

# **Alignment of the 2012 Foundations to the Indiana Academic Standards for Young Children from Birth to Age 5 With HighScope's 2014 Child Observation Record — COR Advantage 1.5**

The following chart shows how items from the **Foundations to the Indiana Academic Standards for Young Children from Birth to Age 5** (revised Feb. 2012) 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 educational approach). It is divided into 8 major categories that are critical for school success: Approaches to Learning (Items A–C); Social and Emotional Development (Items D–H); Physical Development and Health (Items I–K); Language, Literacy, and Communication (Items L–R); Mathematics (Items S–W); Creative Arts (Items X–AA); Science and Technology (Items BB–EE); and Social Studies (Items FF–HH). There is also a category for English Language Learning, if appropriate for the child (Items II–JJ). Each category contains between 3 and 7 items, and each item has 8 developmental levels, ranging from 0 (the simplest) to 7 (the most complex). Teaching staff collect anecdotes for completing the COR during the normal daily routine, so the assessment process is seamlessly integrated with early childhood teaching and planning. The results provide detailed reports that analyze progress and are designed for various audiences, from families to government monitors.



## Indiana Foundations

## COR Advantage Items

<i>English/Language Arts</i>	
<p><b>ISTAR-KR: Demonstrates Awareness of Sounds</b></p> <p>ELA.1.1 Emulate sounds in the environment (e.g., animal, motor).</p> <p>ELA.1.3 Anticipate actions, sounds, or phrases from a predictable story.</p> <p>ELA.1.4 Imitate sounds in environment (e.g., animal, motor).</p> <p>ELA.1.5 Associate writing with sounds.</p> <p>ELA.1.7 Use jargon (expressive sounds) in conversational manner.</p> <p>ELA.1.8 Match the sound that begins own name with the sound that begins another word or name.</p> <p>ELA.1.9 Generate and blend the sounds of letter patterns into recognizable words.</p> <p>ELA.1.12 Follow printed words as a story is read or caption as a video is played.</p> <p>ELA.1.13 Write using phonetically spelled words.</p> <p>ELA.1.14 Use different combinations of letters to achieve sounds.</p> <p>ELA.1.15 Imitate simple rhymes.</p> <p>ELA.1.18 Alerts to and locates sounds in the environment.</p>	<p>N. Phonological awareness</p> <p>N. Phonological awareness</p> <p>N. Phonological awareness</p> <p>P. Reading R. Writing L. Speaking</p> <p>N. Phonological awareness</p> <p>N. Phonological awareness</p> <p>P. Reading</p> <p>O. Alphabet knowledge O. Alphabet knowledge</p> <p>N. Phonological awareness</p> <p>N. Phonological awareness</p>
<p><b>ISTAR-KR: Demonstrates Awareness of Symbols</b></p> <p>ELA.2.1 Point to pictures in a picture book.</p> <p>ELA.2.2 Visually engage with a book.</p> <p>ELA.2.3 Pretend to read a book aloud.</p> <p>ELA.2.5 Distinguish print from pictures.</p> <p>ELA.2.6 Point to a letter when asked.</p> <p>ELA.2.8 Enjoy looking at books.</p> <p>ELA.2.10 Anticipate actions, sounds, or phrases from a predictable story.</p> <p>ELA.2.13 Recognize a favorite character.</p> <p>ELA.2.14 Use symbols or objects to communicate.</p> <p>ELA.2.15 Attempt to write and draw.</p>	<p>P. Reading</p> <p>P. Reading Q. Book enjoyment and knowledge</p> <p>P. Reading</p> <p>P. Reading</p> <p>O. Alphabet knowledge</p> <p>Q. Book enjoyment and knowledge</p> <p>N. Phonological awareness</p> <p>M. Listening and comprehension</p> <p>R. Writing</p> <p>R. Writing X. Art</p>

## Indiana Foundations

## COR Advantage Items

<i>English/Language Arts CONT</i>	
ELA.2.16 Use drawings or pictures to represent objects.	X. Art
ELA.2.17 Scribble a message on a card or picture.	R. Writing
ELA.2.18 Make marks with writing tools.	R. Writing
ELA.2.19 Mark on paper rather than other surfaces.	R. Writing
ELA.2.20 Imitate drawing a vertical line.	R. Writing
ELA.2.21 Imitate drawing a horizontal line.	R. Writing
ELA.2.22 Imitate drawing a circle.	R. Writing
ELA.2.23 Associate writing with sounds.	O. Alphabet knowledge
ELA.2.24 Jointly attend to pictures and books for several minutes.	R. Writing
ELA.2.25 Use two-word vocalizations, signs, symbols, or gestures to tell about objects or events in the present.	Q. Book enjoyment and knowledge
ELA.2.26 Name objects from a picture book.	L. Speaking
ELA.2.27 Hold book right side up, looking at pages and pictures.	P. Reading
ELA.2.28 Identify five common signs or symbols.	Q. Book enjoyment and knowledge
ELA.2.29 Follow printed words as a story is read or caption as a video is played.	O. Alphabet knowledge
ELA.2.30 Tell a story while holding a book.	P. Reading
ELA.2.32 Name 13 uppercase letters.	P. Reading
ELA.2.33 Point to and name six letters.	P. Reading
ELA.2.35 Recognize own name in isolated print.	P. Reading
ELA.2.42 Ask adult to read printed information.	O. Alphabet knowledge
ELA.2.43 Talk about action pictures of family, pets, or self.	O. Alphabet knowledge
ELA.2.44 Tell simple story from pictures and books.	P. Reading
ELA.2.45 Express what might happen after the action in a picture.	P. Reading
ELA.2.47 Describe a picture in a book.	Q. Book enjoyment and knowledge
ELA.2.48 Describe a picture in a book.	L. Speaking
ELA.2.49 Describe a picture in a book.	P. Reading
ELA.2.50 Describe a picture in a book.	M. Listening and comprehension
ELA.2.51 Describe a picture in a book.	P. Reading

**Indiana Foundations**

**COR Advantage Items**

<i>English/Language Arts CONT</i>	
ELA.2.49 Recognize print in media other than a book.	P. Reading
ELA.2.50 Draw pictures and scribble to generate and express ideas.	R. Writing X. Art
ELA.2.52 Associate writing with words.	R. Writing
ELA.2.54 Use writing or symbols to share an idea with someone.	R. Writing
ELA.2.55 Use known letters or approximations of letters to represent written language.	R. Writing
ELA.2.56 Add writing to a picture story.	R. Writing
ELA.2.57 Use writing to label drawings.	R. Writing
ELA.2.58 Draw name or a message on a card or picture.	R. Writing
ELA.2.59 Write more than word correctly.	R. Writing
ELA.2.60 Represent action with drawing.	X. Art
ELA.2.61 Combine strokes and shapes to represent letters.	R. Writing
ELA.2.62 Copy a vertical line.	R. Writing
ELA.2.63 Copy a horizontal line.	R. Writing
ELA.2.64 Copy a circle.	R. Writing
ELA.2.65 Write letters in strings.	R. Writing
ELA.2.66 Write using phonetically spelled words.	O. Alphabet knowledge R. Writing
ELA.2.67 Use different combinations of letters to achieve sounds.	O. Alphabet knowledge
ELA.2.68 Use the correct grasp of writing tool.	J. Fine-motor skills
ELA.2.73 Follow two-step spoken directions with prompts.	M. Listening and comprehension
ELA.2.75 Use six word vocalizations, signs, symbols, or gestures to communicate.	L. Speaking
ELA.2.76 Use four word vocalization signs, symbols, or gestures to tell about objects and events.	L. Speaking

**Indiana Foundations**

**COR Advantage Items**

<i>English/Language Arts CONT</i>	
<p><b>ISTAR-KR: Uses print for pleasure and information</b></p> <p>ELA.3.1 Track movement.</p> <p>ELA.3.2 Open a book.</p> <p>ELA.3.3 Explore a book.</p> <p>ELA.3.4 Point to pictures in a picture book.</p> <p>ELA.3.5 Turn several pages of a book at a time.</p> <p>ELA.3.6 Look at books for one minute.</p> <p>ELA.3.7 Visually engage with a book.</p> <p>ELA.3.8 Pretend to read a book aloud.</p> <p>ELA.3.10 Distinguish print from pictures.</p> <p>ELA.3.11 Point to a letter when asked to “point to a letter.”</p> <p>ELA.3.13 Enjoy looking at books.</p> <p>ELA.3.15 Anticipate actions, sounds, or phrases from a predictable story.</p> <p>ELA.3.17 Name actions from pictures or a story.</p> <p>ELA.3.18 Recognize a favorite character.</p> <p>ELA.3.19 Use symbols or objects to communicate.</p> <p>ELA.3.20 Attempt to write and draw.</p> <p>ELA.3.21 Use drawings or pictures to represent objects.</p> <p>ELA.3.22 Scribble a message on a card or picture.</p> <p>ELA.3.23 Make marks with writing tools.</p> <p>ELA.3.24 Mark on paper rather than other surfaces.</p> <p>ELA.3.25 Imitate drawing a vertical line.</p> <p>ELA.3.26 Imitate drawing a circle.</p> <p>ELA.3.27 Associate writing with sounds.</p> <p>ELA.3.28 Jointly attend to object of interest to self.</p> <p>ELA.3.29 Jointly attend to pictures and books for several minutes.</p>	<p>P. Reading</p> <p>Q. Book enjoyment and knowledge</p> <p>Q. Book enjoyment and knowledge</p> <p>P. Reading</p> <p>Q. Book enjoyment and knowledge</p> <p>Q. Book enjoyment and knowledge</p> <p>P. Reading</p> <p>Q. Book enjoyment and knowledge</p> <p>P. Reading</p> <p>P. Reading</p> <p>O. Alphabet knowledge</p> <p>Q. Book enjoyment and knowledge</p> <p>N. Phonological awareness</p> <p>P. Reading</p> <p>M. Listening and comprehension</p> <p>R. Writing</p> <p>R. Writing</p> <p>X. Art</p> <p>X. Art</p> <p>R. Writing</p> <p>R. Writing</p> <p>R. Writing</p> <p>R. Writing</p> <p>R. Writing</p> <p>R. Writing</p> <p>R. Writing</p> <p>A. Initiative and planning</p> <p>Q. Book enjoyment and knowledge</p>

**Indiana Foundations**

**COR Advantage Items**

<b>English/Language Arts CONT</b>	
ELA.3.30 Use two-word vocalizations, signs, symbols, or gestures to tell about objects or events in the present.	L. Speaking
ELA.3.31 Turn one page at a time.	Q. Book enjoyment and knowledge
ELA.3.32 Name objects from a picture book.	P. Reading
ELA.3.33 Hold book right side up, looking at pages and pictures.	Q. Book enjoyment and knowledge
ELA.3.34 Turn pages from front to back.	Q. Book enjoyment and knowledge
ELA.3.35 Identify five common signs or symbols.	O. Alphabet knowledge
ELA.3.37 Follow printed words as a story is read or caption as a video is played.	P. Reading
ELA.3.39 Name 13 uppercase letters.	P. Reading
ELA.3.40 Point to and name six letters.	O. Alphabet knowledge
ELA.3.42 Recognize own name in isolated print.	O. Alphabet knowledge
ELA.3.44 Point to words in a book while telling a story.	P. Reading
ELA.3.48 Ask adult to read printed information.	P. Reading
ELA.3.49 Talk about action pictures of family, pets, or self.	Q. Book enjoyment and knowledge
ELA.3.50 Tell simple story from pictures and books.	L. Speaking
ELA.3.51 Request or select a story by the title of the book.	P. Reading
ELA.3.52 Express what might happen after the action in a picture.	Q. Book enjoyment and knowledge
ELA.3.54 Tell a story while holding a book.	M. Listening and comprehension
ELA.3.56 Recognize print in media other than a book.	P. Reading
ELA.3.57 Draw pictures and scribbles to generate and express ideas.	P. Reading
ELA.3.58 Associate writing with words.	R. Writing
ELA.3.60 Use writing or symbols to share an idea with someone.	R. Writing
ELA.3.61 Use known letters or approximations of letters to represent written language.	R. Writing
ELA.3.62 Add writing to a picture story.	R. Writing
ELA.3.63 Use writing to label drawings.	R. Writing

**Indiana Foundations**

**COR Advantage Items**

<b>English/Language Arts CONT</b>	
<p>ELA.3.64 Draw name or a message on a card or picture.</p> <p>ELA.3.65 Write more than word correctly.</p> <p>ELA.3.66 Represent action with drawing.</p> <p>ELA.3.67 Combine strokes and shapes to represent letters.</p> <p>ELA.3.68 Write letters in strings.</p> <p>ELA.3.69 Write using phonetically spelled words.</p>	<p>R. Writing</p> <p>R. Writing</p> <p>X. Art</p> <p>R. Writing</p> <p>R. Writing</p> <p>O. Alphabet knowledge</p> <p>R. Writing</p>
<p><b>ISTAR-KR: Comprehends details of events and main ideas</b></p> <p>ELA.4.1 Track movement.</p> <p>ELA.4.2 Open a book.</p> <p>ELA.4.3 Explore a book.</p> <p>ELA.4.4 Point to pictures in a picture book.</p> <p>ELA.4.7 Recognize when a caregiver is not present.</p> <p>ELA.4.8 Show affection to a caregiver, character, or plaything.</p> <p>ELA.4.9 Turn several pages of a book at a time.</p> <p>ELA.4.10 Look at books for one minute.</p> <p>ELA.4.11 Visually engage with a book.</p> <p>ELA.4.12 Pretend to read a book aloud.</p> <p>ELA.4.14 Distinguish print from pictures.</p> <p>ELA.4.15 Point to a letter when asked to “point to a letter.”</p> <p>ELA.4.17 Enjoy looking at books.</p> <p>ELA.4.19 Anticipate actions, sounds, or phrases from a predictable story.</p> <p>ELA.4.21 Name actions from pictures or a story.</p> <p>ELA.4.23 Recognize a favorite character.</p> <p>ELA.4.24 Pretend to do something or be someone.</p> <p>ELA.4.27 Use gestures to communicate.</p> <p>ELA.4.29 Use symbols or objects to communicate.</p>	<p>P. Reading</p> <p>Q. Book enjoyment and knowledge</p> <p>Q. Book enjoyment and knowledge</p> <p>P. Reading</p> <p>E. Building relationships with adults</p> <p>L. Speaking</p> <p>E. Building relationships with adults</p> <p>Q. Book enjoyment and knowledge</p> <p>Q. Book enjoyment and knowledge</p> <p>Q. Book enjoyment and knowledge</p> <p>P. Reading</p> <p>P. Reading</p> <p>O. Alphabet knowledge</p> <p>Q. Book enjoyment and knowledge</p> <p>N. Phonological awareness</p> <p>P. Reading</p> <p>M. Listening and comprehension</p> <p>AA. Pretend play</p> <p>L. Speaking</p> <p>R. Writing</p>

## Indiana Foundations

## COR Advantage Items

<i>English/Language Arts CONT</i>	
ELA.4.30 Imitate sounds in environment (e.g., animal, motor).	N. Phonological awareness
ELA.4.33 Mark on paper rather than other surfaces.	R. Writing
ELA.4.34 Imitate drawing a vertical line.	R. Writing
ELA.4.35 Imitate drawing a horizontal line.	R. Writing
ELA.4.36 Imitate drawing a circle.	R. Writing
ELA.4.37 Associate writing with sounds.	R. Writing
ELA.4.38 Vocalize while looking at a book.	P. Reading
ELA.4.39 Respond to arrival of a familiar person.	E. Building relationships with adults
ELA.4.40 Smile or laugh when looked at or spoken to.	F. Building relationships with other children
ELA.4.41 Respond to own name, words, or short phrases (e.g., "Stop!" "Where's Mommy").	M. Listening and comprehension
ELA.4.43 Use jargon (expressive sounds) in conversational manner.	M. Listening and comprehension
ELA.4.44 Give an object when asked.	L. Speaking
ELA.4.45 Engage in turn-taking vocalizations.	M. Listening and comprehension
ELA.4.46 Jointly attend to object of interest to self.	L. Speaking
ELA.4.47 Jointly attend to pictures and books for several minutes.	M. Listening and comprehension
ELA.4.49 Follow simple directions with prompts.	L. Speaking
ELA.4.50 Pretend to read a book.	A. Initiative and planning
ELA.4.51 Turn one page at a time.	Q. Book enjoyment and knowledge
ELA.4.52 Name objects from a picture book.	M. Listening and comprehension
ELA.4.53 Hold book right side up, looking at pages and pictures.	P. Reading
ELA.4.54 Turn pages from front to back.	Q. Book enjoyment and knowledge
ELA.4.55 Identify five common signs or symbols.	P. Reading
ELA.4.57 Follow printed words as a story is read or caption as a video is played.	Q. Book enjoyment and knowledge
ELA.4.58 Distinguish print from pictures.	P. Reading
ELA.4.59 Tell a story while holding a book.	P. Reading
ELA.4.60 Name 13 uppercase letters.	O. Alphabet knowledge



## Indiana Foundations

## COR Advantage Items

<b>English/Language Arts CONT</b>	
ELA.4.61 Point to and name six letters.	O. Alphabet knowledge
<i>ELA.4.62 Point to words in a book while telling a story.</i>	P. Reading
ELA.4.67 Ask and answer simple questions about a story being read.	M. Listening and comprehension
ELA.4.69 Tell simple story from pictures and books.	P. Reading
ELA.4.71 Act out familiar, scripted events and routines.	AA. Pretend play
ELA.4.72 Identify a favorite story.	Q. Book enjoyment and knowledge
ELA.4.73 Request or select a story by the title of the book.	Q. Book enjoyment and knowledge
ELA.4.74 Express what might happen after the action in a picture.	M. Listening and comprehension
ELA.4.75 Use personal experiences to answer questions about stories.	M. Listening and comprehension
ELA.4.77 Identify the beginning, middle, and end of the story.	Q. Book enjoyment and knowledge
ELA.4.79 Ask questions and make comments about a story being read.	M. Listening and comprehension
ELA.4.80 Describe a picture in a book.	P. Reading
ELA.4.85 Recognize print in media other than a book.	P. Reading
ELA.4.88 Draw pictures and scribble to generate and express ideas.	R. Writing
ELA.4.91 Use known letters or approximations of letters to represent written language.	R. Writing
ELA.4.94 Add writing to a picture story.	R. Writing
ELA.4.95 Use writing to label drawings.	R. Writing
ELA.4.96 Scribble a message on a card or picture.	R. Writing
ELA.4.97 Write more than word correctly.	R. Writing
ELA.4.98 Represent action with drawing.	X. Art
ELA.4.99 Write from left to right.	R. Writing
ELA.4.100 Combine strokes and shapes to represent letters.	R. Writing
ELA.4.101 Copy a vertical line.	R. Writing
ELA.4.102 Copy a horizontal line.	R. Writing
ELA.4.103 Copy a circle.	R. Writing

## Indiana Foundations

## COR Advantage Items

<i>English/Language Arts CONT</i>	
<p>ELA.4.104 Write letters in strings.</p> <p>ELA.4.105 Write using phonetically spelled words.</p> <p>ELA.4.106 Use different combinations of letters to achieve sounds.</p> <p>ELA.4.114 Follow one-step spoken directions without prompts (e.g., Get your shoe).</p> <p>ELA.4.117 Follow two-step spoken directions with prompts.</p> <p>ELA.4.118 Use trial and error to solve a simple problem.</p> <p>ELA.4.121 Imitate simple rhymes.</p> <p>ELA.4.123 Use six word vocalizations, signs, symbols, or gestures to communicate.</p> <p>ELA.4.124 Use four word vocalization signs, symbols, or gestures to tell about objects and events in the recent past and near future.</p> <p>ELA.4.126 Understand and follow a one-step direction.</p>	<p>R. Writing</p> <p>O. Alphabet knowledge</p> <p>R. Writing</p> <p>O. Alphabet knowledge</p> <p>M. Listening and comprehension</p> <p>M. Listening and comprehension</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>N. Phonological awareness</p> <p>L. Speaking</p> <p>L. Speaking</p> <p>M. Listening and comprehension</p>
<p><b>ISTAR-KR: Writes for a specific purpose and audience</b></p> <p>ELA.5.1 Grasp tools.</p> <p>ELA.5.2 Intentionally make marks in substances.</p> <p>ELA.5.4 Draw pictures and scribble to generate and express ideas.</p> <p>ELA.5.7 Write from left to right.</p> <p>ELA.5.8 Write using pictures, letters, and words.</p> <p>ELA.5.9 Use writing or symbols to share an idea with someone.</p> <p>ELA.5.11 Add writing to a picture story.</p> <p>ELA.5.12 Use writing to label drawings.</p> <p>ELA.5.13 Draw name or a message on a card or picture.</p> <p>ELA.5.14 Scribble a message on a card or picture.</p> <p>ELA.5.15 Write more than word correctly.</p> <p>ELA.5.16 Represent action with drawing.</p> <p>ELA.5.17 Copy a vertical line.</p>	<p>R. Writing</p> <p>R. Writing</p> <p>R. Writing</p> <p>R. Writing</p> <p>R. Writing</p> <p>X. Art</p> <p>R. Writing</p> <p>R. Writing</p> <p>R. Writing</p> <p>R. Writing</p> <p>R. Writing</p> <p>R. Writing</p> <p>X. Art</p> <p>R. Writing</p>

## Indiana Foundations

## COR Advantage Items

<b>English/Language Arts CONT</b>	
<p>ELA.5.18 Copy a horizontal line.</p> <p>ELA.5.19 Copy a circle.</p> <p>ELA.5.21 Identify attributes of objects.</p> <p>ELA.5.22 Identify categories of objects in pictures (e.g., animals).</p> <p>ELA.5.23 Use trial and error to solve a simple problem.</p>	<p>R. Writing</p> <p>R. Writing</p> <p>BB. Observing and classifying</p> <p>BB. Observing and classifying</p> <p>CC. Experimenting, predicting, and drawing conclusions</p>
<p><b>ISTAR-KR: Uses writing implements</b></p> <p>ELA.6.1 Attempt to write and draw.</p> <p>ELA.6.2 Scribble a message on a card or picture.</p> <p>ELA.6.3 Make marks with writing tools.</p> <p>ELA.6.4 Imitate drawing a vertical line.</p> <p>ELA.6.5 Imitate drawing a horizontal line.</p> <p>ELA.6.6 Imitate drawing a circle.</p> <p>ELA.6.7 Draw pictures and scribble to generate and express ideas.</p> <p>ELA.6.10 Write from left to right.</p> <p>ELA.6.11 Use writing or symbols to share an idea with someone.</p> <p>ELA.6.12 Use known letters or approximations of letters to represent written language.</p> <p>ELA.6.14 Combine strokes and shapes to represent letters.</p> <p>ELA.6.15 Copy a vertical line.</p> <p>ELA.6.16 Copy a horizontal line.</p> <p>ELA.6.17 Copy a circle.</p> <p>ELA.6.18 Write letters in strings.</p> <p>ELA.6.19 Write using phonetically spelled words.</p> <p>ELA.6.20 Use different combinations of letters to achieve sounds.</p> <p>ELA.6.21 Write more than one word correctly.</p> <p>ELA.6.22 Use the correct grasp of writing tool.</p>	<p>R. Writing</p> <p>X. Art</p> <p>R. Writing</p> <p>R. Writing</p> <p>R. Writing</p> <p>R. Writing</p> <p>R. Writing</p> <p>R. Writing</p> <p>X. Art</p> <p>R. Writing</p> <p>R. Writing</p> <p>O. Alphabet knowledge</p> <p>R. Writing</p> <p>R. Writing</p> <p>R. Writing</p> <p>R. Writing</p> <p>R. Writing</p> <p>R. Writing</p> <p>R. Writing</p> <p>R. Writing</p> <p>R. Writing</p> <p>O. Alphabet knowledge</p> <p>R. Writing</p> <p>O. Alphabet knowledge</p> <p>R. Writing</p> <p>J. Fine-motor skills</p>

## Indiana Foundations

## COR Advantage Items

<i>English/Language Arts CONT</i>	
<p><b>ISTAR-KR: Demonstrates Receptive Language</b></p> <p>ELA.7.4 Point to a letter when asked.</p> <p>ELA.7.7 Anticipate actions, sounds, or phrases from a predictable story.</p> <p>ELA.7.10 Recognize a favorite character.</p> <p>ELA.7.11 Pretend to do something or be someone.</p> <p>ELA.7.12 Imitate sounds in environment (e.g., animal, motor).</p> <p>ELA.7.14 Respond to arrival of a familiar person.</p> <p>ELA.7.15 Smile or laugh when looked at or spoken to.</p> <p>ELA.7.16 Respond to own name, words, or short phrases (e.g., "Stop!" "Where's Mommy?").</p> <p>ELA.7.18 Use jargon (expressive sounds) in conversational manner.</p> <p>ELA.7.19 Give an object when asked.</p> <p>ELA.7.20 Engage in turn-taking vocalizations.</p> <p>ELA.7.21 Jointly attend to object of interest to self.</p> <p>ELA.7.22 Jointly attend to pictures and books for several minutes.</p> <p>ELA.7.24 Use action words.</p> <p>ELA.7.25 Follow simple directions with prompts.</p> <p>ELA.7.26 Identify five common signs or symbols.</p> <p>ELA.7.31 Ask and answer simple questions about a story being read.</p> <p>ELA.7.32 Ask adult to read printed information.</p> <p>ELA.7.34 Tell simple story from pictures and books.</p> <p>ELA.7.36 Act out familiar, scripted events and routines.</p> <p>ELA.7.37 Identify a favorite story.</p> <p>ELA.7.38 Request or select a story by the title of the book.</p> <p>ELA.7.39 Tell simple stories from pictures and books.</p>	<p>O. Alphabet knowledge</p> <p>N. Phonological awareness</p> <p>M. Listening and comprehension</p> <p>AA. Pretend play</p> <p>N. Phonological awareness</p> <p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p> <p>M. Listening and comprehension</p> <p>M. Listening and comprehension</p> <p>L. Speaking</p> <p>M. Listening and comprehension</p> <p>L. Speaking</p> <p>A. Initiative and planning</p> <p>Q. Book enjoyment and knowledge</p> <p>L. Speaking</p> <p>M. Listening and comprehension</p> <p>O. Alphabet knowledge</p> <p>P. Reading</p> <p>M. Listening and comprehension</p> <p>Q. Book enjoyment and knowledge</p> <p>P. Reading</p> <p>AA. Pretend play</p> <p>Q. Book enjoyment and knowledge</p> <p>Q. Book enjoyment and knowledge</p> <p>P. Reading</p>

## Indiana Foundations

## COR Advantage Items

<i>English/Language Arts CONT</i>	
ELA.7.40 Express what might happen after the action in a picture.	M. Listening and comprehension
ELA.7.42 Use personal experiences to answer questions about stories.	M. Listening and comprehension
ELA.7.44 Identify the beginning, middle, and end of the story.	Q. Book enjoyment and knowledge
ELA.7.46 Ask questions and make comments about a story being read.	M. Listening and comprehension
ELA.7.47 Use personal information to answer questions about a story.	M. Listening and comprehension
ELA.7.48 Describe a picture in a book.	P. Reading
ELA.7.50 Identify a favorite story.	Q. Book enjoyment and knowledge
ELA.7.53 Represent action with drawing.	X. Art
ELA.7.56 Follow one-step spoken directions without prompts (e.g., Get your shoe).	M. Listening and comprehension
ELA.7.57 Ask and answer simple questions.	M. Listening and comprehension
ELA.7.59 Identify attributes of objects.	BB. Observing and classifying
ELA.7.60 Identify categories of objects in pictures (e.g., animals).	BB. Observing and classifying
ELA.7.61 Follow commands containing two familiar attributes (e.g., Get the big, red sock).	M. Listening and comprehension
ELA.7.62 Follow two-step spoken directions with prompts.	M. Listening and comprehension
ELA.7.63 Use trial and error to solve a simple problem.	CC. Experimenting, predicting, and drawing conclusions
ELA.7.65 Imitate simple rhymes.	N. Phonological awareness
ELA.7.67 Engage in reciprocal conversations for two to three exchanges.	L. Speaking
ELA.7.70 Use six word vocalizations, signs, symbols, or gestures to communicate.	L. Speaking
ELA.7.71 Use four word vocalization signs, symbols, or gestures to tell about objects.	L. Speaking

## Indiana Foundations

## COR Advantage Items

<i>English/Language Arts CONT</i>	
<b>ISTAR-KR: Demonstrates Expressive Language</b>	
ELA.8.1 Emulate sounds in the environment (e.g., animal, motor).	N. Phonological awareness
ELA.8.2 Show affection to a caregiver, character, or plaything.	E. Building relationships with adults
ELA.8.3 Pretend to read a book aloud.	P. Reading
ELA.8.4 Anticipate actions, sounds, or phrases from a predictable story.	N. Phonological awareness
ELA.8.7 Recognize a favorite character.	M. Listening and comprehension
ELA.8.8 Pretend to do something or be someone.	AA. Pretend play
ELA.8.11 Use gestures to communicate.	M. Listening and comprehension
ELA.8.13 Use symbols or objects to communicate.	O. Alphabet knowledge R. Writing
ELA.8.14 Imitate sounds in environment (e.g., animal, motor).	N. Phonological awareness
ELA.8.16 Vocalize while looking at a book.	P. Reading
ELA.8.17 Respond to arrival of a familiar person.	E. Building relationships with adults F. Building relationships with other children
ELA.8.18 Smile or laugh when looked at or spoken to.	M. Listening and comprehension
ELA.8.19 Respond to own name, words, or short phrases (e.g., “stop!” “Where’s mom?”).	M. Listening and comprehension
ELA.8.22 Use jargon (expressive sounds) in conversational manner.	L. Speaking
ELA.8.23 Give an object when asked.	M. Listening and comprehension
ELA.8.24 Engage in turn-taking vocalizations.	L. Speaking
ELA.8.25 Jointly attend to object of interest to self.	A. Initiative and planning
ELA.8.26 Jointly attend to pictures and books for several minutes.	Q. Book enjoyment and knowledge
ELA.8.27 Use action words.	L. Speaking
ELA.8.29 Use two-word vocalizations, signs, symbols, or gestures to tell about objects or events in the present.	L. Speaking
ELA.8.30 Name objects from a picture book.	P. Reading
ELA.8.31 Identify five common signs or symbols.	O. Alphabet knowledge R. Writing

## Indiana Foundations

## COR Advantage Items

<i>English/Language Arts CONT</i>	
ELA.8.33 Tell a story while holding a book.	P. Reading
ELA.8.35 Name 13 uppercase letters.	O. Alphabet knowledge
ELA.8.36 Point to and name six letters.	O. Alphabet knowledge
ELA.8.38 Identify first letter of own name.	O. Alphabet knowledge
ELA.8.39 Generate sounds from letters.	O. Alphabet knowledge
ELA.8.41 Imitate simple rhymes.	N. Phonological awareness
ELA.8.42 Sing the alphabet song.	O. Alphabet knowledge
ELA.8.43 Recite/sing one rhyme or song.	N. Phonological awareness
ELA.8.44 Generate and blend the sounds of letter patterns into recognizable words.	N. Phonological awareness O. Alphabet knowledge
ELA.8.46 Point to words in a book while telling a story.	P. Reading
ELA.8.48 Ask and answer simple questions about a story being read.	M. Listening and comprehension
ELA.8.49 Ask adult to read printed information.	Q. Book enjoyment and knowledge
ELA.8.50 Talk about action pictures of family, pets, or self.	L. Speaking
ELA.8.52 Tell simple story from pictures and books.	P. Reading
ELA.8.54 Act out familiar, scripted events and routines.	AA. Pretend play
ELA.8.55 Identify a favorite story.	Q. Book enjoyment and knowledge
ELA.8.56 Request or select a story by the title of the book.	Q. Book enjoyment and knowledge
ELA.8.57 Tell simple stories from pictures and books.	P. Reading
ELA.8.58 Express what might happen after the action in a picture.	M. Listening and comprehension
ELA.8.59 Use personal experiences to answer questions about stories.	M. Listening and comprehension
ELA.8.60 Identify the beginning, middle, and end of the story.	Q. Book enjoyment and knowledge
ELA.8.61 Describe a picture in a book.	P. Reading
ELA.8.66 Draw pictures and scribble to generate and express ideas.	R. Writing X. Art
ELA.8.68 Write using pictures, letters, and words.	R. Writing X. Art

## Indiana Foundations

## COR Advantage Items

<i>English/Language Arts CONT</i>	
ELA.8.69 Use writing or symbols to share an idea with someone.	R. Writing
ELA.8.70 Use known letters or approximations of letters to represent written language.	O. Alphabet knowledge R. Writing
ELA.8.72 Add writing to a picture story.	R. Writing
ELA.8.73 Use writing to label drawings.	R. Writing
ELA.8.74 Draw name or a message on a card or picture.	R. Writing
ELA.8.75 Scribble a message on a card or picture.	R. Writing
ELA.8.76 Write more than word correctly.	R. Writing
ELA.8.77 Represent action with drawing.	X. Art
ELA.8.78 Ask and answer simple questions.	M. Listening and comprehension
ELA.8.80 Identify attributes of objects.	BB. Observing and classifying
ELA.8.81 Identify categories of objects in pictures (e.g., animals).	BB. Observing and classifying
ELA.8.85 Use language instead of physical force to resolve conflicts, with assistance.	D. Emotions H. Conflict resolution
ELA.8.90 Use pronouns correctly.	L. Speaking
ELA.8.91 Use six word vocalizations, signs, symbols, or gestures to communicate.	L. Speaking
ELA.8.92 Use four word vocalization signs, symbols, or gestures to tell about objects and events in the recent past and near future.	L. Speaking
ELA.8.94 Understand and follow a one-step direction.	M. Listening and comprehension
ELA.8.95 Communicate recent experiences.	O. Alphabet knowledge HH. History
ELA.8.98 Tell three events in chronological order.	HH. History



## Indiana Foundations

## COR Advantage Items

<b>Mathematics</b>	
<b>ISTAR-KR: Counting and Quantity</b>	
M.1.1 Repeat a movement like a clap.	Z. Movement
M.1.2 Touch one object.	S. Number and counting
M.1.3 Give an object when asked.	M. Listening and comprehension
M.1.4 Repeat number words.	S. Number and counting
M.1.5 Count 1.	S. Number and counting
M.1.8 Indicate a desire for more.	K. Personal care and healthy behavior
M.1.9 Clap or moves to a beat.	Z. Movement
M.1.10 Touch in sequence, one at a time	S. Number and counting
M.1.11 Use fingers to show how many or age of self.	S. Number and counting
M.1.12 Use whole numbers up to 3 to describe objects and experiences.	S. Number and counting
M.1.13 Rote count to 3.	S. Number and counting
M.1.15 Give 1 object when asked.	S. Number and counting
M.1.16 Line up objects.	V. Patterns
M.1.17 Identify which is more (visually, tactilely, or audibly).	S. Number and counting
M.1.20 Sing and dance to a number song.	Y. Music
	Z. Movement
M.1.21 Count a number of objects up to three.	S. Number and counting
M.1.22 Count each object only once.	S. Number and counting
M.1.23 Imitate counting behavior using the names of large numbers.	S. Number and counting
M.1.25 Use whole numbers up to five to describe objects and experiences.	S. Number and counting
M.1.27 Rote count to five.	S. Number and counting
M.1.28 Draw pictures or symbols to represent a spoken number.	R. Writing
M.1.29 Match number symbols with amounts 1-3.	S. Number and counting
M.1.31 Identify the concept of "less."	S. Number and counting
M.1.35 Rote count to ten.	S. Number and counting
M.1.36 Match number symbols with amounts 0-5.	S. Number and counting
M.1.37 Apply one-to-one correspondence with objects and people.	S. Number and counting
M.1.38 Identify the next number in a series of numbers up to ten.	S. Number and counting

## Indiana Foundations

## COR Advantage Items

<b>Mathematics CONT</b>	
M.1.41 Name groups of objects. M.1.47 Break apart a whole quantity of something into a set.	BB. Observing and classifying S. Number and counting
<b>ISTAR-KR: Computation</b>	
M.2.3 Indicate a desire for more.	K. Personal care and healthy behavior
M.2.7 Show displeasure at losing something.	D. Emotions
M.2.8 Give 1 object when asked.	S. Number and counting
M.2.9 Line up objects.	V. Patterns
M.2.10 Identify which is “more” visually, tactilely, or audibly.	S. Number and counting
M.2.14 Move objects one at a time from one group or container to another.	U. Measurement
M.2.17 Count on fingers.	S. Number and counting
M.2.18 Identify and use the concepts of “one more” and “one less.”	S. Number and counting
M.2.21 Describe addition situations for numbers less than three.	S. Number and counting
M.2.23 Describe subtraction situations for numbers less than three.	S. Number and counting
M.2.24 Describe addition situations for numbers less than five.	S. Number and counting
M.2.25 Describe subtraction situations for numbers less than five.	S. Number and counting
<b>ISTAR-KR: Time</b>	
M.3.1 Cooperate with a routine.	G. Community
M.3.2 Anticipate an event.	HH. History
M.3.3 Follow a daily schedule.	G. Community
M.3.4 Follow steps in a simple routine.	G. Community
M.3.5 Relate time to events.	HH. History
M.3.6 Associate events with time-related concepts.	HH. History
M.3.7 Tell what comes before and after.	HH. History
M.3.8 Tell what activity comes first and what follows in sequence.	HH. History
M.3.9 Tells three events in chronological order.	HH. History

**Indiana Foundations**

**COR Advantage Items**

<b>Mathematics CONT</b>	
<p><b>ISTAR-KR: Location</b></p> <p>M.4.1 Notice objects and purposely move and manipulate different objects.</p> <p>M.4.2 Use a shape toy to explore basic shapes.</p> <p>M.4.3 Look or feel for an object that has been hidden from view.</p> <p>M.4.4 Put things in and out of other things.</p> <p>M.4.5 Put things on and off of other things.</p> <p>M.4.9 Search for something out of sight.</p> <p>M.4.11 Move objects from one container to another.</p> <p>M.4.13 Search for something out of sight.</p> <p>M.4.18 Use “in” and “out” to indicate where things are in space.</p> <p>M.4.19 Use “on” and “off” to indicate where things are in space.</p> <p>M.4.20 Use the words “here” or “there” to indicate where things are in space.</p> <p>M.4.21 Follow instructions to place an object “here” or “there.”</p> <p>M.4.22 Follow instructions to place an object “beside” or “next to” something.</p> <p>M.4.23 Follow instructions to place an object “between” two things.</p> <p>M.4.24 Identify ten body parts.</p>	<p>GG. Geography</p> <p>T. Geometry: Shapes and spatial awareness</p> <p>C. Reflection</p> <p>T. Geometry: Shapes and spatial awareness</p> <p>T. Geometry: Shapes and spatial awareness</p> <p>C. Reflection</p> <p>U. Measurement</p> <p>C. Reflection</p> <p>T. Geometry: Shapes and spatial awareness</p> <p>T. Geometry: Shapes and spatial awareness</p> <p>T. Geometry: Shapes and spatial awareness</p> <p>T. Geometry: Shapes and spatial awareness</p> <p>T. Geometry: Shapes and spatial awareness</p> <p>T. Geometry: Shapes and spatial awareness</p> <p>T. Geometry: Shapes and spatial awareness</p> <p>K. Personal care and healthy behavior</p>
<p><b>ISTAR-KR: Length, Capacity, Weight, Temperature</b></p> <p>M.5.4 Indicate a desire for more.</p> <p>M.5.5 Identify big.</p> <p>M.5.6 Pour substances out of containers.</p> <p>M.5.7 Identify which is “more” visually, tactilely, or audibly.</p> <p>M.5.10 Distinguish big and little.</p> <p>M.5.12 Identify when objects are similar.</p> <p>M.5.13 Pour substances into containers.</p> <p>M.5.14 Anticipates a sequence during daily activities.</p> <p>M.5.15 Order three objects by size.</p>	<p>K. Personal care and healthy behavior</p> <p>U. Measurement</p> <p>U. Measurement</p> <p>S. Number and counting</p> <p>U. Measurement</p> <p>BB. Observing and classifying</p> <p>U. Measurement</p> <p>HH. History</p> <p>U. Measurement</p>

**Indiana Foundations**

**COR Advantage Items**

<b>Mathematics CONT</b>	
M.5.16 Use any descriptive word or gesture to express amount or size.	U. Measurement
M.5.17 Use cups and tools in sand and water.	U. Measurement EE. Tools and technology
M.5.18 Use common measuring tools in correct context.	U. Measurement EE. Tools and technology
M.5.19 Communicate the size of things relative to self (e.g., compared to size of finger, arms length).	U. Measurement
M.5.21 Communicate feelings of hot and cold.	D. Emotions
M.5.22 Sort objects into long and short.	U. Measurement BB. Observing and classifying BB. Observing and classifying
M.5.23 Identify similarities and differences in objects.	
M.5.25 Identify when something is too heavy to lift.	B. Problem solving with materials
M.5.26 Categorize familiar items by function and class.	BB. Observing and classifying

<b>ISTAR-KR: Sorting and Classifying Objects</b>	
M.6.1 Show interest in visual/auditory/tactile patterns.	V. Patterns
M.6.3 Complete a word or phrase that repeats in a familiar song or story.	N. Phonological awareness
M.6.5 Clap or move to a beat.	Z. Movement
M.6.6 Nest smaller objects into larger.	U. Measurement
M.6.7 Put things in order.	U. Measurement V. Patterns BB. Observing and classifying U. Measurement
M.6.8 Move objects from one container to another.	
M.6.9 Identify which is "more" visually, tactilely, or audibly.	S. Number and counting
M.6.11 Identify when objects are the same.	BB. Observing and classifying
M.6.12 Follow along and imitate patterns of sounds and movement.	V. Patterns
M.6.13 Reproduce patterns of sounds and movement.	V. Patterns
M.6.14 Reproduce simple AB patterns of concrete objects.	V. Patterns

## Indiana Foundations

## COR Advantage Items

<b>Mathematics CONT</b>	
M.6.15 Predict what comes next when shown a simple AB pattern of concrete objects.	V. Patterns
M.6.16 Identify attributes of objects.	BB. Observing and classifying
M.6.17 Give reason of placement of objects.	BB. Observing and classifying
M.6.18 Sort a group of objects by more than one way.	BB. Observing and classifying
M.6.19 Name groups of objects.	BB. Observing and classifying
M.6.21 Categorize familiar objects by function and class.	BB. Observing and classifying

## Indiana Foundations

## COR Advantage Items

<b><i>Social Emotional</i></b>	
<p><b>ISTAR-KR: Sense of Self and Others</b></p> <p>SE.1.1 Recognize when a caregiver is not present.</p> <p>SE.1.2 Show affection to a caregiver, character, or plaything.</p> <p>SE.1.4 Recognize own name in isolated print.</p> <p>SE.1.5 Pretend to do something or be someone.</p> <p>SE.1.6 Identify a favorite story.</p> <p>SE.1.7 Act out familiar, scripted events and routines.</p> <p>SE.1.12 Respond to arrival of a familiar person.</p> <p>SE.1.13 Smile or laugh when looked at or spoken to.</p> <p>SE.1.14 Jointly attend to object of interest to self.</p> <p>SE.1.16 Follow simple directions with prompts.</p> <p>SE.1.17 Initiate turn taking in play.</p> <p>SE.1.18 Engage in reciprocal conversations for two to three exchanges.</p> <p>SE.1.19 Claim objects as “mine.”</p> <p>SE.1.23 Cooperate with a routine.</p> <p>SE.1.24 Follow a daily schedule.</p> <p>SE.1.26 Repeat a behavior that had previously caused a desired effect.</p> <p>SE.1.27 Communicate discomfort.</p> <p>SE.1.28 Show pleasure or displeasure at an effect.</p> <p>SE.1.29 Communicate disappointment.</p> <p>SE.1.30 Recognize and discriminate the sight, smell, and sound of the principal caregiver.</p> <p>SE.1.31 Show curiosity in objects and sounds.</p> <p>SE.1.33 Seek interaction and enjoy social play (e.g., patty cake).</p> <p>SE.1.35 Resist separation and seek reassurance from trusted caregiver when encountering an unfamiliar person or object.</p>	<p>E. Building relationships with adults L. Speaking</p> <p>E. Building relationships with adults</p> <p>P. Reading</p> <p>AA. Pretend play</p> <p>Q. Book enjoyment and knowledge</p> <p>AA. Pretend play</p> <p>E. Building relationships with adults F. Building relationships with other children M. Listening and comprehension</p> <p>A. Initiative and planning</p> <p>M. Listening and comprehension</p> <p>H. Conflict resolution</p> <p>L. Speaking</p> <p>H. Conflict resolution FF. Knowledge of self and others G. Community</p> <p>G. Community</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>D. Emotions</p> <p>D. Emotions</p> <p>D. Emotions</p> <p>E. Building relationships with adults</p> <p>L. Speaking BB. Observing and classifying</p> <p>E. Building relationships with adults F. Building relationships with other children</p> <p>E. Building relationships with adults</p>

## Indiana Foundations

## COR Advantage Items

<b><i>Social Emotional CONT</i></b>	
SE.1.37 Show an interest in interacting with pets and participate in their care with assistance from caregiver.	DD. Natural and physical world
SE.1.38 Cry to express displeasure.	D. Emotions
SE.1.39 Enjoy simple pretend play.	AA. Pretend play
SE.1.40 Anticipate a sequence during daily activities.	HH. History
SE.1.42 Identify other people and their roles.	FF. Knowledge of self and others
SE.1.43 Sequence recurring events (e.g., “After I eat lunch, I take a rest.”).	HH. History
SE.1.44 Show interest in other children.	F. Building relationships with other children
SE.1.46 Around two, show self as —doerll(e.g., explore everything, be assertivein preferences, and increase range of self-help skills).	A. Initiative and planning K. Personal care and healthy behavior CC. Experimenting, predicting, and drawing conclusions
SE.1.47 Develop the process of “play” from playing alone to playing alongside, then playing with someone else around age three.	F. Building relationships with other children
SE.1.48 Recognize the faces and voices of the key people (e.g., parents, grandparents, brothers and sisters, child care givers) in their lives.	E. Building relationships with adults F. Building relationships with other children
SE.1.49 Prefer to look at faces of key people.	E. Building relationships with adults
SE.1.51 Pretend to take care of a doll by feeding and other activities.	F. Building relationships with other children
SE.1.52 Draw pictures of their family.	AA. Pretend play
SE.1.54 Pretend to take care of a doll by feeding and other activities.	X. Art
SE.1.55 Play the role of different family members through dramatic play.	AA. Pretend play
SE.1.56 Discuss members of the family and their roles.	AA. Pretend play
SE.1.58 Talk about how he is the same and/or different from other children.	FF. Knowledge of self and others
SE.1.61 Recognize gender differences.	FF. Knowledge of self and others
SE.1.66 Work and play cooperatively with others.	FF. Knowledge of self and others
SE.1.67 Demonstrate early pretending with objects.	FF. Knowledge of self and others
SE.1.66 Work and play cooperatively with others.	E. Building relationships with adults
SE.1.67 Demonstrate early pretending with objects.	F. Building relationships with other children
SE.1.66 Work and play cooperatively with others.	AA. Pretend play
SE.1.67 Demonstrate early pretending with objects.	AA. Pretend play

**Indiana Foundations**

**COR Advantage Items**

<b><i>Social Emotional CONT</i></b>	
SE.1.68 Use words to express family relationships, (ie. mother/grandpa).	
SE.1.69 Realize that other children are more alike than different.	FF. Knowledge of self and others
SE.1.72 Comment on or ask questions about physical differences.	FF. Knowledge of self and others
SE.1.73 Become aware of themselves as separate from others.	FF. Knowledge of self and others
SE.1.74 Imitate, follow, and enjoy adult interactions during games (e.g., peek- a-boo, pat-a-cake, moving to music/dancing).	E. Building relationships with adults
SE.1.75 Show pride in physical/personal accomplishments.	D. Emotions
SE.1.77 Express both positive and negative feelings about participating in physical activities.	D. Emotions
SE.1.82 Move to the music on own and with others.	Z. Movement
SE.1.85 Sing a song as a means of comfort.	Y. Music
SE.1.86 Smile or laugh when music is played.	M. Listening and comprehension
SE.1.87 Verbally express enjoyment.	D. Emotions
SE.1.89 Express self through dramatic play.	AA. Pretend play
SE.1.90 Use dance and visual art as a vehicle for self-expression.	X. Art Z. Movement
SE.1.91 Show individuality in artwork.	X. Art
SE.1.92 Pretend through role play.	AA. Pretend play
SE.1.93 Develop growing ability to plan, work independently, and demonstrate care and persistence in a variety of art projects.	A. Initiative and planning X. Art
SE.1.96 Respond to familiar voices, songs, and sounds.	E. Building relationships with adults
SE.1.97 Smile and coo to sounds the child likes.	L. Speaking M. Listening and comprehension
SE.1.98 Behave differently depending on the types of music (e.g., calm down to lullabies; respond by moving arms and legs).	Y. Music



## Indiana Foundations

## COR Advantage Items

<b>Social Emotional CONT</b>	
<b>ISTAR-KR: Manages Emotions</b>	
SE.2.1 Show affection to a caregiver, character, or plaything.	E. Building relationships with adults
SE.2.4 Respond to arrival of a familiar person.	E. Building relationships with adults
SE.2.5 Smile or laugh when looked at or spoken to.	M. Listening and comprehension
SE.2.6 Respond to own name, words, or short phrases (e.g., “Stop!” “Where’s Mommy?”).	M. Listening and comprehension
SE.2.7 Follow simple directions with prompts.	M. Listening and comprehension
SE.2.8 Use language instead of physical force to resolve conflicts, with assistance.	H. Conflict resolution
SE.2.10 Claim objects as “mine.”	H. Conflict resolution
SE.2.13 Cooperate with a routine.	FF. Knowledge of self and others
SE.2.14 Indicate a need.	G. Community
SE.2.15 Communicate discomfort.	K. Personal care and healthy behavior
SE.2.16 Show pleasure or displeasure at an effect.	D. Emotions
SE.2.17 Communicate disappointment.	D. Emotions
SE.2.19 Show curiosity in objects and sounds.	D. Emotions
SE.2.23 Resist separation and seek reassurance from trusted caregiver when encountering an unfamiliar person or object.	L. Speaking
SE.2.26 Move from primarily reflex actions to doing things on purpose.	BB. Observing and classifying
SE.2.27 Cry to express displeasure.	E. Building relationships with adults
SE.2.28 Cooperate with a routine.	I. Gross-motor skills
SE.2.30 Around two, show self as —doerll(e.g., explore everything, be assertivein preferences, and increase range ofself-help skills).	D. Emotions
SE.2.35 Remind other children about the rules and things children shouldn’t do to others and why (one should not bite because it hurts).	G. Community
SE.2.41 By age four, compromise, share, and take turns.	A. Initiative and planning
SE.2.42 Show greater ability to control intense feelings (e.g., anger, frustration).	K. Personal care and healthy behavior
	CC. Experimenting, predicting, and drawing conclusions
	G. Community
	H. Conflict resolution
	D. Emotions

## Indiana Foundations

## COR Advantage Items

<b><i>Social Emotional CONT</i></b>	
SE.2.43 Make choices after considering alternatives.	A. Initiative and planning
SE.2.46 Protest separation from primary caregiver between age 12 and 18 months.	E. Building relationships with adults
SE.2.48 Work and play cooperatively with others.	E. Building relationships with adults F. Building relationships with other children
SE.2.49 Use words to express feelings.	D. Emotions
SE.2.50 Use thinking skills to resolve conflicts.	H. Conflict resolution
SE.2.53 Imitate, follow, and enjoy adult interactions during games (e.g., peek-a-boo, pat-a-cake, moving to music/dancing).	E. Building relationships with adults
SE.2.55 Use adults as resources.	E. Building relationships with adults
SE.2.56 Show pride in physical/personal accomplishments.	D. Emotions
SE.2.60 Express both positive and negative feelings about participating in physical activities.	D. Emotions
SE.2.67 Resolve conflicts in socially accepted ways during physical activities.	H. Conflict resolution
SE.2.68 Smile and coo to sounds the child likes.	L. Speaking M. Listening and comprehension Y. Music
SE.2.69 Behave differently depending on the types of music (e.g., calm down to lullabies; respond by moving arms and legs).	
SE.2.70 Sing a song as a means of comfort.	Y. Music
SE.2.71 Smile or laugh when music is played.	Y. Music
SE.2.72 Verbally express enjoyment.	D. Emotions
SE.2.73 Express self through dramatic play.	AA. Pretend play
SE.2.74 Use dance and visual art as a vehicle for self-expression.	X. Art Z. Movement
SE.2.75 Show individuality in artwork.	X. Art
SE.2.76 Express feelings about art work.	X. Art
SE.2.77 Select different art media to express emotions or feelings. (e.g., painting with bright colors to match a playful mood)	X. Art

## Indiana Foundations

## COR Advantage Items

<b><i>Social Emotional CONT</i></b>	
<p><b>ISTAR-KR: Interpersonal Skills</b></p> <p>SE.3.3 Recognize when a caregiver is not present.</p> <p>SE.3.7 Recognize own name in isolated print.</p> <p>SE.3.8 Pretend to do something or be someone.</p> <p>SE.3.9 Act out familiar, scripted events and routines.</p> <p>SE.3.10 Identify a favorite story.</p> <p>SE.3.13 Identify a favorite story.</p> <p>SE.3.14 Act out familiar, scripted events and routines.</p> <p>SE.3.18 Use eye gaze, proximity, and gestures to communicate.</p> <p>SE.3.19 Respond to arrival of a familiar person.</p> <p>SE.3.20 Smile or laugh when looked at or spoken to.</p> <p>SE.3.21 Respond to own name, words, or short phrases.</p> <p>SE.3.22 Jointly attend to object of interest to self.</p> <p>SE.3.23 Jointly attend to pictures and books for several minutes.</p> <p>SE.3.26 Use trial and error to solve a simple problem.</p> <p>SE.3.27 Generalize a solution to a new situation.</p> <p>SE.3.31 Follow a daily schedule.</p> <p>SE.3.32 Follow steps in a simple routine.</p> <p>SE.3.34 Repeat a behavior that had previously caused a desired effect.</p> <p>SE.3.35 Use active exploration to solve a problem.</p> <p>SE.3.36 See a simple task through to completion.</p> <p>SE.3.37 Show pleasure or displeasure at an effect.</p> <p>SE.3.38 Make simple cause/effect predictions.</p> <p>SE.3.39 Use trial and error to solve problems.</p>	<p>E. Building relationships with adults</p> <p>L. Speaking</p> <p>P. Reading</p> <p>AA. Pretend play</p> <p>AA. Pretend play</p> <p>Q. Book enjoyment and knowledge</p> <p>Q. Book enjoyment and knowledge</p> <p>AA. Pretend play</p> <p>M. Listening and comprehension</p> <p>E. Building relationships with adults</p> <p>M. Listening and comprehension</p> <p>M. Listening and comprehension</p> <p>A. Initiative and planning</p> <p>Q. Book enjoyment and knowledge</p> <p>B. Problem solving with materials</p> <p>B. Problem solving with materials</p> <p>G. Community</p> <p>G. Community</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>B. Problem solving with materials</p> <p>A. Initiative and planning</p> <p>D. Emotions</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>B. Problem solving with materials</p>

## Indiana Foundations

## COR Advantage Items

<b>Social Emotional CONT</b>	
SE.3.40 See a simple task through to completion.	A. Initiative and planning
SE.3.41 Recognize and discriminate the sight, smell, and sound of the principal caregiver.	E. Building relationships with adults
SE.3.42 Show curiosity in objects and sounds.	W. Data analysis Y. Music
SE.3.43 Repeat a behavior that had previously caused a desired effect.	CC. Experimenting, predicting, and drawing conclusions
SE.3.46 Engage in a scientific experiment with a peer or with small groups of children using sharing/turn taking skills.	H. Conflict resolution
SE.3.47 Apply previously learned information to new situations.	CC. Experimenting, predicting, and drawing conclusions
SE.3.48 Seek interaction and enjoy social play.	E. Building relationships with adults F. Building relationships with other children
SE.3.51 Repeat a behavior that had previously caused a desired effect.	CC. Experimenting, predicting, and drawing conclusions
SE.3.53 Show an interest in interacting with pets and participate in their care with assistance from caregiver.	DD. Natural and physical world
SE.3.54 Move from primarily reflex actions to doing things on purpose.	I. Gross-motor skills J. Fine-motor skills Z. Movement
SE.3.55 Enjoy simple pretend play.	AA. Pretend play
SE.3.57 Recognize when caregiver is not present.	E. Building relationships with adults L. Speaking
SE.3.58 Identify other people and their roles.	FF. Knowledge of self and others
SE.3.59 Show interest in other children.	F. Building relationships with other children
SE.3.60 Around two, show self as —doer (e.g., explore everything, be assertive in preferences, and increase range of self-help skills).	A. Initiative and planning K. Personal care and healthy behavior CC. Experimenting, predicting, and drawing conclusions
SE.3.62 Remind other children about the rules and things children shouldn't do to others and why (one should not bite because it hurts).	G. Community
SE.3.65 Recognize the faces and voices of the key people (e.g., parents, grandparents, brothers and sisters, child care givers) in their lives.	E. Building relationships with adults F. Building relationships with other children
SE.3.66 Prefer to look at faces of key people.	E. Building relationships with adults F. Building relationships with other children
SE.3.67 Pretend to take care of a doll by feeding and other activities.	AA. Pretend play

## Indiana Foundations

## COR Advantage Items

<b><i>Social Emotional CONT</i></b>	
SE.3.68 Draw pictures of their family.	X. Art
SE.3.69 Pretend to take care of a doll by feeding and other activities.	AA. Pretend play
SE.3.70 Play the role of different family members through dramatic play.	AA. Pretend play
SE.3.71 Draw pictures of their family.	FF. Knowledge of self and others
SE.3.73 Talk about how he is the same and/or different from other children.	X. Art
SE.3.74 Choose between two or more alternatives.	FF. Knowledge of self and others
SE.3.77 Recognize gender differences.	A. Initiative and planning
SE.3.79 Take turns in interactions with others.	FF. Knowledge of self and others
SE.3.82 Demonstrate early pretending with objects.	L. Speaking
SE.3.83 Use words to express family relationships, such as mother or grandpa.	AA. Pretend play
SE.3.84 Recognize differences between people of different cultures and abilities.	FF. Knowledge of self and others
SE.3.86 Comment on or ask questions about physical differences.	FF. Knowledge of self and others
SE.3.87 Identify differences between people of different cultures, backgrounds, and abilities.	FF. Knowledge of self and others
SE.3.88 Attend to and comment on gender differences.	FF. Knowledge of self and others
SE.3.90 Imitate, follow, and enjoy adult interactions during games (e.g., peek-a-boo, pat-a-cake, moving to music/dancing).	E. Building relationships with adults
SE.3.92 Show interest in cause and effect.	CC. Experimenting, predicting, and drawing conclusions
SE.3.94 Identify and solve problems through active explorations.	B. Problem solving with materials
SE.3.96 Express both positive and negative feelings about participating in physical activities.	D. Emotions
SE.3.101 Respond to familiar voices, songs, and sounds.	E. Building relationships with adults
SE.3.102 Smile and coo to sounds the child likes.	F. Building relationships with other children
SE.3.103 Behave differently depending on the types of music.	Y. Music
	L. Speaking
	M. Listening and comprehension
	Z. Movement

## Indiana Foundations

## COR Advantage Items

<b>Social Emotional CONT</b>	
<p>SE.3.104 Move to the music on own and with others.</p> <p>SE.3.105 Imitate pat-a-cake or other familiar games.</p> <p>SE.3.108 Smile or laugh when music is played.</p> <p>SE.3.109 Verbally express enjoyment.</p> <p>SE.3.110 Watch an activity before getting involved.</p> <p>SE.3.111 Express self through dramatic play.</p> <p>SE.3.112 Use dance and visual art as a vehicle for self-expression.</p> <p>SE.3.113 Show individuality in artwork.</p> <p>SE.3.114 Pretend through role play.</p> <p>SE.3.115 Express self in dramatic play through storytelling, puppetry, and other language development activities.</p> <p>SE.3.116 Select different art media to express emotions or feelings.</p> <p>SE.3.118 Engage in cooperative pretend play with another child.</p> <p>SE.3.119 Watch an activity before joining.</p> <p>SE.3.120 Develop growing ability to plan, work independently, and demonstrate care and persistence in a variety of art projects.</p>	<p>Z. Movement</p> <p>E. Building relationships with adults</p> <p>Y. Music</p> <p>D. Emotions</p> <p>BB. Observing and classifying</p> <p>AA. Pretend play</p> <p>X. Art</p> <p>Z. Movement</p> <p>X. Art</p> <p>AA. Pretend play</p> <p>AA. Pretend play</p> <p>Z. Movement</p> <p>AA. Pretend play</p> <p>AA. Pretend play</p> <p>BB. Observing and classifying</p> <p>A. Initiative and planning</p>
<p><b>ISTAR-KR: Responsibility</b></p> <p>SE.4.1 Recognize when a caregiver is not present.</p> <p>SE.4.2 Show affection to a caregiver, character, or plaything.</p> <p>SE.4.3 Act out familiar, scripted events and routines.</p> <p>SE.4.4 Respond to arrival of a familiar person.</p> <p>SE.4.5 Smile or laugh when looked at or spoken to.</p> <p>SE.4.6 Respond to own name, words, or short phrases (e.g., "Stop!" "Where's Mommy?")</p> <p>SE.4.7 Engage in turn-taking vocalizations.</p> <p>SE.4.8 Follow simple directions with prompts.</p>	<p>E. Building relationships with adults</p> <p>L. Speaking</p> <p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p> <p>AA. Pretend play</p> <p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p> <p>M. Listening and comprehension</p> <p>M. Listening and comprehension</p> <p>L. Speaking</p> <p>M. Listening and comprehension</p>

## Indiana Foundations

## COR Advantage Items

<b>Social Emotional CONT</b>	
SE.4.9 Follow one-step spoken directions without prompts (e.g., Get your shoe).	M. Listening and comprehension
SE.4.10 Engage in reciprocal conversations for two to three exchanges.	L. Speaking
SE.4.12 Understand and follow a one-step direction.	M. Listening and comprehension
SE.4.13 Cooperate with a routine.	G. Community
SE.4.14 Anticipate an event.	HH. History
SE.4.15 Anticipates a sequence during daily activities.	HH. History
SE.4.16 Follow a daily schedule.	G. Community
SE.4.17 Follow steps in a simple routine.	G. Community
SE.4.21 Anticipate a sequence during daily activities.	HH. History
SE.4.23 Sequence recurring events (e.g., "After I eat lunch, I take a rest.").	HH. History
SE.4.24 Show anticipation for regularly scheduled events.	HH. History
SE.4.26 Follow simple directions.	M. Listening and comprehension
SE.4.27 Complete basic responsibilities related to daily needs.	K. Personal care and healthy behavior
SE.4.32 Remind other children about the rules and things children shouldn't do to others and why (one should not bite because it hurts).	G. Community
SE.4.37 Start sharing some objects with others.	H. Conflict resolution
SE.4.38 By age four, compromise, share, and take turns.	H. Conflict resolution
SE.4.40 Choose between two or more alternatives.	A. Initiative and planning
SE.4.42 Work and play cooperatively with others.	E. Building relationships with adults F. Building relationships with other children
SE.4.43 Use words to express feelings.	D. Emotions
SE.4.47 Identify and solve problems through active explorations.	B. Problem solving with materials

## Indiana Foundations

## COR Advantage Items

<b>Social Emotional CONT</b>	
<p><b>ISTAR-KR: Problem Solving</b></p> <p>SE.5.1 React to a story or event.</p> <p>SE.5.7 Recognize own name in isolated print.</p> <p>SE.5.8 Pretend to do something or be someone.</p> <p>SE.5.9 Act out familiar, scripted events and routines.</p> <p>SE.5.10 Identify a favorite story.</p> <p>SE.5.12 Act out familiar, scripted events and routines.</p> <p>SE.5.13 Use eye gaze to communicate.</p> <p>SE.5.15 Use eye gaze, proximity, and gestures to communicate.</p> <p>SE.5.16 Respond to own name, words, or short phrases (e.g., “Stop!” “Where’s Mommy?”)</p> <p>SE.5.18 Follow simple directions with prompts.</p> <p>SE.5.20 Follow one-step spoken directions without prompts (e.g., Get your shoe).</p> <p>SE.5.21 Use trial and error to solve a simple problem.</p> <p>SE.5.22 Generalize a solution to a new situation.</p> <p>SE.5.24 Use language instead of physical force to resolve conflicts, with assistance.</p> <p>SE.5.25 Understand and follow a one-step direction.</p> <p>SE.5.27 Select the preferred item when given two choices.</p> <p>SE.5.28 Claim objects as “mine.”</p> <p>SE.5.33 Cooperate with a routine.</p> <p>SE.5.32 Anticipate an event.</p> <p>SE.5.33 Anticipates a sequence during daily activities.</p> <p>SE.5.34 Follow a daily schedule.</p> <p>SE.5.35 Follow steps in a simple routine.</p> <p>SE.5.36 Indicate a need.</p>	<p>M. Listening and comprehension</p> <p>Q. Book enjoyment and knowledge</p> <p>P. Reading</p> <p>AA. Pretend play</p> <p>AA. Pretend play</p> <p>Q. Book enjoyment and knowledge</p> <p>AA. Pretend play</p> <p>M. Listening and comprehension</p> <p>L. Speaking</p> <p>M. Listening and comprehension</p> <p>M. Listening and comprehension</p> <p>M. Listening and comprehension</p> <p>M. Listening and comprehension</p> <p>B. Problem solving with materials</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>B. Problem solving with materials</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>D. Emotions</p> <p>H. Conflict resolution</p> <p>M. Listening and comprehension</p> <p>A. Initiative and planning</p> <p>FF. Knowledge of self and others</p> <p>G. Community</p> <p>HH. History</p> <p>HH. History</p> <p>G. Community</p> <p>G. Community</p> <p>K. Personal care and healthy behavior</p>



## Indiana Foundations

## COR Advantage Items

<b><i>Social Emotional CONT</i></b>	
SE.5.38 Repeat a behavior that had previously caused a desired effect.	CC. Experimenting, predicting, and drawing conclusions
SE.5.39 Communicate discomfort.	K. Personal care and healthy behavior
SE.5.40 Use active exploration to solve a problem.	B. Problem solving with materials
SE.5.41 See a simple task through to completion.	A. Initiative and planning
SE.5.42 Show pleasure or displeasure at an effect.	D. Emotions
	CC. Experimenting, predicting, and drawing conclusions
SE.5.43 Communicate disappointment.	D. Emotions
SE.5.44 Make simple cause/effect predictions.	CC. Experimenting, predicting, and drawing conclusions
	B. Problem solving with materials
SE.5.46 Use trial and error to solve problems.	CC. Experimenting, predicting, and drawing conclusions
	E. Building relationships with adults
SE.5.47 Recognize and discriminate the sight, smell, and sound of the principal caregiver.	
SE.5.48 Show curiosity in objects and sounds.	W. Data analysis
	Y. Music
SE.5.51 Engage in a scientific experiment with a peer or with small groups of children using sharing/turn taking skills.	H. Conflict resolution
SE.5.52 Seek interaction and enjoy social play (e.g., patty cake).	E. Building relationships with adults
SE.5.54 Resist separation and seek reassurance from trusted caregiver when encountering an unfamiliar person or object.	F. Building relationships with other children
SE.5.57 Show an interest in interacting with pets and participate in their care with assistance from caregiver.	E. Building relationships with adults
SE.5.58 Move from primarily reflex actions to doing things on purpose.	DD. Natural and physical world
SE.5.59 Cry to express displeasure.	I. Gross-motor skills
	J. Fine-motor skills
SE.5.60 Enjoy simple pretend play.	D. Emotions
SE.5.61 Talk to self to solve problems.	K. Personal care and healthy behavior
SE.5.62 Cooperate with a routine.	AA. Pretend play
SE.5.63 Anticipate a sequence during daily activities.	B. Problem solving with materials
SE.5.65 Identify other people and their roles.	G. Community
	HH. History
	FF. Knowledge of self and others

## Indiana Foundations

## COR Advantage Items

<b>Social Emotional CONT</b>	
SE.5.66 Sequence recurring events (e.g., “After I eat lunch, I take a rest.”).	HH. History
SE.5.67 Show anticipation for regularly scheduled events. SE.5.68 Describe daily routine (e.g., home and/or school).	HH. History
SE.5.69 Show interest in other children.	F. Building relationships with other children
SE.5.70 Communicates “no.”	H. Conflict resolution
SE.5.71 Around two, show self as —doer (e.g., explore everything, be assertive in preferences, and increase range of self-help skills).	A. Initiative and planning K. Personal care and healthy behavior CC. Experimenting, predicting, and drawing conclusions
SE.5.72 Develop the process of “play” from playing alone to playing alongside, then playing with someone else around age three.	F. Building relationships with other children
SE.5.73 Follow simple directions.	M. Listening and comprehension
SE.5.76 Follow simple directions.	M. Listening and comprehension
SE.5.77 Complete basic responsibilities related to daily needs.	K. Personal care and healthy behavior
SE.5.82 Remind other children about the rules and things children shouldn’t do to others and why (one should not bite because it hurts).	G. Community
SE.5.87 Start sharing some objects with others.	H. Conflict resolution
SE.5.88 By age four, compromise, share, and take turns.	H. Conflict resolution
SE.5.89 Show greater ability to control intense feelings (e.g., anger, frustration).	D. Emotions
SE.5.90 Make choices after considering alternatives.	A. Initiative and planning
SE.5.91 Follow simple directions.	M. Listening and comprehension
SE.5.92 Recognize the faces and voices of the key people (e.g., parents, grandparents, brothers and sisters, child care givers) in their lives.	E. Building relationships with adults
SE.5.93 Prefer to look at faces of key people.	E. Building relationships with adults
SE.5.95 Pretend to take care of a doll by feeding and other activities.	AA. Pretend play
SE.5.96 Draw pictures of their family.	X. Art
SE.5.98 Pretend to take care of a doll by feeding and other activities.	AA. Pretend play

## Indiana Foundations

## COR Advantage Items

<b><i>Social Emotional CONT</i></b>	
SE.5.99 Discuss members of the family and their roles.	AA. Pretend play
SE.5.100 Draw pictures of their family.	X. Art
SE.5.102 Talk about how he is the same and/or different from other children	FF. Knowledge of self and others
SE.5.103 Choose between two or more alternatives.	A. Initiative and planning
SE.5.106 Recognize gender differences.	FF. Knowledge of self and others
SE.5.108 Take turns in interactions with others.	L. Speaking
	M. Listening and comprehension
SE.5.110 Work and play cooperatively with others.	E. Building relationships with adults
SE.5.111 Use words to express feelings.	F. Building relationships with other children
SE.5.112 Use thinking skills to resolve conflicts.	D. Emotions
	B. Problem solving with materials
	H. Conflict resolution
SE.5.113 Demonstrate early pretending with objects.	AA. Pretend play
SE.5.114 Use words to express family relationships, such as mother or grandpa.	FF. Knowledge of self and others
SE.5.115 Recognize differences between people of different cultures and abilities.	FF. Knowledge of self and others
SE.5.117 Comment on or ask questions about physical differences.	FF. Knowledge of self and others
SE.5.118 Identify differences between people of different cultures, backgrounds, and abilities.	FF. Knowledge of self and others
SE.5.119 Attend to and comment on gender differences.	FF. Knowledge of self and others
SE.5.121 Become aware of themselves as separate from others.	FF. Knowledge of self and others
SE.5.122 Show understanding of cause and effect.	CC. Experimenting, predicting, and drawing conclusions
SE.5.125 Identify and solve problems through active explorations.	B. Problem solving with materials
SE.5.126 Demonstrate a determination to develop skills through repetitive practice.	CC. Experimenting, predicting, and drawing conclusions
SE.5.129 Show interest in cause and effect.	CC. Experimenting, predicting, and drawing conclusions
SE.5.130 Imitate other's expressions and actions.	B. Problem solving with materials
	AA. Pretend play
SE.5.131 Use adults as resources.	E. Building relationships with adults

**Indiana Foundations**

**COR Advantage Items**

<b>Social Emotional CONT</b>	
<p>SE.5.133 Play cooperatively with others during physical activities.</p> <p>SE.5.134 Resolve conflicts in socially accepted ways during physical activities.</p> <p>SE.5.135 Respond to familiar voices, songs, and sounds.</p> <p>SE.5.136 Smile and coo to sounds the child likes.</p> <p>SE.5.137 Behave differently depending on the types of music (e.g., calm down to lullabies; respond by moving arms and legs).</p> <p>SE.5.138 Move to the music on own and with others.</p> <p>SE.5.139 Imitate pat-a-cake or other familiar games.</p> <p>SE.5.142 Watch an activity before getting involved.</p> <p>SE.5.143 Express self through dramatic play.</p> <p>SE.5.144 Use dance and visual art as a vehicle for self-expression.</p> <p>SE.5.145 Show individuality in artwork.</p> <p>SE.5.146 Pretend through role play.</p> <p>SE.5.147 Express self in dramatic play through storytelling, puppetry, and other language development activities.</p> <p>SE.5.148 Select different art media to express emotions or feelings. (e.g., painting with bright colors to match a playful mood)</p> <p>SE.5.150 Engage in cooperative pretend play with another child.</p> <p>SE.5.151 Watch an activity before entering into it.</p>	<p>F. Building relationships with other children</p> <p>H. Conflict resolution</p> <p>E. Building relationships with adults F. Building relationships with other children</p> <p>L. Speaking</p> <p>Y. Music</p> <p>Z. Movement</p> <p>E. Building relationships with adults</p> <p>BB. Observing and classifying</p> <p>AA. Pretend play</p> <p>X. Art Z. Movement</p> <p>X. Art</p> <p>AA. Pretend play</p> <p>AA. Pretend play</p> <p>X. Art</p> <p>F. Building relationships with other children AA. Pretend play</p> <p>BB. Observing and classifying</p>
<p><b>ISTAR-KR: Approaches to Learning</b></p> <p>SE.6.1 React to a story or event.</p> <p>SE.6.4 Show affection to a caregiver, character, or plaything.</p> <p>SE.6.8 Recognize own name in isolated print.</p> <p>SE.6.9 Pretend to do something or be someone.</p>	<p>M. Listening and comprehension</p> <p>Q. Book enjoyment and knowledge</p> <p>D. Emotions</p> <p>E. Building relationships with adults</p> <p>P. Reading</p> <p>AA. Pretend play</p>

## Indiana Foundations

## COR Advantage Items

<b><i>Social Emotional CONT</i></b>	
SE.6.10 Act out familiar, scripted events and routines.	AA. Pretend play
SE.6.11 Identify a favorite story.	Q. Book enjoyment and knowledge
SE.6.14 Identify a favorite story.	Q. Book enjoyment and knowledge
SE.6.15 Act out familiar, scripted events and routines.	AA. Pretend play
SE.6.16 Use eye gaze to communicate.	M. Listening and comprehension
SE.6.18 Show affection for an imaginary character or plaything.	D. Emotions
SE.6.19 Use eye gaze, proximity, and gestures to communicate.	L. Speaking M. Listening and comprehension
SE.6.20 Respond to arrival of a familiar person.	E. Building relationships with adults
SE.6.21 Respond to own name, words, or short phrases (e.g., "Stop!" "Where's Mommy?").	M. Listening and comprehension
SE.6.26 Use trial and error to solve a simple problem.	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions
SE.6.27 Generalize a solution to a new situation	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions
SE.6.28 Initiate turn taking in play	H. Conflict resolution
SE.6.29 Select the preferred item when given two choices.	A. Initiative and planning
SE.6.30 Follow a daily schedule.	G. Community
SE.6.31 Follow steps in a simple routine.	G. Community
SE.6.33 Repeat a behavior that had previously caused a desired effect.	CC. Experimenting, predicting, and drawing conclusions
SE.6.34 Use active exploration to solve a problem.	B. Problem solving with materials
SE.6.35 See a simple task through to completion.	A. Initiative and planning

**Indiana Foundations**

**COR Advantage Items**

<b>Physical Development</b>	
<p><b>ISTAR-KR: Sensory Integration</b></p> <p>P.1.1 Responds to sensory input with a variety of behaviors.</p> <p>P.1.5 Explore objects, people, and things by kicking, reaching, grasping, and pulling.</p> <p>P.1.7 Explore the environment using the five senses.</p> <p>P.1.8 Explore the people and objects around them using all of their senses.</p> <p>P.1.9 Enjoy movement activities.</p> <p>P.1.10 Participate in a variety of gross/fine motor and sensory activities.</p>	<p>G. Community</p> <p>M. Listening and comprehension</p> <p>N. Phonological awareness</p> <p>Q. Book enjoyment and knowledge</p> <p>X. Art</p> <p>Y. Music</p> <p>Z. Movement</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>BB. Observing and classifying</p> <p>BB. Observing and classifying</p> <p>I. Gross-motor skills</p> <p>Z. Movement</p> <p>I. Gross-motor skills</p> <p>J. Fine-motor skills</p>
<p><b>ISTAR-KR Area: Physical Stability</b></p> <p>P.2.1 Demonstrates strength in resisting gravity (e.g. controls head, turns head, sits momentarily with support).</p> <p>P.2.2 Demonstrates movement with strength (e.g. moves when on stomach or back; raises head and chest when on tummy; moves arms and legs when on back or tummy).</p> <p>P.2.3 Demonstrates stability and balance in upright position with assistance (e.g. sits with support; stands a few moments with help; pulls to stand holding onto something)</p> <p>P.2.4 Demonstrates stability, balance and control in upright position (e.g. bears weight on a variety of body parts; stands from sitting; stoops and picks up object and regains stand; transitions from sit back or tummy; sits independently).</p> <p>P.2.5 Develop increased control over their body parts.</p> <p>P.2.7 Try putting on clothing</p> <p>P.2.9 Identify and use a variety of spatial relationships with objects (e.g., the child will move self and/or an object over, under, beside, and through as directed).</p>	<p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p> <p>K. Personal care and healthy behavior</p> <p>I. Gross-motor skills</p>

## Indiana Foundations

## COR Advantage Items

<b>Physical Development</b>	
<p><b>ISTAR-KR Area: Gross Motor Skills</b></p> <p>P.3.1 Roll side to side.</p> <p>P.3.2 Crawl, creep on knees.</p> <p>P.3.3 Move in upright position.</p> <p>P.3.6 Perform motor skills in progression of head control, rolling, sitting, standing, walking, running, climbing.</p> <p>P.3.7 Explore the environment (e.g., banging, shaking, throwing, dropping, climbing).</p> <p>P.3.10 Use objects as tools.</p> <p>P.3.12 Perform locomotor and non-locomotor skills at a basic level (e.g., marching, walking, running, hopping, kicking, crawling, jumping forward with feet together, sliding, stretching, climbing, and walking in a line one behind the other).</p> <p>P.3.13 Perform stability skills alone and/or with a partner. (e.g., transferring weight so as to rock, roll, stand on one foot for six seconds and walk up and down steps with alternating feet, tumbling skill of somersaults and log rolls, and walking on a balance beam forward and backward).</p> <p>P.3.14 Manipulate objects by throwing, catching large balls with two hands, striking, swinging, and pulling at a basic level. (e.g., throws an object at a target with an overhand motion and trunk rotation, throws something upward and catches it, and jumps over a stationary object).</p> <p>P.3.15 Perform basic rhythmical skills alone and/or with a partner. (e.g., the child marches and dances to music or rhythmical sounds in free form or with simple adult directions).</p>	<p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>EE. Tools and technology</p> <p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p> <p>Z. Movement</p>
<p><b>ISTAR-KR Area: Object Control</b></p> <p>P.4.1 Reaches for, grasps and releases objects.</p> <p>P.4.2 Releases objects with control.</p> <p>P.4.4 Throws, catches, and kicks objects.</p> <p>P.4.5 Throws, catches, kicks objects with control.</p> <p>P.4.6 Use objects as tools.</p> <p>P.4.7 Manipulate objects by throwing or catching (i.e., large balls with two hands, striking, swinging)</p>	<p>J. Fine-motor skills</p> <p>R. Writing</p> <p>J. Fine-motor skills</p> <p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p> <p>EE. Tools and technology</p> <p>I. Gross-motor skills</p>

## Indiana Foundations

## COR Advantage Items

<i>Physical Development</i>	
<b>ISTAR-KR Area: Precision Hand Skills</b>	
P.5.1 Grasps small objects.	J. Fine-motor skills
P.5.3 Uses fingers of two hands to complete activities.	J. Fine-motor skills
P.5.4 Explore the environment (e.g., banging, shaking, throwing, dropping, climbing).	CC. Experimenting, predicting, and drawing conclusions
P.5.5 Use objects as tools.	EE. Tools and technology
P.5.6 Manipulate objects by throwing, catching large balls with two hands, striking, swinging, and pulling at a basic level. (e.g., throws an object at a target with an overhand motion and trunk rotation, throws something upward and catches it, and jumps over a stationary object).	I. Gross-motor skills



## Indiana Foundations

## COR Advantage Items

<b>Personal Care</b>	
<p><b>ISTAR-KR: Personal Care/Oral Motor</b></p> <p>PC.1.5 Use sight, sound, taste, touch, and smell to explore their world.</p> <p>PC.1.6 Explore things with mouth, hands, fingers, and toes.</p> <p>PC.1.7 Explore the environment (e.g., bang, shake, drop, mouth).</p> <p>PC.1.9 Increase independence and drive to master developing motor abilities.</p> <p>PC.1.10 Show autonomy in self-care.</p> <p>PC.1.12 Use adults as resources.</p> <p>PC.1.14 Identify and solve problems through active explorations.</p>	<p>BB. Observing and classifying</p> <p>BB. Observing and classifying</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>I. Gross-motor skills</p> <p>J. Fine-motor skills</p> <p>K. Personal care and healthy behavior</p> <p>E. Building relationships with adults</p> <p>B. Problem solving with materials</p> <p>H. Conflict resolution</p>
<p><b>ISTAR-KR: Personal Care/Self-Feeding</b></p> <p>PC.2.1 Cooperate with feeding.</p> <p>PC.2.2 Assist in feeding self.</p> <p>PC.2.3 Feed self.</p> <p>PC.2.6 Assist with daily needs.</p> <p>PC.2.8 Use objects as tools.</p> <p>PC.2.10 Finds ways to maneuver around an obstacle that is in the way of obtaining something desired.</p> <p>PC.2.11 Choose between two or more alternatives.</p> <p>PC.2.12 Sequence recurring events (e.g., "After I eat lunch, I take a rest.").</p> <p>PC.2.14 Complete basic responsibilities related to daily needs.</p> <p>PC.2.16 Identify and solve problems through active explorations.</p> <p>PC.2.17 Show a growing independence in hygiene, nutrition, and personal care when eating, dressing, washing hands, brushing teeth, and toileting.</p>	<p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p> <p>EE. Tools and technology</p> <p>GG. Geography</p> <p>A. Initiative and planning</p> <p>HH. History</p> <p>K. Personal care and healthy behavior</p> <p>B. Problem solving with materials</p> <p>H. Conflict resolution</p> <p>K. Personal care and healthy behavior</p>

## Indiana Foundations

## COR Advantage Items

<b>Personal Care CONT</b>	
<p><b>ISTAR-KR: Dressing/Undressing</b></p> <p>PC.3.1 Cooperate with dressing/undressing.</p> <p>PC.3.2 Assist with dressing/undressing.</p> <p>PC.3.3 Complete dressing/undressing.</p> <p>PC.3.4 Assist with daily needs (washing hands, toileting, brushing teeth, getting dressed).</p> <p>PC.3.5 Try putting on clothing.</p> <p>PC.3.7 Finds ways to maneuver around an obstacle that is in the way of obtaining something desired.</p> <p>PC.3.9 Choose between two or more alternatives.</p> <p>PC.3.11 Sequence recurring events (e.g., "After I eat breakfast, I get dressed").</p> <p>PC.3.13 Complete basic responsibilities related to daily needs.</p>	<p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p> <p>G. Community</p> <p>K. Personal care and healthy behavior</p> <p>GG. Geography</p> <p>A. Initiative and planning</p> <p>HH. History</p> <p>K. Personal care and healthy behavior</p>
<p><b>ISTAR-KR: Care of hands, face, nose</b></p> <p>PC.4.1 Cooperate with personal care routines.</p> <p>PC.4.2 Assist in personal care routines.</p> <p>PC.4.3 Complete personal care routines.</p> <p>PC.4.4 Assist with daily needs (washing hands, toileting, brushing teeth).</p> <p>PC.4.7 Show autonomy in self-care.</p> <p>PC.4.9 Use adults as resources.</p> <p>PC.4.11 Sequence recurring events (e.g., "Before I eat, I wash my hands, after I eat lunch I wash my face and hands").</p> <p>PC.4.13 Complete basic responsibilities related to daily needs.</p> <p>PC.4.15 Identify and solve problems through active explorations.</p> <p>PC.4.16 Show a growing independence in hygiene, nutrition, and personal care when eating, dressing, washing hands, brushing teeth and toileting.</p>	<p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p> <p>E. Building relationships with adults</p> <p>HH. History</p> <p>K. Personal care and healthy behavior</p> <p>B. Problem solving with materials</p> <p>H. Conflict resolution</p> <p>K. Personal care and healthy behavior</p>

**Indiana Foundations**

**COR Advantage Items**

<i>Personal Care CONT</i>	
<p><b>ISTAR-KR: Toileting</b></p> <p>PC.5.2 Participate in toileting.</p> <p>PC.5.3 Complete toileting independently.</p> <p>PC.5.4 Assist with daily needs (washing hands, toileting, brushing teeth, assisting with meal preparation).</p> <p>PC.5.7 Complete basic responsibilities related to daily needs.</p> <p>PC.5.10 Show a growing independence in hygiene, nutrition, and personal care when eating, dressing, washing hands, brushing teeth, and toileting.</p> <p>PC.5.11 Indicate a wet or soiled diaper by pointing, vocalizing, or pulling at diaper when prompted.</p>	<p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p>

## Indiana Foundations

## COR Advantage Items

<i>Science</i>	
<p><b>ISTAR-KR: English/Language Arts; Comprehension, Receptive &amp; Expressive Language</b></p> <p><b>Math – Computation, Length/Size/Weight/ Temperature</b></p> <p><b>Social Emotional – Problem Solving</b></p> <p><b>Physical – Sensory Integration</b></p> <p>SC.1.1 Search and respond to sound and voice.</p> <p>SC.1.2 Focus eyes on small objects and reach for them.</p> <p>SC.1.3 Interact with and explore a variety of objects, books, and materials.</p> <p>SC.1.4 Make representative drawings of familiar objects and people.</p> <p>SC.1.5 Identify, copy, extend, and create patterns with objects and in drawings.</p> <p>SC.1.6 Dictate statements/draw pictures to share findings.</p> <p>SC.1.7 Use charts, drawings, and/or graphs to share their findings with others.</p> <p>SC.1.9 Communicate discoveries.</p> <p>SC.1.10 Express ideas and share observations with others.</p> <p>SC.1.11 Observe and describe properties of objects.</p> <p>SC.1.12 Hold a crayon or marker and scribble.</p> <p>SC.1.13 Seek interaction and enjoy social play (e.g., patty cake).</p> <p>SC.1.14 Listens to others' conversations.</p> <p>SC.1.15 Ask and answer simple questions.</p> <p>SC.1.17 Label and describe familiar objects.</p> <p>SC.1.18 Use words to describe physical attributes of objects (e.g., size, color).</p> <p>SC.1.20 Manipulate a variety of objects and tell about what is observed (e.g., more than, less than, equal to/same).</p> <p>SC.1.22 Investigate and talk about the characteristics of matter (e.g., liquids and solids, smooth and rough, bend-not bend).</p>	<p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p> <p>Y. Music</p> <p>A. Initiative and planning</p> <p>EE. Tools and technology</p> <p>BB. Observing and classifying</p> <p>X. Art</p> <p>V. Patterns</p> <p>X. Art</p> <p>W. Data analysis</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>BB. Observing and classifying</p> <p>R. Writing</p> <p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p> <p>M. Listening and comprehension</p> <p>M. Listening and comprehension</p> <p>BB. Observing and classifying</p> <p>BB. Observing and classifying</p> <p>U. Measurement</p> <p>BB. Observing and classifying</p> <p>DD. Natural and physical world</p>

## Indiana Foundations

## COR Advantage Items

<b>Science CONT</b>	
SC.1.23 Describe differences and similarities in various physical environments.	DD. Natural and physical world
SC.1.25 Describe how the physical environment affects the living environment and vice versa.	DD. Natural and physical world
SC.1.29 Classify objects by an attribute (characteristic) and share their thinking with another.	BB. Observing and classifying
SC.1.30 Participate in discussions related to their findings.	CC. Experimenting, predicting, and drawing conclusions
SC.1.31 Participate in activities related to number sequencing and counting.	S. Number and counting
SC.1.32 Use age appropriate scientific equipment (e.g., magnifying glasses, thermometer, scales) when participating in scientific experiences.	EE. Tools and technology
SC.1.33 Manipulate a variety of objects and tell about what is observed (e.g., more than, less than, equal to/same).	U. Measurement BB. Observing and classifying
SC.1.34 Manipulate objects.	BB. Observing and classifying
SC.1.36 Follow a moving object or person with eyes.	T. Geometry: Shapes and spatial awareness
SC.1.37 Use their five senses to learn about the environment.	BB. Observing and classifying
SC.1.40 Use a variety of “scientific tools” (e.g., balance scales, magnifying glasses, measuring cups, food coloring) to investigate the environment and to gather information.	EE. Tools and technology
SC.1.41 Use familiar materials to measure things (e.g., popsicle sticks, unifix cubes, paper clips, crayons, hand).	U. Measurement
SC.1.45 Explore objects by touching, shaking, banging, and mouthing.	CC. Experimenting, predicting, and drawing conclusions
SC.1.46 Enjoy filling and dumping activities.	U. Measurement
SC.1.48 Sort and match objects by more than one attribute.	BB. Observing and classifying
SC.1.49 Classify objects by different attributes (characteristics).	BB. Observing and classifying
SC.1.50 Observe shapes and look for objects that are the same shape.	T. Geometry: Shapes and spatial awareness
SC.1.51 Observe and describe properties of objects.	BB. Observing and classifying

## Indiana Foundations

## COR Advantage Items

<b>Science CONT</b>	
SC.1.54 Investigate and talk about the characteristics of matter (e.g., liquids and solids, smooth and rough, bend-not bend).	DD. Natural and physical world
SC.1.55 Sort things by attribute or characteristic.	BB. Observing and classifying
SC.1.57 Recognize and discriminate the sight, smell, and sound of the principal caregiver.	E. Building relationships with adults
SC.1.60 Resist separation and seek reassurance from trusted caregiver when encountering an unfamiliar person or object.	E. Building relationships with adults
SC.1.61 Repeat a behavior that had previously caused a desired effect.	CC. Experimenting, predicting, and drawing conclusions
SC.1.63 Cry to express displeasure.	D. Emotions
SC.1.65 Express ideas and share observations with others.	CC. Experimenting, predicting, and drawing conclusions
SC.1.66 Seek interaction and enjoy social play (e.g., patty cake).	E. Building relationships with adults F. Building relationships with other children
SC.1.67 Enjoy simple pretend play.	AA. Pretend play
SC.1.69 Talk to self to solve problems.	B. Problem solving with materials
SC.1.70 Engage in a scientific experiment with a peer or with small groups of children using sharing/turn taking skills.	H. Conflict resolution
SC.1.71 Show curiosity in objects and sounds.	W. Data analysis
SC.1.73 Use their five senses to learn about the environment.	Y. Music
SC.1.74 Follow objects.	BB. Observing and classifying
SC.1.75 Look for a toy that has rolled out of sight.	T. Geometry: Shapes and spatial awareness
SC.1.76 Actively explore simple machines (e.g., pulleys, levers, wheels).	C. Reflection GG. Geography
SC.1.77 Anticipate and navigate around environmental barriers.	EE. Tools and technology
SC.1.79 Manipulate objects.	I. Gross-motor skills
SC.1.81 Interact with and explore a variety of objects, books, and materials.	BB. Observing and classifying
SC.1.82 Move from primarily reflex actions to doing things on purpose.	Q. Book enjoyment and knowledge BB. Observing and classifying
	I. Gross-motor skills

## Indiana Foundations

## COR Advantage Items

<i>Social Studies</i>	
<b>ISTAR-KR Standard Area:</b> <b>Social Emotional – Sense of self and others, Responsibility</b> <b>Mathematics: Time</b> <b>Comprehension, Receptive and Expressive Language</b>	
SS.1.3 Recall immediate stories/events and begin to develop sequence of happenings.	C. Reflection M. Listening and comprehension HH. History
SS.1.4 Recall details from immediate past. (At about one year, the child may remember things for 1-2 days.)	C. Reflection HH. History
SS.1.5 Use own vocabulary to relate experiences (e.g., any event happening in the past is referred to as happening yesterday).	HH. History
SS.1.6 Retell a story or event in sequential order.	Q. Book enjoyment and knowledge HH. History
SS.1.8 Recall information about the immediate past.	C. Reflection HH. History
SS.1.9 Anticipate a sequence during daily activities.	HH. History
SS.1.10 Sequence recurring events (e.g., “After I eat lunch, I take a rest”).	HH. History
SS.1.14 Retell a story or event in sequential order.	Q. Book enjoyment and knowledge HH. History
SS.1.18 Cooperate with a routine.	G. Community
SS.1.21 Identify other people and their roles.	FF. Knowledge of self and others
SS.1.23 Notice likeness and differences in others.	FF. Knowledge of self and others
SS.1.25 Show anticipation for regularly scheduled events.	HH. History

**Indiana Foundations**

**COR Advantage Items**

<b>Social Studies CONT</b>	
<p><b>ISTAR-KR Standard Area:</b>  <b>Social Emotional – Sense of self and others, Interpersonal, Problem Solving, Responsibility</b>  <b>Personal Care – Self-feeding</b>  <b>English/Language Arts – Comprehension, Receptive and Expressive Language</b></p> <p>SS.2.2 Pay attention to conversations.</p> <p>SS.2.6 Help feed themselves.</p> <p>SS.2.9 Watch people.</p> <p>SS.2.11 Show interest in other children.</p> <p>SS.2.12 Communicates “no.”</p> <p>SS.2.14 Develop the process of “play” from playing alone to playing alongside, then playing with someone else around age three.</p> <p>SS.2.15 Follow simple directions.</p> <p>SS.2.18 Follow simple directions.</p> <p>SS.2.22 Remind other children about the rules and things children shouldn’t do to others and why (one should not bite because it hurts).</p> <p>SS.2.28 By age four, compromise, share, and take turns.</p> <p>SS.2.29 Show greater ability to control intense feelings (e.g., anger, frustration).</p> <p>SS.2.30 Make choices after considering alternatives.</p>	<p>M. Listening and comprehension</p> <p>K. Personal care and healthy behavior</p> <p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p> <p>F. Building relationships with other children</p> <p>H. Conflict resolution</p> <p>F. Building relationships with other children</p> <p>M. Listening and comprehension</p> <p>M. Listening and comprehension</p> <p>G. Community</p> <p>H. Conflict resolution</p> <p>D. Emotions</p> <p>A. Initiative and planning</p>
<p><b>ISTAR-KR Standard Area:</b>  <b>Social Emotional – Responsibility</b>  <b>Mathematics – Sorting/Classifying</b></p> <p>SS.3.1 Around 2 or 3, point out signs that indicate location.</p> <p>SS.3.2 Become familiar with the idea that maps help people locate themselves in space.</p> <p>SS.3.4 Use a simple map (e.g., diagram of the house, street on which the child lives).</p> <p>SS.3.6 Describe features of familiar places (e.g., buildings, stores).</p> <p>SS.3.7 Talk about how to get from one common place to another.</p>	<p>GG. Geography</p> <p>GG. Geography</p> <p>GG. Geography</p> <p>GG. Geography</p> <p>GG. Geography</p>



**Indiana Foundations**

**COR Advantage Items**

<b>Social Studies CONT</b>	
SS.3.9 Listen and respond to stories about other areas (e.g., deserts, mountains).	M. Listening and comprehension
SS.3.11 Draw pictures of their family.	X. Art
SS.3.14 Identify and locate familiar places.	GG. Geography
SS.3.17 Use blocks to represent roads and buildings.	X. Art
SS.3.19 Identify and locate familiar places (e.g., home, store, grandparent’s house).	GG. Geography
SS.3.21 Pretend blocks represent buildings and make signs for the roads and buildings.	X. Art
SS.3.22 Recognize familiar places.	GG. Geography
SS.3.30 Identify common community symbols (e.g., signs, street markers, lights).	P. Reading
SS.3.31 Create representations of the surrounding neighborhood and community (e.g., blocks, drawings).	X. Art
SS.3.39 Identify and describe people who live in different places for different reasons (e.g., farms, cities, small towns).	FF. Knowledge of self and others
SS.3.40 Follow simple directions.	M. Listening and comprehension
SS.3.41 Name and locate eyes, ears, or nose when asked.	K. Personal care and healthy behavior
SS.3.42 Explore things with mouth, hands, fingers, and toes.	BB. Observing and classifying
SS.3.44 Recognize the faces and voices of the key people (e.g., parents, grandparents, brothers and sisters, child care givers) in their lives.	E. Building relationships with adults
SS.3.45 Prefer to look at faces of key people.	E. Building relationships with adults
SS.3.48 Pretend to take care of a doll by feeding and other activities.	AA. Pretend play
SS.3.49 Play the role of different family members through dramatic play.	AA. Pretend play
SS.3.51 Place trash in the wastebasket.	G. Community
SS.3.55 Name some bad things that people do to our environment.	DD. Natural and physical world
SS.3.56 Name body parts and point to the location of each.	K. Personal care and healthy behavior
SS.3.58 Pretend to take care of a doll by feeding and other activities.	AA. Pretend play

**Indiana Foundations**

**COR Advantage Items**

<b>Social Studies CONT</b>	
<p>SS.3.59 Discuss members of the family and their roles.</p> <p>SS.3.61 Talk about how he is the same and/or different from other children.</p> <p>SS.3.63 Discuss the need for a clean environment.</p> <p>SS.3.65 Help parents/adults with recycling empty containers at home/school.</p> <p>SS.3.66 Finds ways to maneuver around an obstacle that is in the way of obtaining something desired.</p> <p>SS.3.67 Play the role of different family members through dramatic play.</p> <p>SS.3.68 Move in directions on command (e.g., forward, backward, sideways).</p>	<p>FF. Knowledge of self and others</p> <p>FF. Knowledge of self and others</p> <p>DD. Natural and physical world</p> <p>DD. Natural and physical world</p> <p>C. Reflection GG. Geography</p> <p>AA. Pretend play</p> <p>T. Geometry: Shapes and spatial awareness</p>
<p><b>ISTAR-KR Standard Area: Social Emotional – Sense of self and others, Problem Solving, Approaches to Learning</b></p> <p>SS.4.1 Play store or restaurant with play or real money, receipts, credit cards, telephones.</p> <p>SS.4.2 Role play different types of occupations.</p> <p>SS.4.6 Choose between two or more alternatives.</p>	<p>AA. Pretend play</p> <p>AA. Pretend play</p> <p>A. Initiative and planning</p>
<p><b>ISTAR-KR Standard Area: Social Emotional – Sense of self and others, Problem Solving, Approaches to Learning, Interpersonal Skills, Responsibility English/Language Arts – Comprehension, Receptive and Expressive Language Mathematics – Computation</b></p> <p>SS.5.1 Use words to express feelings.</p> <p>SS.5.2 Use thinking skills to resolve conflicts.</p> <p>SS.5.3 Demonstrate early pretending with objects</p> <p>SS.5.4 Use words to express family relationships, such as mother or grandpa</p> <p>SS.5.6 Recognize community helpers.</p> <p>SS.5.7 Comment on or ask questions about physical differences.</p> <p>SS.5.8 Recognize gender differences.</p>	<p>D. Emotions</p> <p>H. Conflict resolution</p> <p>AA. Pretend play</p> <p>FF. Knowledge of self and others</p> <p>FF. Knowledge of self and others</p> <p>FF. Knowledge of self and others</p> <p>FF. Knowledge of self and others</p>

## Indiana Foundations

## COR Advantage Items

<b><i>Social Studies CONT</i></b>	
SS.5.10 Take turns in interactions with others.	L. Speaking
SS.5.13 Work and play cooperatively with others.	M. Listening and comprehension
SS.5.14 Use words to express feelings.	E. Building relationships with adults
SS.5.15 Use thinking skills to resolve conflicts.	F. Building relationships with other children
SS.5.16 Recognize differences between people of different cultures and abilities.	D. Emotions
SS.5.18 Recognize community helpers.	B. Problem solving with materials
SS.5.22 Identify differences between people of different cultures, backgrounds, and abilities.	H. Conflict resolution
SS.5.23 Notice people's skin and explore the differences.	FF. Knowledge of self and others
SS.5.24 Discuss how grandparents and older people look and act different from children.	FF. Knowledge of self and others
SS.5.26 Use interpersonal skills of sharing and taking turns in interactions with others.	FF. Knowledge of self and others
	L. Speaking
	M. Listening and comprehension

**Indiana Foundations**

**COR Advantage Items**

<i>Fine Arts</i>	
<b>English/Language Arts</b> <b>Mathematics</b> <b>Social Emotional</b> FA.1.2 Create own alternate pattern/action for a finger play to a familiar song. FA.1.3 Reflect on differences and preferences as he/she encounters artwork.	Z. Movement X. Art
<b>English/Language Arts</b> FA.1.5 Create sounds by singing and making music. FA.1.7 Hum or sing along to tune playing on radio, tape/CD player, or television. FA.1.8 Use words/concepts learned through	Y. Music Y. Music
<b>English/Language Arts</b> <b>Social Emotional</b> FA.1.11 Respond to familiar voices, songs, and sounds. FA.1.12 Smile and coo to sounds the child likes. FA.1.13 Imitate noises such as, clicking and raspberries. FA.1.14 Behave differently depending on the types of music (e.g., calm down to lullabies; respond by moving arms and legs). FA.1.15 Learn to sing other songs. FA.1.16 Sing a favorite song again and again, just as listening to a favorite book many times over. FA.1.17 Sing a song as a means of comfort. FA.1.18 Express self through dramatic play. FA.1.19 Smile or laugh when music is played. FA.1.20 Verbally express enjoyment. FA.1.21 Sing along to familiar songs. FA.1.22 Sing songs from favorite movies or television shows from memory. FA.1.23 Describe art work and interpret potential intentions of the artist. FA.1.24 Express feelings about art work.	E. Building relationships with adults F. Building relationships with other children Y. Music L. Speaking AA. Pretend play Y. Music Y. Music Y. Music Y. Music AA. Pretend play D. Emotions Y. Music D. Emotions Y. Music Y. Music X. Art No match

**Indiana Foundations**

**COR Advantage Items**

<p><b><i>Fine Arts CONT</i></b></p>	
<p><b>English/Language Arts</b>  <b>Mathematics</b>                  FA.1.26 Assign meaning to scribbles.</p>	<p>R. Writing                  X. Art</p>
<p><b>English/Language Arts</b>  <b>Physical Skills</b>  <b>Social Emotional</b></p> <p>FA.1.28 Toe point, leg wag, and arm wave to music.</p> <p>FA.1.29 Move to the music on own and with others.</p> <p>FA.1.31 Perform songs and dances.</p> <p>FA.1.33 Pretend through role play.</p> <p>FA.1.36 Dance/sway/tap toes/jump/hop to music alone or with others.</p> <p>FA.1.37 Hum or sing familiar/original lullaby while rocking a doll.</p> <p>FA.1.40 Role play imaginary events and characters in the media.</p> <p>FA.1.41 Participate freely in dramatic play activities that become more extended and complex.</p> <p>FA.1.42 Express self in dramatic play through storytelling, puppetry, and other language development activities.</p> <p>FA.1.43 Spontaneously explore sounds produced by striking a variety of materials (e.g., pots and pans, wooden spoons, measuring cups, wooden blocks).</p> <p>FA.1.44 Engage in cooperative pretend play with another child.</p> <p>FA.1.45 Pretend through role-playing.</p> <p>FA.1.46 Make rhythmic patterns with objects (e.g., hitting the table with a spoon).</p>	<p>Z. Movement</p> <p>Z. Movement</p> <p>Y. Music                  Z. Movement                  AA. Pretend play</p> <p>Z. Movement</p> <p>Y. Music                  AA. Pretend play                  AA. Pretend play</p> <p>AA. Pretend play</p> <p>AA. Pretend play</p> <p>Y. Music                  CC. Experimenting, predicting, and drawing conclusions</p> <p>F. Building relationships with other children                  AA. Pretend play</p> <p>AA. Pretend play</p> <p>Y. Music</p>
<p><b>English/Language Arts</b>  <b>Physical Skills</b>  <b>Mathematics</b>                  FA.1.47 Follow repetitive patterns of movements.</p>	<p>Z. Movement</p>

**Indiana Foundations**

**COR Advantage Items**

<b><i>Fine Arts CONT</i></b>	
<p><b>Physical Skills</b> <b>Social Emotional</b></p> <p>FA.1.51 Scribble (e.g., pictures rarely look like a recognizable object).</p> <p>FA.1.52 Use dance and visual art as a vehicle for self-expression.</p> <p>FA.1.53 Randomly distribute marks in different areas of paper.</p> <p>FA.1.54 Paint with fingers, draw with crayons, and mold with dough.</p> <p>FA.1.55 Show individuality in artwork.</p> <p>FA.1.56 Play classroom instruments.</p> <p>FA.1.57 Choose real or improvised instruments to play along with instrument heard.</p> <p>FA.1.59 Select different art media to express emotions or feelings. (e.g., painting with bright colors to match a playful mood)</p> <p>FA.1.62 Enjoy repetition of materials and activities to further explore, manipulate, and exercise the imagination.</p>	<p>X. Art R. Writing</p> <p>X. Art Z. Movement</p> <p>R. Writing X. Art</p> <p>X. Art</p> <p>X. Art</p> <p>Y. Music Y. Music</p> <p>X. Art</p> <p>AA. Pretend play CC. Experimenting, predicting, and drawing conclusions</p>
<p><b>Mathematics</b> <b>Physical Skills</b> <b>Social Emotional</b></p> <p>FA.1.63 Develop growing ability to plan, work independently, and demonstrate care and persistence in a variety of art projects.</p> <p>FA.1.64 Focus on motions and movement.</p> <p>FA.1.65 Create patterns through art, blocks, and other objects in their environment.</p> <p>FA.1.66 Use different colors, shapes, and textures to create form and meaning.</p> <p>FA.1.67 Use different colors, surface textures, and shapes to create form and meaning.</p> <p>FA.1.68 Progress in ability to create drawings, models, and other art creations that are more detailed, creative, or realistic.</p> <p>FA.1.69 Use a variety of materials (e.g., crayons, paint, clay, markers) to create original work.</p>	<p>A. Initiative and planning</p> <p>Z. Movement</p> <p>V. Patterns</p> <p>X. Art</p> <p>X. Art</p> <p>X. Art</p> <p>X. Art</p>

**Indiana Foundations**

**COR Advantage Items**

<b><i>Fine Arts CONT</i></b>	
<b>Mathematics</b> FA.1.71 Identify patterns in their environment.	V. Patterns
<b>English/Language Arts</b> <b>Mathematics</b> <b>Physical Skills</b> <b>Social Emotional</b> FA.1.75 Create own alternate pattern/action for a finger play to a familiar song.	Z. Movement
<b>Mathematics</b> <b>Physical Skills</b> FA.1.78 Distinguish among the sounds of several common instruments. FA.1.79 Use objects as symbols for other things (e.g., a scarf to represent bird wings or a box to represent a car). .1.80 Decide which lines should be long or short, wavy or straight, thick or thin, and what color and where on the paper. FA.1.81 With various media, use shapes, lines and color. FA.1.82 Make patterns on their own. FA.1.83 Sort objects by texture, size, or color.	Y. Music AA. Pretend play X. Art X. Art V. Patterns BB. Observing and classifying
<b>Social Emotional</b> FA.1.84 Watch an activity before getting involved.	F. Building relationships with other children BB. Observing and classifying
<b>Physical Skills</b> FA.1.88 Demonstrate increasing skill in using different art materials. (e.g., paper, paint, clay, scraps, buttons)	J. Fine-motor skills X. Art