

Alignment of the 2013 Louisiana Birth to Five Early Learning and Development Standards With HighScope's 2014 Child Observation Record — COR Advantage 1.5

The following chart shows how items from the 2013 **Louisiana Birth to Five Early Learning and Development Standards (ELDS)** 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.



Louisiana Standards

COR Advantage Items

	<i>Approaches to Learning: AL 1</i>	
	<p>Subdomain: Initiative and Curiosity</p> <p>Standard AL 1: Engage in play-based learning to explore, investigate, and acquire knowledge about themselves and their world.</p>	
Infants (Birth to 11 months)	<p>Show interest in body parts (e.g., fingers, toes). (0.1)</p> <p>Explore objects, materials, and/or people using all the senses (e.g., picking objects up and putting them in mouth, focusing attention on an object or someone doing something, etc.). (0.2)</p> <p>Select a particular material, toy or place to explore on their own. (0.3)</p> <p>Use simple behaviors to meet own needs (e.g., feed self with finger food). (0.4)</p>	<p>J. Fine-motor skills FF. Knowledge of self and others</p> <p>BB. Observing and classifying</p> <p>A. Initiative and planning K. Personal care and healthy behavior</p>
Young Toddlers (9–18 months)	<p>Show curiosity and interest in actively exploring the environment. (1.1)</p> <p>Express choices and preferences. (1.2)</p> <p>Try to help with simple tasks and activities. (1.3)</p>	<p>A. Initiative and planning</p> <p>A. Initiative and planning G. Community K. Personal care and healthy behavior</p>
Older Toddlers (16–36 months)	<p>Show curiosity and interest in daily experiences and activities. (2.1)</p> <p>Demonstrate a willingness to try new activities and experiences. (2.2)</p> <p>Actively explore the environment. (2.3)</p> <p>Demonstrate increasing interest and independence in completing simple tasks.(2.4)</p>	<p>A. Initiative and planning</p> <p>A. Initiative and planning A. Initiative and planning A. Initiative and planning K. Personal care and healthy behavior</p>
Three-Year-Olds (36–48 months)	<p>Demonstrate eagerness to learn through play and exploring the environment. (3.1)</p> <p>Complete a range of simple tasks on their own. (3.2)</p>	<p>A. Initiative and planning</p> <p>A. Initiative and planning</p>

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<p>Four-Year-Olds (48–60 months)</p>	<p>Show curiosity, interest and a willingness to learn new things and try new experiences. (4.1)</p> <p>Choose a multi-step task and complete it on their own. (4.2)</p>	<p>A. Initiative and planning</p> <p>A. Initiative and planning</p>
	<p>Subdomain: Attention, Engagement, and Persistence</p> <p>Standard AL 2: Demonstrate attention, engagement, and persistence in learning.</p>	
<p>Infants (Birth to 11 months)</p>	<p>Focus attention on people around him/her. (0.1)</p> <p>Attend briefly to different people, sights and sounds in the environment. (0.2)</p> <p>Try to make things happen. (0.3)</p>	<p>A. Initiative and planning</p> <p>E. Building relationships with adults</p> <p>A. Initiative and planning</p> <p>B. Problem solving with materials</p>
<p>Young Toddlers (9–18 months)</p>	<p>Interact with people, objects or activities for short periods of time. (1.1)</p> <p>Show interest in activities, people and the environment for a short period of time. (1.2)</p> <p>Show pleasure in completing simple tasks. (1.3)</p>	<p>A. Initiative and planning</p> <p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p> <p>A. Initiative and planning</p> <p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p> <p>A. Initiative and planning</p> <p>D. Emotions</p>

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Older Toddlers (16–36 months)	Three-Year-Olds (36–48 months)	Four-Year-Olds (48–60 months)
<p>Actively engage with people, objects, or activities in the environment for longer length of time. (2.1)</p> <p>Maintain attention to complete a short, simple task with adult support. (2.2)</p> <p>Complete self-chosen activity and repeats the activity many times to gain mastery. (2.3)</p>	<p>Maintain focus on objects and activities of interest while other activities are going on in the environment. (3.1)</p> <p>Maintain focus on a complex activity with adult support. (3.2)</p> <p>With prompting and support, develop a simple plan for and work towards completion of short tasks, and activities. (3.3)</p>	<p>A. Initiative and planning</p> <p>A. Initiative and planning</p> <p>A. Initiative and planning</p>
<p>Stay engaged with others, objects, and activities despite interruptions or disruption. (4.1)</p> <p>Maintain attention in child-initiated and adult-directed activities despite distractions and interruptions. (4.2)</p> <p>Plan and complete tasks and activities. (4.3)</p>	<p>A. Initiative and planning</p> <p>A. Initiative and planning B. Problem solving with materials</p> <p>A. Initiative and planning</p>	<p>A. Initiative and planning</p> <p>A. Initiative and planning</p> <p>A. Initiative and planning</p>

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	<p>Subdomain: Reasoning, Problem Solving, and Creative Thinking</p> <p>Standard AL 3: Recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions.</p>	
<p>Infants (Birth to 11 months)</p>	<p>Notice the effect of own actions when playing with a variety of objects and/or interacting with others. (0.1)</p> <p>Interact with a toy or object in more than one way. (0.2)</p> <p>Use simple actions to solve problems (e.g., scooting to reach favorite toy). (0.3)</p> <p>Play with a variety of objects and notice similar and different outcomes. (0.4)</p> <p>Look to adult for assistance (e.g., may vocalize to get adult's attention). (0.5)</p>	<p>CC. Experimenting, predicting, and drawing conclusions</p> <p>B. Problem solving with materials</p> <p>B. Problem solving with materials</p> <p>BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions</p> <p>B. Problem solving with materials</p>
<p>Young Toddlers (9–18 months)</p>	<p>Repeat behaviors to produce interesting effects, such as shaking a stuffed animal to listen to the sound that it makes. (1.1)</p> <p>Observe others' actions with objects and materials to learn strategies for interaction. (1.2)</p> <p>Solve familiar problems or tasks. (1.3)</p> <p>Use trial and error to solve a new problem or unfamiliar task. (1.4)</p> <p>Use gestures and simple language when help is needed. (1.5)</p>	<p>CC. Experimenting, predicting, and drawing conclusions</p> <p>AA. Pretend play</p> <p>B. Problem solving with materials</p> <p>B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions</p> <p>B. Problem solving with materials</p>
<p>Older Toddlers (16–36 months)</p>	<p>Demonstrate an understanding of cause and effect (e.g., purposefully try to make things happen). (2.1)</p> <p>Repeat behaviors to produce desired effect. (2.2)</p>	<p>CC. Experimenting, predicting, and drawing conclusions</p> <p>CC. Experimenting, predicting, and drawing conclusions</p>

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<p>Young Toddlers (9–18 months) cont.</p>	<p>Observe and imitate others' when trying to carry out new tasks or actions. (2.3)</p> <p>Apply new action or strategy to solve problem. (2.4)</p> <p>Use trial and error to solve more complex tasks or problems. (2.5)</p> <p>Ask others for help if needed. (2.6)</p> <p>Use language when asking for help from adults or peers. (2.7)</p>	<p>AA. Pretend play</p> <p>B. Problem solving with materials</p> <p>B. Problem solving with materials</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>B. Problem solving with materials</p> <p>B. Problem solving with materials</p>
<p>Older Toddlers (16–36 months)</p>	<p>Experiment to see if the same actions have similar effects on different objects. (3.1)</p> <p>Remember and apply previously learned information to a familiar object, task or situation. (3.2)</p> <p>Use a variety of strategies to solve a problem when the first try is unsuccessful. (3.3)</p> <p>Ask adults for help on tasks, if needed. (3.4)</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>B. Problem solving with materials</p> <p>B. Problem solving with materials</p>
<p>Four-Year-Olds (48–60 months)</p>	<p>Identify and understand cause and effect relationships. (4.1)</p> <p>Apply prior knowledge and experiences to learn new skills during play. (4.2)</p> <p>Use a variety of strategies to investigate possible solutions, to accomplish a task, or to solve a problem. (4.3)</p> <p>Make specific request for help from both peers and adults as needed. (4.4)</p>	<p>CC. Experimenting, predicting, and drawing conclusions</p> <p>B. Problem solving with materials</p> <p>AA. Pretend play</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>B. Problem solving with materials</p> <p>B. Problem solving with materials</p>

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	<p>Subdomain: Reasoning, Problem Solving, and Creative Thinking</p> <p>Standard AL 4: Demonstrate creative thinking when using materials, solving problems, and/or learning new information.</p>	
<p>Infants (Birth to 11 months)</p>	<p>Try a new action with a familiar object when interacting with others. (0.1)</p> <p>Manipulate objects in order to explore them. (0.2)</p>	<p>CC. Experimenting, predicting, and drawing conclusions</p> <p>CC. Experimenting, predicting, and drawing conclusions</p>
<p>Young Toddlers (9–18 months)</p>	<p>Use familiar objects in new and unexpected ways. (1.1)</p>	<p>CC. Experimenting, predicting, and drawing conclusions</p>
<p>Older Toddlers (16–36 months)</p>	<p>Use objects, art materials and toys in new and unexpected ways. (2.1)</p> <p>Ask what, how, and why questions to seek information. (2.2)</p>	<p>CC. Experimenting, predicting, and drawing conclusions</p> <p>CC. Experimenting, predicting, and drawing conclusions</p>
<p>Three-Year-Olds (36–48 months)</p>	<p>Express unique ideas in both language and use of objects in a variety of situations. (3.1)</p> <p>Ask more complex questions for clarification and to seek meaningful information. (3.2)</p>	<p>A. Initiative and planning</p> <p>AA. Pretend play</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>M. Listening and comprehension</p> <p>CC. Experimenting, predicting, and drawing conclusions</p>
<p>Four-Year-Olds (48–60 months)</p>	<p>Express unique ideas and approach tasks and experiences with flexibility, imagination and inventiveness. (4.1)</p> <p>Gather information and ask complex questions in order to understand a new or familiar concept. (4.2)</p>	<p>A. Initiative and planning</p> <p>B. Problem solving with materials</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>M. Listening and comprehension</p> <p>CC. Experimenting, predicting, and drawing conclusions</p>

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	<i>Cognitive Domain</i>	
	<p>Subdomain: Creative Thinking and Expression (CC)</p> <p>Standard CC 1: Develop an appreciation for music and participate in music and movement activities that represent a variety of the cultures and the home languages of the children in the classroom.</p>	
<p>Infants (Birth to 11 months)</p>	<p>Show interest and respond to different voices and sounds. (0.1)</p> <p>Listen and respond to music by moving their bodies. (0.2)</p>	<p>L. Speaking M. Listening and comprehension</p> <p>Y. Music Z. Movement</p>
<p>Young Toddlers (9–18 months)</p>	<p>Imitate sounds and movements to favorite songs or music. (1.1)</p> <p>Make sounds using musical toys and other objects (e.g. push toys, toys that make sounds or music, wooden blocks, etc.). (1.2)</p> <p>Move their bodies in simple ways (e.g., sway, clap hands) and use objects to produce sounds and/or music. (1.3)</p>	<p>Y. Music</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>Z. Movement</p>
<p>Older Toddlers (16–36 months)</p>	<p>Move and dance to favorite songs and music. (2.1)</p> <p>Participate in familiar songs and finger plays. (2.2)</p> <p>Use sounds/words or their bodies (clapping), instruments and other objects to imitate the beat and/or rhythm from music with help from adults. (2.3)</p> <p>Move their bodies creatively. (2.5)</p> <p>Use objects and/or their voice to produce sounds and/or music that is unique or creative. (2.6)</p>	<p>Z. Movement</p> <p>Y. Music</p> <p>Y. Music Z. Movement</p> <p>Z. Movement</p> <p>Y. Music</p>

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Three-Year-Olds (36–48 months)	<p>Listen and respond to different types of music (jazz, classical, country lullaby, etc.) through movement. (3.1)</p> <p>Participate in songs and finger plays. (3.2)</p> <p>Use instruments, sounds/words, and/or their bodies to imitate or produce their own beat and/or rhythm. (3.3)</p> <p>Use instruments, props, and body to respond creatively to music. (3.6)</p>	<p>Z. Movement</p> <p>Y. Music</p> <p>Z. Movement</p> <p>Z. Movement</p>
Four-Year-Olds (48–60 months)	<p>Express thoughts and feelings through movement and musical activities. (4.1)</p> <p>Participate in different types of music activities, including songs, finger plays, and playing instruments. (4.2)</p> <p>Use instruments, other objects and/or their bodies to imitate and produce more complex beat and rhythm patterns. (4.3)</p> <p>Use instruments, props, and body creatively to express self through music and movement. (4.5)</p>	<p>Z. Movement</p> <p>Y. Music</p> <p>Z. Movement</p> <p>Z. Movement</p>
	<p>Subdomain: Creative Thinking and Expression (CC)</p> <p>Standard CC 2: Develop an appreciation for visual arts from different cultures and create various forms of visual arts.</p>	
Infants (Birth to 11 months)	<p>Respond to or show interest in visual stimuli (e.g., mobiles, stuffed animals, prints, art work, etc.). (0.1)</p>	<p>X. Art</p>

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Young Toddlers (9–18 months)	Show interest in visual stimuli such as wall hangings, paintings, pictures, or photographs. (1.1)	X. Art
	Explore art materials (e.g., mouthing, banging, grasp crayon in hand, make marks on paper, etc.). (1.2)	X. Art
Older Toddlers (16–36 months)	Choose to participate in various forms of art activities. (2.1)	X. Art
	Select materials and make decisions about how to create their own art (that may represent their own culture). (2.2)	X. Art
	Use a variety of tools and materials to create art. (2.3)	X. Art
Three-Year-Olds (36–48 months)	Describe general features (color, size, objects included) of a piece of art work. (3.2)	X. Art
	Create artistic works with different types of art materials, tools and techniques through individual and group art activities. (3.3)	X. Art
Four-Year-Olds (48–60 months)	Describe specific elements of a piece of art (e.g., texture, use of colors, line, perspective, position of objects included). (4.2)	X. Art
	Create artistic works that reflect thoughts, feelings, experiences, or knowledge using different materials, tools and techniques. (4.3)	X. Art

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	<p>Subdomain: Creative Thinking and Expression (CC)</p> <p>Standard CC 3: Explore roles and experiences through dramatic art and play.</p>	
<p>Infants (Birth to 11 months)</p>	<p>Observe and imitate the actions of others (e.g., imitates mother’s facial expression, holds a baby doll while mother holds a baby). (0.1)</p> <p>Explore toys and other objects. (0.2)</p> <p>Use everyday items (e.g., pots and pans, wooden spoons, cups) in their play. (0.3)</p>	<p>AA. Pretend play</p> <p>AA. Pretend play</p> <p>AA. Pretend play</p>
<p>Young Toddlers (9–18 months)</p>	<p>Use one object to represent another object. (1.1)</p> <p>Imitate more than one action seen previously (e.g., picks up phone and paces while jabbering). (1.3)</p>	<p>AA. Pretend play</p> <p>AA. Pretend play</p>
<p>Older Toddlers (16–36 months)</p>	<p>Observe and/or engage in short dramatic performances with adult support. (2.1)</p> <p>Pretend to be a character in a story by imitating and repeating voice inflections and facial expressions. (2.2)</p> <p>Engage in brief episodes of make-believe play that involves sequenced steps, assigned roles, and/or an overall plan for the play. (2.3)</p> <p>Use one object to represent another object. (2.4)</p>	<p>AA. Pretend play</p> <p>AA. Pretend play</p> <p>AA. Pretend play</p> <p>AA. Pretend play</p>
<p>Three-Year-Olds (36–48 months)</p>	<p>With prompting and support, role play or use puppets to act out stories. (3.2)</p> <p>Recreate real-life experiences (that may reflect their home culture or language) through pretend play. (3.3)</p> <p>Use one object to represent another object. (3.4)</p>	<p>AA. Pretend play</p> <p>AA. Pretend play</p> <p>AA. Pretend play</p>

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<p>Four-Year-Olds (48–60 months)</p>	<p>Experience, respond to, and engage in a variety of dramatic performances (e.g., puppetry, story-telling, dance, plays, pantomime, theater). (4.1)</p> <p>Role play or use puppets to act out stories or play a character. (4.2)</p> <p>Represent fantasy and real-life experiences through pretend play. (4.3)</p> <p>Use objects to represent other objects. (4.4)</p>	<p>AA. Pretend play</p> <p>AA. Pretend play</p> <p>AA. Pretend play</p> <p>AA. Pretend play</p>
	<p>Subdomain: Mathematics (CM)</p> <p>Standard CM 1: Understand numbers, ways of representing numbers, and relationships between number and quantities.</p>	
<p>Infants (Birth to 11 months)</p>	<p>Respond to adult question of whether or not they want more. (0.2)</p>	<p>K. Personal care and healthy behavior S. Number and counting</p>
<p>Young Toddlers (9–18 months)</p>	<p>Participate in simple counting activities. (1.1)</p> <p>Understand the concepts of “more” and “all.” (1.2)</p>	<p>S. Number and counting</p> <p>S. Number and counting</p>
<p>Older Toddlers (16–36 months)</p>	<p>Recite the number list to count to 6. (2.1)</p> <p>Tell “how many” after counting a set of three or fewer items (e.g., fingers, blocks, crayons). (2.3)</p> <p>Understand the concepts of “one” and “two” (e.g., parent says, “take just one cookie”). (2.4)</p> <p>With prompting and support, counts one to three objects using one-to-one correspondence when doing simple routines. (2.5)</p> <p>Identify one or two written numerals when named. (2.6)</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>

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	<p>Can match one or two written numerals with the correct amount of objects. (2.7)</p> <p>Understand the concepts of “more,” “all” or “none”. (2.8)</p> <p>Visually compare two sets of objects and identify which set has more. (2.9)</p>	<p>S. Number and counting</p> <p>S. Number and counting</p> <p>S. Number and counting</p>
<p>Three-Year-Olds (36–48 months)</p>	<p>Verbally count by ones to 10. (3.1)</p> <p>Tell “how many” after counting a set of five or fewer items (e.g., fingers, blocks, crayons). (3.3)</p> <p>Counts one to five objects (actual objects or pictures of objects) with one-to-one correspondence or when doing simple routines. (3.4)</p> <p>Identify some written numerals but not in sequence. (3.5)</p> <p>With prompting and support, match four or five numerals with the correct number of objects. (3.6)</p> <p>Count two sets of objects and identify which set has more/less/fewer. (3.7)</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</p>
<p>Four-Year-Olds (48–60 months)</p>	<p>Verbally count by ones to 20. (4.1)</p> <p>Understand that the last number named tells the number of objects counted for a set of 10 or fewer objects. (4.3)</p> <p>Count out a specified number of objects from a set of 10 or fewer objects when asked. (4.4)</p> <p>Identify written numerals 0-10 in the everyday environment. (4.5)</p> <p>With prompting and support, match a number of objects with the correct written numeral from 0 – 10. (4.6)</p> <p>Compare sets of objects using same/different and more/less/fewer. (4.7)</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</p>

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	<p>Subdomain: Mathematics (CM)</p> <p>Standard CM 2: Understand basic patterns, concepts, and operations.</p>	
<p>Infants (Birth to 11 months)</p>	<p>Show interest in simple patterns that can be seen in the everyday environment (e.g., carpet squares of repeating colors, blocks arranged in a pattern by their shape). (0.1)</p>	<p><i>No match found</i></p>
<p>Young Toddlers (9–18 months)</p>	<p>Participate in comparing objects/toys by one observable/physical attribute (e.g., color, size, shape). (1.3)</p> <p>Match/group a small number of objects together based on one observable/physical attribute (e.g., color, size, shape). (1.4)</p> <p>Participate in activities that combine and separate groups/sets of objects. (1.5)</p>	<p>BB. Observing and classifying</p> <p>BB. Observing and classifying</p> <p>V. Patterns</p>
<p>Older Toddlers (16–36 months)</p>	<p>Copy simple movement or rhythmic patterns. (2.2)</p> <p>Group/sort 3 to 4 objects by one feature into two or more groups based on observable/physical characteristics (e.g., group toy animals into piles of bears, cats and dogs) with little assistance. (2.3)</p> <p>Participate in activities that combine and separate groups/sets of objects. (2.4)</p> <p>Participate in songs, finger plays and stories that illustrate combining and taking away objects/items (e.g., Five Little Pumpkins, Anno’s Magic Seeds, One More Bunny). (2.5)</p> <p>Participate in simple story problems created with objects and/or manipulatives. (2.6)</p>	<p>V. Patterns</p> <p>BB. Observing and classifying</p> <p>V. Patterns</p> <p>S. Number and counting Y. Music</p> <p>S. Number and counting</p>
<p>Three-Year-Olds (36–48 months)</p>	<p>Copy a simple repeating pattern (e.g., stringing beads, placing blocks in a row, clapping a rhythm). (3.1)</p> <p>Sort and classify five or more objects by one feature into two or more groups based on observable/physical characteristics (e.g., group toy animals into piles of bears, cats, and dogs) and explain or label each group. (3.2)</p>	<p>V. Patterns</p> <p>BB. Observing and classifying</p>

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	<p>Use objects to demonstrate adding and subtracting of one or two objects to a group of objects that total 3 or fewer. (3.3)</p> <p>Participate in songs, finger plays and stories that illustrate combining and taking away objects/items (e.g., Five Little Pumpkins, Anno’s Magic Seeds, One More Bunny). (3.4)</p> <p>Act out story problems, physically or with objects, to solve whole number problems with sums less than or equal to 3. (3.5)</p>	<p>S. Number and counting</p> <p>S. Number and counting Y. Music</p> <p>S. Number and counting</p>
<p>Four-Year-Olds (48–60 months)</p>	<p>Recognize, copy, and extend patterns. (4.1)</p> <p>Sort objects by more than one attribute (e.g., red circles or blue triangles) and explain the criteria used to sort objects. (4.2)</p> <p>Use concrete objects to demonstrate simple addition and subtraction problems that total 6 or fewer. (4.3)</p> <p>Model and act out story problems, physically or with objects, to solve whole number problems with sums less than or equal to 6. (4.4)</p>	<p>V. Patterns</p> <p>BB. Observing and classifying</p> <p>S. Number and counting</p> <p>S. Number and counting</p>
	<p>Subdomain: Mathematics (CM)</p> <p>Standard CM 3: Understand attributes and relative properties of objects as related to size, capacity, and area.</p>	
<p>Infants (Birth to 11 months)</p>	<p>Play with toys and other objects of different sizes and weights. (0.1)</p>	<p>U. Measurement</p>
<p>Young Toddlers (9–18 months)</p>	<p>With adult support, notice differences in the size of objects. (1.1)</p> <p>Participate in activities that compare the size and weight of objects. (1.2)</p>	<p>U. Measurement</p> <p>U. Measurement</p>

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<p>Older Toddlers (16–36 months)</p>	<p>Compare the size or weight of two objects and identify which one is longer/ taller/ heavier than the other. (2.1)</p> <p>Manipulate, handle, and use a variety of measurement tools in play. (2.2)</p> <p>Participate in measurement activities using standard measurement tools (e.g., measure the length of their body, weigh objects, or measure ingredients during a cooking activity). (2.3)</p>	<p>U. Measurement</p> <p>U. Measurement EE. Tools and technology</p> <p>U. Measurement</p>
<p>Three-Year-Olds (36–48 months)</p>	<p>Describe some measurable attributes (length and weight) of objects and materials (e.g. big/little, long/short, heavy/not heavy). (3.1)</p> <p>Compare the size or weight of more than two objects and describe which one is longer/taller/shorter/ heavier/lighter. (3.2)</p> <p>Identify/name simple measurement tools (e.g., ruler, measuring cup, and scale). (3.3)</p> <p>Participate in measurement activities using standard measurement tools (e.g., measure the length of their body, weigh an apple, or measure one cup of flour during a cooking activity). (3.4)</p>	<p>U. Measurement</p> <p>U. Measurement</p> <p>U. Measurement</p> <p>U. Measurement</p>
<p>Four-Year-Olds (48–60 months)</p>	<p>Describe measurable attributes (length and weight) of objects and materials, using comparative words. (4.1)</p> <p>Identify/name simple measurement tools and describe what they are used for (e.g., ruler measures length, scale measures weight). (4.3)</p> <p>Participate in measurement activities using standard measurement tools to measure the length and weight of objects and materials (ruler, scale, measuring cup). (4.4)</p>	<p>U. Measurement</p> <p>U. Measurement EE. Tools and technology</p> <p>U. Measurement</p>

Louisiana Standards

COR Advantage Items

	<p>Subdomain: Mathematics (CM)</p> <p>Standard CM 4: Understand shapes, their properties, and how objects are related to one another in space.</p>	
<p>Infants (Birth to 11 months)</p>	<p>Explore various shapes. (0.1)</p> <p>Move their body in space and observe people and objects as they move through space. (0.2)</p>	<p>T. Geometry: Shapes and spatial awareness</p> <p>I. Gross-motor skills</p> <p>T. Geometry: Shapes and spatial awareness</p>
<p>Young Toddlers (9–18 months)</p>	<p>Explore the ways shapes and objects fit together (e.g., if a piece comes off a toy, put it back on; solve one- or two-piece puzzles). (1.1)</p> <p>Move their body to follow simple directions related to position in space (e.g., on, under, up, down). (1.2)</p>	<p>B. Problem solving with materials</p> <p>T. Geometry: Shapes and spatial awareness</p> <p>T. Geometry: Shapes and spatial awareness</p>
<p>Older Toddlers (16–36 months)</p>	<p>Recognize at least two basic shapes. (2.1)</p> <p>Point to a shape that has a specific attribute (e.g., round, straight sides). (2.2)</p> <p>Participate in creating simple shapes using objects or other materials. (2.4)</p> <p>Move their body and move objects to follow simple directions related to position (e.g., in, on, under, over, up and down) and proximity (e.g., beside, between). (2.5)</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>Three-Year-Olds (36–48 months)</p>	<p>Recognize basic shapes in the environment in two- and three-dimension forms. (3.1)</p> <p>With prompting and support, name the attributes of two shapes. (3.2)</p> <p>Create, simple shapes using objects or other materials. (3.3)</p> <p>Create representations of everyday objects by combining basic shapes (e.g., pictures, tangrams, or block structures to represent a house). (3.4)</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>X. Art</p>

Louisiana Standards

COR Advantage Items

	<p>With prompting and support, combine (compose) or take apart (decompose) shapes to make other shape(s) (e.g., put two triangles together to make a square, take two halves of a rectangle apart and recognize that pieces are two other shapes) (3.5)</p>	<p>T. Geometry: Shapes and spatial awareness</p>
<p>Four-Year-Olds (48–60 months)</p>	<p>Identify and name at least the four basic shapes (rectangles, squares, circles, and triangles) when presented using different sizes and in different orientations. (4.1)</p> <p>Describe and name attributes of four basic shapes (e.g., a square has four equal sides, a circle is round). (4.2)</p> <p>Copy or replicate one or two dimensional shapes using a variety of materials. (4.3)</p> <p>Combine (compose) or take apart (decompose) shapes to make other shape(s) (e.g., put two triangles together to make a square, take two halves of a rectangle apart and recognize that pieces are two other shapes). (4.4)</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>Subdomain: Science (CS)</p> <p>Standard CS 1: Develop the ability to carry out the scientific inquiry process (ask questions, predict, make observations, explain observations, and draw conclusions).</p>	
<p>Infants (Birth to 11 months)</p>	<p>Explore objects, materials, and/or people using all the senses (e.g., picking objects up and putting them in mouth, focusing attention on an object or someone doing something, etc.). (0.1)</p> <p>Repeat actions that cause changes in objects or people (e.g., shake rattle to make a noise). (0.2)</p> <p>Occasionally use simple problem-solving strategies to explore objects. (0.3)</p> <p>Shows curiosity in living creatures, objects, and materials they can see, hear or feel. (0.4)</p>	<p>BB. Observing and classifying</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>B. Problem solving with materials</p> <p>DD. Natural and physical world</p>

Louisiana Standards

COR Advantage Items

Young Toddlers (9–18 months)		
Older Toddlers (16–36 months)	<p>Use all five senses to observe living things, objects, materials, and changes that take place, and relationships. (2.1)</p> <p>Talk about what they see, hear, and are able to touch in the environment with adult support. (2.2)</p> <p>Use simple tools to observe living things, objects and materials (e.g., magnifying glass, sifter). (2.3)</p> <p>Show an understanding of cause and effect relationships (e.g., pushes a stack of blocks to watch them fall). (2.4)</p>	<p>BB. Observing and classifying</p> <p>DD. Natural and physical world</p> <p>EE. Tools and technology</p> <p>CC. Experimenting, predicting, and drawing conclusions</p>

Louisiana Standards

COR Advantage Items

	<p>Try alternative solutions to solve problems (e.g., pull the string on a toy that is stuck under something use a stick to dislodge a toy that is stuck). (2.5)</p> <p>Ask why and how questions about what they see, hear and feel when observing living creatures, objects and materials. (2.6)</p> <p>Put materials, substances, and/or objects together in new or unexpected ways to see what will happen (e.g., combine paint colors to see what happens, experiment to see what sticks on contact paper collage). (2.7)</p> <p>Talk about observations made about living creatures, objects, materials and changes that happen. (2.8)</p>	<p>B. Problem solving with materials</p> <p>CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world</p>
<p>Three-Year-Olds (36–48 months)</p>	<p>Use all five senses to observe living things, objects, materials, changes that take place, and relationships. (3.1)</p> <p>Describe what they see, hear, and are able to touch in the environment and group materials/objects according to observed features. (3.2)</p> <p>Use simple tools to investigate and gather information on living things, objects, materials, and changes that take place (e.g., magnifying glass, sifter, magnets). (3.3)</p> <p>Show an understanding of cause and effect relationships that are observed immediately. (3.4)</p> <p>With prompting and support, talk about cause and effect relationships that are not immediately observable (e.g., that a plant wilted because it was not watered). (3.5)</p> <p>Ask why and how questions and offer ideas about living creatures, objects, materials and changes they see, hear and/or feel. (3.6)</p>	<p>BB. Observing and classifying</p> <p>BB. Observing and classifying DD. Natural and physical world</p> <p>EE. Tools and technology</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world</p>

Louisiana Standards

COR Advantage Items

	<p>Participate in simple scientific investigations. (3.7)</p> <p>With prompting and support, talk about observations and results of simple experiments verbally and/or through drawings or graphs. (3.8)</p>	<p>CC. Experimenting, predicting, and drawing conclusions</p> <p>W. Data analysis</p> <p>CC. Experimenting, predicting, and drawing conclusions</p>
<p>Four-Year-Olds (48–60 months)</p>	<p>Use all five senses to observe, collect information, describe observations, classify based on observations, and form conclusions about what is observed. (4.1)</p> <p>Use equipment and tools to gather information and extend sensory observations of living things, objects, materials, changes that take place and relationships. (4.2)</p> <p>Show an understanding of cause and effect relationships and use this understanding to predict what will happen as a result of an action and to solve simple problems. (4.3)</p> <p>Use prior knowledge and experiences to generate questions, hypothesize, predict, and draw conclusions about living creatures, objects, materials and changes observed in the environment. (4.4)</p> <p>Conduct simple scientific experiments. (4.5)</p> <p>Collect, interpret, and communicate data and findings from observations and experiments verbally and/or in written formats. (4.6)</p>	<p>BB. Observing and classifying</p> <p>EE. Tools and technology</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> <p>W. Data analysis</p>

Louisiana Standards

COR Advantage Items

	<p>Subdomain: Science (CS)</p> <p>Standard CS 2: Acquire scientific knowledge related to physical science (properties of objects and materials).</p>	
<p>Infants (Birth to 11 months)</p>	<p>Explore objects and materials in the indoor and outdoor environment (e.g., splash water, poke finger in the sand). (0.1)</p> <p>Show interest and curiosity in objects. (0.2)</p>	<p>CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world</p> <p>BB. Observing and classifying</p>
<p>Young Toddlers (9–18 months)</p>	<p>Explore objects and materials in the indoor and outdoor environment (e.g., splash water, poke finger in the sand). (1.1)</p> <p>Use toys and other objects to make things happen (e.g., kick a ball to knock down some blocks, use a shovel to scoop sand into a bucket). (1.2)</p> <p>Watch how balls, toys and other objects move. (1.3)</p>	<p>CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions</p>
<p>Older Toddlers (16–36 months)</p>	<p>Talk about observations of objects and materials in the indoor and outdoor environment. (2.1)</p> <p>Explore changes in objects and materials (e.g., see what happens when water and dirt are combined, observe how food changes when cooked, etc.). (2.2)</p> <p>Explore tools and simple machines that can be used to move, combine, or change objects and materials (e.g., a hammer, lever, pulley, ramp, etc.). (2.3)</p> <p>With adult supervision, explore sources of energy and how they affect objects and materials (e.g., lights, bells and other sources of sound). (2.4)</p> <p>Explore different ways balls, toys and other objects move. (2.5)</p>	<p>CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>CC. Experimenting, predicting, and drawing conclusions EE. Tools and technology</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>CC. Experimenting, predicting, and drawing conclusions</p>

Louisiana Standards

COR Advantage Items

<p>Three-Year-Olds (36–48 months)</p>	<p>With prompting and support, observe and describe properties of objects and materials, and how objects and materials can be combined or can change from one form to another (e.g., ice melting to a liquid). (3.1)</p> <p>Explore and use simple tools and machines (e.g., hammers, levers, pulleys, ramps, etc.) (3.2)</p> <p>With prompting and support, observe and talk about sources of energy and how they affect objects and materials (e.g., lights, bells and other sources of sound, etc.). (3.3)</p> <p>Watch how balls, toys and other objects move and use different strategies to change their speed of motion. (3.4)</p>	<p>CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world</p> <p>EE. Tools and technology</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>CC. Experimenting, predicting, and drawing conclusions</p>
<p>Four-Year-Olds (48–60 months)</p>	<p>With prompting and support, observe and describe the properties of objects and materials and how they can be combined or can change from one form to another (solids, liquids, and gases). (4.1)</p> <p>Explore and use simple tools and machines (e.g., hammers, levers, pulleys, ramps). (4.2)</p> <p>Explore and describe sources of energy such as lights, bells and other sources of sound. (4.3)</p> <p>Experiment with balls, toys and other objects to see which objects move faster, what conditions make them move faster and what makes them move slower. (4.4)</p>	<p>CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world</p> <p>EE. Tools and technology</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>CC. Experimenting, predicting, and drawing conclusions</p>

Louisiana Standards

COR Advantage Items

	<p>Subdomain: Science (CS)</p> <p>Standard CS 3: Acquire scientific knowledge related to life science (properties of living things).</p>	
<p>Infants (Birth to 11 months)</p>	<p>Show interest and curiosity in plants and living creatures. (0.1)</p> <p>Look at and explore different parts of human body and living creatures. (0.2)</p>	<p>DD. Natural and physical world</p> <p>DD. Natural and physical world</p>
<p>Young Toddlers (9–18 months)</p>	<p>Explore the characteristics of living creatures (e.g., touches caregiver’s face, looks intently at a leaf, or grabs the cat’s tail). (1.1)</p> <p>Notice differences in characteristics of living creatures and plants (e.g., parts of a plant, animals with fur versus scales, big and small people). (1.2)</p> <p>Participate in caring for living creatures and/or plants (e.g., feed fish, water plants in the classroom). (1.3)</p> <p>Notice and explore differences in characteristics of living creatures and plants (e.g., a little plant versus a big plant, a baby animal versus a full-grown animal). (1.4)</p> <p>Show where common parts of an animal or human are when named by adult (e.g., point to the dog’s ear, show me your foot). (1.5)</p>	<p>DD. Natural and physical world</p> <p>BB. Observing and classifying DD. Natural and physical world</p> <p>DD. Natural and physical world</p> <p>BB. Observing and classifying DD. Natural and physical world</p> <p>K. Personal care and healthy behavior</p>
<p>Older Toddlers (16–36 months)</p>	<p>With prompting and support, explore and talk about common characteristics of living creatures and plants. (2.1)</p> <p>Compare one living creature or plant with another and talk about the similarities and differences observed. (2.2)</p> <p>Care for living creatures and/or plants with direction from adults (e.g., feed the fish or hamster, water plants in the classroom). (2.3)</p> <p>Talk about how very young plants and living creatures are different from full-grown plants and living creatures. (2.5)</p>	<p>DD. Natural and physical world</p> <p>BB. Observing and classifying</p> <p>DD. Natural and physical world</p> <p>DD. Natural and physical world</p>

Louisiana Standards

COR Advantage Items

	<p>Use simple words to name common plants, animals, and human body parts when asked by an adult. (2.6)</p>	<p>K. Personal care and healthy behavior DD. Natural and physical world</p>
<p>Three-Year-Olds (36–48 months)</p>	<p>With prompting and support, explore, observe, and describe a variety of living creatures and plants. (3.1)</p> <p>Sort living creatures and plants according to at least one characteristic (e.g., size, four-legged animals, hard/soft, etc.). (3.2)</p> <p>Care for living creatures and/or plants with some direction from adults (e.g., feed the fish or hamster, water plants in the classroom). (3.3)</p> <p>Observe very young plants or living creatures over an extended period of time and describe how the plant/living creature changes. (3.5)</p> <p>Use basic vocabulary for plants, animals, and humans (e.g. some names of parts, characteristics). (3.6)</p>	<p>DD. Natural and physical world</p> <p>BB. Observing and classifying</p> <p>DD. Natural and physical world</p> <p>DD. Natural and physical world</p> <p>K. Personal care and healthy behavior DD. Natural and physical world</p>
<p>Four-Year-Olds (48–60 months)</p>	<p>Explore, observe, and describe a variety of living creatures and plants. (4.1)</p> <p>Classify living creatures and plants into categories according to at least one characteristic. (4.2)</p> <p>Carry out classroom routines to care for living creatures and/or plants with limited direction from adults (e.g., feed the fish or hamster, water plants in the classroom). (4.3)</p> <p>Describe plants' and living creatures' life cycles. (4.5)</p> <p>Use basic vocabulary to name and describe plants and living creatures. (4.6)</p>	<p>DD. Natural and physical world</p> <p>BB. Observing and classifying</p> <p>DD. Natural and physical world</p> <p>DD. Natural and physical world</p> <p>DD. Natural and physical world</p>

Louisiana Standards

COR Advantage Items

	<p>Use basic vocabulary to describe similarities and differences between living creatures and plants. (4.7)</p>	<p>BB. Observing and classifying.</p>
	<p>Subdomain: Science (CS)</p> <p>Standard CS 4: Acquire scientific knowledge related to earth science (properties of the earth and objects in the sky).</p>	
<p>Infants (Birth to 11 months)</p>	<p>Respond to the current weather conditions. (0.1)</p>	<p>DD. Natural and physical world</p>
<p>Young Toddlers (9–18 months)</p>	<p>Notice the current weather conditions. (1.1)</p> <p>Participate in stories, songs, and finger plays about seasons and the weather. (1.2)</p> <p>Observe and name objects found in the daytime or nighttime sky (e.g., sun, moon). (1.3)</p> <p>Participate in stories, songs, and finger plays about day and night. (1.4)</p>	<p>DD. Natural and physical world</p> <p>Y. Music</p> <p>DD. Natural and physical world</p> <p>Y. Music DD. Natural and physical world</p>

Louisiana Standards

COR Advantage Items

Older Toddlers (16–36 months)		
Three-Year-Olds (36–48 months)	<p>Talk about the common weather conditions of the current season (e.g., in summer, talk about how hot it is). (2.1)</p> <p>Point to types of clothing needed for current seasonal weather conditions. (2.2)</p> <p>Talk about the current weather conditions. (2.3)</p> <p>Notice features of the sky such as daylight, darkness, sun, moon, etc. (2.4)</p> <p>Identify the sky’s different characteristics during night and day. (2.5)</p> <p>Describe common weather conditions of the current season and how they compare to other seasons where they live (e.g., summer is hot, winter is cooler). (3.1)</p> <p>Name the types of clothing needed for different seasons. (3.2)</p> <p>Identify the characteristics of current weather conditions. (3.3)</p> <p>Describe objects found in the day or night time sky. (3.4)</p> <p>Talk about how the sky changes from night to day. (3.5)</p>	<p>DD. Natural and physical world</p> <p>K. Personal care and healthy behavior DD. Natural and physical world</p> <p>DD. Natural and physical world</p> <p>DD. Natural and physical world</p> <p>BB. Observing and classifying DD. Natural and physical world</p> <p>DD. Natural and physical world</p> <p>K. Personal care and healthy behavior DD. Natural and physical world</p> <p>DD. Natural and physical world</p> <p>DD. Natural and physical world</p> <p>DD. Natural and physical world</p> <p>DD. Natural and physical world</p>

Louisiana Standards

COR Advantage Items

<p>Four-Year-Olds (48–60 months)</p>	<p>Compare, and contrast seasonal changes where they live. (4.1)</p> <p>Describe the types of clothing needed for different seasons. (4.2)</p> <p>Describe the current weather and how weather conditions can change from day to day. (4.3)</p> <p>Describe major features of the earth and sky, and how they change from night to day. (4.4)</p>	<p>DD. Natural and physical world</p> <p>K. Personal care and healthy behavior DD. Natural and physical world</p> <p>DD. Natural and physical world</p> <p>DD. Natural and physical world</p>
	<p>Subdomain: Social Studies (CSS)</p> <p>Standard CSS 1: Develop the understanding that events happened in the past and how these events relate to one’s self, family, and community.</p>	
<p>Infants (Birth to 11 months)</p>	<p>Recognize familiar people. (0.1)</p> <p>Show anticipation of events in daily routine and activities. (0.2)</p>	<p>E. Building relationships with adults F. Building relationships with other children</p> <p>G. Community HH. History</p>
<p>Young Toddlers (9–18 months)</p>	<p>Remember familiar people (e.g., object permanence). (1.1)</p> <p>Show anticipation of events in daily routine. (1.2)</p>	<p>E. Building relationships with adults F. Building relationships with other children</p> <p>G. Community HH. History</p>

Louisiana Standards

COR Advantage Items

Older Toddlers (16–36 months)	<p>Respond to changes in routines or schedules (may be a positive or negative response). (2.1)</p> <p>Remember familiar people, events and objects (e.g., object permanence). (2.2)</p> <p>Demonstrate memory of reoccurring events through actions or words (e.g., “After lunch, I will hear a story.”). (2.3)</p>	<p>G. Community</p> <p>E. Building relationships with adults F. Building relationships with other children GG. Geography</p> <p>HH. History</p>
Three-Year-Olds (36–48 months)	<p>Use words to describe events or activities that happened at an earlier time (e.g., “after we had snack” or “last night”). (3.1)</p> <p>Remember familiar people even though they may not have seen them for a while. (3.2)</p> <p>Describe the sequence of daily routines. (3.3)</p> <p>Participate in conversations about familiar people and/or events from the recent past (e.g., what the class did earlier in the day or week). (3.4)</p>	<p>HH. History</p> <p>E. Building relationships with adults F. Building relationships with other children</p> <p>G. Community HH. History</p> <p>C. Reflection HH. History</p>
Four-Year-Olds (48–60 months)	<p>Describe events, activities, and people from the past using appropriate vocabulary. (4.1)</p> <p>Initiate conversations about familiar places, people, and/or events from the past (e.g., where they lived previously, what they did during summer vacation, etc.). (4.2)</p>	<p>HH. History</p> <p>C. Reflection HH. History</p>

Louisiana Standards

COR Advantage Items

	<p>Subdomain: Social Studies (CSS)</p> <p>Standard CSS 2: Describe people, events, and symbols of the past and present.</p>	
<p>Infants (Birth to 11 months)</p>	<p>Show interest in people. (0.1)</p> <p>Recognize familiar people. (0.2)</p>	<p>E. Building relationships with adults F. Building relationships with other children</p> <p>E. Building relationships with adults F. Building relationships with other children</p>
<p>Young Toddlers (9–18 months)</p>	<p>Differentiate between person attached to/family members and others. (1.1)</p>	<p>E. Building relationships with adults</p>
<p>Older Toddlers (16–36 months)</p>	<p>Name immediate family members, caregivers and peers. (2.1)</p> <p>Point out family members, caregivers and peers in a picture. (2.2)</p> <p>Recognize familiar people even though there may be slight differences in their appearance (e.g., hat or new haircut). (2.3)</p> <p>Participates in songs, fingerplays and stories about familiar objects associated with local, state and national symbols. (2.4)</p>	<p>E. Building relationships with adults F. Building relationships with other children</p> <p>P. Reading</p> <p>E. Building relationships with adults</p> <p>Y. Music</p>
<p>Three-Year-Olds (36–48 months)</p>	<p>Look at pictures of self or a family member, caregiver, or peer from the recent past and recognize the person even though she/he looks different from what she/he looks like in the present. (3.1)</p> <p>With prompting and support, identify symbolic objects and pictures of local, state, and/or national symbols such as the American flag or bald eagle. (3.2)</p> <p>Recognize familiar aspects of community/cultural symbols in books (e.g., Grandma’s Gumbo) and songs (e.g., Alligator). (3.3)</p>	<p>E. Building relationships with adults P. Reading</p> <p>P. Reading GG. Geography</p> <p>P. Reading GG. Geography</p>

Louisiana Standards

COR Advantage Items

<p>Four-Year-Olds (48–60 months)</p>	<p>Identify similarities/ differences between students, their families, and classroom members with those of the past. (4.1)</p> <p>Identify and name some local, state, and national symbols. (4.2)</p> <p>Describe familiar elements of the local community and culture. (4.3)</p>	<p>FF. Knowledge of self and others</p> <p>P. Reading</p> <p>GG. Geography</p>
	<p>Subdomain: Social Studies (CSS)</p> <p>Standard CSS 3: Develop an awareness of geographic locations, maps and landforms.</p>	
<p>Infants (Birth to 11 months)</p>	<p>Explore the immediate environment (inside and outside with adult supervision). (0.1)</p>	<p>GG. Geography</p>
<p>Young Toddlers (9–18 months)</p>	<p>Move from one area to another to explore the environment. (1.1)</p> <p>Assist with classroom clean-up routines such as picking up toys. (1.2)</p>	<p>GG. Geography</p> <p>G. Community</p> <p>GG. Geography</p>
<p>Older Toddlers (16–36 months)</p>	<p>Recognize some familiar places, such as child care, home, store, relative’s house. (2.1)</p> <p>Know the location of objects and places in familiar environments (e.g., goes to shelf where toys are stored when asked to get a specific toy). (2.2)</p> <p>Play with and explore items such as maps or simple diagrams of the classroom. (2.3)</p> <p>Help to throw away trash when asked. (2.4)</p> <p>Assist adult with daily clean-up routines (e.g., put manipulatives back in to bucket, throw napkin into trash, etc.). (2.5)</p>	<p>GG. Geography</p> <p>GG. Geography</p> <p>GG. Geography</p> <p>G. Community</p> <p>G. Community</p>

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COR Advantage Items

Three-Year-Olds (36–48 months)	<p>Describe familiar places such as the home, center/family day home, etc. (3.2)</p> <p>Describe the location of items/areas in the classroom and places in home and community. (3.3)</p> <p>Draw or use blocks or other materials to represent places or things he/she has seen. (3.4)</p> <p>Recognize and name a map and a globe. (3.5)</p> <p>Look at a simple map and find various features/parts of the map with support and guidance. (3.6)</p> <p>Participate in conversations about how people can take care of the natural environment through activities (e.g., throwing away trash, recycling, planting trees, and putting out bird feeders). (3.7)</p> <p>Identify and use appropriate trash receptacles independently. (3.8)</p> <p>Participate in daily clean-up activities. (3.9)</p>	<p>GG. Geography</p> <p>GG. Geography</p> <p>AA. Pretend play</p> <p>GG. Geography</p> <p>GG. Geography</p> <p>DD. Natural and physical world</p> <p>G. Community</p> <p>G. Community GG. Geography</p>
Four-Year-Olds (48–60 months)	<p>Demonstrate geographic knowledge of the geographic features of the classroom and community. (4.1)</p> <p>Create representations of places, landforms, and roads he/she has seen through drawings and play activities. (4.2)</p> <p>Use a simple map to find specific locations within a familiar environment (e.g., areas within the classroom). (4.4)</p> <p>Demonstrate care of the environment through activities (e.g., throwing away trash, recycling, planting trees, and putting out bird feeders). (4.6)</p> <p>Participate in daily clean-up activities. (4.7)</p>	<p>GG. Geography</p> <p>X. Art AA. Pretend play GG. Geography</p> <p>GG. Geography</p> <p>G. Community DD. Natural and physical world</p> <p>G. Community GG. Geography</p>

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COR Advantage Items

	Subdomain: Social Studies (CSS) Standard CSS 4: Demonstrate awareness of culture and other characteristics of groups of people.	
Infants (Birth to 11 months)	Respond to music from various cultures; especially those from their own culture (e.g., lullabies or simple songs). (0.1) Look at books or pictures of homes that are similar to those found in their own community. (0.2)	Y. Music P. Reading Q. Book enjoyment and knowledge
Young Toddlers (9–18 months)	Participate in simple ways in rhymes and music from various cultures. (1.1) Listen for short periods of time and look at pictures of shelters/homes in different geographic regions. (1.2)	N. Phonological awareness Y. Music P. Reading Q. Book enjoyment and knowledge
Older Toddlers (16–36 months)	Participate in rhymes and music from various cultures. (2.1) Communicate about the home that he/she lives in. (2.2) Listen to books and stories and look at pictures of shelters/homes in other geographic regions. (2.3)	N. Phonological awareness Y. Music FF. Knowledge of self and others P. Reading Q. Book enjoyment and knowledge
Three-Year-Olds (36–48 months)	Participate in music, dance, and other traditions from various cultures. (3.1) Show and talk about objects, food, and customs from own family or culture. (3.2) Identify homes that are similar to and/or different from own home. (3.3)	Y. Music Z. Movement FF. Knowledge of self and others FF. Knowledge of self and others BB. Observing and classifying FF. Knowledge of self and others
Four-Year-Olds (48–60 months)	Explore music, dance, dress, foods, and traditions of own family and other cultures. (4.1)	Y. Music Z. Movement FF. Knowledge of self and others

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COR Advantage Items

	<p>Subdomain: Social Studies (CSS)</p> <p>Standard CSS 5: Develop an awareness of the importance of rules and responsibilities within their community and the actions/behaviors necessary for effective citizenship.</p>	
<p>Infants (Birth to 11 months)</p>	<p>Notice others carrying out routines and responsibilities. (0.1)</p> <p>Respond to changes in adult’s tone of voice, expression, or visual cues (e.g., shaking head). (0.2)</p>	<p>G. Community</p> <p>E. Building relationships with adults</p>
<p>Young Toddlers (9–18 months)</p>	<p>Participate in simple routines with adult support (e.g., putting away toys or handing out napkins). (1.1)</p> <p>Respond to guidance when redirected or given one word instructions. (1.2)</p> <p>Notice community workers they see on a regular basis (e.g., persons who collect the garbage, etc.). (1.3)</p>	<p>G. Community</p> <p>M. Listening and comprehension</p> <p>FF. Knowledge of self and others</p>
<p>Older Toddlers (16–36 months)</p>	<p>With adult support and guidance, carry out some routines and responsibilities in the classroom (e.g., picking up toys, cleaning up table, watering plants setting out snack, etc.). (2.1)</p> <p>Accept redirection from adult. (2.3)</p> <p>Identify simple rules. (2.4)</p> <p>Identify various familiar workers in the community (e.g., doctor, nurse). (2.5)</p>	<p>G. Community</p> <p>G. Community</p> <p>G. Community</p> <p>FF. Knowledge of self and others</p>
<p>Three-Year-Olds (36–48 months)</p>	<p>Describe classroom and/or home responsibilities (e.g., “I pick up toys” or “I set the table.”). (3.1)</p> <p>With prompting from adult, carry out routines and responsibilities in the classroom (e.g., cleaning up, care of plants and/or animals, setting out snack). (3.2)</p> <p>Identify rules that are used at home or in the classroom. (3.4)</p>	<p>G. Community</p> <p>G. Community</p> <p>G. Community</p>

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	<p>Describe the roles of various familiar community helpers/workers. (3.6)</p> <p>Imitate the roles of familiar community workers. (3.7)</p>	<p>FF. Knowledge of self and others</p> <p>AA. Pretend play</p> <p>FF. Knowledge of self and others</p>
Four-Year-Olds (48–60 months)	<p>Recognize their responsibility as a member of a family and classroom. (4.1)</p> <p>Independently carry out specific responsibilities in the classroom (e.g., cleaning up, checking the temperature outside for the group, handing out snack, etc.). (4.2)</p> <p>Identify workers and their roles as citizens within the community. (4.5)</p>	<p>G. Community</p> <p>G. Community</p> <p>FF. Knowledge of self and others</p>
	<p>Subdomain: Social Studies (CSS)</p> <p>Standard CSS 6: Demonstrate an awareness of basic economic concepts.</p>	
Infants (Birth to 11 months)	<p>Express preferences for food, toys, etc. through vocalizations, gestures and facial expressions. (0.1)</p>	<p>A. Initiative and planning</p> <p>K. Personal care and healthy behavior</p>
Young Toddlers (9–18 months)	<p>Communicate desire for objects and/or persons that are in the classroom or home. (1.1)</p>	<p>A. Initiative and planning</p>
Older Toddlers (16–36 months)	<p>Use play money in play activities. (2.1)</p> <p>Use props related to buying and selling items during play (e.g., a toy cash register, play money, etc.). (2.2)</p> <p>Indicate wants and needs through words and gestures. (2.3)</p>	<p>AA. Pretend play</p> <p>AA. Pretend play</p> <p>A. Initiative and planning</p>

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Three-Year-Olds (36–48 months)	<p>Demonstrate an awareness of uses of money. (3.1)</p> <p>Demonstrate an understanding of the process of buying and selling during play by using props related to buying and selling the way they typically are used by adults. (3.2)</p> <p>Express wants and needs. (3.3)</p>	<p>AA. Pretend play</p> <p>AA. Pretend play</p> <p>A. Initiative and planning</p>
Four-Year-Olds (48–60 months)	<p>Demonstrate awareness of the purpose of money through play activities. (4.1)</p> <p>Demonstrate the role of buyers and sellers in play activities. (4.2)</p> <p>Participate in conversations about wants and needs. (4.3)</p>	<p>AA. Pretend play</p> <p>AA. Pretend play</p> <p>FF. Knowledge of self and others</p> <p>A. Initiative and planning</p>

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COR Advantage Items

	<i>Language and Literacy Development (LL)</i>	
	<p>Subdomain: Speaking and Listening</p> <p>Standard LL 1: Comprehend or understand and use language.</p>	
<p>Infants (Birth to 11 months)</p>	<p>Show interest in adult speech. (0.1)</p> <p>Look in the direction of sound. (0.2)</p> <p>Recognize words for familiar items such as “cup” or “bottle”. (0.3)</p> <p>Engage in turn-taking. (0.4)</p> <p>Coo when spoken to. (0.5)</p> <p>Smile in response to social stimulation. (0.6)</p> <p>Know own name by responding when name is spoken. (0.7)</p> <p>Respond to the sound of language and the steady rhythm of words. (0.8)</p> <p>Get attention or express needs through sound, facial expressions, and movements. (0.9)</p> <p>Imitate different sounds. (0.10)</p>	<p>M. Listening and comprehension</p> <p>M. Listening and comprehension</p> <p>M. Listening and comprehension</p> <p>L. Speaking M. Listening and comprehension</p> <p>L. Speaking</p> <p>D. Emotions M. Listening and comprehension</p> <p>M. Listening and comprehension</p> <p>N. Phonological awareness</p> <p>D. Emotions K. Personal care and healthy behavior</p> <p>L. Speaking N. Phonological awareness</p>
<p>Young Toddlers (9–18 months)</p>	<p>Attend to adult language. (1.1)</p> <p>Identify familiar people or objects when asked. (1.3)</p> <p>Follow simple commands (e.g., “Come here”). (1.4)</p> <p>Use facial expression to show excitement or distress. (1.5)</p> <p>Use gestures and words to communicate needs. (1.6)</p> <p>Repeat familiar words. (1.7)</p>	<p>M. Listening and comprehension</p> <p>M. Listening and comprehension</p> <p>M. Listening and comprehension</p> <p>D. Emotions</p> <p>M. Listening and comprehension</p> <p>L. Speaking</p>

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COR Advantage Items

	<p>Respond to simple rhymes and fingerplays. (1.8)</p> <p>Use one to two words to communicate (ask questions or signal needs) so that the communication is understood by family and familiar adults most of the time. (1.10)</p>	<p>N. Phonological awareness</p> <p>L. Speaking</p>
<p>Older Toddlers (16–36 months)</p>	<p>Identify some body parts when asked. (2.1)</p> <p>Understand simple questions such as, “Where is your blanket?” (2.2)</p> <p>Show understanding of words through response (e.g., going to get a diaper when told it is time for diaper change). (2.3)</p> <p>Use short phrases combined with gestures and intonation to communicate. (2.4)</p> <p>Engage in short conversations with others. (2.6)</p> <p>Understand a pause in the conversation is a signal to take a turn. (2.7)</p> <p>Share experiences using simple 2-3 word combinations. (2.8)</p> <p>Repeat phrases or key words to simple rhymes and fingerplays. (2.9)</p> <p>Imitate words and actions to simple rhymes and fingerplays. (2.10)</p> <p>Combine two to three words to make phrases, simple sentences or to ask questions, such as “Where Mommy?” (2.11)</p> <p>Is easily understood by family and familiar adults. (2.12)</p>	<p>K. Personal care and healthy behavior</p> <p>M. Listening and comprehension</p> <p>M. Listening and comprehension</p> <p>L. Speaking</p> <p>E. Building relationships with adults F. Building relationships with other children L. Speaking M. Listening and comprehension</p> <p>E. Building relationships with adults F. Building relationships with other children L. Speaking M. Listening and comprehension</p> <p>L. Speaking</p> <p>N. Phonological awareness</p> <p>N. Phonological awareness</p> <p>L. Speaking</p> <p>L. Speaking</p>

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<p>Three-Year-Olds (36–48 months)</p>	<p>Follow two-step directions. (3.1)</p> <p>Demonstrate understanding of simple questions and requests. (3.2)</p> <p>Answer some simple “who”, “what” and “where” questions. (3.3)</p> <p>Listen and respond attentively to simple conversations. (3.4)</p> <p>Use phrases and/or simple sentences and questions. (3.5)</p> <p>With prompting and support, act out familiar stories, rhymes and fingerplays. (3.7)</p> <p>Use phrases and/or simple sentences that convey a complete thought, “Tommy ate the cookie,” that is easily understood by family and most people outside the home. (3.8)</p> <p>Ask questions that may incorporate expanding vocabulary. (3.9).</p>	<p>M. Listening and comprehension</p> <p>M. Listening and comprehension</p> <p>M. Listening and comprehension</p> <p>L. Speaking M. Listening and comprehension</p> <p>L. Speaking</p> <p>N. Phonological awareness AA. Pretend play</p> <p>L. Speaking</p> <p>M. Listening and comprehension</p>
<p>Four-Year-Olds (48–60 months)</p>	<p>Listen and respond to questions about print read aloud or information presented orally or through other media, including music and videos. (4.1)</p> <p>Listen and respond attentively to conversations. (4.2)</p> <p>Actively participate in role-playing, creative dramatics, fingerplays, nursery rhymes, and choral speaking. (4.4)</p> <p>Speak audibly and use words, phrases, and/or sentences to express a complete thought that can be clearly understood by most people. (4.5)</p> <p>Ask questions about a specific topic, activity, and/or text read aloud. (4.6)</p>	<p>M. Listening and comprehension</p> <p>E. Building relationships with adults F. Building relationships with other children L. Speaking M. Listening and comprehension</p> <p>N. Phonological awareness AA. Pretend play</p> <p>L. Speaking</p> <p>M. Listening and comprehension</p>

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COR Advantage Items

	<p>Subdomain: Language</p> <p>Standard LL 2: Comprehend and use increasingly complex and varied vocabulary.</p>	
<p>Infants (Birth to 11 months)</p>	<p>Engage in brief moments of joint attention to imitate positional words through language, music and sounds. (0.1)</p> <p>Recognize names of familiar people and objects. (0.2)</p> <p>Use gestures and sounds to communicate needs. (0.3)</p>	<p>M. Listening and comprehension Y. Music</p> <p>M. Listening and comprehension</p> <p>K. Personal care and healthy behavior L. Speaking</p>
<p>Young Toddlers (9–18 months)</p>	<p>Demonstrate positional words with body movement or through gestures. (1.1)</p> <p>Use words such as “mama” and “dada”. (1.2)</p> <p>Attempt to say new word offered by an adult (e.g., “That is a bird, can you say bird?”). (1.3)</p>	<p>T. Geometry: Shapes and spatial awareness</p> <p>L. Speaking</p> <p>L. Speaking M. Listening and comprehension</p>
<p>Older Toddlers (16–36 months)</p>	<p>With prompting and support, respond to opposite words during games and activities. (2.1)</p> <p>Sing and act out motions using a variety of positional words. (2.2)</p> <p>Talk about the actions of others (2.4)</p> <p>Use pronouns “me”, “you”, and “I”. (2.4)</p> <p>Use name of self and of other people. (2.5)</p> <p>Name some objects or people in books. (2.6)</p> <p>Use simple sentences and questions that incorporate expanding vocabulary. (2.7)</p>	<p>M. Listening and comprehension</p> <p>T. Geometry: Shapes and spatial awareness Y. Music Z. Movement</p> <p>L. Speaking</p> <p>L. Speaking</p> <p>FF. Knowledge of self and others</p> <p>P. Reading Q. Book enjoyment and knowledge</p> <p>L. Speaking M. Listening and comprehension</p>

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<p>Three-Year-Olds (36–48 months)</p>	<p>With prompting and support, demonstrate understanding of simple concepts such as opposites and positions. (3.1)</p> <p>Demonstrate an understanding of and begin using some new vocabulary introduced through conversations, activities, or listening to texts read aloud. (3.2)</p>	<p>L. Speaking M. Listening and comprehension T. Geometry: Shapes and spatial awareness</p> <p>L. Speaking M. Listening and comprehension</p>
<p>Four-Year-Olds (48–60 months)</p>	<p>Demonstrate understanding of a variety of concepts, such as opposites, positions, and comparisons. (4.1)</p> <p>Use new vocabulary acquired through conversations, activities, or listening to texts read aloud. (4.2)</p>	<p>L. Speaking M. Listening and comprehension T. Geometry: Shapes and spatial awareness U. Measurement</p> <p>L. Speaking M. Listening and comprehension</p>

	<p>Subdomain: Reading: Literature and Information in Print</p> <p>Standard LL 3: Develop an interest in books and their characteristics.</p>	
<p>Infants (Birth to 11 months)</p>	<p>Manipulate books by holding, chewing, banging, etc. (0.1)</p> <p>Look at picture books with interest, sometimes pointing at objects. (0.2)</p> <p>Engage in joint attention to books, language, music and sounds. (0.3)</p>	<p>Q. Book enjoyment and knowledge</p> <p>P. Reading</p> <p>M. Listening and comprehension N. Phonological awareness P. Reading Y. Music</p>
<p>Young Toddlers (9–18 months)</p>	<p>Look at books independently and with an adult. (1.1)</p> <p>Select a book to look at and/or take it to an adult to read. (1.2)</p> <p>Attends to picture books on own and with an adult for sustained periods of time. (1.3)</p>	<p>Q. Book enjoyment and knowledge</p> <p>Q. Book enjoyment and knowledge</p> <p>P. Reading</p>

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	Turn pages of a book held by an adult, but not necessarily from front to back or page by page. (1.4)	Q. Book enjoyment and knowledge
Older Toddlers (16–36 months)	Identify a favorite book by its cover and find a favorite book on the shelf by its cover when prompted. (2.1)	Q. Book enjoyment and knowledge
	Rotate book to get picture right side up. (2.2)	Q. Book enjoyment and knowledge
	Hold a book and looks at one page at a time. (2.3)	Q. Book enjoyment and knowledge
	Pretends to read. (2.4)	P. Reading
Three-Year-Olds (36–48 months)	Find a specific book by looking at the cover. (3.1)	Q. Book enjoyment and knowledge
	Hold book properly and look at pages of a book from left to right, pretending to read. (3.3)	Q. Book enjoyment and knowledge
	With prompting and support, demonstrate and understand that people write stories and draw pictures in books. (3.5)	Q. Book enjoyment and knowledge
	Shows an interest in illustrations. (3.6)	P. Reading
Four-Year-Olds (48–60 months)	Demonstrates how books are read, such as front-to-back and one page at a time. (4.1)	Q. Book enjoyment and knowledge
	Subdomain: Reading: Literature and Information in Print	
	Standard LL 4: Comprehend stories and information from books and other print materials.	
Infants (Birth to 11 months)	Engage in brief moments of joint attention to books, language and sounds. (0.1)	M. Listening and comprehension N. Phonological awareness P. Reading
	Respond and attend to stories that have been read previously. (0.2)	M. Listening and comprehension P. Reading

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<p>Young Toddlers (9–18 months)</p>	<p>Identify pictures of specific characters, scenes, or objects that are part of a book when asked. (1.1)</p> <p>Look to an adult for the name of an object or character portrayed in a picture within a book. (1.2)</p> <p>With prompting and support, point to pictures of favorite characters or familiar objects in a book. (1.4)</p> <p>Point to a picture or illustration in a story book and look to an adult for the name of the object or character. (1.5)</p>	<p>P. Reading</p> <p>P. Reading</p> <p>P. Reading</p> <p>P. Reading</p>
<p>Older Toddlers (16–36 months)</p>	<p>Answer simple questions about pictures that go with print read aloud. (2.1)</p> <p>Make up stories while turning pages of book. (2.3)</p> <p>Recite simple phrases or words from familiar stories (e.g., <i>Chicka Chicka Boom Boom</i>). (2.4)</p> <p>With prompting and support, name or identify 1-2 character(s) from a story and or 1-2 pieces of information remembered from and informational text read aloud. (2.5)</p> <p>Point to the picture on a page and ask, “What’s that?” (2.7)</p> <p>Look at a picture or illustration and describe what is happening (e.g., “Boy running”). (2.8)</p> <p>With prompting and support, demonstrate understanding of what will happen next in familiar stories. (2.9)</p>	<p>M. Listening and comprehension</p> <p>P. Reading Q. Book enjoyment and knowledge</p> <p>Q. Book enjoyment and knowledge</p> <p>M. Listening and comprehension P. Reading</p> <p>M. Listening and comprehension</p> <p>P. Reading</p> <p>M. Listening and comprehension</p>
<p>Three-Year-Olds (36–48 months)</p>	<p>Answer simple questions about print that has been read aloud several times. (3.1)</p> <p>Retell a simple story with pictures or other props to use as prompts. (3.2)</p> <p>With prompting and support, identify characters from a story and information from an informational text read aloud. (3.3)</p>	<p>M. Listening and comprehension</p> <p>M. Listening and comprehension Q. Book enjoyment and knowledge</p> <p>M. Listening and comprehension Q. Book enjoyment and knowledge</p>

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	<p>With prompting and support, talk about unknown vocabulary words in a text or story read aloud. (3.4)</p> <p>Distinguish between real objects and play objects (e.g. distinguish between a real apple and a toy apple). (3.5)</p> <p>Use pictures and illustrations of a text to tell a story. (3.6)</p> <p>With prompting and support, talk about or draw a character, setting, event, or idea in a text read aloud. (3.7)</p> <p>Demonstrate understanding of what will happen next in familiar stories. (3.8)</p>	<p>M. Listening and comprehension</p> <p>BB. Observing and classifying</p> <p>P. Reading</p> <p>M. Listening and comprehension Q. Book enjoyment and knowledge X. Art</p> <p>M. Listening and comprehension</p>
<p>Four-Year-Olds (48–60 months)</p>	<p>With prompting and support, ask and answer questions about print that is read aloud. (4.1)</p> <p>With prompting and support, retell parts of a favorite story in sequence (first, next, and last). (4.2)</p> <p>With prompting and support, identify characters and some events from a story and several pieces of information from a text read aloud. (4.3)</p> <p>With prompting and support, ask and answer questions about unknown words in a text read aloud. (4.4)</p> <p>Listen to stories or text read aloud and use new vocabulary words in follow-up conversations and activities. (4.5)</p> <p>With prompting and support, describe what person, place, thing, or idea in the text an illustration depicts. (4.7)</p> <p>With prompting and support, discuss basic similarities and differences in print read aloud, including characters, settings, events, and ideas. (4.8)</p> <p>Based on the title and/or pictures/ illustrations, predict what might happen in a story before it is read. (4.9)</p>	<p>M. Listening and comprehension</p> <p>Q. Book enjoyment and knowledge</p> <p>M. Listening and comprehension Q. Book enjoyment and knowledge</p> <p>M. Listening and comprehension</p> <p>M. Listening and comprehension</p> <p>P. Reading</p> <p>M. Listening and comprehension</p> <p>M. Listening and comprehension P. Reading</p>

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	<p>Subdomain: Reading: Foundational Skills</p> <p>Standard LL 5: Demonstrate understanding of the organization and basic features of print.</p>	
<p>Infants (Birth to 11 months)</p>	<p>Engage in brief moments of joint attention to books, language, music, and sounds. (0.1)</p> <p>Respond or show excitement when hear own name. (0.2)</p>	<p>M. Listening and comprehension N. Phonological awareness P. Reading Y. Music</p> <p>D. Emotions M. Listening and comprehension</p>
<p>Young Toddlers (9–18 months)</p>	<p>Point to pictures and words in book. (1.1)</p> <p>Recognize and respond to own name. (1.2)</p>	<p>P. Reading</p> <p>M. Listening and comprehension</p>
<p>Older Toddlers (16–36 months)</p>	<p>Rotate book to get picture right side up. (2.1)</p> <p>Look at one page at a time. (2.2)</p> <p>Recognize a word with the first letter of a child’s name in it as being connected to the child’s name (e.g., pointing to a word with the first letter of a child’s name in it and the child says, “That’s my name.”). (2.3)</p> <p>Identify familiar logos in the environment (e.g., the child asks for French fries when seeing the “Golden Arches”). (2.4)</p> <p>Associate symbols or pictures with objects or places in the environment. (2.5)</p>	<p>Q. Book enjoyment and knowledge</p> <p>Q. Book enjoyment and knowledge</p> <p>O. Alphabet knowledge P. Reading</p> <p>P. Reading</p> <p>P. Reading</p>
<p>Three-Year-Olds (36–48 months)</p>	<p>With prompting and support, track across a page or along printed words from top to bottom and left to right. (3.1)</p> <p>Identify name on personal property. (3.2)</p> <p>With prompting and support, demonstrate an understanding that letters are combined to make words. (3.3)</p> <p>Name at least 10 of the 52 upper- and lower-case letters of the alphabet (any combination of upper- and lower-case letters). (3.4)</p>	<p>P. Reading</p> <p>P. Reading</p> <p>O. Alphabet knowledge R. Writing</p> <p>O. Alphabet knowledge</p>

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	Identify some letters in own name. (3.5)	O. Alphabet knowledge
Four-Year-Olds (48–60 months)	With prompting and support, demonstrate that print is read left to right and top to bottom. (4.1)	P. Reading
	With limited guidance, track across a page or along printed words from top to bottom and left to right. (4.2)	P. Reading
	With prompting and support, identify own first name in print among two to three other names; point to printed name when asked. (4.3)	P. Reading
	With prompting and support, identify various features in print (e.g., words, spaces, punctuation, and some upper- and lower-case letters). (4.4)	O. Alphabet knowledge R. Writing
	Name at least 26 of the 52 upper-and/or lower-case letters of the alphabet. (4.5)	O. Alphabet knowledge
	Subdomain: Reading: Foundational Skills	
	Standard LL 6: Demonstrate understanding of different units of sound in language (words, syllables, phonemes).	
Infants (Birth to 11 months)	Coo and babble to self and others. (0.1)	L. Speaking
	Imitate sounds made by caregiver. (0.2)	L. Speaking
	Make vowel-like sounds or a variety of consonant and vowel sounds. May say first word. (0.3)	L. Speaking
	Show recognition of familiar voices, names and environmental sounds. (0.4)	M. Listening and comprehension N. Phonological awareness

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<p>Young Toddlers (9–18 months)</p>	<p>Make vowel-like sounds or a variety of consonant and vowel sounds. (1.1)</p> <p>Communicate using sounds, words and/or gestures. (1.3)</p> <p>Copy some motions of adults during fingerplays. (1.4)</p> <p>Participate in sound and word play. (1.5)</p> <p>Say first word. (1.6)</p>	<p>L. Speaking</p> <p>L. Speaking</p> <p>Y. Music</p> <p>N. Phonological awareness</p> <p>L. Speaking</p>
<p>Older Toddlers (16–36 months)</p>	<p>Participate in group rhymes and songs using words. (2.1)</p> <p>Recognize sounds in the environment (e.g., a horn honking, a train whistle blowing, dogs barking, etc.). (2.2)</p> <p>Participate in word play games and repeat sounds made by adults. (2.3)</p> <p>Participate in sound and word play by imitating the movements and sounds of adults. (2.4)</p> <p>Repeat familiar words. (2.5)</p> <p>Use words combined with gestures and intonations to communicate. (2.6)</p>	<p>N. Phonological awareness Y. Music</p> <p>N. Phonological awareness</p> <p>L. Speaking N. Phonological awareness</p> <p>L. Speaking N. Phonological awareness Y. Music</p> <p>L. Speaking M. Listening and comprehension</p> <p>L. Speaking</p>
<p>Three-Year-Olds (36–48 months)</p>	<p>With prompting and support, recognize matching sounds and rhymes in familiar words or words in songs. (3.1)</p> <p>With prompting and support, show an awareness of beginning sounds in words. (3.3)</p> <p>With prompting and support, attend to activities or word play that emphasizes beginning sounds in words. (3.4)</p> <p>Engage in word play activities in songs and rhymes. (3.5)</p>	<p>N. Phonological awareness</p> <p>N. Phonological awareness</p> <p>N. Phonological awareness</p> <p>N. Phonological awareness</p>

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<p>Four-Year-Olds (48–60 months)</p>	<p>With prompting and support, recognize and produce rhyming words. (4.1)</p> <p>With prompting and support, count, pronounce, blend, and segment syllables in spoken words using actions. (4.2)</p> <p>With prompting and support, orally blend onset and rime in single syllable spoken words. (4.3)</p> <p>Repeat alliteration during word play in order to recognize words with a common initial (first) sound. (4.4)</p>	<p>N. Phonological awareness</p> <p>N. Phonological awareness</p> <p>N. Phonological awareness</p> <p>N. Phonological awareness</p>
	<p>Subdomain: Writing</p> <p>Standard LL 7: Develop familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.</p>	
<p>Infants (Birth to 11 months)</p>	<p>Tightly grasp objects when placed in hands. (0.1)</p> <p>Release object purposefully. (0.2)</p> <p>Use pincer grasp to pick up small objects. (0.3)</p> <p>Transfer objects from hand to hand. (0.5)</p>	<p>J. Fine-motor skills R. Writing</p> <p>J. Fine-motor skills</p> <p>J. Fine-motor skills</p> <p>J. Fine-motor skills</p>
<p>Young Toddlers (9–18 months)</p>	<p>Dot or scribble with crayons, may progress to vertical lines. (1.1)</p> <p>Scribble or make random marks on paper. (1.3)</p> <p>Scribble, as if writing. (1.4)</p>	<p>R. Writing</p> <p>R. Writing</p> <p>R. Writing</p>

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Older Toddlers (16–36 months)	<p>Scribble and/or produce mock letters with markers, crayons, paints, etc. and imitate marks. (2.1)</p> <p>Transition from holding a crayon or marker in their fist to holding it between thumb and forefinger. (2.2)</p> <p>Scribble with intent to represent something observed and/or convey a message. (2.3)</p> <p>Show interest in using writing for a purpose. (2.4)</p> <p>Make repeated marks on the page using circles, horizontal, and vertical lines. (2.5)</p> <p>Recognize difference between picture and print. (2.6)</p> <p>Explore interactive toys that are models of digital tools such as computers. (2.7)</p>	<p>R. Writing</p> <p>R. Writing</p> <p>R. Writing</p> <p>R. Writing</p> <p>R. Writing</p> <p>P. Reading R. Writing</p> <p>EE. Tools and technology</p>
Three-Year-Olds (36–48 months)	<p>Experiment with a variety of writing tools, materials, and surfaces. (3.1)</p> <p>Use early stages of writing to form shapes and letter-like symbols to convey ideas. (3.2)</p> <p>Engage in tactile experiences creating letters and other forms. (3.3)</p> <p>Imitate marks made by adult or older child (approximations). (3.4)</p> <p>Describe picture and/or dictate story to caretaker. (3.5)</p> <p>With guidance and support from adults, participate in acts that promote the development skills associated with the use of digital tools (e.g., learning games). (3.6)</p>	<p>R. Writing X. Art</p> <p>R. Writing</p> <p>R. Writing</p> <p>R. Writing</p> <p>X. Art</p> <p>EE. Tools and technology</p>

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Four-Year-Olds (48–60 months)	Louisiana Standards	COR Advantage Items
	<p>Use a variety of writing tools in an appropriate manner showing increasing muscular control. (4.1)</p> <p>Use a combination of drawing, dictating, and/or writing in response to a text read aloud, or to tell a story about a life experience or event. (4.2)</p> <p>With guidance and support from adults, participate in acts that promote the development skills associated with the use of digital tools (e.g., learning games). (4.3)</p>	<p>R. Writing</p> <p>R. Writing X. Art</p> <p>EE. Tools and technology</p>

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	<i>Physical Well-Being and Motor Development (PM)</i>	
	Subdomain: Motor Skills and Physical Fitness Standard PM 1: Develop large muscle control and coordinate movements in their upper and/or lower body.	
Infants (Birth to 11 months)	Develop strength and control of head and back progressing to arms and legs. (0.1) Develop strength and control of head and back progressing to arms and legs when playing with objects. (0.2)	I. Gross-motor skills I. Gross-motor skills
Young Toddlers (9–18 months)	Control and coordinate movement of arms, legs, and neck. (1.1) Control and coordinate movement of arms, legs, and neck when using a variety of objects. (1.2)	I. Gross-motor skills I. Gross-motor skills
Older Toddlers (16–36 months)	Combine and coordinate arm and leg movements when engaged in active play. (2.1) Combine and coordinate arm and leg movements when engaged in active play with objects and equipment. (2.2)	I. Gross-motor skills I. Gross-motor skills
Three-Year-Olds (36–48 months)	Use arms and legs for balance and motor control when walking, jumping, throwing and climbing. (3.1) Use arms and legs for balance and motor control using objects and equipment for a wide range of physical activities. (3.2)	I. Gross-motor skills I. Gross-motor skills
Four-Year-Olds (48–60 months)	Use the whole body for balance and motor control when walking, jumping, throwing and climbing. (4.1) Use the whole body for balance and motor control using objects and equipment for a wide range of physical activities. (4.2)	I. Gross-motor skills I. Gross-motor skills

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	<p>Subdomain: Motor Development and Physical Fitness</p> <p>Standard PM 2: Develop small muscle control and coordinate.</p>	
<p>Infants (Birth to 11 months)</p>	<p>Develop small motor control moving from the chest outward to arms, wrist, and hands. (0.1)</p> <p>Use hands to accomplish actions with rake grasp and/or palming. (0.2)</p> <p>Coordinate eye and hand movements when eating, grasping, or picking up objects. (0.3)</p>	<p>I. Gross-motor skills</p> <p>J. Fine-motor skills</p> <p>J. Fine-motor skills</p>
<p>Young Toddlers (9–18 months)</p>	<p>Demonstrate control of wrists, hands, and fingers. (1.1)</p> <p>Use pincer grasp (their thumb and forefinger) to pick up small objects. (1.2)</p> <p>Hold an object in one hand and manipulate it with the other hand. (1.3)</p> <p>Coordinate eye and hand movements to explore objects or complete activities (e.g., transfer object from one hand to the other, stack blocks to build a tower). (1.4)</p>	<p>J. Fine-motor skills</p> <p>J. Fine-motor skills</p> <p>J. Fine-motor skills</p> <p>J. Fine-motor skills</p>
<p>Older Toddlers (16–36 months)</p>	<p>Complete tasks that require more refined control of small muscles when using hands to reach, grasp, and release objects. (2.1)</p> <p>Coordinate eye and hand movements to carry out simple tasks (e.g., using utensils for eating, putting puzzles together, stringing large beads). (2.2)</p>	<p>J. Fine-motor skills</p> <p>J. Fine-motor skills</p>
<p>Three-Year-Olds (36–48 months)</p>	<p>Use hands, fingers, and wrists for a wide variety of tasks and activities. (3.1)</p> <p>Coordinate eye and hand movements to accomplish simple tasks (e.g., using utensils for eating, putting puzzles together, stringing large beads, using a crayon). (3.2)</p>	<p>J. Fine-motor skills</p> <p>J. Fine-motor skills</p>

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<p>Four-Year-Olds (48–60 months)</p>	<p>Use hands, fingers, and wrists to manipulate large and small objects with strength and good control of small muscles. (4.1)</p> <p>Coordinate eye and hand movements to perform complex tasks (dressing and undressing) or to use everyday tools (e.g., pitchers for pouring or scissors for cutting along a line).(4.2)</p>	<p>J. Fine-motor skills</p> <p>J. Fine-motor skills</p>
	<p>Subdomain: Motor Skills and Physical Fitness</p> <p>Standard PM 3: Participate in a variety of physical activities to enhance strength and stamina.</p>	
<p>Infants (Birth to 11 months)</p>	<p>Move body in a variety of ways, (e.g., kicking feet, waving arms, or rolling over). (0.1)</p> <p>Engage in play that helps to develop strength in arms and legs (e.g., floor games that provide opportunities for reaching, grasping or pushing). (0.2)</p>	<p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p>
<p>Young Toddlers (9–18 months)</p>	<p>Participate in a variety of indoor and outdoor play activities. (1.1)</p> <p>Engage in play that helps to develop strength in arms and legs (e.g., filling and dumping a bucket, pushing a baby stroller, playing on outdoor equipment). (1.2)</p>	<p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p>
<p>Older Toddlers (16–36 months)</p>	<p>Participate in a variety of indoor and outdoor play activities. (2.1)</p> <p>Engage in regular and sustained play activities that are physically demanding for short periods of time. (2.2)</p>	<p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p>
<p>Three-Year-Olds (36–48 months)</p>	<p>Seek out a variety of physical activities such as games and indoor/outdoor play. (3.1)</p> <p>Demonstrate strength and stamina that allow for participation in rigorous activities (e.g., running, climbing, kicking or throwing a ball). (3.2)</p>	<p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p>

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<p>Four-Year-Olds (48–60 months)</p>	<p>Initiate and engage in a variety of physical activities including games, exercises, and play that enhance physical fitness. (4.1)</p> <p>Demonstrate strength and stamina that allow for participation in rigorous activities (e.g., running, climbing, kicking or throwing a ball). (4.2)</p>	<p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p>
	<p>Subdomain: Health and Hygiene</p> <p>Standard 4: Develop appropriate health and hygiene skills.</p>	
<p>Infants (Birth to 11 months)</p>	<p>Cooperate with some personal care routines. (0.2)</p> <p>Respond to consistent bedtime routine. (0.3)</p>	<p>K. Personal care and healthy behavior</p> <p>G. Community</p>
<p>Young Toddlers (9–18 months)</p>	<p>Participate in personal care routines with adult caregiver. (1.2)</p> <p>Cooperate with sleep routines. (1.3)</p>	<p>K. Personal care and healthy behavior</p> <p>G. Community</p>
<p>Older Toddlers (16–36 months)</p>	<p>Identify a variety of healthy foods. (2.1)</p> <p>Eat a variety of healthy foods. (2.2)</p> <p>Carry out some parts of personal care routines with adult guidance supervision and assistance. (2.3)</p> <p>Initiate and participate in sleep routines. (2.4)</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>Three-Year-Olds (36–48 months)</p>	<p>Identify foods (real or pictures) that are healthy and less healthy for the body. (3.1)</p> <p>Select from a variety of healthy foods that are offered. (3.2)</p> <p>Carry out most personal care routines with minimal adult guidance and assistance. (3.3)</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>

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<p>Four-Year-Olds (48–60 months)</p>	<p>Give a simple explanation as to why a particular food is healthy or unhealthy. (4.2)</p> <p>Exhibit good hygiene habits and manage age-appropriate personal care routines on own. (4.3)</p>	<p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p>
	<p>Subdomain: Safety</p> <p>Standard PM 5: Demonstrate safe behaviors.</p>	
<p>Infants (Birth to 11 months)</p>	<p>Attend to adult cues (e.g., facial expression, tone of voice) that indicate a harmful or unsafe situation. (0.1)</p> <p>May cry upon seeing adult reaction to a potential harmful situation. (0.2)</p>	<p>E. Building relationships with adults</p> <p>D. Emotions</p> <p>K. Personal care and healthy behavior</p>
<p>Young Toddlers (9–18 months)</p>	<p>Attend to adult cues (e.g., facial expression, tone of voice) to see if situation is harmful or unsafe. (1.1)</p> <p>Use cue or signal from adult to guide behavior in harmful or dangerous situations. (1.2)</p>	<p>E. Building relationships with adults</p> <p>K. Personal care and healthy behavior</p> <p>D. Emotions</p>
<p>Older Toddlers (16–36 months)</p>	<p>Follow directions from an adult to avoid potential harmful conditions/situations. (2.2)</p>	<p>M. Listening and comprehension</p>
<p>Four-Year-Olds (48–60 months)</p>	<p>Identify and alert others of potentially hazardous objects, substances, behaviors, and/or situations (that may appear in the child’s environment) with supervision (4.1)</p> <p>Demonstrate and communicate a basic understanding of health and safety rules and respond appropriately to harmful or unsafe situations (e.g., hold an adult’s hand when crossing the street, don’t touch a hot stove, etc.). (4.2)</p>	<p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p>

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	Social-Emotional Development (SE)	
	<p>Subdomain: Social Relationships</p> <p>Standard 1: Develop healthy relationships and interactions with peers and adults.</p>	
<p>Infants (Birth to 11 months)</p>	<p>Notice and pay attention to others. (0.1)</p> <p>Notice how others respond to his/her behaviors. (0.2)</p> <p>Explore a variety of things in the environment (e.g., reach for a toy, put a rattle in mouth). (0.3)</p> <p>Participate in simple back and forth play and interaction with adults. (0.4)</p> <p>Attend and respond to familiar adults. (0.5)</p> <p>Become frightened or distressed when separated from familiar caregiver. (0.6)</p> <p>Move or cry to seek attention and comfort from familiar adults. (0.7)</p> <p>Touch, smile, or babble to other infants. (0.8)</p>	<p>E. Building relationships with adults F. Building relationships with other children</p> <p>E. Building relationships with adults F. Building relationships with other children</p> <p>BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions</p> <p>E. Building relationships with adults</p> <p>E. Building relationships with adults</p> <p>D. Emotions E. Building relationships with adults</p> <p>D. Emotions</p> <p>D. Emotions F. Building relationships with other children</p>
<p>Young Toddlers (9–18 months)</p>	<p>Recognize and react to feelings in others (e.g., offers toy to crying peer). (1.1)</p> <p>Repeat actions that elicit social responses from others (e.g., smiles at others or begins to babble). (1.2)</p> <p>Show interest in a variety of things, people, and objects. (1.3)</p> <p>Play alongside another child (parallel or mirror play) for brief periods. (1.4)</p>	<p>D. Emotions F. Building relationships with other children</p> <p>E. Building relationships with adults F. Building relationships with other children CC. Experimenting, predicting, and drawing conclusions</p> <p>E. Building relationships with adults F. Building relationships with other children</p> <p>F. Building relationships with other children</p>

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	<p>Become frightened or distressed when separated from familiar caregiver. (1.5)</p> <p>Show preference for familiar caregivers (e.g. following caregiver around the room, cry when caregiver leaves). (1.6)</p> <p>Use familiar adults as “secure base” by glancing back to caregiver while playing. (1.7)</p> <p>Enjoy playing next to or close to other children. (1.8)</p> <p>Interact briefly with other children by gesturing or offering a toy. (1.9)</p>	<p>D. Emotions E. Building relationships with adults</p> <p>D. Emotions E. Building relationships with adults</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>Older Toddlers (16–36 months)</p>	<p>Sometimes recognize the feelings of others and respond with words and/or behaviors to express care and concern (e.g., “Becky is crying”). (2.1)</p> <p>Make connection between choice and consequence that follows. (2.2)</p> <p>Notice differences in others, objects, and environment. (2.3)</p> <p>Engage in social play alongside other children and, on occasion, with other children. (2.4)</p> <p>Follow adult guidance to respond to conflict. (2.5)</p> <p>Show affection for adults that care for him/her on a regular basis. (2.6)</p> <p>Willingness to explore, but will seek help from trusted adults in new situations or when fearful. (2.7)</p> <p>Interact more regularly with one or two familiar children. (2.8)</p>	<p>D. Emotions</p> <p>G. Community</p> <p>FF. Knowledge of self and others</p> <p>F. Building relationships with other children</p> <p>H. Conflict resolution</p> <p>D. Emotions E. Building relationships with adults</p> <p>A. Initiative and planning E. Building relationships with adults</p> <p>F. Building relationships with other children</p>
<p>Three-Year-Olds (36–48 months)</p>	<p>Sometimes recognize the feelings others are expressing and acts appropriately when others are happy, sad, angry or afraid (e.g., comforts a friend who gets hurt). (3.1)</p> <p>Develop a growing understanding of how his/her actions affect others and begin to accept consequences of their actions. (3.2)</p>	<p>D. Emotions</p> <p>G. Community</p>

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	<p>Demonstrate emerging awareness and respect for differences between people (culture, ethnicity, abilities, and disabilities). (3.3)</p> <p>Work or play cooperatively with other children with some direction from adults. (3.4)</p> <p>Resolve conflict with peers by following suggestions from an adult. (3.5)</p> <p>Show affection for adults that care for him/her on a regular basis. (3.6)</p> <p>Occasionally play with the same one or two children for a short time. (3.8)</p> <p>Describe one or two children as their friends. (3.9)</p> <p>Join in with a small group of children. (3.10)</p>	<p>FF. Knowledge of self and others</p> <p>F. Building relationships with other children</p> <p>H. Conflict resolution</p> <p>D. Emotions E. Building relationships with adults</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>Four-Year-Olds (48–60 months)</p>	<p>Recognize and respect the feelings, needs, and rights of others (e.g., using polite language, sharing with others). (4.1)</p> <p>Express empathy and sympathy for others. (4.2)</p> <p>Demonstrate understanding of how one’s words and actions affect others. (4.3)</p> <p>Demonstrate awareness of and respect for differences among people (culture, ethnicity, abilities, and disabilities). (4.4)</p> <p>Play cooperatively with small group of peers for a sustained time. (4.5)</p> <p>Demonstrate cooperation with peers by sharing, taking turns, etc. (4.6)</p> <p>Resolve conflict with peers on their own sometimes. (4.7)</p> <p>Seek help from adults when in conflict with peer, if needed. (4.8)</p>	<p>D. Emotions</p> <p>D. Emotions</p> <p>G. Community</p> <p>FF. Knowledge of self and others</p> <p>F. Building relationships with other children</p> <p>F. Building relationships with other children H. Conflict resolution</p> <p>H. Conflict resolution</p> <p>H. Conflict resolution</p>

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	<p>Demonstrate positive relationships by seeking out trusted adults for emotional support, physical assistance, social interaction, approval, and problem-solving. (4.9)</p> <p>Develop and maintain positive relationships with peers. (4.10)</p>	<p>F. Building relationships with other children</p> <p>F. Building relationships with other children</p>
	<p>Subdomain: Self-Concept and Self-Efficacy</p> <p>Standard SE 2: Develop positive self-identity and sense of belonging.</p>	
<p>Infants (Birth to 11 months)</p>	<p>Show awareness of body parts of self and others. (0.1)</p> <p>Express preferences for objects, activities and people. (0.2)</p> <p>Respond to his/her own name by movements or facial expressions. (0.3)</p>	<p>K. Personal care and healthy behavior</p> <p>A. Initiative and planning</p> <p>M. Listening and comprehension</p> <p>FF. Knowledge of self and others</p>
<p>Young Toddlers (9–18 months)</p>	<p>Recognize self in mirror. (1.1)</p> <p>Develop preferences to food, toys, games, textures, etc. (1.2)</p> <p>Express own desires and preferences. (1.3)</p>	<p>FF. Knowledge of self and others</p> <p>A. Initiative and planning</p> <p>A. Initiative and planning</p>
<p>Older Toddlers (16–36 months)</p>	<p>Express own desires and preferences. (2.1)</p> <p>Identify self in photographs. (2.2)</p> <p>Express self-awareness using “Me” or “mine.” (2.3)</p>	<p>A. Initiative and planning</p> <p>P. Reading</p> <p>FF. Knowledge of self and others</p> <p>FF. Knowledge of self and others</p>
<p>Three-Year-Olds (36–48 months)</p>	<p>Recognize self in terms of basic preferences, characteristics, and skills. (3.1)</p>	<p>FF. Knowledge of self and others</p>
<p>Four-Year-Olds (48–60 months)</p>	<p>Describe self, referring to characteristics, preferences, thoughts, and feelings. (4.1)</p>	<p>FF. Knowledge of self and others</p>

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	<p>Subdomain: Self-Concept and Self-Efficacy</p> <p>Standard SE 3: Express feelings and beliefs that he/she is capable of successfully making decisions, accomplishing tasks, and meeting goals.</p>	
<p>Infants (Birth to 11 months)</p>	<p>Show that she/he expects results from own actions (e.g., repeat loud noise to gain attention, hit toy over and over to produce sound). (0.1)</p> <p>Express pleasure at things he/she has done (e.g., wiggle, coo, laugh). (0.2)</p> <p>Actively explore toys, and objects in the environment. (0.3)</p> <p>Express preferences for objects, activities and people. (0.4)</p>	<p>CC. Experimenting, predicting, and drawing conclusions</p> <p>D. Emotions</p> <p>A. Initiative and planning</p> <p>A. Initiative and planning</p>
<p>Young Toddlers (9–18 months)</p>	<p>Show joy, pleasure, and/or excitement over accomplishments. (1.2)</p> <p>Demonstrate a willingness to explore the environment and try experiences in the presence of a familiar caregiver. (1.3)</p> <p>Express certain preferences. (1.4)</p> <p>Make simple choices with guidance from adults. (1.5)</p>	<p>D. Emotions</p> <p>A. Initiative and planning</p> <p>A. Initiative and planning</p> <p>A. Initiative and planning</p>
<p>Older Toddlers (16–36 months)</p>	<p>Demonstrate confidence when completing familiar tasks. (2.1)</p> <p>Express preferences and may have strong emotions and/or actions (e.g., may say “no” to adult). (2.2)</p> <p>Use some language to express feelings of pleasure over accomplishments (e.g., says “I did it!” after using potty successfully). (2.3)</p> <p>Try new experiences with adult prompting and support. (2.4)</p> <p>Make simple choices with guidance from adults. (2.5)</p>	<p>D. Emotions</p> <p>D. Emotions</p> <p>D. Emotions</p> <p>A. Initiative and planning E. Building relationships with adults</p> <p>A. Initiative and planning</p>

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<p>Three-Year-Olds (36–48 months)</p>	<p>Demonstrate confidence in completing familiar tasks. (3.1)</p> <p>Actively explore the environment and begin to try new experiences. (3.2)</p> <p>Make choices between two or three options (e.g., chooses milk or juice). (3.3)</p>	<p>D. Emotions</p> <p>A. Initiative and planning</p> <p>A. Initiative and planning</p>
<p>Four-Year-Olds (48–60 months)</p>	<p>Demonstrate confidence in range of abilities and express pride in accomplishments. (4.1)</p> <p>Attempt new experiences with confidence. (4.2)</p> <p>Make choices or decisions from a range of options. (4.3)</p>	<p>D. Emotions</p> <p>A. Initiative and planning</p> <p>A. Initiative and planning</p>
<p>Subdomain: Self-Regulation</p> <p>Standard SE 4: Regulate own emotions and behavior.</p>		
<p>Infants (Birth to 11 months)</p>	<p>Respond to adult’s expression of feelings (e.g., their facial and vocal expressions). (0.1)</p> <p>Calm down when held, rocked, or talked to by a familiar adult. (0.2)</p> <p>Express basic feelings (e.g., fear, anger, surprise) through facial expressions, body movements, crying, smiling, laughing, and/or cooing. (0.4)</p>	<p>D. Emotions</p> <p>D. Emotions</p> <p>D. Emotions</p>
<p>Young Toddlers (9–18 months)</p>	<p>Respond to adult’s expression of feelings (e.g., their facial and vocal expressions). (1.1)</p> <p>Seek comfort in daily routines, activities, and familiar adults. (1.2)</p> <p>Use body to express emotions (e.g., hugging mother, throwing a toy when angry). (1.3)</p>	<p>D. Emotions</p> <p>E. Building relationships with adults</p> <p>G. Community</p> <p>D. Emotions</p>

Louisiana Standards

COR Advantage Items

<p>Older Toddlers (16–36 months)</p>	<p>Recognize feelings when named by an adult. (2.1)</p> <p>Find comfort in rituals and routines (e.g., uses special “lovey” or comfort object for naptime) with adult assistance as needed. (2.2)</p> <p>Express more complex emotions through behaviors, facial expression and some words. (2.3)</p>	<p>D. Emotions</p> <p>E. Building relationships with adults G. Community</p> <p>D. Emotions</p>
<p>Three-Year-Olds (36–48 months)</p>	<p>Recognize and name basic emotions (happy, mad, sad) in self. (3.1)</p> <p>Express own ideas, interests, and feelings through words or actions. (3.2)</p>	<p>D. Emotions</p> <p>D. Emotions</p>
<p>Four-Year-Olds (48–60 months)</p>	<p>Recognize and accurately label the feelings of self. (4.1)</p> <p>Express basic feelings, needs, and wants in a manner that is age-appropriate to the situation. (4.2)</p>	<p>D. Emotions</p> <p>D. Emotions</p>

	<p>Subdomain: Self-Regulation</p> <p>Standard SE 5: Regulate attention, impulses and behavior.</p>	
<p>Infants (Birth to 11 months)</p>	<p>Respond to having needs met. (0.1)</p> <p>Respond to changes in adult’s tone of voice, expression, and visual cues (e.g., shaking head). (0.2)</p>	<p>D. Emotions K. Personal care and healthy behavior</p> <p>M. Listening and comprehension</p>
<p>Young Toddlers (9–18 months)</p>	<p>Respond to simple rules and routines. (1.1)</p> <p>Accept some redirection from adults. (1.2)</p> <p>Act on impulses (e.g., pull mother’s hair or reach for another child’s bottle). (1.3)</p>	<p>G. Community</p> <p>G. Community M. Listening and comprehension</p> <p>D. Emotions</p>

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Older Toddlers (16–36 months)	Develop a capacity to wait for needs to be met when responded to promptly and consistently. (1.4)	D. Emotions G. Community
	Show some understanding of simple rules and routines with adult support. (2.1)	G. Community
	Accept some redirection from adults. (2.2)	G. Community M. Listening and comprehension
	Respond positively to choices and limits set by an adult to help control their behavior. (2.3)	D. Emotions G. Community
Three-Year-Olds (36–48 months)	With prompting and support, follow rules and routines. (3.1)	G. Community
	With prompting and support, respond appropriately during teacher-guided and child-initiated activities. (3.2)	D. Emotions G. Community
	Cooperate and begin to focus attention during teacher-guided and child-initiated activities. (3.3)	D. Emotions G. Community
	With adult support and guidance, wait for short periods of time to get something he/she wants (e.g., waits turn to play with a toy, etc.). (3.4)	D. Emotions G. Community
Four-Year-Olds (48–60 months)	Follow rules and routines and adapt to changes in rules and routines. (4.1)	G. Community
	Demonstrate control over impulsive behaviors and focus attention in various settings but sometimes require adult support and guidance. (4.2)	D. Emotions
	With adult support and guidance, wait for short periods of time to get something he/she wants (e.g., waits turn to play with a toy, etc.). (4.3)	D. Emotions G. Community