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The HighScope logo consists of a square icon divided into four smaller squares, each containing a different colored geometric shape (a red triangle, a blue square, a yellow circle, and a green square).

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

[Infant-Toddler Alignment](#)

[Preschool Alignment](#)



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Alignment of the 2009 Kentucky Birth to Age Three for Infants And Toddlers With HighScope's 2014 Child Observation Record — COR Advantage 1.5

The following chart shows how items from the 2009 **Kentucky Birth to Age Three Guidelines For Infants And Toddlers** correspond to items from HighScope's 2014 **Child Observation Record — COR Advantage 1.5**. COR Advantage 1.5 is an observation-based assessment instrument for children from birth through kindergarten. It is designed to measure children's progress in all early childhood programs (including, but not limited to those using the HighScope curriculum). It is divided into 8 major categories that are critical for school success: Approaches to Learning (Items A–C); Social and Emotional Development (Items D–H); Physical Development and Health (Items I–K); Language, Literacy, and Communication (Items L–R); Mathematics (Items S–W); Creative Arts (Items X–AA); Science and Technology (Items BB–EE); and Social Studies (Items FF–HH). There is also a category for English Language Learning, if appropriate for the child (Items II–JJ). Each category contains between 3 and 7 items, and each item has 8 developmental levels, ranging from 0 (the simplest) to 7 (the most complex). Teaching staff collect anecdotes for completing the COR during the normal daily routine, so the assessment process is seamlessly integrated with early childhood teaching and planning. The results provide detailed reports that analyze progress and are designed for various audiences, from families to government monitors.



Kentucky Birth to Age Three Guidelines

COR Advantage Items

Cognitive	
<p>Cognitive Standard 1: Explores the environment to gain information.</p> <p>Benchmark 1.1: Demonstrates curiosity in the environment.</p> <p>Uses senses to explore the environment.</p> <p>Uses play to explore objects in the environment.</p> <p>Engages in behavior to investigate consequences; notices cause and effect relationships in their daily environment.</p> <p>Explores spatial relationships, shapes, and numbers.</p>	<p>BB. Observing and classifying</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>BB. Observing and classifying</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>S. Number and counting</p> <p>T. Geometry: Shapes and spatial awareness</p>
<p>Benchmark 1.2: Responds to the environment.</p> <p>Observes and/or imitates behavior.</p> <p>Shows interest in listening to and repeating sounds.</p> <p>Works toward an objective.</p>	<p>E. Building relationships with adults</p> <p>AA. Pretend play</p> <p>L. Speaking</p> <p>M. Listening and comprehension</p> <p>A. Initiative and planning</p> <p>B. Problem solving with materials</p>
<p>Benchmark 1.3: Recalls information about the environment.</p> <p>Recognizes and shows preference for familiar people and things.</p> <p>Locates an object that has been hidden from view.</p> <p>Creates mental images of objects and people not in immediate environment.</p> <p>Exhibits a sense of personal routines.</p>	<p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p> <p>C. Reflection</p> <p>L. Speaking</p> <p>K. Personal care and healthy behavior</p> <p>HH. History</p>
<p>Benchmark 1.4: Recognizes characteristics of people and objects.</p> <p>Identifies and investigates the physical qualities of living and nonliving things.</p> <p>Categorizes objects based on physical or functional similarity.</p> <p>Recognizes functional uses of items in the environment.</p> <p>Uses objects in realistic play – imitates the environment.</p>	<p>BB. Observing and classifying</p> <p>DD. Natural and physical world</p> <p>BB. Observing and classifying</p> <p>AA. Pretend play</p> <p>AA. Pretend play</p>

Kentucky Birth to Age Three Guidelines

COR Advantage Items

Communication	
<p>Communication Standard 1: Demonstrates communication skills in order to express self.</p> <p>Benchmark 1.1: Engages in nonverbal communication for a variety of purposes.</p> <ul style="list-style-type: none"> Initiates communication by smiling and eye contact. Uses gestures and movements to express self. Uses movement or gestures to demonstrate understanding of vocalizations. Uses movements and/or gestures to protest. 	<ul style="list-style-type: none"> E. Building relationships with adults D. Emotions M. Listening and comprehension D. Emotions
<p>Benchmark 1.2: Uses vocalization and /or words (verbal, signed, symbolic) for a variety of purposes.</p> <ul style="list-style-type: none"> Makes new sounds, both vowels and consonants. Squeals and laughs. Engages in vocal play and/or vocal turn-taking. Uses specific vocalizations that have meaning to primary caregivers. Uses sounds and words with inflected patterns in conversational manner. Imitates sounds and words. Repeats rhymes and repetitive speech sounds, recites phrases and participates in singing songs. Uses single words. Names several objects or persons upon request. Identifies items or people in pictures/photographs. Uses name to refer to self. Uses phrases or short sentences. Uses pronouns to refer to self or others. Talks about familiar people, story characters and events. Carries on a conversation. Asks questions. 	<ul style="list-style-type: none"> L. Speaking L. Speaking L. Speaking L. Speaking L. Speaking N. Phonological awareness N. Phonological awareness L. Speaking M. Listening and comprehension P. Reading FF. Knowledge of self and others L. Speaking L. Speaking M. Listening and comprehension Q. Book enjoyment and knowledge M. Listening and comprehension M. Listening and comprehension

Kentucky Birth to Age Three Guidelines

COR Advantage Items

Communication CONT	
<p>Communication Standard 2: Demonstrates listening and observing skills and responds to the communication of others.</p> <p>Benchmark 2.1: Focuses on and attends to communication of others and to sights and sounds in the environment to gain information.</p> <ul style="list-style-type: none"> Responds to sights and/or sounds. Looks at speaker. Prefers human voice. Understands and responds to familiar words and/or alternative communication methods. Attends to and enjoys short stories, rhymes, fingerplays, and songs. 	<ul style="list-style-type: none"> M. Listening and comprehension Y. Music M. Listening and comprehension M. Listening and comprehension M. Listening and comprehension Z. Movement N. Phonological awareness Q. Book enjoyment and knowledge Y. Music
<p>Benchmark 2.2: Responds to the verbal and nonverbal communication of others.</p> <ul style="list-style-type: none"> Responds to communication of others and to sounds in the environment. Responds to others' expressions or emotion. Responds appropriately to requests or directions. Identifies objects on request. Responds to questions. 	<ul style="list-style-type: none"> M. Listening and comprehension Y. Music D. Emotions M. Listening and comprehension M. Listening and comprehension M. Listening and comprehension
<p>Communication Standard 3: Demonstrates interest and engages in early literacy activities.</p> <p>Benchmark 3.1: Demonstrates interest and engagement in print literacy materials.</p> <ul style="list-style-type: none"> Looks at pictures and photos briefly. Attends to and/or makes contact with age-appropriate book, when presented. Manipulates age-appropriate book. Shows interest as age-appropriate book is read aloud. Turns pages awkwardly by him/herself. Shows increasing skills in book handling and print directionality. Selects book for adult to read. 	<ul style="list-style-type: none"> P. Reading Q. Book enjoyment and knowledge Q. Book enjoyment and knowledge Q. Book enjoyment and knowledge Q. Book enjoyment and knowledge Q. Book enjoyment and knowledge Q. Book enjoyment and knowledge Q. Book enjoyment and knowledge

Kentucky Birth to Age Three Guidelines

COR Advantage Items

Communication CONT	
<p>Benchmark 3.1: Demonstrates interest and engagement in print literacy materials. (CONT)</p> <p>Requests a favorite book to be read again.</p> <p>Grasps thick crayon/marker/other writing tool and scribbles.</p> <p>Recalls specific people, actions, and/or activities in a story book.</p> <p>Makes lines and shapes with a variety of writing tools to represent objects.</p>	<p>Q. Book enjoyment and knowledge</p> <p>J. Fine-motor skills</p> <p>R. Writing</p> <p>M. Listening and comprehension</p> <p>R. Writing</p>
<p>Benchmark 3.2: Demonstrates interest and engagement in stories, songs, and rhymes.</p> <p>Shows preference to human voice.</p> <p>Participates in word games or fingerplays.</p> <p>Sings or joins in on a specific story, rhyme or song.</p> <p>Asks to hear a specific story, rhyme or song.</p> <p>Create partial songs and rhymes.</p>	<p>M. Listening and comprehension</p> <p>N. Phonological awareness</p> <p>N. Phonological awareness</p> <p>Y. Music</p> <p>Y. Music</p> <p>N. Phonological awareness</p>

Kentucky Birth to Age Three Guidelines

COR Advantage Items

<i>Creative Expression</i>	
<p>Creative Expression Standard 1: Demonstrates interest and participates in various forms of creative expression.</p> <p>Benchmark 1.1: Enjoys and engages in visual arts.</p> <p>Attends to the facial expressions of adults.</p> <p>Gazes at pictures, photographs, and mirror images.</p> <p>Uses a variety of materials in exploring and creating visual art.</p>	<p>D. Emotions</p> <p>P. Reading</p> <p>Q. Book enjoyment and knowledge</p> <p>FF. Knowledge of self and others</p> <p>X. Art</p>
<p>Benchmark 1.2 Enjoys and engages in movement and dance.</p> <p>Explores the movement of self and/or objects.</p> <p>Enjoys moving to music.</p> <p>Exhibits an increased variety of movements to express self.</p>	<p>I. Gross-motor skills</p> <p>J. Fine-motor skills</p> <p>Z. Movement</p> <p>Z. Movement</p> <p>Z. Movement</p>
<p>Benchmark 1.3: Enjoys and engages in music.</p> <p>Responds to sounds, tones, and voices.</p> <p>Responds to music.</p> <p>Enjoys rhythms and song.</p> <p>Prefers repetition of familiar songs and rhythmic patterns.</p> <p>Expresses joy through music.</p> <p>Benchmark 1.4: Enjoys and engages in pretend play and drama.</p> <p>Imitates sounds, facial expressions and gestures of another person.</p> <p>Imitates the actions of other persons.</p> <p>Imitates sounds or actions of an animal or object.</p> <p>Uses one object to represent another.</p> <p>Engages in pretend play.</p>	<p>L. Speaking</p> <p>Y. Music</p> <p>Y. Music</p> <p>Z. Movement</p> <p>Y. Music</p> <p>Z. Movement</p> <p>Y. Music</p> <p>Z. Movement</p> <p>Y. Music</p> <p>Z. Movement</p> <p>AA. Pretend play</p> <p>AA. Pretend play</p> <p>N. Phonological awareness</p> <p>AA. Pretend play</p> <p>AA. Pretend play</p> <p>AA. Pretend play</p>

Kentucky Birth to Age Three Guidelines

COR Advantage Items

Motor	
<p>Motor Standard 1: Demonstrates motor skills in daily activities and adaptive/self care routines.</p> <p>Benchmark 1.1: Moves with purpose and coordination.</p> <ul style="list-style-type: none"> Reaches for object. Brings object to mouth. Rolls over. Crawls Walks. Kicks ball forward. Walks up and down stairs placing both feet on each step. 	<ul style="list-style-type: none"> J. Fine-motor skills EE. Tools and technology I. Gross-motor skills I. Gross-motor skills I. Gross-motor skills I. Gross-motor skills I. Gross-motor skills
<p>Benchmark 1.2: Demonstrates balance and coordination.</p> <ul style="list-style-type: none"> Runs. 	<ul style="list-style-type: none"> I. Gross-motor skills
<p>Benchmark 1.3: Exhibits eye-hand coordination.</p> <ul style="list-style-type: none"> Makes random marks on paper. Stacks and places objects. Makes controlled scribbles. 	<ul style="list-style-type: none"> R. Writing J. Fine-motor skills R. Writing
<p>Benchmark 1.4: Controls small muscles in hands.</p> <ul style="list-style-type: none"> Grasps and releases objects. Moves from using whole hand grasp to grasping with thumb and index finger with increasing control. 	<ul style="list-style-type: none"> J. Fine-motor skills J. Fine-motor skills
<p>Benchmark 1.5: Expresses physical needs and actively participates in adaptive/self care routines to have these needs met.</p> <ul style="list-style-type: none"> Verbally or physically asks for food or drink. Assists in feeding routines. Seeks assistance with diapering/toileting. Participates in dressing routines. Participates in routines to maintain hygiene. 	<ul style="list-style-type: none"> K. Personal care and healthy behavior K. Personal care and healthy behavior K. Personal care and healthy behavior K. Personal care and healthy behavior K. Personal care and healthy behavior

Kentucky Birth to Age Three Guidelines

COR Advantage Items

<i>Social Emotional</i>	
<p>Social Emotional Standard 1: Demonstrates trust and engages in social relationships.</p> <p>Benchmark 1.1: Shows attachments and emotional connection towards others.</p> <p>Uses eye contact to establish, maintain, and discontinue interactions.</p> <p>Recognizes familiar faces.</p> <p>Use familiar adults as a base for exploration and for “emotional refueling”.</p>	<p>M. Listening and comprehension</p> <p>E. Building relationships with adults</p> <p>E. Building relationships with adults</p>
<p>Benchmark 1.2: Demonstrates desire to create relationships and understanding of these relationships with others.</p> <p>Observes other people.</p> <p>Engages in independent, parallel play. Contact with peers centers around toys and other objects.</p> <p>Shows enjoyment in interactions with others.</p> <p>Initiates social contact.</p> <p>Develops friendship with peers.</p> <p>Develops sense of self as a separate person from others.</p> <p>Identifies other people and their roles.</p> <p>Focuses attention on others, notices likeness and differences.</p>	<p>F. Building relationships with other children</p> <p>F. Building relationships with other children</p> <p>E. Building relationships with adults</p> <p>F. Building relationships with other children</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>FF. Knowledge of self and others</p> <p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p> <p>FF. Knowledge of self and others</p> <p>FF. Knowledge of self and others</p>

Kentucky Birth to Age Three Guidelines

COR Advantage Items

<i>Social Emotional CONT</i>	
<p>Social Emotional Standard 2: Demonstrates sense of self.</p> <p>Benchmark 2.1: Expresses and/or recognizes a variety of emotions. Developmental Continuum and Example Behaviors</p> <p>Uses facial expressions, body movements, and/or vocalizations to make social contact and express needs and emotions.</p> <p>Responds to emotional cues and social situations.</p> <p>Expresses emotions towards familiar persons, pets, or possessions.</p> <p>Associates emotions with words and facial expressions.</p>	<p>D. Emotions E. Building relationships with adults F. Building relationships with other children K. Personal care and healthy behavior</p> <p>D. Emotions</p> <p>D. Emotions</p> <p>D. Emotions</p>

Alignment of the 2009 Kentucky Early Childhood Standards With HighScope's 2014 Child Observation Record — COR Advantage 1.5

The following chart shows how items from the 2009 **Kentucky Early Childhood Standards** correspond to items from HighScope's 2014 **Child Observation Record — COR Advantage 1.5**. COR Advantage 1.5 is an observation-based assessment instrument for children from birth through kindergarten. It is designed to measure children's progress in all early childhood programs (including, but not limited to those using the HighScope curriculum). It is divided into 8 major categories that are critical for school success: Approaches to Learning (Items A–C); Social and Emotional Development (Items D–H); Physical Development and Health (Items I–K); Language, Literacy, and Communication (Items L–R); Mathematics (Items S–W); Creative Arts (Items X–AA); Science and Technology (Items BB–EE); and Social Studies (Items FF–HH). There is also a category for English Language Learning, if appropriate for the child (Items II–JJ). Each category contains between 3 and 7 items, and each item has 8 developmental levels, ranging from 0 (the simplest) to 7 (the most complex). Teaching staff collect anecdotes for completing the COR during the normal daily routine, so the assessment process is seamlessly integrated with early childhood teaching and planning. The results provide detailed reports that analyze progress and are designed for various audiences, from families to government monitors.



Kentucky's Early Childhood Standards

COR Advantage Items

<i>Arts and Humanities</i>	
<p>Arts and Humanities Standard 1: Participates and shows interest in a variety of visual art, dance, music, and drama experiences.</p> <p>Benchmark 1.1: Develops skills in and appreciation of visual arts.</p> <p>Uses a variety of media and materials for exploration (e.g., paint, glue, three-dimensional materials, technology, etc.).</p> <p>Uses a variety of art forms, elements and materials for representing people, places, and things in the environment.</p> <p>Observes and responds to artwork produced by other individuals and/or cultures.</p>	<p>X. Art</p> <p>X. Art</p> <p>X. Art</p>
<p>Benchmark 1.2: Develops skills in and appreciation of dance.</p> <p>Explores various ways of moving with or without music.</p> <p>Performs simple patterns of dance while exploring with the element of beat.</p> <p>Describes movement after participating in or watching others perform games or songs.</p>	<p>Z. Movement</p> <p>Z. Movement</p> <p>Z. Movement</p>
<p>Benchmark 1.3: Develops skills in and appreciation of music.</p> <p>Explores various forms of musical expression through his/her senses.</p> <p>Uses fingerplays and/or songs to experiment with beat and time.</p> <p>Responds to musical performances produced by other individuals and/or cultures (e.g., concerts, CDs, tapes, videos, theatrical performances, etc.)</p>	<p>Y. Music Z. Movement</p> <p>Y. Music Z. Movement</p> <p>Y. Music Z. Movement</p>
<p>Benchmark 1.4: Develops skills in and appreciation of drama.</p> <p>Uses a variety of actions or sounds to explore drama.</p> <p>Performs simple elements of drama (e.g. audience, actors, stage, etc.).</p>	<p>AA. Pretend play</p> <p>AA. Pretend play</p>

Kentucky's Early Childhood Standards

COR Advantage Items

<i>English/Language Arts</i>	
<p>English/Language Arts Standard 1: <i>Demonstrates general skills and strategies of the communication process.</i></p> <p>Benchmark 1.1: Uses non-verbal communication for a variety of purposes.</p> <p>Identifies or chooses object or person by pointing, physically touching or moving toward another.</p> <p>Uses gestures and/or movements to initiate interactions or to get needs met.</p> <p>Uses symbols or pictures as representation for oral language.</p>	<p>A. Initiative and planning</p> <p>F. Building relationships with other children</p> <p>X. Art</p>
<p>Benchmark 1.2: Uses language (verbal, signed, symbolic) for a variety of purposes.</p> <p>Initiates communication to have needs met.</p> <p>Responds meaningfully in conversations and discussions with peers and adults.</p> <p>Uses words, signs, and/or symbols to effectively express feelings and thoughts, describe experiences, interact with others, and/or communicate needs.</p>	<p>L. Speaking</p> <p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p> <p>L. Speaking</p> <p>M. Listening and comprehension</p> <p>D. Emotions</p> <p>K. Personal care and healthy behavior</p> <p>L. Speaking</p>
<p>Benchmark 1.3: Communicates with increasing clarity and use of conventional grammar.</p> <p>Uses simple sentences to express self, but may not always use correct grammar.</p> <p>Uses more complex sentences, but grammar is still sometimes incorrect.</p> <p>Uses complex sentences with correct grammar.</p>	<p>L. Speaking</p> <p>L. Speaking</p> <p>L. Speaking</p>
<p>English/Language Arts Standard 2: <i>Demonstrates general skills and strategies of the listening and observing process.</i></p> <p>Benchmark 2.1: Engages in active listening in a variety of situations.</p> <p>Attends to adult or peer who is speaking/singing.</p> <p>Follows simple directions.</p> <p>Gains information through listening experiences.</p> <p>Uses listening to interpret and apply meaning.</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>

Kentucky's Early Childhood Standards

COR Advantage Items

<p>Benchmark 2.2: Observes to gain information and understanding.</p> <p>Uses many senses to explore and interpret the environment</p> <p>Makes comparisons through everyday experiences and play.</p> <p>Makes predictions concerning everyday experiences and play.</p> <p>Draws conclusions from everyday experiences and play.</p>	<p>BB. Observing and classifying</p> <p>U. Measurement</p> <p>G. Community</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>HH. History</p>
<p>English/Language Arts Standard 3: Demonstrates general skills and strategies of the reading process.</p> <p>Benchmark 3.1: Listens to and/or responds to reading materials with interest and enjoyment.</p> <p>Participates actively in story time.</p> <p>Chooses reading activities.</p> <p>Responds to reading activities with interest and enjoyment.</p>	<p>M. Listening and comprehension</p> <p>AA. Pretend play</p> <p>Q. Book enjoyment and knowledge</p> <p>Q. Book enjoyment and knowledge</p>
<p>Benchmark 3.2: Shows interest and understanding of the basic concepts and conventions of print.</p> <p>Handles books correctly, showing increasing skills in print directionality.</p> <p>Understands that print has meaning.</p>	<p>Q. Book enjoyment and knowledge</p> <p>P. Reading</p>
<p>Benchmark 3.3: Demonstrates knowledge of the alphabet.</p> <p>Recognizes some letters of the alphabet.</p> <p>Recognizes some letters and words in print.</p> <p>Identifies some known letters of the alphabet in familiar and unfamiliar words.</p>	<p>O. Alphabet knowledge</p> <p>O. Alphabet knowledge</p> <p>P. Reading</p> <p>O. Alphabet knowledge</p>

Kentucky's Early Childhood Standards

COR Advantage Items

<p>Benchmark 3.4: Demonstrates emergent phonemic/phonological awareness.</p> <p>Recognizes rhyming words.</p> <p>Recognizes sounds that match.</p> <p>Produces a rhyming word.</p> <p>Discriminates separate syllables in words.</p> <p>Makes some letter-sound connections.</p> <p>Identifies some beginning sounds.</p>	<p>N. Phonological awareness</p> <p>N. Phonological awareness</p> <p>N. Phonological awareness</p> <p>N. Phonological awareness</p> <p>N. Phonological awareness</p> <p>O. Alphabet knowledge</p> <p>N. Phonological awareness</p>
<p>Benchmark 3.5: Draws meaning from pictures, print, and text.</p> <p>Names features of a picture.</p> <p>Uses illustrations to tell major events of a story.</p> <p>Understands that text has a specific meaning.</p>	<p>P. Reading</p> <p>X. Art</p> <p>P. Reading</p> <p>Q. Book enjoyment and knowledge</p> <p>M. Listening and comprehension</p> <p>P. Reading</p> <p>M. Listening and comprehension</p>
<p>Benchmark 3.6: Tells and retells a story.</p> <p>Uses pictures and illustrations to tell and retell a story.</p> <p>Uses prior experience to help make sense of stories.</p> <p>Retells a story including many details and draws connections between story events.</p>	<p>M. Listening and comprehension</p> <p>P. Reading</p> <p>Q. Book enjoyment and knowledge</p> <p>M. Listening and comprehension</p> <p>M. Listening and comprehension</p> <p>Q. Book enjoyment and knowledge</p>

Kentucky's Early Childhood Standards

COR Advantage Items

<p>English/Language Arts Standard 4: Demonstrates competence in the beginning skills and strategies of the writing process.</p> <p>Benchmark 4.1: Understands that the purpose of writing is communication.</p> <p>Understands that an oral message can be represented by written language.</p> <p>Understands there is a way to write that conveys meaning.</p> <p>Understands that once an oral message is written it reads the same way every time.</p>	<p>R. Writing</p> <p>R. Writing</p> <p>P. Reading</p>
<p>Benchmark 4.2: Produces marks, pictures, and symbols that represent print and ideas.</p> <p>Labels pictures or produces simple texts using scribble writing.</p> <p>Labels pictures or produces simple texts using letter-like forms.</p> <p>Uses scribble writing or letter-like forms to represent words or ideas.</p> <p>Writes recognizable letters.</p> <p>Writes familiar words.</p>	<p>R. Writing</p> <p>X. Art</p> <p>R. Writing</p> <p>X. Art</p> <p>R. Writing</p> <p>R. Writing</p> <p>R. Writing</p>
<p>Benchmark 4.3: Explores the physical aspect of writing.</p> <p>Uses tools for writing and drawing.</p> <p>Experiments with grasp when using a variety of writing tools.</p> <p>Shows some evidence of directionality (top to bottom, left to right).</p>	<p>J. Fine-motor skills</p> <p>R. Writing</p> <p>J. Fine-motor skills</p> <p>R. Writing</p> <p>R. Writing</p>

Kentucky's Early Childhood Standards

COR Advantage Items

<i>Health Education</i>	
<p>Health/Mental Wellness Standard 1: Demonstrates health/mental wellness in individual and cooperative social environments.</p> <p>Benchmark 1.1: Demonstrates independent behavior.</p> <p>Follows routines independently.</p> <p>Takes care of personal health/safety needs with adult support as needed.</p> <p>Identifies healthy food choices.</p> <p>Describes self using several basic characteristics (first and last name, gender, age, family, talents, skills, etc.).</p> <p>Uses materials in a self-directed manner.</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>FF. Knowledge of self and others</p> <p>A. Initiative and planning</p>
<p>Benchmark 1.2: Shows social cooperation.</p> <p>Plays alongside rather than with other children.</p> <p>Plays in groups or pairs based on similar interest.</p> <p>Makes and maintains a friendship with at least one other child.</p> <p>Manages transitions.</p> <p>Accepts the consequences of one's own actions.</p> <p>Can identify feelings, likes and dislikes, but may not be able to explain why.</p> <p>Communicates emotions to peers in an appropriate manner.</p>	<p>F. Building relationships with other children</p> <p>F. Building relationships with other children</p> <p>F. Building relationships with other children</p> <p>G. Community</p> <p>G. Community</p> <p>D. Emotions</p> <p>D. Emotions</p>
<p>Benchmarking 1.3: Applies social problem solving skills.</p> <p>Uses simple strategies to appropriately solve problems by self and within a group.</p> <p>Uses multiple strategies to solve problems.</p> <p>Provides simple but acceptable reasons for ideas in solving problems.</p> <p>Asks for help from other sources when solving social and/or cognitive problems.</p>	<p>B. Problem solving with materials</p> <p>H. Conflict resolution</p> <p>B. Problem solving with materials</p> <p>B. Problem solving with materials</p> <p>B. Problem solving with materials</p> <p>H. Conflict resolution</p>

Kentucky's Early Childhood Standards

COR Advantage Items

<p>Benchmarking 1.4: Shows a sense of purpose (future-hopefulness).</p> <p>Accepts setbacks without giving up.</p> <p>Attends to task.</p> <p>Sets short term goals.</p>	<p>B. Problem solving with materials</p> <p>A. Initiative and planning</p> <p>A. Initiative and planning</p>
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<i>Mathematics</i>	
<p>Math Standard 1: Demonstrates general skills and uses concepts of mathematics.</p> <p>Benchmarking 1.1: Demonstrates an understanding of numbers and counting.</p> <p>Imitates rote counting using the names of the numbers.</p> <p>Counts in sequence to 5 and beyond.</p> <p>Understands that a single object is always "one" regardless of size, shape, other attributes.</p> <p>Counts concrete objects to 5 and beyond.</p> <p>Uses math language to express quantity in everyday experiences.</p> <p>Compares concrete quantities to determine which has more.</p> <p>Recognizes that a set of objects remains the same amount if physically rearranged.</p> <p>Realizes that the last number counted is the total amount of objects.</p> <p>Recognizes some numerals and associates number concepts with print materials in a meaningful way.</p> <p>Names and writes some numerals.</p>	<p>S. Number and counting</p> <p>S. Number and counting</p> <p>S. Number and counting</p> <p>S. Number and counting</p> <p>S. Number and counting</p> <p>S. Number and counting U. Measurement</p> <p>S. Number and counting</p> <p>S. Number and counting</p> <p>S. Number and counting</p> <p>S. Number and counting R. Writing</p>
<p>Benchmarking 1.2: Recognizes and describes shapes and spatial relationships.</p> <p>Recognizes some basic shapes.</p> <p>Creates and duplicates shapes.</p> <p>Identifies shapes.</p> <p>Recognizes the position of objects.</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>Benchmarking 1.3: Uses the attributes of objects for comparison and patterning.</p> <p>Matches objects.</p> <p>Sorts objects by one or more attributes.</p> <p>Describes objects by one or more attributes.</p> <p>Recognizes, duplicates, and extends simple patterns.</p> <p>Creates original patterns.</p>	<p>BB. Observing and classifying</p> <p>BB. Observing and classifying</p> <p>BB. Observing and classifying</p> <p>V. Patterns</p> <p>V. Patterns</p>

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<p>Benchmarking 1.4: Use nonstandard and/or standard units to measure and describe.</p> <p>Compares and orders by size.</p> <p>Uses tools to explore measuring.</p> <p>Explores, compares, and describes length, weight or volume using nonstandard units.</p> <p>Explores, compares, and describes length, weight or volume using standard units.</p> <p>Categorizes and sequences time intervals and uses language associated with time in everyday situations.</p>	<p>U. Measurement</p> <p>U. Measurement EE. Tools and technology</p> <p>U. Measurement</p> <p>U. Measurement</p> <p>HH. History</p>

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<p><i>Physical Education</i></p>	
<p>Physical Education Standard 1: Demonstrates basic gross and fine motor development.</p> <p>Benchmark 1.1: Performs a variety of locomotor skills with control and balance.</p> <p>Demonstrates body spatial awareness in relationship to stationary objects.</p> <p>Walks with skill.</p> <p>Runs with skill.</p> <p>Climbs, jumps, and/or hops with increased coordination, balance, and control.</p> <p>Experiments with galloping and skipping.</p> <p>Uses quick stops or changes in direction to avoid contact with moving objects or other people.</p>	<p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p> <p>I. Gross-motor skills Z. Movement</p> <p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p>
<p>Benchmarking 1.3: Combines a sequence of several motor skills with control and balance.</p> <p>Explores a variety of movements.</p>	<p>I. Gross-motor skills Z. Movement</p>
<p>Benchmarking 1.4: Performs fine motor tasks using eye-hand coordination.</p> <p>Explores and manipulates objects in a variety of ways.</p> <p>Uses tools appropriately.</p> <p>Exhibits increasing strength and control.</p> <p>Performs tasks using more refined and dexterous motions.</p>	<p>J. Fine-motor skills</p> <p>J. Fine-motor skills EE. Tools and technology</p> <p>J. Fine-motor skills</p> <p>J. Fine-motor skills</p>

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<i>Science</i>	
<p>Science Standard 1: Demonstrates scientific ways of thinking and working (with wonder and curiosity).</p> <p>Benchmark 1.1: Explores features of environment through manipulation.</p> <p>Uses all five senses to examine objects with attention to detail.</p> <p>Describes objects in terms of similarities or differences.</p>	<p>BB. Observing and classifying</p> <p>BB. Observing and classifying</p>
<p>Benchmark 1.2: Investigates simple scientific concepts.</p> <p>Observes and/or manipulates objects and events to answer simple scientific questions.</p> <p>Identifies objects that influence or affect other objects.</p>	<p>CC. Experimenting, predicting, and drawing conclusions</p> <p>CC. Experimenting, predicting, and drawing conclusions</p>
<p>Benchmark 1.3: Uses a variety of tools to explore the environment.</p> <p>Uses non-standard tools to explore the environment.</p> <p>Uses standard tools to explore the environment.</p>	<p>EE. Tools and technology</p> <p>EE. Tools and technology</p>
<p>Benchmarking 1.4: Collects, describes, and/or records information through a variety of means.</p> <p>Collects items with similar properties.</p> <p>Records information through a variety of means such as graphing, tallying, drawing, writing, photographing, etc.</p>	<p>BB. Observing and classifying</p> <p>W. Data analysis</p>
<p>Benchmark 1.5: Makes and verifies predictions based on past experiences.</p> <p>Asks questions and/or uses other resources to confirm observations.</p> <p>Makes reasonable explanations using resources, experiments, etc. independently.</p> <p>Draws conclusions based on proved/disproved prediction.</p>	<p>CC. Experimenting, predicting, and drawing conclusions</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>CC. Experimenting, predicting, and drawing conclusions</p>

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Social Studies	
<p>Social Studies Standard 1: Demonstrates basic understanding of the world in which he/she lives.</p> <p>Benchmark 1.1: Differentiates between events that happen in the past, present, and future.</p> <ul style="list-style-type: none"> Recognizes the beginning and end of an event. Recalls information about the immediate past. Describes or represents a limited series of events in the correct sequence. Experiments with general terms related to the elements of time. Makes predictions about what may occur. 	<ul style="list-style-type: none"> HH. History C. Reflection C. Reflection HH. History HH. History HH. History
<p>Benchmark 1.2: Uses environmental clues and tools to understand surroundings.</p> <ul style="list-style-type: none"> Distinguishes different environments by the people or signs that are a part of that environment. Recognizes and uses a variety of objects and materials that represent the environment. Shows interest in investigating geography through the use of maps, globes, charts, compasses, etc. 	<ul style="list-style-type: none"> P. Reading AA. Pretend play GG. Geography
<p>Benchmark 1.3: Shows an awareness of fundamental economic concepts.</p> <ul style="list-style-type: none"> Recognizes the relationship between supply and demand. 	<ul style="list-style-type: none"> B. Problem solving with materials H. Conflict resolution
<p>Benchmark 1.4: Recognizes and/or follows rules within the home, school, and community.</p> <ul style="list-style-type: none"> Identifies examples of authority. Follows routines with little supervision. 	<ul style="list-style-type: none"> FF. Knowledge of self and others G. Community
<p>Benchmark 1.5: Demonstrates understanding of the roles and relationships within his/her family and/or community.</p> <ul style="list-style-type: none"> Recognizes the roles within his/her home. Knows place in family structure. Uses familiar relationships to make sense of the world. 	<ul style="list-style-type: none"> FF. Knowledge of self and others FF. Knowledge of self and others FF. Knowledge of self and others

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<p>Benchmark 1.6: Knows that diversity exists in the world.</p> <p>Describes self and/or compares own descriptions with others’ descriptions.</p> <p>Identifies and recognizes gender.</p> <p>Recognizes that people differ in language, dress, food, etc.</p> <p>Recognizes and identifies differences in personal characteristics and family makeup.</p> <p>Recognizes that different people have different roles and jobs in the community.</p> <p>Recognizes and accepts similarities and differences.</p>	<p>FF. Knowledge of self and others</p> <p>FF. Knowledge of self and others</p> <p>FF. Knowledge of self and others</p> <p>FF. Knowledge of self and others</p> <p>FF. Knowledge of self and others</p> <p>FF. Knowledge of self and others</p>
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