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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 Tennessee. This document shows you how COR Advantage aligns with Tennessee’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 2012 Tennessee Early Learning Developmental Standards (TN-ELDS) With HighScope’s 2014 Child Observation Record — COR Advantage 1.5 for Infants and Toddlers**

The following chart shows how items from the **Tennessee Early Childhood Education Early Learning Developmental Standards (TN-ELDS)** correspond to items from HighScope’s 2014 **Child Observation Record — COR Advantage 1.5 for Infants and Toddlers**. 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.



Tennessee Early Learning Developmental Standards

COR Advantage Items

<b>Section 1: Speech and Language Development</b> <b>LANGUAGE DEVELOPMENT</b>		
<b>0 through 4 months</b>	<p><b>Communication</b></p> <p>Receptive Language: Responds to sights and sounds</p> <p>Expressive Language: Uses sounds and body movements to communicate</p>	<p>M. Listening and comprehension</p> <p>D. Emotions</p> <p>K. Personal care and healthy behavior</p> <p>L. Speaking</p>
<b>5 through 8 months</b>	<p>Receptive Language: Responds to frequently heard sounds and words</p> <p>Expressive Language: Uses a variety of sounds and motions to communicate</p>	<p>M. Listening and comprehension</p> <p>D. Emotions</p> <p>L. Speaking</p>
<b>9 through 12 months</b>	<p>Receptive Language: Shows understanding of gestures and words</p> <p>Expressive Language: Uses consistent sounds, verbal expressions, and gestures to communicate</p> <p>Speech: Develops and makes sounds with intentionality</p>	<p>M. Listening and comprehension</p> <p>L. Speaking</p> <p>L. Speaking</p>
<b>13 through 18 months</b>	<p>Receptive Language: Shows increased understanding of words and gestures</p> <p>Expressive Language: Uses consistent sounds, gestures, and some words to communicate</p>	<p>K. Personal care and healthy behavior</p> <p>M. Listening and comprehension</p> <p>Y. Music</p> <p>L. Speaking</p> <p>FF. Knowledge of self and others</p>
<b>19 through 24 months</b>	<p>Receptive Language: Follows simple directions and suggestions consistently</p> <p>Expressive Language: Uses a growing vocabulary and puts several words together</p> <p>Speech: Language is used to communicate needs</p>	<p>K. Personal care and healthy behavior</p> <p>M. Listening and comprehension</p> <p>L. Speaking</p> <p>AA. Pretend play</p> <p>FF. Knowledge of self and others</p> <p>L. Speaking</p>

Tennessee Early Learning Developmental Standards

COR Advantage Items

<b>Section 1: Speech and Language Development</b> <b>LANGUAGE DEVELOPMENT CONT</b>		
<b>25 through 30 months</b>	<p>Receptive Language: Understands questions, simple directions, beginning concepts, and the ideas and sequence of stories</p> <p>Expressive Language: Participates in conversation</p> <p>Expressive Language: Uses words and some conventions of speech to express thoughts and ideas</p>	<p>G. Community M. Listening and comprehension Q. Book enjoyment and knowledge FF. Knowledge of self and others L. Speaking Y. Music FF. Knowledge of self and others</p> <p>L. Speaking</p>
<b>31 through 36 months</b>	<p>Receptive Language: Understands questions, some abstract concepts, and simple directions</p> <p>Expressive Language: Participates in conversations</p> <p>Expressive Language: Uses some conventions of speech when expressing thoughts and ideas, and may comment on observations</p> <p>Speech: Speech is understood by most familiar adults</p>	<p>M. Listening and comprehension</p> <p>L. Speaking M. Listening and comprehension L. Speaking</p> <p>L. Speaking N. Phonological awareness</p>
<b>37 through 48 months</b>	<p>Receptive Language: Listens with understanding and interest to conversations, directions, music and a variety of reading materials</p> <p>Receptive Language: Demonstrates understanding of conversations through own actions and responses to directions and questions</p> <p>Expressive Language: Uses language for a variety of purposes</p> <p>Expressive Language: Participates in conversations</p> <p>Expressive Language: Uses conventions of speech while expressing ideas</p> <p>Speech: Speech is clear enough to be understood by most people</p>	<p>M. Listening and comprehension</p> <p>G. Community M. Listening and comprehension</p> <p>L. Speaking AA. Pretend play FF. Knowledge of self and others</p> <p>L. Speaking M. Listening and comprehension D. Emotions L. Speaking</p> <p>L. Speaking N. Phonological awareness</p>

Tennessee Early Learning Developmental Standards

COR Advantage Items

<i>Section 1: Speech and Language Development</i> <b>LANGUAGE DEVELOPMENT CONT</b>	
<b>49 through 60 months</b>	<p>Receptive Language: Listens with understanding and interest to conversations, directions, music and a variety of reading materials</p> <p>Expressive Language: Uses language for a variety of purposes</p> <p>Expressive Language: Uses conventions of speech while expressing ideas</p> <p>Expressive Language: Participates in conversations</p> <p>Speech: Speaks clearly enough to be understood</p>
	<p>M. Listening and comprehension AA. Pretend play FF. Knowledge of self and others HH. History</p> <p>D. Emotions L. Speaking N. Phonological awareness Y. Music</p> <p>L. Speaking HH. History</p> <p>L. Speaking M. Listening and comprehension L. Speaking N. Phonological awareness</p>

Tennessee Early Learning Developmental Standards

COR Advantage Items

<b>Section 2: Early Literacy COGNITIVE DEVELOPMENT</b>		
<b>0 through 4 months</b>	<b>Book Knowledge and Appreciation</b> Book Handling Skills: Eyes focus on simple pictures in books or drawings	P. Reading
<b>5 through 8 months</b>	Book Handling Skills: Begins to explore the physical properties of a book  Book Handling Skills: Holds a board, cloth, or plastic book and manipulates the pages	P. Reading  Q. Book enjoyment and knowledge
<b>9 through 12 months</b>	Book Handling Skills: Shows increased involvement and enjoyment with books  Looking and Recognition Skills: Begins to interact with story and recognize pictures of everyday familiar objects  Looking and Recognition Skills: Begins to make associations about familiar objects  Picture and Story Comprehension Skills: Begins to recognize symbols for objects  <b>Early Writing</b> Early Writing Behaviors and Skills: Begins to show interest in exploring writing tools	Q. Book enjoyment and knowledge  P. Reading Q. Book enjoyment and knowledge  P. Reading  P. Reading Q. Book enjoyment and knowledge  R. Writing

Tennessee Early Learning Developmental Standards

COR Advantage Items

Section 2: Early Literacy COGNITIVE DEVELOPMENT CONT		
13 through 18 months	<p><b>Book Knowledge and Appreciation</b>                      Book Handling Skills: Begins to show interest in exploring books</p> <p>Looking and Recognition Behaviors: Begins to show awareness and interest in familiar pictures</p> <p>Picture and Story Comprehension: Begins to recognize "favorite books" and repeatedly requests to read them</p> <p>Story Reading Behaviors: Pretends to read books</p> <p><b>Early Writing</b>                      Early Writing Behaviors and Skills: Shows increased interest in exploring writing tools</p>	<p>Q. Book enjoyment and knowledge</p> <p>P. Reading Q. Book enjoyment and knowledge</p> <p>Q. Book enjoyment and knowledge</p> <p>P. Reading Q. Book enjoyment and knowledge</p> <p>R. Writing</p>
19 through 24 months	<p><b>Book Knowledge and Appreciation</b>                      Book Handling Skills: Shows interest in exploring books</p> <p>Looking and Recognition Behaviors: Shows awareness and interest in familiar pictures</p> <p>Picture and Story Comprehension: Enjoys books that relate to personal experiences</p> <p>Story Reading Skills: Enjoys looking at book by self, while sitting by peers or when being read to by an adult; begins to connect familiar books to play experiences</p> <p><b>Early Writing</b>                      Early Writing Behaviors and Skills: Begins to use writing tools to make marks on paper</p>	<p>Q. Book enjoyment and knowledge</p> <p>P. Reading</p> <p>M. Listening and comprehension Q. Book enjoyment and knowledge</p> <p>P. Reading Q. Book enjoyment and knowledge</p> <p>R. Writing</p>

Tennessee Early Learning Developmental Standards

COR Advantage Items

<b>Section 2: Early Literacy</b> <b>COGNITIVE DEVELOPMENT CONT</b>		
<b>25 through 30 months</b>	<p><b>Early Literacy</b> Picture and Story Comprehension: Begins to understand the connection between books and personal experiences Book Reading Skills: Recognizes and enjoys reading familiar books</p> <p><b>Early Writing</b> Early Writing Behaviors and Skills: Uses variety of writing tools to make scribbles</p> <p><b>Early Literacy</b> Auditory Discrimination: Is aware of and can identify many sounds in the environment Phonological Awareness: Engages in and enjoys word play with silly sounds and real and nonsense words</p>	<p>M. Listening and comprehension Q. Book enjoyment and knowledge Q. Book enjoyment and knowledge</p> <p>R. Writing</p> <p>N. Phonological awareness N. Phonological awareness</p>
<b>31 through 36 months</b>	<p><b>Early Literacy</b> Story Reading Behaviors: Begins to recite from memory familiar books Early Writing Behaviors and Skills: Scribbles and draws with intentionality</p> <p>Auditory Discrimination: Is aware of and can identify many sounds in the environment Phonological Awareness: Engages in and enjoys word play with silly sounds and real and nonsense words</p>	<p>Q. Book enjoyment and knowledge R. Writing X. Art</p> <p>N. Phonological awareness N. Phonological awareness</p>

Tennessee Early Learning Developmental Standards

COR Advantage Items

Section 2: Early Literacy COGNITIVE DEVELOPMENT CONT		
<b>37 through 48 months</b>	<p><b>Early Literacy</b></p> <p>Verbal Expression and Communication: Engages verbally with stories in books and movies</p> <p>Verbal Expression and Communication: Uses more advanced sentence structure and varied vocabulary in verbal expression</p> <p>Listening and Understanding: Listens attentively to stories, conversations, and explanations and demonstrates understanding</p> <p>Phonological Awareness: Initiates word play and likes rhymes and silly sounds and words</p> <p>Phonological Awareness: Completes a rhyme and recites at least three rhymes</p> <p>Print Awareness: Demonstrates interest in books and what they contain</p> <p>Print Awareness: Understands how books work and the way they are handled</p> <p>Print Awareness: Begins to attend to print in the environment, especially own name</p> <p>Print Awareness: Shows awareness that print conveys a message, that print is read rather than the pictures</p> <p>Visual Discrimination: Discriminates likenesses/differences in real objects</p> <p>Visual Sequencing (Patterning): Uses left-to-right and top-to-bottom scanning and observes and reproduces each element in a pattern of 3-dimensional objects</p> <p>Letter Recognition: Begins to recognize beginning letter of familiar words or environmental print</p> <p>Letter Recognition: Attempts to "write" his own name</p>	<p>M. Listening and comprehension Q. Book enjoyment and knowledge</p> <p>L. Speaking</p> <p>M. Listening and comprehension N. Phonological awareness Q. Book enjoyment and knowledge N. Phonological awareness</p> <p>N. Phonological awareness</p> <p>P. Reading Q. Book enjoyment and knowledge Q. Book enjoyment and knowledge</p> <p>P. Reading</p> <p>P. Reading</p> <p>BB. Observing and classifying</p> <p>V. Patterns</p> <p>P. Reading</p> <p>R. Writing</p>

Tennessee Early Learning Developmental Standards

COR Advantage Items

<b>Section 2: Early Literacy</b> <b>COGNITIVE DEVELOPMENT CONT</b>		
<b>49 through 60 months</b>	<b>Early Literacy</b>	
	Listening and Understanding: Understands story events and overall theme, and conversations	M. Listening and comprehension Q. Book enjoyment and knowledge
	Listening and Understanding: Relates plot of story to self and own experiences	M. Listening and comprehension
	Listening and Understanding: Can organize more events and more complex events in sequential order	M. Listening and comprehension Q. Book enjoyment and knowledge
	Verbal Expression and Communication: Engages in dialogue (conversation with others)	M. Listening and comprehension
	Verbal Expression and Communication: Organizes major steps of an event or story in sequential order	Q. Book enjoyment and knowledge
	Verbal Expression and Communication: Uses an increasingly complex and varied spoken vocabulary and sentence structure	L. Speaking
	Phonological Awareness: Produces rhyming words	N. Phonological awareness
	Phonological Awareness: Starts to develop an awareness of beginning sounds in words	N. Phonological awareness
	Print Awareness: Understands concept of spoken and written word and that alphabet letters have individual names	P. Reading O. Alphabet knowledge
Print Awareness: Shows interest in purposeful writing	R. Writing	
Print Awareness: Shows good understanding of conventions of print	Q. Book enjoyment and knowledge	

Tennessee Early Learning Developmental Standards

COR Advantage Items

<i>Section 2: Early Literacy</i> <i>COGNITIVE DEVELOPMENT CONT</i>		
<b>49 through 60 months (cont.)</b>	<p>Print Awareness: Demonstrates good word awareness, calls attention to print in the environment, and recognizes some common words</p> <p>Print Awareness: Routinely engages in purposeful reading and writing</p> <p>Letter Recognition: Begins to recognize letters</p> <p>Visual Sequencing (Patterning): Uses left-to-right and top-to- bottom scanning; observes and reproduces a pattern with 3- dimensional objects by using a 2-dimensional paper model</p> <p>Letter Recognition: Begins to recognize frequently occurring uppercase and some of the most frequently occurring lowercase letters</p>	<p>P. Reading</p> <p>P. Reading R. Writing</p> <p>O. Alphabet knowledge</p> <p>V. Patterns</p> <p>O. Alphabet knowledge</p>

Tennessee Early Learning Developmental Standards

COR Advantage Items

<b>Section 3: Math and Science</b> <b>COGNITIVE DEVELOPMENT</b>		
<b>0 through 4 months</b>	<p><b>Math</b> Problem Solving and Spatial Sense: Pays attention to what is happening in the environment</p> <p>Problem Solving and Spatial Sense: Aware of surroundings; makes things happen, most often unintentionally</p> <p><b>Science</b> Sensory Awareness, Observation and Exploration: Shows interest in surroundings by focusing on faces and objects in close range</p>	<p>S. Number and counting T. Geometry: Shapes and spatial awareness U. Measurement V. Patterns W. Data analysis</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world EE. Tools and technology</p>
<b>5 through 8 months</b>	<p><b>Math</b> Problem Solving and Spatial Sense: Displays short term memory</p> <p>Problem Solving and Spatial Sense: Makes things happen</p> <p><b>Science</b> Sensory Awareness, Observation and Exploration: Attends to what is happening in the environment</p>	<p>S. Number and counting T. Geometry: Shapes and spatial awareness U. Measurement V. Patterns W. Data analysis</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions</p>

Tennessee Early Learning Developmental Standards

COR Advantage Items

<b>Section 3: Math and Science</b> <b>COGNITIVE DEVELOPMENT CONT</b>		
<b>9 through 12 months</b>	<p><b>Math</b> Problem Solving and Spatial Sense: Makes things happen through use of senses of sight, sound, taste, and touch</p> <p><b>Science</b> Sensory Awareness, Observation and Exploration: Shows understanding of things in the environment during exploration</p>	<p>T. Geometry: Shapes and spatial awareness U. Measurement W. Data analysis</p> <p>C. Reflection Q. Book enjoyment and knowledge AA. Pretend play</p>
<b>13 through 18 months</b>	<p><b>Math</b> Problem Solving and Spatial Sense: Begins to explore physical properties of objects and to identify their use</p> <p><b>Science</b> Sensory Awareness, Observation and Exploration: Uses all five senses to explore and understand surroundings</p>	<p>T. Geometry: Shapes and spatial awareness AA. Pretend play EE. Tools and technology</p> <p>U. Measurement X. Art</p>
<b>19 through 24 months</b>	<p><b>Math</b> Problem Solving: Begins to group objects by their function</p> <p>Problem Solving: Begins to recognize objects as the same and different</p> <p>Numbers: Begins to use number words in songs and finger plays with little or no understanding</p> <p>Numbers: Begins to build understanding of more</p> <p>Spatial Sense to Develop Understanding of Conservation, Geometry and Numbers: Explores her world and begins to understand her position in space and how to get around</p>	<p>AA. Pretend play BB. Observing and classifying</p> <p>T. Geometry: Shapes and spatial awareness BB. Observing and classifying</p> <p>S. Number and counting</p> <p>S. Number and counting</p> <p>T. Geometry: Shapes and spatial awareness U. Measurement</p>

Tennessee Early Learning Developmental Standards

COR Advantage Items

<b>Section 3: Math and Science</b> <b>COGNITIVE DEVELOPMENT CONT</b>		
<b>19 through 24 months (cont.)</b>	<p><b>Science</b></p> <p>Sensory Awareness, Observation and Exploration: Expects specific results when playing with toys and other object</p> <p>Sensory Awareness, Observation and Exploration: Shows increased knowledge and memory for details and routines</p>	<p>U. Measurement</p> <p>W. Data analysis</p> <p>G. Community</p> <p>K. Personal care and healthy behavior</p> <p>AA. Pretend play</p> <p>FF. Knowledge of self and others</p>
<b>25 through 30 months</b>	<p><b>Math</b></p> <p>Numbers: Begins to build understanding of more, and one-to-one correspondence</p> <p>Patterns: Begins to understand the relationship between objects, solving simple jigsaw puzzles and matching similar shapes</p> <p>Spatial Sense: Matches circle, square and triangle shapes</p> <p>Spatial Sense: Explores world, and understands position in space and how to get around</p> <p>Problem Solving: Explores materials and understands simple acts of cause and effect</p> <p><b>Science</b></p> <p>Sensory Awareness, Observation and Exploration: Begins to build knowledge of the world through observation of surroundings</p> <p>Sequencing and Time: Begins to understand consequences when re-creating events</p> <p>Sequencing and Time: Demonstrates some understanding of when things happen in relation to routines</p> <p>Problem Solving: Begins to use reasoning skills and imagination when planning ways to make things happen</p>	<p>S. Number and counting</p> <p>T. Geometry: Shapes and spatial awareness</p> <p>U. Measurement</p> <p>T. Geometry: Shapes and spatial awareness</p> <p>I. Gross-motor skills</p> <p>T. Geometry: Shapes and spatial awareness</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>BB. Observing and classifying</p> <p>H. Conflict resolution</p> <p>HH. History</p> <p>A. Initiative and planning</p> <p>X. Art</p> <p>AA. Pretend play</p>

Tennessee Early Learning Developmental Standards

COR Advantage Items

Section 3: Math and Science COGNITIVE DEVELOPMENT CONT		
<b>31 through 36 months</b>	<p><b>Math</b></p> <p>Numbers: Continues to build understanding of quantity and size</p> <p>Numbers: Begins to count by rote</p> <p>Spatial Sense: Explores world and understands position in space and how to get around</p> <p>Problem Solving: Explores materials and understands simple acts of cause and effect</p> <p><b>Science</b></p> <p>Sensory Awareness, Observation and Exploration: Builds knowledge of the world through observation and awareness of surroundings</p> <p>Sequencing and Time: Demonstrates some understanding of when things happen in relation to routines</p> <p>Problem Solving: Uses reasoning skills and imagination when planning ways to make things happen</p>	<p>S. Number and counting</p> <p>U. Measurement</p> <p>S. Number and counting</p> <p>T. Geometry: Shapes and spatial awareness</p> <p>B. Problem solving with materials</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>HH. History</p> <p>A. Initiative and planning</p> <p>B. Problem solving with materials</p> <p>X. Art</p> <p>AA. Pretend play</p>

Tennessee Early Learning Developmental Standards

COR Advantage Items

<b>Section 3: Math and Science</b> <b>COGNITIVE DEVELOPMENT CONT</b>		
<b>37 through 48 months</b>	<b>Math</b>	
	Number and Operations: Begins to identify and label objects using numbers	S. Number and counting
	Patterns and Algebra: Explores and begins to sort and classify objects	BB. Observing and classifying
	Patterns and Algebra: Begins to identify, describe, and extend patterns	V. Patterns
	Measurement: Begins to demonstrate understanding of time, length, weight, capacity and temperature	U. Measurement HH. History
	Geometry and Spatial Sense: Becomes aware of his body and personal space during active exploration of physical environment	T. Geometry: Shapes and spatial awareness GG. Geography
	Geometry and Spatial Sense: Begins to explore the size, shape, and spatial arrangement of real objects	T. Geometry: Shapes and spatial awareness V. Patterns
	Problem Solving and Analyzing Data: Begins to develop foundation for linking concepts and procedures with active experiences	S. Number and counting U. Measurement X. Art
<b>Science</b>		
Life Science: Observes surroundings in relation to knowledge and methods about life science	DD. Natural and physical world	
Physical Science: Solves problems in relation to knowledge and methods about energy	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions	

Tennessee Early Learning Developmental Standards

COR Advantage Items

49 through 60 months	Math	COR Advantage Items
	Number and Operations: Begins to identify and label objects using numbers	S. Number and counting
	Number and Operations: Develops understanding of numbers and their association with objects	S. Number and counting
	Patterns and Algebra: Explores and begins to sort and classify objects	BB. Observing and classifying
	Patterns and Algebra: Identifies, describes, and extends patterns	V. Patterns
	Measurement: Begins to demonstrate understanding of time, length, weight, capacity and temperature	U. Measurement HH. History
	Spatial Sense and Geometry: Becomes aware of personal space during active exploration of physical environment	I. Gross-motor skills T. Geometry: Shapes and spatial awareness
	Spatial Sense and Geometry: Explores and recognizes the size, shape, and spatial arrangement of real objects	T. Geometry: Shapes and spatial awareness
	Problem Solving and Analyzing Data: Begins to develop foundation for linking concepts and procedures with active experiences	S. Number and counting W. Data analysis
	<p><b>Science</b></p> <p>Life Science: Recognizes that living things live in different environments</p> <p>Earth and Space Science: Recognizes that time and temperature can be measured with a clock and thermometer</p> <p>Earth and Space Science: Recognizes a variety of earth materials by their observable properties (rocks, sand, dirt)</p> <p>Classifies materials by their elements</p> <p>Physical Science: Recognizes that objects have observable properties that can change over time and under different conditions</p>	<p>DD. Natural and physical world</p> <p>EE. Tools and technology</p> <p>DD. Natural and physical world</p> <p>BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions</p> <p>W. Data analysis CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world</p>

Tennessee Early Learning Developmental Standards

COR Advantage Items

<i>Section 4: Social Studies</i> <i>COGNITIVE/SOCIAL-EMOTIONAL</i>		
<b>0 through 4 months</b>	<p><b>Social Studies</b></p> <p>Human Interactions/Culture: Responds to familiar adults</p> <p>Human Interactions/Culture: Shows awareness of other children</p>	<p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p>
<b>5 through 8 months</b>	<p>Human Interactions/Culture: Engages with familiar adults</p> <p>Human Interactions/Culture: Shows awareness of other children</p>	<p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p>
<b>9 through 12 months</b>	<p><b>Social Studies</b></p> <p>Human Interactions/Culture: Shows preference for familiar adults</p> <p>Human Interactions/Culture: Shows awareness of other children</p>	<p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p>
<b>13 through 18 months</b>	<p><b>Social Studies</b></p> <p>Human Interactions/Culture: Relies on the presence of familiar adults to try things</p> <p>Human Interactions/Culture: Interacts with other children</p>	<p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p> <p>H. Conflict resolution</p>
<b>19 through 24 months</b>	<p><b>Social Studies</b></p> <p>Human Interactions/Culture: Seeks the support of familiar adults to try things</p> <p>Human Interactions/Culture: Interacts with other children</p> <p>History: Begins to recognize routines and to categorize time intervals</p>	<p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p> <p>G. Community</p>

Tennessee Early Learning Developmental Standards

COR Advantage Items

Section 4: Social Studies COGNITIVE/SOCIAL-EMOTIONAL CONT		
<b>25 through 30 months</b>	<p><b>Social Studies</b></p> <p>Human Interactions/Culture: Plays beside other children</p> <p>Human Interactions/Culture: Begins to act independently</p> <p>History: Identifies common events and routines</p> <p>History: Begins to categorize time intervals</p>	<p>F. Building relationships with other children</p> <p>H. Conflict resolution</p> <p>G. Community</p> <p>K. Personal care and healthy behavior</p> <p>G. Community</p> <p>HH. History</p>
<b>31 through 36 months</b>	<p><b>Social Studies</b></p> <p>Human Interactions/Culture: Has capacity to play cooperatively with other children</p> <p>Human Interactions/Culture: Begins to act independently</p> <p>History: Identifies common events and routines</p> <p>History: Begins to categorize time intervals</p> <p>Geography: Begins to understand and recognize familiar localities</p>	<p>F. Building relationships with other children</p> <p>G. Community</p> <p>K. Personal care and healthy behavior</p> <p>G. Community</p> <p>HH. History</p> <p>P. Reading</p> <p>GG. Geography</p>
<b>36 through 48 months</b>	<p><b>Social Studies</b></p> <p>Human Interactions/Culture: Discriminates individual, culture and community</p> <p>Human Interactions/Culture: Begins to understand the reason for rules</p> <p>History: Identifies common events and routines</p> <p>History: Begins to categorize time intervals</p>	<p>X. Art</p> <p>FF. Knowledge of self and others</p> <p>G. Community</p> <p>G. Community</p> <p>K. Personal care and healthy behavior</p> <p>HH. History</p>

Tennessee Early Learning Developmental Standards

COR Advantage Items

Section 4: Social Studies COGNITIVE/SOCIAL-EMOTIONAL CONT		
<b>49 through 60 months</b>	<p><b>Social Studies</b></p> <p>Human Interactions/Culture: Discriminates individual, culture and community</p> <p>Human Interactions/Culture: Begins to understand the reason for rules</p> <p>History: Identifies common events and routines</p> <p>History: Begins to categorize time intervals</p> <p>Geography: Begins to express and understand concepts and language of geography in the context of her classroom, home and community</p> <p>Economics: Begins to understand what services the community workers provide</p>	<p>AA. Pretend play FF. Knowledge of self and others</p> <p>G. Community</p> <p>G. Community HH. History</p> <p>HH. History</p> <p>GG. Geography</p> <p>FF. Knowledge of self and others</p>

Tennessee Early Learning Developmental Standards

COR Advantage Items

	<b>Section 5: Creative Arts</b> <b>COGNITIVE/SOCIAL-EMOTIONAL DEVELOPMENT</b>	
<b>0 through 4 months</b>	<p><b>Creative Arts</b></p> <p>Music: Responds to sounds</p> <p>Art: Begins to focus on and show fascination for fun toys and activities</p> <p>Movement and Dramatic Play: Begins to discover his/her body</p>	<p>Y. Music</p> <p>BB. Observing and classifying</p> <p>Z. Movement</p>
<b>5 through 8 months</b>	<p><b>Creative Arts</b></p> <p>Music: Responds to sounds</p> <p>Music: Begins to use sounds</p> <p>Art: Focuses on and shows fascination for fun things</p> <p>Movement and Dramatic Play: Begins to have some control of body</p>	<p>Y. Music</p> <p>Y. Music</p> <p>BB. Observing and classifying</p> <p>Z. Movement</p>
<b>9 through 12 months</b>	<p><b>Creative Arts</b></p> <p>Music: Responds to sounds</p> <p>Music: Uses sounds</p> <p>Art: Focuses on and shows fascination for fun things</p> <p>Movement and Dramatic Play: Has more control of body</p> <p>Movement and Dramatic Play: Begins to purposefully act on his environment</p>	<p>Y. Music</p> <p>Z. Movement</p> <p>Y. Music</p> <p>BB. Observing and classifying</p> <p>I. Gross-motor skills</p> <p>Z. Movement</p>

Tennessee Early Learning Developmental Standards

COR Advantage Items

	<p><b>Section 5: Creative Arts</b>  <b>COGNITIVE/SOCIAL-EMOTIONAL DEVELOPMENT CONT</b></p>	
<p><b>13 through 18 months</b></p>	<p><b>Creative Arts</b>                      Music: Responds to sounds                       Music: Uses sounds                       Art: Focuses on and shows fascination for fun things                       Movement and Dramatic Play: Has more control of body                       Movement and Dramatic Play: Begins to purposefully act on his environment</p>	<p>Y. Music                      Z. Movement                       Y. Music                       X. Art                       I. Gross-motor skills                       Y. Music                      Z. Movement</p>
<p><b>19 through 24 months</b></p>	<p><b>Creative Arts</b>                      Music: Responds to sounds                       Music: Use sounds                       Art: Focuses on and shows fascination for fun things                       Art: Explores color                       Art: Scribbles and paints                       Movement and Dramatic Play: Has more control of body                       Movement and Dramatic Play: Begins to purposefully act on his environment</p>	<p>Y. Music                      Z. Movement                       Y. Music                       X. Art                       BB. Observing and classifying                       R. Writing                      X. Art                       I. Gross-motor skills                       L. Speaking                      CC. Experimenting, predicting, and drawing conclusions</p>

Tennessee Early Learning Developmental Standards

COR Advantage Items

	<p><b>Section 5: Creative Arts</b>  <b>COGNITIVE/SOCIAL-EMOTIONAL DEVELOPMENT CONT</b></p>	
<p><b>25 through 30 months</b></p>	<p><b>Creative Arts</b></p> <p>Music: Responds to sounds</p> <p>Music: Use sounds</p> <p>Art: Focuses on and shows fascination for fun things</p> <p>Art: Scribbles and paints</p> <p>Art: Experiments with materials, explores different sensations; begins to make rudimentary objects</p> <p>Movement and Dramatic Play: Has more control of body</p> <p>Movement and Dramatic Play: Begins to purposefully act on his environment</p>	<p>Y. Music Z. Movement</p> <p>Y. Music</p> <p>X. Art</p> <p>J. Fine-motor skills R. Writing X. Art</p> <p>X. Art</p> <p>I. Gross-motor skills Z. Movement AA. Pretend play</p> <p>AA. Pretend play</p>

Tennessee Early Learning Developmental Standards

COR Advantage Items

	<p><b>Section 5: Creative Arts</b>  <b><i>COGNITIVE/SOCIAL-EMOTIONAL DEVELOPMENT CONT</i></b></p>	
<p><b>31 through 36 months</b></p>	<p><b>Creative Arts</b></p> <p>Music: Responds to sounds</p> <p>Music: Use sounds</p> <p>Art: Focuses on and shows fascination for fun things</p> <p>Art: Scribbles and paints</p> <p>Art: Experiments with materials and explores the different sensations- begins to make rudimentary objects</p> <p>Movement and Dramatic Play: Has more control of body</p> <p>Movement and Dramatic Play: Begins to purposefully act on his environment</p>	<p>Y. Music</p> <p>Y. Music</p> <p>X. Art</p> <p>X. Art</p> <p>X. Art</p> <p>AA. Pretend play</p> <p>I. Gross-motor skills AA. Pretend play</p>

Tennessee Early Learning Developmental Standards

COR Advantage Items

	<p><b>Section 5: Creative Arts</b>  <b>COGNITIVE/SOCIAL-EMOTIONAL DEVELOPMENT CONT</b></p>	
<p><b>37 through 48 months</b></p>	<p><b>Creative Arts</b></p> <p>Music: Responds to sounds</p> <p>Music: Use sounds</p> <p>Art: Focuses on and shows fascination for fun things</p> <p>Art: Scribbles and paints</p> <p>Art: Uses a variety of art materials for tactile experience and exploration</p> <p>Art: Responds to artistic creations or events</p> <p>Movement and Dramatic Play: Controls body to participate in creative movement and drama</p> <p>Movement and Dramatic Play: Begins to purposefully act on his environment</p>	<p>Y. Music</p> <p>Y. Music</p> <p>X. Art</p> <p>X. Art</p> <p>X. Art</p> <p>X. Art</p> <p>Z. Movement AA. Pretend play</p> <p>AA. Pretend play</p>

Tennessee Early Learning Developmental Standards

COR Advantage Items

	<p><i>Section 5: Creative Arts</i>  <i>COGNITIVE/SOCIAL-EMOTIONAL DEVELOPMENT CONT</i></p>	
<p><b>49 through 60 months</b></p>	<p><b>Creative Arts</b></p> <p>Music: Responds to sounds</p> <p>Music: Use sounds</p> <p>Art: Scribbles and paints</p> <p>Art: Uses a variety of art materials for tactile experience and exploration</p> <p>Movement and Dramatic Play: Controls body to participate in creative movement and drama</p> <p>Movement and Dramatic Play: Begins to purposefully act on the environment</p>	<p>Y. Music</p> <p>Y. Music</p> <p>X. Art</p> <p>X. Art</p> <p>Z. Movement AA. Pretend play</p> <p>AA. Pretend play</p>

Tennessee Early Learning Developmental Standards

COR Advantage Items

	<b>Section 6: Social and Emotional Development</b> <b>SOCIAL AND EMOTIONAL DEVELOPMENT</b>	
<b>0 through 4 months</b>	<b>Approaches to Learning</b> Self Concept: Expresses comfort and discomfort  Self Concept: Expresses enjoyment and unhappiness	K. Personal care and healthy behavior  D. Emotions
<b>5 through 8 months</b>	Self Concept: Expresses feelings  Self Concept: Express preferences and interests	D. Emotions  E. Building relationships with adults
<b>9 through 12 months</b>	Self Concept: Shows likes and dislikes  Self Concept: Pays attention and responds to name and images of self  Cooperation: Demonstrates awareness of others	A. Initiative and planning D. Emotions  FF. Knowledge of self and others  F. Building relationships with other children
<b>13 through 18 months</b>	Self Concept: Shows preferences, likes and dislikes  Self Concept: Developing independence  Cooperation: May interact with another child for a short period of time	A. Initiative and planning D. Emotions  K. Personal care and healthy behavior FF. Knowledge of self and others  F. Building relationships with other children

Tennessee Early Learning Developmental Standards

COR Advantage Items

	<b>Section 6: Social and Emotional Development</b> <b>SOCIAL AND EMOTIONAL DEVELOPMENT CONT</b>	
<b>19 through 24 months</b>	Self Concept: Expresses wishes, worries, and fears	A. Initiative and planning G. Community
	Self Concept: Explores the environment to find out who he is and what he can do	A. Initiative and planning K. Personal care and healthy behavior
	Self Control: Tries to manage own behavior	D. Emotions
	Cooperation: Watches and plays briefly with other children	F. Building relationships with other children
<b>25 through 30 months</b>	Self Concept: Shows an emerging sense of self	K. Personal care and healthy behavior
	Cooperation: Plays beside other children	F. Building relationships with other children
	Cooperation: Can share some pretend play themes	AA. Pretend play
<b>31 through 36 months</b>	Self Concept: Growing competence in accomplishments of self care	K. Personal care and healthy behavior
	Self Concept: Gaining skill in identifying and expressing feelings	D. Emotions H. Conflict resolution
	Self Control: Demonstrates emerging ability to manage own behavior	G. Community
	Cooperation: Shows capacity to play cooperatively with other children	F. Building relationships with other children AA. Pretend play
	Cooperation: Responds to other children's feelings	D. Emotions

Tennessee Early Learning Developmental Standards

COR Advantage Items

	<p><b>Section 6: Social and Emotional Development</b>  <b>SOCIAL AND EMOTIONAL DEVELOPMENT CONT</b></p>	
<p><b>37 through 48 months</b></p>	<p>Self Concept: Shows positive self-esteem</p> <p>Self Concept: Verbalizes feelings, needs, and wants</p> <p>Self Control: Gains control over impulses</p> <p>Self Control: Shows willingness to follow simple rules</p> <p>Cooperation: Engages in cooperative play with other children</p> <p>Cooperation: Shows increasing ability to understand the feelings of other children</p> <p>Cooperation: Shows increasing willingness to work out problems with peers</p> <p>Cooperation: Is willing to participate in group activities</p>	<p>E. Building relationships with adults                      F. Building relationships with other children</p> <p>D. Emotions</p> <p>D. Emotions</p> <p>G. Community</p> <p>F. Building relationships with other children</p> <p>D. Emotions</p> <p>G. Community                      H. Conflict resolution</p> <p>A. Initiative and planning                      F. Building relationships with other children                      G. Community</p>

Tennessee Early Learning Developmental Standards

COR Advantage Items

	<p><b>Section 6: Social and Emotional Development</b>  <b>SOCIAL AND EMOTIONAL DEVELOPMENT CONT</b></p>	
<p><b>49 through 60 months</b></p>	<p>Self Concept: Uses words and seeks adult help when needed to resolve conflicts</p> <p>Cooperation: Participates in the group life of the class</p> <p>Self Control: Follows simple classroom rules and routines and uses classroom materials carefully</p> <p>Self Control: Shows empathy and caring for others</p> <p>Management of Self Within the Learning Environment: Shows eagerness and curiosity as a learner</p> <p>Management of Self Within the Learning Environment: Shows some self direction</p> <p>Management of Self Within the Learning Environment: Attends to task and seeks help when encountering a problem</p> <p>Management of Self Within the Learning Environment: Approaches tasks with flexibility and inventiveness</p>	<p>D. Emotions H. Conflict resolution</p> <p>F. Building relationships with other children G. Community</p> <p>G. Community</p> <p>D. Emotions</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>A. Initiative and planning</p> <p>B. Problem solving with materials</p> <p>B. Problem solving with materials AA. Pretend play CC. Experimenting, predicting, and drawing conclusions</p>

Tennessee Early Learning Developmental Standards

COR Advantage Items

Section 7: Physical Development <i>PHYSICAL DEVELOPMENT</i>		
<b>0 through 4 months</b>	<p><b>Gross Motor</b> Movement and Coordination: Gains control of head and body</p> <p><b>Fine Motor</b> Fine Motor: Holds things briefly before dropping</p>	<p>I. Gross-motor skills</p> <p>J. Fine-motor skills</p>
<b>5 through 8 months</b>	<p><b>Gross Motor</b> Movement and Coordination: Gains control of body; can change body positions</p> <p><b>Fine Motor</b> Fine Motor: Uses both hands with intention and purpose</p> <p><b>Health</b> Health Status and Practices: Feeding</p>	<p>I. Gross-motor skills</p> <p>J. Fine-motor skills</p> <p>J. Fine-motor skills</p> <p>K. Personal care and healthy behavior</p>
<b>9 through 12 months</b>	<p><b>Gross Motor</b> Movement and Coordination: Changes position and begins to move from place to place</p> <p>Movement and Coordination: Explores surroundings on her own</p> <p><b>Fine Motor</b> Fine Motor: Coordinates eyes with hands while holding and exploring objects</p>	<p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p> <p>J. Fine-motor skills</p>

Tennessee Early Learning Developmental Standards

COR Advantage Items

	<b>Section 7: Physical Development</b> <i>PHYSICAL DEVELOPMENT CONT</i>	
<b>13 through 18 months</b>	<p><b>Gross Motor</b>                      Movement and Coordination: Moves from place to place</p> <p><b>Fine Motor</b>                      Fine Motor: Uses hands alone and in coordination with eyes</p> <p>Fine Motor: Manipulates small objects at will, exploring the ways they can be combined and changed</p> <p>Fine Motor: Begins to participate in self-help activities</p>	<p>I. Gross-motor skills</p> <p>J. Fine-motor skills</p> <p>J. Fine-motor skills</p> <p>J. Fine-motor skills</p> <p>K. Personal care and healthy behavior</p>
<b>19 through 24 months</b>	<p><b>Gross Motor</b>                      Movement and Coordination: Shows increasing coordination and balance; combines actions to participate in play activities</p> <p><b>Fine Motor</b>                      Fine Motor: Uses hands and eyes to accomplish a variety of activities</p> <p><b>Health</b>                      Health Practices: Participates in self-help activities including personal care routines</p>	<p>I. Gross-motor skills</p> <p>J. Fine-motor skills</p> <p>K. Personal care and healthy behavior</p>

Tennessee Early Learning Developmental Standards

COR Advantage Items

	<p><b>Section 7: Physical Development</b>  <i>PHYSICAL DEVELOPMENT CONT</i></p>	
<p><b>25 through 30 months</b></p>	<p><b>Gross Motor</b>                      Movement and Coordination: Shows coordination skills while moving around and engaging in play activities</p> <p><b>Fine Motor</b>                      Fine Motor: Demonstrate eye-hand coordination while manipulating and exploring objects</p> <p><b>Health</b>                      Health Practices: Participates in self-help activities including personal care routines</p>	<p>I. Gross-motor skills</p> <p>J. Fine-motor skills</p> <p>K. Personal care and healthy behavior</p>
<p><b>31 through 36 months</b></p>	<p><b>Gross Motor</b>                      Movement and Coordination: Moves with balance and control when participating in play activities</p> <p><b>Fine Motor</b>                      Fine Motor: Uses fingers, hands and eyes to engage in a variety of activities</p> <p><b>Health</b>                      Self-Help Skills: Accomplishes many self-help activities with minimal or no assistance</p>	<p>I. Gross-motor skills</p> <p>J. Fine-motor skills</p> <p>K. Personal care and healthy behavior</p>

Tennessee Early Learning Developmental Standards

COR Advantage Items

	<p><b>Section 7: Physical Development</b>  <i>PHYSICAL DEVELOPMENT CONT</i></p>	
<p><b>37 through 48 months</b></p>	<p><b>Gross Motor</b>                      Movement and Coordination: Moves with enough control to perform more complex tasks</p> <p><b>Fine Motor</b>                      Fine Motor: Uses hands with increasing control and precision for a variety of purposes</p> <p><b>Health and Safety</b>                      Self-Help and Safety: Begins to perform self-help skills independently</p>	<p>I. Gross-motor skills</p> <p>J. Fine-motor skills</p> <p>K. Personal care and healthy behavior</p>
<p><b>49 through 60 months</b></p>	<p><b>Gross Motor</b>                      Movement and Coordination: Moves with balance and control to perform simple, large motor tasks</p> <p>Movement and Coordination: Coordinates movements to perform more complex tasks</p> <p><b>Fine Motor</b>                      Fine Motor: Uses strength and control to perform simple fine motor tasks</p> <p>Fine Motor: Uses eye-hand coordination to perform fine motor tasks</p> <p><b>Health Practices</b>                      Personal and Social Responsibility: Performs some self-help skills independently</p>	<p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p> <p>J. Fine-motor skills</p> <p>J. Fine-motor skills</p> <p>K. Personal care and healthy behavior</p>

# **Alignment of the 2012 Revised Tennessee Early Learning Developmental Standards for Four Year-Olds With HighScope's 2014 Child Observation Record — COR Advantage 1.5**

The following chart shows how items from the August 2012 **Revised Tennessee Early Learning Developmental 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.



## Tennessee Early Learning Standards

## COR Advantage Items

Approaches to Learning	
<p><b><i>With eagerness and curiosity actively engage in play as means of exploration &amp; learning</i></b></p> <p><b>AL.PK.2.</b> Self-select play activities to support own curiosity and to engage in pretend and imaginative play (e.g., testing theories, acting out imagination).</p> <p><b>AL.PK.3.</b> Demonstrate an awareness of connection between prior and new knowledge.</p>	<p>A. Initiative and planning</p> <p>AA. Pretend play</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>CC. Experimenting, predicting, and drawing conclusions</p>
<p><b><i>Approach tasks and activities with flexibility and inventiveness</i></b></p> <p><b>AL.PK.4.</b> Choose materials/props and use novel ways to represent ideas, characters, and objects in a move toward symbolic play.</p>	<p>AA. Pretend play</p>
<p><b><i>Actively engage in problem solving</i></b></p> <p><b>AL.PK.7.</b> Identify a problem and attempt multiple ways to solve it, with or without assistance.</p> <p><b>AL.PK.8.</b> Demonstrate a willingness to collaborate with others to solve a problem.</p>	<p>B. Problem solving with materials</p> <p>H. Conflict resolution</p> <p>B. Problem solving with materials</p> <p>H. Conflict resolution</p>
<p><b><i>Demonstrate Persistence</i></b></p> <p><b>AL.PK.9.</b> Maintain focus appropriate to completing task and/or learning activity.</p> <p><b>AL.PK.10.</b> Seek assistance and/or information when needed to complete a task.</p>	<p>A. Initiative and planning</p> <p>A. Initiative and planning</p> <p>B. Problem solving with materials</p>

## Tennessee Early Learning Standards

## COR Advantage Items

Social Emotional Development (SE.PK)	
<p><b>Self-Concept</b></p> <p><b>SE.PK.1.</b> Describe self using several different identifying characteristics and/or unique qualities (e.g., abilities, interests, gender, culture).</p> <p><b>SE.PK.2.</b> Develop a basic awareness of self as an individual, self within the context of family and self within the context of community.</p> <p><b>SE.PK.3.</b> Display sense of accomplishment, contentment, and acknowledgement when completing a task or solving a problem.</p>	<p>FF. Knowledge of self and others</p> <p>FF. Knowledge of self and others</p> <p>B. Problem solving with materials</p> <p>D. Emotions</p> <p>H. Conflict resolution</p>
<p><b>Relationship with Adults</b></p> <p><b>SE.PK.4.</b> Interact and develop positive relationships with significant adults (e.g., primary caregivers, teachers, and other familiar adults).</p> <p><b>SE.PK.5.</b> Seek and accept guidance from primary caregivers, teachers, and other familiar adults.</p>	<p>E. Building relationships with adults</p> <p>B. Problem solving with materials</p> <p>E. Building relationships with adults</p> <p>H. Conflict resolution</p>
<p><b>Relationship with Peers - develop positive relationships with peers</b></p> <p><b>SE.PK.6.</b> Initiate play and interact positively with another child or children.</p> <p><b>SE.PK.7.</b> Develop friendship skills (e.g., help, share, take turns, give compliments) with increasing ease and comfort to sustain interaction by cooperating, helping, and suggesting new ideas for play.</p> <p><b>SE.PK.8.</b> Show empathy and caring for others.</p>	<p>F. Building relationships with other children</p> <p>F. Building relationships with other children</p> <p>D. Emotions</p>
<p><b>Regulate own response to needs, feelings, and events</b></p> <p><b>SE.PK.9.</b> Express feelings, needs, opinions, and desires in a way which is appropriate to the situation.</p> <p><b>SE.PK.10.</b> Appropriately name types of emotions (e.g., happy, sad, frustrated) and associate them with different facial expressions, words, and behaviors.</p> <p><b>SE.PK.11.</b> Demonstrate ability to modify behavior in different situations using multiple problem solving strategies (e.g., trade, take turns, share, wait) with or without adult guidance and support.</p>	<p>D. Emotions</p> <p>D. Emotions</p> <p>H. Conflict resolution</p>
<p><b>Understand and follow rules and routines</b></p> <p><b>PK.13.</b> Engage easily in routine activities (e.g., large group, small group, center time).</p>	<p>G. Community</p>

## Tennessee Early Learning Standards

## COR Advantage Items

<b><i>Language and Early Literacy</i></b>	
<p><b>Reading Informational Text (RI.PK)</b></p> <p><b>RI.PK.1.</b> With modeling and support, ask and answer questions about informational text.</p> <p><b>RI.PK.2.</b> With modeling and support, recall important age appropriate facts from informational text by engaging in meaningful discussions and activities.</p> <p><b>RI.PK.3.</b> With guidance and support, relate informational text to personal experience or other 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><b>Craft and Structure</b></p> <p><b>RI.PK.7.</b> With guidance and support, discuss the use of illustrations to support the descriptions of characters, settings or to predict events in the text.</p>	<p>P. Reading Q. Book enjoyment and knowledge</p>
<p><b>Integration of Knowledge and Ideas</b></p> <p><b>RI.PK.9.</b> With guidance and support, explore and identify the similarities and differences between books on the same topic.</p>	<p>No match</p>
<p><b>Reading Literature (RL.PK)</b></p> <p><b>RL.PK.1.</b> With modeling and support, ask, and answer (respond to) questions about text read aloud.</p> <p><b>RL.PK.2.</b> With guidance and support, recall important facts to retell a familiar story in sequence.</p> <p><b>RL.PK.3.</b> With guidance and support, identify major characters, settings, and events from a familiar story or nursery rhyme.</p>	<p>M. Listening and comprehension</p> <p>M. Listening and comprehension Q. Book enjoyment and knowledge</p> <p>Q. Book enjoyment and knowledge</p>
<p><b>Integration of Knowledge and Ideas</b></p> <p><b>RL.PK.7.</b> With guidance and support, discuss the use of illustrations to support the descriptions of characters, settings, or predict events in the story.</p> <p><b>RL.PK.9.</b> With guidance and support, relate the story to previously read stories, ideas in the themes, or personal life experiences.</p>	<p>P. Reading Q. Book enjoyment and knowledge</p> <p>M. Listening and comprehension</p>

**Tennessee Early Learning Standards**

**COR Advantage Items**

<p><b>Reading Foundational Skills (RF.PK)</b>  <b>Print Concepts</b>  <b>RF.PK.1.</b> Demonstrate understanding of basic features of print; distinguish between words and pictures.</p> <p><b>RF.PK.1a.</b> Handle books respectfully and appropriately, right-side-up and turning pages one at a time, front to back.</p> <p><b>RF.PK.1b.</b> Recognize spoken words can be written and read.</p> <p><b>RF.PK.1c.</b> With guidance and support, understand that words are made up of alphabet letters which have individual names and are written in a specific sequence in order to create words that can be read.</p> <p><b>RF.PK.1d.</b> Recognize frequently occurring uppercase letters and some of the most frequently occurring lowercase letters.</p>	<p>P. Reading</p> <p>Q. Book enjoyment and knowledge</p> <p>P. Reading R. Writing</p> <p>O. Alphabet knowledge R. Writing</p> <p>O. Alphabet knowledge</p>
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<p><b>Phonological Awareness</b>  <b>RF.PK.2.</b> Demonstrate increasing understanding of spoken words, syllables, and sounds.</p> <p><b>RF.PK.2a.</b> Recognize and discriminate rhyming words in spoken language.</p> <p><b>RF.PK.2c.</b>  Blend and segment onsets and rimes of single-syllable spoken words. (Begins in Kindergarten or when individual child is ready)</p> <p><b>RF.PK.2d.</b>  Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.<sup>1</sup> (This does not include CVCs ending with /l/, /r/, or /x/.) (Begins in Kindergarten or when individual child is ready)</p> <p><b>RF.PK.2e.</b> With guidance and support, identify whether or not two words begin with the same sound.</p>	<p>N. Phonological awareness</p> <p>N. Phonological awareness</p> <p>N. Phonological awareness</p> <p>P. Reading</p> <p>N. Phonological awareness</p>
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## Tennessee Early Learning Standards

## COR Advantage Items

<p><b>Reading Foundational Skills (RF.PK)</b>  <b>Phonics and Word Recognition</b>  <b>RF.PK.3.</b> Demonstrate word awareness by identifying familiar words in books and the environment and begin making connection that letters in words make sounds.</p> <p><b>RF.PK.3a.</b> Demonstrate developing basic knowledge of letter-sound correspondence association by beginning to match the name and initial sound of some consonant letters such as in own name, classmates' names, or common words.</p> <p><b>RF.PK.3b.</b> (Begins in Kindergarten or when individual child is ready)</p> <p><b>RF.PK.3c.</b> Recognize own name in print and some other common symbols and words in the environment (e.g., universal symbols, classmates' names, STOP, GO).</p>	<p>N. Phonological awareness  P. Reading</p> <p>N. Phonological awareness</p> <p>O. Alphabet knowledge  P. Reading</p>
<p><b>Fluency</b>  <b>RF.PK.4.</b> Demonstrate awareness that books carry a message. Can retell the story events and overall theme in familiar picture books, by using illustrations (observing and discussing) to support "reading" the words in the text.</p>	<p>P. Reading</p>
<p><b>Writing (W.PK)</b>  <b>Text Types and Purposes</b>  <b>W.PK.1.</b> With modeling and support, use a combination of drawing, dictating, and emergent writing to express a preference, opinion or idea about a specific topic or text.</p> <p><b>W.PK.2.</b> With modeling and support, use a combination of drawing, dictating, and letters to explain information about a familiar topic or informational text.</p> <p><b>W.PK.3.</b> With modeling and support, use a combination of drawing, dictating, and emergent writing to tell a real or imagined story indicating some order of the events.</p>	<p>R. Writing  X. Art</p> <p>R. Writing  X. Art</p> <p>R. Writing  X. Art  HH. History</p>
<p><b>Research to Build and Present Knowledge</b>  <b>W.PK.8.</b> With guidance and support, recall information from experiences or gather information from provided sources (e.g., books, internet, classroom guests), to answer a question.</p>	<p>M. Listening and comprehension  EE. Tools and technology</p>

## Tennessee Early Learning Standards

## COR Advantage Items

Tennessee Early Learning Standards	COR Advantage Items
<p><b>Speaking and Listening (SL.PK)</b>  <b>Comprehension and Collaboration</b></p> <p><b>SL.PK.1b.</b> Engage in an extended conversation, striving for five verbal exchanges between adult and child.</p> <p><b>SL.PK.2.</b> Demonstrate the ability to recall information for short periods of time and retell, act out, or represent information from a familiar text read aloud, a recording, or a video (e.g., watch a video about birds and their habitats and make drawings or constructions of birds and their nests).</p> <p><b>SL.PK.3.</b> With modeling and guidance, ask and answer questions in order to seek help, get information, or clarify something which is not understood.</p>	<p>E. Building relationships with adults  L. Speaking</p> <p>M. Listening and comprehension  Q. Book enjoyment and knowledge</p> <p>M. Listening and comprehension</p>
<p><b>Presentation of Knowledge &amp; Ideas</b></p> <p><b>SL.PK.4.</b> Actively participate in conversations to tell or talk about familiar people, places, things and events, and with prompting and support, add additional details that help enrich and extend the conversation.</p> <p><b>SL.PK.5.</b> Create representations and extensions of experiences or stories (e.g., drawings, dramatic play, construction with blocks, clay or other materials) and discuss them with others.</p> <p><b>SL.PK.6.</b> Speak clearly and audibly to express thoughts, feelings, and ideas.</p> <p><b>SL.PK.6a.</b> English Learner students use home language as well as English language through prompting and support.</p>	<p>L. Speaking  FF. Knowledge of self and others</p> <p>X. Art</p> <p>D. Emotions  L. Speaking</p> <p>JJ. Speaking English</p>

## Tennessee Early Learning Standards

## COR Advantage Items

Tennessee Early Learning Standards	COR Advantage Items
<p><b>Language (L.PK)</b>  <b>Conventions of Standard English</b>  <b>L.PK.1.</b> Through adult modeling, guidance and support, use complete sentences to express a thought or idea.</p> <p><b>L.PK.1a.</b> With modeling and support print some upper and lowercase letters (letters may not be of conventional size or shape).</p> <p><b>L.PK.2.</b> Use some letters to represent ideas and inconsistently use conventions of standard English capitalization and punctuation.</p> <p><b>L.PK.2a.</b> Show awareness of the difference between upper and lower case letters.</p> <p><b>L.PK.2c.</b> Show awareness of conventional letter-sound relationships through use of invented spelling in writing.</p> <p><b>L.PK.2d.</b> With modeling and support, demonstrate awareness of sounds in words by identifying initial letter of familiar words.</p> <p><b>L.PK.5a.</b> Sort familiar objects into categories and identify the "common" factor of the group (e.g. Identify reason {common factor} for grouping objects; categorize animals by those who fly or walk; group cars by color or number of doors).</p>	<p>L. Speaking  R. Writing</p> <p>R. Writing</p> <p>R. Writing</p> <p>O. Alphabet knowledge</p> <p>O. Alphabet knowledge</p> <p>N. Phonological awareness</p> <p>BB. Observing and classifying</p>

**Tennessee Early Learning Standards**

**COR Advantage Items**

<b>Mathematics (PK)</b>	
<p><b>Counting and Cardinality (PK.CC)</b>  <b>Know number names and the count sequence</b>  <b>PK.CC.1.</b> Listen to and say the names of numbers in many contexts.</p> <p><b>PK.CC.2.</b> Verbally count forward in sequence from 1 – 30.</p> <p><b>PK.CC.3.</b> Understand the relationships between numerals, names of numbers and quantities up to 10 (includes subitizing- the ability to look at a quantity and say the quantity (1-4) quickly...just by looking).</p>	<p>S. Number and counting</p> <p>S. Number and counting</p> <p>S. Number and counting</p>
<p><b>Count to tell the number of objects</b>  <b>PK.CC.4.</b> Understand the relationship between numbers and quantities with concrete objects up to 10.</p> <p><b>PK.CC.4a.</b> Use one-to-one correspondence to accurately count up to 10 objects in a scattered configuration.</p> <p><b>PK.CC.4b.</b> Understand that the last number name said tells the number of objects counted, up to ten.</p> <p><b>PK.CC.5.</b> With guidance and support count to answer “how many?” questions about as many as 10 things arranged in a line or as many as 5 things in a scattered configuration; given a number from 1-10, count out that many objects.</p>	<p>S. Number and counting</p> <p>S. Number and counting</p> <p>S. Number and counting</p> <p>S. Number and counting</p>
<p><b>Compare numbers</b>  <b>PK.CC.6.</b> Use comparative language, such as <i>more/less than or equal to</i>, to compare and describe collections of objects by matching.</p>	<p>S. Number and counting</p>
<p><b>Operations and Algebraic Thinking (PK.OA)</b>  <b>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from</b>  <b>PK.OA.1.</b> Represent real-world addition (putting together), and subtraction (taking from) problems up through five with concrete objects or by acting out situations.</p> <p><b>PK.OA.3.</b> Compose and decompose numbers to five by using objects or drawings (may be an extension activity after reading a book).</p>	<p>S. Number and counting</p> <p>S. Number and counting</p>



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<b>Science (S.PK)</b>	
<p><b>Scientific Thinking</b> -- Ask questions &amp; make predictions based on observations through active engagement with materials</p> <p><b>S.PK.1.</b> Use senses to gather, explore, and interpret information.</p> <p><b>S.PK.2.</b> Make predictions based on background knowledge, previous scientific exploration, and observations of objects and events in the world.</p> <p><b>S.PK.3.</b> Record and organize data using graphs, charts, science journals, etc. to communicate conclusions regarding experiments and explorations.</p>	<p>BB. Observing and classifying</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>W. Data analysis</p>
<p><b>Tools &amp; Technology</b></p> <p><b>S.PK.4.</b> Use simple tools for investigation of the home, classroom and other familiar places.</p>	<p>EE. Tools and technology</p>
<p><b>Living Things</b> -- Observe and describe characteristics of living things</p> <p><b>S.PK.9.</b> Observe, describe and compare the habitats of plants and animals.</p>	<p>DD. Natural and physical world</p>
<p><b>Physical Properties</b> -- Acquire knowledge about the physical properties of the world</p> <p><b>S.PK.10.</b> Describe and categorize objects based on their observable properties.</p> <p><b>S.PK.11.</b> Demonstrate an awareness of changes that occur in their environment (e.g., freezing/melting, color mixing).</p>	<p>BB. Observing and classifying</p> <p>DD. Natural and physical world</p>

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## COR Advantage Items

<b>Social Studies (SS.PK)</b>	
<b>Civics, Citizenship, and Government</b>	
<b>SS.PK.4.</b> Recognize that all children and adults have roles, rights, and responsibilities at home, school, in the classroom and in the community.	FF. Knowledge of self and others
<b>SS.PK.5.</b> Participate in the community or group life of the class (e.g., making and following rules, doing classroom jobs, expressing concern for others, participating in decision making processes).	FF. Knowledge of self and others
<b>Career Development</b>	
<b>SS.PK.8.</b> Develop awareness about a wide variety of careers and work environments.	FF. Knowledge of self and others
<b>Creative Arts (CA.PK)</b>	
<b>Visual Arts -- Express self and represent what he/she knows, thinks, believes, and feels through visual arts</b>	
<b>CA.PK.1.</b> Experiment with a variety of mediums and art materials for tactile experience and exploration.	X. Art
<b>CA.PK.2.</b> Create artistic works with intent and purpose using varying tools, texture, color, and technique.	X. Art
<b>Music -- Express self by engaging in musical activities</b>	
<b>CA.PK.4.</b> Engage in music activities having different moods, tempos, and rhythms by listening, singing or performing.	Y. Music Z. Movement
<b>CA.PK.5.</b> Create sounds using voice, traditional instruments and/or non-traditional instruments.	Y. Music
<b>Creative Movement &amp; Dance</b>	
<b>CA.PK.6.</b> Express feelings of what is felt and heard through dance or creative movement.	Z. Movement
<b>CA.PK.7.</b> Move in spontaneous and imaginative ways to music, songs, rhythm and silence (e.g., sway, twist, use of 'props').	Z. Movement
<b>Theatre / Dramatic Play</b>	
<b>CA.PK.8.</b> Participate in a variety of dramatic play activities (teacher guided or child initiated) to represent fantasy and real life experiences.	AA. Pretend play

## Tennessee Early Learning Standards

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<b>Physical Development (PD.PK)</b>	
<p><b>Gross Motor -- demonstrate coordination and control of large muscles</b></p> <p><b>PD.PK.1.</b> Compare/contrast and describe different sights, smells, sounds, tastes, and textures found in the environment.</p> <p><b>PD.PK.3.</b> Develop body strength, balance, flexibility, and stamina to move self through space in a variety of ways (e.g., running, jumping, skipping).</p> <p><b>PD.PK.4.</b> Explore a variety of equipment and activities which enhance gross motor development and coordinate movements with upper and/or lower body (e.g., balls, slides, locomotive toys, and assistive technology).</p>	<p>BB. Observing and classifying</p> <p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p>
<p><b>Fine Motor -- demonstrate eye-hand coordination and dexterity needed to manipulate objects</b></p> <p><b>PD.PK.5.</b> Experiment with handheld tools to develop strength, control, and dexterity of small muscles (e.g., paintbrushes, crayons, markers, and a variety of technological tools).</p> <p><b>PD.PK.6.</b> Explore and engage in activities which enhance hand-eye coordination (e.g., building with blocks, creating with clay, putting puzzles together, and using other manipulatives).</p>	<p>J. Fine-motor skills</p> <p>J. Fine-motor skills</p>
<p><b>Personal Health &amp; Safety – Physical Health &amp; Well-Being</b></p> <p><b>PD.PK.7.</b> Demonstrate personal care and hygiene skills.</p> <p><b>PD.PK.8.</b> Demonstrate awareness and understanding of healthy habits (e.g., sufficient rest, nutritious foods, exercise).</p> <p><b>PD.PK.9.</b> Demonstrate awareness and understanding of safety rules.</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>