting</p>

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<i>Mathematics Kindergarten CONT</i>	
<p><b>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</b></p> <p><b>K.OA.A.1.</b> Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. (Drawings need not show details, but should show the mathematics in the problems. This applies wherever drawings are mentioned in the Standards.)</p> <p><b>K.OA.A.2.</b> Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.</p> <p><b>K.OA.A.3.</b> Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., <math>5 = 2 + 3</math> and <math>5 = 4 + 1</math>).</p>	<p>S. Number and counting</p> <p>S. Number and counting</p> <p>S. Number and counting</p>
<p><b>Work with numbers 11–19 to gain foundations for place value.</b></p> <p><b>K.NBT.A.1.</b> Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., <math>18 = 10 + 8</math>); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</p>	<p>S. Number and counting</p>
<p><b>Describe and compare measurable attributes.</b></p> <p><b>K.MD.A.1.</b> Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</p> <p><b>K.MD.A.2.</b> Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i></p>	<p>U. Measurement</p> <p>U. Measurement</p>

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<i>Mathematics Kindergarten CONT</i>	
<p><b>Classify objects and count the number of objects in each category.</b></p> <p><b>K.MD.B.3.</b> Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10).</p>	<p>W. Data analysis</p>
<p><b>Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).</b></p> <p><b>K.G.A.1.</b> Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above</i>, <i>below</i>, <i>beside</i>, <i>in front of</i>, <i>behind</i>, and <i>next to</i>.</p> <p><b>K.G.A.2.</b> Correctly name shapes regardless of their orientations or overall size.</p> <p><b>K.G.A.3.</b> Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").</p>	<p>T. Geometry: Shapes and spatial awareness</p> <p>T. Geometry: Shapes and spatial awareness</p> <p>T. Geometry: Shapes and spatial awareness</p>
<p><b>Analyze, compare, create, and compose shapes.</b></p> <p><b>K.G.B.4.</b> Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).</p> <p><b>K.G.B.6.</b> Compose simple shapes to form larger shapes. For example, "<i>Can you join these two triangles with full sides touching to make a rectangle?</i>"</p>	<p>T. Geometry: Shapes and spatial awareness</p> <p>T. Geometry: Shapes and spatial awareness</p>

**Arizona's College and Career Ready Standards**

**COR Advantage Items**

<b>Arts Standards — Dance Kindergarten</b>	
<b>Strand 1 - Create</b>	
<b>Concept 1: Body</b>	
<p><b>Anatomy PO 102</b> Perform isolated and coordinated dance movement for the head, neck, joints, and body parts of the torso and limbs.</p>	Z. Movement
<p><b>Dynamic Alignment PO 103</b> Identify and demonstrate the elements of <b>dynamic alignment</b> through basic movement patterns.</p>	Z. Movement
<p><b>Fundamental Movement Patterns PO 104</b> Identify and demonstrate basic fundamental movement patterns including breath, head/tail, core/distal, body half, upper/lower, front/back and cross/lateral</p>	Z. Movement
<p><b>Body Skills PO 105</b> Identify and demonstrate basic body skills including balance, strength, flexibility, coordination, endurance and agility.</p>	I. Gross-motor skills
<b>Concept 2: Movement Skills</b>	
<p><b>Locomotor PO 102</b> Identify and perform basic <b>locomotor movements</b> (e.g. walk, run, hop, skip, jump, slide, gallop, leap, crawl, roll).</p>	I. Gross-motor skills
<p><b>Axial and locomotor combinations PO 103</b> Perform basic movement combinations that utilize both axial and locomotor movements.</p>	I. Gross-motor skills
<p><b>Articulation of movement skills PO 104</b> Identify and use breath support, initiation of movement, connectivity, and transition from one movement to another.</p>	I. Gross-motor skills
<b>Concept 3: Elements of Dance</b>	
<p><b>Time: Tempo PO 101</b> Demonstrate moving to a steady beat in different tempos.</p>	Z. Movement
<p><b>Time: Meter PO 102</b> Demonstrate the ability to organize beats into groups and move in time with the beats. (e.g. duple and triple time).</p>	

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<b>Arts Standards — Dance Kindergarten CONT</b>	
<p><b>Time: Rhythm</b> PO 103 Demonstrate moving in relation to and coordination with changes in rhythms and meters.</p>	Z. Movement
<p><b>Space: Direction, Facing, Pathway</b> PO 104 Identify and demonstrate movement in different directions (forward, back side).</p>	Z. Movement
<b>Concept 4: Improvisation/Choreography</b>	
<p><b>Improvisational Strategies</b> PO 101 Identify and apply <b>improvisational strategies</b> (e.g. leading/following, shadowing/mirroring, verbal cues, emotional response).</p>	Z. Movement
<b>Strand 2 - Relate</b>	
<b>Concept 2: Social and Cultural Influences</b>	
<p><b>Cultural Dances</b> PO 101 Identify, practice, perform, and respond to dances from a variety of cultures, heritages and environments.</p>	Z. Movement
<b>Concept 4: Dance and other disciplines</b>	
<p><b>Using movement with other disciplines</b> PO 101 Use movement to express ideas, concepts, feelings and images (e.g. numbers, patterns, symbols, sounds, textures, animals) found in other disciplines.</p>	Z. Movement
<b>Concept 5: Dance and Music</b>	
<p><b>Elements of music</b> PO 101 Identify and explore (e.g. discussion, body percussion, locomotors, other body movements) the tempo and meter of various music examples.</p>	Z. Movement
<p><b>Rhythmic Patterns/Variations</b> PO 102 Explore and respond physically to the ways in which movement can be used to mirror and/or contrast sounds, rhythms, and tempos.</p>	Z. Movement

**Arizona’s College and Career Ready  
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<i>Arts Standards — Music</i>	
<p><b>Strand 1: Create</b></p> <p><b>Concept 1:</b> Singing, alone and with others, music from various genres and diverse cultures.</p> <p>PO 1. exhibiting singing and speaking voices.</p> <p>PO 2. echoing spoken <b>rhythmic</b> patterns.</p> <p>PO 3. singing music from memory.</p>	<p>Y. Music</p> <p>N. Phonological awareness</p> <p>Y. Music</p>
<p><b>Concept 2:</b> Playing instruments, alone and with others, music from various genres and diverse cultures.</p> <p>PO 1. maintaining a steady <b>beat</b>.</p>	<p>Z. Movement</p>
<p><b>Strand 2: Relate</b></p> <p><b>Concept 1:</b> Understanding the relationships among music, the arts, and other disciplines outside the arts.</p> <p>PO 1. exploring the relationship between music and dance by responding to sounds through movement.</p>	<p>Z. Movement</p>
<p><b>Concept 2:</b> Understanding music in relation to history and culture.</p> <p>PO 1. discovering various uses of music in daily experiences (e.g., songs of celebration, seasons).</p>	<p>Y. Music</p>
<p><b>Strand 3: Evaluate</b></p> <p><b>Concept 1:</b> Listening to, analyzing, and describing music.</p> <p>PO 1. identifying singing/speaking voice.</p> <p>PO 2. naming classroom instruments.</p>	<p>Y. Music</p> <p>Y. Music</p>

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<b>Arts Standards —Beginning Theater</b>	
<b>Strand 1 - Create</b>	
<b>Concept 1: Collaboration</b>	
PO 102. Cooperate in the dramatic process.	AA. Pretend play
PO 103. Demonstrate the ability to collaborate while coming to consensus in the dramatic process.	AA. Pretend play
<b>Concept 2: Acting</b>	
PO 101. Imagine and describe <b>characters</b> , their relationships, what they want and why (e.g., through variations of <b>movement</b> and <b>gesture</b> , vocal <b>pitch</b> , <b>volume</b> , and <b>tempo</b> ).	AA. Pretend play
<b>Strand 2 – Relate</b>	
<b>Concept 4: Playwriting</b>	
PO 103. Describe how a <b>character’s motivation</b> and emotions can predict future <b>action</b> or the resolution to a <b>conflict</b> in the story.	M. Listening and comprehension
PO 104. Discuss story <b>themes</b> , <b>plot</b> , <b>characters</b> , <b>dialogue</b> , and <b>actions</b> and how they compare/contrast to real life situations.	M. Listening and comprehension
<b>Arts Standards —Beginning Visual Arts</b>	
<b>Strand 1: Create</b>	
<b>Concept 2:</b> Materials, Tools, and Techniques • The student will use materials, tools, and techniques in his or her own artwork.	
PO 001. Identify and experiment with materials, tools, and techniques in his or her own artwork.	X. Art
PO 002. Use materials, tools, and techniques appropriately in his or her own artwork.	X. Art
<b>Concept 3:</b> Elements and Principles • The student will use elements of art and principles of design in his or her own artwork	
PO 001. Identify and use <b>elements</b> in his or her own artwork.	X. Art

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<p><b>Arts Standards —Beginning Visual Arts CONT</b></p>	
<p><b>Concept 4:</b>  Meanings or Purposes • The student will express ideas to communicate meanings or purposes in artwork.   PO 001. Describe and explain his or her own artwork .</p>	<p>X. Art</p>
<p><b>Strand 2 - Relate</b></p> <p><b>Concept 2:</b>  Materials, Tools, and Techniques - The student will identify/analyze the use of materials, tools, and techniques in artwork.   PO 001. Identify the relationship between tools, materials, and/or techniques.</p>	<p>X. Art</p>
<p><b>Strand 3 – Evaluate</b></p> <p><b>Concept 2:</b>  Materials, Tools, and Techniques - The student will reflect on, and determine how materials, tools, and techniques affect meanings, purposes, and value in artworks.   PO 001. Describe the visual effects created by an artist’s use of tools, materials, and techniques in an artwork.</p>	<p>X. Art</p>



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<p><b>Education Technology Standard — Kindergarten</b></p>	
<p><b>Strand 2: Communication and Collaboration</b></p> <p><b>Concept 2: Digital Solutions</b> Contribute to project teams to produce original works or solve problems.</p> <p><b>Pre-K</b></p> <p>PO 1. Identify digital tools.</p>	<p>EE. Tools and technology</p>
<p><b>Strand 3: Research and Information Literacy</b></p> <p><b>Concept 1: Planning</b> Plan strategies to guide inquiry using technology.</p> <p><b>Pre-K</b></p> <p>PO 1. Explores a variety of information sources.</p> <p><b>Kindergarten</b></p> <p>PO 2. Explore a variety of information sources.</p>	<p>EE. Tools and technology</p> <p>EE. Tools and technology</p>
<p><b>Strand 4: Critical Thinking, Problem Solving and Decision Making</b></p> <p><b>Concept 1: Investigation</b> Identify and define authentic problems and significant questions for investigation.</p> <p><b>Pre-K</b></p> <p>PO 1. Collaborate to explore an essential question for investigation.</p>	<p>CC. Experimenting, predicting, and drawing conclusions</p>
<p><b>Concept 2: Exploring Solutions</b> Plan and manage activities to develop solutions to answer a question or complete a project.</p> <p><b>Pre-K</b></p> <p>PO 2. Discuss data collected on a predefined question to explore solutions or results.</p> <p><b>Kindergarten</b></p> <p>PO 2. Explore solutions or results as a class by discussing data collected.</p>	<p>CC. Experimenting, predicting, and drawing conclusions</p> <p>CC. Experimenting, predicting, and drawing conclusions</p>

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<p><b>Education Technology Standard — Kindergarten CONT</b></p>	
<p><b>Strand 5: Digital Citizenship</b></p> <p><b>Pre-K</b></p> <p>PO 1. Identify use of personal devices and when it is appropriate to use them.</p> <p><b>Kindergarten</b></p> <p>PO 1. Identify use of personal devices and when it is appropriate to use them.</p>	
<p><b>Concept 3: Impact of Technology</b> Develop an understanding of the cultural, historical, economic and political impact of technology on individuals and society.</p> <p><b>Pre-K</b></p> <p>PO 1. Recognize and discuss examples of technology used in daily life.</p> <p><b>Kindergarten</b></p> <p>PO 1. Recognize and discuss examples of technology used in daily life.</p>	<p>EE. Tools and technology</p> <p>EE. Tools and technology</p>
<p><b>Strand 6: Technology Operations and Concepts</b></p> <p><b>Concept 1: Understanding</b> Recognize, define and use technology term, processes, systems and applications.</p> <p><b>Pre-K</b></p> <p>PO 1. Identify basic technology terms.</p> <p>PO 2. Identify technology process terminology.</p> <p>PO 3. Identify technology applications for a given activity or project.</p> <p>PO 4. Demonstrate knowledge of electrical safety when using computers and other technology.</p>	<p>EE. Tools and technology</p> <p>EE. Tools and technology</p> <p>EE. Tools and technology</p> <p>EE. Tools and technology</p>



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<b>Health Standards — Kindergarten</b>	
<p><b>STRAND 1: Comprehension of Health Promotion and Disease Prevention Concepts</b></p> <p><b>Concept 1:</b> Understand Relationship Between Health Behaviors and Health</p> <p>PO 1. Identify that healthy behaviors affect personal health and overall well-being</p>	<p>K. Personal care and healthy behavior</p>
<p><b>Concept 2:</b> Understanding Multiple Dimensions of Health</p> <p>PO 1. Recognize what the human body is and what it means to be healthy</p>	<p>K. Personal care and healthy behavior</p>
<p><b>Concept 3:</b> Understanding Personal Health</p> <p>PO 1. Describe ways to prevent communicable diseases</p> <p>PO 2. Identify that foods are classified into food groups and that a variety of food is needed for personal health, growth, and development</p> <p>PO 3. Identify that physical activity is integral to good health</p>	<p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p>
<p><b>Concept 4:</b> Understanding Prevention of Injuries and Health Problems</p> <p>PO 1. List ways to prevent common childhood injuries</p>	<p>K. Personal care and healthy behavior</p>
<p><b>Concept 5: Understanding</b> Use of Health Care</p> <p>PO 1. Describe why it is important to seek health care</p>	<p>K. Personal care and healthy behavior</p>
<p><b>STRAND 3: Access to Health Information, Products, and Services to Enhance Health</b></p> <p><b>Concept 1: Knowledge of Sources of Help</b></p> <p>PO 1. Identify trusted adults and professionals who can help promote health</p>	<p>FF. Knowledge of self and others</p>

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<b>Health Standards — Kindergarten CONT</b>	
<b>STRAND 4: Use of Interpersonal Communication Skills to Enhance Health</b>  <b>Concept 1: Communication to Enhance Help</b>  PO 1. Demonstrate healthy ways to express needs, wants, and feelings	D. Emotions H. Conflict resolution
<b>STRAND 5: Use of Decision-Making Skills to Enhance Health</b>  <b>Concept 1: Influences on Health Decision Making</b>  PO 1. Identify circumstances that can help or hinder healthy decision making	K. Personal care and healthy behavior
<b>Concept 2: Application of Decision-Making Skills to Health</b>  PO 1. Identify situations when a health-related decision is needed  PO 2. Differentiate between situations when a health-related decision can be made individually or when assistance is needed	K. Personal care and healthy behavior  K. Personal care and healthy behavior
<b>STRAND 7: Ability to Practice Health-Enhancing Behaviors</b>  <b>Concept 2: Healthy Practices and Behaviors</b>  PO 1. Demonstrate healthy practices and behaviors to maintain or improve personal health  PO 2. Demonstrate behaviors that avoid or reduce health risks	K. Personal care and healthy behavior  K. Personal care and healthy behavior
<b>STRAND 8: Ability to Advocate for Health</b>  <b>Concept 1: Personal Advocacy</b>  PO 1. Make requests to promote personal health	K. Personal care and healthy behavior

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<p><b><i>Physical Education Standard — Kindergarten</i></b></p>	
<p><b>Strand 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities</b></p> <p><b>Concept 1: Fundamental Movement Skills</b></p> <p>PO 1. Demonstrate locomotor skills with age-appropriate ability</p> <p>PO 3. Perform movement concepts in physical activity.</p> <ul style="list-style-type: none"> <li>• <i>Spatial awareness</i>: personal space, direction, level, pathways, planes, dodging, fleeing, chasing, tagging</li> <li>• <i>Body awareness</i>: shapes, balance, body weight transfer, flight</li> <li>• <i>Qualities of movement</i>: time, speed, force, flow</li> <li>• <i>Relationships</i>: among body parts, objects and people</li> </ul> <p>PO 4. Demonstrate a variety of manipulative skills</p>	<p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p> <p>J. Fine-motor skills</p>
<p><b>Concept 2: Rhythmic Movement</b></p> <p>PO 1. Demonstrate movement skills to a rhythm</p>	<p>Z. Movement</p>
<p><b>Concept 3: Complex or Specialized Movement Skills</b></p> <p>PO 1. Demonstrate a variety of developmentally appropriate specialized movement skills</p>	<p>I. Gross-motor skills</p>
<p><b>Strand 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</b></p> <p><b>Concept 1: Movement Concepts</b></p> <p>PO 2. Identifies various body parts</p>	<p>K. Personal care and healthy behavior</p>
<p><b>Concept 2: Scientific Principles</b></p> <p>PO 1. Identify the effects that physical activity has on the body</p> <p>PO 2. List and define the components of <b>health-related fitness</b></p>	<p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p>

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<p><b><i>Physical Education Standard — Kindergarten CONT</i></b></p>	
<p><b>Strand 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.</b></p> <p><b><i>Concept 2: Social Behavior</i></b></p> <p>PO 3. Demonstrate the elements of socially acceptable conflict resolution during class activity</p> <p>PO 4. Shows compassion for others by helping them</p>	<p>H. Conflict resolution</p> <p>D. Emotions</p>
<p><b>Strand 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</b></p> <p><b><i>Concept 1: Values Physical Activity</i></b></p> <p>PO 2. Exhibit both verbal and non-verbal expressions of enjoyment</p>	<p>D. Emotions</p>

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<i>Science Standard — Kindergarten</i>	
<p><b>Strand 1: Inquiry Process</b></p> <p><b>Concept 1: Observations, Questions, and Hypotheses</b> <i>Observe, ask questions, and make predictions</i></p> <p>PO 1. Observe common objects using multiple senses.</p> <p>PO 2. Ask questions based on experiences with objects, organisms, and events in the environment. (See M00-S2C1-01)</p> <p>PO 3. Predict results of an investigation based on life, physical, and Earth and space sciences (e.g., the five senses, changes in weather).</p>	<p>BB. Observing and classifying</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>CC. Experimenting, predicting, and drawing conclusions</p>
<p><b>Concept 2: Scientific Testing (Investigating and Modeling)</b> <i>Participate in planning and conducting investigations, and recording data.</i></p> <p>PO 1. Demonstrate safe behavior and appropriate procedures (e.g., use of instruments, materials, organisms) in all science inquiry.</p> <p>PO 2. Participate in guided investigations in life, physical, and Earth and space sciences.</p> <p>PO 3. Perform simple measurements using non-standard units of measure to collect data.</p>	<p>K. Personal care and healthy behavior</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>U. Measurement</p>
<p><b>Concept 3: Analysis and Conclusions</b> <i>Organize and analyze data; compare to predictions</i></p> <p>PO 1. Organize (e.g., compare, classify, and sequence) objects, organisms, and events according to various characteristics. (See M00-S4C4-01 and M00-S4C4-03)</p> <p>PO 2. Compare objects according to their measurable characteristics (e.g., longer/shorter, lighter/heavier). (See M00-S4C4-01)</p>	<p>BB. Observing and classifying</p> <p>U. Measurement</p>



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**COR Advantage Items**

<p><b>Science Standard — Kindergarten CONT</b></p>	
<p><b>Concept 4: Communication Communicate results of investigations.</b></p> <p>PO 1. Communicate observations with pictographs, pictures, models, and/or words. (See M00-S2C1-02)</p> <p>PO 2. Communicate with other groups to describe the results of an investigation. (See LS-R3 and LS-R5)</p>	<p>CC. Experimenting, predicting, and drawing conclusions</p> <p>CC. Experimenting, predicting, and drawing conclusions</p>
<p><b>Strand 3: Science in Personal and Social Perspectives</b></p> <p><b>Concept 2: Science and Technology in Society Understand the impact of technology</b></p> <p>PO 1. Describe how simple tools (e.g., scissors, pencils, paper clips, hammers) can make tasks easier.</p>	<p>EE. Tools and technology</p>
<p><b>Strand 4: Life Science</b></p> <p><b>Concept 1: Characteristics of Organisms Understand that basic structures in plants and animals serve a function</b></p> <p>PO 2. Name the following human body parts: • head • shoulders • arms • elbows • wrists • hands • fingers • legs • hips • knees • ankles • feet • heels • toe</p>	<p>K. Personal care and healthy behavior</p>
<p><b>Concept 3: Organisms and Environments Understand the relationships among various organisms and their environment.</b></p> <p>PO 1. Identify some plants and animals that exist in the local environment</p> <p>PO 2. Identify that plants and animals need the following to grow and survive: • food • water • air • space</p> <p>PO 3. Describe changes observed in a small system (e.g., ant farm, plant terrarium, aquarium).</p>	<p>DD. Natural and physical world</p> <p>DD. Natural and physical world</p> <p>DD. Natural and physical world</p>

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<i>Science Standard — Kindergarten CONT</i>	
<p><b>Strand 5: Physical Science</b></p> <p><b>Concept 1: Properties of Objects and Materials</b>  <b>Classify objects and materials by their observable properties.</b></p> <p>PO 1. Identify the following observable properties of objects using the senses: •shape • texture • size • color (See M00-S4C1-02 and M00-S4C1-03)</p> <p>PO 2. Compare objects by the following observable properties: • size • color • type of material (See M00-S4C1-02)</p>	<p>BB. Observing and classifying</p> <p>U. Measurement</p>
<p><b>Concept 2: Position and Motion of Objects</b>  <b>Understand spatial relationships and the way objects move</b></p> <p>PO 1. Describe spatial relationships (i.e., above, below, next to, left, right, middle, center) of CC. Experimenting, predicting, and drawing conclusionsobjects. (See M00-S4C1-02 and 3SS-R1-01)</p>	<p>T. Geometry: Shapes and spatial awareness</p>
<p><b>Concept 3: Energy and Magnetism Investigate different forms of energy</b></p> <p>PO 1. Investigate how applied forces (push and pull) can make things move</p> <p>PO 2. Investigate how forces can make things move without another thing touching them (e.g., magnets, static electricity).</p> <p>PO 3. Sort materials according to whether they are or are not attracted by a magnet.</p> <p>PO 4. Identify familiar everyday uses of magnets (e.g., in toys, cabinet locks, decoration).</p>	<p>CC. Experimenting, predicting, and drawing conclusions</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>BB. Observing and classifying</p> <p>EE. Tools and technology</p>

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<b>Science Standard — Kindergarten CONT</b>	
<p><b>Strand 6: Earth and Space Science</b></p> <p><b>Concept 1: Properties of Earth Materials</b>  <b>Identify the basic properties of Earth materials</b></p> <p>PO 1. Identify rocks, soil, and water as basic Earth materials</p> <p>PO 2. Compare physical properties (e.g., color, texture, capacity to retain water) of basic Earth materials.</p> <p>PO 3. Classify a variety of objects as being natural or man-made.</p> <p>PO 4. Identify ways some natural or man-made materials can be reused or recycled (e.g., efficient use of paper, recycle aluminum cans).</p>	<p>DD. Natural and physical world</p> <p>BB. Observing and classifying</p> <p>BB. Observing and classifying</p> <p>DD. Natural and physical world</p>

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**COR Advantage Items**

<b>English Language Learners Stage 1 — Listening and Speaking — Kindergarten</b>	
<p><b>Standard 1: Comprehension and Communications. The student will listen actively to the ideas of others in order to acquire new knowledge.</b></p> <p><b>Comprehension of Oral Communications</b></p> <p>PE-3: responding to read-alouds, using a variety of physical actions (e.g., <i>matching objects, pointing to an answer</i>) or by drawing pictures.</p> <p>E-3: identifying information/details from read-alouds using key words and phrases.</p> <p>B-3: responding to read-a-louds by identifying main ideas/concepts and details using complete sentences.</p> <p>LI-3: responding to read-a-louds by identifying main ideas/concepts and details using key words in complete sentences.</p> <p>HI-3: responding to read-a-louds by identifying main ideas/concepts and details using key words in complete sentences.</p> <p>PE-4: sequencing a series of pictures from information shared in read-alouds, presentations, and conversations.</p> <p>E-4: using pictures and key words to sequence a series of events from information shared in read-a-louds, presentations, and conversations.</p> <p>B-4: using pictures and key words to sequence a series of events from information shared in read-a-louds, presentations, and conversations.</p> <p>LI-4: using sentence frames to sequence events from read-a-louds, presentations, and conversations.</p> <p>HI-4: sequencing events from read-a-louds, presentations, and conversations.</p> <p>PE-5: following one-word commands for classroom activities that are accompanied by picture cues.</p> <p>E-5: following one-step directions for classroom activities that are accompanied by picture cues.</p>	<p>M. Listening and comprehension</p> <p>M. Listening and comprehension</p> <p>M. Listening and comprehension</p> <p>M. Listening and comprehension</p> <p>M. Listening and comprehension</p> <p>M. Listening and comprehension Q. Book enjoyment and knowledge</p> <p>M. Listening and comprehension Q. Book enjoyment and knowledge</p> <p>M. Listening and comprehension Q. Book enjoyment and knowledge</p> <p>M. Listening and comprehension Q. Book enjoyment and knowledge</p> <p>M. Listening and comprehension Q. Book enjoyment and knowledge</p> <p>M. Listening and comprehension Q. Book enjoyment and knowledge</p> <p>M. Listening and comprehension II. Listening to and understanding English</p> <p>M. Listening and comprehension II. Listening to and understanding English</p>

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<p><b>English Language Learners Stage 1 — Listening and Speaking — Kindergarten CONT</b></p>	
<p>B-5: following two-step directions for classroom activities that are accompanied by picture cues.</p> <p>LI-5: following multiple-step directions which include prepositions.</p> <p>HI-5: following multiple-step directions which include prepositions.</p>	<p>M. Listening and comprehension II. Listening to and understanding English</p> <p>M. Listening and comprehension II. Listening to and understanding English</p> <p>M. Listening and comprehension II. Listening to and understanding English</p>
<p>PE-6: responding to conversations using memorized responses. (<i>e.g., introductions, requests, courtesies</i>)</p> <p>E-6: responding to comments and questions in social conversations.</p> <p>B-6: responding to comments and questions in social conversations by sharing one’s experiences and expressing one’s thoughts.</p> <p>LI-6: responding to comments and questions in social conversations by asking questions, sharing one’s experiences, and expressing one’s thoughts.</p> <p>HI-6: responding to comments and questions in social conversations by asking questions, sharing one’s experiences, and expressing one’s thoughts.</p>	<p>II. Listening to and understanding English JJ. Speaking English</p> <p>II. Listening to and understanding English JJ. Speaking English</p> <p>II. Listening to and understanding English JJ. Speaking English</p> <p>II. Listening to and understanding English JJ. Speaking English</p> <p>II. Listening to and understanding English JJ. Speaking English</p>
<p><b>Standard 2: The student will express orally his or her own thinking and ideas.</b></p> <p><b>Delivery of Oral Communications</b></p> <p>PE-1: repeating the names of upper and lower case alphabet letters in order with accurate pronunciation.</p> <p>E-1: repeating the names of upper and lower case alphabet letters in random order with accurate pronunciation.</p> <p>B-1: naming upper and lower case alphabet letters in random order with accurate pronunciation</p>	<p>O. Alphabet knowledge</p> <p>O. Alphabet knowledge</p> <p>O. Alphabet knowledge</p>

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<b>English Language Learners Stage 1 — Listening and Speaking — Kindergarten CONT</b>	
LI-1: naming upper and lower case alphabet letters in random order with accurate pronunciation.	O. Alphabet knowledge
HI-1: naming upper and lower case alphabet letters in random order with accurate pronunciation.	O. Alphabet knowledge
PE-2: repeating individual phonemes in sequential order using accurate articulation.	N. Phonological awareness
E-2: repeating individual phonemes in random order using accurate articulation.	N. Phonological awareness
B-2: producing individual phonemes in random order, using accurate articulation with instructional support.	N. Phonological awareness
LI-2: producing individual phonemes of his or her name and the names of others using accurate articulation.	N. Phonological awareness
HI-2: producing all individual phonemes in words from print using accurate articulation.	N. Phonological awareness
PE-3: repeating the initial sounds (not letters) of his or her name and the names of others using accurate articulation.	N. Phonological awareness
E-3: repeating initial and final sounds (not letters) of his or her name and the names of others using accurate articulation.	N. Phonological awareness
B-3: producing initial and final sounds of words with instructional support using accurate articulation.	N. Phonological awareness
LI-3: producing initial and final sounds of words using accurate articulation.	N. Phonological awareness
HI-3: producing initial and final sounds of words using accurate articulation.	N. Phonological awareness
PE-6: repeating cardinal numbers in order with accurate pronunciation.	S. Number and counting
E-6: naming all cardinal numbers in random order with accurate pronunciation.	S. Number and counting

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<b>English Language Learners Stage 1 — Listening and Speaking — Kindergarten CONT</b>	
PE-7: repeating one- or two-word social greetings and farewells.	JJ. Speaking English
E-7: responding to social greetings and farewells using words or phrases with instructional support.	II. Listening to and understanding English JJ. Speaking English
B-7: responding to social interactions, courtesies, and personal information questions using complete sentences with instructional support.	II. Listening to and understanding English JJ. Speaking English
LI-7: initiating conversations and responding to social interactions, courtesies, and personal information questions using complete sentences with instructional support.	II. Listening to and understanding English JJ. Speaking English
HI-7: initiating conversations and responding to social interactions using complete sentences	JJ. Speaking English
PE-8: using isolated words accompanied by gestures to communicate basic needs.	JJ. Speaking English
E-8: using isolated words or strings of two to three words accompanied by gestures to communicate basic needs.	JJ. Speaking English
B-8: using key words, phrases, and complete sentences to communicate basic needs with instructional support	JJ. Speaking English
LI-8: using complete sentences, and rephrasing when necessary, to communicate immediate and future needs with instructional support.	JJ. Speaking English
HI-8: using complete sentences, and rephrasing when necessary, to communicate immediate and future needs.	JJ. Speaking English
PE-9: repeating familiar objects, people, and events with instructional support.	JJ. Speaking English
E-9: naming familiar objects, people, and events with instructional support.	JJ. Speaking English
B-9: naming objects, people, and events with instructional support.	JJ. Speaking English
LI-9: naming and describing objects, people, and events	JJ. Speaking English
LI-9: naming and describing objects, people, and events	JJ. Speaking English

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<p><b><i>English Language Learners Stage 1 — Listening and Speaking — Kindergarten CONT</i></b></p>	
<p>PE-10: repeating rhyming words and short familiar rhymes and songs using accurate pronunciation as well as expressive phrasing and intonation.</p> <p>E-10: reciting rhyming words and short familiar rhymes and songs using accurate pronunciation as well as expressive phrasing and intonation, with instructional support.</p> <p>B-10: producing rhyming words and short, simple, rhyming phrases and songs using accurate pronunciation as well as expressive phrasing and intonation with instructional support.</p> <p>LI-10: producing rhyming words and short, rhyming phrases and songs using accurate pronunciation as well as expressive phrasing and intonation.</p> <p>HI-10: producing rhyming words and short, simple, rhyming phrases and songs using accurate pronunciation as well as expressive phrasing and intonation.</p>	<p>JJ. Speaking English</p> <p>JJ. Speaking English</p> <p>N. Phonological awareness</p> <p>N. Phonological awareness</p> <p>N. Phonological awareness</p>
<p><b><i>English Language Learners Stage 1 — Reading</i></b></p>	
<p><b>Standard 1: The student will demonstrate understanding of print concepts of the English language.</b></p> <p><b><i>Print Concepts</i></b></p> <p>PE-1: holding the book right side up and turning pages in the correct direction.</p> <p>E-1: recognizing left to right and top to bottom directionality of reading.</p> <p>LI-1: demonstrating the command of left to right, top to bottom directionality, and return sweep when "reading" books with instructional support.</p> <p>HI-1: demonstrating the command of left to right, top to bottom directionality, and return sweep when "reading" books.</p> <p>PE-2: recognizing that environmental print and symbols represent and convey meaning.</p>	<p>Q. Book enjoyment and knowledge</p> <p>P. Reading</p> <p>P. Reading</p> <p>P. Reading</p> <p>P. Reading</p>



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<b>English Language Learners Stage 1 — Reading — Kindergarten CONT</b>	
E-2: recognizing that print represents spoken language and conveys meaning.	P. Reading
B-2: recognizing that sentences are made up of separate words.	P. Reading R. Writing
LI-2: recognizing that words are represented by a sequence of letters.	N. Phonological awareness O. Alphabet knowledge
HI-2: demonstrating the one-to-one correlation between a spoken word and a printed word.	R. Writing
PE-3: recognizing common print conventions with instructional support. (e.g., periods)	P. Reading R. Writing
E-3: recognizing common print conventions with instructional support. (e.g., periods and question marks)	P. Reading R. Writing
B-3: recognizing common print conventions with instructional support. (e.g., periods, question marks, capital letters and quotation marks)	P. Reading R. Writing
LI-3: recognizing common print conventions. (e.g., periods, question marks, capital letters and quotation marks)	P. Reading R. Writing
<b>Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts.</b>	
<b>Phonemic Awareness/Decoding</b>	
PE-1: identifying the initial sound (not letter) of a spoken word.	N. Phonological awareness
E-1: identifying the initial and final sounds (not letters) of a spoken word.	N. Phonological awareness
B-1: discriminating between initial, medial, and final spoken sounds within a word.	N. Phonological awareness
LI-1: segmenting one-syllable words into its phonemes, with instructional support.	N. Phonological awareness
HI-1: segmenting one-syllable words into its phonemes.	N. Phonological awareness

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<b>English Language Learners Stage 1 — Reading — Kindergarten CONT</b>	
PE-2: identifying pictures that begin with the same given initial sound.	N. Phonological awareness
E-2: comparing two to three pictures and identifying those with the same initial sound.	N. Phonological awareness
B-2: sorting groups of pictures that begin with the same initial sounds.	N. Phonological awareness
LI-2: orally producing groups of words that begin with the same initial sounds (alliteration) with linguistic support.	N. Phonological awareness
HI-2: orally producing groups of words that begin with the same initial sounds (alliteration).	N. Phonological awareness
LI-3: blending initial, medial, and final spoken sounds to produce words.	N. Phonological awareness P. Reading
HI-3: blending two or three spoken syllables to produce words.	P. Reading
PE-4: repeating rhymes with instructional support.	N. Phonological awareness
E-4: distinguishing spoken rhyming words from non-rhyming words.	N. Phonological awareness
B-4: identifying rhyming words in response to an oral prompt.	N. Phonological awareness
LI-4: producing rhyming words in response to an oral prompt.	N. Phonological awareness
HI-4: orally forming words by substituting simple onsets (/c/) with given rimes (/at/).	N. Phonological awareness
PE-5: distinguishing letters from numbers and symbols.	O. Alphabet knowledge S. Number and counting
PE-6: repeating letter sounds represented by the single lettered consonants.	JJ. Speaking English
E-6: repeating letter sounds represented by the single lettered consonants and vowels.	JJ. Speaking English
B-6: producing letter sounds represented by the single lettered consonants and vowels with support.	JJ. Speaking English
LI-6: producing letter sounds represented by the single lettered consonants.	JJ. Speaking English
HI-6: producing letter sounds represented by the single lettered consonants and vowels.	JJ. Speaking English

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<b>English Language Learners Stage 1 — Reading — Kindergarten CONT</b>	
PE-7: repeating high frequency words.	JJ. Speaking English
E-7: recognizing high frequency words.	P. Reading
B-7: reading high frequency words with instructional support.	P. Reading
LI-7: reading high frequency words with automaticity.	P. Reading
HI-7: reading high frequency words with automaticity in context.	P. Reading
PE-8: repeating words within word families.	JJ. Speaking English
E-8: recognizing that a new word is created when an initial letter is changed (i.e., word families).	P. Reading
B-8: producing new words when an initial letter is changed (i.e., word families) with instructional support.	P. Reading
LI-8: producing new words when initial sound(s), including blends, are changed (i.e., word families).	P. Reading
HI-8: producing new words when initial sound(s), including diagraphs, are changed (i.e., word families).	P. Reading
B-9: recognizing that a new word is created when a specific letter is changed, added, or removed.	P. Reading
LI-9: decoding a new word when a specific letter is changed, added, or removed with instructional support.	P. Reading
HI-9: decoding a new word when a specific letter is changed, added, or removed.	P. Reading
PE-10: repeating initial, medial, and final sounds of common CVC words.	N. Phonological awareness
E-10: producing isolated initial, medial and final sounds of common CVC words with instructional support.	N. Phonological awareness
B-10: blending common CVC words with instructional support.	N. Phonological awareness
LI-10: decoding common CVC words with instructional support.	P. Reading
HI-10: decoding common CVC words	P. Reading

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<b>English Language Learners Stage 1 — Reading — Kindergarten CONT</b>	
<p><b>Comprehending Text</b></p> <p>B-1: participating in teacher guided discussions about whether a literary selection, heard or read, is real or fantasy.</p> <p>LI-1: determining whether a literary selection, heard or read, is real or fantasy, with instructional support.</p> <p>HI-1: determining whether a literary selection, heard or read, is real or fantasy.</p> <p>PE-2: participating in teacher guided discussions about the title, cover illustrations, and text.</p> <p>E-2: responding to teacher guided prompts to make predictions about the title, cover illustrations, and text.</p> <p>PE-3: answering simple questions by using physical actions in response to text, heard or read, that is highly predictable, uses repetitive syntax, and has linguistic redundancy.</p> <p>E-3: answering simple questions or drawing pictures to respond to text, heard or read, that is highly predictable, uses repetitive syntax, and has linguistic redundancy.</p> <p>B-3: answering comprehension questions to respond to text heard or read.</p> <p>LI-3: using key words, phrases, and complete sentences to answer comprehension questions in response to text, heard or read.</p> <p>HI-3: using key words, phrases, and complete sentences to answer open-ended comprehension questions when responding to text.</p> <p>PE-4: sequencing a series of given pictures to retell a story or event, with instructional support.</p> <p>E-4: sequencing a series of given pictures to retell a story or event.</p> <p>B-4: sequencing a series of given pictures to retell a story or event using key words.</p> <p>LI-4: sequencing a story or event in complete sentences.</p>	<p>L. Speaking M. Listening and comprehension</p> <p>M. Listening and comprehension</p> <p>M. Listening and comprehension</p> <p>L. Speaking M. Listening and comprehension</p> <p>L. Speaking Q. Book enjoyment and knowledge</p> <p>L. Speaking M. Listening and comprehension</p> <p>L. Speaking M. Listening and comprehension</p> <p>L. Speaking M. Listening and comprehension</p> <p>L. Speaking M. Listening and comprehension</p> <p>M. Listening and comprehension Q. Book enjoyment and knowledge</p> <p>M. Listening and comprehension Q. Book enjoyment and knowledge</p> <p>M. Listening and comprehension Q. Book enjoyment and knowledge</p> <p>M. Listening and comprehension Q. Book enjoyment and knowledge</p>

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<i>English Language Learners Stage 1 — Reading — Kindergarten CONT</i>	
PE-5: repeating facts or events from text read aloud.	M. Listening and comprehension
B-5: participating in teacher guided discussions to restate facts from text read aloud.	M. Listening and comprehension
LI-5: identifying facts from text read aloud, with instructional support.	M. Listening and comprehension
HI-5: identifying facts from text read aloud.	M. Listening and comprehension
PE-6: retelling a story using illustrations.	Q. Book enjoyment and knowledge
E-6: retelling a story using illustrations	Q. Book enjoyment and knowledge
B-6: retelling a story with a beginning, middle, and end.	Q. Book enjoyment and knowledge
LI-6: retelling a story or event with a beginning, middle, and end in complete sentences.	Q. Book enjoyment and knowledge
HI-6: retelling a story including the beginning, middle, and end using transition words (e.g., first, next, last) in complete sentences.	Q. Book enjoyment and knowledge
PE-7: participating in teacher guided discussions of the main characters in a story read aloud.	M. Listening and comprehension
E-7: responding to teacher guided prompts to identifying the main characters of the story in a story read aloud.	M. Listening and comprehension
B-7: identifying the main characters of a story heard or read.	M. Listening and comprehension
LI-7: describing the main characters of a story with instructional support.	M. Listening and comprehension
HI-7: describing the main characters of a story.	M. Listening and comprehension
PE-8: participating in teacher guided discussions of the setting in a story read aloud.	M. Listening and comprehension
E-8: responding to teacher guided prompts to identifying the setting of the story in a story read aloud.	M. Listening and comprehension
B-8: identifying the setting of a story heard or read.	M. Listening and comprehension
LI-8: describing the setting of a story with instructional support.	M. Listening and comprehension
HI-8: describing the setting of a story.	M. Listening and comprehension

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<b><i>English Language Learners Stage 1 — Reading — Kindergarten CONT</i></b>	
<p>B-9: identifying the key events of a story heard or read.</p> <p>LI-9: describing the key events of a story with instructional support.</p> <p>HI-9: describing the key events of a story.</p> <p>E-11: following simple written directions for classroom routines and academic activities that are accompanied by pictures.</p> <p>B-11: following simple written directions for classroom routines and academic activities that are accompanied by pictures.</p> <p>LI-11: following short two-to-three-step written directions for classroom routines and academic activities that are accompanied by pictures.</p> <p>HI-11: following multi-step written directions for classroom routines and academic activities that are accompanied by pictures.</p> <p>PE-12: recognizing signs, labels, symbols, and captions within the environment, with instructional support.</p> <p>E-12: recognizing signs, labels, symbols, and captions within the environment.</p> <p>B-12: interpreting signs, labels, symbols, and captions within the environment with instructional support.</p> <p>LI-12: interpreting signs, labels, symbols, and captions within the environment.</p>	<p>M. Listening and comprehension Q. Book enjoyment and knowledge</p> <p>M. Listening and comprehension Q. Book enjoyment and knowledge</p> <p>Q. Book enjoyment and knowledge</p> <p>P. Reading</p> <p>P. Reading</p> <p>P. Reading</p> <p>P. Reading</p> <p>P. Reading</p> <p>P. Reading</p> <p>P. Reading</p> <p>P. Reading</p>
<b><i>English Language Learners Stage 1 — Writing</i></b>	
<p><b>Standard 1: The student will express his or her thinking and ideas in a variety of writing genres.</b></p> <p><b><i>Writing Applications</i></b></p> <p>PE-1: drawing to express ideas.</p> <p>E-1: drawing and dictating to express ideas.</p> <p>B-1: drawing and using experimental writing to express ideas.</p>	<p>X. Art</p> <p>X. Art</p> <p>R. Writing</p>

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<b>English Language Learners Stage 1 — Writing — Kindergarten CONT</b>	
<p>PE-2: drawing to describe or inform with instructional support. (e.g., labels, lists, observations, journals, summaries)</p> <p>E-2: drawing and dictating to describe, explain or inform with instructional support.</p>	<p>X. Art</p> <p>X. Art</p>
<p><b>Standard 2: The student will identify and apply conventions of standard English in his or her communications.</b></p> <p><b>Standard English Conventions</b></p> <p>PE-1: writing a minimum of 5 letters of the alphabet with instructional support.</p> <p>E-1: Writing a minimum of 10 lower case and upper case letters of the alphabet with instructional support.</p> <p>B-1: writing legibly and with correct formation, a minimum of 16 lower case and upper case letters of the alphabet with instructional support.</p> <p>LI-1: writing legibly and with correct formation, a minimum of 22 lower case and upper case letters of the alphabet.</p> <p>HI-1: writing legibly and with correct formation all of the lower case and upper case letters of the alphabet.</p> <p>B-2: applying letter-sound relationships to write beginning sounds of words.</p> <p>LI-2: applying letter-sound relationships to write beginning and ending sounds of simple words.</p> <p>HI-2: applying letter-sound relationships to write simple CVC words and attempt more complex words.</p> <p>PE-4: modeling and tracing student’s own first name.</p> <p>E-4: writing student’s own first name with instructional support.</p> <p>PE-7: practicing left to right directionality in modeled writing.</p> <p>E-7: using left to right directionality in writing with instructional support.</p>	<p>R. Writing</p> <p>R. Writing</p> <p>R. Writing</p> <p>R. Writing</p> <p>R. Writing</p> <p>O. Alphabet knowledge</p> <p>O. Alphabet knowledge</p> <p>O. Alphabet knowledge</p> <p>R. Writing</p> <p>R. Writing</p> <p>R. Writing</p> <p>R. Writing</p>

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<b>English Language Learners Stage 1 — Writing — Kindergarten CONT</b>	
B-7: using left to right directionality in writing with instructional support.	R. Writing
LI-7: using left to right directionality in writing with instructional support.	R. Writing
HI-7: using left to right directionality in writing.	R. Writing
PE-8: practicing the placing of spaces between words in modeled writing.	R. Writing
E-8: practicing the placing of spaces between words in modeled writing.	R. Writing
B-8: using the placing of spaces between words with instructional support	R. Writing
LI-8: using the placing of spaces between words.	R. Writing
HI-8: using the placing of spaces between words.	R. Writing
<b>Standard 3: Students use the steps of the writing process as a writing piece moves toward completion.</b>	
PE-3: adding detail to drawings with teacher prompting.	X. Art
E-3: adding detail to drawings with teacher prompting.	X. Art
<b>English Language Learners Stage 1 — Language Strand — Kindergarten</b>	
<b>Standard 1: The student will identify and apply conventions of standard English in his or her communications.</b>	
<b>Standard English Conventions</b>	
PE-1: repeating articles with singular nouns.	JJ. Speaking English
PE-2: repeating singular common nouns.	JJ. Speaking English
E-2: naming singular common nouns.	JJ. Speaking English
PE-1: repeating simple present tense verbs with instructional support.	JJ. Speaking English
E-1: selecting simple present tense verbs (e.g., <i>jump, jumps</i> ) with instructional support.	JJ. Speaking English



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<b>English Language Learners Stage 1 — Language Strand — Kindergarten CONT</b>	
B-1: using the simple present tense verbs with subject-verb agreement with instructional support.	JJ. Speaking English
PE-2: repeating present tense forms of the verb 'to be'. (e.g., am, is, are)	JJ. Speaking English
PE-3: repeating and acting out present progressive verbs.	JJ. Speaking English
PE-4: repeating simple past tense verbs with instructional support.	JJ. Speaking English
PE-5: repeating simple future tense verbs (e.g., will) with instructional support.	JJ. Speaking English
PE-7: repeating and acting out imperative verbs. (e.g., Walk. Stop.)	JJ. Speaking English
E-7: repeating and acting out imperative verbs. (e.g., Sit down. Line up.)	II. Listening to and understanding English JJ. Speaking English
PE-1: repeating personal singular subject pronoun (e.g., I).	JJ. Speaking English
PE-1: repeating adjectives (e.g., color, shape) with nouns.	JJ. Speaking English
PE-2: repeating a possessive adjective (e.g., my) with a noun.	JJ. Speaking English
E-2: repeating possessive adjectives (e.g., my, your) with nouns.	L. Speaking
B-2: using possessive adjectives (e.g., my, your, his, her, its) with nouns with instructional support.	L. Speaking
LI-2: using possessive adjectives (e.g., my, your, his, her, its, our, their) with nouns with instructional support.	L. Speaking
HI-2: using possessive adjectives (e.g., my, your, his, her, its, our, their) with nouns.	L. Speaking
PE-1: repeating and physically demonstrating commands that indicate prepositions of location (e.g., on, in).	T. Geometry: Shapes and spatial awareness
PE-2: repeating and physically demonstrating commands that indicate prepositions of direction (e.g., up, down, over).	T. Geometry: Shapes and spatial awareness
PE-1: repeating interjections.	JJ. Speaking English

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<b>English Language Learners Stage 1 — Language Strand — Kindergarten CONT</b>	
PE-1: repeating noun and verb phrases joined by conjunctions. (e.g., and, or)	JJ. Speaking English
PE-1: repeating noun phrases with visual support. (e.g. adjective + noun)	JJ. Speaking English
E-1: producing noun phrases from a visual prompt with instructional support.	JJ. Speaking English
PE-2: repeating joined noun phrases with visual support. (e.g., adjective + noun)	JJ. Speaking English
E-2: producing joined noun phrases from a visual prompt with instructional support.	JJ. Speaking English
PE-3: repeating and physically demonstrating verb phrases with visual support. (e.g., Verb + adverb: “walks slowly” or adverb + verb: “always talks”)	JJ. Speaking English
PE-4: repeating and physically demonstrating joined verb phrases with visual support. (e.g., verb + adverb: “walks slowly” or adverb + verb: “always talks”)	JJ. Speaking English
PE-5: repeating and physically demonstrating prepositional phrases with visual support.	JJ. Speaking English
PE-2: repeating a sentence containing a subject and a verb (S-V).	JJ. Speaking English
PE-3: repeating a sentence using a pronoun, “to be” verb, and noun construction (S-V-C).	JJ. Speaking English
PE-4: repeating a sentence using a noun, “to be” verb, and noun construction (S-V-C).	JJ. Speaking English
PE-5: repeating a sentence using a plural noun, “to be” verb, and noun construction (S-V-C).	JJ. Speaking English
PE-6: repeating a sentence using a noun, “to be” verb, and adjective.	JJ. Speaking English
PE-7: repeating a sentence using a noun, “to be” verb, and prepositional phrase.	JJ. Speaking English
E-8: repeating a sentence containing a subject, verb, and prepositional phrase.	JJ. Speaking English
PE-9: repeating a sentence using “to be” and “not” to form a sentence in the negative construction.	JJ. Speaking English

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<b>English Language Learners Stage 1 — Language Strand — Kindergarten CONT</b>	
PE-10: repeating a sentence using “to be” and “not” to form a sentence in the negative construction.	JJ. Speaking English
PE-11: repeating an imperative sentence using an imperative verb.	JJ. Speaking English
PE-1: repeating single word questions with inflection. (e.g., What? Who?)	JJ. Speaking English
PE-1: repeating names of common objects or pictures. (e.g., foods, animals, colors, shapes)	JJ. Speaking English
E-1: naming common objects or pictures and categorizing into basic groups with instructional support.	BB. Observing and classifying
B-1: naming and sorting common objects or pictures with labels.	BB. Observing and classifying
LI-1: naming and sorting common objects and pictures into self-selected categories with instructional support.	BB. Observing and classifying
HI-1: naming and sorting common objects and pictures into self-selected categories and providing rationale.	BB. Observing and classifying
PE-2: repeating sight words.	JJ. Speaking English
PE-3: repeating high frequency words.	JJ. Speaking English
<b>Standard 2: The student will acquire English language vocabulary and use it in relevant contexts.</b>	
<b>Vocabulary</b>	
PE-4: repeating common antonyms.	JJ. Speaking English
E-4: repeating common synonyms and antonyms.	JJ. Speaking English
PE-5: repeating key words, symbols or operations that represent grade specific academic vocabulary with visual support.	JJ. Speaking English
PE-6: repeating vocabulary words with visual support.	JJ. Speaking English

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<p><b>English Language Learners Stage 1 — Social Studies Standard— Kindergarten</b></p>	
<p><b>Strand 1: American History</b></p> <p><b>Concept 1: Research Skills for History</b></p> <p>PO 1. Retell personal events to show an understanding of how history is the story of events, people, and places in the past.</p> <p>PO 4 .Use primary source materials (e.g., photos, artifacts) to study people and events from the past.</p>	<p>HH. History</p> <p>HH. History</p>
<p><b>Strand 2: World History</b></p> <p><b>Concept 1: Research Skills for History</b></p> <p>PO 1 . Retell personal events to show an understanding of how history is the story of events, people, and places in the past.</p> <p>PO 4 . Use primary source materials (e.g., photos, artifacts) to study people and events from the past.</p>	<p>HH. History</p> <p>HH. History</p>
<p><b>Strand 3: Civics/Government</b></p> <p><b>Concept 4: Rights, Responsibilities, and Roles of Citizenship</b></p> <p>PO 2. Recognize the rights and responsibilities of citizenship:</p> <ul style="list-style-type: none"> <li>a. elements of fair play, good sportsmanship, and the idea of treating others the way you want to be treated</li> <li>b. importance of participation and cooperation in a classroom and community</li> <li>c. why there are rules and the consequences for violating them</li> <li>d. responsibility of voting (every vote counts)</li> </ul> <p>PO 3. Discuss the importance of students contributing to a community (e.g., helping others, working together, cleaning up the playground).</p> <p>PO 4. Identify people who help keep communities and citizens safe (e.g., police, firefighters, nurses,</p>	<p>G. Community</p> <p>G. Community</p> <p>FF. Knowledge of self and others</p>

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<p><b>English Language Learners Stage 1 — Social Studies Standard— Kindergarten</b></p>	
<p><b>Strand 4: Geography</b></p> <p><b>Concept 1: The World in Spatial Terms</b></p> <p>PO 3. Determine the relative location of objects using the terms near/far, behind/in front, over/under, left/right, up/down. Connect with: Science Strand 5 Concept 2 Math Strand 4 Concept 1</p> <p><b>Concept 3: Physical Systems</b></p> <p>Science Strand 4 Concept 3 Identify plants and animals in the local environment.</p> <p>PO 1. Discuss the food, clothing, housing, recreation, and celebrations practiced by cultural groups in the local community.</p> <p><b>Concept 5: Environment and Society</b></p> <p>PO 1. Identify the origin of natural resources (e.g., fish from sea, minerals from the ground, wood from trees, food from farms).</p>	<p>GG. Geography</p> <p>DD. Natural and physical world</p> <p>FF. Knowledge of self and others</p> <p>DD. Natural and physical world</p>
<p><b>Strand 5: Economics</b></p> <p><b>Concept 1: Foundations of Economics</b></p> <p>PO 1. Discuss different types of jobs that people do.</p>	<p>FF. Knowledge of self and others</p>