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**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](#)



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## **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**

<b>Language, Vocabulary and Literacy Development</b>		
<b>0-12 Months</b>	<b>1.1 Understanding of Language and Sounds</b>	
	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 1.1.3 Responds with gestures to gestures with gestures, name, simple questions	L. Speaking L. Speaking M. Listening and comprehension
<b>13-24 Months</b>	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
<b>25-36 Months</b>	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
<b>0-12 Months</b>	<b>1.2 Use of Language</b>	
	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

**Mississippi Early Learning Standards**

**COR Advantage Items**

<b><i>Language, Vocabulary and Literacy Development CONT</i></b>		
<b>13-24 Months</b>	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
<b>25-36 Months</b>	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
<b>25-36 Months</b>	<b>1.3 Awareness of Language in Print</b>	
	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**

<b><i>Language, Vocabulary and Literacy Development CONT</i></b>		
<b>0-12 Months</b>	<b>1.4 Awareness of Books</b>	
	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
<b>13-24 Months</b>	1.4.3 Turns pages of a book, looking at some pages and pictures	Q. Book enjoyment and knowledge
<b>25-36 Months</b>	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**

<b>Mathematical Development</b>		
<b>0-24 Months</b>	<b>2.1 Awareness of Numbers and Operations</b>	
	2.1.1 Understands concepts of <i>1</i> and <i>2</i> 2.1.2 Matches two like objects	S. Number and counting BB. Observing and classifying
<b>25-36 Months</b>	2.1.3 Counts 1-5 objects	S. Number and counting
	2.1.4 Recites rhymes or songs with adult	N. Phonological awareness S. Number and counting Y. Music
	2.1.5 Understands concept of <i>more</i>	S. Number and counting
	2.1.6 Understands concept of <i>1, 2, and 3</i>	S. Number and counting
<b>0-24 Months</b>	<b>2.2 Awareness of Patterns</b>	
	2.2.1 Repeat actions	CC. Experimenting, predicting, and drawing conclusions
<b>25-36 Months</b>	2.2.2 Notices simple patterns of sounds and objects	V. Patterns
<b>0-24 Months</b>	<b>2.3 Awareness of Sorting</b>	
	2.3.1 Places objects in containers	U. Measurement
<b>25-36 Months</b>	2.3.2 Understands concept of <i>big</i> or <i>little</i>	U. Measurement
<b>0-24 Months</b>	<b>2.4 Awareness of Shapes</b>	
	2.4.1 Matches objects by shape	T. Geometry: Shapes and spatial awareness
	2.4.2 Understands concept of <i>shape</i>	T. Geometry: Shapes and spatial awareness
<b>25-36 Months</b>	2.4.4 Identifies basic shapes such as circles and squares	T. Geometry: Shapes and spatial awareness

**Mississippi Early Learning Standards**

**COR Advantage Items**

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

**Mississippi Early Learning Standards**

**COR Advantage Items**

<b><i>Scientific Development</i></b>		
<b>25-36 Months</b>	<b>3.1 Awareness of Living and Non-Living Things</b> 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
<b>25-36 Months</b>	<b>3.2 Awareness of Immediate Surroundings</b> 3.2.1 Notices and names characteristics of seasons and weather	DD. Natural and physical world
<b>0-24 Months</b>	<b>3.3 Exploration and Experimentation</b> 3.3.1 Feels and examines objects with mouth and hands	BB. Observing and classifying
<b>25-36 Months</b>	3.3.2 Notices differences in textures 3.3.3 Notices differences in colors 3.3.4 Uses all available senses to explore the environment	BB. Observing and classifying BB. Observing and classifying BB. Observing and classifying



**Mississippi Early Learning Standards**

**COR Advantage Items**

<b><i>Social-Emotional Development</i></b>		
<b>0-12 Months</b>	<b>4.1 Close and Secure Relationships with Adults</b>	
	4.1.1 Shows attachment to familiar adults and anxiety around strangers  4.1.2 Stops crying when held by a familiar adult	D. Emotions E. Building relationships with adults  E. Building relationships with adults
<b>13-24 Months</b>	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
<b>25-36 Months</b>	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
<b>0-12 Months</b>	<b>4.2 Relationships with Peers</b>	
	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

**Mississippi Early Learning Standards**

**COR Advantage Items**

<b>Social-Emotional Development CONT</b>		
<b>13-24 Months</b>	4.2.5 Interacts purposefully and with enjoyment with another child 4.2.6 With guidance by an adult, joins activities of other children 4.2.7 Shows preference for play partners 4.2.8 Takes toy from another child and says "Mine" 4.2.9 Greets other children with a touch or a hug	F. Building relationships with other children E. Building relationships with adults F. Building relationships with other children F. Building relationships with other children H. Conflict resolution FF. Knowledge of self and others D. Emotions F. Building relationships with other children
<b>25-36 Months</b>	4.2.11 Imitates the play and actions of other children 4.2.12 Joins activities of other children 4.2.13 Expresses empathy when others are hurt or mad	F. Building relationships with other children AA. Pretend play F. Building relationships with other children D. Emotions
<b>0-12 Months</b>	<b>4.3 Self-Awareness</b> 4.3.1 Recognizes, holds, and touches own hands and feet 4.3.2 Imitates adult behavior 4.3.3 Smiles at and points to self in mirror	FF. Knowledge of self and others AA. Pretend play FF. Knowledge of self and others
<b>13-24 Months</b>	4.3.4 Shows preferences for foods, toys, and activities 4.3.5 Smiles or claps when successful at a task 4.3.7 Uses words <i>you, me, and I</i>	A. Initiative and planning D. Emotions L. Speaking
<b>25-36 Months</b>	4.3.8 Recognizes ability to make things happen but not his responsibility for actions 4.3.10 Identifies self in photograph, as a boy or girl 4.3.11 Acts in an assertive manner to control the environment	CC. Experimenting, predicting, and drawing conclusions FF. Knowledge of self and others G. Community K. Personal care and healthy behavior

**Mississippi Early Learning Standards**

**COR Advantage Items**

<b>Social-Emotional Development CONT</b>		
<b>0-12 Months</b>	<b>4.4 Experience, Expression, and Regulation of Emotions</b>	
	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
<b>13-24 Months</b>	4.4.3 Starts, maintains, or stops social contact through looks, gestures, sounds, and smiles that are understood by others	D. Emotions
	4.4.5 Accepts guidance by adults	B. Problem solving with materials H. Conflict resolution
<b>25-36 Months</b>	4.4.7 Uses 1-2 words, such as <i>no</i> , <i>stop</i> , <i>mine</i> , and <i>go away</i> , to express emotions or needs	D. Emotions H. Conflict resolution
	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
<b>0-12 Months</b>	<b>4.5 Exploration, Learning and Independence</b>	
	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**

<b><i>Social-Emotional Development CONT</i></b>		
<b>13-24 Months</b>	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
<b>25-36 Months</b>	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

**Mississippi Early Learning Standards**

**COR Advantage Items**

<i>Physical Development</i>		
<b>25-36 Month</b>	<b>5.1 Awareness of Body in Space</b> 5.1.1 Moves and claps to rhythm and songs	Z. Movement
<b>0 – 12 Months</b>	<b>5.2 Gross Motor Skills</b> 5.2.1 Holds head upright 5.2.2 Hits or kicks things to make pleasing sights and sounds continue 5.2.3 Pushes up on hands while on stomach 5.2.4 Rolls from stomach to back 5.2.5 Pulls to sitting position when grasping adult’s fingers, maintains position for 2 minutes 5.2.6 Moves independently to sitting position, to hands-and-knees position, then to on knees position 5.2.7 Crawls 5.2.8 Pulls up to standing position, maintains position 1 minute 5.2.9 Climbs onto adult chair	I. Gross-motor skills J. Fine-motor skills CC. Experimenting, predicting, and drawing conclusions I. Gross-motor skills I. Gross-motor skills I. Gross-motor skills I. Gross-motor skills I. Gross-motor skills I. Gross-motor skills I. Gross-motor skills I. Gross-motor skills
<b>13-24 Months</b>	5.2.10 Walks with minimal support, then independently 5.2.11 Sits independently in chair	I. Gross-motor skills I. Gross-motor skills

**Mississippi Early Learning Standards**

**COR Advantage Items**

<b><i>Physical Development CONT</i></b>		
<b>25-36 Months</b>	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
<b>0-12 Months</b>	<b>5.3 Fine Motor Skills</b>	
	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
<b>13-24 Months</b>	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
<b>25-36 Months</b>	5.3.8 Scribbles and draws with various writing and drawing tools	R. Writing

**Mississippi Early Learning Standards**

**COR Advantage Items**

<b>Self-Help Development</b>		
<b>0-12 Months</b>	<b>6.1 Eating</b>	
	6.1.2 Reaches for and holds bottle	A. Initiative and planning K. Personal care and healthy behavior
<b>13-24 Months</b>	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
<b>25-36 Months</b>	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
<b>0-12 Months</b>	<b>6.2 Toileting</b>	
	6.2.1 Uses gestures or words to indicate that he is soiled	K. Personal care and healthy behavior
<b>13-36 Months</b>	6.2.2 Imitates hand-washing after toileting	K. Personal care and healthy behavior
	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

**Mississippi Early Learning Standards**

**COR Advantage Items**

<b><i>Self-Help Development CONT</i></b>		
<b>0-12 Months</b>	<b>6.3 Dressing</b>	
	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
<b>13-24 Months</b>	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
<b>25-36 Months</b>	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
<b>0-24 Months</b>	<b>6.4 Daily Routines</b>	
	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
<b>25-36 Months</b>	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

<i>English Language Arts</i>	
<p><b>READING STANDARDS FOR LITERATURE</b></p> <p><b>Key Ideas and Details</b></p> <p>1. With prompting and support, ask and/or answer questions with details related to a variety of informational print materials (e.g., ask “<i>What is the duck doing?</i>” or respond to, “<i>Tell me about the duck.</i>”).</p> <p>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).</p> <p>3. With prompting and support, identify some characters, settings, and/or major events in a story.</p>	<p>M. Listening and comprehension</p> <p>Q. Book enjoyment and knowledge</p> <p>M. Listening and comprehension</p> <p>Q. Book enjoyment and knowledge</p>
<p><b>Craft and Structure</b></p> <p>4. Exhibit curiosity and interest in words learning words in print.</p>	<p>P. Reading</p>
<p><b>Integration of Knowledge and Ideas</b></p> <p>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).</p> <p>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).</p>	<p>M. Listening and comprehension</p> <p>M. Listening and comprehension</p>
<p><b>READING STANDARDS FOR INFORMATIONAL TEXT</b></p> <p>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).</p> <p>2. With prompting and support, identify the main topic/idea and retell some details using diverse media (e.g., drama, creative writing, art, conversation).</p> <p>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).</p>	<p>M. Listening and comprehension</p> <p>Q. Book enjoyment and knowledge-</p> <p>M. Listening and comprehension</p> <p>Q. Book enjoyment and knowledge</p>

**Mississippi Early Learning Standards**

**COR Advantage Items**

<p><b>Integration of Knowledge and Ideas</b>                  7. With prompting and support, make connections between self and text and/or information and text.</p>	<p>M. Listening and comprehension</p>
<p><b>READING STANDARDS: FOUNDATIONAL SKILLS</b>  <b>Print Concepts</b>                  1. With prompting and support, demonstrate understanding of conventions of print.                  a. Recognize an association between spoken and written words.                  b. Recognize that the letters of the alphabet are a special category of visual graphics that can be individually named.                  c. Recognize and name some upper- and lower-case letters of the alphabet, especially those in own name.                  d. Differentiate letters from numbers.                  e. Recognize words as a unit of print and understand that letters are grouped to form words.                  f. Understand that print moves from left to right, top to bottom, and page by page.                  g. Understand that words are separated by spaces in print.</p>	<p>P. Reading                  R. Writing                  O. Alphabet knowledge                  O. Alphabet knowledge                  O. Alphabet knowledge                  S. Number and counting                  P. Reading                  P. Reading                  R. Writing                  R. Writing</p>
<p><b>Phonological Awareness</b>                  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).                  b. Explore and recognize rhyming words (e.g., using songs, finger plays, nursery rhymes, imitation, poetry, and conversation).                  c. Demonstrate awareness of the relationship between sounds and letters.                  e. With prompting and support, isolate and pronounce the initial sounds in words.                  f. Demonstrate an awareness of ending sounds in words.</p>	<p>N. Phonological awareness                  N. Phonological awareness                  N. Phonological awareness                  O. Alphabet knowledge                  N. Phonological awareness                  N. Phonological awareness</p>

**Mississippi Early Learning Standards**

**COR Advantage Items**

<p>3. With prompting and support, demonstrate emergent phonics and word analysis skills.</p> <p>a. Demonstrate one-to-one letter-sound correspondence by producing the primary sound of some consonants.</p> <p>b. Recognize own name, environmental print, and some common high-frequency sight words.</p>	<p>O. Alphabet knowledge</p> <p>P. Reading</p>
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<p><b>Fluency</b></p> <p>4. Display emergent reading behavior with purpose and understanding (e.g., pretend reading, picture reading).</p>	<p>P. Reading</p>
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<p><b>WRITING STANDARDS</b></p> <p><b>Text Types and Purposes</b></p> <p>1. With prompting and support, recognize that writing is a way of communicating for a variety of purposes.</p> <p>a. Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters, and dictations) to express an opinion.</p> <p>b. Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters, and dictations) and describe their writing.</p> <p>c. Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters, and dictations) to tell about events or stories.</p>	<p>R. Writing</p> <p>X. Art</p> <p>R. Writing</p> <p>X. Art</p> <p>R. Writing</p> <p>X. Art</p>
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<p><b>Research to Build and Present Knowledge</b></p> <p>8. With prompting and support, recall information from experiences to answer questions.</p>	<p>M. Listening and comprehension</p>
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<p><b>SPEAKING AND LISTENING STANDARDS</b></p> <p><b>Comprehension and Collaboration</b></p> <p>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.</p> <p>a. Engage in voluntary conversations (e.g., turn-taking, exchanging information, listening attentively, being aware of others' feelings).</p> <p>b. Engage in extended conversations.</p>	<p>L. Speaking</p> <p>L. Speaking</p>
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**Mississippi Early Learning Standards****COR Advantage Items**

<p>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.</p> <p>3. With prompting and support, ask and answer questions in order to seek help, obtain information, or clarify something that is not understood.</p>	<p>M. Listening and comprehension</p> <p>M. Listening and comprehension</p>
<p><b>LANGUAGE STANDARDS</b></p> <p><b>Conventions of Standard English</b></p> <p>2. With prompting and support, demonstrate awareness of the conventions of standard English.</p> <p>a. Write first name, capitalizing the first letter.</p> <p>b. Attempt to write a letter or letters to represent a word.</p> <p>c. Experiment with written representations of words, using emergent knowledge of sound-letter relationships.</p>	<p>R. Writing</p> <p>O. Alphabet knowledge</p> <p>R. Writing</p> <p>O. Alphabet knowledge</p>
<p><b>Vocabulary Acquisition and Use</b></p> <p>5. With guidance and support, explore relationships and word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p>	<p>BB. Observing and classifying</p>

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<i>Mathematic Standards</i>	
<p><b>COUNTING AND CARDINALITY DOMAIN</b>  <b>Know number names and the count sequence.</b></p> <p>1. With prompting and support, recite numbers 1 to 30 in the correct order.</p> <p>2. With prompting and support, recognize, name, and attempt writing numerals 0 – 10.</p>	<p>S. Number and counting</p> <p>S. Number and counting</p>
<p><b>Count to tell the number of objects.</b></p> <p>3. With guidance and support, understand the relationship between numerals and quantities.</p> <p>a. Recognize that a numeral is a symbol that represents a number of objects, using developmentally appropriate pre-kindergarten materials.</p> <p>b. Match quantities and numerals 0 – 5.</p> <p>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.</p> <p>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.</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><b>Compare numbers.</b></p> <p>5. Use comparative language (e.g., <i>more than</i>, <i>less than</i>, <i>equal to</i>, or <i>same</i>) to compare objects, using developmentally appropriate pre-kindergarten materials.</p>	<p>S. Number and counting</p>

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<p><b>OPERATIONS AND ALGEBRAIC THINKING DOMAIN</b>  <b>Understand addition as putting together and adding to and understand subtraction as taking apart and taking from.</b></p> <ol style="list-style-type: none"> <li>1. With guidance and support, experiment with adding and subtracting by using developmentally appropriate pre-kindergarten materials.</li> <li>2. With guidance and support, model real-world addition and subtraction problems up through 5 using developmentally appropriate pre-kindergarten materials.</li> <li>3. With guidance and support, demonstrate an understanding of patterns using developmentally appropriate pre-kindergarten materials.             <ol style="list-style-type: none"> <li>a. Duplicate and extend simple patterns using concrete objects.</li> </ol> </li> </ol>	<p>S. Number and counting</p> <p>S. Number and counting</p> <p>V. Patterns</p>
<p><b>MEASUREMENT AND DATA DOMAIN</b>  <b>Describe and compare measurable attributes.</b></p> <ol style="list-style-type: none"> <li>1. With guidance and support, recognize measurable attributes of everyday objects such as length, weight, and size using appropriate vocabulary (e.g., <i>small, big, short, tall, empty, full, heavy, light</i>).</li> <li>2. With guidance and support, compare two objects using attributes of length, weight, and size (e.g., <i>bigger, longer, taller, heavier, same weight, same amount</i>).             <ol style="list-style-type: none"> <li>a. Use nonstandard units of measurement.</li> <li>b. Explore standard tools of measurement.</li> </ol> </li> </ol>	<p>U. Measurement</p> <p>U. Measurement</p> <p>U. Measurement</p> <p>U. Measurement</p>
<p><b>Classify objects and count the number of objects in each category.</b></p> <ol style="list-style-type: none"> <li>3. With guidance and support, sort, categorize, or classify objects (e.g., color, size, length, height, weight, area, temperature).</li> </ol>	<p>BB. Observing and classifying</p>

## Mississippi Early Learning Standards

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<p><b>GEOMETRY DOMAIN</b> <b>Explore, identify, and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).</b></p> <ol style="list-style-type: none"><li>1. With guidance and support, correctly name shapes.</li><li>2. With guidance and support, recognize and correctly name shapes in the environment, regardless of their orientation or overall size.</li><li>3. With guidance and support, explore the differences between two-dimensional and three-dimensional shapes.</li></ol>	<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><b>Analyze, compare, create, and compose shapes.</b></p> <ol style="list-style-type: none"><li>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).</li><li>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).</li></ol>	<p>T. Geometry: Shapes and spatial awareness</p> <p>T. Geometry: Shapes and spatial awareness</p>



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<i>Approaches to Learning Standards</i>	
<p><b>PLAY DOMAIN</b>  <b>Engage in play.</b>                      2. Initiate and make decisions regarding play and learning activities (e.g., choose learning centers and materials).                      3. Exhibit creativity and imagination in a variety of forms (e.g., roles, props, and language).                      4. Demonstrate active engagement in play.</p>	<p>A. Initiative and planning                      AA. Pretend play                      A. Initiative and planning</p>
<p><b>CURIOSITY AND INITIATIVE DOMAIN</b>  <b>Demonstrate curiosity and initiative.</b>                      3. Make independent choices.                      4. Approach tasks and activities with flexibility, imagination, and inventiveness.</p>	<p>A. Initiative and planning                      B. Problem solving with materials                      AA. Pretend play</p>
<p><b>PERSISTENCE AND ATTENTIVENESS DOMAIN</b>  <b>Demonstrate persistence and attentiveness.</b>                      1. Follow through to complete a task or activity.                      2. Demonstrate the ability to remain engaged in an activity or experience.                      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).</p>	<p>A. Initiative and planning                      A. Initiative and planning                      B. Problem solving with materials</p>
<p><b>PROBLEM-SOLVING SKILLS DOMAIN</b>  <b>Demonstrate problem-solving skills.</b>                      1. Identify a problem or ask a question.                      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).                      3. Apply prior learning and experiences to build new knowledge.</p>	<p>B. Problem solving with materials                      H. Conflict resolution                      B. Problem solving with materials                      H. Conflict resolution                      B. Problem solving with materials                      H. Conflict resolution</p>

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<i>Social and Emotional Development Standards</i>	
<p><b>SOCIAL DEVELOPMENT DOMAIN</b>  <b>Build and maintain relationships with others.</b></p> <p>1. Interact appropriately with familiar adults.            a. Communicate to seek out help with difficult task, to find comfort, and to obtain security.</p> <p>b. Engage with a variety of familiar adults for a specific purpose.</p> <p>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).</p> <p>b. Develop relationships and share a friendship with one or two peers (e.g., offer assistance and materials to others).</p> <p>d. Acknowledge needs and rights of others (e.g., say, "It's your turn on the swing.").</p> <p>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).</p> <p>c. With prompting and support, identify emotional cues of others and react in a positive manner (e.g., say, "You seem sad.").</p>	<p>B. Problem solving with materials            E. Building relationships with adults            H. Conflict resolution</p> <p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p> <p>F. Building relationships with other children</p> <p>H. Conflict resolution</p> <p>D. Emotions</p> <p>D. Emotions</p>
<p><b>Work productively toward common goals and activities.</b></p> <p>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).</p> <p>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).</p> <p>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.").</p>	<p>L. Speaking</p> <p>F. Building relationships with other children</p> <p>H. Conflict resolution</p>

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EMOTIONAL DEVELOPMENT DOMAIN	
<p><b>Demonstrate awareness of self and capabilities.</b></p> <p>1. Demonstrate trust in self.            b. Identify own emotions (e.g., say, "I feel ...") and express pride in accomplishments (e.g., "I did it!").</p> <p>2. Develop personal preferences.            a. Express independence, interest, and curiosity (e.g., say, "I can ...", "I choose ..." I want ...").            b. Select and complete tasks (e.g., finish a puzzle or drawing).</p> <p>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).</p> <p>4. Know personal information.            a. Describe self using several basic characteristics (e.g., gender, age, hair color, eye color).</p>	<p>D. Emotions</p> <p>A. Initiative and planning</p> <p>A. Initiative and planning</p> <p>B. Problem solving with materials</p> <p>FF. Knowledge of self and others</p>
<p><b>Recognize and adapt expressions, behaviors, and actions.</b></p> <p>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).            b. Follow procedures or routines (e.g., come to circle time when the teacher begins to sing).            c. Transition appropriately within environments with ease (e.g., come indoors to wash hands for lunch or to listen to a story).</p> <p>6. Manage emotions.            a. With prompting and support, progress from being upset to being calm (e.g., breathe deeply to regain self-control).            b. With prompting and support, recognize emotions (e.g., "I am really mad.").            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.").</p> <p>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).</p>	<p>I. Gross-motor skills</p> <p>G. Community</p> <p>G. Community</p> <p>D. Emotions</p> <p>D. Emotions</p> <p>D. Emotions</p> <p>G. Community</p> <p>M. Listening and comprehension</p>

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<i>Science Standards</i>	
<p><b>SCIENTIFIC METHOD AND INQUIRY DOMAIN</b>  <b>Engage in simple investigations.</b></p> <ol style="list-style-type: none"> <li>1. Make observations, make predictions, and ask questions about natural occurrences or events.</li> <li>2. Describe, compare, sort and classify, and order objects.</li> <li>3. Use a variety of simple tools to make investigations (e.g., use a magnifying glass to look at a bug).</li> <li>4. Explore materials, objects, and events and notice cause and effect.</li> <li>5. Describe and communicate observations, results, and ideas.</li> </ol>	<p>CC. Experimenting, predicting, and drawing conclusions</p> <p>BB. Observing and classifying</p> <p>EE. Tools and technology</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>W. Data analysis</p>
<p><b>PHYSICAL SCIENCE DOMAIN</b>  <b>Develop awareness of observable properties of objects and materials.</b></p> <ol style="list-style-type: none"> <li>1. Manipulate and explore a wide variety of objects and materials.</li> <li>2. Describe and compare objects and materials by observable properties (e.g., color, size, shape, weight, texture, temperature).</li> </ol>	<p>BB. Observing and classifying</p> <p>BB. Observing and classifying</p>
<p><b>LIFE SCIENCE DOMAIN</b>  <b>Acquire scientific knowledge related to life science.</b></p> <ol style="list-style-type: none"> <li>1. Name, describe, and distinguish plants, animals, and people by observable characteristics.</li> </ol>	<p>DD. Natural and physical world</p>
<p><b>EARTH SCIENCE DOMAIN</b>  <b>Apply scientific knowledge related to earth science and space.</b></p> <ol style="list-style-type: none"> <li>3. Collect, sort, identify, and describe natural objects in the natural world (e.g., rocks, soil, leaves).</li> </ol>	<p>BB. Observing and classifying</p> <p>DD. Natural and physical world</p>
<p><b>TECHNOLOGY DOMAIN</b>  <b>Identify and explore a variety of technology tools.</b></p> <ol style="list-style-type: none"> <li>1. Use appropriate technology tools (e.g., magnifying glass, telescope, microscope, computer, simple machines) to explore objects and/or to discover new information.</li> <li>2. Use technology tools to gather and/or communicate information.</li> </ol>	<p>EE. Tools and technology</p> <p>EE. Tools and technology</p>

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<i>Physical Development Standards</i>	
<p><b>GROSS MOTOR SKILLS DOMAIN</b>  <b>Demonstrate understanding of gross motor concepts as they apply to the learning, development, and performance of physical activities.</b></p> <p>1. Identify and demonstrate the use of body parts connected with gross motor movement (e.g., knee, foot, arm).</p> <p>2. Demonstrate coordination of large muscles to perform simple motor tasks (e.g., climbing, jumping, stretching, throwing a ball).</p>	<p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p>
<p><b>Demonstrate competency in gross motor skills and movement patterns needed to perform a variety of physical activities.</b></p> <p>3. With prompting and support, demonstrate body coordination (e.g., balance, strength, moving in space, walking up and down stairs alternating feet).</p> <p>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).</p>	<p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p>
<p><b>FINE MOTOR SKILLS DOMAIN</b>  <b>Demonstrate competency in fine motor skills needed to perform a variety of physical activities.</b></p> <p>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).</p>	<p>J. Fine-motor skills</p>
<p><b>Demonstrate understanding of emerging (developing) fine motor skills as they apply to the learning and performance of physical activities.</b></p> <p>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).</p> <p>3. Demonstrate emerging (developing) coordination of fine muscles to perform simple motor tasks (e.g., tear, cut, fold and crease paper).</p>	<p>J. Fine-motor skills</p> <p>J. Fine-motor skills</p>

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<p><b>Participate in fine motor activity for self-expression and/or social interaction.</b></p> <p>4. With prompting and support, use fine motor skills for self-expression (e.g., coloring, painting, building, dressing-up in dramatic play).</p> <p>5. With prompting and support, participate in group activities involving fine motor experiences (e.g., playing together with blocks, finger plays, and dramatic play).</p>	<p>J. Fine-motor skills</p> <p>F. Building relationships with other children</p> <p>J. Fine-motor skills</p>
<p><b>Demonstrate emerging (developing) competency in self-help skills needed to perform a variety of physical activities.</b></p> <p>6. With prompting and support, participate in self-care (e.g., dressing, brushing teeth, washing hands, feeding self).</p>	<p>K. Personal care and healthy behavior</p>
<p><b>SELF-CARE, HEALTH, AND SAFETY SKILLS</b></p> <p><b>Demonstrate an emerging (developing) use of standard health practices.</b></p> <p>4. With prompting and support, practice common health routines (e.g., resting, eating healthy meals, exercising, and using appropriate personal hygiene).</p> <p>5. With prompting and support, participate in a variety of physical activities.</p> <p>6. With prompting and support, identify nutritious foods.</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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<i>Creative Expression Standards</i>	
<b>MUSIC DOMAIN</b> <b>Participate in music-related activities.</b> 1. Create sounds and rhythms using voice, body, instruments, or sound-producing objects.  2. Sing a variety of short songs.	Y. Music  Y. Music
<b>DANCE AND MOVEMENT DOMAIN</b> <b>Demonstrate understanding through the use of movement.</b> 1. Create simple movements (e.g., twirl, turn around, skip, shake).	Z. Movement
<b>THEATRE AND DRAMATIC PLAY DOMAIN</b> <b>Engage in dramatic play throughout the day in a variety of centers.</b> 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
<b>VISUAL ARTS DOMAIN</b> <b>Create and respond to visual art.</b> 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

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<i>Social Studies Standards</i>	
<p><b>FAMILY AND COMMUNITY DOMAIN</b>  <b>Understand self in relation to the family and the community.</b></p> <p>1. Identify self as a member of a family, the learning community, and local community.</p> <p>2. With prompting and support, identify similarities and differences in people.</p> <p>4. Identify some similarities and differences in family structure, culture, ability, language, age and gender.</p>	<p>FF. Knowledge of self and others</p> <p>FF. Knowledge of self and others</p> <p>FF. Knowledge of self and others</p>
<p><b>Understand the concept of individual rights and responsibilities.</b></p> <p>7. With prompting and support, identify some community members (e.g., parents, teachers, principals/directors, community helpers).</p> <p>9. With prompting and support, describe a simple sequence of familiar events.</p>	<p>FF. Knowledge of self and others</p> <p>HH. History</p>
<p><b>OUR WORLD DOMAIN</b>  <b>Understand the importance of people, resources, and the environment.</b></p> <p>2. With prompting and support, identify location and some physical features of familiar places in the environment.</p> <p>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).</p> <p>4. Use a variety of technology tools (e.g., telephone, cash register, computer), either real or pretend, that affect daily life interactions and activities.</p> <p>5. Demonstrate an understanding of the role that people play in caring for the environment (e.g., recycling, keeping the environment clean, conserving water).</p>	<p>GG. Geography</p> <p>AA. Pretend play</p> <p>EE. Tools and technology</p> <p>DD. Natural and physical world</p>
<p><b>HISTORY AND EVENTS DOMAIN</b>  <b>Understand events that happened in the past.</b></p> <p>1. With prompting and support, describe a simple series of familiar events.</p> <p>2. Recognize events that happened in the past.</p>	<p>HH. History</p> <p>HH. History</p>