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**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 Pennsylvania. This document shows you how COR Advantage aligns with Pennsylvania’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](#)



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## **Alignment of the 2014 Pennsylvania Infant-Toddler Learning Standards For Early Childhood With HighScope's 2014 Child Observation Record — COR Advantage 1.5**

The following chart shows how items from the 2014 **Pennsylvania Infant-Toddler Learning Standards for Early Childhood** correspond to items from HighScope's 2014 **Child Observation Record — COR Advantage 1.5**. 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 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.



**Pennsylvania Early Learning Standards**

**COR Advantage Items**

<i>Approaches to Learning</i>		
	<p><b>AL.1 Constructing and Gathering Knowledge</b></p> <p><b>A. Curiosity and Initiative</b></p> <p><b>Infants and toddlers will use sensory exploration and demonstrate a growing interest in the environment to gain information.</b></p>	
<b>Infant:</b>	<p><b>AL.1.I.A</b> Use the senses as a primary means to explore and learn from the environment.</p>	BB. Observing and classifying
<b>Young Toddler</b>	<p><b>AL.1.YT.A</b> Show interest in various environmental stimuli.</p>	A. Initiative and planning
<b>Older Toddler:</b>	<p><b>AL.1.OT.A</b> Explore characteristics of and ask questions about objects people, activities and environments.</p>	<p>A. Initiative and planning</p> <p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p>
	<p><b>B. Risk Taking</b></p> <p><b>Infants and toddlers will demonstrate increased independence as they explore their environment and engage in new activities.</b></p>	
<b>Infant:</b>	<p><b>AL.1.I.B</b> Explore in the comfort of a familiar surrounding or adult.</p>	E. Building relationships with adults
<b>Young Toddler</b>	<p><b>AL.1.YT.B</b> Explore the environment in close proximity to and in the constant sight of familiar adult.</p>	E. Building relationships with adults
<b>Older Toddler:</b>	<p><b>AL.1.OT.B</b> Explore the environment independently seeking occasional approval from adults.</p>	E. Building relationships with adults

**Pennsylvania Early Learning Standards**

**COR Advantage Items**

<i>Approaches to Learning CONT</i>		
	<b>C. Stages of Play</b> Infants and toddlers patterns of play will increase in complexity.	
<b>Infant:</b>	<b>AL.1.I.C</b> Engage in parallel play.	F. Building relationships with other children
<b>Young Toddler</b>	<b>AL.1.YT.C</b> Engage in associative play.	F. Building relationships with other children
<b>Older Toddler:</b>	<b>AL.1.OT.C</b> Engage with others in simple cooperative play.	F. Building relationships with other children
	<b>AL.2 Organizing and Understanding Information</b> <b>A. Engagement and Attention</b> Infants and toddlers engagement and attention to tasks will develop over time.	
<b>Infant:</b>	<b>AL.2.I.A</b> Interact with others, objects or activities for short periods of time.	A. Initiative and planning
<b>Young Toddler</b>	<b>AL.2.I.YT.A</b> Engage with others, focus attention and participate in activities for longer periods of time.	A. Initiative and planning
<b>Older Toddler:</b>	<b>AL.2.OT.A</b> Focus attention and participate in task oriented activities.	A. Initiative and planning

**Pennsylvania Early Learning Standards**

**COR Advantage Items**

<i>Approaches to Learning CONT</i>		
	<b>B. Task Analysis</b> <b>Infants and toddler will develop an increased ability to understand the steps needed to complete tasks.</b>	
<b>Infant:</b>	<b>AL.2.I.B</b> Anticipate next step of a familiar routine or activity.	G. Community HH. History
<b>Young Toddler</b>	<b>AL.2.YT.B</b> Know the sequence of familiar routines.	G. Community HH. History
<b>Older Toddler:</b>	<b>AL.2.OT.B</b> Identify and complete the sequence of familiar routines and tasks.	G. Community HH. History
	<b>C. Persistence</b> <b>Infants and toddlers will develop an increased capacity to attend to a task even when faced with challenges.</b>	
<b>Infant:</b>	<b>AL.2.I.C</b> Engage with an object in more than one way.	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions
<b>Young Toddler</b>	<b>AL.2.YT.C</b> Attempt to accomplish challenging tasks.	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions
<b>Older Toddler:</b>	<b>AL.2.OT.C</b> Attempt to accomplish challenging tasks by employing familiar strategies.	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions

**Pennsylvania Early Learning Standards**

**COR Advantage Items**

<i>Approaches to Learning CONT</i>		
	<b>D. Patterning</b> <b>Infants and toddler will begin to understand simple patterns.</b>	
<b>Infant:</b>	Emerging	
<b>Young Toddler</b>	<b>AL.2.YT.D</b> Recognize simple patterns in the environment.	V. Patterns
<b>Older Toddler:</b>	<b>AL.2.OT.D</b> Recognize and create simple patterns.	V. Patterns
	<b>E. Memory</b> <b>Infants and toddler will demonstrate an increased ability to retain and recall information.</b>	
<b>Infant:</b>	<b>AL.2.I.E</b> Recognize and respond to familiar adults and routines.	E. Building relationships with adults G. Community HH. History
<b>Young Toddler</b>	<b>AL.2.YT.E</b> Recall information from previous experiences.	C. Reflection
<b>Older Toddler:</b>	<b>AL.2.OT.E</b> Retain and recall information from previous experiences.	C. Reflection

**Pennsylvania Early Learning Standards**

**COR Advantage Items**

<i>Approaches to Learning CONT</i>		
<b>Infant:</b>	<p><b>AL.3 Applying Knowledge</b>  <b>A/B. Creativity/Invention</b>  <b>Infants and toddler will interact with their environment in increasingly unique and novel ways.</b>  <b>AL.3.I.A/B</b>                      Respond to music, art and stories.</p>	P. Reading X. Art Y. Music
<b>Young Toddler</b>	<p><b>AL.3.YT.A/B</b>                      Express self through simple actions, gestures and words.</p>	L. Speaking M. Listening and comprehension
<b>Older Toddler:</b>	<p><b>AL.3.OT.A/B</b>                      Construct music, art and stories as a means of self- expression.</p>	L. Speaking X. Art Y. Music
<b>C. Representation</b>		
<b>Infant:</b>	<p><b>Infants and toddlers will use a variety of materials to represent their understanding of the environment.</b>  <b>AL.3.I.C</b>                      Use a variety of materials to create.</p>	X. Art
<b>Young Toddler</b>	<p><b>AL.3.YT.C</b>                      Use a variety of materials to represent familiar objects.</p>	X. Art AA. Pretend play
<b>Older Toddler:</b>	<p><b>AL.3.OT.C</b>                      Experiment with materials to represent objects.</p>	X. Art AA. Pretend play

**Pennsylvania Early Learning Standards**

**COR Advantage Items**

<i>Approaches to Learning CONT</i>		
<b>Infant:</b>	<p><b>AL.4 Learning Through Experience</b></p> <p><b>A. Making Connections</b></p> <p><b>Infants and toddlers will demonstrate an increasing ability to make connections between experiences.</b></p> <p><b>AL.4.I.A</b> Demonstrate comfort in routines, objects and materials that reflect home experiences.</p>	<p>G. Community</p> <p>FF. Knowledge of self and others</p>
<b>Young Toddler</b>	<p><b>AL.4.YT.A</b> Relay experience from one setting to another.</p>	<p>G. Community</p> <p>FF. Knowledge of self and others</p>
<b>Older Toddler:</b>	<p><b>AL.4.OT.A</b> Notice similarities and differences between settings.</p>	<p>BB. Observing and classifying</p> <p>FF. Knowledge of self and others</p>
<b>Infant:</b>	<p><b>B. Resiliency – Competence</b></p> <p><b>Infants and toddlers will demonstrate competence while attempting activities and tasks.</b></p> <p><b>AL.4.I.B</b> Use comfort of familiar experiences to explore new activities and experiences.</p>	<p>A. Initiative and planning</p>
<b>Young Toddler</b>	<p><b>AL.4.YT.B</b> Repeat familiar activity to gain comfort and confidence.</p>	<p>A. Initiative and planning</p>
<b>Older Toddler:</b>	<p><b>AL.4.OT.B</b> Approach new experiences with confidence.</p>	<p>A. Initiative and planning</p>



**Pennsylvania Early Learning Standards**

**COR Advantage Items**

	<i>Approaches to Learning CONT</i>	
<b>Infant:</b>	<p><b>C. Problem Solving</b></p> <p><b>Infants and toddlers will increasingly act with intention and persistence in attempt to problem solve.</b></p> <p><b>AL.4.IC</b> Play with a variety of objects to determine similar and different outcomes.</p>	<p>B. Problem solving with materials</p> <p>CC. Experimenting, predicting, and drawing conclusions</p>
<b>Young Toddler</b>	<p><b>AL.4.YTC</b> Solve simple problems independently.</p>	<p>B. Problem solving with materials</p> <p>CC. Experimenting, predicting, and drawing conclusions</p>
<b>Older Toddler:</b>	<p><b>AL.4.OTC</b> Attempt problem solving activities to achieve a positive outcome.</p>	<p>B. Problem solving with materials</p>

**Pennsylvania Early Learning Standards**

**COR Advantage Items**

	<i>Language and Literacy Development</i>	
	<b>1.1 Foundational Skills</b> <b>A. Book Handling</b> Infants and toddlers will demonstrate book handling skills.	
<b>Infant:</b>	<b>1.1.I.A</b> Explore books in a variety of ways.	Q. Book enjoyment and knowledge
<b>Young Toddler</b>	<b>1.1 YT.A</b> Demonstrate beginning book handling skills.	Q. Book enjoyment and knowledge
<b>Older Toddler:</b>	<b>1.1 OT.A</b> Demonstrate book handling skills.	Q. Book enjoyment and knowledge
	<b>B. Print Concepts</b> Infants and toddlers will become increasingly aware of print.	
<b>Infant:</b>	<b>1.1.I.B</b> Demonstrate interest in books that have color, pattern, and contrast.	P. Reading
<b>Young Toddler</b>	<b>1.1 YT.B</b> Demonstrate interest in pictures and text.	P. Reading
<b>Older Toddler:</b>	<b>1.1 OT.B</b> Recognize that print has meaning.	P. Reading

**Pennsylvania Early Learning Standards**

**COR Advantage Items**

<i>Language and Literacy Development CONT</i>		
	<b>C. Phonological Awareness</b> <b>Infants and Toddlers will learn to make sense of sounds within the environment.</b>	
<b>Infant:</b>	<b>1.1 I.C</b> Respond to sounds in the environment.	N. Phonological awareness
<b>Young Toddler</b>	<b>1.1 YT.C</b> Identify and imitate familiar sounds in the environment.	N. Phonological awareness
<b>Older Toddler:</b>	<b>1.1 OT.C</b> Categorize familiar sounds.	N. Phonological awareness
	<b>D. Phonics and Word Recognition</b> <b>Infants and toddlers will engage with print within their environment.</b>	
<b>Infant:</b>	EMERGING	
<b>Young Toddler</b>	EMERGING	
<b>Older Toddler:</b>	<b>1.1.OT.D</b> Recognize familiar environmental print.	P. Reading
	<b>1.2 Reading Informational Text</b> <b>B. Key Ideas and Details</b> <b>Infants and toddlers will actively engage with text.</b>	
<b>Infant:</b>	<b>1.2 I.B</b> Attend to a picture in a text when reading with an adult.	P. Reading
<b>Young Toddler</b>	<b>1.2 YT.B</b> Respond to simple questions about a text.	M. Listening and comprehension P. Reading

**Pennsylvania Early Learning Standards**

**COR Advantage Items**

<b>Language and Literacy Development CONT</b>		
<b>Older Toddler:</b>	<b>1.2 OT.B</b> Answer simple questions about a text.	M. Listening and comprehension P. Reading
<b>Infant:</b>	<b>C. Key Ideas and Details</b> <b>Infants and Toddlers will begin to relate text to their personal experiences.</b> EMERGING	
<b>Young Toddler</b>	<b>1.2 YT.C</b> Relate familiar objects in a text to personal experience.	M. Listening and comprehension
<b>Older Toddler:</b>	<b>1.2 OT.C</b> Relate text to personal experiences when asked.	M. Listening and comprehension
<b>Infant:</b>	<b>E. Craft and Structure - Text Structure</b> <b>Infants and toddlers will show an awareness of parts of the book.</b> EMERGING	
<b>Young Toddler</b>	<b>1.2. YT.E</b> Identify a favorite book by its cover.	P. Reading Q. Book enjoyment and knowledge
<b>Older Toddler:</b>	<b>1.2 OT.E</b> Identify a text by the front cover.	P. Reading Q. Book enjoyment and knowledge

**Pennsylvania Early Learning Standards**

**COR Advantage Items**

<i>Language and Literacy Development CONT</i>		
<b>Infant:</b>	<b>G. Integration of Knowledge and</b> Infants and toddlers will begin to associate pictures with text. EMERGING	
<b>Young Toddler</b>	EMERGING	
<b>Older Toddler:</b>	<b>1.2 OT.G</b> Notice details in illustration or picture.	L. Speaking P. Reading Q. Book enjoyment and knowledge
<b>J. Vocabulary Acquisition and Use</b>		
<b>Infant:</b>	<b>Infants and toddlers will acquire and use an increased amount of vocabulary in everyday speech.</b> <b>1.2 I.J</b> Use single words to identify family members and familiar objects.	L. Speaking
<b>Young Toddler</b>	<b>1.2. YT.J</b> Use new vocabulary in everyday speech.	L. Speaking
<b>Older Toddler:</b>	<b>1.2. OT.J</b> Use expanded vocabulary in everyday speech.	L. Speaking
<b>L. Range of Reading</b>		
<b>Infant:</b>	<b>Infants and toddlers will engage in reading activities.</b> <b>1.2 I.L</b> Engage in reading activities.	P. Reading
<b>Young Toddler</b>	<b>1.2. YT.L</b> Actively engage in reading activities for short periods of time.	P. Reading
<b>Older Toddler:</b>	<b>1.2. OT.L</b> Actively engage in small group reading activities.	P. Reading

**Pennsylvania Early Learning Standards**

**COR Advantage Items**

<i>Language and Literacy Development CONT</i>		
<b>Infant:</b>	<b>1.3 Reading Literature</b> <b>A. Key Ideas and Details - Theme</b> <b>Infants and toddlers will recall an event from a story.</b> EMERGING	
<b>Young Toddler</b>	EMERGING	
<b>Older Toddler:</b>	<b>1.3.OT.A</b> Recall an event from a story.	M. Listening and comprehension Q. Book enjoyment and knowledge
<b>Infant:</b>	<b>B. Key Ideas and Details Text Analysis</b> <b>Infants and toddlers will actively engage with a story.</b> <b>1.3 I.B</b> Attend to a picture in a story when reading with an adult.	P. Reading Q. Book enjoyment and knowledge
<b>Young Toddler</b>	<b>1.3 YT.B</b> Respond to simple questions about a story.	M. Listening and comprehension Q. Book enjoyment and knowledge
<b>Older Toddler:</b>	<b>1.2 OT.B</b> Answer simple questions about a story.	M. Listening and comprehension Q. Book enjoyment and knowledge
<b>Infant:</b>	<b>C. Key Ideas and Details - Literary Elements</b> <b>Infants and toddlers will recognize basic elements of a story.</b> EMERGING	
<b>Young Toddler</b>	EMERGING	

**Pennsylvania Early Learning Standards**

**COR Advantage Items**

<i>Language and Literacy Development CONT</i>		
<b>Older Toddler:</b>	<b>1.3.OT.C</b> Recognize pictures of familiar characters in a book.	M. Listening and comprehension P. Reading Q. Book enjoyment and knowledge
<b>Infant:</b>	<b>G. Integration of Knowledge and</b> <b>Infants and toddlers will use illustrations as a source of information about a story.</b> EMERGING	
<b>Young Toddler</b>	EMERGING	
<b>Older Toddler:</b>	<b>1.3 OT.G</b> Notice details in illustration or picture.	P. Reading Q. Book enjoyment and knowledge
<b>Infant:</b>	<b>J. Vocabulary Acquisition and Use</b> <b>Infants and toddlers will acquire and use an increased amount of vocabulary in everyday speech.</b> <b>1.3 I.J</b> Use single words to identify family members and familiar objects.	L. Speaking
<b>Young Toddler</b>	<b>1.3. YT.J</b> Use new vocabulary in everyday speech.	L. Speaking
<b>Older Toddler:</b>	<b>1.3. OT.J</b> Use expanded vocabulary in everyday speech.	L. Speaking

**Pennsylvania Early Learning Standards**

**COR Advantage Items**

<i>Language and Literacy Development CONT</i>		
<b>Infant:</b>	<b>L. Range of Reading</b> <b>Infants and toddlers will begin to participate in group story times.</b> <b>1.3 I.L</b> Engage in reading activities.	P. Reading
<b>Young Toddler</b>	<b>1.3. YT.L</b> Actively engage in reading activities for short periods of time.	P. Reading
<b>Older Toddler:</b>	<b>1.2. OT.L</b> Actively engage in small group reading activities.	P. Reading
<b>Infant:</b>	<b>1.4 Writing</b> <b>M. Narrative</b> <b>Infants and toddlers will engage in pre-writing by communicating about their illustrations.</b> EMERGING	
<b>Young Toddler</b>	EMERGING	
<b>Older Toddler:</b>	<b>1.4.OT.M</b> Tell a story about a picture.	M. Listening and comprehension P. Reading Q. Book enjoyment and knowledge
<b>Infant:</b>	<b>R. Narrative Conventions of Language</b> <b>Infants and toddlers will develop pre-writing skills.</b> <b>1.4.I.R</b> Make marks with writing and drawing tools.	R. Writing X. Art



**Pennsylvania Early Learning Standards**

**COR Advantage Items**

<b>Language and Literacy Development CONT</b>		
<b>Young Toddler</b>	<b>1.4.YT.R</b> Scribble with writing and drawing tools.	R. Writing X. Art
<b>Older Toddler:</b>	<b>1.4.OT.R</b> Intentionally make marks with writing and drawing tools.	R. Writing X. Art
<b>V. Conducting Research</b>		
<b>Infants and toddlers will use sensory exploration and demonstrate a growing interest in the environment to gain information.</b>		
<b>Infant:</b>	EMERGING	
<b>Young Toddler</b>	EMERGING	
<b>Older Toddler:</b>	<b>1.4.OT.V</b> Ask questions about topics of personal interest to gain information.	L. Speaking
<b>1.5 Speaking and Listening</b>		
<b>A. Comprehension and Collaboration</b>		
<b>Infants and toddlers will engage in reciprocal communication.</b>		
<b>Infant:</b>	<b>1.5.I.A</b> Use sounds and gestures as a form of reciprocal communication.	L. Speaking M. Listening and comprehension
<b>Young Toddler</b>	<b>1.5.YT.A</b> Use sounds, gestures, and words as a form of reciprocal communication.	L. Speaking M. Listening and comprehension

**Pennsylvania Early Learning Standards**

**COR Advantage Items**

<i>Language and Literacy Development CONT</i>		
<b>Older Toddler:</b>	<b>1.5.OT.A</b> Engage in reciprocal conversations and interactions with peers and adults.	L. Speaking M. Listening and comprehension
<b>Infant:</b>	<b>C. Comprehension and Collaboration Evaluation</b> <b>Infants and toddlers will develop receptive language skills.</b> <b>1.5.I.C</b> Respond in ways that indicate understanding of what is being communicated.	L. Speaking M. Listening and comprehension
<b>Young Toddler</b>	<b>1.5.YT.C</b> Respond to questions, comments or directions.	L. Speaking M. Listening and comprehension
<b>Older Toddler:</b>	<b>1.5.OT.C</b> Respond to questions, comments or directions.	L. Speaking M. Listening and comprehension
<b>Infant:</b>	<b>D/E. Presentation of Knowledge</b> <b>Infants and toddlers will develop expressive language skills.</b> <b>1.5.I.D/E</b> Babble and begin to use single words and/or signs.	L. Speaking M. Listening and comprehension

**Pennsylvania Early Learning Standards**

**COR Advantage Items**

<b>Language and Literacy Development CONT</b>		
<b>Young Toddler</b>	<b>1.5.YT.D/E</b> Use 1-2 words and/or signs to communicate.	L. Speaking M. Listening and comprehension
<b>Older Toddler:</b>	<b>1.5.OT.D/E</b> Use simple sentences; communicating clearly enough to be understood by familiar adults.	L. Speaking M. Listening and comprehension
<b>G. Conventions of Standard English</b>		
<b>Infants and Toddlers demonstrate command of the conventions of standard English when speaking.</b>		
<b>Infant:</b>	EMERGING	
<b>Young Toddler</b>	EMERGING	
<b>Older Toddler:</b>	<b>1.5.OT.G</b> Demonstrate command of the conventions of standard English when speaking based on older toddler development.	L. Speaking

**Pennsylvania Early Learning Standards**

**COR Advantage Items**

<b>Mathematical Thinking and Expression</b>		
<b>Infant:</b>	<b>2.1 Numbers and Operations</b> <b>A.1. Counting and Cardinality: <i>Cardinality</i></b> <b>Infants and toddlers will demonstrate increased understanding of numbers and rote counting.</b> <b>2.1. I.A.1</b> Explore objects	S. Number and counting BB. Observing and classifying
<b>Young Toddler</b>	<b>2.1 YT.A.1</b> Imitate rote counting using some names of numbers.	S. Number and counting
<b>Older Toddler:</b>	<b>2.1 OT.A.1</b> Know some number names and the count sequence.	S. Number and counting
<b>Infant:</b>	<b>A.2. Counting and Cardinality: <i>Counting</i></b> <b>Infants and toddlers will develop an increasing ability to count to tell the number of objects.</b> EMERGING	
<b>Young Toddler</b>	EMERGING	
<b>Older Toddler:</b>	<b>2.1 OT.A.2</b> Count to tell the number of objects.	S. Number and counting

**Pennsylvania Early Learning Standards**

**COR Advantage Items**

<b>Mathematical Thinking and Expression CONT</b>		
	<b>A. 3. Counting and Cardinality: <i>Comparing</i></b> Infants and Toddlers will develop and increasing understanding of comparisons between objects.	
<b>Infant:</b>	<b>2.1 I.A.3</b> Explore relationships between objects.	S. Number and counting U. Measurement
<b>Young Toddler</b>	<b>2.1. YT.A.3</b> Explore simple comparisons of quantity.	S. Number and counting U. Measurement
<b>Older Toddler:</b>	<b>2.1 .OT.A.3</b> Use comparative language to show understanding of more or less.	S. Number and counting U. Measurement
	<b>M.P. Counting and Cardinality: <i>Mathematical Processes</i></b> Infants and toddlers will demonstrate an increased ability to use mathematical processes when quantifying, comparing and representing numbers.	
<b>Infant:</b>	<b>2.1.I.MP</b> Engage in numerical play.	S. Number and counting U. Measurement
<b>Young Toddler</b>	<b>2.1.YT.MP</b> Engage and persist in numerical play.	S. Number and counting U. Measurement
<b>Older Toddler:</b>	<b>2.1.OT.MP</b> Use mathematical processes when quantifying, comparing and representing numbers.	S. Number and counting U. Measurement W. Data analysis

**Pennsylvania Early Learning Standards**

**COR Advantage Items**

	<i>Mathematical Thinking and Expression CONT</i>	
	<b>2.2 Algebraic Concepts</b> <b>A.1. Operations and Algebraic Thinking</b> <b>Infants and toddlers will engage in simple addition and subtraction experiences.</b> EMERGING	
<b>Infant:</b>		
<b>Young Toddler</b>	<b>2.2 YT.A.1</b> Sort manipulatives into sets.	W. Data analysis BB. Observing and classifying
<b>Older Toddler:</b>	<b>2.2 .OT.A.1</b> Add to and take apart sets.	W. Data analysis BB. Observing and classifying
	<b>2.3 Geometry</b> <b>A.1. Geometry: <i>Identification</i></b> <b>Infants and toddlers will demonstrate an increased ability to identify basic shapes.</b>	
<b>Infant:</b>	<b>2.3.I.A.1</b> Explore objects of different sizes and shapes.	T. Geometry: Shapes and spatial awareness
<b>Young Toddler</b>	<b>2.3.YT.A.1</b> Match identical shapes.	T. Geometry: Shapes and spatial awareness
<b>Older Toddler:</b>	<b>2.3.OT.A.1</b> Recognize and identify basic shapes in the environment.	T. Geometry: Shapes and spatial awareness

**Pennsylvania Early Learning Standards**

**COR Advantage Items**

<i>Mathematical Thinking and Expression CONT</i>		
	<b>A. 2. Geometry: Application</b> Infants and toddlers will create and compose simple shapes.	
<b>Infant:</b>	EMERGING	
<b>Young Toddler</b>	EMERGING	
<b>Older Toddler:</b>	<b>2.3.OT.A.2</b> Create and compose simple shapes.	T. Geometry: Shapes and spatial awareness
	<b>A. Geometry : Math Process</b> Infants and toddlers will demonstrate an increased ability to use mathematical processes when engaged in geometric play.	
<b>Infant:</b>	<b>2.3.I.MP</b> Engage in geometric play.	T. Geometry: Shapes and spatial awareness
<b>Young Toddler</b>	<b>2.3.YT.MP</b> Engage and persist in geometric play.	T. Geometry: Shapes and spatial awareness
<b>Older Toddler:</b>	<b>2.3.OT.MP</b> Use mathematical processes when creating and composing shapes.	T. Geometry: Shapes and spatial awareness
	<b>2. 4 Measurement, Data and Probability</b> <b>A.1. Measurement and Data: Measurement</b> Infants and toddlers will explore basic measurable attributes of everyday objects.	
<b>Infant:</b>	EMERGING	

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**COR Advantage Items**

<i>Mathematical Thinking and Expression CONT</i>		
<b>Young Toddler</b>	<b>2.4.YT.A.1</b> Engage in measurement experiences.	U. Measurement
<b>Older Toddler:</b>	<b>2.4.OT.A.1</b> Use basic measurement vocabulary.	U. Measurement
<b>Infant:</b>	<b>A.2. Measurement and Data: <i>Data</i></b> <b>Infants and toddlers will demonstrate an increased ability to classify and organize data.</b> EMERGING	
<b>Young Toddler</b>	<b>2.4 YT.A.2</b> Participate in sorting objects.	W. Data analysis BB. Observing and classifying
<b>Older Toddler:</b>	<b>2.4 OT.A.2</b> Classify objects and count the number of objects in each category.	W. Data analysis BB. Observing and classifying



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**COR Advantage Items**

<i>Mathematical Thinking and Expression CONT</i>		
<b>Infant:</b>	<p><b>MP. Measurement and Data</b></p> <p>Infants and toddlers will demonstrate an increased ability to engage in and communicate about measuring, representing, organizing and understanding data.</p> <p>EMERGING</p>	
<b>Young Toddler</b>	<p><b>2.1.YT.MP</b></p> <p>Engage and persist when measuring and sorting objects.</p>	<p>U. Measurement</p> <p>W. Data analysis</p> <p>BB. Observing and classifying</p>
<b>Older Toddler:</b>	<p><b>2.1.OT.MP</b></p> <p>Use mathematical processes when measuring; organizing data.</p>	<p>U. Measurement</p> <p>W. Data analysis</p> <p>BB. Observing and classifying</p>

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**COR Advantage Items**

	<i>Scientific Thinking and Technology</i>	
	<b>3.1 Biological Sciences</b> <b>A. Living and Non-Living Organisms</b> <b>1. Common Characteristics of Life</b>	
<b>Infant:</b>	<b>3.1 I.A.1</b> Show interest in the natural world.	DD. Natural and physical world
<b>Young Toddler</b>	<b>3.1 YT.A.1</b> Explore the characteristics of living things.	DD. Natural and physical world
<b>Older Toddler:</b>	<b>3.1 OT.A.1</b> Identify basic characteristics of some living and non-living things.	DD. Natural and physical world
	<b>2. Energy Flow</b> <b>Infants and toddlers will demonstrate an increased understanding of the basic needs of plants and animals.</b>	
<b>Infant:</b>	EMERGING	
<b>Young Toddler</b>	<b>3.1.YT.A.2</b> Explore the basic needs of plants and animals.	DD. Natural and physical world
<b>Older Toddler:</b>	<b>3.1. OT.A.2</b> Recognize that plants and animals have basic needs.	DD. Natural and physical world
	<b>3. Life Cycles</b> <b>Infants and toddlers will notice plants and animals growing and changing.</b>	
<b>Infant:</b>	EMERGING	
<b>Young Toddler</b>	EMERGING	
<b>Older Toddler:</b>	<b>3.1.OT.A.3</b> Notice plants and animals growing and changing.	DD. Natural and physical world

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**COR Advantage Items**

<b>Scientific Thinking and Technology CONT</b>		
	<b>5. Form and Function</b> <b>Infants and toddlers will increase their ability to recognize and identify basic parts of living things.</b>	
<b>Infant:</b>	<b>3.1.I.A.5</b> Explore parts of living things in their environment.	DD. Natural and physical world
<b>Young Toddler</b>	<b>3.1.YT.A.5</b> Recognize parts of living things in their environment.	DD. Natural and physical world
<b>Older Toddler:</b>	<b>3.1.OT.A.5</b> Identify basic parts of living things.	DD. Natural and physical world
	<b>9. Science as Inquiry</b> <b>Infants and toddlers will become increasingly purposeful in their exploration of living and non-living things.</b>	
<b>Infant:</b>	<b>3.1.I.A.9</b> Participate in simple investigations of living and non-living things.	DD. Natural and physical world
<b>Young Toddler</b>	<b>3.1.YT.A.9</b> Participate in simple investigations to observe living and non-living things.	DD. Natural and physical world
<b>Older Toddler:</b>	<b>3.1.OT.A.9</b> Participate in simple investigations of living and non-living things to answer a question.	DD. Natural and physical world

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**COR Advantage Items**

<b>Scientific Thinking and Technology CONT</b>		
<b>Infant:</b>	<b>3.1.B. Genetics</b> <b>1. Heredity</b> <b>Infants and toddlers will demonstrate an increased awareness of characteristics of living things from the same species</b> <b>3.1.I.B.1</b> Recognize self and family members.	FF. Knowledge of self and others
<b>Young Toddler</b>	<b>3.1.YT.B.1</b> Recognize familiar animals and their babies.	DD. Natural and physical world
<b>Older Toddler:</b>	<b>3.1.OT.B.1</b> Notice similarities and differences between living things from the same species.	BB. Observing and classifying
<b>Infant:</b>	<b>6. Science as Inquiry</b> <b>Infants and toddlers will become increasingly purposeful in their exploration of the physical characteristics of living things from the same species.</b> <b>3.1. I.B.6</b> Participate in simple investigations of physical characteristics of living things.	DD. Natural and physical world
<b>Young Toddler</b>	<b>3.1.YT.B.6</b> Participate in simple investigations to observe physical characteristics of living things.	DD. Natural and physical world
<b>Older Toddler:</b>	<b>3.1.OT.B.6</b> Participate in simple investigations of physical characteristics of living things from same species to answer a question.	DD. Natural and physical world

**Pennsylvania Early Learning Standards**

**COR Advantage Items**

<i>Scientific Thinking and Technology CONT</i>		
<b>Infant:</b>	<b>3.1.C. Evolution</b> <b>3. Unifying Themes (Constancy and Change)</b> <b>Infants and toddlers will notice changes that occur in animals.</b> EMERGING	
<b>Young Toddler</b>	EMERGING	
<b>Older Toddler:</b>	<b>3.1.OT.C.3</b> Notice changes that occur in animals.	BB. Observing and classifying DD. Natural and physical world
<b>Infant:</b>	<b>4. Science as Inquiry</b> <b>Infants and toddlers will become increasingly purposeful in their investigation of the physical characteristics of animals.</b> EMERGING	
<b>Young Toddler</b>	EMERGING	
<b>Older Toddler:</b>	<b>3.1.OT.C.4</b> Participate in simple investigations of changes that occur in animals.	W. Data analysis BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world

**Pennsylvania Early Learning Standards**

**COR Advantage Items**

	<i>Scientific Thinking and Technology CONT</i>	
	<b>3.2 Physical Sciences</b> <b>A. Chemistry</b> <b>1. Properties of Matter</b> <b>Infants and toddlers will become increasingly purposeful in their investigation of the characteristics of objects.</b>	
<b>Infant:</b>	<b>3.2.I.A.1</b> Explore objects with varying characteristics.	BB. Observing and classifying
<b>Young Toddler</b>	<b>3.2.YT.A.1</b> Engage with objects to learn about their characteristics	BB. Observing and classifying
<b>Older Toddler:</b>	<b>3.2.OT.A.1</b> Describe objects by their characteristics.	BB. Observing and classifying
	<b>3. Matter and Energy</b> <b>Infants and toddlers will become increasingly aware of changes in matter.</b>	
<b>Infant:</b>	<b>3.2.I.A.3</b> Observe activities involving changes in matter.	BB. Observing and classifying
<b>Young Toddler</b>	<b>3.2.YT.A.3</b> Engage in activities involving changes in matter.	BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions
<b>Older Toddler:</b>	<b>3.2.OT.A.3</b> Notice changes in matter.	BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions

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**COR Advantage Items**

<b>Scientific Thinking and Technology CONT</b>		
	<p><b>6. Science as Inquiry</b></p> <p><b>Infants and toddlers will become increasingly purposeful in their investigation in the changes of matter.</b></p>	
<b>Infant:</b>	<p><b>3.2.I.A.6</b> Participate in simple investigations of matter.</p>	BB. Observing and classifying
<b>Young Toddler</b>	<p><b>3.2.YT.A.6</b> Participate in simple investigations to observe changes in matter.</p>	BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions
<b>Older Toddler:</b>	<p><b>3.2.OT.A.6</b> Participate in simple investigations of matter to answer a question.</p>	BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions
	<p><b>1. Force &amp; Motion of Practices &amp; Rigid Bodies</b></p> <p><b>Infants and toddlers will become increasingly purposeful in their investigation of how objects move.</b></p>	
<b>Infant:</b>	<p><b>3.2.I.B.1</b> Explore the motion of objects.</p>	CC. Experimenting, predicting, and drawing conclusions
<b>Young Toddler</b>	<p><b>3.2.YT.B.1</b> Recognize and explore how objects move.</p>	CC. Experimenting, predicting, and drawing conclusions
<b>Older Toddler:</b>	<p><b>3.2.OT.B.1</b> Communicate about the motion of objects.</p>	CC. Experimenting, predicting, and drawing conclusions

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**COR Advantage Items**

<i>Scientific Thinking and Technology CONT</i>		
	<b>5. Nature of Waves (Sound and Light Energy)</b> <b>Infants and Toddlers will learn to make sense of sounds within the environment.</b>	
<b>Infant:</b>	<b>3.2.I.B.5</b> Respond to sounds in the environment.	N. Phonological awareness
<b>Young Toddler</b>	<b>3.2.YT.B.5</b> Identify and imitate familiar sounds in the environment.	N. Phonological awareness
<b>Older Toddler:</b>	<b>3.2.OT.B.5</b> Categorize familiar sounds.	N. Phonological awareness
	<b>7. Science as Inquiry</b> <b>Infants and toddlers will become increasingly purposeful in their investigation of motion and sound.</b>	
<b>Infant:</b>	<b>3.2.I.B.7</b> Participate in simple investigations of motion and sound.	N. Phonological awareness CC. Experimenting, predicting, and drawing conclusions
<b>Young Toddler</b>	<b>3.2.YT.B.7</b> Participate in simple investigations to observe motion and sound.	N. Phonological awareness CC. Experimenting, predicting, and drawing conclusions
<b>Older Toddler:</b>	<b>3.2.OT.B.7</b> Participate in simple investigations of motion and sound to answer a question.	N. Phonological awareness CC. Experimenting, predicting, and drawing conclusions



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**COR Advantage Items**

<i>Scientific Thinking and Technology CONT</i>		
<b>Infant:</b>	<p><b>3.3 Earth and Space Sciences:</b></p> <p><b>A. Earth Structure, Processes and Cycles</b></p> <p><b>1. Earth Features and the Processes that Change it</b></p> <p><b>Infants and toddlers will demonstrate an increased understanding of earth materials.</b></p> <p><b>3.3.I.A.1</b> Explore earth materials.</p>	<p>BB. Observing and classifying DD. Natural and physical world</p>
<b>Young Toddler</b>	<p><b>3.3.YT.A.1</b> Engage with earth materials.</p>	<p>BB. Observing and classifying DD. Natural and physical world</p>
<b>Older Toddler:</b>	<p><b>3.3.OT.A.1</b> Describe earth materials.</p>	<p>BB. Observing and classifying DD. Natural and physical world</p>
<b>Infant:</b>	<p><b>4. Water</b></p> <p><b>Infants and toddlers will become increasingly purposeful in their investigation of water leading to an increased understanding of its uses.</b></p> <p><b>3.3.I.A.4</b> Explore water.</p>	<p>BB. Observing and classifying DD. Natural and physical world</p>
<b>Young Toddler</b>	<p><b>3.3.YT.A.4</b> Engage with water.</p>	<p>DD. Natural and physical world</p>
<b>Older Toddler:</b>	<p><b>3.3.OT.A.4</b> Discuss basic uses of water.</p>	<p>DD. Natural and physical world</p>

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**COR Advantage Items**

<i>Scientific Thinking and Technology CONT</i>		
<b>Infant:</b>	<p><b>5. Weather and Climate</b></p> <p><b>Infants and toddlers will increase their awareness of weather and its impact on daily life.</b></p> <p><b>3.3.I.A.5</b> Observe weather conditions.</p>	<p>BB. Observing and classifying DD. Natural and physical world</p>
<b>Young Toddler</b>	<p><b>3.3.YT.A.5</b> Observe and begin to label weather conditions.</p>	<p>DD. Natural and physical world</p>
<b>Older Toddler:</b>	<p><b>3.3.OT.A.5</b> Describe changes in weather conditions, and discuss how weather affects daily life.</p>	<p>DD. Natural and physical world</p>
<b>Infant:</b>	<p><b>7. Science as Inquiry</b></p> <p><b>Infants and toddlers will become increasingly purposeful in their investigation of earth materials, processes, and cycles.</b></p> <p><b>3.3.I.A.7</b> Participate in simple investigations of earth materials, processes, and cycles.</p>	<p>BB. Observing and classifying DD. Natural and physical world</p>
<b>Young Toddler</b>	<p><b>3.3.YT.A.7</b> Participate in simple investigations of earth materials, processes, and cycles.</p>	<p>DD. Natural and physical world</p>
<b>Older Toddler:</b>	<p><b>3.3.OT.A.7</b> Participate in simple investigations of earth materials, processes, and cycles to answer a question.</p>	<p>DD. Natural and physical world</p>

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**COR Advantage Items**

	<b><i>Scientific Thinking and Technology CONT</i></b>	
	<b>Environment and Ecology</b> <b>4.1 Ecology</b> <b>A. The Environment</b> <b>Infants and toddlers will demonstrate an increased understanding of living and non-living things in the immediate and surrounding environment.</b>	
<b>Infant:</b>	<b>4.1.I.A</b> Show interest the environment.	DD. Natural and physical world
<b>Young Toddler</b>	<b>4.1.YT.A</b> Explore the characteristics of living and non-living things.	DD. Natural and physical world
<b>Older Toddler:</b>	<b>4.1.OT.A</b> Identify basic characteristics of some living and non-living things.	DD. Natural and physical world
	<b>D. Biodiversity</b> <b>Infants and toddlers will demonstrate an increased understanding of the basic needs of living things.</b>	
<b>Infant:</b>	EMERGING	
<b>Young Toddler</b>	<b>4.1.YT.D</b> Explore the basic needs of plants and animals.	DD. Natural and physical world
<b>Older Toddler:</b>	<b>4.1.OT.D</b> Recognize that plants and animals have basic needs.	DD. Natural and physical world

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**COR Advantage Items**

<i>Scientific Thinking and Technology CONT</i>		
	<b>E. Succession</b> <b>Infants and toddlers will demonstrate an increasing awareness of weather change.</b>	
<b>Infant:</b>	<b>4.1.I.E</b> Observe weather conditions.	DD. Natural and physical world
<b>Young Toddler</b>	<b>4.1.YT.E</b> Observe and begin to label weather conditions.	DD. Natural and physical world
<b>Older Toddler:</b>	<b>4.1.OT.E</b> Describe changes in weather conditions, and discuss how weather affects daily life.	DD. Natural and physical world
	<b>4.2 Watersheds and Wetlands</b> <b>A. Watersheds</b> <b>Infants and toddlers will participate in discussions about water in the environment.</b>	
<b>Infant:</b>	EMERGING	
<b>Young Toddler</b>	EMERGING	
<b>Older Toddler:</b>	<b>4.2.OT.A</b> Participate in discussions about water in the environment.	DD. Natural and physical world
	<b>C. Aquatic Ecosystem</b> <b>Infants and toddlers will demonstrate an increased understanding of aquatic (water) and terrestrial (land) habitats.</b>	
<b>Infant:</b>	EMERGING	
<b>Young Toddler</b>	EMERGING	
<b>Older Toddler:</b>	<b>4.2.OT.C</b> Discuss different places animals can live.	DD. Natural and physical world

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**COR Advantage Items**

<i>Scientific Thinking and Technology CONT</i>		
	<b>4.4 Agriculture and Society</b> <b>A. Food and Fiber Systems</b> <b>Infants and toddlers will demonstrate an increased understanding of the basic needs of plants and animals.</b>	
<b>Infant:</b>	EMERGING	
<b>Young Toddler</b>	<b>4.4.YT.A</b> Explore the basic needs of plants and animals.	DD. Natural and physical world
<b>Older Toddler:</b>	<b>4.4.OT.A</b> Recognize that plants and animals have basic needs.	DD. Natural and physical world
	<b>C. Applying Sciences to Agriculture</b> <b>Infants and toddlers will notice plants and animals growing and changing.</b>	
<b>Infant:</b>	EMERGING	
<b>Young Toddler</b>	EMERGING	
<b>Older Toddler:</b>	<b>4.4. OT.C</b> Notice plants and animals growing and changing.	DD. Natural and physical world
	<b>D. Technology Influences on</b> <b>Infants and toddlers will become increasingly aware of basic gardening tools.</b>	
<b>Infant:</b>	<b>4.4.I.D</b> Observe basic gardening tools being used.	DD. Natural and physical world EE. Tools and technology
<b>Young Toddler</b>	<b>4.4.YT.D</b> Imitate the use of basic gardening tools.	AA. Pretend play DD. Natural and physical world EE. Tools and technology

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**COR Advantage Items**

<i>Scientific Thinking and Technology CONT</i>		
<b>Older Toddler:</b>	<b>4.4.OT.D</b> Label basic garden tools.	DD. Natural and physical world EE. Tools and technology
<b>Infant:</b>	<b>4.4 Humans and the Environment</b> <b>A. Sustainability</b> <b>Infants and toddlers will demonstrate an increased understanding of people’s basic needs.</b> EMERGING	
<b>Young Toddler</b>	EMERGING	
<b>Older Toddler:</b>	<b>4.5.OT.A</b> Communicate about the basic needs of people.	FF. Knowledge of self and others
<b>Infant:</b>	<b>B. Integrated Pest Management</b> <b>Infants and toddlers will demonstrate an increased awareness of living things within the natural environment that can be harmful.</b> EMERGING	
<b>Young Toddler</b>	EMERGING	
<b>Older Toddler:</b>	<b>4.5.OT.B</b> Communicate about insects and animals that can be harmful.	DD. Natural and physical world

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**COR Advantage Items**

	<i>Scientific Thinking and Technology CONT</i>	
	<p><b>D. Waste Management</b></p> <p><b>Infants and toddlers will demonstrate an increased awareness of appropriate ways to dispose of waste.</b></p>	
<b>Infant:</b>	EMERGING	
<b>Young Toddler</b>	<p><b>4.5.YT.D</b> Use appropriate trash receptacles.</p>	G. Community
<b>Older Toddler:</b>	<p><b>4.5.OT.D</b> Communicate about and use appropriate trash receptacles.</p>	G. Community
	<p><b>15.4 Computer and Information Technology</b></p> <p><b>A. Influence of Emerging Technologies</b></p> <p><b>Infants and toddlers will use their natural curiosity about the world to appropriately engage with various technologies.</b></p>	
<b>Infant:</b>	<p><b>15.4.I.A</b> Imitate use of various technologies in play.</p>	EE. Tools and technology
<b>Young Toddler</b>	<p><b>15.4.YT.A</b> Imitate use of various technologies in play.</p>	AA. Pretend play EE. Tools and technology
<b>Older Toddler:</b>	<p><b>15.4.OT.A</b> Communicate about technology in their environment.</p>	EE. Tools and technology

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**COR Advantage Items**

	<i>Scientific Thinking and Technology CONT</i>	
	<p><b>M. Emerging Technologies in Careers</b></p> <p><b>Infants and toddlers will demonstrate an increased understanding of workplace technologies.</b></p>	
<b>Infant:</b>	<p><b>15.4.I.M</b> Explore pictures and objects that represent workplace technologies.</p>	<p>EE. Tools and technology FF. Knowledge of self and others</p>
<b>Young Toddler</b>	<p><b>15.4.YT.M</b> Engage with objects that represent workplace technologies.</p>	<p>EE. Tools and technology FF. Knowledge of self and others</p>
<b>Older Toddler:</b>	<p><b>15.4.OT.M</b> Communicate about workplace technologies and their uses.</p>	<p>EE. Tools and technology FF. Knowledge of self and others</p>



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**COR Advantage Items**

	<i>Social Studies Thinking: Connecting to Communities</i>	
	<b>5. Civics and Government</b> <b>5.1 Principles and Documents of Government</b> <b>A. Rule of Law</b> <b>Infants and toddlers will demonstrate an increased understanding of socially acceptable behaviors.</b>	
<b>Infant:</b>	<b>5.1. I. A</b> Respond to adult guidance about behavior.	G. Community
<b>Young Toddler</b>	<b>5.1. YT. A</b> Demonstrate basic understanding of rules.	G. Community
<b>Older Toddler:</b>	<b>5.1 .OT.A</b> Follow basic rules.	G. Community
	<b>5.2 Rights and Responsibilities of Citizenship</b> <b>A. Civics Rights and Responsibilities</b> <b>Infants and Toddlers show increased awareness of themselves as members of a group.</b>	
<b>Infant:</b>	EMERGING	
<b>Young Toddler</b>	<b>5.2.YT.A</b> Demonstrate sense of belonging to a group such as a class or family.	G. Community FF. Knowledge of self and others
<b>Older Toddler:</b>	<b>5.2.OT.A</b> Communicate a sense of belonging to a group such as a class or family.	G. Community FF. Knowledge of self and others

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**COR Advantage Items**

<b><i>Social Studies Thinking: Connecting to Communities CONT</i></b>		
<b>Infant:</b>	<b>B. Conflict and</b> <b>Infants and toddlers will demonstrate an increased ability to communicate about and seek help for interpersonal conflicts.</b> <b>5.2.I.B</b> Express emotion relating to a conflict.	D. Emotions H. Conflict resolution
<b>Young Toddler</b>	<b>5.2.YT.B</b> Express emotion relating to a conflict.	D. Emotions H. Conflict resolution
<b>Older Toddler:</b>	<b>5.2.OT.B</b> Communicate about a conflict and seek help to solve.	D. Emotions H. Conflict resolution
<b>C. Government Services</b>		
<b>Infant:</b>	<b>Infants and toddlers will demonstrate an increased understanding of workers in the community.</b> <b>5.3.I.C</b> Explore costumes and props that represent community workers.	AA. Pretend play FF. Knowledge of self and others
<b>Young Toddler</b>	<b>5.3.YT.C</b> Engage with costumes and props that represent community workers.	AA. Pretend play FF. Knowledge of self and others
<b>Older Toddler:</b>	<b>5.3.OT.C</b> Recognize community workers through their uniforms and equipment.	FF. Knowledge of self and others

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**COR Advantage Items**

	<i>Social Studies Thinking: Connecting to Communities CONT</i>	
	<b>6. Economics</b> <b>6.1 Scarcity and Choice</b> <b>D. Incentives and Choice</b> <b>Infants and toddlers will demonstrate an increased ability to make intentional choices.</b>	
<b>Infant:</b>	<b>6.1.I.D</b> Demonstrate preference for specific objects and people.	A. Initiative and planning
<b>Young Toddler</b>	<b>6.1.YT.D</b> Make simple choices.	A. Initiative and planning
<b>Older Toddler:</b>	<b>6.1.OT.D</b> Communicate about a choice based on individual interest.	A. Initiative and planning
	<b>6.3 Functions of Government</b> <b>D. Government’s Role in International Trade</b> <b>Infants and toddlers will communicate about products produced locally.</b>	
<b>Infant:</b>	EMERGING	
<b>Young Toddler</b>	EMERGING	
<b>Older Toddler:</b>	<b>6.3.OT.D</b> Communicate about products produced locally.	FF. Knowledge of self and others

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**COR Advantage Items**

	<i>Social Studies Thinking: Connecting to Communities CONT</i>	
	<b>6.5 Income, Profit, and Wealth</b> <b>C. Types of Business</b> <b>Infants and toddlers will communicate about local businesses.</b>	
<b>Infant:</b>	EMERGING	
<b>Young Toddler</b>	EMERGING	
<b>Older Toddler:</b>	<b>6.5.OT.C</b> Communicate about local businesses.	FF. Knowledge of self and others
	<b>7. Geography</b> <b>7.1 Basic Geographic Literacy</b> <b>A. Geographic Tools</b> <b>Infants and toddlers will develop an awareness of landmark and familiar places.</b>	
<b>Infant:</b>	EMERGING	
<b>Young Toddler</b>	EMERGING	
<b>Older Toddler:</b>	<b>7.1.OT.A</b> Use maps in play.	GG. Geography

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**COR Advantage Items**

<i>Social Studies Thinking: Connecting to Communities CONT</i>		
	<b>7.2 Physical Characteristics of Places and Regions</b> <b>A. Physical Characteristics</b> <b>Infants and toddlers will describe the characteristics of home to gain understanding of physical features.</b>	
<b>Infant:</b>	EMERGING	
<b>Young Toddler</b>	EMERGING	
<b>Older Toddler:</b>	<b>7.2. OT. A</b> Describe the characteristics of home to gain understanding of physical features.	GG. Geography
	<b>8. History</b> <b>8.1 Historical Analysis and Skills Development</b> <b>A. Continuity and Change over Time</b> <b>Infants and toddlers will demonstrate an increased awareness of sequences of events.</b>	
<b>Infant:</b>	<b>8.1.I.A</b> Anticipate next step of a familiar routine or activity.	G. Community HH. History
<b>Young Toddler</b>	<b>8.1.YT.A</b> Know the sequence of familiar routines.	G. Community HH. History
<b>Older Toddler:</b>	<b>8.1.OT.A</b> Identify and complete the sequence of familiar routines and tasks.	G. Community HH. History

**Pennsylvania Early Learning Standards**

**COR Advantage Items**

<i>Creative Thinking and Expression</i>		
	<b>9.1.M Production and Performance: Music and Movement</b>	
	<b>A. Elements and Principles</b>	
	<b>Infants and toddlers will demonstrate an increased understanding of the basic elements of music and movement.</b>	
<b>Infant:</b>	EMERGING	
<b>Young Toddler</b>	<b>9.1. M.YT.A.</b> Demonstrate an understanding of basic elements of music and movement.	Y. Music Z. Movement
<b>Older Toddler:</b>	<b>9.1.M.OT.A</b> Know and use basic elements of music and movement.	Y. Music Z. Movement
	<b>B. Demonstration</b>	
	<b>Infants and toddlers will respond to music in a variety of ways.</b>	
<b>Infant:</b>	<b>9.1.M.I.B</b> Respond to music.	Y. Music Z. Movement
<b>Young Toddler</b>	<b>9.1.M.YT.B</b> Engage with music.	Y. Music Z. Movement
<b>Older Toddler:</b>	<b>9.1.M.OT.B</b> Respond to and communicate about music.	Y. Music Z. Movement

**Pennsylvania Early Learning Standards**

**COR Advantage Items**

<b><i>Creative Thinking and Expression CONT</i></b>		
	<b>E. Representation</b> <b>Infants and toddlers will use imagination and creativity to express self through music and dance.</b>	
<b>Infant:</b>	<b>9.1.M.I.E</b> Respond to music.	Y. Music Z. Movement
<b>Young Toddler</b>	<b>9.1.M.YT.E</b> Engage with music.	Y. Music Z. Movement
<b>Older Toddler:</b>	<b>9.1.M.OT.E</b> Respond to and communicate about music	Y. Music Z. Movement
	<b>J. Technologies</b> <b>Infants and toddlers will use a variety of technologies in music and movement activities.</b>	
<b>Infant:</b>	<b>9.1.M.I.J</b> Use technologies for producing music.	Y. Music Z. Movement
<b>Young Toddler</b>	<b>9.1.M.YT.J</b> Use a variety of technologies for producing music or performing movements.	Y. Music Z. Movement
<b>Older Toddler:</b>	<b>9.1.M.YT.J</b> Use a variety of technologies for producing music or performing movements.	Y. Music Z. Movement

**Pennsylvania Early Learning Standards**

**COR Advantage Items**

<i>Creative Thinking and Expression CONT</i>		
	<b>9.1.D Production and Performance: Dramatic and Performance Play</b>	
	<b>B. Demonstrations</b>	
	<b>Infants and toddlers will demonstrate increase complexity in dramatic play.</b>	
<b>Infant:</b>	<b>9.1.D.I.B</b> Act out familiar scenarios.	AA. Pretend play
<b>Young Toddler</b>	<b>9.1.D.YT.B</b> Act out familiar scenarios using objects with intended purpose.	AA. Pretend play
<b>Older Toddler:</b>	<b>9.1.D.OT.B</b> Explore real or make believe scenarios through dramatic play.	AA. Pretend play
	<b>E. Representation</b>	
	<b>Infants and toddlers will use imagination and creativity to express self through dramatic play.</b>	
<b>Infant:</b>	EMERGING	
<b>Young Toddler</b>	EMERGING	
<b>Older Toddler:</b>	<b>9.1.D.OT.E</b> Use imagination and creativity to express self through dramatic play.	AA. Pretend play



**Pennsylvania Early Learning Standards**

**COR Advantage Items**

<i>Creative Thinking and Expression CONT</i>		
	<b>9.1.V Production and Performance: Visual Arts</b>	
	<b>A. Elements and Principles</b>	
	<b>Infants and toddlers increased understanding of the basic elements of visual arts.</b>	
<b>Infant:</b>	EMERGING	
<b>Young Toddler</b>	<b>9.1. V.YT.A.</b> Demonstrate an understanding of basic elements of visual arts.	X. Art
<b>Older Toddler:</b>	<b>9.1.V.OT.A</b> Know and use basic elements of visual arts.	X. Art
	<b>B. Demonstration</b>	
	<b>Infants and Toddlers will demonstrate increased complexity in combining a variety of art materials to engage in the process of art.</b>	
<b>Infant:</b>	<b>9.1.V.I.B</b> Combine a variety of materials to engage in the process of art.	X. Art
<b>Young Toddler</b>	<b>9.1.V.YT.B</b> Combine a variety of materials to engage in the process of art.	X. Art
<b>Older Toddler:</b>	<b>9.1.V.OT.B</b> Combine a variety of materials to engage in the process of art.	X. Art

**Pennsylvania Early Learning Standards**

**COR Advantage Items**

<b><i>Creative Thinking and Expression CONT</i></b>		
	<b>E. Representation</b> Infants and toddlers will use imagination and creativity to express self through the process of art.	
<b>Infant:</b>	EMERGING	
<b>Young Toddler</b>	EMERGING	
<b>Older Toddler:</b>	<b>9.1.M.OT.E</b> Use imagination and creativity to express self through the process of art.	X. Art
<b>J. Technologies</b> Infants and Toddlers will use a variety of technologies in the process of creating art.		
<b>Infant:</b>	<b>9.1.V.I.J</b> Use technologies in the process of creating art.	X. Art EE. Tools and technology
<b>Young Toddler</b>	<b>9.1.V.YT.J</b> Use a variety of technologies in the process of creating art.	X. Art EE. Tools and technology
<b>Older Toddler:</b>	<b>9.1.V.OT.J</b> Use a variety of technologies in the process of creating art.	X. Art EE. Tools and technology

**Pennsylvania Early Learning Standards**

**COR Advantage Items**

<i>Creative Thinking and Expression CONT</i>		
<b>Infant:</b>	<b>9.3 Critical Response to Works of Art</b> <b>F. Identification</b> <b>Infants and toddlers will engage with and communicate about a variety of art forms.</b> <b>9.3.I.F.</b> Explore a variety of art forms.	X. Art Y. Music
<b>Young Toddler</b>	<b>9.3.YT.F</b> Engage with a variety of art forms.	X. Art Y. Music
<b>Older Toddler:</b>	<b>9.3. OT.F</b> Communicate about a variety of art forms.	X. Art Y. Music
<b>Infant:</b>	<b>G. Critical Response</b> <b>Infants and Toddlers will show interest in and respond to artistic expressions.</b> <b>9.3.I.G</b> Respond to various art forms.	X. Art Y. Music
<b>Young Toddler</b>	<b>9.3.YT.G</b> Show interest in others' artistic expressions.	X. Art Y. Music
<b>Older Toddler:</b>	<b>9.3.OT.G</b> Comment on characteristics of others' artistic expressions.	X. Art Y. Music

**Pennsylvania Early Learning Standards**

**COR Advantage Items**

	<i>Health, Wellness and Physical Development</i>	
	<b>10.1. Concepts of Health</b> <b>B. Interaction of Body Systems</b> <b>Infants and toddlers will identify basic body parts.</b>	
<b>Infant:</b>	<b>10.1.I.B</b> Locate basic body parts when named by an adult.	K. Personal care and healthy behavior
<b>Young Toddler</b>	<b>10.1.YT.B</b> Locate basic body parts when asked.	K. Personal care and healthy behavior
<b>Older Toddler:</b>	<b>10.1.OT.B</b> Identify and locate basic body parts.	K. Personal care and healthy behavior
	<b>C. Nutrition</b> <b>Infants and toddlers will participate in experiences related to healthy food choices.</b>	
<b>Infant:</b>	EMERGING	
<b>Young Toddler</b>	EMERGING	
<b>Older Toddler:</b>	<b>10.1. OT. C</b> Participate in experiences related to healthy food choices.	K. Personal care and healthy behavior

**Pennsylvania Early Learning Standards**

**COR Advantage Items**

	<i>Health, Wellness and Physical Development CONT</i>	
	<p><b>10.2. Healthful Living</b></p> <p><b>A. Health Practices, Products, and Services</b></p> <p><b>Infants and toddlers will demonstrate an increased understanding of basic hygiene practices.</b></p>	
<b>Infant:</b>	<p><b>10.2.I.A</b> Participate in fundamental practices for good health.</p>	K. Personal care and healthy behavior
<b>Young Toddler</b>	<p><b>10.2.YT.A</b> Engage in fundamental practices for good health.</p>	K. Personal care and healthy behavior
<b>Older Toddler:</b>	<p><b>10.2.OT.A</b> Discuss fundamental practices for good health.</p>	K. Personal care and healthy behavior
	<p><b>10. 3. Safety and Injury Prevention</b></p> <p><b>A. Safe and Unsafe Practices</b></p> <p><b>Infants and toddlers will engage in basic safety practices.</b></p>	
<b>Infant:</b>	<p><b>10.3.I.A</b> Respond to basic safety words.</p>	M. Listening and comprehension
<b>Young Toddler</b>	<p><b>10.3.YT.A</b> Cooperate with basic safety practices.</p>	M. Listening and comprehension
<b>Older Toddler:</b>	<p><b>10.3.OT.A</b> Use and communicate about basic safety practices.</p>	M. Listening and comprehension

**Pennsylvania Early Learning Standards**

**COR Advantage Items**

<i>Health, Wellness and Physical Development CONT</i>		
	<b>10.4 Physical Activity: Gross Motor Coordination</b>	
	<b>A. Control and Coordination</b>	
	<b>Infants and toddlers will gain control of their body and movements.</b>	
<b>Infant:</b>	<b>10.4.I.A</b> Develop control of the body.	I. Gross-motor skills
<b>Young Toddler</b>	<b>10.4.YT.A</b> Control and coordinate the movement of the body.	I. Gross-motor skills
<b>Older Toddler:</b>	<b>10.4.OT.A</b> Combine and coordinate body movement.	I. Gross-motor skills
	<b>B. Balance and Strength</b>	
	<b>Infants and toddlers will exhibit and demonstrate balance and strength.</b>	
<b>Infant:</b>	<b>10.4.I.B</b> Exhibit strength and balance in stationary body movements.	I. Gross-motor skills
<b>Young Toddler</b>	<b>10.4.YT.B</b> Exhibit balance and strength when moving from place to place.	I. Gross-motor skills
<b>Older Toddler:</b>	<b>10.4.OT.B</b> Demonstrate balance and strength when performing gross motor activities.	I. Gross-motor skills

**Pennsylvania Early Learning Standards**

**COR Advantage Items**

	<i>Health, Wellness and Physical Development CONT</i>	
	<p><b>10.5 Concepts, Principles and Strategies of Movement: Fine Motor Development</b></p> <p><b>A. Strength, Coordination and Muscle</b></p> <p><b>Infants and toddlers will develop control and coordination of the hand.</b></p>	
<b>Infant:</b>	<p><b>10.5.I.A</b> Use fingers and hands to accomplish actions.</p>	J. Fine-motor skills
<b>Young Toddler</b>	<p><b>10.5.YT.A</b> Coordinate use of fingers, hands and wrists to accomplish actions.</p>	J. Fine-motor skills
<b>Older Toddler:</b>	<p><b>10.5.OT.A</b> Coordinate use of fingers, hands and wrists to accomplish actions.</p>	J. Fine-motor skills
	<p><b>B. Eye/Hand Coordination</b></p> <p><b>Infants and toddlers will develop skills to manipulate toys and objects.</b></p>	
<b>Infant:</b>	<p><b>10.5.I.B</b> Use eye and hand coordination to perform a task.</p>	J. Fine-motor skills
<b>Young Toddler</b>	<p><b>10.5.YT.B</b> Coordinate eye and hand movements to perform a task.</p>	J. Fine-motor skills
<b>Older Toddler:</b>	<p><b>10.5.OT.B</b> Coordinate eye and hand movements to perform a task.</p>	J. Fine-motor skills

**Pennsylvania Early Learning Standards**

**COR Advantage Items**

<i>Health, Wellness and Physical Development CONT</i>		
<b>Infant:</b>	<b>C. Use of Tools</b> <b>Infants and toddlers will develop skills to use basic tools.</b> <b>10.5.I.C</b> Manipulate basic tools.	J. Fine-motor skills EE. Tools and technology
<b>Young Toddler</b>	<b>10.5.YT.C</b> Use basic tools.	J. Fine-motor skills EE. Tools and technology
<b>Older Toddler:</b>	<b>10.5.OT.C</b> Use basic tools demonstrating refined skill.	J. Fine-motor skills EE. Tools and technology



**Pennsylvania Early Learning Standards**

**COR Advantage Items**

	<i>Social and Emotional Development</i>	
	<b>16.1 Self-Awareness and Self-Regulation</b> <b>A. Regulates Emotions and Behaviors</b> <b>Infants and toddlers will demonstrate an increasing awareness of emotion.</b>	
<b>Infant:</b>	<b>16.1.I.A</b> Demonstrate an emotional response to the environment.	D. Emotions
<b>Young Toddler</b>	<b>16.1.YT.A</b> Demonstrate an emotional response in reaction to an experience.	D. Emotions
<b>Older Toddler:</b>	<b>16.1.OT.A</b> Make connections between emotions and behavior.	D. Emotions
	<b>B. Influences of Personal Traits</b> <b>Infants and toddlers will demonstrate an increasing awareness of self by showing preferences for objects, people and activities.</b>	
<b>Infant:</b>	<b>16.1. I. B</b> Demonstrate preference for specific objects and people.	E. Building relationships with adults
<b>Young Toddler</b>	<b>16.1.YT.B</b> Demonstrate preference for specific objects or activities.	E. Building relationships with adults
<b>Older Toddler:</b>	<b>16.1.OT.B</b> Communicate preference for people, objects, and activities.	E. Building relationships with adults

**Pennsylvania Early Learning Standards**

**COR Advantage Items**

<i>Social and Emotional Development CONT</i>		
<b>Infant:</b>	<b>C. Resiliency</b> <b>Infants and toddlers will demonstrate competence while attempting activities and tasks.</b> <b>16.1.I.C</b> Use comfort of familiar experiences to explore new activities and experiences.	A. Initiative and planning E. Building relationships with adults
<b>Young Toddler</b>	<b>16.1.YT.C</b> Repeat familiar activity to gain comfort and confidence.	A. Initiative and planning D. Emotions E. Building relationships with adults
<b>Older Toddler:</b>	<b>16.1.OT.C</b> Approach new experiences with confidence.	A. Initiative and planning D. Emotions
<b>Infant:</b>	<b>D. Goal Setting</b> <b>Infants and toddlers will establish goals independently.</b> EMERGING	
<b>Young Toddler</b>	EMERGING	
<b>Older Toddler:</b>	<b>16.1.OT.D</b> Establish goals independently.	A. Initiative and planning

**Pennsylvania Early Learning Standards**

**COR Advantage Items**

<i>Social and Emotional Development CONT</i>		
	<b>E. Identity Development</b> Infants and toddlers will demonstrate an increased concept of self.	
<b>Infant:</b>	<b>16.1.I.E</b> Respond to self in mirror.	FF. Knowledge of self and others
<b>Young Toddler</b>	<b>16.1.OT.E</b> Convey ownership of objects and people.	FF. Knowledge of self and others
<b>Older Toddler:</b>	<b>16.1.OT.E</b> Use language that indicates knowledge of self.	FF. Knowledge of self and others
	<b>16.2 Establishing and Maintaining Relationships</b> <b>A. Relationships: Trust and Attachment</b> Infants and toddlers will attach to familiar adults and use this bond as a secure base to develop independence.	
<b>Infant:</b>	<b>16.2.I.A</b> Show affection and bond with familiar adults.	E. Building relationships with adults
<b>Young Toddler</b>	<b>16.2.YT.A</b> Use trusted adult as a secure base from which to explore the environment.	E. Building relationships with adults
<b>Older Toddler:</b>	<b>16.2.OT.A</b> Develop relationships that extend beyond trusted adults.	E. Building relationships with adults

**Pennsylvania Early Learning Standards**

**COR Advantage Items**

<i>Social and Emotional Development CONT</i>		
	<b>B. Diversity</b> <b>Infants and toddlers will recognize there are similarities and differences between self and others.</b>	
<b>Infant:</b>	<b>16.2. I.B</b> Notice differences in others.	FF. Knowledge of self and others
<b>Young Toddler</b>	<b>16.2. YT. B</b> Recognize similarities and differences between self and others.	FF. Knowledge of self and others
<b>Older Toddler:</b>	<b>16.2. OT.B</b> Communicate about similarities and differences between self and others.	FF. Knowledge of self and others
	<b>C. Communication</b> <b>Infants and toddlers will engage in reciprocal conversations.</b>	
<b>Infant:</b>	<b>16.2.I.C</b> Use sounds and gestures as a form of reciprocal communication.	L. Speaking M. Listening and comprehension
<b>Young Toddler</b>	<b>16.2.YT.C</b> Use sounds, gestures and words as a form of reciprocal communication.	L. Speaking M. Listening and comprehension
<b>Older Toddler:</b>	<b>16.2.OT.C</b> Engage in reciprocal conversations and interactions with peers and adults.	L. Speaking M. Listening and comprehension

**Pennsylvania Early Learning Standards**

**COR Advantage Items**

<i>Social and Emotional Development CONT</i>		
	<b>D. Managing Interpersonal Conflicts</b> <b>Infants and toddlers will demonstrate an increased ability to communicate about and seek help for interpersonal conflicts.</b>	
<b>Infant:</b>	<b>16.2.I. D</b> Express emotion relating to a conflict.	D. Emotions H. Conflict resolution
<b>Young Toddler</b>	<b>16.2. YT. D.</b> Express emotion relating to a conflict.	D. Emotions H. Conflict resolution
<b>Older Toddler:</b>	<b>16.2. OT.D.</b> Communicate about a conflict and seek help to solve.	D. Emotions H. Conflict resolution
	<b>E. Support: Asking for Help</b> <b>Infants and toddlers will utilize relationships with trusted adults and peers to meet needs.</b>	
<b>Infant:</b>	<b>16.2. I.E</b> Indicate needs through vocalizations and body movements.	E. Building relationships with adults L. Speaking M. Listening and comprehension
<b>Young Toddler</b>	<b>16.2.Y.T. E</b> Communicate needs.	E. Building relationships with adults L. Speaking M. Listening and comprehension

**Pennsylvania Early Learning Standards**

**COR Advantage Items**

<b><i>Social and Emotional Development CONT</i></b>		
<b>Older Toddler:</b>	<b>16.2.O.T. E</b> Ask for help when needed.	E. Building relationships with adults L. Speaking M. Listening and comprehension
<b>Infant:</b>	<b>16.3 Decision Making &amp; Responsibility</b>  <b>A. Decision Making Skills</b> <b>Infants and toddlers will recognize that choices have consequences.</b>  <b>16.3.I.A</b> Demonstrate preference for specific objects and people.	A. Initiative and planning E. Building relationships with adults
<b>Young Toddler</b>	<b>16.3.YT.A</b> Make simple choices.	A. Initiative and planning
<b>Older Toddler:</b>	<b>16.3.OT.A</b> Recognize the consequences of choices.	A. Initiative and planning
<b>Infant:</b>	<b>B. Understanding Social Norms (Social Identity)</b> <b>Infants and toddlers will demonstrate an increased understanding of socially acceptable behaviors.</b>  <b>16.3.I.B</b> Respond to adult guidance about behavior.	M. Listening and comprehension

**Pennsylvania Early Learning Standards**

**COR Advantage Items**

	<b><i>Social and Emotional Development CONT</i></b>	
<b>Young Toddler</b>	<b>16.3.YT.B</b> Demonstrate basic understanding of rules.	M. Listening and comprehension
<b>Older Toddler:</b>	<b>16.3.OT.B</b> Follow basic rules.	M. Listening and comprehension
	<b>C. Responsible Active Engagement: Empathy</b> <b>Infants and toddlers will demonstrate an increased ability to recognize and respond to the emotional expressions of others.</b>	
<b>Infant:</b>	<b>16.3.I.C</b> React to others' expressions of emotion.	D. Emotions
<b>Young Toddler</b>	<b>16.3.YT.C</b> Engage in empathy and compassion in some situations.	D. Emotions F. Building relationships with other children
<b>Older Toddler:</b>	<b>16.3.OT.C</b> Demonstrate empathy and compassion for others.	D. Emotions F. Building relationships with other children

# Alignment of the 2014 Pennsylvania Pre-Kindergarten Learning Standards With HighScope's 2014 Child Observation Record — COR Advantage

The following chart shows how items from the 2014 **Pennsylvania Pre-Kindergarten 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.





**Pennsylvania Pre-Kindergarten  
Learning Standards**

**COR Advantage Items**

<i>Approaches to Learning</i>	
<p><b>AL.1 Constructing and Gathering Knowledge</b></p> <p><b>A. Curiosity and Initiative</b></p> <p><b>AL.1.PK.A</b> Explore and ask questions to seek meaningful information about a growing range of topics, ideas and tasks.</p>	<p>A. Initiative and planning B. Problem solving with materials C. Reflection E. Building relationships with adults F. Building relationships with other children BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions</p>
<p><b>B. Risk Taking</b></p> <p><b>AL.1. PK.B</b> Demonstrate a willingness to participate in new and challenging experiences.</p>	<p>B. Problem solving with materials F. Building relationships with other children K. Personal care and healthy behavior CC. Experimenting, predicting, and drawing conclusions</p>
<p><b>C. Stages of Play</b></p> <p><b>AL.1.PK.C</b> Engage in complex play sequences with two or more children.</p>	<p>F. Building relationships with other children AA. Pretend play</p>
<p><b>AL.2 Organizing and Understanding Information</b></p> <p><b>A. Engagement and Attention</b></p> <p><b>AL.2. PK.A</b> Work toward completing a task, even if challenging, and despite interruptions.</p>	<p>D. Emotions H. Conflict resolution</p>
<p><b>B. Task Analysis</b></p> <p><b>AL.2. PK.B</b> Independently break simple tasks into steps and complete them one at a time.</p>	<p>A. Initiative and planning C. Reflection G. Community</p>
<p><b>C. Persistence</b></p> <p><b>AL.2. PK.C</b> Attempt to accomplish challenging tasks by employing familiar and new strategies as needed.</p>	<p>B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions</p>
<p><b>D. Patterning</b></p> <p><b>AL.2.PK.D</b> Recognize and extend simple patterns.</p>	<p>V. Patterns</p>

**Pennsylvania Pre-Kindergarten  
Learning Standards**

**COR Advantage Items**

<b>Approaches to Learning CONT</b>	
<b>E. Memory</b> <b>AL. 2.PK.E</b> Retain and recall information presented over a short period of time.	C. Reflection M. Listening and comprehension Q. Book enjoyment and knowledge HH. History
<b>AL.3 Applying Knowledge</b> <b>A. Creativity</b> <b>AL.3.PK.A</b> Use music, art and/or stories to express ideas, thoughts, and feelings.	X. Art Y. Music Z. Movement AA. Pretend play
<b>B. Invention</b> <b>AL.3. PK.C</b> Produce and explain the purpose for a new creation.	X. Art Y. Music Z. Movement AA. Pretend play
<b>C. Representation</b> <b>AL.3.PK.B</b> Use materials and objects to represent new concepts.	AA. Pretend play
<b>AL.4 Learning Through Experience</b> <b>A. Making Connections</b> <b>AL.4.PK.A</b> Relate knowledge learned from one experience to a similar experience in a new setting.	FF. Knowledge of self and others
<b>B. Resiliency</b> <b>AL4.PK.B</b> Recognize that everyone makes mistakes and that using positive coping skills can result in learning from the experience.	D. Emotions G. Community H. Conflict resolution
<b>C. Problem Solving</b> <b>AL.4. PK.C</b> Attempt problem solving activities to achieve a positive outcome.	B. Problem solving with materials C. Reflection CC. Experimenting, predicting, and drawing conclusions

**Pennsylvania Pre-Kindergarten  
Learning Standards**

**COR Advantage Items**

<b>Language and Literacy Development</b>	
<b>1.1 Foundational Skills</b> <b>A. Book Handling</b> <b>1.1 PK.A</b> Practice appropriate book handling skills.	P. Reading Q. Book enjoyment and knowledge
<b>B. Print Concepts</b> <b>1.1 PK.B</b> Identify basic features of print.	O. Alphabet knowledge S. Number and counting
<b>C. Phonological Awareness</b> <b>1.1 PK.C</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	N. Phonological awareness O. Alphabet knowledge
<b>D. Phonics and Word</b> <b>1.1. PK.D</b> Develop beginning phonics and word skills.	O. Alphabet knowledge P. Reading
<b>E. Fluency</b> <i>Emerging to...</i> Read emergent reader text with purpose and understanding.	N. Phonological awareness O. Alphabet knowledge P. Reading
<b>1.2 Reading Informational Text</b> <b>A. Key Ideas and Details: Main Idea</b> <b>1.2 PK.A</b> With prompting and support, retell key details of text that support a provided main idea.	M. Listening and comprehension Q. Book enjoyment and knowledge
<b>B. Key Ideas and Details: Text Analysis</b> <b>1.2 PK.B</b> Answer questions about a text.	M. Listening and comprehension Q. Book enjoyment and knowledge
<b>C. Key Ideas and Details</b> <b>1.2 PK.C</b> With prompting and support, make connections between information in a text and personal experience.	M. Listening and comprehension Q. Book enjoyment and knowledge

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**COR Advantage Items**

<i>Language and Literacy Development CONT</i>	
<b>E. Craft and Structure: Text Structure</b> <b>1.2 PK.E</b> Identify the front cover, back cover and title page of a book.	Q. Book enjoyment and knowledge
<b>F. Craft and Structure: Vocabulary</b> <b>1.2 PK.F</b> With prompting and support, answer questions about unfamiliar words read aloud from a text.	M. Listening and comprehension
<b>G. Integration of Knowledge and Ideas – Diverse Media</b> <b>1.2 PK.G</b> With prompting and support, answer questions to connect illustrations to the written word.	M. Listening and comprehension P. Reading
<b>I. Integration of Knowledge and Ideas –Analysis Across Texts</b> <b>1.2 PK.I</b> With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic.	M. Listening and comprehension Q. Book enjoyment and knowledge
<b>J. Vocabulary Acquisition and Use</b> <b>1.2 PK.J</b> Use new vocabulary and phrases acquired in conversations and being read to.	L. Speaking M. Listening and comprehension P. Reading
<b>K. Vocabulary Acquisition and Use</b> <b>1.2 PK.K</b> With prompting and support, clarify unknown words or phrases read aloud.	M. Listening and comprehension
<b>L. Range of Reading</b> <b>1.2 PK.L</b> With prompting and support, actively engage in group reading activities with purpose and understanding.	M. Listening and comprehension
<b>1.3 Reading Literature</b> <b>A. Key Ideas and Details: Theme</b> <b>1.3. PK.A</b> With prompting and support, retell a familiar story in a sequence with picture support.	M. Listening and comprehension Q. Book enjoyment and knowledge

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<i>Language and Literacy Development CONT</i>	
<p><b>B. Key Ideas and Details: Text Analysis</b></p> <p><b>1.3. PK.B</b> Answer questions about a particular story (who, what, how, when, and where).</p>	M. Listening and comprehension
<p><b>C. Key Ideas and Details: Literary Elements</b></p> <p><b>1.3.PK.C</b> With prompting and support, answer questions to identify characters, settings, and major events in a story.</p>	M. Listening and comprehension Q. Book enjoyment and knowledge
<p><b>D. Craft and Structure: Point of View</b></p> <p><b>1.3. PK.D</b> With prompting and support, name the author and illustrator of a story.</p>	
<p><b>E. Craft and Structure: Text Structure</b></p> <p><b>1.3. PK.E</b> With prompting and support, recognize common types of text.</p>	Q. Book enjoyment and knowledge
<p><b>F. Craft and Structure Vocabulary</b></p> <p><b>1.3. PK.F</b> Answer questions about unfamiliar words read aloud from a story.</p>	M. Listening and comprehension
<p><b>G. Integration of Knowledge and Ideas Sources</b></p> <p><b>1.3.PK.G</b> Describe pictures in books using detail.</p>	L. Speaking
<p><b>H. Integration of Knowledge and Ideas: Text Analysis</b></p> <p><b>1.3. PK.H</b> Answer questions to compare and contrast the adventures and experiences of characters in familiar stories.</p>	M. Listening and comprehension
<p><b>I. Vocabulary Acquisition &amp; Use Strategies</b></p> <p><b>1.3. PK.I</b> With prompting and support, clarify unknown words or phrases read aloud.</p>	M. Listening and comprehension
<p><b>J. Vocabulary Acquisition and Use</b></p> <p><b>1.3. PK.J</b> Use new vocabulary and phrases acquired in conversations and being read to.</p>	Q. Book enjoyment and knowledge

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**COR Advantage Items**

<b>Language and Literacy Development CONT</b>	
<b>K. Range of Reading</b>	
<b>1.3. PK.K</b> With prompting and support, actively engage in group reading activities with purpose and understanding.	M. Listening and comprehension
<b>1.4 Writing</b>	
<b>A. Informative/ Explanatory</b>	
<b>1.4. PK.A</b> Draw/dictate to compose informative /explanatory texts examining a topic.	R. Writing X. Art
<b>B. Informative / Explanatory Focus</b>	
<b>1.4. PK.B</b> With prompting and support, draw/dictate about one specific topic.	X. Art
<b>C. Informative / Explanatory Organization</b>	
<b>1.4. PK.C</b> With prompting and support, generate ideas to convey information.	X. Art
<b>D. Informative/ Explanatory Organization</b>	
<b>1.4.PK.D</b> With prompting and support, make logical connections between drawing and dictation.	R. Writing
<b>F. Informative / Explanatory Conventions of</b> <i>Emerging to...</i> Spell simple words phonetically.	R. Writing
<b>M. Narrative</b>	
<b>1.4. PK.M</b> Dictate narratives to describe real or imagined experiences or events.	R. Writing X. Art
<b>N. Narrative: Focus</b>	
<b>1.4. PK.N</b> Establish “who” and “what” the narrative will be about.	M. Listening and comprehension
<b>O. Narrative Content</b>	
<b>1.4. PK.O</b> With prompting and support, describe experiences and events.	M. Listening and comprehension

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**COR Advantage Items**

<b>Language and Literacy Development CONT</b>	
<b>P. Narrative Organization</b>	
<b>1.4. PK.P</b> Recount a single event and tell about the events in the order in which they occurred.	M. Listening and comprehension Q. Book enjoyment and knowledge
<b>R. Narrative Conventions of Language</b>	
<b>Emerging to...</b> Spell simple words phonetically.	R. Writing
<b>T. Production and Distribution of Writing: Writing Process</b>	
<b>1.4. PK.T</b> With guidance and support from adults and peers, respond to questions and suggestions, add details as needed.	P. Reading
<b>(V) Conducting Research</b>	
<b>1.4. PK.V</b> Ask questions about topics of personal interest to gain information; with teacher guidance and support, locate information on	A. Initiative and planning M. Listening and comprehension
<b>W. Credibility, Reliability, and Validity of Sources</b>	
<b>1.4. PK.W</b> With guidance and support, recall information from experiences or books.	C. Reflection M. Listening and comprehension
<b>X. Range of Writing</b>	
<b>Emerging to...</b> Write routinely over short time frames.	R. Writing
<b>1.5 Speaking and Listening</b>	
<b>A. Comprehension and Collaboration: Collaborative Discussion</b>	
<b>1.5.PK.A</b> Participate in collaborative conversations with peers and adults in small and larger groups.	E. Building relationships with adults F. Building relationships with other children L. Speaking M. Listening and comprehension

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**COR Advantage Items**

<i>Language and Literacy Development CONT</i>	
<p><b>B. Comprehension and Collaboration Critical Listening</b></p> <p><b>1.5. PK.B</b> Answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<p>M. Listening and comprehension</p>
<p><b>C. Comprehension and Collaboration Evaluating</b></p> <p><b>1.5. PK.C</b> Respond to what a speaker says in order to follow directions, seek help, or gather information.</p>	<p>M. Listening and comprehension</p>
<p><b>D. Presentation of Knowledge and Ideas Purpose, Audience, and</b></p> <p><b>1.5. PK.D</b> Use simple sentences; share stories, familiar experiences, and interests, speaking clearly enough to be understood by most audiences.</p>	<p>E. Building relationships with adults F. Building relationships with other children L. Speaking M. Listening and comprehension</p>
<p><b>E. Presentation of Knowledge and Ideas Context</b></p> <p><b>1.5. PK.E</b> Use simple sentences; express thoughts, feelings, and ideas, speaking clearly enough to be understood by most audiences.</p>	<p>E. Building relationships with adults F. Building relationships with other children L. Speaking M. Listening and comprehension</p>
<p><b>G. Conventions of Standard English</b></p> <p><b>1.5. PK.G</b> Demonstrate command of the conventions of standard English when speaking based on pre-kindergarten level and content.</p>	<p>L. Speaking</p>



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<p><i>Mathematical Thinking and Expression</i></p>	
<p><b>2.1 Numbers and Operations</b>  <b>A. Counting and Cardinality</b>  <b>2.1 PK.A.1</b>          Know number names and the count sequence.  <b>2.1 PK.A.2</b>          Count to tell the number of objects.  <b>2.1 PK.A.3</b>          Compare numbers.  <b>2.1.PK.MP</b>          Use mathematical processes when quantifying, comparing, representing, and modeling numbers.</p>	<p>S. Number and counting          S. Number and counting          S. Number and counting          S. Number and counting          W. Data analysis</p>
<p><b>2.2 Algebraic Concepts</b>  <b>A. Operations and Algebraic Thinking</b>  <b>PK.A.1</b>          Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.  <b>2.2. PK.MP</b>          Use mathematical processes when representing relationships.</p>	<p>S. Number and counting          S. Number and counting          W. Data analysis</p>
<p><b>2.3 Geometry</b>  <b>A. Geometry</b>  <b>2.3. PK.A.1</b>          Identify and describe shapes.  <b>2.3. PK.A.2</b>          Analyze, compare, create, and compose shapes.  <b>2.3.PK.MP</b>          Use mathematical processes when drawing, constructing, modeling, and representing shapes.</p>	<p>T. Geometry: Shapes and spatial awareness          T. Geometry: Shapes and spatial awareness          T. Geometry: Shapes and spatial awareness</p>
<p><b>2.4 Measurement, Data and Probability</b>  <b>A. Measurement and Data</b>  <b>2.4. PK.A.1</b>          Describe and compare measurable attributes of length and weights of everyday objects.</p>	<p>U. Measurement          BB. Observing and classifying</p>

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**COR Advantage Items**

<b><i>Mathematical Thinking and Expression CONT</i></b>	
<b>2.4 PK.A.2</b> Classify objects and count the number of objects in each category.	S. Number and counting BB. Observing and classifying
<b>2.4.PK.MP</b> Use mathematical processes when measuring; representing, organizing, and understanding data.	U. Measurement W. Data analysis BB. Observing and classifying

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**COR Advantage Items**

<p><b><i>Scientific Thinking and Technology</i></b></p>	
<p><b>3.1 Biological Sciences</b></p> <p><b>1. Common Characteristics of Life</b></p> <p><b>3.1 PK.A.1</b> Recognize the difference between living and non-living things.</p>	<p>BB. Observing and classifying</p>
<p><b>2. Energy Flow</b></p> <p><b>3.1. PK.A.2</b> Identify basic needs of plants (water and light) and animals (food, water and light).</p> <p><b>3. Life Cycles</b></p> <p><b>3.1. PK.A.3</b> Recognize that plants and animals grow and change.</p>	<p>BB. Observing and classifying DD. Natural and physical world</p> <p>DD. Natural and physical world</p>
<p><b>5. Form and Function</b></p> <p><b>3.1. PK.A.5</b> Name basic parts of living things.</p> <p><b>9. Science as Inquiry</b></p> <p><b>3.1. PK.A.9</b> Participate in simple investigations about living and/or non-living things to answer a question or to test a prediction.</p>	<p>K. Personal care and healthy behavior</p> <p>BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions</p>
<p><b>B. Genetics</b></p> <p><b>1. Heredity</b></p> <p><b>3.1. PK.B.1</b> Recognize and compare physical characteristics of living things from same species.</p> <p><b>6. Science as Inquiry</b></p> <p><b>3.1. PK.B.6</b> Participate in simple investigations of physical characteristics of living things from same species to answer a question or to test a prediction.</p>	<p>BB. Observing and classifying FF. Knowledge of self and others</p> <p>BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world</p>
<p><b>C. Evolution</b></p> <p><b>3. Unifying Themes</b></p> <p><b>3.1. PK.C.3</b> Describe changes that occur in animals.</p>	<p>DD. Natural and physical world</p>

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Learning Standards**

**COR Advantage Items**

<p><b><i>Scientific Thinking and Technology CONT</i></b></p>	
<p><b>4. Science as Inquiry</b></p> <p><b>3.1. PK.C.4</b> Participate in simple investigations of changes in animals to answer a question or to test a prediction.</p>	<p>BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions</p>
<p><b>3.2 Physical Sciences</b></p> <p><b>1. Properties of Matter</b></p> <p><b>3.2. PK.A.1</b> Sort and describe objects according to size, shape, color and texture.</p>	<p>BB. Observing and classifying DD. Natural and physical world</p>
<p><b>3. Matter and Energy</b></p> <p><b>3.2. PK.A.3</b> Notice change in matter.</p>	<p>DD. Natural and physical world</p>
<p><b>5. Unifying Themes</b></p> <p><b>3.2. PK.A.5</b> Recognize that everything is made of matter.</p>	<p>DD. Natural and physical world</p>
<p><b>6. Science as Inquiry</b></p> <p><b>3.2. PK.A.6</b> Participate in simple investigations of matter to answer a question or to test a prediction.</p>	<p>CC. Experimenting</p>
<p><b>B. Physics</b></p> <p><b>1. Force &amp; Motion of Practices &amp; Rigid Bodies</b></p> <p><b>3.2. PK.B.1</b> Explore and describe the motion of toys and objects.</p>	
<p><b>5. Nature of Waves (Sound and Light Energy)</b></p> <p><b>3.2. PK.B.5</b> Create and describe variations of sound.</p>	<p>Y. Music</p>
<p><b>6. Unifying Themes (Energy)</b></p> <p><b>3.2. PK.B.6</b> Recognize that light from the sun is an important source of energy for living and nonliving systems and some source of energy is needed for all organisms to stay alive and grow.</p>	<p>DD. Natural and physical world</p>

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<p><b><i>Scientific Thinking and Technology CONT</i></b></p>	
<p><b>7. Science as Inquiry</b> <b>3.2. PK.B.7</b> Participate in simple investigations of energy and motion to answer a question or to test a prediction.</p>	<p>BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions</p>
<p><b>3.3 Earth and Space Sciences</b> <b>1. Earth Features and the Processes that Change it</b> <b>3.3. PK.A.1</b> Sort different types of earth materials.</p>	<p>BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions</p>
<p><b>4. Water</b> <b>3.3. PK.A.4</b> Identify a variety of uses for water.</p>	<p>DD. Natural and physical world</p>
<p><b>5. Weather and Climate</b> <b>3.3. PK.A.5</b> Identify seasons that correspond with observable conditions and identify how weather affects daily life.</p>	<p>DD. Natural and physical world</p>
<p><b>7. Science as Inquiry</b> <b>3.3. PK.A.7</b> Participate in simple investigations of earth structures, processes, and cycles to answer a question or to test a prediction.</p>	<p>BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions</p>
<p><b>B. Origin and Evolution of the Universe</b> <b>1. Comparisons and Structure</b> <b>3.3. PK.B.1</b> Identify objects that can be found in the day or night sky.</p>	<p>DD. Natural and physical world</p>
<p><b>3. Science as Inquiry</b> <b>3.3. PK.B.3</b> Participate in simple investigations of the objects found in the day or night sky to answer a question or to test a prediction.</p>	<p>BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions</p>

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**COR Advantage Items**

<i>Scientific Thinking and Technology CONT</i>	
<b>Environment and Ecology</b> <b>4.1 Ecology</b> <b>A. The Environment</b> <b>4.1 PK.A</b> Identify living and non-living things in the immediate and surrounding environment. <b>C. Energy Flow</b> <b>4.1. PK.C</b> Identify that plants need the sun to grow. <b>D. Biodiversity</b> <b>4.1. PK.D</b> Identify basic needs of living things. <b>E. Succession</b> <b>4.1. PK.E</b> Identify the change of seasons in the environment.	BB. Observing and classifying DD. Natural and physical world  DD. Natural and physical world  DD. Natural and physical world  DD. Natural and physical world
<b>4.2 Watersheds and Wetlands</b> <b>A. Watersheds</b> <b>4.2. PK.A</b> Identify various types of moving water in Pennsylvania.	
<b>B. Wetlands</b> <b>4.2. PK.B</b> Identify a wetland as an ecosystem in Pennsylvania.	
<b>C. Aquatic Ecosystem</b> <b>4.2. PK.C</b> Describe an aquatic (water) and terrestrial (land) habitat.	DD. Natural and physical world
<b>4.3 Natural Resources</b> <b>A. Use of Natural Resources</b> <b>4.3. PK.A</b> Identify how the environment provides for the needs of people in their daily lives.	DD. Natural and physical world

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<p><b><i>Scientific Thinking and Technology CONT</i></b></p>	
<p><b>B. Availability of Natural</b></p> <p><b>4.3. PK.B</b> Identify natural resources available to people in their daily life.</p>	<p>DD. Natural and physical world</p>
<p><b>4.4 Agriculture and Society</b></p> <p><b>A. Food and Fiber Systems</b></p> <p><b>4.4. PK.A</b> Identify what plants and animals need to grow.</p>	<p>DD. Natural and physical world</p>
<p><b>C. Applying Sciences to</b></p> <p><b>4.4. PK.C</b> Recognize that plants and animals grow and change.</p>	<p>DD. Natural and physical world</p>
<p><b>D. Technology Influences on</b></p> <p><b>4.4. PK.D</b> Identify basic tools used in gardening at home and at school.</p>	<p>DD. Natural and physical world EE. Tools and technology</p>
<p><b>4.5 Humans and the Environment</b></p> <p><b>A. Sustainability</b></p> <p><b>4.5. PK.A</b> Identify what people need to survive.</p>	<p>DD. Natural and physical world</p>
<p><b>B. Integrated Pest Management</b></p> <p><b>4.5. PK.B</b> Identify things in the natural environment that can be harmful to people, pets and other living things.</p>	<p>DD. Natural and physical world</p>
<p><b>C. Pollution</b></p> <p><b>4.5. PK.C</b> Identify ways people pollute the environment.</p>	<p>DD. Natural and physical world</p>
<p><b>D. Waste</b></p> <p><b>4.5. PK.D</b> Describe how everyday human activities generate waste.</p>	<p>DD. Natural and physical world</p>

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<b><i>Scientific Thinking and Technology CONT</i></b>	
<b>15.4 Computer and Information Technology</b>	
<b>A. Influence of Emerging Technologies</b>	
<b>15.4. PK.A</b> Identify various technologies used in the classroom and at home.	EE. Tools and technology
<b>B. Digital Citizenship</b>	
<b>15.4. PK.B</b> Demonstrate responsible use of technology and equipment.	EE. Tools and technology
<b>C. Hardware</b>	
<b>15.4. PK.C</b> With prompting and support, identify peripheral devices of computer system including input and output devices.	EE. Tools and technology
<b>D. Input Technologies</b>	
<b>15.4. PK.D</b> Demonstrate the correct use of simple input technologies (e.g. mouse, touch screen, microphone, etc.).	EE. Tools and technology
<b>G. Software / Applications</b>	
<b>15.4. PK.G</b> With help and support, select and use various software / applications for an intended purpose.	EE. Tools and technology
<b>K. Digital Media</b>	
<b>15.4. PK.K</b> With help and support, identify similarities and differences between text, graphics, audio, animation, and video.	EE. Tools and technology
<b>L. Technology Research</b>	
<b>15.4. PK.L</b> With help and support, use web browser to locate content-specific websites.	EE. Tools and technology
<b>M. Emerging Technologies in Careers</b>	
<b>15.4. PK.M</b> With help and support, identify various technologies used in the workplace.	EE. Tools and technology



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<b>Social Studies Thinking</b>	
<b>5. Civics and Government</b> <b>A. Rule of Law</b> <b>5.1 PK.A</b> State rules and their consequences.	K. Personal care and healthy behavior
<b>F. Symbols</b> <b>5.1.PK.F</b> Identify basic American symbols (e.g., American Flag).	
<b>5.2 Rights and Responsibilities of Citizenship</b> <b>A. Civics Rights and Responsibilities</b> <b>5.2. PK.A</b> Identify self-membership of a group such as the class or family.	G. Community
<b>B. Conflict and Resolution</b> <b>5.2. PK.B</b> Identify a problem and discuss possible solutions with adult assistance. <i>*see also 16.2. PK.D</i>	HH. History
<b>C. Leadership and Public Service</b> <i>Emerging to...</i> Identify classroom projects/activities that support leadership and service.	G. Community
<b>5.3 How Government Works</b> <b>C. Government Services</b> <b>5.3. PK.C</b> Identify community workers through their uniforms and equipment.	FF. Knowledge of self and others
<b>F. Conflict and the Court System</b> <b>5.3. PK.F</b> Identify appropriate behaviors for responsible classroom citizens.	G. Community

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<b><i>Social Studies Thinking CONT</i></b>	
<b>6. Economics</b> <b>6.1 Scarcity and Choice</b> <b>A. Scarcity and Choice</b> <i>Emerging to...</i> Identify how scarcity influences choice.	
<b>B. Limited</b> <i>Emerging to...</i> Identify family wants and needs.	
<b>D. Incentives and Choice</b> <b>6.1. PK.D</b> Identify a choice based on individual interest.	A. Initiative and planning
<b>6.2 Market and Economic Systems</b> <b>C. Advertising and Media</b> <i>Emerging to...</i> Identify advertisements that encourage us to buy things.	P. Reading
<b>D. Price Determination</b> <b>6.2. PK.D</b> Explain how money is used.	
<b>D. Government's Role in International Trade</b> <b>6.3. PK.D</b> Identify products produced locally.	
<b>6.5 Income, Profit, and Wealth</b> <b>A. Factors Influencing Wages</b> <b>6.3.5. PK.A</b> Differentiate between work and play. <b>C. Types of Business</b> <b>6.5. PK.C</b> Identify local businesses.	FF. Knowledge of self and others  FF. Knowledge of self and others

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<p><i>Social Studies Thinking CONT</i></p>	
<p><b>7. Geography</b>  <b>7.1 Basic Geographic Literacy</b>  <b>A. Geographic Tools</b>  <b>7.1. PK.A</b>          Explain how a map is a representation of places.</p>	<p>GG. Geography</p>
<p><b>B. Location of Places and Regions</b>  <i>Emerging to...</i>          Describe the location of places in the home, school, and community to gain an understanding of relative location.</p>	<p>GG. Geography</p>
<p><b>7.2 Physical Characteristics of Places and Regions</b>  <b>A. Physical Characteristics</b>  <b>7.2. PK.A</b>          Describe the characteristics of home and frequently visited locations to gain an understanding of physical features.</p>	<p>GG. Geography</p>
<p><b>8. History</b>  <b>8.1 Historical Analysis and Skills Development</b>  <b>A. Continuity and Change over Time</b>  <b>8.1. PK.A</b>          Identify a sequence of events through a day.</p>	<p>G. Community          HH. History</p>
<p><b>C. Research</b>  <b>8.1. PK.C</b>          Understand that information comes from many sources such as books, computers, and newspapers.</p>	<p>EE. Tools and technology</p>

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**COR Advantage Items**

<b><i>Creative Thinking and Expression</i></b>	
<b>9.1.M Production and Performance: Music and Movement</b>	
<b>A. Elements and Principles</b>	
<b>9.1.M.PK.A</b> Know and use basic elements and principles of music and movement.	Y. Music Z. Movement
<b>B. Demonstration</b>	
<b>9.1.M.PK.B</b> Respond to different types of music and dance through participation and discussion.	Y. Music Z. Movement
<b>E. Representation</b>	
<b>9.1.M.PK.E</b> Use imagination and creativity to express self through music and dance.	Y. Music Z. Movement
<b>J. Technologies</b>	
<b>9.1.M.PK.J</b> Use a variety of technologies for producing or performing works of art.	Y. Music Z. Movement
<b>9.1.D Production and Performance: Dramatic and Performance Play</b>	
<b>B. Demonstrations</b>	
<b>9.1.D.PK.B</b> Recreate a dramatic play experience for an audience.	Y. Music AA. Pretend play
<b>E. Representation</b>	
<b>9.1.D.PK.E</b> Use imagination and creativity to express self through dramatic play.	AA. Pretend play
<b>9.1.V Production and Performance: Visual Arts</b>	
<b>A. Elements and Principles</b>	
<b>9.1.V.PK.A</b> Know and use basic elements of visual arts.	X. Art
<b>B. Demonstration</b>	
<b>9.1.V.PK.B</b> Combine a variety of materials to create a work of art.	X. Art

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**COR Advantage Items**

<b><i>Creative Thinking and Expression CONT</i></b>	
<b>E. Representation</b>	
<b>9.1.V.PK.E</b> Use imagination and creativity to express self through visual arts.	X. Art
<b>J. Technologies</b>	
<b>9.1.V.PK.J</b> Use a variety of technologies for producing works of art.	X. Art
<b>9.2 Historical and Cultural Context of Works in the Arts</b>	
<b>D. Perspective</b>	
<b>9.2.PK.D</b> Explain that instruments or art forms represent cultural perspectives.	Y. Music
<b>9.3 Critical Response to Works of Art</b>	
<b>F. Identification</b>	
<b>9.3.PK.F</b> Recognize and name a variety of art forms.	
<b>G. Critical</b>	
<b>9.3.PK.G</b> Formulate and share an opinion about others' art products.	X. Art
<b>9.4 Aesthetic Response to Works in the Arts</b>	
<b>B. Emotional Response</b>	
<b>9.4.PK.B</b> Demonstrate an emotional response to viewing or creating various art works.	Z. Movement

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<i>Health, Wellness and Physical Development</i>	
<b>10. 1. Concepts of Health</b>	
<b>B. Interaction of Body Systems</b>	
<b>10.1. PK.B</b> Identify and locate body parts.	K. Personal care and healthy behavior
<b>C. Nutrition</b>	
<b>10.1. PK.C</b> Identify foods that keep our body healthy.	K. Personal care and healthy behavior
<b>D. Alcohol, Tobacco and Chemical Substances</b>	
<b>10.1.PK.D</b> Identify and discuss the purposes of medicine.	K. Personal care and healthy behavior
<b>E. Health Problems and Disease Prevention</b>	
<b>10.1.PK.E</b> Identify and discuss common health problems.	K. Personal care and healthy behavior
<b>10. 2. Healthful Living</b>	
<b>A. Health Practices, Products, and Services</b>	
<b>10.2.PK.A</b> Identify fundamental practices for good health.	K. Personal care and healthy behavior
<b>E. Health and the Environment</b>	
<b>10.2.PK.E</b> Identify environmental factors that affect health.	K. Personal care and healthy behavior
<b>10. 3. Safety and Injury Prevention</b>	
<b>A. Safe and Unsafe Practices</b>	
<b>10.3. PK.A</b> Recognize safe and unsafe practices.	K. Personal care and healthy behavior
<b>B. Emergency Responses</b>	
<b>10.3.PK.B</b> Recognize emergency situations and discuss appropriate responses.	
<b>10.4 Physical Activity: Gross Motor Coordination</b>	
<b>A. Control and Coordination</b>	
<b>10.4.PK.A</b> Demonstrate coordination of body movements in active play.	I. Gross-motor skills Z. Movement

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<p><i>Health, Wellness and Physical Development CONT</i></p>	
<p><b>B. Balance and Strength</b>   <b>10.4.PK.B</b>          Exhibit balance while moving on the ground or using equipment.</p>	
<p><b>10.5 Concepts, Principles and Strategies of Movement: Fine Motor Development</b>   <b>A. Strength, Coordination and Muscle Control</b>   <b>10.5.PK.A</b>          Use hands, fingers and wrists to manipulate objects.</p>	<p>I. Gross-motor skills</p> <p>J. Fine-motor skills K. Personal care and healthy behavior</p>
<p><b>B. Eye/Hand Coordination</b>   <b>10.5.PK.B</b>          Coordinate eye and hand movements to perform a task.</p>	<p>J. Fine-motor skills K. Personal care and healthy behavior EE. Tools and technology</p>
<p><b>C. Use of Tools</b>   <b>10.5.PK.C</b>          Use tools that require use of fingers, hands, and/or wrists to accomplish a task.</p>	<p>J. Fine-motor skills EE. Tools and technology</p>

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**COR Advantage Items**

<p><b><i>Social and Emotional Development</i></b></p>	
<p><b>16.1 Self-Awareness and Self-Management</b> <b>A. Manages Emotions and Behaviors</b> <b>16.1. PK.A</b> Distinguish between emotions and identify socially accepted ways to express them.</p>	<p>D. Emotions H. Conflict resolution</p>
<p><b>B. Influences of Personal Traits on Life</b> <b>16.1. PK.B</b> Recognize that everyone has personal traits which guide behavior and choices.</p>	<p>A. Initiative and planning B. Problem solving with materials D. Emotions G. Community</p>
<p><b>C. Resiliency</b> <b>16.1. PK.C</b> Recognize that everyone makes mistakes and that using positive coping skills can result in learning from the experience.</p>	<p>B. Problem solving with materials D. Emotions H. Conflict resolution</p>
<p><b>D. Goal Setting</b> <b>16.1. PK.D</b> Establish goals independently and recognize their influence on choices.</p>	<p>A. Initiative and planning</p>
<p><b>16.2 Establishing and Maintaining Relationships</b> <b>A. Relationships</b> <b>16.2 PK.A</b> Interact with peers and adults in a socially acceptable manner.</p>	<p>E. Building relationships with adults F. Building relationships with other children G. Community H. Conflict resolution</p>
<p><b>B. Diversity</b> <b>16.2. PK.B</b> Identify similarities and differences between self and others.</p>	<p>D. Emotions FF. Knowledge of self and others</p>
<p><b>C. Communication</b> <b>16.2. PK.C</b> Engage in reciprocal communication with adults and peers.</p>	<p>E. Building relationships with adults F. Building relationships with other children H. Conflict resolution L. Speaking M. Listening and comprehension</p>



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<b><i>Social and Emotional Development</i></b>	
<b>D. Managing Interpersonal Conflicts</b>  <b>16.2. PK.D</b> Recognize that conflict occurs and distinguish between appropriate and inappropriate ways to resolve conflict. <i>*See also 5.2.PK.B</i>	H. Conflict resolution
<b>E. Support: Asking for Help</b>  <b>16.2. PK.E</b> Ask for and accept offers of help when needed or appropriate.	B. Problem solving with materials H. Conflict resolution
<b>16.3 Decision Making and Responsible Behavior</b>  <b>A. Decision Making Skills</b>  <b>16.3 PK.A</b> Interpret the consequences of choices.	G. Community K. Personal care and healthy behavior
<b>B. Understanding Social Norms</b>  <b>16.3. PK.B</b> Recognize there are socially acceptable ways to behave in different places.	G. Community
<b>C. Responsible Active Engagement</b>  <b>16.3. PK.C</b> Actively engage in assisting others when appropriate.	G. Community