



Alignment of  
**COR Advantage** with

**Delaware Early Learning  
 Foundations: Preschool (2010)**

## Delaware Early Learning Foundations

## COR Advantage 1.5 Items

<b><i>Social Emotional Development</i></b>	
To support children's preparation for kindergarten families and programs will provide children the opportunity to:	
<b>Self-Concept</b>	
<b>SE31</b> Be with adults who are consistent, responsive, and caring	E. Building relationships with adults
<b>SE32</b> Make meaningful choices and experience the outcomes of those choices in a safe and supportive environment	A. Initiative and planning
<b>SE33</b> Participate in activities that are challenging but within their reach	A. Initiative and planning
<b>SE34</b> Assume a role in determining how they will learn	A. Initiative and planning
<b>SE35</b> Participate in meaningful responsibilities	A. Initiative and planning K. Personal care and healthy behavior
<b>SE36</b> Explore and participate in activities and materials designed to build understanding of individual characteristics and of diversity in culture, family structure, ability, language, age and gender in non-stereotypical ways	FF. Knowledge of self and others
<b>SE37</b> Be a part of the classroom community so that each child feels accepted and gains a sense of belonging	G. Community
<b>Self-Regulation</b>	
<b>SE38</b> Recognize, label and express a range of feelings and needs appropriately (Ex: happy, sad, frustrated, angry, fearful, etc.)	D. Emotions
<b>SE39</b> Begin to understand that feelings are separate from actions and that it is acceptable to have a range of feelings (Ex: from frustrated to really mad)	D. Emotions

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**COR Advantage 1.5 Items**

<b><i>Social Emotional Development, Self-Regulation CONT</i></b>	
<b>SE40</b> Express feelings through play and artistic representation	D. Emotions
<b>SE41</b> Begin to understand that actions have consequences	D. Emotions
<b>SE42</b> Follow simple rules and routines with minimal help	G. Community K. Personal care and healthy behavior
<b>SE43</b> Experience logical and natural consequences	<i>Does not align</i>
<b>SE44</b> Complete activities that he/she has started	A. Initiative and planning
<b>SE45</b> Use materials purposefully, safely, and respectfully	<i>Does not align</i>
<b>SE46</b> Attempt to solve problems in a positive manner	H. Conflict resolution
<b>Social Relationships and Cooperation</b>	
<b>SE47</b> Develop trust in familiar adults and close peers	E. Building relationships with adults F. Building relationships with other children
<b>SE48</b> Receive guidance, support and directions from a range of familiar adults	E. Building relationships with adults
<b>SE49</b> Develop and maintain friendships with peers	F. Building relationships with other children
<b>SE50</b> Develop awareness of other’s perspectives and gain an understanding of how their actions impact those around them	F. Building relationships with other children H. Conflict resolution

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**COR Advantage 1.5 Items**

<b><i>Social Emotional Development, Social Relationships and Cooperation CONT</i></b>	
<b>SE51</b> Develop and demonstrate positive social skills (Ex: please, thank you, helping a friend, sharing, etc.)	F. Building relationships with other children H. Conflict resolution
<b>SE52</b> Develop ability to initiate and sustain play with peers	F. Building relationships with other children
<b>SE53</b> Be a helpful member of a group or household through sharing tasks or chores	F. Building relationships with other children G. Community
<b>SE54</b> Develop turn taking and negotiation skills	H. Conflict resolution

## Delaware Early Learning Foundations

## COR Advantage 1.5 Items

<b>Approaches to Learning</b>	
To support children’s preparation for kindergarten families and programs will provide children the opportunity to:	
<b>Initiative and Curiosity</b>	
<b>AL31</b> Participate in a variety of tasks and activities using all five senses	A. Initiative and planning
<b>AL32</b> Make independent choices during play and throughout the daily routine	A. Initiative and planning
<b>AL33</b> Approach tasks and activities with flexibility, imagination, inventiveness, and confidence	A. Initiative and planning CC. Experimenting, predicting, and drawing conclusions
<b>AL34</b> Show eagerness and curiosity to learn about and discuss a variety of topics, ideas, and tasks	A. Initiative and planning CC. Experimenting, predicting, and drawing conclusions
<b>Engagement and Persistence</b>	
<b>AL35</b> Begin to develop the ability to focus and complete a variety of tasks, activities, projects, and experiences	A. Initiative and planning
<b>AL36</b> Begin to develop and follow through with plan for play and other activities	A. Initiative and planning
<b>AL37</b> Begin to demonstrate the ability to follow a sequence of steps to create a finished project	A. Initiative and planning
<b>Reasoning and Problem Solving</b>	
<b>AL38</b> Develop the ability to recognize and solve problems through active exploration, including trial and error, interactions and discussions with peers and adults	B. Problem solving with materials
<b>AL39</b> Develop the ability to classify, compare, and contrast objects, events, and experiences	B. Problem solving with materials BB. Observing and classifying
<b>AL40</b> Demonstrate the ability to sequence events	B. Problem solving with materials HH. History
<b>AL41</b> Begin to develop the ability to explain and demonstrate strategies to solve problems	B. Problem solving with materials

## Delaware Early Learning Foundations

## COR Advantage 1.5 Items

<i>Language and Literacy</i>	
To support children’s preparation for kindergarten families and programs will provide children the opportunity to:	
<b>Receptive Communication</b>	
<b>LL31</b> Respond to their names, requests for action, or information	M. Listening and comprehension
<b>LL32</b> Develop listening, watching, attention, and comprehension skills	M. Listening and comprehension
<b>LL33</b> Follow two- or three-step directions	M. Listening and comprehension
<b>LL34</b> Identify particular sounds in the environment through different media	M. Listening and comprehension
<b>LL35</b> Respond to questions	M. Listening and comprehension
<b>LL36</b> Increase vocabulary to include prepositions and basic concepts	M. Listening and comprehension
<b>Expressive Communication</b>	
<b>LL37</b> Be aware that people communicate in a variety of ways (verbal and non-verbal)	L. Speaking
<b>LL38</b> Communicate so they will be understood by peers and adults	L. Speaking
<b>LL39</b> Play with language such as rhyming	N. Phonological awareness
<b>LL40</b> Use language to enter play situation	F. Building relationships with other children L. Speaking

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**COR Advantage 1.5 Items**

<b>Language and Literacy, Expressive Communication CONT</b>	
<b>LL41</b> Participate in turn taking conversations	E. Building relationships with adults F. Building relationships with other children L. Speaking
<b>LL42</b> Dictate a story to an adult	L. Speaking
<b>LL43</b> Communicate using multiple words/phrases including nouns, verbs, descriptive phrases, prepositions and/or American Sign Language (ASL) grammatical features	L. Speaking
<b>LL44</b> Use volume and tone or ASL facial grammar appropriate to the situation	L. Speaking
<b>LL45</b> Respond appropriately to messages in conversation	L. Speaking M. Listening and comprehension
<b>LL46</b> Express emotions through language	D. Emotions L. Speaking
<b>LL47</b> Use language appropriately during play situations	F. Building relationships with other children L. Speaking
<b>LL48</b> Experiment with patterns in words	L. Speaking N. Phonological awareness
<b>Emergent Reading</b>	
<b>LL49</b> Show an interest in rhymes, songs, books, stories, writings, and other literacy or reading-related activities	N. Phonological awareness
<b>LL50</b> Show increasing awareness of print, familiar signs, labels, and symbols	R. Writing
<b>LL51</b> Identify and name letters of the alphabet	O. Alphabet knowledge

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<b>Language and Literacy, Emergent Reading CONT</b>	
<b>LL52</b> Recognize their first name in print written with the first letter in upper case followed by lower-case letters	O. Alphabet knowledge
<b>LL53</b> Recognize common letter sounds at the beginning, middle, and end of words	N. Phonological awareness
<b>LL54</b> Know the difference between upper- and lower-case letters	O. Alphabet knowledge
<b>LL55</b> Show comprehension by answering questions related to an age-appropriate story that has been read or told	M. Listening and comprehension
<b>LL56</b> Understand the parts of a book and how it is used	Q. Book enjoyment and knowledge
<b>LL57</b> Hold a book upright, turn the pages starting at the front of the book, and scan pages left to right and top to bottom	Q. Book enjoyment and knowledge
<b>LL58</b> Explore different types of literature such as narrative (story) and informative (non-fiction)	<i>Does not align</i>
<b>LL59</b> Demonstrate that print represents someone's thoughts and ideas	<i>Does not align</i>
<b>LL60</b> Interpret pictures	M. Listening and comprehension P. Reading Q. Book enjoyment and knowledge
<b>LL61</b> Hear words in a sentence and syllables in words	N. Phonological awareness
<b>LL62</b> Know that print is read and pictures are not	<i>Does not align</i>
<b>Emergent Writing</b>	
<b>LL63</b> Use scribbles, symbols, or drawings to share experiences	R. Writing
<b>LL64</b> Use a variety of writing tools and materials	R. Writing



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<b><i>Language and Literacy, Emergent Writing CONT</i></b>	
<b>LL65</b> Trace and copy shapes and letters	R. Writing
<b>LL66</b> Begin to print the letters of their first name	R. Writing
<b>LL67</b> Express self through pretend writing	R. Writing
<b>LL68</b> Write in a variety of formats	R. Writing
<b>LL69</b> Practice writing left to right and top to bottom	R. Writing
<b>LL70</b> Use inventive spelling	R. Writing
<b>LL71</b> Develop strength, dexterity, and control needed to use writing tools and materials	J. Fine-motor skills R. Writing
<b>LL72</b> Develop hand-eye coordination required for written communication	J. Fine-motor skills

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## COR Advantage 1.5 Items

<b>Mathematics</b>	
To support children’s preparation for kindergarten families and programs will provide children the opportunity to:	
<b>Number and Operations</b>	
<b>MA31</b> Develop an awareness of numbers and counting as a means for understanding quantity	S. Number and counting
<b>MA32</b> Recite numbers in sequence	S. Number and counting
<b>MA33</b> Recognize numbers	S. Number and counting
<b>MA34</b> Use one-to-one correspondence when counting	S. Number and counting
<b>MA35</b> Use language to compare numbers of objects (Ex: more, less, same)	U. Measurement
<b>MA36</b> Determine quantity or “how many”	S. Number and counting
<b>MA37</b> Understand numbers and number concepts as they relate to everyday life	S. Number and counting
<b>MA38</b> Use ordinal number words to describe the position of objects (Ex: “first,” “second,” “third,” etc.)	<i>Does not align</i>
<b>MA39</b> Understand the concept of how numbers relate to quantity	S. Number and counting
<b>Geometry and Spatial Sense</b>	
<b>MA40</b> Begin to recognize, name, describe, build, and draw two and three dimensional shapes	T. Geometry: Shapes and spatial awareness
<b>MA41</b> Put together and take apart increasingly more difficult puzzles	<i>Does not align</i>

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**COR Advantage 1.5 Items**

<b>Mathematics, Geometry and Spatial Sense CONT</b>	
<b>MA42</b> Describe how shapes are the same or different (Ex: size, shape, color)	T. Geometry: Shapes and spatial awareness
<b>MA43</b> Demonstrate and describe positions of objects	T. Geometry: Shapes and spatial awareness
<b>Patterns</b>	
<b>MA44</b> Recognize, copy, and extend simple patterns with a variety of materials	V. Patterns
<b>MA45</b> Arrange objects in a series according to one attribute (Ex: shape, size, texture)	BB. Observing and classifying
<b>MA46</b> Develop an awareness of concepts of time as it relates to daily lives (Ex: snack, circle, bedtime)	HH. History
<b>MA47</b> Sort and match a variety of concrete objects according to attributes (Ex: color, size, shape)	BB. Observing and classifying
<b>Measurement</b>	
<b>MA48</b> Use non-standard (feet, hands, shoes, blocks, yarn) and standard (ruler, yardstick, measuring tape) measures	U. Measurement
<b>MA49</b> Explore concepts of measurable attributes (Ex: weight, volume, length, time, and temperature)	U. Measurement
<b>MA50</b> Begin to compare and sort according to measurement attributes (length, size, weight)	U. Measurement

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**COR Advantage 1.5 Items**

<b><i>Mathematics, Measurement CONT</i></b>	
<b>Data Analysis</b>	
<b>MA51</b> Begin to represent data using concrete objects, pictures, and simple graphs	W. Data analysis
<b>MA52</b> Begin to compare and interpret data collected	W. Data analysis

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## COR Advantage 1.5 Items

<b>Science</b>	
To support children’s preparation for kindergarten families and programs will provide children the opportunity to:	
<b>Sensory Awareness</b>	
<b>SC31</b> Use senses in purposeful ways to gather information and explore the environment	BB. Observing and classifying
<b>SC32</b> Begin to identify and recognize the differences among the senses, their functions, and the kinds of information they get from each sense	BB. Observing and classifying
<b>Scientific Exploration</b>	
<b>SC33</b> Express their curiosity and investigate questions of interest through play and exploration	CC. Experimenting, predicting, and drawing conclusions
<b>SC34</b> Use materials and tools appropriate for problem solving and exploration	EE. Tools and technology
<b>Scientific Inquiry</b>	
<b>SC35</b> Ask scientific questions	CC. Experimenting, predicting, and drawing conclusions
<b>SC36</b> Investigate and explore their questions using observations and previous experience to make predictions	CC. Experimenting, predicting, and drawing conclusions
<b>SC37</b> Provide their own explanations for “how” and “why” things happen	CC. Experimenting, predicting, and drawing conclusions
<b>SC38</b> Use data from an investigation or exploration to draw conclusions and communicate results	W. Data analysis CC. Experimenting, predicting, and drawing conclusions

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**COR Advantage 1.5 Items**

<b>Science, Scientific Inquiry CONT</b>	
<b>Scientific Knowledge – Living Things</b>	
<b>SC39</b> Observe, describe, and discuss the natural world of people, animals and plants	DD. Natural and physical world
<b>SC40</b> Recognize categories of people, plants and animals; describe similarities and differences among them	DD. Natural and physical world
<b>SC41</b> Recognize people, plants and animals grow and change over time and need certain things to survive	DD. Natural and physical world
<b>SC42</b> Demonstrate respect for living things	DD. Natural and physical world
<b>Scientific Knowledge – Non-Living Things</b>	
<b>SC43</b> Observe, describe and discuss physical properties of non-living things, both natural and human-made	BB. Observing and classifying
<b>SC44</b> Recognize categories of non-living things and describe similarities and differences among them	BB. Observing and classifying
<b>SC45</b> Explore objects, machines, technology and structures	EE. Tools and technology
<b>SC46</b> Experiment with effects of their own actions on objects	CC. Experimenting, predicting, and drawing conclusions
<b>Scientific Knowledge – Earth and Sky</b>	
<b>SC47</b> Observe, describe, and discuss changes in the seasons and the weather	DD. Natural and physical world
<b>SC48</b> Observe, describe and discuss landforms, bodies of water, and the properties of earth’s materials (Ex: rocks, dirt, sand and water)	DD. Natural and physical world

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<b><i>Science, Scientific Knowledge — Earth and Sky CONT</i></b>	
<b>SC49</b> Observe, describe, and discuss the characteristics of the sun, moon, stars, and sky	DD. Natural and physical world
<b>Scientific Knowledge – Environment</b>	
<b>SC50</b> Explore how the environment is affected by what people do	DD. Natural and physical world
<b>SC51</b> Describe and engage in activities that preserve the environment	DD. Natural and physical world

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## COR Advantage 1.5 Items

<b><i>My Family, My Community, My World</i></b>	
To support children’s preparation for kindergarten, families and programs will provide children the opportunity to:	
<b>My Family and My Community Culture</b>	
<b>MM31</b> Understand the concept of belonging to a family	FF. Knowledge of self and others
<b>MM32</b> Begin to develop an awareness of their family’s culture	FF. Knowledge of self and others
<b>MM33</b> Begin to develop an awareness of the cultures of other children and adults in their group and	FF. Knowledge of self and others
<b>MM34</b> Build an awareness and respect for differences in people (Ex: language, skin tone, race, abilities/disabilities, family structure, age, clothing)	FF. Knowledge of self and others
<b>MM35</b> Understand the concept of belonging to different groups (Ex: family, early childhood group, friends, community)	FF. Knowledge of self and others
<b>Past, Present and Future History</b>	
<b>MM36</b> Develop emerging concept of time through daily schedule and routines	HH. History
<b>MM37</b> Share their personal history including people, places, and events that take place in the past and the present	HH. History
<b>MM38</b> Talk about events that may happen in the near future	HH. History
<b>MM39</b> Begin to understand that things, people, and places change over time	HH. History



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<i>My Family, My Community, My World CONT</i>	
Places and Spaces – Geography	
<b>MM40</b> Be familiar with information about where they live, including their address	GG. Geography
<b>MM41</b> Develop concepts and describe location, directionality, and spatial relationships (Ex: on top of/ under, inside/outside, next to, beside, up/down, left/right)	T. Geometry: Shapes and spatial awareness GG. Geography
<b>MM42</b> Understand the world around them by using tools such as maps and globes, GPS (Global Positioning Satellite)	GG. Geography
<b>MM43</b> Develop an awareness of the natural environment surrounding them outdoors	GG. Geography
<b>MM44</b> Begin to understand the relationship between humans and the natural environment.	DD. Natural and physical world
Working Together — Government and Communities	
<b>MM45</b> Develop awareness of community people, including the services and products they provide, and the skills needed to perform their jobs	FF. Knowledge of self and others
<b>MM46</b> With support begin to develop problem solving skills	H. Conflict resolution
<b>MM47</b> Help to create rules	G. Community
<b>MM48</b> Develop an awareness that people living in a family, early childhood group, or community have roles, responsibilities, and rules to help each other	FF. Knowledge of self and others
<b>MM49</b> Perform simple tasks within the home, early childhood group, or community	G. Community

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**COR Advantage 1.5 Items**

<b><i>My Family, My Community, My World, Working Together — Government and Communities CONT</i></b>	
<b>MM50</b> Participate in group decision making	G. Community
<b>Money and Resources – Economics</b>	
<b>MM51</b> Explore the concept of money, including what it is and how it is used	AA. Pretend play
<b>MM52</b> Develop an awareness that people work for money in order to provide for basic necessities, including the concept that people can trade and barter to get goods and services	<i>Does not align</i>
<b>MM53</b> Begin to understand how people make and consume goods and services	<i>Does not align</i>
<b>MM54</b> Begin to understand wants versus basic necessities	<i>Does not align</i>

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**COR Advantage 1.5 Items**

<b><i>Creative Expression</i></b>	
To support children’s preparation for kindergarten families and programs will provide children the opportunity to:	
<b>Music</b>	
<b>CE31</b> Develop awareness of different musical instruments, tones patterns/rhythms and tempos	Y. Music
<b>CE32</b> Initiate and recall patterns, songs, rhythms, and rhymes	N. Phonological awareness Y. Music
<b>CE33</b> Be exposed to music from other cultures	Y. Music
<b>CE34</b> Sing a variety of simple songs in various keys	Y. Music
<b>Movement and Dance</b>	
<b>CE35</b> Express through movement what is felt and heard in various rhythmic patterns	Z. Movement
<b>CE36</b> Demonstrate an awareness of different musical tempos, patterns, and beats through movement	Z. Movement
<b>CE37</b> Gain awareness of different cultures through experiences with a variety of music and movement activities	Z. Movement
<b>CE38</b> Experience and use movement to reinforce learning in other curricular areas	Z. Movement
<b>Visual Arts</b>	
<b>CE39</b> Show interest using different art media and materials in a variety of ways for creative expression and representation	X. Art

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**COR Advantage 1.5 Items**

<b><i>Creative Expression, Visual Arts CONT</i></b>	
<b>CE40</b> Plan and create original drawings, paintings, models, and other art creations using a variety of media	X. Art
<b>CE41</b> Share experiences, ideas, and thoughts about artistic creations	X. Art
<b>CE42</b> Use a variety of art materials and activities for sensory experiences	X. Art
<b>CE43</b> Express interest in and show respect for the creative work of others	X. Art
<b>CE44</b> Express experiences and feelings through a variety of artistic processes and creations	X. Art
<b>Dramatic Play</b>	
<b>CE45</b> Represent fantasy and real-life experiences through pretend play	AA. Pretend play
<b>CE46</b> Show imagination and creativity in play	AA. Pretend play
<b>CE47</b> Participate in adult-guided dramatic activities	AA. Pretend play
<b>CE48</b> Engage in cooperative pretend play with another child	F. Building relationships with other children AA. Pretend play

## Delaware Early Learning Foundations

## COR Advantage 1.5 Items

<b>Physical Development and Health</b>	
To support children’s preparation for kindergarten families and programs will provide children the opportunity to :	
<b>Fine Motor</b>	
<b>PD31</b> Develop strength, small-motor control, and coordination through daily activities	J. Fine-motor skills
<b>PD32</b> Develop and use eye-hand coordination to perform a variety of tasks	J. Fine-motor skills
<b>PD33</b> Explore and experiment with a variety of tools	J. Fine-motor skills
<b>Gross Motor</b>	
<b>PD34</b> Increase strength, balance, coordination, flexibility, stamina, and control in motor activities	I. Gross-motor skills
<b>PD35</b> Demonstrate body and space awareness, to move and stop with control over speed and direction	I. Gross-motor skills
<b>PD36</b> Develop the ability to coordinate increasingly complex movements	I. Gross-motor skills
<b>Health Awareness and Practice</b>	
<b>PD37</b> Expand knowledge and respect for their bodies	K. Personal care and healthy behavior
<b>PD38</b> Engage in daily physical activity, both indoors and outdoors	I. Gross-motor skills
<b>PD39</b> Learn about and practice health and hygiene routines	K. Personal care and healthy behavior
<b>PD40</b> Experience and learn about healthy lifestyle practices	K. Personal care and healthy behavior
<b>PD41</b> Learn about and demonstrate safe behaviors and accident prevention	K. Personal care and healthy behavior

## References

- Delaware Department of Education. (2010). *Delaware Early Learning Foundations: Preschool*. Dover, DE: Early Learning and Development Resources (ELDR), Delaware Department of Education.
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- Epstein, A. S., Marshall, B., Gainsley, S., Red-e Set Grow. Albro, C., Claxton, J., ... Smith, E. V. (2014). *COR Advantage 1.5* [Computerized assessment system]. Online at <http://www.coradvantage.org>.