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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 South Carolina. This document shows you how COR Advantage aligns with South Carolina’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 2006 South Carolina Infant and Toddler Guidelines With HighScope's 2014 Child Observation Record — COR Advantage 1.5

The following chart shows how items from the 2006 **South Carolina Infant and Toddler Guidelines** 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.



South Carolina Infant & Toddler Guidelines

COR Advantage Items

| <i>Physical Health</i> | | |
|------------------------|---|---------------------------------------|
| | <p>Guideline: Health Practices</p> <p>The child will display signs of optimal health consistent with appropriate primary health care and caregiver health practices.</p> | |
| Birth-8 months | No match | |
| 6-18 months | With assistance from a caregiver, I will wash my hands once I am able to stand safely at the sink. | K. Personal care and healthy behavior |
| 16-36 months | With assistance from a caregiver, I will wash my hands once I am able to stand safely at the sink. | K. Personal care and healthy behavior |

South Carolina Infant & Toddler Guidelines

COR Advantage Items

| <i>Emotional Development</i> | | |
|------------------------------|--|---------------------------------------|
| Birth-8 months | <p>Guideline: Attachment</p> <p>The child will develop an attachment relationship with a caregiver(s) who consistently meets the child's needs. *Special Note: Because attachment has developmental relevance to both the emotional and social domains, it is shown identically in both places.</p> <p>In the beginning of this period, I respond automatically to both caregivers and unfamiliar adults. By the end of this period, I signal to caregivers in order to stay close, and I may have formed an attachment relationship with one (or a few) of these caregivers.</p> | E. Building relationships with adults |
| 6-18 months | <p>In the beginning of this period, I signal to caregivers to stay close. Later, I develop an attachment relationship with one or a few of these caregivers, whom I use as a secure base from which to move out and explore my environment, checking back from time to time. By the end of this period, I spend more time playing farther away from my attachment figure(s), and am more likely to use gestures, glances or words to stay connected, though I still need to be physically close when I'm distressed.</p> | E. Building relationships with adults |
| 16-36 months | <p>In the beginning of this period, I spend more time playing farther away from the person I'm attached to than I did in the earlier age period, and I use gestures, glances or words to stay connected. By the end of this period, I am beginning to understand that the person I'm attached to may have a point of view (including thoughts, plans and feelings) that is different from my own.</p> | E. Building relationships with adults |

South Carolina Infant & Toddler Guidelines

COR Advantage Items

| <i>Emotional Development CONT</i> | | |
|-----------------------------------|--|-------------|
| | <p>Guideline: Expression of Emotion</p> <p>The child will experience and express a variety of feelings.</p> | |
| Birth-8 months | <p>In the beginning of this period, I express contentment and distress. By the end of this period, I express a variety of primary emotions (contentment, distress, joy, sadness, interest, surprise, disgust, anger and fear).</p> | D. Emotions |
| 6-18 months | <p>In the beginning of this period, I express a variety of primary emotions (contentment, distress, joy, sadness, interest, surprise, disgust, anger and fear). Later in this period, my emotional expressions become clearer and more intentional. By the end of this period, I begin to express complex (self-conscious) emotions such as pride, embarrassment, shame and guilt.</p> | D. Emotions |
| 16-36 months | <p>In the beginning of this period, I begin to express complex (self-conscious) emotions such as pride, embarrassment, shame and guilt. By the end of this period, I can use words to describe how I am feeling, although sometimes my feelings are so strong that I have trouble expressing them in words.</p> | D. Emotions |

South Carolina Infant & Toddler Guidelines

COR Advantage Items

| <i>Emotional Development CONT</i> | | |
|-----------------------------------|---|---|
| | <p>Guideline: Self-Awareness</p> <p>The child will develop an understanding of and an appreciation for his/her uniqueness in the world.</p> <p>Self-awareness: The child will recognize herself or himself as a person with an identity, wants, needs, interests, likes and dislikes.</p> | |
| Birth-8 months | <p>In the beginning of this period, I am not aware that you are a separate person from me. By the end of this period, I begin to understand that I am my own separate person.</p> | FF. Knowledge of self and others |
| 6-18 months | <p>In the beginning of this period, I begin to understand that I am my own separate person. By the end of this period, I recognize myself in the mirror and in photos.</p> | K. Personal care and healthy behavior FF. Knowledge of self and others |
| 16-36 months | <p>In the beginning of this period, I recognize myself in the mirror and in photos. Later in this period, I use pronouns like "I," "me" and "mine" when referring to myself. By the end of this period, I can describe who I am by using categories such as girl or boy, big or little.</p> | FF. Knowledge of self and others |

South Carolina Infant & Toddler Guidelines

COR Advantage Items

| <i>Emotional Development CONT</i> | | |
|-----------------------------------|---|---|
| Birth-8 months | <p>Awareness of emotions: The child will recognize his or her own feelings.</p> <p>In the beginning of this period, I respond reflexively or automatically with emotions of distress or contentment. By the end of this period, I express a variety of primary emotions (contentment, distress, joy, sadness, interest, surprise, disgust, anger and fear).</p> | D. Emotions |
| 6-18 months | <p>In the beginning of this period, I express a variety of primary emotions (contentment, distress, joy, sadness, interest, surprise, disgust, anger and fear). By the end of this period, my emotional expressions become clearer and more intentional.</p> | D. Emotions |
| 16-36 months | <p>In the beginning of this period, my emotional expressions become clearer and more intentional. Later, I express complex (self-conscious) emotions such as pride, embarrassment, shame and guilt. By the end of this period, I use words to describe my feelings and I show an understanding of why I have these feelings. Sometimes, however, my feelings are so strong I have trouble expressing them in words.</p> | D. Emotions |
| Birth-8 months | <p>Sense of competence: The child will recognize his or her ability to do things.</p> <p>In the beginning of this period, I respond automatically and explore my own abilities. By the end of this period, I understand that I can make things happen.</p> | K. Personal care and healthy behavior CC. Experimenting, predicting, and drawing conclusions |
| 6-18 months | <p>In the beginning of this period, I understand that I can make things happen. By the end of this period, I experiment with different ways of making things happen, and I take pride in what I can do.</p> | CC. Experimenting, predicting, and drawing conclusions |
| 16-36 months | No match | |

South Carolina Infant & Toddler Guidelines

COR Advantage Items

| <i>Emotional Development CONT</i> | | |
|-----------------------------------|--|---------------------------------------|
| Birth-8 months | <p>Guideline: Emotional Self-Regulation</p> <p>The child will develop strategies to control emotions and behavior.</p> <p>Self-comforting: The child will manage his or her internal states and feelings, as well as stimulation from the outside world.</p> <p>In the beginning of this period, I depend on my caregiver to comfort me. By the end of this period, I use simple strategies to comfort myself, and I am able to communicate my needs more clearly to my caregiver.</p> | K. Personal care and healthy behavior |
| 6-18 months | No match | |
| 16-36 months | No match | |
| Birth-8 months | <p>Impulse control: The child will manage his or her behavior.</p> <p>In the beginning of this period, I depend on my caregivers to meet my needs and comfort me. By the end of this period, I show very early signs of controlling some impulses when my caregiver guides and supports me.</p> | K. Personal care and healthy behavior |
| 6-18 months | No match | |
| 16-36 months | No match | |

South Carolina Infant & Toddler Guidelines

COR Advantage Items

| <i>Social Development</i> | | |
|----------------------------------|--|---------------------------------------|
| Birth-8 months | <p>Guideline: Attachment</p> <p>The child will develop an attachment relationship with a caregiver(s) who consistently meets the child's needs. *Special Note: Because attachment has developmental relevance to both the emotional and social domains, it is shown identically in both places.</p> <p>Attachment: The child will form relationships with consistent caregivers.</p> <p>In the beginning of this period, I respond automatically to both caregivers and unfamiliar adults. By the end of this period, I signal to caregivers in order to stay close. I may have formed an attachment relationship to one (or a few) of these caregivers.</p> | E. Building relationships with adults |
| 6-18 months | <p>In the beginning of this period, I signal to caregivers to stay close. Later, I develop an attachment relationship with one or a few of these caregivers, whom I use as a secure base from which to move out and explore my environment, checking back from time to time. By the end of this period, I spend more time playing farther away from my attachment figure(s), and am more likely to use gestures, glances or words to stay connected, though I still need to be physically close when I'm distressed.</p> | E. Building relationships with adults |
| 16-36 months | <p>In the beginning of this period, I spend more time playing farther away from the person I'm attached to than I did in the earlier age period, and I use gestures, glances or words to stay connected. By the end of this period, I am beginning to understand that the person I'm attached to may have a point of view (including thoughts, plans and feelings) that is different from my own.</p> | E. Building relationships with adults |

South Carolina Infant & Toddler Guidelines

COR Advantage Items

| <i>Social Development CONT</i> | | |
|---------------------------------------|--|---|
| | <p>Guideline: Expression of Social Behavior</p> <p>The child will demonstrate the ability to get along with others.</p> <p>Interactions with adults: The child will engage in give-and-take exchanges with an adult.</p> | |
| Birth-8 months | In the beginning of this period, I respond automatically to my caregiver's attempts to interact. By the end of this period, I give cues to initiate interaction with my caregiver. | E. Building relationships with adults |
| 6-18 months | In the beginning of this period, I give cues to initiate interaction with my caregiver. By the end of this period, I engage in a series of actions with my caregiver. | E. Building relationships with adults |
| 16-36 months | In the beginning of this period, I engage in a series of actions with my caregiver. By the end of this period, I can work with a caregiver to solve problems or communicate about ideas or experiences. | E. Building relationships with adults |
| | <p>Interactions with peers: The child will engage with other children.</p> | |
| Birth-8 months | In the beginning of this period, I respond automatically and prefer the human face and sound. By the end of this period, I am interested in other children and explore their faces and bodies. | F. Building relationships with other children AA. Pretend play |
| 6-18 months | In the beginning of this period, I am interested in other children and explore their faces and bodies. By the end of this period, I engage in play with peers for an extended time. | F. Building relationships with other children AA. Pretend play |
| 16-36 months | In the beginning of this period, I engage in play with peers for an extended time. By the end of this period, I show a greater likelihood to engage in mutual social play. | F. Building relationships with other children AA. Pretend play |

South Carolina Infant & Toddler Guidelines

COR Advantage Items

| <i>Social Development CONT</i> | | |
|---------------------------------------|--|----------------------------------|
| | <p>Guideline: Awareness of Social Behavior</p> <p>The child will develop a sense of belonging to a larger community through social interactions and relationships.</p> <p>Social identity: The child will have an awareness of his or her relationship to others in a group.</p> | |
| Birth-8 months | <p>In the beginning of this period, I am not aware that you are a separate person from me. By the end of this period, I begin to understand that I am a separate person who is connected to others in the world.</p> | FF. Knowledge of self and others |
| 6-18 months | <p>In the beginning of this period, I understand that I am a separate person who is connected to others in the world. By the end of this period, I demonstrate an understanding of the practices or characteristics of my group.</p> | FF. Knowledge of self and others |
| 16-36 months | <p>In the beginning of this period, I demonstrate an understanding of the practices or characteristics of my group. By the end of this period, I identify myself and others as belonging to one or more groups, according to characteristics I notice.</p> | FF. Knowledge of self and others |

South Carolina Infant & Toddler Guidelines

COR Advantage Items

| <i>Motor Development</i> | | |
|--------------------------|--|-----------------------|
| Birth-8 months | <p>Guideline: Large Muscle</p> <p>The child will develop large-muscle strength and control to move within the environment.</p> <p>Movement, balance, and coordination: The child will coordinate the movements of his or her body in order to move and to interact with the environment.</p> <p>In the beginning of this period, I move my body automatically. Later, I gain strength and more voluntary control of my head, arms and legs. By the end of this period, I use this strength and control to coordinate the movements of my body parts and to move my whole body.</p> | I. Gross-motor skills |
| 6-18 months | <p>In the beginning of this period, I coordinate the movements of my body parts to move my whole body. Later, I develop the strength, balance and coordination to change the position of my body from lying to sitting, and later to standing. By the end of this period, I can move my body from one place to another without support while upright on two feet.</p> | I. Gross-motor skills |
| 16-36 months | <p>In the beginning of this period, I can move my body from one place to another without support while upright on two feet. By the end of this period, I can coordinate my whole body to make complex movements.</p> | I. Gross-motor skills |

South Carolina Infant & Toddler Guidelines

COR Advantage Items

| <i>Motor Development CONT</i> | | |
|-------------------------------|---|----------------------|
| Birth-8 months | <p>Guideline: Small Muscle</p> <p>The child will develop small-muscle strength and control for detailed exploration and manipulation of objects.</p> <p>Touch, grasp, reach and manipulate: The child will coordinate the use of his or her hands, fingers and sight in order to manipulate objects in the environment.</p> <p>In the beginning of this period, I use my hands, arms and eyes automatically. Later, I can follow a moving object or person with my eyes, and I can bring my hands and objects to my mouth. By the end of this period, I look at my hands or an object while manipulating that object.</p> | J. Fine-motor skills |
| 6-18 months | <p>In the beginning of this period, I look at my hands or an object while manipulating that object. By the end of this period, I use both of my hands together to accomplish a task.</p> | J. Fine-motor skills |
| 16-36 months | <p>In the beginning of this period, I use both of my hands together to accomplish a task. By the end of this period, I am able to coordinate the use of my arms, hands and fingers to accomplish more challenging fine motor tasks.</p> | J. Fine-motor skills |

South Carolina Infant & Toddler Guidelines

COR Advantage Items

| <i>Motor Development CONT</i> | | |
|-------------------------------|--|---------------------------------------|
| | <p>Guideline: Oral-Motor</p> <p>The child will develop skill in biting, chewing and swallowing during eating and drinking.</p> <p>Oral-motor: The child will develop the skill to coordinate the use of his or her tongue and mouth in order to suck, swallow and eventually chew.</p> | |
| Birth-8 months | No match | |
| 6-18 months | In the beginning of this period, I gain more control over my ability to suck, swallow and chew. By the end of this period, I can take bites of food and drink from a cup, if these choices are offered to me. | K. Personal care and healthy behavior |
| 16-36 months | In the beginning of this period, I take bites of food and drink from a cup, if these choices are offered to me. By the end of this period, I eat a variety of table foods and can drink through a straw. | K. Personal care and healthy behavior |

South Carolina Infant & Toddler Guidelines

COR Advantage Items

| <i>Language & Communication Development</i> | | |
|---|---|--------------------------------|
| Birth-8 months | <p>Guideline: Comprehending Language</p> <p>The child will use listening and observation skills to develop an awareness of his or her world. As he or she develops, he or she understands more sounds and words.</p> <p>Understanding language: The child will comprehend the message of another's communication.</p> <p>In the beginning of this period, I respond automatically to sounds in the environment. By the end of this period, I recognize the names of familiar people and favorite objects.</p> | M. Listening and comprehension |
| 6-18 months | <p>In the beginning of this period, I recognize the names of familiar objects and people. By the end of this period, I show understanding of adult's simple requests and of statements referring to the present situation.</p> | M. Listening and comprehension |
| 16-36 months | <p>In the beginning of this period, I show understanding of adults' simple requests and of statements referring to the present situation. By the end of this period, I understand my caregiver's more abstract and complex statements and requests that refer to positions in space, ideas, feelings and the future.</p> | M. Listening and comprehension |

South Carolina Infant & Toddler Guidelines

COR Advantage Items

| <i>Language & Communication Development CONT</i> | | |
|--|--|-------------|
| | <p>Guideline: Expressing Language</p> <p>The child will develop the ability to use sounds, words, gestures and eventually signs or words to communicate his or her wants, needs and feelings.</p> <p>Expressing language: The child will convey a message or transfer information to another person.</p> | |
| Birth-8 months | In the beginning of this period, I make sounds spontaneously. By the end of this period, I show more intention as I experiment with sound and with different ways to express my wants, needs or feelings. | L. Speaking |
| 6-18 months | In the beginning of this period, I show more intention as I experiment with sound and with different ways to express my wants, needs or feelings. By the end of this period, I begin to use single words and conventional gestures to communicate with others. | L. Speaking |
| 16-36 months | In the beginning of this period, I begin to use single words and conventional gestures to communicate with others. By the end of this period, I combine words to express more complex ideas and start to follow some simple grammatical rules, although not always correctly. | L. Speaking |

South Carolina Infant & Toddler Guidelines

COR Advantage Items

| <i>Language & Communication Development CONT</i> | | |
|--|--|--------------------------------|
| Birth-8 months | <p>Guideline: Social Communication</p> <p>The child will be an active participant in his or her social world by developing the ability to interact with others in ways expected by his or her family, or community.</p> <p>Rules of language: The child will participate in interactions with language that follow the expected practices of the child's family and community.</p> <p>In the beginning of this period, I automatically respond to my caregivers when they talk to me by turning toward them. During this period, I participate in back-and-forth interactions with my caregivers. By the end of this period, I attempt to respond to basic forms of social communication with the appropriate gesture.</p> | M. Listening and comprehension |
| 6-18 months | <p>In the beginning of this period, I attempt to respond to basic forms of social communication with the appropriate gesture. By the end of this period, I participate in and often initiate the basic socially expected communications of my family.</p> | M. Listening and comprehension |
| 16-36 months | <p>In the beginning of this period, I participate in and often initiate the basic socially expected communications of my family. By the end of this period, I understand when words are used in a silly way.</p> | M. Listening and comprehension |

South Carolina Infant & Toddler Guidelines

COR Advantage Items

| <i>Language & Communication Development CONT</i> | | |
|--|---|--|
| Birth-8 months | <p>Guideline: Early Literacy</p> <p>The child will learn the foundations for listening, speaking, reading and writing.</p> <p>Early reading: The child will demonstrate interest in book reading, story-telling and singing and will eventually understand the meaning of basic symbols.</p> <p>In the beginning of this period, I respond automatically to my caregiver's talking, singing and reading. By the end of this period, I show increased interest in books, pictures, songs and rhymes.</p> | <p>P. Reading</p> <p>Q. Book enjoyment and knowledge</p> <p>Y. Music</p> |
| 6-18 months | <p>In the beginning of this period, I show increased interest in books and pictures. By the end of this period, I actively participate in book reading, story-telling and singing.</p> | <p>P. Reading</p> <p>Q. Book enjoyment and knowledge</p> <p>Y. Music</p> |
| 16-36 months | <p>In the beginning of this period, I actively participate in book reading, story-telling and singing. By the end of this period, I show understanding of the meaning of stories and show appreciation for reading books, telling stories and singing by initiating these activities and by having "favorite" books, stories and songs.</p> | <p>P. Reading</p> <p>Q. Book enjoyment and knowledge</p> <p>Y. Music</p> |

South Carolina Infant & Toddler Guidelines

COR Advantage Items

| <i>Language & Communication Development CONT</i> | | |
|--|--|--|
| Birth-8 months | <p>Early writing: The child will demonstrate interest in writing and will develop the fine motor abilities required to hold a writing tool and make marks on a surface.</p> <p>In the beginning of this period, I respond automatically to objects in my environment. By the end of this period, I show increased ability in the use of my hands and fingers, and may watch adults when they are writing.</p> | <p>J. Fine-motor skills R. Writing</p> |
| 6-18 months | <p>In the beginning of this period, I show increased ability in the use of my hands and fingers. By the end of this period, I use a full-hand grasp to hold a writing tool to make scribbles.</p> | <p>R. Writing X. Art</p> |
| 16-36 months | <p>In the beginning of this period, I use a full-hand grasp to hold a writing tool to make scribbles. By the end of this period, I use my thumb and fingers of one hand to hold my writing tool and start to use my drawings to represent objects and ideas.</p> | <p>R. Writing X. Art</p> |

South Carolina Infant & Toddler Guidelines

COR Advantage Items

| <i>Cognitive Development</i> | | |
|-------------------------------------|---|--|
| | <p>Guideline: Discoveries of Infancy</p> <p>The child will develop an understanding of his or her world through exploration and discovery while developing strategies to solve problems.</p> <p>Group and categorize: The child will learn to group people and objects based on their attributes.</p> | |
| Birth-8 months | In the beginning of this period, I don't distinguish between familiar and unfamiliar people. By the end of this period, I can tell the difference between familiar and unfamiliar people, objects and places. | BB. Observing and classifying |
| 6-18 months | In the beginning of this period, I can tell the difference between familiar and unfamiliar people, objects and places. By the end of this period, I can group objects into two distinct groups. | BB. Observing and classifying |
| 16-36 months | In the beginning of this period, I can group objects into two distinct classes. By the end of this period, I can sort multiple objects by their properties and uses. | BB. Observing and classifying |
| | <p>Cause and effect: The child will make things happen and understand the causes of some events.</p> | |
| Birth-8 months | In the beginning of this period, I respond automatically to things that happen in my environment. By the end of this period, I use simple actions to make things happen. | CC. Experimenting, predicting, and drawing conclusions |
| 6-18 months | In the beginning of this period, I use simple actions to make things happen. By the end of this period, I purposefully try behaviors to make things happen. | CC. Experimenting, predicting, and drawing conclusions |
| 16-36 months | In the beginning of this period, I purposefully try behaviors to make things happen. By the end of this period, I think of ways to solve problems and don't have to act out possible solutions. I also understand that events have a cause. | CC. Experimenting, predicting, and drawing conclusions |

South Carolina Infant & Toddler Guidelines

COR Advantage Items

| <i>Cognitive Development CONT</i> | | |
|--|--|---|
| Birth-8 months | <p>Problem solving: The child will use the self, objects or others to attain a goal.</p> <p>In the beginning of this period, I respond automatically to my environment. By the end of this period, I actively use my body to find out about my world.</p> | B. Problem solving with materials |
| 6-18 months | <p>In the beginning of this period, I actively use my body to find out about my world. By the end of this period, I use simple strategies to solve problems.</p> | B. Problem solving with materials EE. Tools and technology |
| 16-36 months | <p>In the beginning of this period, I use simple strategies to solve problems. By the end of this period, I can solve problems without having to try every possibility, while avoiding solutions that clearly won't work.</p> | B. Problem solving with materials EE. Tools and technology |
| Birth-8 months | <p>Memory: The child will remember people, objects and events.</p> <p>In the beginning of this period, I respond automatically to my environment. By the end of this period, I notice people and things and their features. My ability to remember depends greatly on repeated experience.</p> | C. Reflection T. Geometry: Shapes and spatial awareness GG. Geography |
| 6-18 months | <p>In the beginning of this period, I notice people and things and their features. My ability to remember depends greatly on repeated experience. Later, I understand that people and objects continue to exist even when I can't see them. By the end of this period, I hold in my mind an image of my attachment figure, which I can use to comfort myself. I also recall more information over a longer period of time.</p> | C. Reflection GG. Geography |
| 16-36 months | <p>In the beginning of this period, I hold in my mind an image of my attachment figure, which I can use to comfort myself. I also recall more information over a longer period of time. By the end of this period, I can communicate about some of the events in my life.</p> | C. Reflection H. Conflict resolution |

South Carolina Infant & Toddler Guidelines

COR Advantage Items

| Cognitive Development CONT | | |
|-----------------------------------|--|--|
| Birth-8 months | <p>Space: The child will understand how things move and fit in space.</p> <p>In the beginning of this period, I respond automatically to my environment. By the end of this period, I begin to learn the properties of objects.</p> | T. Geometry: Shapes and spatial awareness |
| 6-18 months | <p>In the beginning of this period, I begin to learn the properties of objects. By the end of this period, I use trial and error to discover how things fit and move in space.</p> | T. Geometry: Shapes and spatial awareness X. Art BB. Observing and classifying |
| 16-36 months | <p>In the beginning of this period, I use trial and error to discover how things fit and move in space. By the end of this period, I predict and imagine how things fit and move in space, without having to try all possible solutions.</p> | T. Geometry: Shapes and spatial awareness X. Art |
| Birth-8 months | <p>Imitation: The child will be able to mirror, repeat and practice the actions modeled by another.</p> <p>In the beginning of this period, I automatically imitate facial expressions. By the end of this period, I match the simple actions and expressions of others, even when a short time has passed.</p> | AA. Pretend play |
| 6-18 months | <p>In the beginning of this period, I match the simple actions and expressions of others. By the end of this period, I can imitate something I saw at an earlier time, even though it is no longer happening right in front of me.</p> | AA. Pretend play |
| 16-36 months | <p>In the beginning of this period, I can imitate something I saw at an earlier time, even though it is no longer happening right in front of me. By the end of this period, I can imitate a complex sequence of events that I observed quite a long time ago.</p> | AA. Pretend play |

South Carolina Infant & Toddler Guidelines

COR Advantage Items

| <i>Cognitive Development CONT</i> | | |
|--|--|----------------------------|
| Birth-8 months | <p>Guideline: Attention and Persistence</p> <p>The child will develop the ability to choose to participate and persist in a growing number of activities.</p> <p>Attention and persistence: The child will be able to remain focused on a task or object and to persist in the face of obstacles.</p> <p>In the beginning of this period, I automatically respond to things in the environment. By the end of this period, I respond to different things in the environment in different ways, and I am able to spend more time focusing on things I find interesting.</p> | A. Initiative and planning |
| 6-18 months | <p>In the beginning of this period, I respond to different things in the environment in different ways, and I'm able to spend more time focusing on things I find interesting. By the end of this period, I need order, ritual, routine and notice when changes occur.</p> | A. Initiative and planning |
| 16-36 months | <p>In the beginning of this period, I need order, ritual, routine and notice when changes occur. By the end of this period, I can pay attention to more than one thing at a time. I monitor my progress in trying to achieve a goal and try to correct mistakes along the way.</p> | A. Initiative and planning |

Alignment of the 2009 South Carolina Early Learning Standards With HighScope's 2014 Child Observation Record — COR Advantage 1.5

The following chart shows how items from the August 2009 **South Carolina Early Learning Standards for 3, 4, & 5 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.



South Carolina Early Learning Standards

COR Advantage Items

| <i>Approaches To Learning</i> | | |
|-------------------------------|---|--|
| 3-Year Olds | <p>AL 1. Children engage in play as a means to develop their individual approaches to learning.</p> <p>AL-3K-1.1 Learn about the properties and characteristics of materials and equipment through exploratory and imaginative play.</p> | <p>B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions</p> |
| | <p>AL-3K-1.2 Demonstrate ability to identify and take appropriate risks in play in order to learn new skills.</p> | <p>A. Initiative and planning C. Reflection CC. Experimenting, predicting, and drawing conclusions</p> |
| 4-Year-Olds | <p>AL-4K-1.1 Show creativity and imagination using materials in representational play.</p> | <p>B. Problem solving with materials AA. Pretend play CC. Experimenting, predicting, and drawing conclusions</p> |
| | <p>AL-4K-1.2 Demonstrate increasing ability to identify and take appropriate risks in order to learn and demonstrate new skills.</p> | <p>A. Initiative and planning C. Reflection CC. Experimenting, predicting, and drawing conclusions</p> |
| 5-Year-Olds | <p>AL-K-1.1 Show creativity and imagination in a variety of types of play including literacy and numeracy activities.</p> | <p>B. Problem solving with materials AA. Pretend play CC. Experimenting, predicting, and drawing conclusions</p> |
| | <p>AL-K-1.2 Demonstrate increasing ability to identify and take appropriate risks in order to learn new knowledge and skills.</p> | <p>A. Initiative and planning C. Reflection CC. Experimenting, predicting, and drawing conclusions</p> |

South Carolina Early Learning Standards

COR Advantage Items

| South Carolina Early Learning Standards | COR Advantage Items |
|--|---|
| <p>3-Year Olds</p> <p>AL 2. Children show curiosity, eagerness and satisfaction as a learner.</p> <p>AL-3K-2.1 Prefer one familiar activity but will try others when encouraged by an adult or peer.</p> <p>AL-3K-2.2 Demonstrate eagerness and interest as a learner by responding to what they observe.</p> <p>AL-3K-2.3 Demonstrate delight or satisfaction when completing a task, solving a problem, or making a discovery.</p> | <p>A. Initiative and planning</p> <p>A. Initiative and planning BB. Observing and classifying</p> <p>D. Emotions</p> |
| <p>4-Year-Olds</p> <p>AL-4K-2.1 Show curiosity in an increasing variety of activities, tasks, and learning centers.</p> <p>AL-4K-2.2 Demonstrate eagerness and interest as a learner by questioning and adding ideas.</p> <p>AL-4K- 2.3 Demonstrate delight or satisfaction when completing a task, solving a problem, or making a discovery.</p> | <p>A. Initiative and planning</p> <p>A. Initiative and planning CC. Experimenting, predicting, and drawing conclusions</p> <p>D. Emotions</p> |
| <p>5-Year-Olds</p> <p>AL-K-2.1 Choose to participate in an increasing variety of activities, tasks and learning centers.</p> <p>AL-K-2.2 Demonstrate eagerness and interest as a learner by questioning and adding ideas.</p> <p>AL-K-2.3 Demonstrate delight or satisfaction when completing a task, solving a problem, or making a discovery.</p> | <p>A. Initiative and planning</p> <p>A. Initiative and planning CC. Experimenting, predicting, and drawing conclusions</p> <p>D. Emotions</p> |

South Carolina Early Learning Standards

COR Advantage Items

| | South Carolina Early Learning Standards | COR Advantage Items |
|--------------------|--|----------------------------|
| 3-Year Olds | <p>AL 3. Children demonstrate initiative, engagement, and persistence in learning.</p> <p>AL-3K-3.1 Show initiative in selecting and creating activities.</p> | A. Initiative and planning |
| | <p>AL-3K- 3.2 Maintain interest in self selected activities and play.</p> | A. Initiative and planning |
| | <p>AL-3K-3.3 Show ability to focus attention on favorite activities for brief periods of time (5 – 10 minutes).</p> | A. Initiative and planning |
| 4-Year-Olds | <p>AL-4K-3.1 Demonstrate growing initiative in selecting and carrying out activities.</p> | A. Initiative and planning |
| | <p>AL-4K- 3.2 Show increasing ability to maintain interest in self-selected activities and play despite distractions and interruptions.</p> | A. Initiative and planning |
| | <p>AL-4K- 3.3 Show ability to focus attention for increasing variety of chosen tasks and activities for short periods of time (10-20 minutes).</p> | A. Initiative and planning |
| 5-Year-Olds | <p>AL-K- 3.1 Demonstrate initiative in planning, creating and carrying out activities.</p> | A. Initiative and planning |
| | <p>AL-K- 3.2 Demonstrate ability to maintain interest in self-selected activities, tasks and play despite distractions and interruptions.</p> | A. Initiative and planning |
| | <p>AL-K- 3.3 Show ability to focus attention for increasing variety of chosen tasks and activities for longer periods of time (20-30 minutes).</p> | A. Initiative and planning |

South Carolina Early Learning Standards

COR Advantage Items

| | | |
|---------------------------|--|---|
| <p>3-Year Olds</p> | <p>AL 4. Children demonstrate an increasing ability to envision a goal and to accomplish it.</p> <p>AL-3K-4.1 Understand how to accomplish a simple task.</p> <p>AL-3K-4.4 Seek help when encountering a problem in play.</p> | <p>K. Personal care and healthy behavior</p> <p>B. Problem solving with materials</p> |
| <p>4-Year-Olds</p> | <p>AL-4K-4.1 Understand a task can be accomplished through several steps.</p> <p>AL-4K-4.4 Try to solve problems encountered in play.</p> | <p>K. Personal care and healthy behavior</p> <p>B. Problem solving with materials</p> |
| <p>5-Year-Olds</p> | <p>AL-K-4.1 Demonstrate an increased ability to accomplish a task through a series of steps.</p> <p>AL-K-4.4 Demonstrate increasing ability to find more than one solution to a question, task or problem.</p> | <p>K. Personal care and healthy behavior</p> <p>B. Problem solving with materials</p> |

South Carolina Early Learning Standards

COR Advantage Items

| | | |
|---------------------------|---|--|
| <p>3-Year Olds</p> | <p>AL 5. Children extend their learning through the use of memory, reasoning, and problem-solving skills. AL-3K-5.1 Talk about prior events and personal experiences.</p> <p>AL-3K-5.4 Predict possible outcomes related to cause and effect.</p> | <p>HH. History</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> |
| <p>4-Year-Olds</p> | <p>AL-4K-5.1 Represent prior events and personal experiences in one or more ways.</p> <p>AL-4K-5.4 Demonstrate growing ability to predict possible outcomes based on prior experiences and knowledge.</p> | <p>HH. History</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> |
| <p>5-Year-Olds</p> | <p>AL-K-5.1 Communicate about prior events and personal experiences in a variety of ways.</p> <p>AL-K-5.4 Demonstrate growing ability to predict possible outcomes based on prior experiences and knowledge.</p> | <p>HH. History</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> |

South Carolina Early Learning Standards

COR Advantage Items

| <i>Social and Emotional Development</i> | | |
|---|--|----------------------------------|
| 3-Year Olds | SE1. Children will demonstrate a positive sense of self. SE-3K-1.1 Describe themselves using several basic characteristics. | FF. Knowledge of self and others |
| | SE-3K-1.2 Demonstrate self direction by making simple choices among limited options. | A. Initiative and planning |
| | SE-3K-1.3 Demonstrate confidence by participating in familiar classroom routines. | G. Community |
| 4-Year-Olds | SE-4K-1.1 Describe characteristics of self and others. | FF. Knowledge of self and others |
| | SE-4K-1.2 Demonstrate self direction by making choices among peers, activities and materials. | A. Initiative and planning |
| | SE-4K-1.3 Demonstrate confidence by participating in most classroom activities. | G. Community |
| 5-Year-Olds | SE-K-1.1 Accept likenesses and difference between self and others. | FF. Knowledge of self and others |
| | SE-K-1.2 Demonstrate initiative by making choices and accepting responsibilities. | A. Initiative and planning |

South Carolina Early Learning Standards

COR Advantage Items

| Age Group | Standard Description | COR Advantage Item |
|--------------------|---|------------------------|
| 3-Year Olds | SE2. Children will demonstrate self control, respect and responsibility. SE-3K-2.3 Manage transitions positively when supported by an adult. | G. Community |
| | SE-3K-2.4 Become increasingly aware of behavior and its effects on others. | G. Community |
| | SE-3K-2.5 Use simple conflict resolution techniques with adult modeling and facilitation. | H. Conflict resolution |
| 4-Year-Olds | SE-4K-2.3 Manage transitions positively when told what to expect. | G. Community |
| | SE-4K-2.4 Recognize effect on others of own behavior most of the time. | G. Community |
| | SE-4K-2.5 Demonstrate with adult guidance simple techniques to solve social problems. | H. Conflict resolution |
| 5-Year-Olds | SE-K-2.3 Manage transitions and adapt to changes in routine. | G. Community |
| | SE-K-2.4 Anticipate and regulate behavior that may result in negative reactions. | D. Emotions |
| | SE-K-2.5 Attempt to solve social problems independently, by negotiation, or with adult help. | H. Conflict resolution |

South Carolina Early Learning Standards

COR Advantage Items

| | | |
|--------------------|--|-------------|
| 3-Year Olds | <p>SE3. Children express feelings and show concern for others.</p> <p>SE-3K-3.1 Recognize own positive and negative feelings when an adult labels them.</p> | D. Emotions |
| | <p>SE-3K-3.2 Calm self after strong emotion with adult help.</p> | D. Emotions |
| | <p>SE-3K-3.4 Show awareness of feelings of others with adult guidance and support.</p> | D. Emotions |
| 4-Year-Olds | <p>SE-4K-3.1 Recognize own feelings and describe them some of the time.</p> | D. Emotions |
| | <p>SE-4K-3.2 Develop strategies to express strong emotion with adult help.</p> | D. Emotions |
| | <p>SE-4K-3.4 Show awareness and respond to feelings of others with adult guidance and support.</p> | D. Emotions |
| 5-Year-Olds | <p>SE-K-3.1 Recognize own feelings and try to control them.</p> | D. Emotions |
| | <p>SE-K-3.2 Use positive strategies to express strong emotion.</p> | D. Emotions |
| | <p>SE-K-3.4 Demonstrate empathy by responding to feelings and needs of others.</p> | D. Emotions |

South Carolina Early Learning Standards

COR Advantage Items

| | SE4. Children will form healthy social relationships. | |
|--------------------|---|---|
| 3-Year Olds | <p>SE-3K-4.1 Show interest in others by playing beside or briefly with one or more children.</p> <p>SE-3K-4.2 Show an interest in having a friend.</p> | <p>F. Building relationships with other children</p> <p>F. Building relationships with other children</p> |
| 4-Year-Olds | <p>SE-4K-4.1 Display emerging social skills of trying to take turns and talk with others during play.</p> <p>SE-4K-4.2 Develop friendship with one or two preferred children.</p> | <p>F. Building relationships with other children</p> <p>F. Building relationships with other children</p> |
| 5-Year-Olds | <p>SE-K-4.1 Play cooperatively with one or more children.</p> <p>SE-K-4.2 Exhibit social skills to sustain a friendship.</p> | <p>F. Building relationships with other children</p> <p>F. Building relationships with other children</p> |

South Carolina Early Learning Standards

COR Advantage Items

| | <i>Language and Literacy</i> | |
|--|---|---------------------------------|
| 3-Year Olds | Reading | |
| | I. Understanding and Using Literary Texts | |
| | ELA-1: The student will begin to read and comprehend a variety of literary texts in print and non-print formats. | |
| | ELA-3K-1.1 Explore realistic books and materials in classroom centers. | Q. Book enjoyment and knowledge |
| | ELA-3K-1.2 Listen to simple stories, songs and rhymes. | Q. Book enjoyment and knowledge |
| | ELA-3K-1.3 Anticipate spoken lines in songs and finger plays. | N. Phonological awareness |
| | ELA-3K-1.4 Form sounds that imitate the natural sounds of an animal, action or object. | N. Phonological awareness |
| | ELA-3K-1.6 Use pictures and adult reader's expression to experience mood and meaning of text. | P. Reading |
| | ELA-3K-1.7 Recall story details that have personal meaning. | M. Listening and comprehension |
| | ELA-3K-1.8 Imitate words or actions from favorite books read aloud. | Q. Book enjoyment and knowledge |
| | ELA-3K-1.9 Pretend to be a family member, pet or familiar adult during play. | AA. Pretend play |
| ELA-3K-1.11 Explore books with an adult or another child. | Q. Book enjoyment and knowledge | |

South Carolina Early Learning Standards

COR Advantage Items

| 4-Year-Olds | South Carolina Early Learning Standards | COR Advantage Items |
|--------------------|---|--|
| | <p>ELA-4K-1.1 Show interest in informational texts about familiar objects.</p> | <p>Q. Book enjoyment and knowledge</p> |
| | <p>ELA -4K-1.2 Make relevant comments or appropriate responses to story events or characters.</p> | <p>Q. Book enjoyment and knowledge</p> |
| | <p>ELA-4K-1.6 Begin to identify significant words from text read aloud.</p> | <p>P. Reading</p> |
| | <p>ELA-4K-1.7 Recall some details in stories read aloud.</p> | <p>M. Listening and comprehension</p> |
| | <p>ELA-4K-1.10 Begin to ask questions about the causes of events they observe or hear about in books.</p> | <p>M. Listening and comprehension</p> |
| | <p>ELA-4K-1.11 Explore books independently.</p> | <p>Q. Book enjoyment and knowledge</p> |

South Carolina Early Learning Standards

COR Advantage Items

| 5-Year-Olds | | |
|-------------|--|--|
| | <p>ELA -K-1.1 Summarize the main idea and details from literacy texts read aloud.</p> | Q. Book enjoyment and knowledge |
| | <p>ELA -K-1.2 Use pictures and words to make predictions regarding a story read aloud.</p> | M. Listening and comprehension P. Reading |
| | <p>ELA-K-1.4 Find examples of sound devices (including onomatopoeia and alliteration) in texts read aloud.</p> | N. Phonological awareness |
| | <p>ELA-K-1.5 Generate a retelling that identifies the characters and the setting in a story and relates the important events in sequential order.</p> | M. Listening and comprehension |
| | <p>ELA-K-1.7 Use relevant details in summarizing stories read aloud.</p> | M. Listening and comprehension |
| | <p>ELA-K-1.8 Create responses to literary texts through a variety of methods (for example, writing, creative dramatics, and the visual and performing arts).</p> | Q. Book enjoyment and knowledge |
| | <p>ELA-K-1.10 Explain the cause of an event described in stories read aloud.</p> | M. Listening and comprehension |
| | <p>ELA-K-1.11 Read independently for pleasure.</p> | Q. Book enjoyment and knowledge |

South Carolina Early Learning Standards

COR Advantage Items

| | <p>Reading II. Understanding and Using Informational Texts K-2: The student will begin to read and comprehend a variety of informational texts in print and non-print formats.</p> | |
|---------------------------|---|--|
| <p>3-Year Olds</p> | <p>ELA-3K-2.1 Explore realistic books and materials in classroom centers.</p> <p>ELA-3K-2.2 Identify some familiar objects in informational texts.</p> <p>ELA-3K-2.9 Look at classroom pictures and signs.</p> | <p>Q. Book enjoyment and knowledge</p> <p>P. Reading</p> <p>P. Reading</p> |
| <p>4-Year-Olds</p> | <p>ELA-4K-2.1 Show interest in informational texts about familiar objects.</p> <p>ELA-4K-2.2 Begin asking “how and why” questions when looking at texts.</p> <p>ELA-4K-2.3 Relate information from texts to personal experience.</p> <p>ELA-4K-2.5 Identify familiar environmental print.</p> <p>ELA-4K-2.9 Seek information by looking at texts, signs and photographs in the classroom.</p> | <p>Q. Book enjoyment and knowledge</p> <p>M. Listening and comprehension</p> <p>M. Listening and comprehension</p> <p>P. Reading</p> <p>P. Reading</p> |

South Carolina Early Learning Standards

COR Advantage Items

| 5-Year-Olds | | |
|-------------|--|---------------------------------|
| | <p>ELA-K-2.1 Summarize the central idea and details from informational texts read aloud.</p> | Q. Book enjoyment and knowledge |
| | <p>ELA-K-2.2 Analyze texts during classroom discussions to make inferences.</p> | M. Listening and comprehension |
| | <p>EAL-K-2.3 Find facts in texts read aloud.</p> | M. Listening and comprehension |
| | <p>ELA-K-2.9 Read independently to gain information.</p> | P. Reading |

South Carolina Early Learning Standards

COR Advantage Items

| 3-Year Olds | Reading III. Learning to Read K-3: The student will learn to read by applying appropriate skills and strategies. | |
|-------------|--|---------------------------------|
| | <p>ELA-3K-3.1 Rehearse vocabulary by identifying familiar objects pictured in books.</p> | P. Reading |
| | <p>ELA-3K-3.4 Begin recognizing familiar books by their covers or pictures.</p> | Q. Book enjoyment and knowledge |
| | <p>ELA-3K-3.6 Begin joining in familiar nursery rhymes and songs.</p> | N. Phonological awareness |
| | <p>ELA-3K-3.8 Begin to use word beginnings and endings as language play or comprehension aid.</p> | N. Phonological awareness |
| | <p>ELA-3K-3.9 Begin to recall and repeat familiar words and phrases.</p> | N. Phonological awareness |
| | <p>ELA-3K-3.12 Begin noticing and trying to match rhythm, volume, and pitch of adults voice in songs, chants, and phrases.</p> | N. Phonological awareness |
| | <p>ELA-3K-3.13 Recognize a few letters.</p> | O. Alphabet knowledge |
| | <p>ELA-3K-3.19 Begin connecting text read aloud with personal experiences.</p> | M. Listening and comprehension |
| | <p>ELA-3K-3.20 Begin recognizing at least one familiar logo or printed sign.</p> | P. Reading |
| | <p>ELA-3K-3.21 Begin learning how to handle and care for books.</p> | Q. Book enjoyment and knowledge |
| | <p>ELA-3K-3.22 Begin to orient books in correct position and turn pages from front to back.</p> | Q. Book enjoyment and knowledge |

South Carolina Early Learning Standards

COR Advantage Items

| 4-Year-Olds | | |
|-------------|--|---------------------------------|
| ELA-4K-3.1 | Begin to use both pictures and text read aloud as cues to meaning of unfamiliar words. | P. Reading |
| ELA-4K-3.4 | Begin understanding how print is used to bring meaning. | Q. Book enjoyment and knowledge |
| ELA-4K-3.6 | Participate in choral speaking of poems, songs, and stories with repeated patterns. | N. Phonological awareness |
| ELA-4K-3.8 | Use word beginnings and endings as language play or comprehension clue. | N. Phonological awareness |
| ELA-4K-3.9 | Recognize rhyming words with adult modeling. | N. Phonological awareness |
| ELA-4K-3.10 | Create words by orally adding, deleting, or changing sounds in response to adult prompt. | N. Phonological awareness |
| ELA-4K-3.12 | Begin identifying some letter sounds and matching them to letters. | O. Alphabet knowledge |
| ELA-4K-3.13 | Identify several letters and their general order in the alphabet. | O. Alphabet knowledge |
| ELA-4K-3.14 | Beginning to understand that letters can represent speech sounds. | O. Alphabet knowledge |
| ELA-4K-3.15 | Begin to recognize similarities in sounds at the beginning and ending of words. | N. Phonological awareness |
| ELA-4K-3.19 | Make connections to prior knowledge, other texts, and the world in response to texts read aloud. | M. Listening and comprehension |
| ELA-4K-3.20 | Identify familiar environmental print such as business logos and traffic signs. | P. Reading |

South Carolina Early Learning Standards

COR Advantage Items

| South Carolina Early Learning Standards | COR Advantage Items |
|---|--|
| <p>4-Year-Olds CONT</p> <p>ELA-4K-3.21 Progress in understanding how books are viewed.</p> <p>ELA-4K-3.23 Begin recognizing some letters in words.</p> | <p>Q. Book enjoyment and knowledge</p> <p>O. Alphabet knowledge</p> |
| <p>5-Year-Olds</p> <p>ELA-K-3.1 Use pictures and context to construct the meaning of unfamiliar words in texts read aloud.</p> <p>ELA-K-3.4 Recognize high frequency words. (See Instructional Appendix: High-Frequency Words.)</p> <p>ELA-K-3.8 Use beginning sounds, ending sounds, and onsets and rimes to generate words orally.</p> <p>ELA-K-3.9 Create rhyming words in response to an oral prompt.</p> <p>ELA-K-3.10 Create words by orally adding, deleting, or changing sounds.</p> <p>ELA-K-3.11 Use blending to generate words orally.</p> <p>ELA-K-3.12 Match consonant and short-vowel sounds to the appropriate letters.</p> <p>ELA-K-3.13 Recognize uppercase and lowercase letters and their order in the alphabet.</p> <p>ELA-K-3.14 Identify beginning and ending sounds in words.</p> <p>ELA-K-3.15 Classify words by categories (for example, beginning and ending sounds).</p> <p>ELA-K-3.16 Use blending to begin reading words.</p> | <p>P. Reading</p> <p>P. Reading</p> <p>N. Phonological awareness</p> <p>N. Phonological awareness</p> <p>N. Phonological awareness</p> <p>N. Phonological awareness</p> <p>O. Alphabet knowledge</p> <p>O. Alphabet knowledge</p> <p>N. Phonological awareness</p> <p>N. Phonological awareness</p> <p>N. Phonological awareness</p> <p>P. Reading</p> |

South Carolina Early Learning Standards

COR Advantage Items

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| <p>5-Year-Olds CONT</p> | <p>ELA-K-3.17 Begin to spell high-frequency words (See Instructional Appendix: High-Frequency Words.)</p> <p>ELA-K-3.18 Use letters and relationships to sounds to write words.</p> <p>ELA-K -3.19 Use prior knowledge and life experiences to construct meaning from texts.</p> <p>ELA-K-3.20 Recognize environmental print in such forms as signs in the school, road signs, restaurant and store signs, and logos.</p> <p>ELA-K-3.21 Know the parts of a book (including the front and back covers, the title, and the author’s name).</p> <p>ELA-K-3.23 Distinguish between letters and words.</p> | <p>R. Writing</p> <p>R. Writing</p> <p>M. Listening and comprehension</p> <p>P. Reading</p> <p>Q. Book enjoyment and knowledge</p> <p>O. Alphabet knowledge</p> |
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South Carolina Early Learning Standards

COR Advantage Items

| | <p>Writing</p> <p>IV. Developing Written Communication</p> <p>ELA-4: The student will begin to create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of conventions of written Standard American English.</p> <p>Oral Language Expression</p> | |
|---------------------------|---|---|
| <p>3-Year Olds</p> | <p>ELA-3K-4.2 Uses sentences of 2-3 words (when appropriate in conversation) while describing familiar events or actions.</p> | <p>L. Speaking</p> |
| <p>4-Year-Olds</p> | <p>ELA-3K-4.9 Pretend to write.</p> <p>ELA-4K-4.2 Uses sentences of 3-5 words (when appropriate in conversation) while describing familiar events or actions.</p> | <p>R. Writing</p> <p>L. Speaking</p> |
| <p>5-Year-Olds</p> | <p>ELA-4K-4.9 Makes some upper case letters without regard to proportion or placement.</p> <p>ELA-K-4.2 Generate complete sentences orally.</p> <p>ELA-K-4.4 Use letters and relationships to sound to write words.</p> <p>ELA-K-4.5 Begin to spell high-frequency words. (See Instructional Appendix: High-Frequency Words.)</p> <p>ELA-K-4.9 Use uppercase and lowercase letters.</p> <p>ELA-K-4.11 Identify sounds orally by segmenting words.</p> | <p>R. Writing</p> <p>L. Speaking</p> <p>R. Writing</p> <p>R. Writing</p> <p>R. Writing</p> <p>N. Phonological awareness</p> |

South Carolina Early Learning Standards

COR Advantage Items

| | <p>Writing V. Producing Written Communications in a Variety of Forms ELA-5: The student will begin to write for a variety of purposes and audiences.</p> | |
|---------------------------|---|-------------------------------------|
| <p>3-Year Olds</p> | <p>ELA-3K-5.1 Pretend to write.</p> | <p>R. Writing</p> |
| <p>4-Year-Olds</p> | <p>ELA-4K-5.1 Combine some letters with pretend writing.</p> <p>ELA-4K-5.2 Use drawings, letters, or words to create narratives about people and things in their environment.</p> | <p>R. Writing</p> <p>R. Writing</p> |
| <p>5-Year-Olds</p> | <p>ELA-K-5.1 Use symbols (drawings, letters, or words) to create written communications (for example, notes, messages, and lists) to inform a specific audience.</p> <p>ELA-5K-5.2 Use symbols (drawings, letters, or words) to create narratives (for example, stories and journal entries) about people, places, or things.</p> | <p>R. Writing</p> <p>R. Writing</p> |

South Carolina Early Learning Standards

COR Advantage Items

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|---|---|--|
| <p>3-Year Olds</p> <p>4-Year-Olds</p> <p>5-Year-Olds</p> | <p>Researching</p> <p>VI. Applying the Skills of Inquiry and Oral Communication</p> <p>ELA-6: The student will begin to access and use information from a variety of sources.</p> <p>ELA-3K-6.3 Classify familiar objects by one or two observable attributes.</p> <p>ELA-4K-6.3 Classify objects and information by observable attributes into predetermined categories.</p> <p>ELA-K-6.3 Classify information by constructing categories (for example, living and nonliving things).</p> | <p>BB. Observing and classifying</p> <p>BB. Observing and classifying</p> <p>BB. Observing and classifying</p> |
|---|---|--|

South Carolina Early Learning Standards

COR Advantage Items

| <i>Mathematics</i> | | |
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| 3-Year Olds | <p>I. Mathematics Processes</p> <p>M-1: The student will have a basic understanding of the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.</p> <p>M-3K-1.1 Engage in problem-solving during play within the classroom environment.</p> | B. Problem solving with materials |
| | <p>M-3K-1.2 Begin to make predictions based on appearance and experience.</p> | CC. Experimenting, predicting, and drawing conclusions |
| | <p>M-3K-1.5 Begin to see how similar items can be grouped together.</p> | BB. Observing and classifying |
| | <p>M-3K-1.7 Show an awareness of numbers in a personally meaningful context.</p> | S. Number and counting |
| 4-Year-Olds | <p>M-4K-1.1 Use emergent mathematical knowledge as a problem-solving tool.</p> | B. Problem solving with materials |
| | <p>M-4K-1.2 Generate conjectures based on personal experiences and simple reasoning.</p> | CC. Experimenting, predicting, and drawing conclusions |
| | <p>M-4K-1.4 Locate patterns in the environment.</p> | V. Patterns |
| | <p>M-4K-1.5 Classify objects in their environment by color, shape, size or function.</p> | BB. Observing and classifying |
| | <p>M-4K-1.7 Begin to show an awareness of numbers in the environment.</p> | S. Number and counting |

South Carolina Early Learning Standards

COR Advantage Items

| 5-Year-Olds | | |
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| | <p>M-K-2.1 Recall numbers, counting forward through 99 and backward from 10.</p> | S. Number and counting |
| | <p>M-K-2.2 Translate between numeral and quantity through 31.</p> | S. Number and counting |
| | <p>M-K-2.3 Compare sets of no more than 31 objects by using the terms more than, less than and the same as.</p> | S. Number and counting |
| | <p>M-K-2.4 Represent simple joining and separating situations through 10.</p> | S. Number and counting |
| | <p>M-K-2.5 Understand that the operation of addition results in increase and subtraction results in decrease.</p> | S. Number and counting |

South Carolina Early Learning Standards

COR Advantage Items

| | <p>III. Algebra M-3: The student will demonstrate through the mathematical processes an emerging sense of repeating and growing patterns and classifications based on attributes.</p> | |
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| 3-Year Olds | <p>M-3K-3.4 Recognize similar objects in the environment by color, shape or size.</p> | BB. Observing and classifying |
| 4-Year-Olds | <p>M-4K-3.1 Show awareness of growing patterns in their environment.</p> <p>M-4K-3.2 Identify and copy a simple pattern.</p> <p>M-4K-3.3 Recognize a simple pattern and extend.</p> <p>M-4K-3.4 Sort and classify objects by one attribute (size, shape, or color).</p> | <p>V. Patterns</p> <p>V. Patterns</p> <p>V. Patterns</p> <p>BB. Observing and classifying</p> |
| 5-Year-Olds | <p>M-K-3.1 Identify simple growing patterns.</p> <p>M-K-3.2 Analyze simple repeating and growing relationships to extend patterns.</p> <p>M-K-3.3 Translate simple repeating and growing patterns into rules.</p> <p>M-K -3.4 Classify objects according to one or more attributes such as color, size, shape and thickness.</p> | <p>V. Patterns</p> <p>V. Patterns</p> <p>V. Patterns</p> <p>BB. Observing and classifying</p> |

South Carolina Early Learning Standards

COR Advantage Items

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| 3-Year Olds | <p>IV. Geometry</p> <p>M-4: The student will demonstrate through the mathematical process an emerging sense of two-and three-dimensional geometric shapes and relative positions in space.</p> <p>M-3K-4.1 Recognize simple shapes in the environment.</p> | T. Geometry: Shapes and spatial awareness |
| | <p>M-3K-4.2 Match shapes in their environment.</p> | T. Geometry: Shapes and spatial awareness |
| | <p>M-3K-4.3 Begin to show an understanding of common positional words “up”, “down”, “under”, “over”, and “in”.</p> | T. Geometry: Shapes and spatial awareness |
| 4-Year-Olds | <p>M-4K-4.1 Identify two-dimensional shapes: circle, square, triangle and rectangle.</p> | T. Geometry: Shapes and spatial awareness |
| | <p>M-4K-4.2 Represent simply two-dimensional geometric shapes.</p> | T. Geometry: Shapes and spatial awareness |
| | <p>M-4K-4.3 Understand and use positional words to describe the location of objects (up, down, in, over, under, behind, on top of and in front of).</p> | T. Geometry: Shapes and spatial awareness |
| 5-Year-Olds | <p>M-K-4.1 Identify the two-dimensional shapes: square, circle, triangle, and rectangle, and three-dimensional shapes; cube, sphere, and cylinder.</p> | T. Geometry: Shapes and spatial awareness |
| | <p>M-K-4.2 Represent two-dimensional geometric shapes (circle, square, triangle, and rectangle).</p> | T. Geometry: Shapes and spatial awareness |
| | <p>M-K-4.3 Use positional words near, far, below, above, beside, next to, across from, and between to describe the location of an object.</p> | T. Geometry: Shapes and spatial awareness |

South Carolina Early Learning Standards

COR Advantage Items

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| 5-Year-Olds | <p>M-K-5.2 Compare the lengths of two objects, both directly and indirectly, to order objects.</p> <p>M-K-5.3 Use nonstandard units to explore the measurement concepts of length and weight.</p> <p>M-K-5.4 Identify rulers, yardsticks, and tape measures as devices used to measure lengths; scales and balances as devices used to measure weight; calendars and analog and digital clocks as devices used to measure time; and digital and standard thermometers as devices used to measure temperature.</p> <p>M-K-5.5 Understand which measure-length, weight, time, or temperature-is appropriate for a given situation.</p> | <p>U. Measurement</p> <p>U. Measurement</p> <p>U. Measurement</p> <p>U. Measurement</p> |
| 4-Year-Olds | <p>VI. Data Analysis and Probability</p> <p>M-6: The student will demonstrate through mathematical processes an emerging sense of organizing and interpret data.</p> <p>M-4K-6.1 Organize and represent data with real objects.</p> | <p>W. Data analysis</p> |
| 5-Year-Olds | <p>M-K-6.1 Organize data in graphic displays in the form of drawings and pictures.</p> | <p>W. Data analysis</p> |

South Carolina Early Learning Standards

COR Advantage Items

| <i>Physical Development and Health</i> | | |
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| 3-Year Olds | <p>PD 1: Gross Motor Development: Children increasingly move their bodies in ways that demonstrate control, balance, and coordination.</p> <p>PD-3K-1.1 Move with some balance and control while walking, running, jumping, marching and hopping.</p> | I. Gross-motor skills |
| | <p>PD-3K-1.2 Coordinate movements to perform simple tasks.</p> | I. Gross-motor skills |
| 4-Year-Olds | <p>PD-4K-1.1 Move with balance and control while walking, running, jumping, marching, hopping, and galloping.</p> | I. Gross-motor skills |
| | <p>PD-4K-1.2 Coordinate movements to perform more complex tasks.</p> | I. Gross-motor skills |
| 5-Year-Olds | <p>PD-K-1.1 Move with balance and control, varying speed, rhythm, gait, and direction.</p> | I. Gross-motor skills |
| | <p>PD-K-1.2 Coordinate movements to perform variety of tasks.</p> | I. Gross-motor skills |

South Carolina Early Learning Standards

COR Advantage Items

| | PD 2: Fine Motor Development: Children use their fingers and hands in ways that develop hand to eye coordination, strength, control and small object manipulation. | |
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| 3-Year Olds | PD-3K-2.1 Use strength and control to perform simple tasks. | J. Fine-motor skills |
| | PD-3K-2.2 Use hand-eye coordination to perform simple tasks. | J. Fine-motor skills |
| | PD-3K-2.3 Explore the use of various drawing tools. | J. Fine-motor skills |
| 4-Year-Olds | PD-4K-2.1 Use strength and control to perform more complex tasks. | J. Fine-motor skills |
| | PD-4K-2.2 Use hand-eye coordination to perform more complex tasks. | J. Fine-motor skills |
| | PD-4K-2.3 Show beginning control of drawing and writing tools. | J. Fine-motor skills |
| 5-Year-Olds | PD-K-2.1 Use strength and control to accomplish a variety of skilled tasks. | J. Fine-motor skills |
| | PD-K-2.2 Use hand-eye coordination to perform wide variety of tasks. | J. Fine-motor skills |
| | PD-K-2.3 Use drawing and writing tools with some control and purpose. | J. Fine-motor skills R. Writing |

South Carolina Early Learning Standards

COR Advantage Items

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| <p>3-Year Olds</p> <p>4-Year-Olds</p> <p>5-Year-Olds</p> | <p>PD 3: Personal Health: Children understand how daily activity and healthy behavior promote overall personal health, physical fitness, and safety.</p> <p>PD-3K-3.1 Perform simple self-care tasks.</p> <p>PD-4K-3.1 Perform some self-care tasks independently.</p> <p>PD-K-3.1 Perform most self-care tasks independently.</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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