



**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 New Jersey. This document shows you how COR Advantage aligns with New Jersey’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 2013 New Jersey Birth to Three Early Learning Standards With HighScope's 2014 Child Observation Record — COR Advantage 1.5**

The following chart shows how items from the 2013 **New Jersey Birth to Three Early Learning Standards** correspond to items from HighScope's 2014 **Child Observation Record — COR Advantage 1.5**. COR Advantage 1.5 is an observation-based assessment instrument for children from birth through kindergarten. It is designed to measure children's progress in all early childhood programs (including, but not limited to those using the HighScope curriculum). It is divided into 8 major categories that are critical for school success: Approaches to Learning (Items A–C); Social and Emotional Development (Items D–H); Physical Development and Health (Items I–K); Language, Literacy, and Communication (Items L–R); Mathematics (Items S–W); Creative Arts (Items X–AA); Science and Technology (Items BB–EE); and Social Studies (Items FF–HH). There is also a category for English Language Learning, if appropriate for the child (Items II–JJ). Each category contains between 3 and 7 items, and each item has 8 developmental levels, ranging from 0 (the simplest) to 7 (the most complex). Teaching staff collect anecdotes for completing the COR during the normal daily routine, so the assessment process is seamlessly integrated with early childhood teaching and planning. The results provide detailed reports that analyze progress and are designed for various audiences, from families to government monitors.



**New Jersey Early Learning Standards**

**COR Advantage Items**

<p><b>DOMAIN I: Social and Emotional Development</b></p>	
<p><b>Component: Trust and Emotional Security</b></p> <p>Engages in behaviors that build relationships with familiar adults.</p> <p>Shows preference for familiar adults.</p> <p>Seeks ways to find comfort in new situations.</p> <p>Shows emotional connection and attachment to others.</p>	<p>E. Building relationships with adults</p> <p>E. Building relationships with adults</p> <p>E. Building relationships with adults</p> <p>E. Building relationships with adults</p>
<p><b>Component: Self-Awareness</b></p> <p>Expresses feelings and emotions through facial expressions, sounds, gestures or words.</p> <p>Begins to develop awareness of self as separate from others.</p>	<p>D. Emotions</p> <p>FF. Knowledge of self and others</p>
<p><b>Component: Self-Regulation</b></p> <p>Begins to manage own actions, emotions and behavior.</p> <p>Begins to understand simple routines, rules or limitations.</p>	<p>D. Emotions</p> <p>K. Personal care and healthy behavior</p> <p>G. Community</p>
<p><b>Component: Relationships with Peers and Adults</b></p> <p>Shows interest in and awareness of peers and adults.</p> <p>Responds to and interacts with other peers and adults.</p> <p>Begins to recognize and respond to the feelings and emotions of peers and adults.</p> <p>Begins to show care and concern for others.</p> <p>Uses social interactions, facial expressions, gestures or words to express feelings, needs and wants.</p> <p>Begins to use imitation or pretend play to learn and practice new roles and relationships.</p>	<p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p> <p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p> <p>D. Emotions</p> <p>F. Building relationships with other children</p> <p>F. Building relationships with other children</p> <p>D. Emotions</p> <p>AA. Pretend play</p>

**New Jersey Early Learning Standards**

**COR Advantage Items**

<p><b>DOMAIN II: Approaches to Learning</b></p>	
<p><b>Component: Curiosity</b></p> <p>Shows interest in and actively explores the environment.</p> <p>Shows eagerness and curiosity as a learner</p> <p>Seeks to discover and learn new things.</p>	
<p>A. Initiative and planning</p> <p>A. Initiative and planning</p> <p>A. Initiative and planning</p>	
<p><b>Component: Persistence</b></p> <p>Attends to and tries to reproduce interesting events.</p> <p>Maintains social contact by continuing to engage with caregiver.</p> <p>Attempts challenging tasks with or without adult help.</p> <p>Explores thoroughly and tries to solve problems even when encountering obstacles.</p>	<p>A. Initiative and planning</p> <p>B. Problem solving with materials</p> <p>C. Reflection</p> <p>E. Building relationships with adults</p> <p>B. Problem solving with materials</p> <p>B. Problem solving with materials</p>
<p><b>Component: Creativity</b></p> <p>Uses unusual ways to explore people or objects in the environment.</p> <p>Finds new things to do with familiar objects.</p> <p>Uses imagination in playful, silly or messy ways.</p>	<p>A. Initiative and planning</p> <p>AA. Pretend play</p> <p>AA. Pretend play</p>
<p><b>Component: Initiative</b></p> <p>Shows initiative by engaging others in interaction.</p> <p>Takes action without being directed by others.</p> <p>Demonstrates initiative by making choices.</p>	<p>A. Initiative and planning</p> <p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p> <p>A. Initiative and planning</p> <p>A. Initiative and planning</p>

**New Jersey Early Learning Standards**

**COR Advantage Items**

<p><b>DOMAIN III: Language Development and Communication</b></p>	
<p><b>Component: Listening and Understanding</b></p> <p>Shows interest in listening to sounds.</p> <p>Listens with interest to language of others.</p> <p>Responds to verbal communication of others.</p> <p>Responds to nonverbal communication of others.</p> <p>Understands gestures, words, phrases or questions.</p>	<p>N. Phonological awareness</p> <p>M. Listening and comprehension</p> <p>M. Listening and comprehension</p> <p>M. Listening and comprehension</p> <p>M. Listening and comprehension</p>
<p><b>Component: Communicating and Speaking</b></p> <p>Uses sounds, gestures or actions to express needs and wants.</p> <p>Uses consistent sounds, gestures, signs or words to communicate.</p> <p>Imitates sounds, gestures, signs, words or phrases.</p> <p>Uses sounds, signs, words or phrases for a variety of purposes.</p> <p>Takes turns using language in simple back and forth conversations.</p>	<p>K. Personal care and healthy behavior</p> <p>L. Speaking</p> <p>L. Speaking</p> <p>L. Speaking</p> <p>L. Speaking</p> <p>L. Speaking</p>
<p><b>Component: Emergent Literacy</b></p> <p>Shows interest in songs, rhymes and stories.</p> <p>Shows interest in photos, pictures and drawings.</p> <p>Develops interest in and involvement with books and other print materials.</p> <p>Begins to recognize and understand symbols such as those used in writing.</p>	<p>Y. Music</p> <p>P. Reading</p> <p>P. Reading</p> <p>Q. Book enjoyment and knowledge</p> <p>O. Alphabet knowledge</p> <p>P. Reading</p>

**New Jersey Early Learning Standards**

**COR Advantage Items**

<p><b>DOMAIN IV: Cognitive Development</b></p>	<p>A. Initiative and planning                  BB. Observing and classifying                   X. Art                  BB. Observing and classifying                   T. Geometry: Shapes and spatial awareness                  X. Art                   A. Initiative and planning                   CC. Experimenting, predicting, and drawing conclusions</p>
<p><b>Component: Exploration and Discovery</b></p> <p>Pays attention to people and objects.</p> <p>Uses sense to explore people, objects and the environment.</p> <p>Attends to colors, shapes, patterns or pictures.</p> <p>Shows interest and curiosity in new people and objects.</p> <p>Makes things happen and watches for results or repeats action.</p>	
<p><b>Component: Memory</b></p> <p>Recognizes familiar people, places and things.</p> <p>Recalls and uses information in new situations.</p> <p>Searches for missing or hidden objects.</p>	
<p><b>Component: Problem Solving</b></p> <p>Experiments with different uses for objects.</p> <p>Shows imagination and creativity in solving problems.</p> <p>Uses a variety of strategies to solve problems</p>	
<p><b>Component: Imitation and Symbolic Play</b></p> <p>Observes and imitates sounds, gestures or behavior.</p> <p>Uses objects to represent other things.</p> <p>Uses imitation or pretend play to express creativity and imagination.</p>	

**New Jersey Early Learning Standards**

**COR Advantage Items**

<p><b>DOMAIN V: Physical and Motor Development</b></p>	
<p><b>Component: Gross Motor Development</b></p> <p>Moves body, arms and legs with coordination.</p> <p>Demonstrates large muscle balance, stability, control and coordination.</p> <p>Develops increasing ability to change positions and move body from place to place.</p> <p>Moves body with purpose to achieve a goal.</p>	<p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p>
<p><b>Component: Fine Motor Development</b></p> <p>Uses hands or feet to manipulate objects and make contact with people.</p> <p>Develops small muscle control and coordination.</p> <p>Uses different actions on objects.</p> <p>Controls small muscles in hands when doing simple tasks.</p>	<p>J. Fine-motor skills</p> <p>J. Fine-motor skills</p> <p>J. Fine-motor skills</p> <p>J. Fine-motor skills</p>
<p><b>Component: Physical Health and Well-Being</b></p> <p>Responds when physical needs are met.</p> <p>Expresses physical needs non-verbally or verbally.</p> <p>Participates in physical care routines.</p> <p>Begins to develop self-help skills.</p>	<p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p>

## **Alignment of the 2014 New Jersey Preschool Teaching and Learning Standards of Quality With HighScope's 2014 Child Observation Record — COR Advantage 1.5**

The following chart shows how items from the January 2014 **New Jersey Preschool Teaching and Learning Standards of Quality** 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.





## New Jersey Preschool Standards

## COR Advantage Items

<i>Social/Emotional Development</i>	
<p><b>Standard 0.1: Children demonstrate self-confidence.</b></p> <p><b>0.1.1</b> Express individuality by making independent decisions about materials to use.</p> <p><b>0.1.2</b> Express ideas for activities and initiate discussions.</p> <p><b>0.1.3</b> Actively engage in activities and interactions with teachers and peers.</p> <p><b>0.1.4</b> Discuss their own actions and efforts.</p>	<p>A. Initiative and planning</p> <p>A. Initiative and planning</p> <p>E. Building relationships with adults F. Building relationships with other children</p> <p>C. Reflection</p>
<p><b>Standard 0.2: Children demonstrate self-direction.</b></p> <p><b>0.2.1</b> Make independent choices and plans from a broad range of diverse interest centers.</p> <p><b>0.2.2</b> Demonstrate self-help skills (e.g., clean up; pour juice; use soap when washing hands; put away belongings).</p> <p><b>0.2.3</b> Move through classroom routines and activities with minimal teacher direction and transition easily from one activity to the next.</p> <p><b>0.2.4</b> Attend to tasks for a period of time.</p>	<p>A. Initiative and planning</p> <p>G. Community K. Personal care and healthy behavior</p> <p>G. Community</p> <p>A. Initiative and planning</p>
<p><b>Standard 0.3: Children identify and express feelings.</b></p> <p><b>0.3.1</b> Recognize and describe a wide range of feelings, including sadness, anger, fear, and happiness.</p> <p><b>0.3.2</b> Empathize with feelings of others (e.g., get a blanket for friend and comfort him/her when he/she feels sad).</p> <p><b>0.3.3</b> Channel impulses negative feelings such as anger and impulse (e.g., taking three deep breaths; using calming words; pulling self out of play to go to "safe spot" to relax; expressive activities).</p>	<p>D. Emotions</p> <p>F. Building relationships with other children</p> <p>D. Emotions H. Conflict resolution</p>

## New Jersey Preschool Standards

## COR Advantage Items

<p><b>Standard 0.4: Children exhibit positive interactions with other children and adults.</b></p> <p><b>0.4.1</b> Engage appropriately with peers and teachers in classroom activities.</p> <p><b>0.4.2</b> Demonstrate socially acceptable behavior for teachers and peers (e.g., hugs; get a tissue; sit next to a friend/teacher, hold hands).</p> <p><b>0.4.4</b> Respect the rights of others (e.g., “This painting belongs to Carlos.”).</p> <p><b>0.4.5</b> Express needs verbally or non-verbally to teacher and peers without being aggressive (e.g., “I don’t like it when you call me dummy. Stop!”).</p> <p><b>0.4.6</b> Demonstrate verbal or nonverbal problem-solving skills without being aggressive (e.g., talk about a problem and related feelings and negotiate solutions).</p>	<p>E. Building relationships with adults F. Building relationships with other children</p> <p>E. Building relationships with adults F. Building relationships with other children</p> <p>G. Community FF. Knowledge of self and others</p> <p>H. Conflict resolution</p> <p>H. Conflict resolution</p>
<p><b>Standard 0.5: Child exhibit pro-social behaviors.</b></p> <p><b>0.5.1</b> Play independently and cooperatively in pairs and small groups.</p> <p><b>0.5.2</b> Engage in pretend play.</p> <p><b>0.5.3</b> Demonstrate how to enter into play when a group of children are already involved in play.</p> <p><b>0.5.5</b> Demonstrate understanding the concept of sharing by attempting to share.</p>	<p>F. Building relationships with other children</p> <p>AA. Pretend play</p> <p>F. Building relationships with other children</p> <p>G. Community</p>

**New Jersey Preschool Standards**

**COR Advantage Items**

<i>Visual &amp; Performing Arts</i>	
<b>Standard 1.1: Children express themselves and develop an appreciation of creative movement and dance.</b>	
1.1.1 Move the body in a variety of ways, with and without music.	Z. Movement
1.1.2 Respond to changes in tempo and a variety of musical rhythms through body movement.	Z. Movement
1.1.3 Participate in simple sequences of movements.	Z. Movement
1.1.5 Participate in or observe a variety of dance and movement activities accompanied by music and/or props from different cultures and genres.	Z. Movement
1.1.6 Use movement/dance to convey meaning around a theme or to show feelings.	Z. Movement
1.1.7 Describe feelings and reactions in response to a creative movement/dance performance.	Z. Movement
<b>Standard 1.2: Children express themselves and develop an appreciation of music.</b>	
1.2.1 Sing a variety of songs with expression, independently and with others.	Y. Music
1.2.2 Use a variety of musical instruments to create music alone and/or with others, using different beats, tempos, dynamics, and interpretations.	Y. Music
1.2.3 Clap or sing songs with repetitive phrases and rhythmic patterns.	Y. Music
1.2.4 Listen to, imitate, and improvise sounds, patterns, or songs.	Y. Music
<b>Standard 1.3: Children express themselves through and develop an appreciation of dramatic play and storytelling.</b>	
1.3.1 Play roles observed through life experiences (e.g., mom/dad, baby, firefighter, police officer, doctor, mechanic).	AA. Pretend play FF. Knowledge of self and others

**New Jersey Preschool Standards**

**COR Advantage Items**

<b>Visual &amp; Performing Arts CONT</b>	
<b>1.3.2</b> Use memory, imagination, creativity, and language to make up new roles and act them out.	AA. Pretend play
<b>1.3.3</b> Participate with others in dramatic play, negotiating roles, and setting up scenarios using costumes and props.	AA. Pretend play
<b>1.3.5</b> Sustain and extend play during dramatic play interactions (e.g., set the stage by anticipating what will happen next).	AA. Pretend play
<b>Standard 1.4: Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting, and drawing).</b>	
<b>1.4.1</b> Demonstrate the safe and appropriate use and care of art materials and tools.	X. Art
<b>1.4.2</b> Create two and three-dimensional works of art while exploring color, line, shape, form, texture, and space.	X. Art
<b>1.4.3</b> Use vocabulary to describe various art forms (e.g., photographs, sculpture), artists (e.g. illustrator, sculptor, photographer) and elements in the visual arts.	X. Art
<b>1.4.4</b> Demonstrate a growing ability to represent experiences, thoughts, and ideas through a variety of age-appropriate materials and visual art media using memory, observation, and imagination.	X. Art
<b>1.4.5</b> Demonstrate planning, persistence, and problem-solving skills while working independently, or with others, during the creative process.	B. Problem solving with materials X. Art
<b>1.4.6</b> Create more recognizable representations as eye-hand coordination and fine-motor skills develop.	X. Art
<b>1.4.7</b> Describe feelings and reactions and make increasingly thoughtful observations in response to a variety of culturally diverse works of art and objects in the everyday world.	X. Art

<b><i>Health, Safety and Physical Education</i></b>	
<p><b>Standard 2.1: Children develop self-help and personal hygiene skills.</b></p> <p><b>2.1.1</b> Develop an awareness of healthy habits (e.g., use clean tissues, wash hands; handle food hygienically, brush teeth, and dress appropriately for the weather).</p> <p><b>2.1.2</b> Demonstrate emerging self-help skills (e.g., developing independence when pouring; serving and using utensils; dressing; and brushing teeth).</p>	<p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p>
<p><b>Standard 2.2: Children begin to develop the knowledge and skills necessary to make nutritious food choices.</b></p> <p><b>2.2.2</b> Develop awareness of nutritious food choices (e.g., participate in classroom cooking activities, hold conversations with knowledgeable adults about daily nutritious meal and snack offerings).</p>	<p>K. Personal care and healthy behavior</p>
<p><b>Standard 2.3: Children begin to develop an awareness of potential hazards in their environment.</b></p> <p><b>2.3.1</b> Use safe practices indoors and out (e.g., wear bike helmets, walk in the classroom, understand how to participate in emergency drills, and understand why car seats and seat belts are used).</p> <p><b>2.3.2</b> Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol, etc).</p> <p><b>2.3.3</b> Identify community helpers who assist in maintaining a safe environment.</p>	<p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p> <p>FF. Knowledge of self and others</p>
<p><b>Standard 2.4: Children develop competence and confidence in gross- and fine-motor skills.</b></p> <p><b>2.4.1</b> Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).</p> <p><b>2.4.2</b> Develop and refine fine motor skills (e.g., complete gradually more complex puzzles; use smaller sized manipulatives during play; and use a variety of writing instruments in a conventional matter).</p>	<p>I. Gross-motor skills</p> <p>J. Fine-motor skills</p>

<b><i>Health, Safety and Physical Education CONT</i></b>	
<b>2.4.3</b> Use objects and props to develop spatial and coordination skills (e.g., throw and catch balls and Frisbees, twirl a hula-hoop about the hips, walk a balance beam, lace different sized beads, and button and unbutton)	I. Gross-motor skills J. Fine-motor skills

**New Jersey Preschool Standards**

**COR Advantage Items**

<i>English Language Arts</i>	
<p><b>Reading Literature</b></p> <p><b>RL.PK.1</b> With prompting and support, ask and answer key elements in a familiar story or poem.</p> <p><b>RL.PK.2</b> With prompting and support, retell familiar stories or poems.</p> <p><b>RL.PK.3</b> With prompting and support, identify characters, settings, and major events in a familiar story.</p> <p><b>RL.PK.5</b> Recognize common types of literature (storybooks and poetry books).</p> <p><b>RL.PK.7</b> With prompting and support, using a familiar storybook, tell how the illustrations support the story.</p> <p><b>RL.PK.9</b> With prompting and support using a familiar storybook, tell how adventures and experiences of characters are alike and how they are different.</p> <p><b>RL.PK.10</b> Actively participate in read aloud experiences using age appropriate literature in individual, small and large groups.</p>	<p>M. Listening and comprehension Q. Book enjoyment and knowledge</p> <p>M. Listening and comprehension Q. Book enjoyment and knowledge</p> <p>Q. Book enjoyment and knowledge</p> <p>Q. Book enjoyment and knowledge</p> <p>Q. Book enjoyment and knowledge</p> <p>M. Listening and comprehension</p> <p>M. Listening and comprehension Q. Book enjoyment and knowledge</p>
<p><b>Reading Informational Text</b></p> <p><b>RI.PK.1</b> With prompting and support, ask and answer questions about key elements in a familiar text.</p> <p><b>RI.PK.2</b> With prompting and support, recall important facts from a familiar text.</p> <p><b>RI.PK.3</b> With prompting and support, make a connection between pieces of essential information in a familiar text.</p> <p><b>RI.PK.4</b> With prompting and support, ask and answer questions about unfamiliar words in informational text.</p> <p><b>RI.PK.5</b> Identify the front and back cover of a book.</p> <p><b>RI.PK.6</b> With prompting and support, identify the role of author and illustrator in presenting ideas in informational text.</p> <p><b>RI.PK.7</b> With prompting and support, tell how the illustrations support the text (information or topic) in informational text.</p>	<p>M. Listening and comprehension</p> <p>M. Listening and comprehension Q. Book enjoyment and knowledge</p> <p>M. Listening and comprehension</p> <p>M. Listening and comprehension</p> <p>Q. Book enjoyment and knowledge</p> <p>Q. Book enjoyment and knowledge</p> <p>M. Listening and comprehension</p>

**New Jersey Preschool Standards**

**COR Advantage Items**

<p><b>English Language Arts CONT</b></p>	
<p><b>RI.PK.10</b> Actively participate in read aloud experiences using age appropriate information books individually and in small and large groups.</p>	<p>M. Listening and comprehension Q. Book enjoyment and knowledge</p>
<p><b>Reading: Foundational Skills</b></p> <p><b>RF.PK.1,a,b,c,d</b> Begin to demonstrate understanding of basic features of print.</p> <p>a) Follow words from left to right, top to bottom, page by page. b) Recognize that spoken words can be written and read. c) Recognize that words are separated by spaces. d) Recognize and name many upper and lower case letters of the alphabet.</p> <p><b>RF.PK.2,a,b,c,d,e</b> Demonstrate understanding of spoken words and begin to understand syllables and sounds (phonemes).</p> <p>a) Recognize and produce simple rhyming words. b) Segment syllables in spoken words by clapping out the number of syllables. c) Identify many initial sounds of familiar words. d) (Begins in kindergarten) e) (Begins in kindergarten)</p> <p><b>RF.PK.3,a,b,c,d</b> Demonstrate an understanding of beginning phonics and word skills.</p> <p>a) Associates many letters (consonants and vowels as ready) with their names and their most frequent sounds. b) (Begins in kindergarten) c) Recognize their name in print as well as other familiar print in the environment. d) (Begins in kindergarten)</p> <p><b>RF.PK.4</b> Begin to engage in a variety of texts with purpose and understanding.</p>	<p>O. Alphabet knowledge P. Reading R.. Writing</p> <p>N. Phonological awareness</p> <p>O. Alphabet knowledge</p> <p>P. Reading</p>
<p><b>Writing</b></p> <p><b>W.PK.1</b> Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share a preference or opinion during play or other activities.</p>	<p>R. Writing</p>



**New Jersey Preschool Standards**

**COR Advantage Items**

<b>English Language Arts CONT</b>	
<b>W.PK.2</b> Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share information during play or other activities.	R. Writing
<b>W.PK.5</b> With guidance and support, share a drawing with dictation, scribble-writing, letter-strings, or invented spelling to describe an event real or imagined.	R. Writing
<b>W.PK.6</b> With guidance and support, use digital tools to express ideas (e.g., taking a picture of a block structure to document or express ideas, etc.).	EE. Tools and technology
<b>W.PK.8</b> With guidance and support, recall information from experience or familiar topic to answer a question.	C. Reflection M. Listening and comprehension

<b>Speaking and Listening</b>	
<b>SL.PK.1.a,b</b> Participate in conversations and interactions with peers and adults individually and in small and large groups. a) Follow-agreed upon rules for discussions during group interactions. b) Continue a conversation through several back and forth exchanges.	E. Building relationships with adults F. Building relationships with other children L. Speaking M. Listening and comprehension
<b>SL.PK.2</b> Ask and answer questions about a text or other information read aloud or presented orally.	M. Listening and comprehension
<b>SL.PK.3</b> Ask and answer questions to seek help, get information, or follow directions.	M. Listening and comprehension
<b>SL.PK.4</b> Begin to describe familiar people, places, things, and events and sometimes with detail.	BB. Observing and classifying FF. Knowledge of self and others
<b>SL.PK.6</b> With guidance and support, speak audibly and express thoughts, feelings, and ideas.	L. Speaking

**New Jersey Preschool Standards**

**COR Advantage Items**

<b>English Language Arts CONT</b>	
<p><b>Language</b>  <b>L.PK.1,a,b,c,d,e,f</b>                      Begin to understand the conventions of standard English grammar when speaking during interactions and activities.</p> <ul style="list-style-type: none"> <li>a) Print many alphabet letters.</li> <li>b) Use frequently occurring nouns and verbs.</li> <li>c) Form regular plural nouns.</li> <li>d) Understand and use question words (e.g., who, what, where, when, why, how).</li> <li>e) Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, by, with).</li> <li>f) Begin to speak in complete sentences.</li> <li>g) Understands and can follow simple multi-step directions.</li> </ul>	<p>L. Speaking                      M. Listening and comprehension                      R. Writing</p>
<p><b>L.PK.2,a,b,c,d</b>                      Begin to understand the simple conventions of standard English grammar during reading and writing experiences throughout the day.</p> <ul style="list-style-type: none"> <li>a) (Begins in kindergarten)</li> <li>b) (Begins in kindergarten)</li> <li>c) Attempt to write a letter or letters by using scribble-writing, letter-like forms, letter-strings, and invented spelling during writing activities throughout the day.</li> <li>d) (Begins in kindergarten)</li> </ul> <p><b>L.PK.5,a,b,c,d</b>                      With guidance and support, explore word relationships.</p> <ul style="list-style-type: none"> <li>a) Begin to sort familiar objects (e.g., sort a collection of plastic animals into groups: dogs, tigers, and bears).</li> <li>b) Begin to understand opposites of simple and familiar words.</li> <li>c) Identify real-life connections between words and their use (e.g., "Tell me the name of a place in the classroom that is noisy or quiet.").</li> <li>d) (Begins in kindergarten)</li> </ul> <p><b>L.PK.6</b> Use words and phrases acquired through conversations, activities and read alouds.</p>	<p>R. Writing</p> <p>BB. Observing and classifying</p> <p>L. Speaking</p>

## New Jersey Preschool Standards

## COR Advantage Items

<i>Approaches to Learning</i>	
<p><b>Standard 9.1: Children demonstrate initiative, engagement, and persistence.</b></p> <p><b>9.1.1</b> Make plans and decisions to actively engage in learning (e.g., two children greet each other as they arrive to school and decide that they will finish counting all the bottle caps they collected during choice time.)</p> <p><b>9.1.2</b> Show curiosity and initiative by choosing to explore a variety of activities and experiences with a willingness to try new challenges (e.g., choosing harder and harder puzzles).</p> <p><b>9.1.4</b> Show persistence when faced with challenging tasks and uncertainty, seeking and accepting help when appropriate (e.g., saying to a friend, "This is hard. Can you help me figure it out?").</p> <p><b>9.1.5</b> Bring a teacher-directed or self-initiated task, activity or project to completion (e.g., showing the teacher, "Look—I finished it all by myself!").</p>	<p>A. Initiative and planning</p> <p>A. Initiative and planning CC. Experimenting, predicting, and drawing conclusions</p> <p>B. Problem solving with materials</p> <p>A. Initiative and planning</p>
<p><b>Standard 9.2: Children show creativity and imagination.</b></p> <p><b>9.2.1</b> Show flexibility in approaching tasks by being open to new ideas (i.e., doesn't cling to one approach to a task, but is willing to experiment and to risk trying out a new idea or approach).</p> <p><b>9.2.2</b> Use the imagination to solve problems, use materials, role play, write stories, move the body, or create works of art (e.g., create pretend spinach out of torn green construction paper to serve for dinner).</p> <p><b>9.2.3</b> Use multiple means of communication to creatively express thoughts, ideas, and feelings (e.g., sing a song and act out the story of the life cycle of a butterfly).</p>	<p>B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions</p> <p>B. Problem solving with materials AA. Pretend play</p> <p>AA. Pretend play</p>
<p><b>Standard 9.3: Children identify and solve problems.</b></p> <p><b>9.3.1</b> Recognize a problem and describe or demonstrate ways to solve it alone or with others (e.g., "I know! Jamar and I can work together to clean off the table so that we can have a place to eat lunch.")</p>	<p>B. Problem solving with materials H. Conflict resolution</p>

**New Jersey Preschool Standards**

**COR Advantage Items**

<b><i>Approaches to Learning CONT</i></b>	
<b>9.3.2</b> Use varied strategies to seek or recall information and to find answers (e.g., questioning, trial and error, testing, building on ideas, finding resources, drawing, or thinking aloud).	C. Reflection CC. Experimenting, predicting, and drawing conclusions
<b>9.3.3</b> Predict what will happen next based on prior experience and knowledge and test the prediction for accuracy (e.g., raising the height of the ramp to see if the ball will roll farther than when the ramp was lower).	CC. Experimenting, predicting, and drawing conclusions
<b>9.3.4</b> Reflect on, evaluate, and communicate what was learned (e.g., children in the class demonstrating and explaining their project to children in a younger group).	CC. Experimenting, predicting, and drawing conclusions
<b>Standard 9.4: Children apply what they have learned to new situations.</b>	
<b>9.4.1</b> Use prior knowledge to understand new experiences or a problem in a new context (e.g., after learning about snakes, children make comparisons when finding a worm on the playground).	C. Reflection
<b>9.4.3</b> Demonstrate understanding of what others think and feel through words or actions (e.g., children act out a story that the teacher has told them, mirroring the characters' emotions).	AA. Pretend play

<i>Mathematics</i>	
<b>Standard 4.1: Children begin to demonstrate an understanding of number and counting.</b>	
<p><b>4.1.1</b> Count to 20 by ones with minimal prompting.</p>	S. Number and counting
<p><b>4.1.2</b> Recognize and name one-digit written numbers up to 10 with minimal prompting.</p>	S. Number and counting
<p><b>4.1.3</b> Know that written numbers are symbols for number quantities and, with support, begin to write numbers from 0 to 10.</p>	S. Number and counting
<p><b>4.1.4</b> Understand the relationship between numbers and quantities (i.e., the last word stated when counting tells “how many”):                      (a) Accurately count quantities of objects up to 10, using one-to one-correspondence, and accurately count as many as 5 objects in a scattered configuration.                      (b) Arrange and count different kinds of objects to demonstrate understanding of the consistency of quantities (i.e., “5” is constant, whether it is a group of 5 people, 5 blocks or 5 pencils).                      (c) Instantly recognize, without counting, small quantities of up to 3 or 4 objects (i.e., subitize).</p>	S. Number and counting
<p><b>4.1.5</b> Use one to one correspondence to solve problems by matching sets (e.g., getting just enough straws to distribute for each juice container on the table) and comparing amounts (e.g., collecting the number of cubes needed to fill the spaces in a muffin tin with one cube each).</p>	S. Number and counting
<p><b>4.1.6</b> Compare groups of up to 5 objects (e.g., beginning to use terms such as “more,” “less,” “same”).</p>	S. Number and counting
<b>Standard 4.2: Children demonstrate an initial understanding of numerical operations.</b>	
<p><b>4.2.1</b> Represent addition and subtraction by manipulating up to 5 objects:                      (a) putting together and adding to (e.g., “3 blue pegs, 2 yellow pegs, 5 pegs altogether.”); and                      (b) taking apart and taking from (“I have four carrot sticks. I’m eating one. Now I have 3.”).</p>	S. Number and counting

**New Jersey Preschool Standards**

**COR Advantage Items**

<b>Mathematics CONT</b>	
<b>Standard 4.3: Children begin to conceptualize measurable attributes of objects.</b>	
<p><b>4.3.1</b> Sort, order, pattern, and classify objects by non-measurable (e.g., color, texture, type of material) and measurable attributes (e.g., length, capacity, height).</p>	<p>U. Measurement V. Patterns BB. Observing and classifying</p>
<p><b>4.3.2</b> Begin to use appropriate vocabulary to demonstrate awareness of the measurable attributes of length, area, weight and capacity of everyday objects (e.g., long, short, tall, light, heavy, full).</p>	<p>U. Measurement</p>
<p><b>4.3.3</b> Compare (e.g., which container holds more) and order (e.g., shortest to longest) up to 5 objects according to measurable attributes.</p>	<p>U. Measurement</p>
<b>Standard 4.2: Children develop spatial and geometric sense.</b>	
<p><b>4.4.1</b> Respond to and use positional words (e.g., in, under, between, down, behind).</p>	<p>T. Geometry: Shapes and spatial awareness</p>
<p><b>4.4.2</b> Use accurate terms to name and describe some two-dimensional shapes and begin to use accurate terms to name and describe some three-dimensional shapes (e.g., circle, square, triangle, sphere, cylinder, cube, side point, angle.)</p>	<p>T. Geometry: Shapes and spatial awareness</p>
<p><b>4.4.3</b> Manipulate, compare and discuss the attributes of: (a) two-dimensional shapes (e.g., use two dimensional shapes to make designs, patterns and pictures by manipulating materials such as paper shapes, puzzle pieces, tangrams; construct shapes from materials such as straws; match identical shapes; sort shapes based on rules [something that makes them alike/different]; describe shapes by sides/angles; use pattern blocks to compose/decompose shapes when making and taking apart compositions of several shapes). (b) three-dimensional shapes by building with blocks and with other materials having height, width and depth (e.g., unit blocks, hollow blocks, attribute blocks, boxes, empty food containers, plastic pipe).</p>	<p>T. Geometry: Shapes and spatial awareness</p>

## New Jersey Preschool Standards

## COR Advantage Items

<i>Science</i>	
<p><b>Standard 5.1: Children develop inquiry skills.</b></p> <p><b>5.1.1</b> Display curiosity about science objects, materials, activities, and longer-term investigations in progress (e.g., ask who, what, when, where, why, and how questions during sensory explorations, experimentation, and focused inquiry).</p> <p><b>5.1.2</b> Observe, question, predict, and investigate materials, objects, and phenomena during classroom activities indoors and outdoors and during any longer-term investigations in progress. Seek answers to questions and test predictions using simple experiments or research media (e.g., cracking a nut to look inside; putting a toy car in water to determine whether it sinks).</p> <p><b>5.1.3</b> Use basic science terms (e.g., observe, predict, experiment) and topic-related science vocabulary (e.g., words related to living things [fur, fins, feathers, beak, bark, trunk, stem]; weather terms [breezy, mild, cloudy, hurricane, shower, temperature]; vocabulary related to simple machines [wheel, pulley, lever, screw, inclined plane]; words for states of matter [solid, liquid]; names of basic tools [hammer, screwdriver, awl, binoculars, stethoscope, magnifier]).</p> <p><b>5.1.4</b> Communicate with other children and adults to share observations, pursue questions, make predictions, and/or conclusions.</p> <p><b>5.1.5</b> Represent observations and work through drawing, recording data, and “writing” (e.g., drawing and “writing” on observation clipboards, making rubbings, charting the growth of plants).</p>	<p>CC. Experimenting, predicting, and drawing conclusions</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>DD. Natural and physical world EE. Tools and technology</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>W. Data analysis</p>
<p><b>Standard 5.2: Children observe and investigate matter and energy.</b></p> <p><b>5.2.1</b> Observe, manipulate, sort, and describe objects and materials (e.g., water, sand, clay, paint, glue, various types of blocks, collections of objects, simple household items that can be taken apart, or objects made of wood, metal, or cloth) in the classroom and outdoor environment based on size, shape, color, texture, and weight.</p>	<p>BB. Observing and classifying</p>

**New Jersey Preschool Standards**

**COR Advantage Items**

<i>Science CONT</i>	
<b>Standard 5.3: Children observe and investigate living things.</b>	
<p><b>5.3.1</b> Investigate and compare the basic physical characteristics of plants, humans, and other animals (e.g., observing and discussing leaves, stems, roots, body parts; observing and drawing different insects; sorting leaves by shape; comparing animals with fur to those with feathers).</p>	DD. Natural and physical world
<p><b>5.3.2</b> Observe similarities and differences in the needs of living things, and differences between living and nonliving things (e.g., observing and discussing similarities between animal babies and their parents; discussing the differences between a living thing, such as a hermit crab, and a nonliving thing, such as a shell).</p>	DD. Natural and physical world
<p><b>5.3.3</b> Observe and describe how natural habitats provide for the basic needs of plants and animals with respect to shelter, food, water, air, and light (e.g., digging outside in the soil to investigate the kinds of animal life that live in and around the ground or replicating a natural habitat in a classroom terrarium).</p>	DD. Natural and physical world
<p><b>5.3.4</b> Observe and record change over time and cycles of change that affect living things (e.g., monitoring the life cycle of a plant, using children’s baby photographs to discuss human change and growth, using unit blocks to record the height of classroom plants).</p>	CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world
<b>Standard 5.4: Children observe and investigate the Earth.</b>	
<p><b>5.4.4</b> Demonstrate emergent awareness of the need for conservation, recycling, and respect for the environment (e.g., turning off water faucets, collecting empty yogurt cups for reuse as paint containers, separating materials in recycling bins, re-using clean paper goods for classroom collage and sculpture projects).</p>	DD. Natural and physical world



## New Jersey Preschool Standards

## COR Advantage Items

<i>Science CONT</i>	
<p><b>Standard 5.5: Children gain experience in using technology.</b></p> <p><b>5.5.1</b> Identify and use basic tools and technology to extend exploration in conjunction with science investigations (e.g., writing, drawing, and painting utensils, scissors, staplers, magnifiers, balance scales, ramps, pulleys, hammers, screwdrivers, sieves, tubing, binoculars, whisks, measuring cups, appropriate computer software and website information, video and audio recordings, digital cameras, tape recorders).</p>	EE. Tools and technology

## New Jersey Preschool Standards

## COR Advantage Items

<i>Social Studies, Family, And Life Skills</i>	
<p><b>Standard 6.1: Children identify unique characteristics of themselves, their families, and others.</b></p> <p><b>6.1.1</b> Describe characteristics of oneself, one's family, and others.</p> <p><b>6.1.2</b> Demonstrate an understanding of family roles and traditions.</p> <p><b>6.1.3</b> Express individuality and cultural diversity (e.g., through dramatic play).</p>	<p>FF. Knowledge of self and others</p> <p>FF. Knowledge of self and others</p> <p>FF. Knowledge of self and others</p>
<p><b>Standard 6.2: Children become contributing members of the classroom community.</b></p> <p><b>6.2.1</b> Demonstrate understanding of rules by following most classroom routines.</p> <p><b>6.2.2</b> Demonstrates responsibility by initiating simple classroom tasks and jobs.</p> <p><b>6.2.3</b> Demonstrate appropriate behavior when collaborating with others.</p>	<p>G. Community</p> <p>G. Community</p> <p>G. Community</p>
<p><b>Standard 6.3: Children demonstrate knowledge of neighborhood and community.</b> <b>Preschool</b></p> <p><b>6.3.1</b> Develop an awareness of the physical features of the neighborhood/community.</p> <p><b>6.3.2</b> Identify, discuss, and role-play the duties of a range of community workers.</p>	<p>GG. Geography</p> <p>FF. Knowledge of self and others</p>
<p><b>Standard 6.4: Children develop an awareness of the cultures within their classroom and their community.</b></p> <p><b>6.4.1</b> Learn about and respect other cultures within the classroom and community.</p>	<p>FF. Knowledge of self and others</p>

## New Jersey Preschool Standards

## COR Advantage Items

<i>Technology</i>	
<p><b>Standard 8.1: Navigate simple on screen menus.</b></p> <p><b>8.1.1</b> Use the mouse to negotiate a simple menu on the screen (e.g., to print a picture).</p>	<p>EE. Tools and technology</p>
<p><b>Standard 8.2: Use electronic devices independently.</b></p> <p><b>8.2.2</b> Access materials on a disk, cassette tape, or DVD. Insert a disk, cassette tape, CD-ROM, DVD, or other storage device and press “play” and “stop.”</p> <p><b>8.2.6</b> Use a digital camera to take a picture.</p>	<p>EE. Tools and technology</p> <p>EE. Tools and technology</p>
<p><b>Standard 8.3: Begin to use electronic devices to communicate.</b></p> <p><b>8.3.1</b> Use electronic devices (e.g., computer) to type name and to create stories with pictures and letters/words.</p>	<p>EE. Tools and technology</p>
<p><b>Standard 8.4: Use common technology vocabulary.</b></p> <p><b>8.4.1</b> Use basic technology terms in conversations (e.g. digital camera, battery, screen, computer, Internet, mouse, keyboard, and printer).</p>	<p>EE. Tools and technology</p>
<p><b>Standard 8.5: Begin to use electronic devices to gain information.</b></p> <p><b>8.5.1</b> Use the Internet to explore and investigate questions with a teacher’s support.</p>	<p>EE. Tools and technology</p>