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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 Virginia. This document shows you how COR Advantage aligns with Virginia’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 Virginia Early Learning Guidelines With HighScope's 2014 Child Observation Record — COR Advantage 1.5

The following chart shows how items from the 2006 **Virginia Early Learning 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.



Virginia Early Learning Standards

COR Advantage Items

<i>Social and Emotional Development (SE)</i>	
<p>1. Self-Concept</p> <p>a. Begin to feel valued and secure in their relationships.</p> <p>b. Begin to show increasing ability to distinguish between self and others.</p> <p>d. Begin to develop and express awareness of self in terms of specific abilities, characteristics, and preferences.</p> <p>e. Develop growing capacity for independence in a range of activities, routines, and tasks.</p> <p>g. Begin to identify self by first and last name.</p> <p>h. Display basic knowledge about themselves and their families with full names.</p> <p>j. Begin to use a variety of resources to gather and communicate information about personal history.</p>	<p>E. Building relationships with adults F. Building relationships with other children</p> <p>FF. Knowledge of self and others</p> <p>A. Initiative and planning K. Personal care and healthy behavior FF. Knowledge of self and others</p> <p>G. Community K. Personal care and healthy behavior</p> <p>FF. Knowledge of self and others</p> <p>FF. Knowledge of self and others</p> <p>FF. Knowledge of self and others HH. History</p>
<p>2. Self-Control</p> <p>a. Show increasing ability to self-regulate when upset.</p> <p>b. Display increasing ability to initiate activities.</p> <p>c. Begin to exhibit appropriate expressions of emotion.</p> <p>d. Show progress in expressing feelings, needs, and opinions in difficult situations and conflicts without harming themselves, others, or property.</p> <p>e. Develop growing understanding of how their actions affect others and begin to accept the consequences of their actions.</p> <p>h. Begin to solve personal and classroom problems.</p>	<p>D. Emotions</p> <p>A. Initiative and planning K. Personal care and healthy behavior</p> <p>D. Emotions</p> <p>D. Emotions H. Conflict resolution</p> <p>G. Community</p> <p>H. Conflict resolution</p>

Virginia Early Learning Standards

COR Advantage Items

Social and Emotional Development (SE) CONT	
<p>3. Cooperation</p> <p>a. Begin to show interest in peers and demonstrate caring cooperation.</p> <p>b. Demonstrate appropriate self-assertion.</p> <p>c. Increase abilities to sustain interactions with peers by helping, sharing, and discussion.</p> <p>d. Show increasing abilities to use compromise and discussion in working, playing, and resolving conflicts.</p> <p>g. Begin to solve personal and classroom problems.</p>	<p>F. Building relationships with other children</p> <p>FF. Knowledge of self and others</p> <p>F. Building relationships with other children</p> <p>H. Conflict resolution</p> <p>G. Community</p> <p>H. Conflict resolution</p>
<p>4. Social Relations</p> <p>a. Begin to accept comfort from familiar adults.</p> <p>b. Begin to show preferences toward other children.</p> <p>c. Begin to respond sympathetically to peers who are in need, upset, or angry.</p> <p>d. Demonstrate increasing comfort in talking with and accepting guidance and directions from a range of familiar adults.</p> <p>e. Show progress in developing friendships with peers.</p> <p>f. Progress in responding sympathetically to peers who are in need, upset, hurt, or angry; and in expressing empathy or caring for others.</p> <p>g. Demonstrate appropriate trust in adults and discuss the role and responsibilities of those who promote welfare and safety of children and adults.</p> <p>h. Demonstrate the ability to take turns and interact appropriately with another child.</p>	<p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p> <p>D. Emotions</p> <p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p> <p>D. Emotions</p> <p>E. Building relationships with adults</p> <p>G. Community</p> <p>F. Building relationships with other children</p>

Virginia Early Learning Standards

COR Advantage Items

<i>Social and Emotional Development (SE) CONT</i>	
<p>5. Knowledge of Families and Communities</p> <p>a. Begin to identify self as a member of a family or group.</p> <p>b. Begin to understand similarities and differences among people.</p> <p>c. Develop ability to identify personal characteristics, including gender and family composition.</p> <p>d. Progress in understanding similarities and respecting differences among people, such as genders, race, special needs, culture, language, and family structures.</p> <p>e. Develop growing awareness of jobs and what is required to perform them.</p> <p>f. Begin to express and understand concepts and language of geography in context of the classroom, home, and community.</p> <p>g. Begin to develop a sense of self and family as members of a community.</p> <p>h. Become aware of different cultures within their own and surrounding communities.</p> <p>i. Begin to explore map skills.</p>	<p>FF. Knowledge of self and others</p> <p>FF. Knowledge of self and others</p> <p>FF. Knowledge of self and others</p> <p>FF. Knowledge of self and others</p> <p>FF. Knowledge of self and others</p> <p>GG. Geography</p> <p>FF. Knowledge of self and others</p> <p>FF. Knowledge of self and others</p> <p>GG. Geography</p>

Virginia Early Learning Standards

COR Advantage Items

Approaches to Learning (AL)	
<p>1. Initiative and Curiosity</p> <p>a. Show an interest in the world around them.</p> <p>b. Seek out experiences that are interesting and stimulating.</p> <p>c. Demonstrate increasing ability to self-initiate.</p> <p>d. Participate in an increasing variety of tasks and activities.</p> <p>e. Develop increased ability to make independent choices.</p> <p>f. Approach tasks and activities with increased flexibility, imagination, and inventiveness.</p> <p>g. Make decisions and choices about what they want.</p> <p>h. Develop procedures and thinking skills for investigating the world and making decisions.</p>	<p>A. Initiative and planning</p> <p>A. Initiative and planning</p> <p>A. Initiative and planning</p> <p>G. Community K. Personal care and healthy behavior</p> <p>A. Initiative and planning</p> <p>A. Initiative and planning B. Problem solving with materials</p> <p>A. Initiative and planning</p> <p>CC. Experimenting, predicting, and drawing conclusions</p>
<p>2. Engagement and Persistence</p> <p>a. Explore objects during play and increase amount of time playing with objects.</p> <p>b. Repeat actions on objects, varying some behaviors in order to explore their world.</p> <p>d. Grow in their ability to persist in and complete a variety of tasks, activities, projects, and experiences.</p> <p>e. Demonstrate increasing ability to set goals and develop and follow through on plans.</p> <p>f. Show growing capacity to maintain concentration over time on a task, question, set of directions or interactions, despite distractions and interruptions.</p> <p>g. Begin to develop procedures and thinking skills for investigating the world, solving problems, and making decisions.</p> <p>h. Lengthen time attending, observing, and participating in experiences.</p>	<p>A. Initiative and planning CC. Experimenting, predicting, and drawing conclusions</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>A. Initiative and planning B. Problem solving with materials</p> <p>A. Initiative and planning</p> <p>A. Initiative and planning</p> <p>A. Initiative and planning B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions</p> <p>A. Initiative and planning</p>

Virginia Early Learning Standards

COR Advantage Items

<i>Approaches to Learning (AL) CONT</i>	
<p>3. Reasoning and Problem Solving</p> <p>a. Try a variety of actions to investigate consequences and notice cause and effect relationships.</p> <p>c. Develop increasing ability to find more than one solution to a question, task, or problem.</p> <p>d. Grow in recognizing and solving problems through active exploration, including trial and error, and interactions and discussions with peers and adults.</p> <p>e. Develop increasing abilities to classify, compare, and contrast objects, events and experiences.</p> <p>f. Begin to develop procedures and thinking skills for investigating the world, solving problems, and making decisions.</p> <p>g. Develop problem solving skills to understand concepts.</p>	<p>CC. Experimenting, predicting, and drawing conclusions</p> <p>B. Problem solving with materials</p> <p>B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions</p> <p>BB. Observing and classifying</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>CC. Experimenting, predicting, and drawing conclusions</p>

Virginia Early Learning Standards

COR Advantage Items

<i>Language (LA)</i>	
<p>1. Listening and Understanding</p> <p>a. Respond to familiar voices, words, and sounds.</p> <p>b. Respond to familiar songs and music.</p> <p>c. Begin to respond to adult requests, questions and conversations.</p> <p>d. Combine gestures with sounds.</p> <p>e. Begin to react to environmental sounds with adult assistance.</p> <p>f. Demonstrate increasing ability to pay attention to and understand conversations, stories, songs, and poems.</p> <p>g. Show progress in understanding and following simple and multiple-step directions.</p> <p>h. Begin to focus on word meaning to build vocabulary.</p> <p>i. Begin to use, think about, and respond to what is read, written and heard.</p> <p>j. Begin to plan for literacy experiences.</p>	<p>M. Listening and comprehension</p> <p>Y. Music</p> <p>M. Listening and comprehension</p> <p>L. Speaking</p> <p>N. Phonological awareness</p> <p>M. Listening and comprehension</p> <p>M. Listening and comprehension</p> <p>M. Listening and comprehension</p> <p>M. Listening and comprehension</p> <p>M. Listening and comprehension</p>

Virginia Early Learning Standards

COR Advantage Items

<i>Language (LA) CONT</i>	
<p>2. Speaking and Communicating</p> <p>a. Use sounds to convey meaning.</p> <p>b. Repeat sounds, imitate adult actions and language patterns.</p> <p>c. Name significant people and self.</p> <p>d. Name objects.</p> <p>e. Use simple one word sentences.</p> <p>f. Use two word sentences.</p> <p>g. Ask questions.</p> <p>h. Talk/vocalize to self during play with objects, materials, and people.</p> <p>j. Develop increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and other varied purposes.</p> <p>k. Progress in abilities to initiate and respond appropriately in conversations and discussions with peers and adults.</p> <p>m. Progress in clarity of pronunciation and ability to speak in sentences of increasing length and grammatical complexity.</p> <p>n. Gain confidence while beginning to use oral language for a variety of purposes.</p> <p>o. Use an increasingly complex and varied spoken vocabulary.</p>	<p>L. Speaking</p> <p>N. Phonological awareness</p> <p>FF. Knowledge of self and others</p> <p>L. Speaking</p> <p>L. Speaking</p> <p>L. Speaking</p> <p>L. Speaking</p> <p>M. Listening and comprehension</p> <p>L. Speaking</p> <p>L. Speaking</p> <p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p> <p>L. Speaking</p> <p>L. Speaking</p> <p>L. Speaking</p> <p>L. Speaking</p>

Virginia Early Learning Standards

COR Advantage Items

<i>Literacy (LIT)</i>	
<p>1. Phonological Awareness</p> <p>a. Respond to sounds and the spoken language.</p> <p>b. Imitate sounds in stories, songs, and rhymes.</p> <p>c. Participate in simple word games.</p> <p>d. Show increasing ability to discriminate and identify sounds in spoken language.</p> <p>e. Show growing awareness of beginning and ending sounds of words.</p> <p>f. Show progress in recognizing matching sounds and rhymes in familiar words, games, songs, stories and poems.</p> <p>g. Show a growing ability to hear and discriminate separate syllables in words.</p> <p>h. Gain confidence while beginning to use oral language for a variety of purposes in the classroom.</p> <p>i. Attend to rhymes, chants, poetry.</p>	<p>M. Listening and comprehension N. Phonological awareness</p> <p>N. Phonological awareness</p> <p>N. Phonological awareness</p> <p>N. Phonological awareness</p> <p>N. Phonological awareness</p> <p>N. Phonological awareness</p> <p>N. Phonological awareness</p> <p>N. Phonological awareness</p> <p>L. Speaking</p> <p>N. Phonological awareness</p>
<p>2. Book Knowledge and Appreciation</p> <p>a. Respond positively to book reading activities with adults.</p> <p>b. Handle and show interest in books and printed materials.</p> <p>c. Choose favorite books for adult to read.</p> <p>e. Show a growing interest and involvement in listening to and discussing a variety of fiction and non-fiction books and poetry.</p> <p>f. Show a growing interest in reading-related activities, such as asking to have a favorite book read; choosing to look at books; drawing pictures based on stories; asking to take books home; going to the library; and engaging in pretend-reading with other children.</p> <p>g. Demonstrate progress in abilities to retell and dictate stories from books and experiences; to act out stories in dramatic play; and to predict what will happen next in a story.</p>	<p>P. Reading</p> <p>Q. Book enjoyment and knowledge</p> <p>Q. Book enjoyment and knowledge</p> <p>P. Reading Q. Book enjoyment and knowledge</p> <p>M. Listening and comprehension P. Reading X. Art</p> <p>M. Listening and comprehension AA. Pretend play</p>

Virginia Early Learning Standards

COR Advantage Items

Literacy (LIT) CONT	
<p>h. Progress in learning how to handle and care for books; knowing to view one page at a time in sequence from front to back; and understanding that a book has a title, author, and illustrator.</p> <p>i. Begin to develop an appreciation for literature through a variety of oral, reading, and writing experiences with fiction and nonfiction.</p> <p>j. Begin to understand the parts of the story and its meaning.</p> <p>k. Identify parts of a story (beginning, middle, and end).</p>	<p>Q. Book enjoyment and knowledge</p> <p>P. Reading Q. Book enjoyment and knowledge</p> <p>P. Reading</p> <p>Q. Book enjoyment and knowledge</p>
<p>3. Print Awareness and Concepts</p> <p>a. Show an interest when stories are read.</p> <p>b. Recognize print in the neighborhood and child care environment.</p> <p>c. Show an increasing awareness of print in classrooms, home and community settings.</p> <p>d. Develop growing understanding of the different functions of forms of print such as signs, letters, newspapers, lists, messages, and menus.</p> <p>e. Demonstrate an increasing awareness of concepts, such as that reading in English moves from top to bottom and from left to right, that speech can be written down, and that print conveys a message.</p> <p>f. Show progress in recognizing the association between spoken and written words by following print as it is read.</p> <p>g. Recognize a word as a unit of print, or awareness that letters are grouped to form words, and that words are separated by spaces.</p> <p>h. Begin to learn some of the conventional patterns of written language.</p> <p>i. Begin to demonstrate an understanding of concepts of print.</p> <p>j. Notice letters in familiar everyday life and ask how to spell words.</p>	<p>P. Reading</p> <p>P. Reading</p> <p>P. Reading</p> <p>P. Reading</p> <p>P. Reading R. Writing</p> <p>P. Reading</p> <p>P. Reading</p> <p>P. Reading</p> <p>P. Reading</p> <p>O. Alphabet knowledge</p>

Virginia Early Learning Standards

COR Advantage Items

Literacy (LIT) CONT	
<p>4. Early Writing</p> <p>b. Hold some simple writing tools and make marks when using them.</p> <p>c. Develop an understanding that writing is a way of communicating for a variety of purposes.</p> <p>d. Begin to represent stories and experiences through pictures, dictation, and in play.</p> <p>e. Experiment with a growing variety of writing tools and materials, such as pencils, crayons, and computers.</p> <p>f. Progress from using scribbles, shapes, or pictures to represent ideas, to using letter-like symbols, to copying or writing familiar words such as their own names.</p> <p>g. Begin to learn some of the conventional patterns of written language.</p> <p>h. Choose to interact with books, writing and reading related experiences.</p> <p>i. Develop fine motor skills in order to communicate through creative representations and written symbols.</p>	<p>R. Writing</p> <p>P. Reading R. Writing</p> <p>R. Writing X. Art</p> <p>X. Art</p> <p>R. Writing X. Art</p> <p>R. Writing</p> <p>Q. Book enjoyment and knowledge R. Writing</p> <p>J. Fine-motor skills R. Writing</p>
<p>5. Alphabet Knowledge</p> <p>a. Begin to notice the sounds of letter names.</p> <p>b. Show progress in associating the names of letters with their shapes and sounds.</p> <p>c. Increase in ability to notice the beginning letters in familiar words.</p> <p>d. Identify at least ten letters of the alphabet, especially those in their own names.</p> <p>e. Know that letters of the alphabet are a special category of visual graphics that can be individually named.</p> <p>f. Begin to demonstrate an understanding of concepts of print.</p> <p>g. Begin to learn some of the conventional patterns of written language.</p> <p>h. Write a string of letters, read them, or ask to have them read.</p>	<p>O. Alphabet knowledge</p> <p>O. Alphabet knowledge</p> <p>N. Phonological awareness</p> <p>O. Alphabet knowledge</p> <p>O. Alphabet knowledge</p> <p>P. Reading R. Writing</p> <p>P. Reading R. Writing</p> <p>P. Reading R. Writing</p>

Virginia Early Learning Standards

COR Advantage Items

Mathematics (MA)	
<p>1. Number and Operations</p> <p>a. Demonstrate a growing understanding of relationships (same/different).</p> <p>b. Demonstrate a growing understanding of matching.</p> <p>d. Begin to use number words.</p> <p>e. Demonstrate increasing interest and awareness of numbers and counting as a means for solving problems and determining quantity.</p> <p>f. Begin to associate number concepts, vocabulary, quantities, and written numerals in meaningful ways.</p> <p>g. Develop increasing ability to count in sequence to ten and beyond.</p> <p>h. Begin to make use of one-to-one correspondence in counting objects and matching groups of objects.</p> <p>i. Begin to use language to compare numbers of objects with terms such as more, less, greater than, fewer than, and equal to.</p> <p>j. Develop increased ability to combine, separate, and name how many concrete objects they see.</p> <p>k. Begin to develop a sense of number and understanding of numerical relationships that gives them the flexibility to deal with numbers in many different forms.</p> <p>l. Begin to model and develop an understanding of beginning operations and procedures for computations.</p>	<p>BB. Observing and classifying</p> <p>BB. Observing and classifying</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>S. Number and counting</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>2. Geometry and Spatial Sense</p> <p>a. Begin to develop an awareness of shapes.</p> <p>b. Begin to develop an awareness of size.</p> <p>c. Begin to demonstrate use of body and materials in space.</p> <p>d. Begin to recognize, describe, compare, and name common shapes, their parts and attributes.</p>	<p>T. Geometry: Shapes and spatial awareness</p> <p>U. Measurement</p> <p>T. Geometry: Shapes and spatial awareness</p> <p>T. Geometry: Shapes and spatial awareness</p>

Virginia Early Learning Standards

COR Advantage Items

Mathematics (MA) CONT	
<p>e. Progress in ability to put together and take apart shapes.</p> <p>f. Begin to be able to determine whether or not two shapes are the same size and shape.</p> <p>g. Show growth in matching, sorting, putting in a series, and regrouping objects according to one or two attributes such as color, shape, or size.</p> <p>h. Build an increasing understanding of directionality, order, and positions of objects, and words such as up, down, over, under, top, bottom, inside, outside, in front, and behind.</p> <p>i. Begin to recognize, sort, and describe geometric shapes as they solve problems involving shape, position, and orientation in space.</p>	<p>T. Geometry: Shapes and spatial awareness</p> <p>T. Geometry: Shapes and spatial awareness U. Measurement</p> <p>BB. Observing and classifying</p> <p>T. Geometry: Shapes and spatial awareness</p> <p>T. Geometry: Shapes and spatial awareness</p>
<p>3. Patterns and Measurement</p> <p>a. Begin to make simple comparisons.</p> <p>b. Enhance abilities to recognize, duplicate, and extend simple patterns using a variety of materials.</p> <p>c. Show increasing abilities to match, sort, put in series, and regroup objects according to one or two attributes such as shape or size.</p> <p>d. Begin to make comparisons between several objects based on a single attribute.</p> <p>e. Show progress in using standard and non-standard measures for length and area of objects.</p> <p>f. Recognize and copy simple patterns.</p> <p>g. Explore and develop the concept of measurement by using non-standard units of measurement.</p> <p>h. Demonstrates an awareness of time concepts and sequence.</p>	<p>U. Measurement</p> <p>V. Patterns</p> <p>BB. Observing and classifying</p> <p>BB. Observing and classifying</p> <p>U. Measurement</p> <p>V. Patterns</p> <p>U. Measurement</p> <p>HH. History</p>

Virginia Early Learning Standards

COR Advantage Items

Science (SCI)	
<p>1. Scientific Skills and Methods</p> <p>a. Explore materials, objects, and processes: soft/hard, hot/cold, wet/dry.</p> <p>b. Begin to use senses and a variety of tools and simple measuring devices to gather information, investigate materials, and observe processes and relationships.</p> <p>c. Develop increased ability to observe and discuss common properties, differences and comparisons among objects and materials.</p> <p>d. Begin to participate in simple investigations to test observations, discuss and draw conclusions, and form generalizations.</p> <p>e. Develop growing abilities to collect, describe, and record information through a variety of means, including discussion, drawings, maps, and charts.</p> <p>f. Begin to describe and discuss predictions, explanations, and generalizations based on past experiences.</p> <p>g. Begin to develop procedures and thinking skills for investigating the world, solving problems, and making decisions.</p> <p>h. Explore different effects of a variety of materials.</p>	<p>BB. Observing and classifying</p> <p>EE. Tools and technology</p> <p>BB. Observing and classifying</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>W. Data analysis</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>CC. Experimenting, predicting, and drawing conclusions</p>
<p>2. Scientific Knowledge</p> <p>a. Demonstrate awareness of animals and other living things; of weather and the outdoor environment.</p> <p>b. Explore cause and effect.</p> <p>c. Expand knowledge of and abilities to observe, describe, and discuss the natural world, materials, living things, and natural processes.</p> <p>f. Show increased awareness and beginning understanding of changes in materials and cause and effect relationships.</p> <p>h. Begin to build their knowledge of the life cycles of plants and animals.</p>	<p>DD. Natural and physical world</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>DD. Natural and physical world</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>DD. Natural and physical world</p>

Virginia Early Learning Standards

COR Advantage Items

Creative Arts (CA)	
<p>1. Music</p> <p>a. Respond to familiar sounds.</p> <p>b. Participate in singing, noise, and music making.</p> <p>c. Demonstrate preferences for songs.</p> <p>d. Participate with increasing interest and enjoyment in a variety of music activities, including listening, singing, finger plays, games, and performances.</p> <p>e. Experiment with a variety of musical instruments.</p> <p>f. Spontaneously sing fingerplays and songs.</p> <p>g. Follow and maintain a steady beat to music.</p> <p>h. Chant or sing while maintaining movement to a beat.</p>	<p>Y. Music</p> <p>Y. Music</p> <p>Y. Music</p> <p>Y. Music</p> <p>Y. Music</p> <p>Y. Music</p> <p>Z. Movement</p> <p>Z. Movement</p>
<p>2. Art</p> <p>a. Use large motor movements to explore media.</p> <p>b. Begin to gain control in grasping simple art tools.</p> <p>c. Begin to produce marks, scribbles, and circles.</p> <p>d. Gain an increasing ability to use different art media and materials.</p> <p>e. Create drawings, paintings, models, and other art creations.</p> <p>f. Begin to plan, work independently, and demonstrate care and persistence in a variety of art projects.</p> <p>g. Begin to understand and share opinions about artistic products and experiences.</p> <p>h. Communicate and express concepts, ideas, and feelings by making art and studying concepts in art produced by recognized artists.</p> <p>j. Develop skills in using art materials and tools.</p>	<p>X. Art</p> <p>J. Fine-motor skills</p> <p>R. Writing X. Art</p> <p>X. Art</p> <p>X. Art</p> <p>A. Initiative and planning X. Art</p> <p>X. Art</p> <p>X. Art</p> <p>X. Art</p>

Virginia Early Learning Standards

COR Advantage Items

Creative Arts (CA) CONT	
<p>3. Movement</p> <p>a. Move arms and legs in response to music.</p> <p>c. Express through movement and dance what is felt and heard in various musical tempos and styles.</p> <p>d. Show growth in moving in time to different patterns of beat and rhythm in music.</p> <p>e. Move to various musical tempos and styles.</p> <p>g. Grow in moving in time to difficult patterns of beat and rhythm in music.</p> <p>h. Become aware of position in space.</p>	<p>Z. Movement</p> <p>Z. Movement</p> <p>Z. Movement</p> <p>Z. Movement</p> <p>Z. Movement</p> <p>I. Gross-motor skills</p>
<p>4. Dramatic Play</p> <p>a. Imitate what others do.</p> <p>b. Understand that objects in photos or illustrations can stand for real things.</p> <p>c. Participate in a variety of dramatic play activities that become more extended and complex.</p> <p>d. Show growing creativity and imagination in using materials and in assuming different roles in dramatic play situations.</p> <p>e. Use costumes and props and pretend to be someone else.</p> <p>f. Create scenarios, props and settings for original dramatizations and dramatic play.</p> <p>g. Step out of role play situation to clarify or give directions and then return to their role.</p>	<p>AA. Pretend play</p> <p>AA. Pretend play</p> <p>AA. Pretend play</p> <p>AA. Pretend play</p> <p>AA. Pretend play</p> <p>AA. Pretend play</p> <p>AA. Pretend play</p>

Virginia Early Learning Standards

COR Advantage Items

Health and Physical Development (HP)	
<p>1. Gross Motor Skills</p> <p>a. Demonstrate increasing proficiency in rolling over, sitting, crawling, standing, balancing, walking, and running.</p> <p>b. Demonstrate increasing ability to coordinate movements in grabbing, rolling, tossing, and throwing.</p> <p>c. Show increasing levels of proficiency, control, and balance in walking, climbing, running, jumping, hopping, skipping, marching, and galloping.</p> <p>d. Demonstrate increasing abilities to coordinate movements in throwing, catching, kicking, bouncing balls, and using the slide and swing.</p> <p>e. Participate in health related fitness experiences involving muscular strength, muscular and cardiorespiratory endurance, and flexibility.</p>	<p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p>
<p>2. Fine Motor Skills</p> <p>a. Grow in eye-hand coordination in following objects with eyes, looking at hands, putting objects in mouth, reaching for and grasping objects, and filling and dumping.</p> <p>b. Demonstrate growing strength, dexterity, and control needed to form a fist, grasp, scoop, pinch, transfer objects from hand to hand, and turn pages of a book.</p> <p>c. Develop growing strength, dexterity, and control needed to use tools such as scissors, paper punch, stapler, and hammer.</p> <p>d. Grow in hand-eye coordination in building with blocks, putting together puzzles, reproducing shapes and patterns, stringing beads, and using scissors.</p> <p>e. Progress in abilities to use writing, drawing, and art tools, including pencils, markers, chalk, paint brushes, and various types of technology.</p> <p>f. Apply hand, finger, and wrist movements in ways that demonstrate increasing eye-hand coordination, strength, and control.</p>	<p>J. Fine-motor skills</p> <p>J. Fine-motor skills</p> <p>J. Fine-motor skills</p> <p>J. Fine-motor skills</p> <p>J. Fine-motor skills</p> <p>J. Fine-motor skills</p>

Virginia Early Learning Standards

COR Advantage Items

Health and Physical Development (HP) CONT	
<p>3. Health Status and Practices</p> <p>a. Attempt to participate in personal care routines when eating, dressing, washing hands, brushing teeth, and toileting.</p> <p>b. Progress in physical growth, strength, stamina, and flexibility.</p> <p>d. Show growing independence in hygiene, nutrition, and personal care when eating, dressing, washing hands, brushing teeth, and toileting.</p> <p>f. Show an awareness of healthy eating habits.</p> <p>h. Begin to perform self-care tasks independently.</p>	<p>K. Personal care and healthy behavior</p> <p>I. Gross-motor skills</p> <p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p>

Alignment of the 2013 Virginia Foundation Blocks for Early Learning With HighScope's 2014 Child Observation Record — COR Advantage 1.5

The following chart shows how items from the 2013 Virginia Foundation Blocks for Early Learning 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.



Virginia Early Learning Standards

COR Advantage Items

Literacy	
<p>Foundation Block 1 :Oral Language</p> <p>The child will develop listening and speaking skills by communicating experiences and ideas orally.</p> <p>a) Listen with increasing attention to spoken language, conversations, and texts read aloud.</p> <p>b) Correctly identify characters, objects, and actions in a text with or without pictures and begin to comment about each.</p> <p>c) Make predictions about what might happen in a story.</p> <p>d) Use complete sentences to ask and answer questions about experiences or about what has been read.</p> <p>e) Use appropriate and expanding language for a variety of purposes, e.g., ask questions, express needs, get information.</p> <p>f) Engage in turn taking exchanges and rules of polite conversation with adults and peers, understanding that conversation is interactive.</p> <p>h) Follow simple one- and two-step oral directions.</p>	<p>M. Listening and comprehension</p> <p>M. Listening and comprehension P. Reading Q. Book enjoyment and knowledge</p> <p>M. Listening and comprehension</p> <p>M. Listening and comprehension</p> <p>L. Speaking</p> <p>E. Building relationships with adults F. Building relationships with other children L. Speaking M. Listening and comprehension</p> <p>M. Listening and comprehension</p>
<p>Foundation Block 2: Vocabulary</p> <p>The child will develop an understanding of word meanings through the use of appropriate and expanding vocabulary.</p> <p>a) Use size, shape, color, and spatial words to describe people, places, and things.</p> <p>b) Listen with increasing understanding to conversations and directions.</p> <p>c) Use expanding vocabulary with increasing frequency and sophistication to express and describe feelings, needs, and ideas.</p> <p>d) Participate in a wide variety of active sensory experiences to build vocabulary.</p>	<p>T. Geometry: Shapes and spatial awareness U. Measurement BB. Observing and classifying</p> <p>M. Listening and comprehension</p> <p>D. Emotions L. Speaking</p> <p>CC. Experimenting, predicting, and drawing conclusions</p>

Virginia Early Learning Standards

COR Advantage Items

Literacy CONT	
<p>Foundation Block 3: Phonological Awareness</p> <p>The child will manipulate the various units of speech sounds in words.</p> <ul style="list-style-type: none"> a) Identify words that rhyme and generate simple rhymes. c) Begin to produce consonant letter sounds in isolation. d) Successfully detect beginning sounds in words. 	<ul style="list-style-type: none"> N. Phonological awareness N. Phonological awareness O. Alphabet knowledge N. Phonological awareness
<p>Foundation Block 4: Letter Knowledge and Early Word Recognition</p> <p>The child will demonstrate basic knowledge of the alphabetic principle and understand that the letters in written words represent the sounds in spoken words.</p> <ul style="list-style-type: none"> a) Identify and name uppercase and lowercase letters in random order. b) Identify the letter that represents a spoken sound. c) Provide the most common sound for the majority of letters. d) Begin to match uppercase and lowercase letters. e) Read simple/familiar high-frequency words, including child's name. f) Notice letters in familiar everyday context and ask an adult how to spell words, names, or titles. 	<ul style="list-style-type: none"> O. Alphabet knowledge O. Alphabet knowledge O. Alphabet knowledge O. Alphabet knowledge P. Reading O. Alphabet knowledge P. Reading
<p>Foundation Block 5: Print and Book Awareness</p> <p>The child will demonstrate knowledge of print concepts and understand the connection between the spoken and written word.</p> <ul style="list-style-type: none"> c) Identify where reading begins on a page (first word). d) Follow text with a finger, pointing to each word as it is read from left to right and top to bottom with assistance. e) Distinguish print from pictures. f) Turn pages one at a time from the front to the back of a book. 	<ul style="list-style-type: none"> P. Reading P. Reading P. Reading Q. Book enjoyment and knowledge

Virginia Early Learning Standards

COR Advantage Items

<i>Literacy CONT</i>	
Foundation Block 6: Writing	
The child will write using a variety of materials and technology to convey thoughts, ideas, and experiences.	
a) Distinguish print from images or illustrations.	P. Reading R. Writing
b) Demonstrate use of print to convey meaning.	R. Writing
c) Copy or write letters and numbers using various materials.	R. Writing
d) Print first name independently.	R. Writing
e) Begin to use correct manuscript letter and number formation.	R. Writing
f) Copy various words associated with people or objects within the child's environment.	R. Writing
g) Use phonetically spelled words to convey messages or tell a story.	R. Writing
h) Understands that writing proceeds left to right and top to bottom.	R. Writing

Virginia Early Learning Standards

COR Advantage Items

Mathematics	
<p>Foundation Block 1: Number and Number Sense</p> <p>The child will count with understanding and use numbers to tell how many, describe order, and compare.</p> <p>a) Count forward to 20 or more. Count backward from 5.</p> <p>b) Count a group (set/collection) of five to ten objects by touching each object as it is counted and saying the correct number (one-to-one correspondence).</p> <p>c) Count the items in a collection of one to ten items and know the last counting word tells “how many.”</p> <p>d) Compare two groups (sets/collections) of matched objects (zero through ten in each set) and describe the groups using the terms more, fewer, or same.</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>Foundation Block 2: Computation</p> <p>The child will recognize change in groups (sets/collections) when objects are both added to and taken away from the groups (sets/collections).</p> <p>a) Describe changes in groups (sets/collections) by using more when groups of objects (sets) are combined (added together).</p> <p>b) Describe changes in groups (sets/collections) by using fewer when groups of objects (sets) are separated (taken away).</p>	<p>S. Number and counting</p> <p>S. Number and counting</p>
<p>Foundation Block 3: Measurement</p> <p>The child will identify and compare the attributes of length, capacity, weight, time, and temperature.</p> <p>a) Recognize attributes of length by using the terms longer or shorter when comparing two objects.</p> <p>b) Know the correct names for the standard tools used for telling time and temperature, and for measuring length, capacity, and weight (clocks, calendars, thermometers, rulers, measuring cups, and scales).</p>	<p>U. Measurement</p> <p>EE. Tools and technology</p>

Virginia Early Learning Standards

COR Advantage Items

Mathematics CONT	
<p>Foundation Block 4: Geometry</p> <p>The child will describe simple geometric shapes (circle, triangle, rectangle, and square) and indicate their position in relation to an individual and to other objects.</p> <ul style="list-style-type: none"> a) Match and sort shapes (circle, triangle, rectangle, and square). b) Describe how shapes are similar and different. c) Recognize and name shapes (circle, triangle, rectangle, and square). d) Describe the position of objects in relation to other objects and themselves using the terms next to, beside, above, below, under, over, top, and bottom. 	<ul style="list-style-type: none"> BB. Observing and classifying T. Geometry: Shapes and spatial awareness T. Geometry: Shapes and spatial awareness T. Geometry: Shapes and spatial awareness
<p>Foundation Block 5: Data Collection and Statistics</p> <p>The child will participate in the data gathering process in order to answer questions of interest.</p> <ul style="list-style-type: none"> a) Collect information to answer questions of interest to children. b) Use descriptive language to compare data by identifying which is more, fewer, or the same in object and picture graphs. 	<ul style="list-style-type: none"> W. Data analysis W. Data analysis
<p>Foundation Block 6: Patterns and Relationships</p> <p>The child will identify simple patterns of concrete objects and use them to recognize relationships.</p> <ul style="list-style-type: none"> a) Sort and classify objects according to one or two attributes (color, size, shape, and texture). b) Identify and explore simple patterns, i.e., AB, AB; red, blue, red, blue. c) Use patterns to predict relationships between objects, i.e., the blue shape follows the yellow shape, the triangle follows the square. 	<ul style="list-style-type: none"> BB. Observing and classifying V. Patterns V. Patterns

Virginia Early Learning Standards

COR Advantage Items

Science	
<p>Foundation Block 1: Scientific Investigation, Reasoning, and Logic</p> <p>The child will make observations, separate objects into groups based on similar properties, use simple investigation tools, develop questions based upon observations using the five senses, and conduct simple scientific investigations.</p> <ul style="list-style-type: none"> a) Use the five senses to explore and investigate the natural world. b) Use simple tools and technology safely to observe and explore different objects and environments. c) Ask questions about the natural world related to observations. d) Make predictions about what will happen next based on previous experiences. e) Conduct simple scientific investigations. 	<ul style="list-style-type: none"> BB. Observing and classifying DD. Natural and physical world EE. Tools and technology DD. Natural and physical world CC. Experimenting, predicting, and drawing conclusions CC. Experimenting, predicting, and drawing conclusions
<p>Foundation Block 2: Force, Motion and Energy</p> <p>The child will describe and compare different kinds of motion that objects can make and will describe how simple tools work.</p> <ul style="list-style-type: none"> a) Describe, demonstrate, and compare the motion of common objects in terms of speed and direction, e.g., fast, slow, up, down. b) Describe and demonstrate the effects of common forces (pushes and pulls) on objects. c) Describe the effects magnets have on other objects. d) Investigate and describe the way simple tools work, e.g., a hammer, a wheel, a screwdriver. 	<ul style="list-style-type: none"> CC. Experimenting, predicting, and drawing conclusions CC. Experimenting, predicting, and drawing conclusions CC. Experimenting, predicting, and drawing conclusions EE. Tools and technology

Virginia Early Learning Standards

COR Advantage Items

Science CONT	
<p>Foundation Block 3: Matter/Physical Properties</p> <p>The child will develop language to describe physical properties of objects and use the identified properties to sort the objects.</p> <p>a) Describe and sort objects by their physical properties, e.g., color, shape, texture, feel, size and weight, position, speed, and phase of matter (solid or liquid).</p> <p>b) Recognize water in its solid and liquid forms.</p> <p>c) Describe the differences between solid and liquid objects.</p> <p>d) Sort objects based on whether they sink or float in water.</p>	<p>BB. Observing and classifying</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>DD. Natural and physical world</p> <p>BB. Observing and classifying</p> <p>BB. Observing and classifying</p>
<p>Foundation Block 4: Matter/Simple Physical and Chemical Reactions</p> <p>The child will conduct simple science experiments to examine changes in matter when substances are combined.</p> <p>a) Predict changes to matter when various substances are to be combined.</p> <p>b) Observe and conduct simple experiments that explore what will happen when substances are combined.</p> <p>c) Observe and record the experiment results and describe what is seen.</p>	<p>CC. Experimenting, predicting, and drawing conclusions</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>W. Data analysis</p> <p>CC. Experimenting, predicting, and drawing conclusions</p>
<p>Foundation Block 5: Life Processes</p> <p>The child will observe and describe the characteristics of living things, compare the growth of a person to the growth of a plant and an animal, and describe the basic needs and the basic life processes of each.</p> <p>a) Describe what living things need to live and grow (food, water, and air).</p> <p>b) Identify basic structures for plants and animals (plants-roots, stems, leaves; animals-eyes, mouth, ears, etc.).</p> <p>c) Recognize that many young plants and animals are similar but not identical to their parents and to one another.</p>	<p>DD. Natural and physical world</p> <p>DD. Natural and physical world</p> <p>BB. Observing and classifying</p>

Virginia Early Learning Standards

COR Advantage Items

Science CONT	
<p>Foundation Block 6: Interrelationships in Earth/Space Systems</p> <p>The child will be able to observe and explore major features of the natural world around him/her, both on Earth and in the sky.</p> <ul style="list-style-type: none"> a) Use vocabulary to describe major features of Earth and the sky. b) Identify objects in the sky – moon, stars, sun, and clouds. c) Classify things seen in the night sky and those seen in the day sky. d) Explore and sort objects in the natural environment (sand, pebbles, rocks, leaves, moss, and other artifacts). 	<ul style="list-style-type: none"> DD. Natural and physical world DD. Natural and physical world BB. Observing and classifying BB. Observing and classifying DD. Natural and physical world
<p>Foundation Block 7: Earth Patterns, Cycles, and Change</p> <p>The child will identify simple patterns in his/her daily life and identify things that change over time.</p> <ul style="list-style-type: none"> d) Observe and recognize the characteristics of the four seasons and the changes observed from season to season. e) Observe and classify the shapes and forms of many common natural objects, e.g., rocks, leaves, twigs, clouds, the moon, etc. f) Compare a variety of living things to determine how they change over time (life cycles). g) Describe home and school routines. 	<ul style="list-style-type: none"> DD. Natural and physical world BB. Observing and classifying DD. Natural and physical world DD. Natural and physical world G. Community HH. History
<p>Foundation Block 8: Resources</p> <p>The child will practice reusing, recycling, and conserving energy on a daily basis.</p> <ul style="list-style-type: none"> a) Identify ways that some things can be conserved. b) Recognize that some things can be reused. c) Recognize that some things can be recycled. 	<ul style="list-style-type: none"> DD. Natural and physical world DD. Natural and physical world DD. Natural and physical world

Virginia Early Learning Standards

COR Advantage Items

History and Social Science	
<p>Foundation Block 1: History/Similarities and Differences</p> <p>The child will identify ways in which people are alike and different.</p> <ul style="list-style-type: none"> a) Recognize ways in which people are alike and different. b) Describe his/her own unique characteristics and those of others. c) Make the connection that he/she is both a member of a family and a member of a classroom community. d) Engage in pretend play to understand self and others. 	<ul style="list-style-type: none"> FF. Knowledge of self and others FF. Knowledge of self and others FF. Knowledge of self and others AA. Pretend play FF. Knowledge of self and others
<p>Foundation Block 2: History/Change Over Time</p> <p>The child will develop an awareness of change over time.</p> <ul style="list-style-type: none"> b) Express the difference between past and present using words such as before, after, now, and then. c) Order/sequence events and objects. d) Ask questions about artifacts from everyday life in the past. e) Recount episodes from stories about the past. f) Take on a role from a specific time, use symbols and props, and act out a story/narrative. g) Describe past times based on stories, pictures, visits, songs, and music. 	<ul style="list-style-type: none"> HH. History HH. History HH. History HH. History AA. Pretend play HH. History HH. History
<p>Foundation Block 3: Geography/Location</p> <p>The child will develop an increased awareness of the physical relationship between and among people and places.</p> <ul style="list-style-type: none"> a) Identify and describe prominent features of the classroom, school, neighborhood, and community. b) Engage in play where one item represents another (miniature vehicles, people, and blocks). 	<ul style="list-style-type: none"> GG. Geography AA. Pretend play

Virginia Early Learning Standards

COR Advantage Items

History and Social Science CONT	
<p>Foundation Block 4: Geography/Descriptive Words</p> <p>The child will use words to indicate the relative location of objects and people including direction words, comparison words, and attribute words.</p> <ul style="list-style-type: none"> a) Use words to describe features of locations in the environment and man-made structures found in stories and seen in everyday experiences. b) Use direction words (on, under, over, behind, near, far, above, below, toward, and away) one direction at a time. c) Use comparison words (closer, farther away, taller, shorter, higher, lower, alike, different, inside, and outside). e) Use labels and symbols for what the child has seen. 	<p>GG. Geography</p> <p>T. Geometry: Shapes and spatial awareness</p> <p>U. Measurement</p> <p>R. Writing GG. Geography</p>
<p>Foundation Block 5: Economics/World of Work</p> <p>The child will develop an increased awareness of the types of work people do and the variety of tools people use in their jobs.</p> <ul style="list-style-type: none"> a) Identify pictures of work and name the jobs people do. b) Describe what people do in their community job. c) Match tools to jobs. e) Role play the jobs of workers. 	<p>FF. Knowledge of self and others</p> <p>FF. Knowledge of self and others</p> <p>EE. Tools and technology</p> <p>AA. Pretend play FF. Knowledge of self and others</p>
<p>Foundation Block 6: Economics/Making Choices and Earning Money</p> <p>The child will recognize that people make choices because they cannot have everything they want and that people work to earn money to buy the things they want and need.</p> <ul style="list-style-type: none"> a) Identify choices. d) Choose daily tasks. e) Role play purchasing situations where choices are made. 	<p>A. Initiative and planning</p> <p>A. Initiative and planning</p> <p>AA. Pretend play</p>

Virginia Early Learning Standards

COR Advantage Items

<i>History and Social Science CONT</i>	
Foundation Block 7: Civics/Citizenship	
The child will participate as a member/citizen of a classroom community.	
a) Cooperate with others in a joint activity.	E. Building relationships with adults F. Building relationships with other children
d) State personal plans for learning center activities.	A. Initiative and planning
e) Participate in discussing and generating solutions to a class problem.	B. Problem solving with materials H. Conflict resolution
h) Identify the needs of other people by helping them.	B. Problem solving with materials

Virginia Early Learning Standards

COR Advantage Items

Health and Physical Development	
<p>Foundation Block 1: Locomotor Skills</p> <p>The child will demonstrate motor skills and movement patterns needed to perform a variety of physical activities.</p> <p>a) Demonstrate beginning forms of the locomotor skills of jumping, hopping, and galloping.</p> <p>Manipulative Skills</p> <p>The child will demonstrate motor skills and movement patterns needed to perform a variety of physical activities.</p> <p>a) Manipulate a variety of objects during structured and unstructured physical activity settings.</p> <p>b) Manipulate small objects using one hand independently, the other hand independently, and both hands working on the same task.</p> <p>c) Demonstrate increasing ability to coordinate throwing, catching, kicking, bouncing, and juggling movements.</p> <p>d) Coordinate eye-hand and eye-foot movements to perform a task.</p>	<p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p> <p>J. Fine-motor skills</p> <p>I. Gross-motor skills</p> <p>I. Gross-motor skills J. Fine-motor skills</p>
<p>Foundation Block 2</p> <p>Movement Principles and Concepts</p> <p>The child will use the movement concepts of directions, levels, pathways, and effort while performing locomotor (move body from one place to another), non-locomotor (move around axis of body), and manipulative (move in conjunction with object) skills.</p> <p>b) Identify fundamental movement patterns such as running and jumping.</p>	<p>I. Gross-motor skills Z. Movement</p>

Virginia Early Learning Standards

COR Advantage Items

Health and Physical Development CONT	
<p>Foundation Block 4: Responsible Behaviors</p> <p>The child will demonstrate the ability to cooperate with others and follow safety rules while participating in physical activities.</p> <p>a) Demonstrate safe behaviors by participating appropriately during physical activity, accepting feedback, and taking responsibility for behavior when prompted.</p> <p>b) Share equipment and space, and take turns with help from the teacher.</p> <p>c) Work well with others.</p> <p>d) Listen to and follow simple directions.</p>	<p>G. Community I. Gross-motor skills Z. Movement</p> <p>G. Community H. Conflict resolution T. Geometry: Shapes and spatial awareness</p> <p>E. Building relationships with adults F. Building relationships with other children</p> <p>M. Listening and comprehension</p>
<p>Foundation Block 5: Physically Active Lifestyle</p> <p>The child will participate in physical activity every day and explain why physical activity is good for health.</p> <p>a) Identify the activities that they like and dislike.</p> <p>b) Describe what it means to be physically active and then have the opportunity to actively pursue the activities they have described.</p> <p>d) Identify places at home, in the neighborhood, and in the community where children can play safely and be physically active.</p>	<p>A. Initiative and planning</p> <p>I. Gross-motor skills K. Personal care and healthy behavior Z. Movement</p> <p>GG. Geography</p>
<p>Foundation Block 6: Health Knowledge and Skills: Nutrition</p> <p>The child will identify healthy and unhealthy foods, and simple practices and habits that promote health and prevent illness.</p> <p>a) Indicate awareness of hunger and fullness.</p> <p>c) Distinguish food and beverages on a continuum from more healthy to less healthy.</p> <p>d) Demonstrate an understanding that eating a variety of fresh fruits and vegetables with lots of different colors helps the body grow and be healthy.</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>

Virginia Early Learning Standards

COR Advantage Items

<i>Health and Physical Development CONT</i>	
<p>Foundation Block 6 CONT: Habits that Promote Health and Prevent Illness</p> <p>The child will identify healthy and unhealthy foods, and simple practices and habits that promote health and prevent illness.</p> <ul style="list-style-type: none"> a) Demonstrate how to correctly wash hands. b) Demonstrate covering the mouth or nose when coughing or sneezing. c) Identify habits that keep us healthy. d) Explain the importance of rest. e) Be able to communicate when one is not feeling well. 	<ul style="list-style-type: none"> K. Personal care and healthy behavior K. Personal care and healthy behavior K. Personal care and healthy behavior K. Personal care and healthy behavior L. Speaking
<p>Foundation Block 7: Information Access and Use</p> <p>The child will identify trusted adults and begin to learn how to seek reliable health information.</p> <ul style="list-style-type: none"> a) Understand that health care providers can help them when they are not feeling well. b) Identify people they can trust, e.g., police, firefighters, family members, and teachers, and understand they will keep them safe. c) Be able to differentiate between safe and unsafe situations. d) Begin to share feelings and express how they feel. 	<ul style="list-style-type: none"> FF. Knowledge of self and others FF. Knowledge of self and others K. Personal care and healthy behavior D. Emotions

Virginia Early Learning Standards

COR Advantage Items

<i>Personal and Social Development</i>	
<p>Foundation Block 1: Self-Concept</p> <p>The child will demonstrate self-confidence and self-reflection.</p> <ul style="list-style-type: none"> b) Begin to recognize and express own emotions using words rather than actions. c) Recognize self as a unique individual and respect differences of others. d) Develop personal preferences regarding activities and materials. e) Demonstrate self-direction in use of materials. f) Develop increasing independence in school activities throughout the day. 	<ul style="list-style-type: none"> D. Emotions FF. Knowledge of self and others A. Initiative and planning A. Initiative and planning B. Problem solving with materials A. Initiative and planning B. Problem solving with materials
<p>Foundation Block 2: Self-Regulation</p> <p>The child will show self-direction and responsibility.</p> <ul style="list-style-type: none"> b) Follow rules and routines within the learning environment. d) Manage transitions and adapt to changes in routine. e) Develop positive responses to challenges. 	<ul style="list-style-type: none"> G. Community G. Community E. Building relationships with adults H. Conflict resolution
<p>Foundation Block 3: Approaches to Learning</p> <p>The child will show eagerness and persistence as a learner.</p> <ul style="list-style-type: none"> a) Show interest and curiosity in learning new concepts and trying new activities and experiences. b) Demonstrate ability to learn from experiences by applying prior knowledge to new situations. c) Increase attention to a task or activity over time. d) Seek and accept help when needed. e) Attempt to complete a task in more than one way before asking for help. 	<ul style="list-style-type: none"> A. Initiative and planning CC. Experimenting, predicting, and drawing conclusions B. Problem solving with materials C. Reflection CC. Experimenting, predicting, and drawing conclusions A. Initiative and planning B. Problem solving with materials B. Problem solving with materials

Virginia Early Learning Standards

COR Advantage Items

Personal and Social Development CONT	
<p>Foundation Block 4: Interaction with Others</p> <p>The child will interact easily with one or more children and with familiar adults.</p> <ul style="list-style-type: none"> a) Initiate and sustain interactions with other children. b) Demonstrate verbal strategies for making a new friend. c) Interact appropriately with other children and familiar adults by cooperating, helping, sharing, and expressing interest. f) Begin to recognize and respond to the needs, rights, and emotions of others. 	<ul style="list-style-type: none"> F. Building relationships with other children F. Building relationships with other children E. Building relationships with adults F. Building relationships with other children B. Problem solving with materials D. Emotions H. Conflict resolution FF. Knowledge of self and others
<p>Foundation Block 5: Social Problem Solving</p> <p>The child will learn and use appropriate verbal skills to resolve conflicts with peers and to ask for help when needed.</p> <ul style="list-style-type: none"> a) Express feelings through appropriate gestures, actions, and words. b) Recognize conflicts and seek possible solutions. c) Allow others to take turns. d) Increase the ability to share materials and toys with others over time. e) Include others in play activities. 	<ul style="list-style-type: none"> D. Emotions H. Conflict resolution H. Conflict resolution H. Conflict resolution E. Building relationships with adults F. Building relationships with other children

Virginia Early Learning Standards

COR Advantage Items

Music	
<p>Foundation Block 2: Performance</p> <p>The child will participate in musical performance on a regular basis.</p> <ul style="list-style-type: none"> a) Demonstrate the difference between singing and speaking. b) Develop the understanding that the child's body and voice are musical instruments. c) Participate in opportunities to use singing voice and musical instruments. e) Repeat simple musical patterns using voice, body, and instruments. 	<ul style="list-style-type: none"> L. Speaking Y. Music Y. Music Y. Music V. Patterns
<p>Foundation Block 5: Aesthetics</p> <p>The child will listen and respond to recorded and live music performances.</p> <ul style="list-style-type: none"> a) Use the body and motion to express a response to a musical selection. b) Express a response to a musical selection by using available visual arts supplies. c) Use words to describe how a musical selection makes the child feel. 	<ul style="list-style-type: none"> Z. Movement X. Art Z. Movement

Virginia Early Learning Standards

COR Advantage Items

Visual Arts	
<p>Foundation Block 1: Visual Communication and Production</p> <p>The child will develop an awareness of the mechanics of the visual arts and produce various forms on a regular basis.</p> <ul style="list-style-type: none"> a) Understand that artists create visual arts using many different tools. b) Understand that the visual arts take many forms. c) Use a variety of materials, textures, and tools for producing visual art. d) Develop and use fine motor skills necessary to produce two- and three-dimensional works of art. 	<ul style="list-style-type: none"> X. Art X. Art X. Art J. Fine-motor skills X. Art
<p>Foundation Block 3: Analysis, Evaluation, and Critique</p> <p>The child will respond to the visual arts in a variety of ways using the body and multiple materials.</p> <ul style="list-style-type: none"> a) Use the body to express a response to a work of art. c) Use available art supplies to express an individual response to an art form. 	<ul style="list-style-type: none"> Z. Movement X. Art
<p>Foundation Block 4: Aesthetics</p> <p>The child will examine and express different views and experiences through the visual arts.</p> <ul style="list-style-type: none"> a) Understand that the visual arts express feelings, experiences, and cultures. b) Talk about different kinds of art and recognize the idea, theme, or purpose. c) Create specific works of art based on a common theme, concept, or emotion. d) Collect, compare, and use natural objects and objects made by people. 	<ul style="list-style-type: none"> X. Art X. Art X. Art BB. Observing and classifying DD. Natural and physical world