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

Infant-Toddler Alignment

Preschool Alignment

Alignment of the 2010 Mississippi Early Learning Guidelines for Infants and Toddlers With HighScope's 2014 Child Observation Record — COR Advantage 1.5

The following chart shows how items from the 2010 **Mississippi Early Learning Guidelines for Infants and Toddlers** correspond to items from HighScope's 2014 **Child Observation Record — COR Advantage 1.5.** COR Advantage 1.5 is an observation-based assessment instrument for children from birth through kindergarten. It is designed to measure children's progress in all early childhood programs (including, but not limited to those using the HighScope curriculum). It is divided into 8 major categories that are critical for school success: Approaches to Learning (Items A–C); Social and Emotional Development (Items D–H); Physical Development and Health (Items I–K); Language, Literacy, and Communication (Items L–R); Mathematics (Items S–W); Creative Arts (Items X–AA); Science and Technology (Items BB–EE); and Social Studies (Items FF–HH). There is also a category for English Language Learning, if appropriate for the child (Items II–JJ). Each category contains between 3 and 7 items, and each item has 8 developmental levels, ranging from 0 (the simplest) to 7 (the most complex). Teaching staff collect anecdotes for completing the COR during the normal daily routine, so the assessment process is seamlessly integrated with early childhood teaching and planning. The results provide detailed reports that analyze progress and are designed for various audiences, from families to government monitors.

Mississippi Early Learning Standards	COR Advantage Items
Language, Vocabulary and Literacy Development	

	1.1 Understanding of Language and Sounds	
0-12 Months	1.1.1 Turns head in direction of sounds	M. Listening and comprehension N. Phonological awareness
	1.1.2 Repeats a syllable (ma-, ma-, ma-)* or sound 2-3 times	L. Speaking
	1.1.3 Responds with gestures to gestures with gestures, name, simple questions	L. Speaking M. Listening and comprehension
13-24 Months	1.1.4 Responds to requests to "Give me" or "Show me"	M. Listening and comprehension
	1.1.5 Understands 5+ single words, names objects and persons	M. Listening and comprehension
	1.1.6 Hands book to read or share to an adult	P. Reading Q. Book enjoyment and knowledge
25-36 Months	1.1.7 Pays attention to brief stories, especially ones about self	P. Reading Q. Book enjoyment and knowledge
	1.1.8 Moves and claps to rhythm and songs	Y. Music
	1.1.9 Repeats patterns of sounds	N. Phonological awareness Y. Music
	1.1.10 Understands and follows one-step directions	M. Listening and comprehension

	1.2 Use of Language	
0-12 Months	1.2.1 Uses gestures to communicate desires	A. Initiative and planning K. Personal care and healthy behavior L. Speaking
	1.2.2 Uses some words	L. Speaking

Language, Vocabulary and Literacy Development CONT		
13-24 Months	1.2.3 Combines words and gestures to communicate desires	A. Initiative and planning L. Speaking
	1.2.4 Uses additional words	L. Speaking
	1.2.5 Participates in conversations	E. Building relationships with adults F. Building relationships with other children L. Speaking M. Listening and comprehension
25-36 Months	1.2.6 Uses at least 50 words	L. Speaking
	1.2.7 Recognizes and names familiar objects	L. Speaking BB. Observing and classifying
	1.2.9 Engages in rich and continuous interactions	E. Building relationships with adults F. Building relationships with other children L. Speaking M. Listening and comprehension
	1.2.10 Speaks in simple, correct sentences	L. Speaking
	1.2.11 Sings short songs and repeats simple rhymes	N. Phonological awareness Y. Music

1.3 Awareness of Language in Print		
25-36 Months	1.3.1 Understands differences between pictures and print	P. Reading
	1.3.2 Recognizes familiar symbols such as logos and traffic signs	P. Reading
	1.3.3 Recognizes that symbols have meaning	P. Reading
	1.3.4 Recognizes first name in print	P. Reading
	1.3.5 Scribbles and draws with various writing and drawing tools	R. Writing

	Mississippi Early Learning Standards		**COR Advantage Items**
	Language, Vocabulary and Literacy Development CONT		
0-12 Months	**1.4 Awareness of Books**		
	1.4.1 Is interested in books and reading		P. Reading Q. Book enjoyment and knowledge
	1.4.2 Points to pictures in books upon request		P. Reading
13-24 Months	1.4.3 Turns pages of a book, looking at some pages and pictures		Q. Book enjoyment and knowledge
25-36 Months	1.4.4 Repeats words when an adult reads a predictable or pattern book		Q. Book enjoyment and knowledge
	1.4.5 Practices proper use and care of books		Q. Book enjoyment and knowledge
	1.4.6 Holds a book and pretends to read		P. Reading Q. Book enjoyment and knowledge
	1.4.7 Answers simple questions about books and stories		M. Listening and comprehension
	1.4.8 Acts out stories using dramatic play		AA. Pretend play

Mississippi Early Learning Standards		COR Advantage Items	
Mathematical Development			
	2.1 Awareness of Numbers and Operations		
0-24 Months	2.1.1 Understands concepts of *1* and *2*	S.	Number and counting
	2.1.2 Matches two like objects	BB.	Observing and classifying
25-36 Months	2.1.3 Counts 1-5 objects	S.	Number and counting
	2.1.4 Recites rhymes or songs with adult	N. S. Y.	Phonological awareness Number and counting Music
	2.1.5 Understands concept of *more*	S.	Number and counting
	2.1.6 Understands concept of *1*, *2*, and *3*	S.	Number and counting

	2.2 Awareness of Patterns		
0-24 Months	2.2.1 Repeat actions	CC.	Experimenting, predicting, and drawing conclusions
25-36 Months	2.2.2 Notices simple patterns of sounds and objects	V.	Patterns

	2.3 Awareness of Sorting		
0-24 Months	2.3.1 Places objects in containers	U.	Measurement
25-36 Months	2.3.2 Understands concept of *big* or *little*	U.	Measurement

	2.4 Awareness of Shapes		
0-24 Months	2.4.1 Matches objects by shape	T.	Geometry: Shapes and spatial awareness
	2.4.2 Understands concept of *shape*	T.	Geometry: Shapes and spatial awareness
25-36 Months	2.4.4 Identifies basic shapes such as circles and squares	T.	Geometry: Shapes and spatial awareness

	Mathematical Development CONT	
	2.5 Awareness of Space	
0-24 Months	2.5.1 Looks for objects that are hidden from sight	GG. Geography
25-36 Months	2.5.2 Understands concept of *in* or *out*	T. Geometry: Shapes and spatial awareness
	2.5.3 Understands words, such as "my cubby," which describe personal space	FF. Knowledge of self and others

	Mississippi Early Learning Standards	COR Advantage Items
	Scientific Development	
25-36 Months	**3.1 Awareness of Living and Non-Living Things** 3.1.1 Notices and names characteristics of self, other people, and objects	K. Personal care and healthy behavior DD. Natural and physical world FF. Knowledge of self and others

25-36 Months	**3.2 Awareness of Immediate Surroundings** 3.2.1 Notices and names characteristics of seasons and weather	DD. Natural and physical world

0-24 Months	**3.3 Exploration and Experimentation** 3.3.1 Feels and examines objects with mouth and hands	BB. Observing and classifying
25-36 Months	3.3.2 Notices differences in textures	BB. Observing and classifying
	3.3.3 Notices differences in colors	BB. Observing and classifying
	3.3.4 Uses all available senses to explore the environment	BB. Observing and classifying

	Social-Emotional Development	
	4.1 Close and Secure Relationships with Adults	
0-12 Months	4.1.1 Shows attachment to familiar adults and anxiety around strangers	D. Emotions E. Building relationships with adults
	4.1.2 Stops crying when held by a familiar adult	E. Building relationships with adults
13-24 Months	4.1.4 Seeks an adult to share an activity	E. Building relationships with adults
	4.1.5 Displays intense feelings when separating or reuniting with a parent	D. Emotions E. Building relationships with adults
	4.1.7 Prefers a familiar adult in unfamiliar situations	E. Building relationships with adults
25-36 Months	4.1.9 Shows empathy and caring for others	D. Emotions
	4.1.10 Initiates and accepts gestures of affection	D. Emotions E. Building relationships with adults F. Building relationships with other children
	4.1.11 Enacts warm and close relationships with adults during dramatic play	E. Building relationships with adults AA. Pretend play

	4.2 Relationships with Peers	
0-12 Months	4.2.1 Looks closely at other infants, responding excitedly	D. Emotions F. Building relationships with other children
	4.2.2 Reaches to touch another infant, grabs objects held by another infants	F. Building relationships with other children
	4.2.3 Laughs or cries when another child laughs or cries	D. Emotions
	4.2.4 Plays beside another child	F. Building relationships with other children

	Social-Emotional Development CONT	
13-24 Months	4.2.5 Interacts purposefully and with enjoyment with another child	F. Building relationships with other children
	4.2.6 With guidance by an adult, joins activities of other children	E. Building relationships with adults F. Building relationships with other children
	4.2.7 Shows preference for play partners	F. Building relationships with other children
	4.2.8 Takes toy from another child and says "Mine"	H. Conflict resolution FF. Knowledge of self and others
	4.2.9 Greets other children with a touch or a hug	D. Emotions F. Building relationships with other children
25-36 Months	4.2.11 Imitates the play and actions of other children	F. Building relationships with other children AA. Pretend play
	4.2.12 Joins activities of other children	F. Building relationships with other children
	4.2.13 Expresses empathy when others are hurt or mad	D. Emotions

	4.3 Self-Awareness	
0-12 Months	4.3.1 Recognizes, holds, and touches own hands and feet	FF. Knowledge of self and others
	4.3.2 Imitates adult behavior	AA. Pretend play
	4.3.3 Smiles at and points to self in mirror	FF. Knowledge of self and others
13-24 Months	4.3.4 Shows preferences for foods, toys, and activities	A. Initiative and planning
	4.3.5 Smiles or claps when successful at a task	D. Emotions
	4.3.7 Uses words *you*, *me*, and *I*	L. Speaking
25-36 Months	4.3.8 Recognizes ability to make things happen but not his responsibility for actions	CC. Experimenting, predicting, and drawing conclusions
	4.3.10 Identifies self in photograph, as a boy or girl	FF. Knowledge of self and others
	4.3.11 Acts in an assertive manner to control the environment	G. Community K. Personal care and healthy behavior

Social-Emotional Development CONT		
4.4 Experience, Expression, and Regulation of Emotions		
0-12 Months	4.4.1 Comforts self by sucking thumb or hand	FF. Knowledge of self and others
	4.4.2 Shows strong emotions (anger, anxiety, affection, pleasure)	D. Emotions
	4.4.3 Starts, maintains, or stops social contact through looks, gestures, sounds, and smiles that are understood by others	D. Emotions
13-24 Months	4.4.5 Accepts guidance by adults	B. Problem solving with materials H. Conflict resolution
	4.4.7 Uses 1-2 words, such as *no, stop, mine*, and *go away*, to express emotions or needs	D. Emotions H. Conflict resolution
25-36 Months	4.4.9 Practices some impulse control	D. Emotions
	4.4.10 Uses words to communicate desires	K. Personal care and healthy behavior
	4.4.11 Engages in simple problem-solving	B. Problem solving with materials H. Conflict resolution
	4.4.12 Responds to frustration with tantrums	D. Emotions

4.5 Exploration, Learning and Independence		
0-12 Months	4.5.1 Cues caregiver to continue or restart game such as Horsey	A. Initiative and planning
	4.5.2 Recognizes, holds, and touches own hands and feet	FF. Knowledge of self and others
	4.5.3 Handles objects haphazardly and then purposefully, flinging them, picking up and dropping them, dumping them, and transferring them from hand to hand	J. Fine-motor skills

Mississippi Early Learning Standards		COR Advantage Items
Social-Emotional Development CONT		
13-24 Months	4.5.4 Eats with fingers	J. Fine-motor skills K. Personal care and healthy behavior
	4.5.5 Explores widely, shows little fear of dangerous object or actions	A. Initiative and planning D. Emotions
	4.5.6 Plays contentedly beside adult activity, entertains self for brief periods	E. Building relationships with adults
25-36 Months	4.5.7 Is eager to help with classroom routines such as clean up	G. Community K. Personal care and healthy behavior
	4.5.8 Insists on trying tasks without help	A. Initiative and planning B. Problem solving with materials
	4.5.9 Needs support to change activities	G. Community

	Physical Development	
	5.1 Awareness of Body in Space	
25-36 Month	5.1.1 Moves and claps to rhythm and songs	Z. Movement

	5.2 Gross Motor Skills	
0 – 12 Months	5.2.1 Holds head upright	I. Gross-motor skills
	5.2.2 Hits or kicks things to make pleasing sights and sounds continue	J. Fine-motor skills CC. Experimenting, predicting, and drawing conclusions
	5.2.3 Pushes up on hands while on stomach	I. Gross-motor skills
	5.2.4 Rolls from stomach to back	I. Gross-motor skills
	5.2.5 Pulls to sitting position when grasping adult's fingers, maintains position for 2 minutes	I. Gross-motor skills
	5.2.6 Moves independently to sitting position, to hands-and-knees position, then to on knees position	I. Gross-motor skills
	5.2.7 Crawls	I. Gross-motor skills
	5.2.8 Pulls up to standing position, maintains position 1 minute	I. Gross-motor skills
	5.2.9 Climbs onto adult chair	I. Gross-motor skills
13-24 Months	5.2.10 Walks with minimal support, then independently	I. Gross-motor skills
	5.2.11 Sits independently in chair	I. Gross-motor skills

Mississippi Early Learning Standards		COR Advantage Items
Physical Development CONT		
25-36 Months	5.2.12 Runs	I. Gross-motor skills
	5.2.13 Walks up and down stairs (both feet on each step)	I. Gross-motor skills
	5.2.14 Kicks a stationary ball	I. Gross-motor skills
	5.2.15 Hops on one foot, then walks on tiptoe	I. Gross-motor skills
	5.2.16 Catches a rolled ball and rolls it forward	I. Gross-motor skills
	5.2.17 Throws a large ball	I. Gross-motor skills

	5.3 Fine Motor Skills	
0-12 Months	5.3.1 Reaches and grasps objects	J. Fine-motor skills
	5.3.2 Feels and examines objects with mouth and hands	J. Fine-motor skills
	5.3.3 Handles objects haphazardly and then purposefully, flinging them, picking up and dropping them, dumping them, and transferring them from hand to hand	J. Fine-motor skills
	5.3.4 Uses pincer grasp to pick up objects	J. Fine-motor skills
13-24 Months	5.3.5 Rolls a small ball in imitation	J. Fine-motor skills
	5.3.6 Uses pincer grasp to place objects in and out of containers, in a tower of 3+ objects	J. Fine-motor skills
	5.3.7 Makes marks with a crayon or pencil, scribbling in a circular motion	R. Writing
25-36 Months	5.3.8 Scribbles and draws with various writing and drawing tools	R. Writing

	Mississippi Early Learning Standards	COR Advantage Items
	Self-Help Development	
0-12 Months	**6.1 Eating** 6.1.2 Reaches for and holds bottle	A. Initiative and planning K. Personal care and healthy behavior
13-24 Months	6.1.4 Eats with fingers	J. Fine-motor skills K. Personal care and healthy behavior
	6.1.5 Eats from a spoon and drinks from a cup independently	J. Fine-motor skills K. Personal care and healthy behavior
25-36 Months	6.1.6 Uses utensils and open cup properly most of the time	J. Fine-motor skills K. Personal care and healthy behavior
	6.1.7 Attempts to clean up after a meal	K. Personal care and healthy behavior
	6.1.8 Practices correct hand-washing before and after meals	K. Personal care and healthy behavior

0-12 Months	**6.2 Toileting** 6.2.1 Uses gestures or words to indicate that he is soiled	K. Personal care and healthy behavior
	6.2.2 Imitates hand-washing after toileting	K. Personal care and healthy behavior
13-36 Months	6.2.3 Uses words to report the need to use the toilet	K. Personal care and healthy behavior
	6.2.4 Undresses with little help to use the toilet	K. Personal care and healthy behavior
	6.2.5 Wipes self and flushes the toilet with little or no help	K. Personal care and healthy behavior
	6.2.6 Practices correct hand-washing after toileting	K. Personal care and healthy behavior

	Self-Help Development CONT	
	6.3 Dressing	
0-12 Months	6.3.1 Holds out arms and legs while being dressed	K. Personal care and healthy behavior
	6.3.2 Puts on and takes off hat	K. Personal care and healthy behavior
13-24 Months	6.3.3 Pulls off socks, unfastens shoes, coat, and pants	K. Personal care and healthy behavior
	6.3.4 Pushes arms through sleeves and legs through pants	K. Personal care and healthy behavior
	6.3.5 Puts on clothing with little help	K. Personal care and healthy behavior
25-36 Months	6.3.6 Puts on socks and shoes with little help	K. Personal care and healthy behavior
	6.3.7 Puts on coat with little help	K. Personal care and healthy behavior
	6.3.8 Uses snaps, zippers, and some buttons	K. Personal care and healthy behavior

	6.4 Daily Routines	
0-24 Months	6.4.1 Cooperates when teeth are brushed	K. Personal care and healthy behavior
	6.4.2 With guidance by an adult, puts away belongings and classroom materials	G. Community
	6.4.3 Practices wiping his nose	K. Personal care and healthy behavior
25-36 Months	6.4.4 Brushes teeth with little help	K. Personal care and healthy behavior
	6.4.5 With guidance by an adult, selects and puts away belongings and classroom materials	G. Community
	6.4.6 Selects and puts away belongings and classroom materials	G. Community GG. Geography
	6.4.7 Wipes nose	K. Personal care and healthy behavior
	6.4.8 Practices correct hand-washing after wiping nose	K. Personal care and healthy behavior

Alignment of the 2013 Mississippi Early Learning Standards
With HighScope's
2014 Child Observation Record — COR Advantage 1.5

The following chart shows how items from the 2013 **Mississippi Early Learning Standards for Classrooms Serving Four-Year-Old Children** 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.

Mississippi Early Learning Standards	COR Advantage Items
English Language Arts	
READING STANDARDS FOR LITERATURE	
Key Ideas and Details	
1. With prompting and support, ask and/or answer questions with details related to a variety of informational print materials (e.g., ask *"What is the duck doing?"* or respond to, *"Tell me about the duck."*).	M. Listening and comprehension
2. With prompting and support, retell familiar stories (from books, oral presentations, songs, plays) using diverse media (e.g., conversation, drama, props throughout the classroom, creative movement, art, and creative writing).	Q. Book enjoyment and knowledge
3. With prompting and support, identify some characters, settings, and/or major events in a story.	M. Listening and comprehension Q. Book enjoyment and knowledge

Craft and Structure	
4. Exhibit curiosity and interest in words learning words in print.	P. Reading

Integration of Knowledge and Ideas	
7. With prompting and support, make connections among self, illustrations, and the story (e.g., picture walk, small group questions and answers, props in drama).	M. Listening and comprehension
9. With prompting and support, compare and contrast adventures and experiences of characters in familiar stories (e.g., how are two stories similar and/or different).	M. Listening and comprehension

READING STANDARDS FOR INFORMATIONAL TEXT	
1. With prompting and support, ask and/or answer questions with details related to a variety of informational print materials (e.g., charts, graphs, maps, lists, and other reference materials).	M. Listening and comprehension
2. With prompting and support, identify the main topic/idea and retell some details using diverse media (e.g., drama, creative writing, art, conversation).	Q. Book enjoyment and knowledge-
3. With prompting and support, demonstrate the connections among individuals, events, ideas, or pieces of information in a text (e.g., art, dramatic play, creative writing, conversation).	M. Listening and comprehension Q. Book enjoyment and knowledge

Mississippi Early Learning Standards	COR Advantage Items
Integration of Knowledge and Ideas 7. With prompting and support, make connections between self and text and/or information and text.	M. Listening and comprehension

Mississippi Early Learning Standards	COR Advantage Items
READING STANDARDS: FOUNDATIONAL SKILLS **Print Concepts** 1. With prompting and support, demonstrate understanding of conventions of print. a. Recognize an association between spoken and written words.	P. Reading R. Writing
b. Recognize that the letters of the alphabet are a special category of visual graphics that can be individually named.	O. Alphabet knowledge
c. Recognize and name some upper- and lower-case letters of the alphabet, especially those in own name.	O. Alphabet knowledge
d. Differentiate letters from numbers.	O. Alphabet knowledge S. Number and counting
e. Recognize words as a unit of print and understand that letters are grouped to form words.	P. Reading
f. Understand that print moves from left to right, top to bottom, and page by page.	P. Reading R. Writing
g. Understand that words are separated by spaces in print.	R. Writing

Mississippi Early Learning Standards	COR Advantage Items
Phonological Awareness 2. With prompting and support, demonstrate an emerging understanding of spoken words, syllables, and sounds. a. Engage in language play (e.g., sound patterns, rhyming patterns, songs).	N. Phonological awareness
b. Explore and recognize rhyming words (e.g., using songs, finger plays, nursery rhymes, imitation, poetry, and conversation).	N. Phonological awareness
c. Demonstrate awareness of the relationship between sounds and letters.	N. Phonological awareness O. Alphabet knowledge
e. With prompting and support, isolate and pronounce the initial sounds in words.	N. Phonological awareness
f. Demonstrate an awareness of ending sounds in words.	N. Phonological awareness

Mississippi Early Learning Standards	COR Advantage Items
3. With prompting and support, demonstrate emergent phonics and word analysis skills. a. Demonstrate one-to-one letter-sound correspondence by producing the primary sound of some consonants. b. Recognize own name, environmental print, and some common high-frequency sight words.	O. Alphabet knowledge P. Reading

Fluency 4. Display emergent reading behavior with purpose and understanding (e.g., pretend reading, picture reading).	P. Reading

WRITING STANDARDS **Text Types and Purposes** 1. With prompting and support, recognize that writing is a way of communicating for a variety of purposes. a. Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters, and dictations) to express an opinion. b. Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters, and dictations) and describe their writing. c. Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters, and dictations) to tell about events or stories.	 R. Writing X. Art R. Writing X. Art R. Writing X. Art

Research to Build and Present Knowledge 8. With prompting and support, recall information from experiences to answer questions.	M. Listening and comprehension

SPEAKING AND LISTENING STANDARDS **Comprehension and Collaboration** 1. With guidance and support, participate in small-group as well as large-group shared conversations about pre-kindergarten topics and texts with peers and adults. a. Engage in voluntary conversations (e.g., turn-taking, exchanging information, listening attentively, being aware of others' feelings). b. Engage in extended conversations.	 L. Speaking L. Speaking

Mississippi Early Learning Standards	COR Advantage Items
2. With prompting and support, confirm understanding of information presented orally, from read-alouds, or through other media by asking and answering questions about details.	M. Listening and comprehension
3. With prompting and support, ask and answer questions in order to seek help, obtain information, or clarify something that is not understood.	M. Listening and comprehension

Mississippi Early Learning Standards	COR Advantage Items
LANGUAGE STANDARDS **Conventions of Standard English** 2. With prompting and support, demonstrate awareness of the conventions of standard English. a. Write first name, capitalizing the first letter.	R. Writing
b. Attempt to write a letter or letters to represent a word.	O. Alphabet knowledge R. Writing
c. Experiment with written representations of words, using emergent knowledge of sound-letter relationships.	O. Alphabet knowledge

Mississippi Early Learning Standards	COR Advantage Items
Vocabulary Acquisition and Use 5. With guidance and support, explore relationships and word meanings. a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	BB. Observing and classifying

Mississippi Early Learning Standards	COR Advantage Items
Mathematic Standards	
COUNTING AND CARDINALITY DOMAIN **Know number names and the count sequence.** 1. With prompting and support, recite numbers 1 to 30 in the correct order. 2. With prompting and support, recognize, name, and attempt writing numerals 0 – 10.	S. Number and counting S. Number and counting

Count to tell the number of objects.
3. With guidance and support, understand the relationship between numerals and quantities.
  a. Recognize that a numeral is a symbol that represents a number of objects, using developmentally appropriate pre-kindergarten materials.
 	
  b. Match quantities and numerals 0 – 5.
 	
4. Count many kinds of concrete objects and actions up to 10, using one-to-one correspondence; and, with guidance and support, count up to 7 things in a scattered design.
  a. Use the number name of the last object counted to represent the number of objects in a set, using developmentally appropriate pre-kindergarten materials.
	S. Number and counting
	
	S. Number and counting
	
	S. Number and counting
	
	S. Number and counting

Compare numbers. 5. Use comparative language (e.g., *more than, less than, equal to,* or *same*) to compare objects, using developmentally appropriate pre-kindergarten materials.	S. Number and counting

Mississippi Early Learning Standards	COR Advantage Items

OPERATIONS AND ALGEBRAIC THINKING DOMAIN

Understand addition as putting together and adding to and understand subtraction as taking apart and taking from.

1. With guidance and support, experiment with adding and subtracting by using developmentally appropriate pre-kindergarten materials.	S. Number and counting
2. With guidance and support, model real-world addition and subtraction problems up through 5 using developmentally appropriate pre-kindergarten materials.	S. Number and counting
3. With guidance and support, demonstrate an understanding of patterns using developmentally appropriate pre-kindergarten materials. a. Duplicate and extend simple patterns using concrete objects.	V. Patterns

MEASUREMENT AND DATA DOMAIN

Describe and compare measurable attributes.

1. With guidance and support, recognize measurable attributes of everyday objects such as length, weight, and size using appropriate vocabulary (e.g., *small, big, short, tall, empty, full, heavy, light*).	U. Measurement
2. With guidance and support, compare two objects using attributes of length, weight, and size (e.g., *bigger, longer, taller, heavier, same weight, same amount*). a. Use nonstandard units of measurement.	U. Measurement U. Measurement
b. Explore standard tools of measurement.	U. Measurement

Classify objects and count the number of objects in each category.

3. With guidance and support, sort, categorize, or classify objects (e.g., color, size, length, height, weight, area, temperature).	BB. Observing and classifying

Mississippi Early Learning Standards	COR Advantage Items
GEOMETRY DOMAIN **Explore, identify, and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).** 1. With guidance and support, correctly name shapes.	T. Geometry: Shapes and spatial awareness
2. With guidance and support, recognize and correctly name shapes in the environment, regardless of their orientation or overall size.	T. Geometry: Shapes and spatial awareness
3. With guidance and support, explore the differences between two-dimensional and three-dimensional shapes.	T. Geometry: Shapes and spatial awareness

Mississippi Early Learning Standards	COR Advantage Items
Analyze, compare, create, and compose shapes. 4. With guidance and support, create and represent shapes using developmentally appropriate pre-kindergarten materials (e.g., popsicle sticks, play dough, blocks, pipe cleaners, pattern blocks).	T. Geometry: Shapes and spatial awareness
5. With guidance and support, explore using shapes to create representations of common objects (e.g., use a square and a triangle to make a house).	T. Geometry: Shapes and spatial awareness

Mississippi Early Learning Standards	COR Advantage Items
Approaches to Learning Standards	
PLAY DOMAIN **Engage in play.** 2. Initiate and make decisions regarding play and learning activities (e.g., choose learning centers and materials).	A. Initiative and planning
3. Exhibit creativity and imagination in a variety of forms (e.g., roles, props, and language).	AA. Pretend play
4. Demonstrate active engagement in play.	A. Initiative and planning
CURIOSITY AND INITIATIVE DOMAIN **Demonstrate curiosity and initiative.** 3. Make independent choices.	A. Initiative and planning
4. Approach tasks and activities with flexibility, imagination, and inventiveness.	B. Problem solving with materials AA. Pretend play
PERSISTENCE AND ATTENTIVENESS DOMAIN **Demonstrate persistence and attentiveness.** 1. Follow through to complete a task or activity.	A. Initiative and planning
2. Demonstrate the ability to remain engaged in an activity or experience.	A. Initiative and planning
3. Seek out and accept help or information from adults and peers when needed to accomplish a task or an activity (e.g., using a step stool to reach the sink).	B. Problem solving with materials
PROBLEM-SOLVING SKILLS DOMAIN **Demonstrate problem-solving skills.** 1. Identify a problem or ask a question.	B. Problem solving with materials H. Conflict resolution
2. Use a variety of strategies to solve a problem, reach a goal, or answer a question (e.g., work with others, use a variety of materials, use trial and error).	B. Problem solving with materials H. Conflict resolution
3. Apply prior learning and experiences to build new knowledge.	B. Problem solving with materials H. Conflict resolution

Mississippi Early Learning Standards	COR Advantage Items

Social and Emotional Development Standards	
SOCIAL DEVELOPMENT DOMAIN **Build and maintain relationships with others.** 1. Interact appropriately with familiar adults. a. Communicate to seek out help with difficult task, to find comfort, and to obtain security.	B. Problem solving with materials E. Building relationships with adults H. Conflict resolution
b. Engage with a variety of familiar adults for a specific purpose.	E. Building relationships with adults
2. Interact appropriately with other children. a. Engage in positive interactions and communications with classmates (e.g., greet peers, use names of classmates, share materials).	F. Building relationships with other children
b. Develop relationships and share a friendship with one or two peers (e.g., offer assistance and materials to others).	F. Building relationships with other children
d. Acknowledge needs and rights of others (e.g., say, "It's your turn on the swing.").	H. Conflict resolution
3. Express empathy and care for others. a. Show affection and concern in appropriate ways (e.g., pat a child on the arm; give a soft hug to an upset peer).	D. Emotions
c. With prompting and support, identify emotional cues of others and react in a positive manner (e.g., say, "You seem sad.").	D. Emotions

Work productively toward common goals and activities. 4. Participate successfully as a member of a group. a. With prompting and support, share experiences and ideas with others (e.g., engage in conversation to express ideas).	L. Speaking
b. Sustain interactions with peers, allow others to join play activities, and play cooperatively with others in small and large groups (e.g., engage in cooperative play or conversations over time).	F. Building relationships with other children
6. Resolve conflicts with others. a. With prompting and support, use discussions and negotiations to reach a compromise (e.g., say, "I had the drum first or you can have it when this song is over.").	H. Conflict resolution

Mississippi Early Learning Standards	COR Advantage Items

EMOTIONAL DEVELOPMENT DOMAIN
Demonstrate awareness of self and capabilities.
1. Demonstrate trust in self.
   b. Identify own emotions (e.g., say, "I feel …") and express pride in accomplishments (e.g., "I did it!").

D.   Emotions

2. Develop personal preferences.
   a. Express independence, interest, and curiosity (e.g., say, "I can …", "I choose …" I want …").

A.   Initiative and planning

   b. Select and complete tasks (e.g., finish a puzzle or drawing).

A.   Initiative and planning

3. Show flexibility, inventiveness, and interest in solving problems.
   b. Persist and problem solve when working on a task (e.g., work on a puzzle; rebuild a tower of blocks that has fallen).

B.   Problem solving with materials

4. Know personal information.
   a. Describe self using several basic characteristics (e.g., gender, age, hair color, eye color).

FF.   Knowledge of self and others

Recognize and adapt expressions, behaviors, and actions.
5. Show impulse control with body and actions.
   a. Control own body in space (e.g., move safely through room without harm to self or others).

I.   Gross-motor skills

   b. Follow procedures or routines (e.g., come to circle time when the teacher begins to sing).

G.   Community

   c. Transition appropriately within environments with ease (e.g., come indoors to wash hands for lunch or to listen to a story).

G.   Community

6. Manage emotions.
   a. With prompting and support, progress from being upset to being calm (e.g., breathe deeply to regain self-control).

D.   Emotions

   b. With prompting and support, recognize emotions (e.g., "I am really mad.").

D.   Emotions

   d. With prompting and support, express frustration and anger without harming self, others, or property (e.g., "I don't like it when you take my truck.").

D.   Emotions

7. Follow procedures and routines with teacher support.
   a. Follow one-step and/or two-step directions (e.g., move appropriately when transitions are announced).

G.   Community
M.   Listening and comprehension

Mississippi Early Learning Standards	COR Advantage Items
Science Standards	
SCIENTIFIC METHOD AND INQUIRY DOMAIN **Engage in simple investigations.** 1. Make observations, make predictions, and ask questions about natural occurrences or events. 2. Describe, compare, sort and classify, and order objects. 3. Use a variety of simple tools to make investigations (e.g., use a magnifying glass to look at a bug). 4. Explore materials, objects, and events and notice cause and effect. 5. Describe and communicate observations, results, and ideas.	CC. Experimenting, predicting, and drawing conclusions BB. Observing and classifying EE. Tools and technology CC. Experimenting, predicting, and drawing conclusions W. Data analysis
PHYSICAL SCIENCE DOMAIN **Develop awareness of observable properties of objects and materials.** 1. Manipulate and explore a wide variety of objects and materials. 2. Describe and compare objects and materials by observable properties (e.g., color, size, shape, weight, texture, temperature).	BB. Observing and classifying BB. Observing and classifying
LIFE SCIENCE DOMAIN **Acquire scientific knowledge related to life science.** 1. Name, describe, and distinguish plants, animals, and people by observable characteristics.	DD. Natural and physical world
EARTH SCIENCE DOMAIN **Apply scientific knowledge related to earth science and space.** 3. Collect, sort, identify, and describe natural objects in the natural world (e.g., rocks, soil, leaves).	BB. Observing and classifying DD. Natural and physical world
TECHNOLOGY DOMAIN **Identify and explore a variety of technology tools.** 1. Use appropriate technology tools (e.g., magnifying glass, telescope, microscope, computer, simple machines) to explore objects and/or to discover new information. 2. Use technology tools to gather and/or communicate information.	EE. Tools and technology EE. Tools and technology

Mississippi Early Learning Standards	COR Advantage Items
Physical Development Standards	
GROSS MOTOR SKILLS DOMAIN **Demonstrate understanding of gross motor concepts as they apply to the learning, development, and performance of physical activities.** 1. Identify and demonstrate the use of body parts connected with gross motor movement (e.g., knee, foot, arm).	I. Gross-motor skills
2. Demonstrate coordination of large muscles to perform simple motor tasks (e.g., climbing, jumping, stretching, throwing a ball).	I. Gross-motor skills
Demonstrate competency in gross motor skills and movement patterns needed to perform a variety of physical activities. 3. With prompting and support, demonstrate body coordination (e.g., balance, strength, moving in space, walking up and down stairs alternating feet).	I. Gross-motor skills
5. Engage in gross motor activities that are familiar as well as activities that are new and challenging (e.g., pulling, throwing, catching, kicking, bouncing or hitting balls, riding wheel toys, skipping).	I. Gross-motor skills
FINE MOTOR SKILLS DOMAIN **Demonstrate competency in fine motor skills needed to perform a variety of physical activities.** 1. With prompting and support, use fine muscle and eye-hand coordination for such purposes as using utensils, self-care, building, and exploring (e.g., place small objects in bottle).	J. Fine-motor skills
Demonstrate understanding of emerging (developing) fine motor skills as they apply to the learning and performance of physical activities. 2. Demonstrate fine muscle coordination using manipulative materials that vary in size, shape, and skill requirement (e.g., press individual computer keys on a keyboard, use clay to form shapes or objects).	J. Fine-motor skills
3. Demonstrate emerging (developing) coordination of fine muscles to perform simple motor tasks (e.g., tear, cut, fold and crease paper).	J. Fine-motor skills

Mississippi Early Learning Standards	COR Advantage Items
Participate in fine motor activity for self-expression and/or social interaction. 4. With prompting and support, use fine motor skills for self-expression (e.g., coloring, painting, building, dressing-up in dramatic play). 5. With prompting and support, participate in group activities involving fine motor experiences (e.g., playing together with blocks, finger plays, and dramatic play).	J. Fine-motor skills F. Building relationships with other children J. Fine-motor skills
Demonstrate emerging (developing) competency in self-help skills needed to perform a variety of physical activities. 6. With prompting and support, participate in self-care (e.g., dressing, brushing teeth, washing hands, feeding self).	K. Personal care and healthy behavior
SELF-CARE, HEALTH, AND SAFETY SKILLS **Demonstrate an emerging (developing) use of standard health practices.** 4. With prompting and support, practice common health routines (e.g., resting, eating healthy meals, exercising, and using appropriate personal hygiene). 5. With prompting and support, participate in a variety of physical activities. 6. With prompting and support, identify nutritious foods.	K. Personal care and healthy behavior K. Personal care and healthy behavior K. Personal care and healthy behavior

Mississippi Early Learning Standards	COR Advantage Items
Creative Expression Standards	

MUSIC DOMAIN **Participate in music-related activities.** 1. Create sounds and rhythms using voice, body, instruments, or sound-producing objects. 2. Sing a variety of short songs.	Y. Music Y. Music

DANCE AND MOVEMENT DOMAIN **Demonstrate understanding through the use of movement.** 1. Create simple movements (e.g., twirl, turn around, skip, shake).	Z. Movement

THEATRE AND DRAMATIC PLAY DOMAIN **Engage in dramatic play throughout the day in a variety of centers.** 1. Imitate roles (e.g., mother, baby, doctor) observed in own life experiences. 2. Use available materials as either realistic or symbolic props. 4. Imitate characteristics of animals (e.g., the sounds animals make) and of people.	AA. Pretend play FF. Knowledge of self and others AA. Pretend play N. Phonological awareness AA. Pretend play

VISUAL ARTS DOMAIN **Create and respond to visual art.** 1. Produce original art (e.g., color, paint, draw) using a wide variety of materials and tools. 2. Create artwork that reflects an idea, theme, or story. 3. Describe own art work.	X. Art X. Art X. Art

Social Studies Standards	
FAMILY AND COMMUNITY DOMAIN **Understand self in relation to the family and the community.** 1. Identify self as a member of a family, the learning community, and local community.	FF. Knowledge of self and others
2. With prompting and support, identify similarities and differences in people.	FF. Knowledge of self and others
4. Identify some similarities and differences in family structure, culture, ability, language, age and gender.	FF. Knowledge of self and others

Understand the concept of individual rights and responsibilities. 7. With prompting and support, identify some community members (e.g., parents, teachers, principals/directors, community helpers).	FF. Knowledge of self and others
9. With prompting and support, describe a simple sequence of familiar events.	HH. History

OUR WORLD DOMAIN **Understand the importance of people, resources, and the environment.** 2. With prompting and support, identify location and some physical features of familiar places in the environment.	GG. Geography
3. With prompting and support, use money in pretend play to demonstrate understanding of the role money plays in the environment (e.g., play store or restaurant).	AA. Pretend play
4. Use a variety of technology tools (e.g., telephone, cash register, computer), either real or pretend, that affect daily life interactions and activities.	EE. Tools and technology
5. Demonstrate an understanding of the role that people play in caring for the environment (e.g., recycling, keeping the environment clean, conserving water).	DD. Natural and physical world

HISTORY AND EVENTS DOMAIN **Understand events that happened in the past.** 1. With prompting and support, describe a simple series of familiar events.	HH. History
2. Recognize events that happened in the past.	HH. History