

initiates

pretends

plans



COR
Advantage

sings

predicts

observes

speaks

builds

empathizes

problem-solves



ALIGNMENT OF COR ADVANTAGE WITH

*Arizona's College and Career Ready
Standards for Kindergarten
(2013)*

Arizona’s College and Career Ready Standards

COR Advantage Items

English Language Arts — Literature K-2	
Key Ideas and Details	
1. With prompting and support, ask and answer questions about key details in a text. (K.RL.1)	M. Listening and comprehension
2. With prompting and support, retell familiar stories, including key details. (K.RL.2)	M. Listening and comprehension Q. Book enjoyment and knowledge
3. With prompting and support, identify characters, settings, and major events in a story. (K.RL.3)	M. Listening and comprehension Q. Book enjoyment and knowledge
Craft and Structure	
4. Ask and answer questions about unknown words in a text. (K.RL.4)	L. Speaking M. Listening and comprehension
5. Recognize common types of texts (e.g., storybooks, poems). (K.RL.5)	Q. Book enjoyment and knowledge
Integration of Knowledge and Ideas	
7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). (K.RL.7)	M. Listening and comprehension
9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. (K.RL.9)	M. Listening and comprehension
Range of Reading and Level of Text Complexity	
10. Actively engage in group reading activities with purpose and understanding. (K.RL.10)	L. Speaking M. Listening and comprehension Q. Book enjoyment and knowledge

Arizona’s College and Career Ready Standards

COR Advantage Items

English Language Arts — Informational Text, K-2	
Key Ideas and Details	
1. With prompting and support, ask and answer questions about key details in a text. (K.RI.1)	M. Listening and comprehension
2. With prompting and support, identify the main topic and retell key details of a text. (K.RI.2)	M. Listening and comprehension Q. Book enjoyment and knowledge
3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. (K.RI.3)	M. Listening and comprehension
Craft and Structure	
4. With prompting and support, ask and answer questions about unknown words in a text. (K.RI.4)	L. Speaking M. Listening and comprehension
5. Identify the front cover, back cover, and title page of a book. (K.RI.5)	Q. Book enjoyment and knowledge
Integration of Knowledge and Ideas	
7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). (K.RI.7)	M. Listening and comprehension
8. With prompting and support, identify the reasons an author gives to support points in a text. (K.RI.8)	M. Listening and comprehension
9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). (K.RI.9)	M. Listening and comprehension
Range of Reading and Level of Text Complexity	
10. Actively engage in group reading activities with purpose and understanding. (K.RI.10)	L. Speaking M. Listening and comprehension
a. Actively engage in group reading of informational and functional texts, including history/social studies, science, and technical texts, with purpose and understanding. (AZ.K.RI.10)	L. Speaking M. Listening and comprehension

Arizona’s College and Career Ready Standards

COR Advantage Items

English Language Arts — Foundational Skills K-2	
Print Concepts	
<p>1. Demonstrate understanding of the organization and basic features of print.</p> <p>a. Follow words from left to right, top to bottom, and page by page.</p> <p>b. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>c. Understand that words are separated by spaces in print.</p> <p>d. Recognize and name all upper- and lowercase letters of the alphabet. (K.RF.1)</p>	<p>O. Alphabet knowledge</p> <p>P. Reading</p> <p>R. Writing</p>
Phonological Awareness	
<p>2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Recognize and produce rhyming words.</p> <p>b. Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>c. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>d. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. (K.RF.2)</p>	<p>N. Phonological awareness</p>
Phonics and Word Recognition	
<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.</p> <p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p>c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. (K.RF.3)</p>	<p>N. Phonological awareness</p> <p>O. Alphabet knowledge</p> <p>P. Reading</p> <p>R. Writing</p>

Arizona’s College and Career Ready Standards

COR Advantage Items

English Language Arts — Foundational Skills K-2, CONT	
Fluency	
4. Read emergent-reader texts with purpose and understanding. (K.RF.4)	P. Reading Q. Book enjoyment and knowledge
English Language Arts — Writing K-2	
Text Types and Purposes	
1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is . . .</i>). (K.W.1)	Q. Book enjoyment and knowledge
2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (K.W.2)	R. Writing
3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. (K.W.3)	R. Writing
Production and Distribution of Writing	
4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above). (K.W.4)	R. Writing
a. With guidance and support from adults, produce functional writing (e.g., classroom rules, experiments, notes/messages, friendly letters, labels, graphs/tables) in which the development and organization are appropriate to task and purpose. (AZ.K.W.4)	W. Data analysis
6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. (K.W.6)	EE. Tools and technology

Arizona’s College and Career Ready Standards

COR Advantage Items

English Language Arts — Speaking and Listening Standards K-2	
Research to Build and Present Knowledge	
7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). (K.W.7)	Q. Book enjoyment and knowledge
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (K.W.8)	C. Reflection M. Listening and comprehension
Comprehension and Collaboration	
1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others, taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges. (K.SL.1)	L. Speaking M. Listening and comprehension
2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. (K.SL.2)	L. Speaking M. Listening and comprehension
3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (K.SL.3)	L. Speaking M. Listening and comprehension
Presentation of Knowledge and Ideas	
4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. (K.SL.4)	L. Speaking M. Listening and comprehension
5. Add drawings or other visual displays to descriptions as desired to provide additional detail. (K.SL.5)	R. Writing X. Art

Arizona’s College and Career Ready Standards

COR Advantage Items

English Language Arts — Language K-2	
<p>6. Speak audibly and express thoughts, feelings, and ideas clearly. (K.SL.6)</p>	<p>B. Problem solving with materials C. Reflection D. Emotions E. Building relationships with adults F. Building relationships with other children H. Conflict resolution L. Speaking R. Writing</p>
Conventions of Standard English	
<p>1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>a. Print many upper- and lowercase letters. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>). d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>). f. Produce and expand complete sentences in shared language activities. (K.L.1)</p>	<p>C. Reflection D. Emotions E. Building relationships with adults F. Building relationships with other children L. Speaking M. Listening and comprehension O. Alphabet knowledge R. Writing</p>
<p>2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. (K.L.2)</p>	<p>O. Alphabet knowledge R. Writing</p>

Arizona’s College and Career Ready Standards

COR Advantage Items

<i>English Language Arts — Language K-2, CONT</i>	
Vocabulary Acquisition and Use	
<p>5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).</p> <p>d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings. (K.L.5.)</p>	<p>D. Emotions</p> <p>BB. Observing and classifying</p>

Arizona’s College and Career Ready Standards

COR Advantage Items

Mathematics Standards Kindergarten	
Know number names and the count sequence.	
K.CC.A.1. Count to 100 by ones and by tens.	S. Number and counting
K.CC.A.3. Write numbers from 0–20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).	S. Number and counting
Count to tell the number of objects.	
K.CC.B.4. Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. c. Understand that each successive number name refers to a quantity that is one larger.	S. Number and counting
K.CC.B.5. Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.	S. Number and counting
Compare numbers.	
K.CC.C.6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (Include	S. Number and counting

Arizona’s College and Career Ready Standards

COR Advantage Items

Mathematics Kindergarten CONT	
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	
K.OA.A.1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. (Drawings need not show details, but should show the mathematics in the problems. This applies wherever drawings are mentioned in the Standards.)	S. Number and counting
K.OA.A.2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	S. Number and counting
K.OA.A.3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).	S. Number and counting
Work with numbers 11–19 to gain foundations for place value.	
K.NBT.A.1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	S. Number and counting
Describe and compare measurable attributes.	
K.MD.A.1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	U. Measurement
K.MD.A.2. Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i>	U. Measurement

Arizona's College and Career Ready Standards

COR Advantage Items

Mathematics Kindergarten CONT	
Classify objects and count the number of objects in each category.	
K.MD.B.3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10).	W. Data analysis
Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	
K.G.A.1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above</i> , <i>below</i> , <i>beside</i> , <i>in front of</i> , <i>behind</i> , and <i>next to</i> .	T. Geometry: Shapes and spatial awareness
K.G.A.2. Correctly name shapes regardless of their orientations or overall size.	T. Geometry: Shapes and spatial awareness
K.G.A.3. Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").	T. Geometry: Shapes and spatial awareness
Analyze, compare, create, and compose shapes.	
K.G.B.4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).	T. Geometry: Shapes and spatial awareness
K.G.B.6. Compose simple shapes to form larger shapes. For example, <i>"Can you join these two triangles with full sides touching to make a rectangle?"</i>	T. Geometry: Shapes and spatial awareness

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COR Advantage Items

Arts Standards — Dance Kindergarten	
Strand 1 - Create	
Concept 1: Body	
Anatomy PO 102 Perform isolated and coordinated dance movement for the head, neck, joints, and body parts of the torso and limbs.	Z. Movement
Dynamic Alignment PO 103 Identify and demonstrate the elements of dynamic alignment through basic movement patterns.	Z. Movement
Fundamental Movement Patterns PO 104 Identify and demonstrate basic fundamental movement patterns including breath, head/tail, core/distal, body half, upper/lower, front/back and cross/lateral	Z. Movement
Body Skills PO 105 Identify and demonstrate basic body skills including balance, strength, flexibility, coordination, endurance and agility.	I. Gross-motor skills
Concept 2: Movement Skills	
Locomotor PO 102 Identify and perform basic locomotor movements (e.g. walk, run, hop, skip, jump, slide, gallop, leap, crawl, roll).	I. Gross-motor skills
Axial and locomotor combinations PO 103 Perform basic movement combinations that utilize both axial and locomotor movements.	I. Gross-motor skills
Articulation of movement skills PO 104 Identify and use breath support, initiation of movement, connectivity, and transition from one movement to another.	I. Gross-motor skills
Concept 3: Elements of Dance	
Time: Tempo PO 101 Demonstrate moving to a steady beat in different tempos.	Z. Movement

Arizona’s College and Career Ready Standards

COR Advantage Items

Arts Standards — Dance Kindergarten CONT	
<p>Time: Meter PO 102 Demonstrate the ability to organize beats into groups and move in time with the beats. (e.g. duple and triple time).</p>	
<p>Time: Rhythm PO 103 Demonstrate moving in relation to and coordination with changes in rhythms and meters.</p>	Z. Movement
<p>Space: Direction, Facing, Pathway PO 104 Identify and demonstrate movement in different directions (forward, back side).</p>	Z. Movement
Concept 4: Improvisation/Choreography	
<p>Improvisational Strategies PO 101 Identify and apply improvisational strategies (e.g. leading/following, shadowing/mirroring, verbal cues, emotional response).</p>	Z. Movement
Strand 2 - Relate	
Concept 2: Social and Cultural Influences	
<p>Cultural Dances PO 101 Identify, practice, perform, and respond to dances from a variety of cultures, heritages and environments.</p>	Z. Movement
Concept 4: Dance and other disciplines	
<p>Using movement with other disciplines PO 101 Use movement to express ideas, concepts, feelings and images (e.g. numbers, patterns, symbols, sounds, textures, animals) found in other disciplines.</p>	Z. Movement

Arizona’s College and Career Ready Standards

COR Advantage Items

Arts Standards — Dance Kindergarten CONT	
Concept 5: Dance and Music	
Elements of music PO 101 Identify and explore (e.g. discussion, body percussion, locomotors, other body movements) the tempo and meter of various music examples.	Z. Movement
Rhythmic Patterns/Variations PO 102 Explore and respond physically to the ways in which movement can be used to mirror and/or contrast sounds, rhythms, and tempos.	Z. Movement
Arts Standards — Music	
Strand 1: Create	
Concept 1: Singing, alone and with others, music from various genres and diverse cultures.	
PO 1. exhibiting singing and speaking voices.	Y. Music
PO 2. echoing spoken rhythmic patterns.	N. Phonological awareness
PO 3. singing music from memory.	Y. Music
Concept 2: Playing instruments, alone and with others, music from various genres and diverse cultures.	
PO 1.maintaining a steady beat .	Z. Movement
Strand 2: Relate	
Concept 1: Understanding the relationships among music, the arts, and other disciplines outside the arts.	
PO 1. exploring the relationship between music and dance by responding to sounds through movement.	Z. Movement

Arizona’s College and Career Ready Standards

COR Advantage Items

Arts Standards — Dance Kindergarten CONT	
Concept 2: Understanding music in relation to history and culture.	
PO 1. discovering various uses of music in daily experiences (e.g., songs of celebration, seasons).	Y. Music
Strand 3: Evaluate	
Concept 1: Listening to, analyzing, and describing music.	
PO 1. identifying singing/speaking voice.	Y. Music
PO 2. naming classroom instruments.	Y. Music
Arts Standards —Beginning Theater	
Strand 1 - Create	
Concept 1: Collaboration	
PO 102. Cooperate in the dramatic process.	AA. Pretend play
PO 103. Demonstrate the ability to collaborate while coming to consensus in the dramatic process.	AA. Pretend play
Concept 2: Acting	
PO 101. Imagine and describe characters , their relationships, what they want and why (e.g., through variations of movement and gesture , vocal pitch , volume , and tempo).	AA. Pretend play
Strand 2 – Relate	
Concept 4: Playwriting	
PO 103. Describe how a character’s motivation and emotions can predict future action or the resolution to a conflict in the story.	M. Listening and comprehension
PO 104. Discuss story themes , plot , characters , dialogue , and actions and how they compare/contrast to real life situations.	M. Listening and comprehension

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COR Advantage Items

Arts Standards —Beginning Visual Arts	
Strand 1: Create	
Concept 2: Materials, Tools, and Techniques • The student will use materials, tools, and techniques in his or her own artwork.	
PO 001. Identify and experiment with materials, tools, and techniques in his or her own artwork.	X. Art
PO 002. Use materials, tools, and techniques appropriately in his or her own artwork.	X. Art
Concept 3: Elements and Principles • The student will use elements of art and principles of design in his or her own artwork	
PO 001. Identify and use elements in his or her own artwork.	X. Art
Concept 4: Meanings or Purposes • The student will express ideas to communicate meanings or purposes in artwork.	
PO 001. Describe and explain his or her own artwork .	X. Art
Strand 2 - Relate	
Concept 2: Materials, Tools, and Techniques - The student will identify/analyze the use of materials, tools, and techniques in artwork.	
PO 001. Identify the relationship between tools, materials, and/or techniques.	X. Art

Arizona’s College and Career Ready Standards

COR Advantage Items

Arts Standards —Beginning Visual Arts, CONT	
Strand 3 – Evaluate	
Concept 2: Materials, Tools, and Techniques - The student will reflect on, and determine how materials, tools, and techniques affect meanings, purposes, and value in artworks.	
PO 001. Describe the visual effects created by an artist’s use of tools, materials, and techniques in an artwork.	X. Art

Arizona’s College and Career Ready Standards

COR Advantage Items

Education Technology Standard — Kindergarten	
Strand 2: Communication and Collaboration	
Concept 2: Digital Solutions Contribute to project teams to produce original works or solve problems.	
Pre-K	
PO 1. Identify digital tools.	EE. Tools and technology
Strand 3: Research and Information Literacy	
Concept 1: Planning Plan strategies to guide inquiry using technology.	
Pre-K	
PO 1. Explores a variety of information sources.	EE. Tools and technology
Kindergarten	
PO 2. Explore a variety of information sources.	EE. Tools and technology
Strand 4: Critical Thinking, Problem Solving and Decision Making	
Concept 1: Investigation Identify and define authentic problems and significant questions for investigation.	
Pre-K	
PO 1. Collaborate to explore an essential question for investigation.	CC. Experimenting, predicting, and drawing conclusions
Concept 2: Exploring Solutions Plan and manage activities to develop solutions to answer a question or complete a project.	

Arizona’s College and Career Ready Standards

COR Advantage Items

Education Technology Standard — Kindergarten, CONT	
Pre-K	
PO 2. Discuss data collected on a predefined question to explore solutions or results.	CC. Experimenting, predicting, and drawing conclusions
Kindergarten	
PO 2. Explore solutions or results as a class by discussing data collected.	CC. Experimenting, predicting, and drawing conclusions
Strand 5: Digital Citizenship	
Pre-K	
PO 1. Identify use of personal devices and when it is appropriate to use them.	EE. Tools and technology
Kindergarten	
PO 1. Identify use of personal devices and when it is appropriate to use them.	EE. Tools and technology
Concept 3: Impact of Technology Develop an understanding of the cultural, historical, economic and political impact of technology on individuals and society.	
Pre-K	
PO 1. Recognize and discuss examples of technology used in daily life.	EE. Tools and technology
Kindergarten	
PO 1. Recognize and discuss examples of technology used in daily life.	EE. Tools and technology

Arizona’s College and Career Ready Standards

COR Advantage Items

Education Technology Standard — Kindergarten, CONT	
Strand 6: Technology Operations and Concepts	
Concept 1: Understanding Recognize, define and use technology term, processes, systems and applications.	
Pre-K	
PO 1. Identify basic technology terms.	EE. Tools and technology
PO 2. Identify technology process terminology.	EE. Tools and technology
PO 3. Identify technology applications for a given activity or project.	EE. Tools and technology
PO 4. Demonstrate knowledge of electrical safety when using computers and other technology.	EE. Tools and technology
Concept 2: Application Select and use applications effectively and productively.	
Pre-K	
PO 1. Use the mouse/track pad to perform computer functions such as accessing an application, indicating a choice or activating a link. Use the keyboard to type letters and numbers and know how to use special key functions.	EE. Tools and technology
Kindergarten	
PO 1. Use the mouse/track pad to perform computer functions such as accessing an application, indicating a choice or activating a link. Use the keyboard to type letters and numbers and know how to use special key functions.	EE. Tools and technology

Arizona’s College and Career Ready Standards

COR Advantage Items

Health Standards — Kindergarten	
STRAND 1: Comprehension of Health Promotion and Disease Prevention Concepts	
Concept 1: Understand Relationship Between Health Behaviors and Health	
PO 1. Identify that healthy behaviors affect personal health and overall well-being	K. Personal care and healthy behavior
Concept 2: Understanding Multiple Dimensions of Health	
PO 1. Recognize what the human body is and what it means to be healthy	K. Personal care and healthy behavior
Concept 3: Understanding Personal Health	
PO 1. Describe ways to prevent communicable diseases	K. Personal care and healthy behavior
PO 2 . Identify that foods are classified into food groups and that a variety of food is needed for personal health, growth, and development	K. Personal care and healthy behavior
PO 3 . Identify that physical activity is integral to good health	K. Personal care and healthy behavior
Concept 4: Understanding Prevention of Injuries and Health Problems	
PO 1. List ways to prevent common childhood injuries	K. Personal care and healthy behavior
Concept 5: Understanding Use of Health Care	
PO 1. Describe why it is important to seek health care	K. Personal care and healthy behavior

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COR Advantage Items

Health Standards — Kindergarten, CONT	
STRAND 3: Access to Health Information, Products, and Services to Enhance Health	
Concept 1: Knowledge of Sources of Help	
PO 1. Identify trusted adults and professionals who can help promote health	FF. Knowledge of self and others
STRAND 4: Use of Interpersonal Communication Skills to Enhance Health	
Concept 1: Communication to Enhance Help	
PO 1. Demonstrate healthy ways to express needs, wants, and feelings	D. Emotions H. Conflict resolution
STRAND 5: Use of Decision-Making Skills to Enhance Health	
Concept 1: Influences on Health Decision Making	
PO 1. Identify circumstances that can help or hinder healthy decision making	K. Personal care and healthy behavior
Concept 2: Application of Decision-Making Skills to Health	
PO 1. Identify situations when a health-related decision is needed	K. Personal care and healthy behavior
PO 2. Differentiate between situations when a health-related decision can be made individually or when assistance is needed	K. Personal care and healthy behavior
STRAND 7: Ability to Practice Health-Enhancing Behaviors	
Concept 2: Healthy Practices and Behaviors	
PO 1. Demonstrate healthy practices and behaviors to maintain or improve personal health	K. Personal care and healthy behavior
PO 2. Demonstrate behaviors that avoid or reduce health risks	K. Personal care and healthy behavior

Arizona’s College and Career Ready Standards

COR Advantage Items

Health Standards — Kindergarten, CONT	
STRAND 8: Ability to Advocate for Health	
Concept 1: Personal Advocacy	
PO 1. Make requests to promote personal health	K. Personal care and healthy behavior
Physical Education Standard — Kindergarten	
Strand 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities	
Concept 1: Fundamental Movement Skills	
PO 1. Demonstrate locomotor skills with age-appropriate ability	I. Gross-motor skills
PO 3. Perform movement concepts in physical activity. <ul style="list-style-type: none"> • <i>Spatial awareness</i>: personal space, direction, level, pathways, planes, dodging, fleeing, chasing, tagging • <i>Body awareness</i>: shapes, balance, body weight transfer, flight • <i>Qualities of movement</i>: time, speed, force, flow • <i>Relationships</i>: among body parts, objects and people 	I. Gross-motor skills
PO 4. Demonstrate a variety of manipulative skills	J. Fine-motor skills
Concept 2: Rhythmic Movement	
PO 1. Demonstrate movement skills to a rhythm	Z. Movement
Concept 3: Complex or Specialized Movement Skills	
PO 1. Demonstrate a variety of developmentally appropriate specialized movement skills	I. Gross-motor skills
Strand 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.	
Concept 1: Movement Concepts	
PO 2. Identifies various body parts	K. Personal care and healthy behavior

Arizona’s College and Career Ready Standards

COR Advantage Items

Health Standards — Kindergarten, CONT	
Concept 2: Scientific Principles	
PO 1. Identify the effects that physical activity has on the body	K. Personal care and healthy behavior
PO 2. List and define the components of health-related fitness	K. Personal care and healthy behavior
Strand 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.	
Concept 2: Social Behavior	
PO 3. Demonstrate the elements of socially acceptable conflict resolution during class activity	H. Conflict resolution
PO 4. Shows compassion for others by helping them	D. Emotions
Strand 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.	
Concept 1: Values Physical Activity	
PO 2. Exhibit both verbal and non-verbal expressions of enjoyment	D. Emotions

Arizona’s College and Career Ready Standards

COR Advantage Items

Science Standard — Kindergarten	
Strand 1: Inquiry Process	
Concept 1: Observations, Questions, and Hypotheses Observe, ask questions, and make predictions	
PO 1. Observe common objects using multiple senses.	BB. Observing and classifying
PO 2. Ask questions based on experiences with objects, organisms, and events in the environment. (See M00-S2C1-01)	CC. Experimenting, predicting, and drawing conclusions
PO 3. Predict results of an investigation based on life, physical, and Earth and space sciences (e.g., the five senses, changes in weather).	CC. Experimenting, predicting, and drawing conclusions
Concept 2: Scientific Testing (Investigating and Modeling) Participate in planning and conducting investigations, and recording data.	
PO 1. Demonstrate safe behavior and appropriate procedures (e.g., use of instruments, materials, organisms) in all science inquiry.	K. Personal care and healthy behavior
PO 2. Participate in guided investigations in life, physical, and Earth and space sciences.	CC. Experimenting, predicting, and drawing conclusions
PO 3. Perform simple measurements using non-standard units of measure to collect data.	U. Measurement
Concept 3: Analysis and Conclusions Organize and analyze data; compare to predictions	
PO 1. Organize (e.g., compare, classify, and sequence) objects, organisms, and events according to various characteristics. (See M00-S4C4-01 and M00-S4C4-03)	BB. Observing and classifying
PO 2. Compare objects according to their measurable characteristics (e.g., longer/shorter, lighter/heavier). (See M00-S4C4-01)	U. Measurement

Arizona’s College and Career Ready Standards

COR Advantage Items

Science Standard — Kindergarten CONT	
Concept 4: Communication Communicate results of investigations.	
PO 1. Communicate observations with pictographs, pictures, models, and/or words. (See M00-S2C1-02)	CC. Experimenting, predicting, and drawing conclusions
PO 2. Communicate with other groups to describe the results of an investigation. (See LS-R3 and LS-R5)	CC. Experimenting, predicting, and drawing conclusions
Strand 3: Science in Personal and Social Perspectives	
Concept 2: Science and Technology in Society Understand the impact of technology	
PO 1. Describe how simple tools (e.g., scissors, pencils, paper clips, hammers) can make tasks easier.	EE. Tools and technology
Strand 4: Life Science	
Concept 1: Characteristics of Organisms Understand that basic structures in plants and animals serve a function	
PO 2. Name the following human body parts: • head • shoulders • arms • elbows • wrists • hands • fingers • legs • hips • knees • ankles • feet • heels • toe	K. Personal care and healthy behavior
Concept 3: Organisms and Environments Understand the relationships among various organisms and their environment.	
PO 1. Identify some plants and animals that exist in the local environment	DD. Natural and physical world
PO 2. Identify that plants and animals need the following to grow and survive: • food • water • air • space	DD. Natural and physical world
PO 3. Describe changes observed in a small system (e.g., ant farm, plant terrarium, aquarium).	DD. Natural and physical world

Arizona’s College and Career Ready Standards

COR Advantage Items

Science Standard — Kindergarten CONT	
Strand 5: Physical Science	
Concept 1: Properties of Objects and Materials Classify objects and materials by their observable properties.	
PO 1. Identify the following observable properties of objects using the senses: •shape • texture • size • color (See M00-S4C1-02 and M00-S4C1-03)	BB. Observing and classifying
PO 2. Compare objects by the following observable properties: • size • color • type of material (See M00-S4C1-02)	U. Measurement
Concept 2: Position and Motion of Objects Understand spatial relationships and the way objects move	
PO 1. Describe spatial relationships (i.e., above, below, next to, left, right, middle, center) of CC. Experimenting, predicting, and drawing conclusionsobjects. (See M00-S4C1-02 and 3SS-R1-01)	T. Geometry: Shapes and spatial awareness
Concept 3: Energy and Magnetism Investigate different forms of energy	
PO 1. Investigate how applied forces (push and pull) can make things move	CC. Experimenting, predicting, and drawing conclusions
PO 2. Investigate how forces can make things move without another thing touching them (e.g., magnets, static electricity).	CC. Experimenting, predicting, and drawing conclusions
PO 3. Sort materials according to whether they are or are not attracted by a magnet.	BB. Observing and classifying
PO 4. Identify familiar everyday uses of magnets (e.g., in toys, cabinet locks, decoration).	EE. Tools and technology

Arizona’s College and Career Ready Standards

COR Advantage Items

<i>Science Standard — Kindergarten CONT</i>	
Strand 6: Earth and Space Science	
<i>Concept 1: Properties of Earth Materials Identify the basic properties of Earth materials</i>	
PO 1. Identify rocks, soil, and water as basic Earth materials	DD. Natural and physical world
PO 2. Compare physical properties (e.g., color, texture, capacity to retain water) of basic Earth materials.	BB. Observing and classifying
PO 3. Classify a variety of objects as being natural or man-made.	BB. Observing and classifying
PO 4. Identify ways some natural or man-made materials can be reused or recycled (e.g., efficient use of paper, recycle aluminum cans).	DD. Natural and physical world

Arizona’s College and Career Ready Standards

COR Advantage Items

English Language Learners Stage 1 — Listening and Speaking — Kindergarten	
Standard 1: Comprehension and Communications. The student will listen actively to the ideas of others in order to acquire new knowledge.	
Comprehension of Oral Communications	
PE-3: responding to read-alouds, using a variety of physical actions (e.g., matching objects, pointing to an answer) or by drawing pictures.	M. Listening and comprehension
E-3: identifying information/details from read-a-louds using key words and phrases.	M. Listening and comprehension
B-3: responding to read-a-louds by identifying main ideas/concepts and details using complete sentences.	M. Listening and comprehension
LI-3: responding to read-a-louds by identifying main ideas/concepts and details using key words in complete sentences.	M. Listening and comprehension
HI-3: responding to read-a-louds by identifying main ideas/concepts and details using key words in complete sentences.	M. Listening and comprehension
PE-4: sequencing a series of pictures from information shared in read-alouds, presentations, and conversations.	M. Listening and comprehension Q. Book enjoyment and knowledge
E-4: using pictures and key words to sequence a series of events from information shared in read-a-louds, presentations, and conversations.	M. Listening and comprehension Q. Book enjoyment and knowledge
B-4: using pictures and key words to sequence a series of events from information shared in read-a-louds, presentations, and conversations.	M. Listening and comprehension Q. Book enjoyment and knowledge
LI-4: using sentence frames to sequence events from read-a-louds, presentations, and conversations.	M. Listening and comprehension Q. Book enjoyment and knowledge
HI-4: sequencing events from read-a-louds, presentations, and conversations.	M. Listening and comprehension Q. Book enjoyment and knowledge

Arizona’s College and Career Ready Standards

COR Advantage Items

English Language Learners Stage 1 — Listening and Speaking — Kindergarten, CONT	
PE-5: following one-word commands for classroom activities that are accompanied by picture cues.	M. Listening and comprehension II. Listening to and understanding English
E-5: following one-step directions for classroom activities that are accompanied by picture cues.	M. Listening and comprehension II. Listening to and understanding English
B-5: following two-step directions for classroom activities that are accompanied by picture cues.	M. Listening and comprehension II. Listening to and understanding English
LI-5: following multiple-step directions which include prepositions.	M. Listening and comprehension II. Listening to and understanding English
HI-5: following multiple-step directions which include prepositions.	M. Listening and comprehension II. Listening to and understanding English
PE-6: responding to conversations using memorized responses. (e.g., introductions, requests, courtesies)	II. Listening to and understanding English JJ. Speaking English
E-6: responding to comments and questions in social conversations.	II. Listening to and understanding English JJ. Speaking English
B-6: responding to comments and questions in social conversations by sharing one’s experiences and expressing one’s thoughts.	II. Listening to and understanding English JJ. Speaking English
LI-6: responding to comments and questions in social conversations by asking questions, sharing one’s experiences, and expressing one’s thoughts.	II. Listening to and understanding English JJ. Speaking English
HI-6: responding to comments and questions in social conversations by asking questions, sharing one’s experiences, and expressing one’s thoughts.	II. Listening to and understanding English JJ. Speaking English
Standard 2: The student will express orally his or her own thinking and ideas.	
Delivery of Oral Communications	
PE-1: repeating the names of upper and lower case alphabet letters in order with accurate pronunciation.	O. Alphabet knowledge

Arizona's College and Career Ready Standards	COR Advantage Items
English Language Learners Stage 1 — Listening and Speaking — Kindergarten CONT	
E-1: repeating the names of upper and lower case alphabet letters in random order with accurate pronunciation.	O. Alphabet knowledge
B-1: naming upper and lower case alphabet letters in random order with accurate pronunciation	O. Alphabet knowledge
LI-1: naming upper and lower case alphabet letters in random order with accurate pronunciation.	O. Alphabet knowledge
HI-1: naming upper and lower case alphabet letters in random order with accurate pronunciation.	O. Alphabet knowledge
PE-2: repeating individual phonemes in sequential order using accurate articulation.	N. Phonological awareness
E-2: repeating individual phonemes in random order using accurate articulation.	N. Phonological awareness
B-2: producing individual phonemes in random order, using accurate articulation with instructional support.	N. Phonological awareness
LI-2: producing individual phonemes of his or her name and the names of others using accurate articulation.	N. Phonological awareness
HI-2: producing all individual phonemes in words from print using accurate articulation.	N. Phonological awareness
PE-3: repeating the initial sounds (not letters) of his or her name and the names of others using accurate articulation.	N. Phonological awareness
E-3: repeating initial and final sounds (not letters) of his or her name and the names of others using accurate articulation.	N. Phonological awareness
B-3: producing initial and final sounds of words with instructional support using accurate articulation.	N. Phonological awareness
LI-3: producing initial and final sounds of words using accurate articulation.	N. Phonological awareness

Arizona's College and Career Ready Standards	COR Advantage Items
English Language Learners Stage 1 — Listening and Speaking — Kindergarten CONT	
HI-3: producing initial and final sounds of words using accurate articulation.	N. Phonological awareness
PE-6: repeating cardinal numbers in order with accurate pronunciation.	S. Number and counting
E-6: naming all cardinal numbers in random order with accurate pronunciation.	S. Number and counting
PE-7: repeating one- or two-word social greetings and farewells.	JJ. Speaking English
E-7: responding to social greetings and farewells using words or phrases with instructional support.	II. Listening to and understanding English JJ. Speaking English
B-7: responding to social interactions, courtesies, and personal information questions using complete sentences with instructional support.	II. Listening to and understanding English JJ. Speaking English
LI-7: initiating conversations and responding to social interactions, courtesies, and personal information questions using complete sentences with instructional support.	II. Listening to and understanding English JJ. Speaking English
HI-7: initiating conversations and responding to social interactions using complete sentences	JJ. Speaking English
PE-8: using isolated words accompanied by gestures to communicate basic needs.	JJ. Speaking English
E-8: using isolated words or strings of two to three words accompanied by gestures to communicate basic needs.	JJ. Speaking English
B-8: using key words, phrases, and complete sentences to communicate basic needs with instructional support	JJ. Speaking English
LI-8: using complete sentences, and rephrasing when necessary, to communicate immediate and future needs with instructional support.	JJ. Speaking English
HI-8: using complete sentences, and rephrasing when necessary, to communicate immediate and future needs.	JJ. Speaking English

Arizona's College and Career Ready Standards	COR Advantage Items
English Language Learners Stage 1 — Listening and Speaking — Kindergarten CONT	
PE-9: repeating familiar objects, people, and events with instructional support.	JJ. Speaking English
E-9: naming familiar objects, people, and events with instructional support.	JJ. Speaking English
B-9: naming objects, people, and events with instructional support.	JJ. Speaking English
LI-9: naming and describing objects, people, and events	JJ. Speaking English
LI-9: naming and describing objects, people, and events	JJ. Speaking English
PE-10: repeating rhyming words and short familiar rhymes and songs using accurate pronunciation as well as expressive phrasing and intonation.	JJ. Speaking English
E-10: reciting rhyming words and short familiar rhymes and songs using accurate pronunciation as well as expressive phrasing and intonation, with instructional support.	JJ. Speaking English
B-10: producing rhyming words and short, simple, rhyming phrases and songs using accurate pronunciation as well as expressive phrasing and intonation with instructional support.	N. Phonological awareness
LI-10: producing rhyming words and short, rhyming phrases and songs using accurate pronunciation as well as expressive phrasing and intonation.	N. Phonological awareness
HI-10: producing rhyming words and short, simple, rhyming phrases and songs using accurate pronunciation as well as expressive phrasing and intonation.	N. Phonological awareness

Arizona's College and Career Ready Standards	COR Advantage Items
English Language Learners Stage 1 — Reading	
Standard 1: The student will demonstrate understanding of print concepts of the English language.	
Print Concepts	
PE-1: holding the book right side up and turning pages in the correct direction.	Q. Book enjoyment and knowledge
E-1: recognizing left to right and top to bottom directionality of reading.	P. Reading
LI-1: demonstrating the command of left to right, top to bottom directionality, and return sweep when "reading" books with instructional support.	P. Reading
HI-1: demonstrating the command of left to right, top to bottom directionality, and return sweep when "reading" books.	P. Reading
PE-2: recognizing that environmental print and symbols represent and convey meaning.	P. Reading
E-2: recognizing that print represents spoken language and conveys meaning.	P. Reading
B-2: recognizing that sentences are made up of separate words.	P. Reading R. Writing
LI-2: recognizing that words are represented by a sequence of letters.	N. Phonological awareness O. Alphabet knowledge
HI-2: demonstrating the one-to-one correlation between a spoken word and a printed word.	R. Writing
PE-3: recognizing common print conventions with instructional support. (e.g., periods)	P. Reading R. Writing
E-3: recognizing common print conventions with instructional support. (e.g., periods and question marks)	P. Reading R. Writing

Arizona's College and Career Ready Standards	COR Advantage Items
English Language Learners Stage 1 — Reading, CONT	
B-3: recognizing common print conventions with instructional support. (<i>e.g., periods, question marks, capital letters and quotation marks</i>)	P. Reading R. Writing
LI-3: recognizing common print conventions. (<i>e.g., periods, question marks, capital letters and quotation marks</i>)	P. Reading R. Writing
Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts.	
Phonemic Awareness/Decoding	
PE-1: identifying the initial sound (not letter) of a spoken word.	N. Phonological awareness
E-1: identifying the initial and final sounds (not letters) of a spoken word.	N. Phonological awareness
B-1: discriminating between initial, medial, and final spoken sounds within a word.	N. Phonological awareness
LI-1: segmenting one-syllable words into its phonemes, with instructional support.	N. Phonological awareness
HI-1: segmenting one-syllable words into its phonemes.	N. Phonological awareness
PE-2: identifying pictures that begin with the same given initial sound.	N. Phonological awareness
E-2: comparing two to three pictures and identifying those with the same initial sound.	N. Phonological awareness
B-2: sorting groups of pictures that begin with the same initial sounds.	N. Phonological awareness
LI-2: orally producing groups of words that begin with the same initial sounds (alliteration) with linguistic support.	N. Phonological awareness
HI-2: orally producing groups of words that begin with the same initial sounds (alliteration).	N. Phonological awareness

Arizona's College and Career Ready Standards	COR Advantage Items
English Language Learners Stage 1 — Reading, CONT	
LI-3: blending initial, medial, and final spoken sounds to produce words.	N. Phonological awareness P. Reading
HI-3: blending two or three spoken syllables to produce words.	P. Reading
PE-4: repeating rhymes with instructional support.	N. Phonological awareness
E-4: distinguishing spoken rhyming words from non-rhyming words.	N. Phonological awareness
B-4: identifying rhyming words in response to an oral prompt.	N. Phonological awareness
LI-4: producing rhyming words in response to an oral prompt.	N. Phonological awareness
HI-4: orally forming words by substituting simple onsets (/c/) with given rimes (/at/).	N. Phonological awareness
PE-5: distinguishing letters from numbers and symbols.	O. Alphabet knowledge S. Number and counting
PE-6: repeating letter sounds represented by the single lettered consonants.	JJ. Speaking English
E-6: repeating letter sounds represented by the single lettered consonants and vowels.	JJ. Speaking English
B-6: producing letter sounds represented by the single lettered consonants and vowels with support.	JJ. Speaking English
LI-6: producing letter sounds represented by the single lettered consonants.	JJ. Speaking English
HI-6: producing letter sounds represented by the single lettered consonants and vowels.	JJ. Speaking English
PE-7: repeating high frequency words.	JJ. Speaking English
E-7: recognizing high frequency words.	P. Reading
B-7: reading high frequency words with instructional support.	P. Reading
LI-7: reading high frequency words with automaticity.	P. Reading

Arizona's College and Career Ready Standards	COR Advantage Items
English Language Learners Stage 1 — Reading — Kindergarten CONT	
HI-7: reading high frequency words with automaticity in context.	P. Reading
PE-8: repeating words within word families.	JJ. Speaking English
E-8: recognizing that a new word is created when an initial letter is changed (i.e., word families).	P. Reading
B-8: producing new words when an initial letter is changed (i.e., word families) with instructional support.	P. Reading
LI-8: producing new words when initial sound(s), including blends, are changed (i.e., word families).	P. Reading
HI-8: producing new words when initial sound(s), including diagraphs, are changed (i.e., word families).	P. Reading
B-9: recognizing that a new word is created when a specific letter is changed, added, or removed.	P. Reading
LI-9: decoding a new word when a specific letter is changed, added, or removed with instructional support.	P. Reading
HI-9: decoding a new word when a specific letter is changed, added, or removed.	P. Reading
PE-10: repeating initial, medial, and final sounds of common CVC words.	N. Phonological awareness
E-10: producing isolated initial, medial and final sounds of common CVC words with instructional support.	N. Phonological awareness
B-10: blending common CVC words with instructional support.	N. Phonological awareness
LI-10: decoding common CVC words with instructional support.	P. Reading
HI-10: decoding common CVC words	P. Reading

Arizona's College and Career Ready Standards	COR Advantage Items
English Language Learners Stage 1 — Reading — Kindergarten CONT	
Comprehending Text	
B-1: participating in teacher guided discussions about whether a literary selection, heard or read, is real or fantasy.	L. Speaking M. Listening and comprehension
LI-1: determining whether a literary selection, heard or read, is real or fantasy, with instructional support.	M. Listening and comprehension
HI-1: determining whether a literary selection, heard or read, is real or fantasy.	M. Listening and comprehension
PE-2: participating in teacher guided discussions about the title, cover illustrations, and text.	L. Speaking M. Listening and comprehension
E-2: responding to teacher guided prompts to make predictions about the title, cover illustrations, and text.	L. Speaking Q. Book enjoyment and knowledge
PE-3: answering simple questions by using physical actions in response to text, heard or read, that is highly predictable, uses repetitive syntax, and has linguistic redundancy.	L. Speaking M. Listening and comprehension
E-3: answering simple questions or drawing pictures to respond to text, heard or read, that is highly predictable, uses repetitive syntax, and has linguistic redundancy.	L. Speaking M. Listening and comprehension
B-3: answering comprehension questions to respond to text heard or read.	L. Speaking M. Listening and comprehension
LI-3: using key words, phrases, and complete sentences to answer comprehension questions in response to text, heard or read.	L. Speaking M. Listening and comprehension
HI-3: using key words, phrases, and complete sentences to answer open-ended comprehension questions when responding to text.	L. Speaking M. Listening and comprehension
PE-4: sequencing a series of given pictures to retell a story or event, with instructional support.	M. Listening and comprehension Q. Book enjoyment and knowledge
E-4: sequencing a series of given pictures to retell a story or event.	M. Listening and comprehension Q. Book enjoyment and knowledge

Arizona's College and Career Ready Standards	COR Advantage Items
English Language Learners Stage 1 — Reading — Kindergarten CONT	
B-4: sequencing a series of given pictures to retell a story or event using key words.	M. Listening and comprehension Q. Book enjoyment and knowledge
LI-4: sequencing a story or event in complete sentences.	M. Listening and comprehension Q. Book enjoyment and knowledge
PE-5: repeating facts or events from text read aloud.	M. Listening and comprehension
B-5: participating in teacher guided discussions to restate facts from text read aloud.	M. Listening and comprehension
LI-5: identifying facts from text read aloud, with instructional support.	M. Listening and comprehension
HI-5: identifying facts from text read aloud.	M. Listening and comprehension
PE-6: retelling a story using illustrations.	Q. Book enjoyment and knowledge
E-6: retelling a story using illustrations	Q. Book enjoyment and knowledge
B-6: retelling a story with a beginning, middle, and end.	Q. Book enjoyment and knowledge
LI-6: retelling a story or event with a beginning, middle, and end in complete sentences.	Q. Book enjoyment and knowledge
HI-6: retelling a story including the beginning, middle, and end using transition words (e.g., first, next, last) in complete sentences.	Q. Book enjoyment and knowledge
PE-7: participating in teacher guided discussions of the main characters in a story read aloud.	M. Listening and comprehension
E-7: responding to teacher guided prompts to identifying the main characters of the story in a story read aloud.	M. Listening and comprehension
B-7: identifying the main characters of a story heard or read.	M. Listening and comprehension
LI-7: describing the main characters of a story with instructional support.	M. Listening and comprehension
HI-7: describing the main characters of a story.	M. Listening and comprehension

Arizona's College and Career Ready Standards	COR Advantage Items
English Language Learners Stage 1 — Reading — Kindergarten CONT	
PE-8: participating in teacher guided discussions of the setting in a story read aloud.	M. Listening and comprehension
E-8: responding to teacher guided prompts to identifying the setting of the story in a story read aloud.	M. Listening and comprehension
B-8: identifying the setting of a story heard or read.	M. Listening and comprehension
LI-8: describing the setting of a story with instructional support.	M. Listening and comprehension
HI-8: describing the setting of a story.	M. Listening and comprehension
B-9: identifying the key events of a story heard or read.	M. Listening and comprehension Q. Book enjoyment and knowledge
LI-9: describing the key events of a story with instructional support.	M. Listening and comprehension Q. Book enjoyment and knowledge
HI-9: describing the key events of a story.	Q. Book enjoyment and knowledge
E-11: following simple written directions for classroom routines and academic activities that are accompanied by pictures.	P. Reading
B-11: following simple written directions for classroom routines and academic activities that are accompanied by pictures.	P. Reading
LI-11: following short two-to-three-step written directions for classroom routines and academic activities that are accompanied by pictures.	P. Reading
HI-11: following multi-step written directions for classroom routines and academic activities that are accompanied by pictures.	P. Reading
PE-12: recognizing signs, labels, symbols, and captions within the environment, with instructional support.	P. Reading
E-12: recognizing signs, labels, symbols, and captions within the environment.	P. Reading

Arizona's College and Career Ready Standards	COR Advantage Items
English Language Learners Stage 1 — Reading — Kindergarten CONT	
B-12: interpreting signs, labels, symbols, and captions within the environment with instructional support.	P. Reading
LI-12: interpreting signs, labels, symbols, and captions within the environment.	P. Reading
English Language Learners Stage 1 — Writing	
Standard 1: The student will express his or her thinking and ideas in a variety of writing genres.	
Writing Applications	
PE-1: drawing to express ideas.	X. Art
E-1: drawing and dictating to express ideas.	X. Art
B-1: drawing and using experimental writing to express ideas.	R. Writing
PE-2: drawing to describe or inform with instructional support. (e.g., labels, lists, observations, journals, summaries)	X. Art
E-2: drawing and dictating to describe, explain or inform with instructional support.	X. Art
Standard 2: The student will identify and apply conventions of standard English in his or her communications.	
Standard English Conventions	
PE-1: writing a minimum of 5 letters of the alphabet with instructional support.	R. Writing
E-1: Writing a minimum of 10 lower case and upper case letters of the alphabet with instructional support.	R. Writing
B-1: writing legibly and with correct formation, a minimum of 16 lower case and upper case letters of the alphabet with instructional support.	R. Writing

Arizona’s College and Career Ready Standards

COR Advantage Items

<i>English Language Learners Stage 1 — Writing, CONT</i>	
LI-1: writing legibly and with correct formation, a minimum of 22 lower case and upper case letters of the alphabet.	R. Writing
HI-1: writing legibly and with correct formation all of the lower case and upper case letters of the alphabet.	R. Writing
B-2: applying letter-sound relationships to write beginning sounds of words.	O. Alphabet knowledge
LI-2: applying letter-sound relationships to write beginning and ending sounds of simple words.	O. Alphabet knowledge
HI-2: applying letter-sound relationships to write simple CVC words and attempt more complex words.	O. Alphabet knowledge
PE-4: modeling and tracing student’s own first name.	R. Writing
E-4: writing student’s own first name with instructional support.	R. Writing
PE-7: practicing left to right directionality in modeled writing.	R. Writing
E-7: using left to right directionality in writing with instructional support.	R. Writing
B-7: using left to right directionality in writing with instructional support.	R. Writing
LI-7: using left to right directionality in writing with instructional support.	R. Writing
HI-7: using left to right directionality in writing.	R. Writing
PE-8: practicing the placing of spaces between words in modeled writing.	R. Writing
E-8: practicing the placing of spaces between words in modeled writing.	R. Writing
B-8: using the placing of spaces between words with instructional support	R. Writing

Arizona's College and Career Ready Standards	COR Advantage Items
English Language Learners Stage 1 — Writing, CONT	
LI-8: using the placing of spaces between words.	R. Writing
HI-8: using the placing of spaces between words.	R. Writing
Standard 3: Students use the steps of the writing process as a writing piece moves toward completion.	
PE-3: adding detail to drawings with teacher prompting.	X. Art
E-3: adding detail to drawings with teacher prompting.	X. Art
English Language Learners Stage 1 — Language Strand — Kindergarten	
Standard 1: The student will identify and apply conventions of standard English in his or her communications.	
Standard English Conventions	
PE-1: repeating articles with singular nouns.	JJ. Speaking English
PE-2: repeating singular common nouns.	JJ. Speaking English
E-2: naming singular common nouns.	JJ. Speaking English
PE-1: repeating simple present tense verbs with instructional support.	JJ. Speaking English
E-1: selecting simple present tense verbs (<i>e.g., jump, jumps</i>) with instructional support.	JJ. Speaking English
B-1: using the simple present tense verbs with subject-verb agreement with instructional support.	JJ. Speaking English
PE-2: repeating present tense forms of the verb 'to be'. (<i>e.g., am, is, are</i>)	JJ. Speaking English
PE-3: repeating and acting out present progressive verbs.	JJ. Speaking English
PE-4: repeating simple past tense verbs with instructional support.	JJ. Speaking English

Arizona's College and Career Ready Standards	COR Advantage Items
English Language Learners Stage 1 — Language Strand — Kindergarten, CONT	
PE-5: repeating simple future tense verbs (e.g., will) with instructional support.	JJ. Speaking English
PE-7: repeating and acting out imperative verbs. (e.g., Walk. Stop.)	JJ. Speaking English
E-7: repeating and acting out imperative verbs. (e.g., Sit down. Line up.)	II. Listening to and understanding English JJ. Speaking English
PE-1: repeating personal singular subject pronoun (e.g., I).	JJ. Speaking English
PE-1: repeating adjectives (e.g., color, shape) with nouns.	JJ. Speaking English
PE-2: repeating a possessive adjective (e.g., my) with a noun.	JJ. Speaking English
E-2: repeating possessive adjectives (e.g., my, your) with nouns.	L. Speaking
B-2: using possessive adjectives (e.g., my, your, his, her, its) with nouns with instructional support.	L. Speaking
LI-2: using possessive adjectives (e.g., my, your, his, her, its, our, their) with nouns with instructional support.	L. Speaking
HI-2: using possessive adjectives (e.g., my, your, his, her, its, our, their) with nouns.	L. Speaking
PE-1: repeating and physically demonstrating commands that indicate prepositions of location (e.g., on, in).	T. Geometry: Shapes and spatial awareness
PE-2: repeating and physically demonstrating commands that indicate prepositions of direction (e.g., up, down, over).	T. Geometry: Shapes and spatial awareness
PE-1: repeating interjections.	JJ. Speaking English
PE-1: repeating noun and verb phrases joined by conjunctions. (e.g., and, or)	JJ. Speaking English
PE-1: repeating noun phrases with visual support. (e.g. adjective + noun)	JJ. Speaking English

Arizona's College and Career Ready Standards	COR Advantage Items
English Language Learners Stage 1 — Language Strand — Kindergarten CONT	
PE-10: repeating a sentence using “to be” and “not” to form a sentence in the negative construction.	JJ. Speaking English
PE-11: repeating an imperative sentence using an imperative verb.	JJ. Speaking English
PE-1: repeating single word questions with inflection. (e.g., What? Who?)	JJ. Speaking English
PE-1: repeating names of common objects or pictures. (e.g., foods, animals, colors, shapes)	JJ. Speaking English
E-1: naming common objects or pictures and categorizing into basic groups with instructional support.	BB. Observing and classifying
B-1: naming and sorting common objects or pictures with labels.	BB. Observing and classifying
LI-1: naming and sorting common objects and pictures into self-selected categories with instructional support.	BB. Observing and classifying
HI-1: naming and sorting common objects and pictures into self-selected categories and providing rationale.	BB. Observing and classifying
PE-2: repeating sight words.	JJ. Speaking English
PE-3: repeating high frequency words.	JJ. Speaking English
Standard 2: The student will acquire English language vocabulary and use it in relevant contexts.	
Vocabulary	
PE-4: repeating common antonyms.	JJ. Speaking English
E-4: repeating common synonyms and antonyms.	JJ. Speaking English
PE-5: repeating key words, symbols or operations that represent grade specific academic vocabulary with visual support.	JJ. Speaking English
PE-6: repeating vocabulary words with visual support.	JJ. Speaking English

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English Language Learners Stage 1 — Social Studies Standard— Kindergarten	
Strand 1: American History	
Concept 1: Research Skills for History	
PO 1. Retell personal events to show an understanding of how history is the story of events, people, and places in the past.	HH. History
PO 4 .Use primary source materials (e.g., photos, artifacts) to study people and events from the past.	HH. History
Strand 2: World History	
Concept 1: Research Skills for History	
PO 1 . Retell personal events to show an understanding of how history is the story of events, people, and places in the past.	HH. History
PO 4 . Use primary source materials (e.g., photos, artifacts) to study people and events from the past.	HH. History
Strand 3: Civics/Government	
Concept 4: Rights, Responsibilities, and Roles of Citizenship	
PO 2. Recognize the rights and responsibilities of citizenship: a. elements of fair play, good sportsmanship, and the idea of treating others the way you want to be treated b. importance of participation and cooperation in a classroom and community c. why there are rules and the consequences for violating them d.responsibility of voting (every vote counts)	G. Community
PO 3. Discuss the importance of students contributing to a community (e.g., helping others, working together, cleaning up the playground).	G. Community
PO 4. Identify people who help keep communities and citizens safe (e.g., police, firefighters, nurses,	FF. Knowledge of self and others

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COR Advantage Items

English Language Learners Stage 1 — Social Studies Standard— Kindergarten	
Strand 4: Geography	
Concept 1: The World in Spatial Terms	
PO 3. Determine the relative location of objects using the terms near/far, behind/in front, over/under, left/right, up/down. Connect with: Science Strand 5 Concept 2 Math Strand 4 Concept 1	GG. Geography
Concept 3: Physical Systems	
Science Strand 4 Concept 3 Identify plants and animals in the local environment.	DD. Natural and physical world
PO 1. Discuss the food, clothing, housing, recreation, and celebrations practiced by cultural groups in the local community.	FF. Knowledge of self and others
Concept 5: Environment and Society	
PO 1. Identify the origin of natural resources (e.g., fish from sea, minerals from the ground, wood from trees, food from farms).	DD. Natural and physical world
Strand 5: Economics	
Concept 1: Foundations of Economics	
PO 1. Discuss different types of jobs that people do.	FF. Knowledge of self and others

References

Arizona Department of Education High Academic Standards For Students. (2013). *Arizona's College and Career Ready Standards: English Language Arts — Kindergarten–2nd Grade*. <http://www.azed.gov/standards-practices/englishlanguageartsstandards/>

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