

initiates

pretends

plans



**COR**  
Advantage

sings

predicts

observes

speaks

builds

empathizes

problem-solves



## **ALIGNMENT OF COR ADVANTAGE WITH**

*District of Columbia Common Core  
Early Learning Standards  
(2012)*

## District of Columbia Common Core Early Learning Standards

## COR Advantage Items

<i>Approaches to Learning/Logic and Reasoning</i>	
<b>1. Attends and engages with curiosity</b>	
<b>Infants</b>	
<b>1a.</b> Uses all senses to explore. <i>Example:</i> Looks at a soft toy, grasps and shakes it to make it jingle, brings it to her mouth, and sucks on it.	A. Initiative and planning BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions
<b>Toddlers</b>	
<b>1a.</b> Manipulates objects; observes and explores surroundings by using all senses. <i>Example:</i> Takes all the dolls out of the cradle and attempts to climb in.	A. Initiative and planning BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions
<b>Twos</b>	
<b>1a.</b> Explores new places and materials; chooses a variety of tasks, especially those with adult support. <i>Example:</i> Digs a hole in the sand, watches as the dry sand flows back into the hole, and asks the teacher to help fix it.	A. Initiative and planning CC. Experimenting, predicting, and drawing conclusions
<b>Preschool</b>	
<b>1a.</b> Chooses tasks of interest; responds to adult encouragement. <i>Example:</i> Completes a new five-piece puzzle while a parent volunteer encourages his effort by saying, "You turned it, and now it fits."	A. Initiative and planning CC. Experimenting, predicting, and drawing conclusions
<b>Pre-K Exit Expectations</b>	
<b>Approaches to Learning 1a.</b> Demonstrates curiosity and eagerness to learn by showing interest in a growing range of topics, ideas, and tasks. <i>Example:</i> Asks questions about an upcoming trip to the library, including how the class will get there and whether he may check out books.	A. Initiative and planning CC. Experimenting, predicting, and drawing conclusions
<b>2. Shows persistence</b>	
<b>Infants</b>	
<b>2a.</b> Attends to sights and sounds. <i>Example:</i> Bangs a plastic bowl and spoon again and again.	A. Initiative and planning CC. Experimenting, predicting, and drawing conclusions

## District of Columbia Common Core Early Learning Standards

## COR Advantage Items

Approaches to Learning/Logic and Reasoning, Shows persistence, CONT	
<b>Toddlers</b>	
<b>2a.</b> Repeats actions with the goal of achieving a result. <i>Example:</i> Puts small blocks in a bucket and dumps them out again and again.	A. Initiative and planning CC. Experimenting, predicting, and drawing conclusions
<b>Twos</b>	
<b>2a.</b> Continues to work on a self-selected task, especially with adult support. <i>Example:</i> Works with an adult to stack large cardboard blocks over and over until he can get them to stand as tall as he is.	A. Initiative and planning
<b>Preschool</b>	
<b>2a.</b> Continues an activity even when there are challenges; may stop and later return to a self-selected activity. <i>Example:</i> Stops painting when the colors run together. Resumes painting after the teacher suggests waiting until parts of the painting are dry.	A. Initiative and planning
<b>Pre-K Exit Expectations</b>	
<b>2a.</b> Perseveres to understand and accomplish a challenging, self-selected activity despite interruptions and distractions. <i>Example:</i> Builds an elaborate structure out of a variety of materials, working on it for several days.	A. Initiative and planning
<b>3. Approaches tasks flexibly</b>	
<b>Infants</b>	
<b>3a.</b> Emerging	
<b>Toddlers</b>	
<b>3a.</b> Notices how others approach a task and imitates their attempts. <i>Example:</i> Watches the teacher play peek-a-boo with an infant and joins the game.	B. Problem solving with materials
<b>Twos</b>	
<b>3a.</b> Uses trial-and-error approaches; asks for help. <i>Example:</i> Stands on a stool to reach a toy and asks for help when he still cannot reach it.	B. Problem solving with materials

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## COR Advantage Items

<i>Approaches to Learning/Logic and Reasoning, Approaches tasks flexibly, CONT</i>	
<b>Preschool</b>	
<b>3a.</b> Finds solutions without having to try every possibility; may change approach. <i>Example:</i> Gets a wagon when he cannot carry three balls in his arms.	B. Problem solving with materials
<b>Pre-K Exit Expectations</b>	
<b>3a.</b> Uses multiple strategies to solve problems and complete tasks. <i>Example:</i> Works with a group of classmates to build a model car from cardboard boxes.	B. Problem solving with materials
<b>3b.</b> Initiates cooperative activities with peers. <i>Example:</i> Says to two other children, "Let's make a car out of this box."	F. Building relationships with other children
<b>4. Uses symbols and takes on pretend roles</b>	
<b>Infants</b>	
<b>4a.</b> Emerging	
<b>Toddlers</b>	
<b>4a.</b> Observes other people's use of objects; imitates simple actions; uses realistic objects in pretend play. <i>Example:</i> Pretends to fit keys into a cabinet door lock.	AA. Pretend play
<b>Twos</b>	
<b>4a.</b> Uses props and imitates actions to re-enact familiar events. <i>Example:</i> Puts a doll in the dramatic play area, tells it that it's time for "nigh, nigh" and puts it in the toy bed.	AA. Pretend play
<b>Preschool</b>	
<b>4a.</b> Uses props in pretend play with one or more children; substitutes one object for another; activity is often theme-based. <i>Example:</i> Tells two children, "I'm a dinosaur. You'd better run. I'm going to eat youff"	F. Building relationships with other children AA. Pretend play
<b>Pre-K Exit Expectations</b>	
<b>Symbolic Thinking 4a.</b> Uses objects, materials, actions, and images to represent other objects. <i>Example:</i> Uses blocks and animal figurines to create a model zoo.	AA. Pretend play
<b>4b.</b> Plays with a few other children for periods of as long as 10 minutes, agreeing on scenarios and roles. <i>Example:</i> Pretends to be a veterinarian, playing with stuffed animals, office props, and children who are "pet owners."	F. Building relationships with other children

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<b>Communication &amp; Language</b>	
<b>5. Demonstrates understanding of spoken language</b>	
<b>Infants</b>	
<b>5a.</b> Appears interested in others' speech. <i>Example:</i> Looks at people who are talking.	M. Listening and comprehension
<b>Toddlers</b>	
<b>5a.</b> Responds to others' speech and gestures. <i>Example:</i> Touches her shoe when she hears the word <i>shoe</i> .	M. Listening and comprehension
<b>Twos</b>	
<b>5a.</b> Responds to simple statements, questions, and simple texts read aloud. <i>Example:</i> Opens the flaps in the book <i>Where's Spot?</i> At the appropriate times.	M. Listening and comprehension
<b>Preschool</b>	
<b>5a.</b> Responds to more complex questions, statements, and texts read aloud that present new vocabulary and ideas. <i>Example:</i> Follows directions to wash and dry hands after working with papier-mâché.	M. Listening and comprehension
<b>Pre-K Exit Expectations</b>	
<b>Comprehension and Collaboration 5a.</b> Asks and answers questions in order to seek and offer help, get and offer information, or clarify something that is not understood. <i>Example:</i> Asks the teacher whether they are having chicken for lunch, what kind, and whether he may have three pieces.	M. Listening and comprehension
<b>5b.</b> Demonstrates understanding of spoken language by responding appropriately. <i>Example:</i> Gets paper to make a sign after the teacher mentions that she might need to make one because children are running in the classroom.	M. Listening and comprehension
<b>K Exit Expectations</b>	
<b>Comprehension and Collaboration SL.K.2.</b> 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.	M. Listening and comprehension
<b>SL.K.3.</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	M. Listening and comprehension

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## COR Advantage Items

<b>Communication &amp; Language CONT</b>	
<b>6. Uses language to express self</b>	
<b>Infants</b>	
<b>6a.</b> Vocalizes and gestures in an effort to communicate. <i>Example:</i> Squeals and leans toward trusted adult when he wants to be picked up.	L. Speaking
<b>Toddlers</b>	
<b>6a.</b> Uses language to express needs and refer to familiar people and objects. <i>Example:</i> Says, “Baba me” when she sees her bottle.	L. Speaking
<b>Twos</b>	
<b>6a.</b> Uses language to describe objects and people and to ask for help. <i>Example:</i> Responds to an airplane flying overhead by saying, “Grandma go bye-bye.”	L. Speaking
<b>Preschool</b>	
<b>6a.</b> Uses new vocabulary in everyday speech to meet own needs and to explain, describe, and manage social relationships. <i>Example:</i> Says, “A caterpillar is in the cocoon.”	L. Speaking
<b>Pre-K Exit Expectations</b>	
<b>Presentation of Knowledge and Ideas 6a.</b> Describes familiar people, places, things, and events and, with prompting and support, provides additional detail. <i>Example:</i> Tells about a trip to the grocery store, mentioning some items and, when asked, says that they came from the freezer.	L. Speaking
<b>6b.</b> Expresses thoughts, feelings, and ideas verbally, enunciating clearly enough to be understood. <i>Example:</i> During small-group time, clearly repeats the directions given for an activity because a classmate said she did not understand what to do.	L. Speaking
<b>Vocabulary Acquisition and Use 6c.</b> With guidance and support, generates words that are similar in meaning (e.g., happy/glad, angry/mad). <i>Example:</i> Explains that his friend is taller because he is “bigger than me.”	L. Speaking
<b>6d.</b> Applies words learned in classroom activities to real-life situations. <i>Example:</i> While looking at a book about dinosaurs, says, “That’s a carnivore. He’s a meat eater.”	L. Speaking

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## COR Advantage Items

Communication & Language, 6. Uses language to express self, CONT	
<b>6e.</b> Uses words and phrases acquired during conversations, by listening to stories and informational texts read aloud, playing with other children, and other activities. <i>Example:</i> While playing outside, looks at a flag and tries to sing the national anthem.	M. Listening and comprehension
<b>K Exit Expectations</b>	
<b>Presentation of Knowledge and Ideas SL.K.4.</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	L. Speaking
<b>SL.K.5.</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.	<i>Does not align</i>
<b>SL.K.6.</b> Speak audibly and express thoughts, feelings, and ideas clearly.	L. Speaking
<b>L.K.4.</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	<i>Does not align</i>
<b>L.K.5.</b> With guidance and support from adults, explore word relationships and nuances in word meanings.	<i>Does not align</i>
<b>L.K.6.</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	<i>Does not align</i>
<b>7. Uses conventional grammar and syntax</b>	
<b>Infants</b>	
<b>7a.</b> Babbles and experiments with tone and pitch. <i>Example:</i> Vocalizes, “Ba, ba, ba. BA, BA, BA.”	L. Speaking
<b>Toddlers</b>	
<b>7a.</b> Uses one- and two-word sentences. <i>Example:</i> Asks, “Mommy go?” when looking for her mother.	L. Speaking
<b>Twos</b>	
<b>7a.</b> Uses two- to four-word sentences with some word omissions and errors. <i>Example:</i> Says, “More apple here,” and points to his plate.	L. Speaking
<b>Preschool</b>	
<b>7a.</b> Uses longer sentences with plurals, adjectives, adverbs, and negatives, but not always with correct grammar. <i>Example:</i> While playing outside, says, “I’m first. You wait until I go’dff”	L. Speaking

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## COR Advantage Items

<b>Communication &amp; Language, 7. Uses conventional conversational and other social communication skills CONT</b>	
<b>Pre-K Exit Expectations</b>	
<b>Conventions of Standard English 7a.</b> Speaks in complete sentences of 4–6 words, using past, present, and future tenses appropriately for frequently occurring verbs. <i>Example:</i> Tells the class, “We went to the playground today.”	L. Speaking
<b>K Exit Expectations</b>	
<b>Conventions of Standard English L.K.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L. Speaking R. Writing
<b>L.K.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	R. Writing
<b>8. Uses conventional conversational and other social communication skills</b>	
<b>Infants</b>	
<b>8a.</b> Vocalizes or gestures in back and forth exchanges with others. <i>Example:</i> Squeals each time an adults says, “Peek-a-boo,” and covers the child’s eyes.	E. Building relationships with adults F. Building relationships with other children
<b>Toddlers</b>	
<b>8a.</b> Exchanges single words, simple gestures, and facial expressions with others. <i>Example:</i> Looks out the window and asks, “Out?” Teacher responds by saying, “No, it’s raining.” Child repeats, “No.”	E. Building relationships with adults F. Building relationships with other children
<b>Twos</b>	
<b>8a.</b> Initiates and engages in short back-and-forth exchanges, responding to verbal and nonverbal cues. <i>Example:</i> Child says, “Os,” and holds up two pieces of cereal. After the teacher observes, “You picked up two pieces,” the child says, “Two.”	E. Building relationships with adults
<b>Preschool</b>	
<b>8a.</b> Initiates and engages in conversations of as many as three exchanges. <i>Example:</i> Extends a conversation by adding ideas to what another child said about going to a store, saying, “I’ve been there,” and later in the conversation saying, “I bought pants.”	E. Building relationships with adults F. Building relationships with other children



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## COR Advantage Items

<b>Communication &amp; Language, 7. Uses conventional conversational and other social communication skills CONT</b>	
<b>Pre-K Exit Expectations</b>	
<p><b>Comprehension and Collaboration 8a.</b> Initiates and engages in conversations of at least three exchanges. <i>Example:</i> Answers, “Red” when a classmate asks what his favorite color is and then asks, “What’s yours?” When the classmate says, “Blue,” responds, “I like blue, too. My mom’s favorite is purple.”</p>	<p>E. Building relationships with adults                      F. Building relationships with other children                      M. Listening and comprehension</p>
<p><b>Compensation and Collaboration SL.K.1.</b> Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p>	<p>E. Building relationships with adults                      F. Building relationships with other children                      M. Listening and comprehension</p>

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## COR Advantage Items

<b>Literacy</b>	
<b>9. Demonstrates understanding of print concepts</b>	
<b>Infants</b>	
<b>9a.</b> Shows an interest in print materials. <i>Example:</i> Reaches for a magazine while sitting with an adult who is reading one.	P. Reading Q. Book enjoyment and knowledge
<b>Toddlers</b>	
<b>9a.</b> Notices pictures of familiar objects in print materials. <i>Example:</i> Points to a picture of a dog and says, "Dog."	P. Reading
<b>Twos</b>	
<b>9a.</b> Recognizes familiar books and looks at pictures. <i>Example:</i> Repeats the word "bus," as she looks on a shelf for her favorite book, <i>The Wheels on the Bus</i> .	Q. Book enjoyment and knowledge
<b>Preschool</b>	
<b>9a.</b> Understands that print has meaning and corresponds with spoken language; orients book correctly and turns pages. <i>Example:</i> Looks at the pictures on each page while telling parts of the story of <i>The Big Bad Wolf</i> .	Q. Book enjoyment and knowledge
<b>Pre-K Exit Expectations</b>	
<b>Print Concepts 9a.</b> With guidance and support, demonstrates a basic understanding of the organization and features of print. <i>Example:</i> Asks his teacher to write his name with "big" and "little" letters, or in upper and lowercase, like the label on his cubicle.	Q. Book enjoyment and knowledge
<b>9b.</b> Recognizes that spoken language can be written and read, and that written language can be read and spoken. <i>Example:</i> Works with the teacher to write directions for making play dough.	Q. Book enjoyment and knowledge
<b>9c.</b> Recognizes and names 10 or more letters of the alphabet. <i>Example:</i> Plays "I Spy" with classmates to find letters in different areas of the classroom.	O. Alphabet knowledge
<b>K Exit Expectations</b>	
<b>Print Concepts RF.K.1.</b> Demonstrate understanding of the organization and basic features of print.	P. Reading R. Writing
<b>Fluency RF.K.4.</b> Read emergent-reader texts with purpose and understanding.	P. Reading

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## COR Advantage Items

10. Demonstrates comprehension of printed materials read aloud	
<b>Infants</b>	
10a. Emerging	
<b>Toddlers</b>	
10a. Emerging	
<b>Twos</b>	
10a Pretends to read a book by naming pictured objects and characters, using the support of an adult who asks questions. <i>Example:</i> Sits with adult and points to the drawing of a bird when the teacher asks, "Where's the bird?"	R. Writing
<b>Preschool</b>	
10a. Uses some words and/or concepts from the text to talk about a story, poem, or informational text read aloud. <i>Example:</i> After hearing the book <i>Old McDonald</i> read aloud, retells the story to a doll, using some of the teacher's gestures and animal sounds	R. Writing
<b>Pre-K Exit Expectations</b>	
<b>Literature and Informational Texts Key Ideas and Details 10a.</b> With prompting and support, asks and answers questions about key details of a story, poem, or informational text read aloud. <i>Example:</i> During choice time, sits with a few other children and uses a big book to "read" and talk about the story.	M. Listening and comprehension
<b>10b.</b> With prompting and support, retells a sequence of events from a familiar story read aloud or important facts from an informational text read aloud. <i>Example:</i> With help from other children, retells a story at lunch that was read during morning meeting.	M. Listening and comprehension
<b>10c.</b> With prompting and support, identifies the characters and settings of a story read aloud. <i>Example:</i> Uses puppets to act out a story that she heard read aloud, telling classmates about the three goats, a "bad guy," and a bridge that was in the story.	M. Listening and comprehension
<b>Craft and Structure 10d.</b> With prompting and support, asks and answers questions about unfamiliar words in a story, poem, or informational text read aloud. <i>Example:</i> Asks teacher whether "pledge allegiance" means that the flag is pretty.	M. Listening and comprehension

## District of Columbia Common Core Early Learning Standards

## COR Advantage Items

<b>Literacy, 10. Demonstrates comprehension of printed materials read aloud, CONT</b>	
<b>10e.</b> With prompting and support, names the author and illustrator of a familiar book and defines the role of each in telling the story. <i>Example:</i> Brings The Cat in the Hat to the teacher and tells him the cat was bad and that a doctor, Seuss, wrote about it.	M. Listening and comprehension
<b>10f.</b> Recognizes familiar books by their covers. <i>Example:</i> Piles several Eric Carle books and says, "These are my favorite."	Q. Book enjoyment and knowledge
<b>Integration of Knowledge and Ideas 10g.</b> After hearing a story read aloud, looks at the illustrations and, with prompting and support, explains the part of the story that each illustration depicts. <i>Example:</i> Hears a story about a museum, makes a book with a picture for each of her favorite parts of the story, and then talks about her book with a classmate.	M. Listening and comprehension Q. Book enjoyment and knowledge
<b>10h.</b> After hearing an informational text read aloud, looks at illustrations and explains important ideas in the picture. <i>Example:</i> Uses pictures to retell details from a book about animals that hibernate.	M. Listening and comprehension Q. Book enjoyment and knowledge
<b>K Exit Expectations</b>	
<b>Literature Key Ideas and Details RL.K.1.</b> With prompting and support, ask and answer questions about key details in a text.	M. Listening and comprehension Q. Book enjoyment and knowledge
<b>RL.K.2.</b> With prompting and support, retell familiar stories, including key details.	M. Listening and comprehension Q. Book enjoyment and knowledge
<b>RL.K.3.</b> With prompting and support, identify characters, settings, and major events in a story.	M. Listening and comprehension Q. Book enjoyment and knowledge
<b>Informational Text Key Ideas and Details RI.K.1.</b> With prompting and support, ask and answer questions about key details in a text.	M. Listening and comprehension Q. Book enjoyment and knowledge
<b>RI.K.2.</b> With prompting and support, identify the main topic and retell key details of a text.	M. Listening and comprehension Q. Book enjoyment and knowledge
<b>RI.K.3.</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	M. Listening and comprehension Q. Book enjoyment and knowledge
<b>Literature Craft and Structure RL.K.4.</b> Ask and answer questions about unknown words in a text.	<i>Does not align</i>
<b>RL.K.5.</b> Recognize common types of texts (e.g., storybooks, poems).	<i>Does not align</i>

District of Columbia Common Core Early Learning Standards	COR Advantage Items
<b>Literacy, 10. Demonstrates comprehension of printed materials read aloud, CONT</b>	
<b>RL.K.6.</b> With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	<i>Does not align</i>
<b>Informational Text Craft and Structure RI.K.4.</b> With prompting and support, ask and answer questions about unknown words in a text.	<i>Does not align</i>
<b>RI.K.5.</b> Identify the front cover, back cover, and title page of a book.	<i>Does not align</i>
<b>RI.K.6.</b> Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	<i>Does not align</i>
<b>Literature Integration of Knowledge and Ideas RL.K.7.</b> 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).	Q. Book enjoyment and knowledge
<b>RL.K.8.</b> (Not applicable to literature)	N/A
<b>RL.K.9.</b> With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	M. Listening and comprehension Q. Book enjoyment and knowledge
<b>Informational Text Integration of Knowledge and Ideas RI.K.7.</b> 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).	Q. Book enjoyment and knowledge
<b>RI.K.8.</b> With prompting and support, identify the reasons an author gives to support points in a text.	M. Listening and comprehension Q. Book enjoyment and knowledge
<b>RI.K.9.</b> With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	M. Listening and comprehension Q. Book enjoyment and knowledge
<b>Range of Reading and Level of Text Complexity RL.K.10., RI.K.10.</b> Actively engage in group reading activities with purpose and understanding.	<i>Does not align</i>
<b>11. Hears and discriminates the sounds of language</b>	
<b>Infants</b>	
<b>11a.</b> Shows awareness of speech sounds and imitates them. <i>Example:</i> Responds to hearing an adult say, “Mama,” by smiling, kicking his feet, and repeating “Mamama.”	N. Phonological awareness

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**COR Advantage Items**

<b>Literacy, 11. Hears and discriminates the sounds of language, CONT</b>	
<b>Toddlers</b>	
<b>11a.</b> Repeats words; joins in singing random words of simple songs. <i>Example:</i> Says, "Horse," when her teachers points to a picture and prompts, "I see a horse."	N. Phonological awareness
<b>Twos</b>	
<b>11a.</b> Joins in songs, rhymes, refrains, and word games with repeating language sounds. <i>Example:</i> Says, "Baby bee," as the teacher sings, "I'm bringing home a baby bumble bee..."	N. Phonological awareness
<b>Preschool</b>	
<b>11a</b> Plays with language, experimenting with beginning and ending sounds. <i>Example:</i> While playing a memory game, laughs when she turns over a card with a pig and says, "Wigff No, pigff"	N. Phonological awareness
<b>Pre-K Exit Expectations</b>	
<b>Phonological Awareness/Phonics and Word Recognition 11a.</b> Shows awareness of separate words in a sentence. <i>Example:</i> During a musical game, stands when the word <i>stand</i> is sung and sits when the word <i>sit</i> is sung.	N. Phonological awareness
<b>11b.</b> Decides whether two words rhyme. <i>Example:</i> Plays a game with a classmate, saying rhyming words prompted by pictures on cards.	N. Phonological awareness
<b>11c.</b> Identifies the initial sound of a spoken word and, with guidance and support, thinks of several other words that have the same initial sound. <i>Example:</i> Looks through a book that has words with the same initial sound and says them out loud as the teacher did during a read-aloud session, e.g., "Brown Bear, Brown Bear."	N. Phonological awareness
<b>11d.</b> Shows awareness of separate syllables in a word. <i>Example:</i> Claps the syllables while saying his name.	N. Phonological awareness
<b>K Exit Expectations</b>	
<b>Phonological Awareness RF.K.2.</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	N. Phonological awareness
<b>Phonics and Word Recognition RF.K.3.</b> Know and apply grade-level phonics and word analysis in decoding words.	N. Phonological awareness

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12. Writes letters and words	
<b>Infants</b>	
12a. Emerging	
<b>Toddlers</b>	
12a. Makes marks or scribbles. <i>Example:</i> Makes simple marks, often repeating arm movements (up and down, or around and around).	R. Writing
<b>Twos</b>	
12a. Makes controlled linear scribbles. <i>Example:</i> Repeats chalk marks on a large piece of paper.	R. Writing
<b>Preschool</b>	
12a. Uses letter-like forms, letter strings, some letter combinations that are words. <i>Example:</i> Makes a “shopping list” by writing some letter-like forms	R. Writing
<b>Pre-K Exit Expectations</b>	
<b>Production and Distribution of Writing 12a.</b> With prompting and support, begins to invent spelling while writing to convey a message. <i>Example:</i> Asks the teacher to help him write a letter to his grandma.	R. Writing
<b>K Exit Expectations</b>	
<b>Production and Distribution of Writing W.K.4.</b> (Begins in grade 3)	
<b>W.K.5.</b> With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	R. Writing
<b>W.K.6.</b> With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	R. Writing EE. Tools and technology
<b>13. Understands the purpose of writing and drawing</b>	
<b>Infants</b>	
13a. Emerging	
<b>Toddlers</b>	
13a. Emerging	

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COR Advantage Items

Literacy, 13. Understands the purpose of writing and drawing, CONT	
<b>Twos</b>	
<b>13a.</b> Makes marks and talks about them. <i>Example:</i> Talks about his painting, e.g., saying, “I like cereal” as he makes a series of brown marks.	X. Art
<b>Preschool</b>	
<b>13a.</b> Dictates and draws to share or record information and tell stories. <i>Example:</i> Repeats what a friend is saying about dry leaves while making simple marks on a pad of paper in the Discovery Area.	X. Art
<b>Pre-K Exit Expectations</b>	
<b>Text Types and Purposes 13a.</b> Dictates words or draws to express a preference or opinion about a topic. <i>Example:</i> Asks a classroom volunteer to help her write a story about why her dad is the best dad.	X. Art
<b>13b.</b> Uses a combination of dictating and drawing to tell some information about a topic. <i>Example:</i> Creates a book with words and pictures about a family celebration.	R. Writing X. Art
<b>13c.</b> Uses a combination of dictation and drawing to tell a real or imagined story. <i>Example:</i> Helps to tell the story of the class trip to the zoo as the teacher writes on chart paper.	R. Writing X. Art
<b>K Exit Expectations</b>	
<b>Text Types and Purposes W.K.1.</b> 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., My favorite book is...).	R. Writing X. Art
<b>W.K.2.</b> 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.	R. Writing X. Art
<b>W.K.3.</b> 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.	R. Writing X. Art



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**COR Advantage Items**

<b><i>Literacy, 13. Understands the purpose of writing and drawing, CONT</i></b>	
<p><b>Research to Build and Present Knowledge W.K.7.</b> Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p>	<p><i>Does not align</i></p>
<p><b>W.K.8.</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p><i>Does not align</i></p>

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## COR Advantage Items

<b>Mathematics</b>	
<b>14. Matches, groups, and classifies objects</b>	
<b>Infants</b>	
14a. Emerging	
<b>Patterns 14b.</b> Emerging	
<b>Toddlers</b>	
14a. Begins to match one object with a similar object. <i>Example:</i> Puts his shoe next to another child's shoe.	BB. Observing and classifying
<b>Patterns 14b.</b> Emerging	
<b>Twos</b>	
14a. Matches one object with a group of similar objects. <i>Example:</i> Places all of the toy cars in a basket.	BB. Observing and classifying
<b>Patterns 14b.</b> Emerging	
<b>Preschool</b>	
14a. Groups objects on the basis of a single characteristic, e.g. color, size, or shape. <i>Example:</i> Groups all of the red beads together, then the blue, yellow, and the green beads in separate piles.	BB. Observing and classifying
<b>Patterns 14b.</b> Copies simple patterns. <i>Example:</i> Strings beads in a yellow, pink; yellow, pink; etc. pattern after looking at another child's necklace.	V. Patterns
<b>Pre-K Exit Expectations</b>	
<b>Classification 14a.</b> Groups objects according to a common characteristic, regroups them according to a different characteristic, and explains the grouping rules. <i>Example:</i> Helps the teacher sort and organize materials in an interest area so that items that are used together are stored together.	BB. Observing and classifying
<b>Patterns 14b.</b> Creates and extends simple repeating patterns. <i>Example:</i> Identifies the pattern (e.g., car, truck; car, truck; etc.) that a classmate is making with materials in the block area.	V. Patterns

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COR Advantage Items

<b>Mathematics, 14. Matches, groups, and classifies objects, CONT</b>	
<b>K Exit Expectations</b>	
<b>K.MD.3. Classify objects and count the number of objects in each category.</b> Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	BB. Observing and classifying
<b>15. Demonstrates knowledge of number and counting</b>	
<b>Infants</b>	
<b>15a. Emerging</b>	
<b>Toddlers</b>	
<b>15a.</b> Shows awareness of the concepts of <i>one, two, and more</i> ; recites numbers in random order. <i>Example:</i> After the teacher says, “Take two crackers” she takes two, looks at the teacher, and asks, “More?”	S. Number and counting
<b>Twos</b>	
<b>15a.</b> Begins to rote count to 10 but may not be accurate consistently. <i>Example:</i> Lines up plates and quickly counts, “One, two, three, four, six,” while pointing at them randomly.	S. Number and counting
<b>Preschool</b>	
<b>15a.</b> Counts to 10 by rote; accurately assigns number names to quantities up to 5 (one-to-one correspondence); recognizes a few numerals and connects each to a quantity. <i>Example:</i> Tells five children that they may each have one doll, counts five dolls, and then gives one to each child.	S. Number and counting
<b>Pre-K Exit Expectations</b>	
<b>Knows number names and the count sequence 15a.</b> Counts to 20 by ones. <i>Example:</i> Asks to sing “A Lot of Monkeys Jumping on the Bed.” When the teacher asks, “How many is a lot?” the child says, “Twenty,” and starts to count.	S. Number and counting
<b>15b.</b> Tells what number comes next in the counting sequence when given a number between 1 and 9. <i>Example:</i> Answers, “Four,” when given the clue “the next number after three” during the game “I’m Thinking of a Number.”	<i>Does not align</i>
<b>15c.</b> Recognizes and names the written numerals 1–10. <i>Example:</i> Uses paper and pencil in the dramatic play area to create a menu with a picture and price for each item.	S. Number and counting

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## COR Advantage Items

<i>Mathematics, 15. Demonstrates knowledge of number and counting, CONT</i>	
<b>Pre-K Exit Expectations, CONT</b>	
<b>15d.</b> Counts 10–20 objects accurately, using one number name for each object. <i>Example:</i> Counts the children who want to plant seeds and takes that many cups from a box.	S. Number and counting
<b>15e.</b> Understands that the last number named tells the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted. <i>Example:</i> Plays a “magic game” where she rearranges cups in the dramatic play area, covers them with a scarf, uncovers them, and recounts them.	S. Number and counting
<b>15f.</b> Counts to answer “How many?” questions about 10–20 objects. <i>Example:</i> Asks the teacher how many Canada geese are flying overhead but starts to count the birds before she answers	S. Number and counting
<b>15g.</b> Correctly associates a numeral with a group of as many as 10 counted objects. <i>Example:</i> Matches numeral cards with cards on which different quantities of animals are pictured.	<i>Does not align</i>
<b>Compares numbers 15h.</b> Uses matching and counting strategies and comparative language to identify whether the number of objects in one group (as many as 10 objects) is greater than, less than, or equal to the number of objects in another group (as many as 10 objects) <i>Example:</i> Serves two dolls the same number of play dough “raisins.”	S. Number and counting
<b>Understands addition as putting together and adding to, and understands subtraction as taking apart and taking from 15i.</b> Uses concrete objects to solve real-world addition (putting together) and subtraction (taking away) problems with 6–10 objects. <i>Example:</i> Gives her friend two more puzzle pieces so they will have the same number in their stacks.	S. Number and counting
<b>K Exit Expectations</b>	
<b>Know number names and the count sequence. K.CC.1.</b> Count to 100 by ones and by tens.	S. Number and counting
<b>K.CC.2.</b> Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	<i>Does not align</i>
<b>K.CC.3.</b> Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	R. Writing
<b>Count to tell the number of objects K.CC.4.</b> Understand the relationship between numbers and quantities; connect counting to cardinality.	S. Number and counting

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COR Advantage Items

<b>Mathematics, 15. Demonstrates knowledge of number and counting, CONT</b>	
<b>K Exit Expectations, CONT</b>	
<b>K.CC.5.</b> 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
<b>Work with numbers 11-19 to gain foundations for place value. K.NBT.1.</b> 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
<b>Compare numbers. K.CC.6.</b> 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.	S. Number and counting
<b>K.CC.7.</b> Compare two numbers between 1 and 10 presented as written numerals.	<i>Does not align</i>
<b>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. K.OA.1.</b> Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	S. Number and counting
<b>K.OA.2.</b> 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
<b>K.OA.3.</b> 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
<b>K.OA.4.</b> For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.	S. Number and counting
<b>K.OA.5.</b> Fluently add and subtract within 5.	S. Number and counting
<b>16. Demonstrates knowledge of volume, height, weight, and length</b>	
<b>Infants</b>	
<b>16a.</b> Emerging	

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## COR Advantage Items

Mathematics, 16. Demonstrates knowledge of volume, height, weight, and length, CONT	
<b>Toddlers</b>	
<b>16a.</b> Explores objects of different shapes and sizes. <i>Example:</i> Pours water from a large pitcher into a small cup at the water table, watching the water overflow.	U. Measurement
<b>Twos</b>	
<b>16a.</b> Makes simple comparisons, noticing similarities and differences between objects. <i>Example:</i> Puts three plastic cows in order from biggest to smallest, saying “Daddy, mommy, baby,” as he does so.	U. Measurement
<b>Preschool</b>	
<b>16a.</b> Understands reasons for measuring and the purpose of measuring tools; uses standard and nonstandard tools and some measurement words; begins to order a few objects according to height and length. <i>Example:</i> Gets a block and begins to count the number of times it fits end-to-end across a table. When she gets to the end she says, “It’s eight blocksff”	U. Measurement
<b>Pre-K Exit Expectations</b>	
<b>Describes and compares measurable attributes 16a.</b> Describes everyday objects in terms of measurable attributes, such as length, height, weight, or volume (capacity), using appropriate basic vocabulary (e.g., short, long, tall, heavy, light, big, small, wide, narrow). <i>Example:</i> Describes shells in terms of big/little, light/dark, long/short, etc.	U. Measurement
<b>16b.</b> Knows and correctly uses a few ordinal numbers. <i>Example:</i> Challenges a classmate to race to a tree, shouting, “I’ll be firstff”	<i>Does not align</i>
<b>16c.</b> Knows the usual sequence of basic daily events. <i>Example:</i> Tells the substitute teacher that it isn’t time to go to the library because they haven’t had their snack yet.	HH. History
<b>K Exit Expectations</b>	
<b>Describe and compare measurable attributes. K.MD.1.</b> Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	U. Measurement
<b>K.MD.2.</b> 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

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## COR Advantage Items

Mathematic, CONT 17. Identifies and labels shapes	
<b>Infants</b>	
17a. Emerging	
<b>Toddlers</b>	
17a. Explores objects of different shapes. <i>Example:</i> Attempts to put pieces into a shape sorter.	T. Geometry: Shapes and spatial awareness
<b>Twos</b>	
17a. Matches one shape with the same shape. <i>Example:</i> Cuts out play dough disks and says, "My cookies."	T. Geometry: Shapes and spatial awareness
<b>Preschool</b>	
17a. Names a few basic two-dimensional shapes. <i>Example:</i> Rolls a ball along a shelf, singing "The Wheels on the Bus are a circleff"	T. Geometry: Shapes and spatial awareness
<b>Pre-K Exit Expectations</b>	
17a. Correctly names basic two-dimensional shapes (squares, circles, triangles, rectangles), regardless of their orientations or size. <i>Example:</i> Looks around the classroom and points out that there are a lot of circles and squares because of the tabletops.	T. Geometry: Shapes and spatial awareness
17b. Describes basic two- and three-dimensional shapes. <i>Example:</i> Explains, "It has three sides and three points. It's a triangle."	T. Geometry: Shapes and spatial awareness
17c. Builds objects of basic shapes (ball/sphere, square box/cube, tube/cylinder) by using various materials such as craft sticks, blocks, pipe cleaners, clay, and so on. <i>Example:</i> Makes balls with play dough and calls them marbles.	T. Geometry: Shapes and spatial awareness
<b>K Exit Expectations</b>	
<b>Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, spheres). K.G.1.</b> Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.	T. Geometry: Shapes and spatial awareness
<b>K.G.2.</b> Correctly name shapes regardless of their orientations or overall size.	T. Geometry: Shapes and spatial awareness
<b>K.G.3.</b> Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").	T. Geometry: Shapes and spatial awareness

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**COR Advantage Items**

<b>Mathematics, 17. Identifies and labels shapes, CONT</b>	
<b>K Exit Expectations, CONT</b>	
<b>Analyze, compare, create, and compose shapes. K.G.4.</b> 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
<b>K.G.5.</b> Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	T. Geometry: Shapes and spatial awareness
<b>K.G.6.</b> Compose simple shapes to form larger shapes.	T. Geometry: Shapes and spatial awareness
<b>18. Demonstrates understanding of positional words</b>	
<b>Infants</b>	
<b>18a.</b> Emerging	
<b>Toddlers</b>	
<b>18a.</b> Follows directions that include gestures to place objects <i>in, on, under, up, or down</i> . <i>Example:</i> Moves body up and down while the teacher sings, "The children on the bus go up and down."	T. Geometry: Shapes and spatial awareness
<b>Twos</b>	
<b>18a.</b> Follows verbal directions to place or find objects <i>in, on, under, up, or down</i> . <i>Example:</i> Looks under the couch when the teacher tells him the ball rolled under it.	T. Geometry: Shapes and spatial awareness
<b>Preschool</b>	
<b>18a.</b> Follows directions to place objects or body <i>beside, between, or next to</i> . <i>Example:</i> When asked, sits next to a particular classmate during circle time.	I. Gross-motor skills



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## COR Advantage Items

<i>Literacy, 18. Demonstrates understanding of positional words, CONT</i>	
<b>Pre-K Exit Expectations</b>	
<p><b>18a.</b> Identifies the relative position of objects, using appropriate terms such as <i>above, below, in front of, behind, over, under</i>. <i>Example:</i> While playing with a toy garage, puts the cars in different places and says things like, "Park this one next to that one. Move it over."</p>	<i>Does not align</i>
<b>K Exit Expectations</b>	
<p><b>K.G.1.</b> Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above, below, beside, in front of, behind, and next to</i>.</p>	T. Geometry: Shapes and spatial awareness

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## COR Advantage Items

<b>Scientific Inquiry</b>	
<b>19. Observes and describes the characteristics of living things</b>	
<b>Pre-K Exit Expectations</b>	
<b>Life Science 19a.</b> Demonstrates knowledge of the characteristics of living things. <i>Example:</i> Comments upon basic needs and simple life cycles of living things, e.g., “Our fish got bigger because we fed it.”	DD. Natural and physical world
<b>19b.</b> Demonstrates understanding that living things change. <i>Example:</i> Says, “When I was a baby I couldn’t even walk. Now I can run.”	DD. Natural and physical world
<b>20. Observes and describes the properties of physical objects</b>	
<b>Pre-K Exit Expectations</b>	
<b>Physical Science 20a.</b> Identifies the physical properties of objects. <i>Example:</i> Watches a wooden block floating in the water table and makes it sink by putting other items on top of it.	CC. Experimenting, predicting, and drawing conclusions
<b>20b.</b> Explores motion. <i>Example:</i> Watches a ball rolling across the linoleum floor and notices that it slows down as it rolls across the carpet.	CC. Experimenting, predicting, and drawing conclusions
<b>20c.</b> Explores physical change of materials. <i>Example:</i> Fills a bucket with snow and asks whether she may bring it inside to see how fast it melts.	CC. Experimenting, predicting, and drawing conclusions
<b>21. Observes and describes characteristics of Earth and space</b>	
<b>Pre-K Exit Expectations</b>	
<b>Earth Science 21a.</b> Identifies and describes basic landforms. <i>Example:</i> Says, “We looked for fossils at the bottom of the cliff!”	DD. Natural and physical world
<b>21b.</b> Describes basic weather phenomena. <i>Example:</i> Says, “It’s going to rain. The clouds are dark.”	DD. Natural and physical world
<b>21c.</b> Identifies the sun, moon, and stars. <i>Example:</i> Points at the sky and exclaims, “I see the moonff The sun’s out, but I still see it!”	DD. Natural and physical world
<b>21d.</b> Distinguishes various types of surface materials (soil, sand, and rocks). <i>Example:</i> Explains, “We take the rocks out of our garden before we plant tomatoes.”	DD. Natural and physical world

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## COR Advantage Items

<b>Scientific Inquiry, 21. Observes and describes characteristics of Earth and space, CONT</b>	
<b>21e.</b> Explores the relationships between people and their environments. <i>Example:</i> Looks at a book about Alaska and says that the people there wear coats, hats, and gloves because it's cold.	DD. Natural and physical world
<b>22. Demonstrates scientific thinking</b>	
<b>Pre-K Exit Expectations</b>	
<b>Inquiry and Design Practices 22a.</b> Observes, explores, and manipulates materials and objects. <i>Example:</i> Uses a yard stick to measure the length of a block roadway for toy cars.	BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions
<b>22b.</b> Makes predictions and tests ideas. <i>Example:</i> Says, "Three," when asked, "How many cups of sand will you need to fill that bucket?" Then counts the cups as she dumps them in the bucket.	CC. Experimenting, predicting, and drawing conclusions
<b>22c.</b> Communicates with others about discoveries. <i>Example:</i> Points out a squirrel nest in a tree near the classroom window.	CC. Experimenting, predicting, and drawing conclusions
<b>22d.</b> Represents scientific thinking and knowledge by drawing, dramatizing, and making models. <i>Example:</i> Acts out what scientists were doing with equipment in the panda bear exhibit at the zoo.	CC. Experimenting, predicting, and drawing conclusions

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## COR Advantage Items

<b>Social Studies</b>	
<b>23. Demonstrates understanding of people and how they live</b>	
<b>Pre-K Exit Expectations K Exit</b>	
<b>Knowledge of Human Characteristics 23a.</b> Demonstrates understanding that he or she is part of a family. <i>Example:</i> Brings a small photo album from home and talks about pictures of family members, including siblings, parents, aunts, uncles, grandparents, and cousins.	FF. Knowledge of self and others
<b>23b.</b> Identifies some similarities and differences in physical and personal characteristics. <i>Example:</i> Draws a family portrait and comments that her dad is taller than her mom.	FF. Knowledge of self and others
<b>Knowledge of Life in a Community 23c.</b> Demonstrates understanding that people have different kinds of jobs. <i>Example:</i> Identifies some types of jobs and the tools people use to perform them. For example, explains that a dentist uses tools to clean and repair teeth and that a mechanic uses other tools to fix cars.	FF. Knowledge of self and others
<b>23d.</b> Identifies various means of transportation. <i>Example:</i> Talks about different buses in his neighborhood, explaining that anyone may ride a city bus but only school children may ride the school bus.	FF. Knowledge of self and others
<b>23e.</b> Participates in the creation of a classroom community. <i>Example:</i> Checks the classroom job board to see whether it is his turn to set the table for lunch.	G. Community FF. Knowledge of self and others
<b>Change Related to Familiar People and Places 23f.</b> Demonstrates understanding that people and places change over time. <i>Example:</i> After a trip to the Museum of American History, contributes a drawing for a class book about horses and buggies, model-T cars, and modern cars.	FF. Knowledge of self and others HH. History
<b>23g.</b> Use words to describe time. <i>Example:</i> Explains that her grandmother was a child “a long time ago.”	HH. History
<b>23h.</b> Describes the basic features and relative locations of familiar places in the community. <i>Example:</i> Says that he lives near the school playground but that he and his mom have to go far to get to the supermarket.	GG. Geography

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## COR Advantage Items

The Arts	
<b>24. Engages in music, movement, and drama activities</b>	
<b>Pre-K Exit Expectations</b>	
<b>Music, Movement, and Drama Concepts and Expression 24a.</b> Participates in music, movement, and drama activities, responding to different forms of music, movement, and imaginary characters and scenarios. <i>Example:</i> Makes up a silly rhyme and dances while singing it repeatedly.	Y. Music Z. Movement
<b>24b.</b> Uses instruments and voice to accompany or create music and drama. <i>Example:</i> Sings and acts out a tooth brushing song while waiting for a turn at the sink.	Y. Music AA. Pretend play
<b>24c.</b> Expresses ideas, feelings, and experiences through music, movement, and drama. <i>Example:</i> Asks the teacher to watch a play about birthdays that she and her classmates made up.	Y. Music Z. Movement
<b>25 Explores the visual arts</b>	
<b>Pre-K Exit Expectations</b>	
<b>Concepts and Expression in the Visual Arts 25a.</b> Participates in art activities, responding to different visual art forms. <i>Example:</i> Makes a large three-dimensional sculpture after visiting an art gallery.	X. Art
<b>25b.</b> Uses a variety of materials to create products. <i>Example:</i> Adds glitter to a paper and felt collage.	X. Art
<b>25c.</b> Expresses experiences, ideas, and feelings through visual arts. <i>Example:</i> Works with a small group to paint a mural about happy experiences.	X. Art

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COR Advantage Items

<b>Social–Emotional Development</b>	
<b>26. Expresses a variety of feelings and learns to manage them</b>	
<b>Infants</b>	
<b>26a.</b> Expresses feelings through facial expressions, body movements, crying, and vocalizing, often depending on adults for emotional comfort. <i>Example:</i> Begins to cry when a visitor picks her up but stops when she hears her mother’s voice.	D. Emotions
<b>Toddlers</b>	
<b>26a.</b> Expresses a range of feelings; uses other people’s expressions to guide feelings, often depending on adults for emotional comfort; uses some self-comfort strategies. <i>Example:</i> Starts to cry after taking another child’s toy because she sees her caregiver frown.	D. Emotions
<b>Twos</b>	
<b>26a.</b> Recognizes and labels own feelings with adult support; uses some self-comfort strategies; accepts adult suggestions for managing feelings by self. <i>Example:</i> Claps when the teachers says, “You did itff” after the child used the toilet successfully.	D. Emotions
<b>Preschool</b>	
<b>26a.</b> Uses strategies learned from adults to manage feelings; begins to label feelings. <i>Example:</i> Calms himself by walking away from the sand and water area after being told that the area is full. Later returns and explains, “I was mad because it was my turn.”	D. Emotions
<b>Pre-K Exit Expectations</b>	
<b>Emotions and Behaviors 26a.</b> Uses socially acceptable ways of expressing thoughts and emotions. <i>Example:</i> Says, “I’m using that shovel. Please get another one.”	D. Emotions
<b>26b.</b> Demonstrates confidence in meeting own needs. <i>Example:</i> Gets a paper towel to clean up spilled milk.	B. Problem solving with materials K. Personal care and healthy behavior
<b>27. Recognizes the feelings and rights of others, and responds appropriately</b>	
<b>Infants</b>	
<b>27a.</b> Reacts to others’ expressions of feelings. <i>Example:</i> Looks at her caregiver and laughs when the caregiver sings a silly song while waving a fresh diaper in the air.	D. Emotions

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**COR Advantage Items**

<b>Social-Emotional Development, 27. Recognizes the feelings and rights of others, and responds appropriately, CONT</b>	
<b>Toddlers</b>	
<b>27a.</b> Acts in response to others' demonstration of feelings, often with support of trusted adult. <i>Example:</i> Pats another child when the teachers says, "Look how sad she is. Give her a hug."	D. Emotions
<b>Twos</b>	
<b>27a.</b> Reacts constructively in response to other's demonstration of feelings. <i>Example:</i> Gets another child his favorite car when he looks unhappy after his father leaves.	D. Emotions
<b>Preschool</b>	
<b>27a.</b> Responds positively to others' demonstration of feelings. <i>Example:</i> Helps a frustrated child open his milk carton and tells the child, "I can do it. You'll learn how, too."	D. Emotions
<b>Pre-K Exit Expectations</b>	
<b>27a.</b> Recognizes and labels the basic feelings of others. <i>Example:</i> Says that a classmate is sad when the classmate begins to cry.	D. Emotions
<b>28. Manages own behavior</b>	
<b>Infants</b>	
<b>28a.</b> Responds to changes in the immediate environment or adults' voices and actions. <i>Example:</i> Cries when an adult she doesn't know holds her but stops crying when he puts her down.	E. Building relationships with adults
<b>Toddlers</b>	
<b>28a.</b> Seeks out special person or object to help manage behavior; wants to do things for self. <i>Example:</i> Gets his blanket from his cubby when his mother leaves.	E. Building relationships with adults
<b>Twos</b>	
<b>28a.</b> Follows routines with consistent support from adults; accepts redirection; tries to meet own needs. <i>Example:</i> Sits for snack time but then begins to walk around with her food until the teacher reminds her to sit until she is finished eating.	E. Building relationships with adults G. Community

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**COR Advantage Items**

<b>Social-Emotional Development, 28. Manages own behavior, CONT</b>	
<b>Preschool</b>	
<b>28a.</b> Follows classroom rules and routines (including new ones) with occasional reminders. <i>Example:</i> Waits at the top of the slide for another child to finish before sliding himself.	G. Community
<b>Pre-K Exit Expectations</b>	
<b>28a.</b> Follows limits and expectations. <i>Example:</i> With a reminder, waits for instructions before beginning an activity.	G. Community
<b>29. Develops positive relationships with adults</b>	
<b>Infants</b>	
<b>29a.</b> Recognizes, reacts positively to, and seeks to remain with familiar adults. <i>Example:</i> Squeals and crawls to her father when he arrives.	E. Building relationships with adults
<b>Toddlers</b>	
<b>29a.</b> Interacts with new adults; often moves away from and comes back to familiar adults, using them as a secure base. <i>Example:</i> Plays calmly when his primary care teacher is in the classroom but stops, begins to cry, and goes to the door when she leaves the room.	E. Building relationships with adults
<b>Twos</b>	
<b>29a.</b> Is comfortable in a range of settings; relies on familiar adults for assurance when necessary. <i>Example:</i> Relaxes on her cot at nap time when teacher says, "Daddy will be here after your nap."	E. Building relationships with adults
<b>Preschool</b>	
<b>29a.</b> Engages with trusted adults for information and socializing; manages separations. <i>Example:</i> Tells his teacher that he got new shoes and, when asked why he likes them, explains, "They light upff"	E. Building relationships with adults
<b>Pre-K Exit Expectations</b>	
<b>Positive Relationships 29a.</b> Engages in positive interactions with adults to share ideas and plan activities. <i>Example:</i> Asks the teacher whether she rides to school as he does.	E. Building relationships with adults



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## COR Advantage Items

<i>Social-Emotional Development, CONT</i>	
<b>30. Engages and plays with peers</b>	
<b>Infants</b>	
<b>30a.</b> Watches and attempts to engage other children socially. <i>Example:</i> Rolls over, moving closer to his sister, and squeals until she looks at him and laughs.	F. Building relationships with other children
<b>Toddlers</b>	
<b>30a.</b> Plays near another child, briefly engaging socially. <i>Example:</i> Leans over, pats a stuffed cat that a child is holding, and then returns to playing with her truck.	F. Building relationships with other children
<b>Twos</b>	
<b>30a.</b> Interacts with children who are engaged with similar materials and activities. <i>Example:</i> Scoops sand into a bucket that another child is filling.	F. Building relationships with other children
<b>Preschool</b>	
<b>30a.</b> Uses successful strategies to initiate or join an activity with several children. <i>Example:</i> Asks three children, "Want to run with me?"	F. Building relationships with other children
<b>Pre-K Exit Expectations</b>	
<b>30a.</b> Sustains play with a few other children. <i>Example:</i> Assigns different roles to children in the dramatic play area, saying, "You're the mother, you're the father, and you're the sister."	F. Building relationships with other children
<b>31. Resolves conflicts with others</b>	
<b>Infants</b>	
<b>31a.</b> Emerging	
<b>Toddlers</b>	
<b>31a.</b> Reacts by expressing feelings about situations where there is conflict. <i>Example:</i> Yells loudly and throws a toy when told that he needs to stop playing because it is nap time.	H. Conflict resolution
<b>Twos</b>	
<b>31a.</b> Seeks adults' help to solve social problems. <i>Example:</i> Cries out, "Teacher, he took my apple" and waits for her to get it back.	H. Conflict resolution

**District of Columbia Common Core Early Learning Standards**

**COR Advantage Items**

<b>Social-Emotional Development, 31. Resolves conflicts with others, CONT</b>	
<b>Preschool</b>	
<b>31a.</b> Asks adults for help and sometimes suggests ways to solve social problems. <i>Example:</i> Tells another child to wait for her turn on the slide.	H. Conflict resolution
<b>Pre-K Exit Expectations</b>	
<b>31a.</b> Suggests ways to resolve social conflicts. <i>Example:</i> Tells an angry classmate to “use words” instead of hitting when she wants something.	H. Conflict resolution

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## COR Advantage Items

<i>Physical Development/Health and Safety</i>	
<b>32. Demonstrates strength and coordination of large muscles</b>	
<b>Infants</b>	
<b>32a.</b> Uses arms, legs, and whole body to move. <i>Example:</i> Rolls, sits, crawls, cruises, and then takes steps.	I. Gross-motor skills
<b>Toddlers</b>	
<b>32a.</b> Moves in a variety of ways and directions. <i>Example:</i> Toddles without support; attempts to jump; carries a large ball while walking.	I. Gross-motor skills
<b>Twos</b>	
<b>32a.</b> Attempts new large-muscle activities that require coordination and balance. <i>Example:</i> Runs, marches, throws, catches, and kicks balls with little control of the direction or speed of the balls.	I. Gross-motor skills
<b>Preschool</b>	
<b>32a.</b> Engages in complex large- muscle activities that involve flexibility, control, and a full range of motion. <i>Example:</i> Rides a tricycle; attempts to gallop; walks up and down steps with alternating feet; kicks and throws ball toward a person or place.	I. Gross-motor skills
<b>Pre-K Exit Expectations</b>	
<b>Large-Muscle Strength and Coordination 32a.</b> Demonstrates locomotor skills by running smoothly. <i>Example:</i> Races back and forth between two playground cones.	I. Gross-motor skills
<b>32b.</b> Demonstrates balancing skills by hopping and jumping in place. <i>Example:</i> Jumps up and down in place when the teacher asks, “Who would like to set the table?”	I. Gross-motor skills
<b>32c.</b> Demonstrates ball-handling skills, using a full range of motion. <i>Example:</i> Tosses balls into a large storage tub, using both over- and underhand movements.	I. Gross-motor skills
<b>33. Demonstrates strength and coordination of small muscles</b>	
<b>Infants</b>	
<b>33a.</b> Uses whole hand and fingers (all together, raking, and then using thumb and index finger) to touch, hold, and pick up objects. <i>Example:</i> Holds a bottle with two hands; picks up cereal; empties objects from a container.	J. Fine-motor skills

**District of Columbia Common Core Early Learning Standards**

**COR Advantage Items**

<b>Physical Development/Health and Safety, 33. Demonstrates strength and coordination of small muscles, CONT</b>	
<b>Toddlers</b>	
<b>33a.</b> Attempts activities that require two hands; uses fingers and whole-arm movements to place and release objects. <i>Example:</i> Scribbles with large crayons; turns pages of book (often more than one at a time); begins to use a spoon and fork	J. Fine-motor skills
<b>Twos</b>	
<b>33a.</b> Engages in activities that require eye–hand coordination; uses wrist and finger movements to manipulate objects. <i>Example:</i> Pours liquids from pitcher to cup; works simple puzzles; strings large beads	J. Fine-motor skills
<b>Preschool</b>	
<b>33a.</b> Uses finger and hand movements to work with small objects and accomplish tasks. <i>Example:</i> Copies shapes; cuts with scissors; fastens large buttons; writes some letter- or numeral-like forms; uses a stapler and tape	J. Fine-motor skills
<b>Pre-K Exit Expectations</b>	
<b>Small-Muscle Strength and Coordination 33a.</b> Uses precise hand, finger, and wrist movements to grasp, release, and manipulate small objects. <i>Example:</i> Plays with dramatic play furniture and props, using a range of fine-motor movements to open the latch on a cabinet, button a doll’s shirt, and place small dishes on a table.	J. Fine-motor skills
<b>33b.</b> Uses writing and drawing tools to perform particular tasks. <i>Example:</i> Uses a variety of materials, such as colored pencils, pens, and thin markers, to make a thank-you card.	J. Fine-motor skills R. Writing
<b>34. Demonstrates behaviors that promote health and safety</b>	
<b>Infants</b>	
<b>34a.</b> Emerging	
<b>34b.</b> Begins to participate in meeting own needs <i>Example:</i> Opens mouth when food is offered.	K. Personal care and healthy behavior
<b>34c.</b> Emerging	
<b>Toddlers</b>	
<b>34a.</b> Emerging	

## District of Columbia Common Core Early Learning Standards

## COR Advantage Items

Physical Development/Health and Safety, 34. Demonstrates behaviors that promote health and safety, CONT	
<b>34b.</b> Attempts basic feeding, dressing, and hygiene tasks. <i>Example:</i> Picks up cereal to feed self; pulls off socks.	K. Personal care and healthy behavior
<b>34c.</b> Emerging	
<b>Twos</b>	
<b>34a.</b> Emerging	
<b>34b.</b> Performs some simple feeding, dressing, and hygiene tasks. <i>Example:</i> Puts hands under running water for washing.	K. Personal care and healthy behavior
<b>34c.</b> Emerging	
<b>Preschool</b>	
<b>34a.</b> Follows familiar health and safety rules with occasional reminders. <i>Example:</i> Sneezes into elbow after seeing the teacher do so.	K. Personal care and healthy behavior
<b>34b.</b> Performs basic self-help tasks with assistance. <i>Example:</i> Pulls pants up and down for toileting; may need help with fasteners.	K. Personal care and healthy behavior
<b>34c.</b> Emerging	
<b>Pre-K Exit Expectations</b>	
<b>Health and Safety 34a.</b> Describes basic health and safety rules and follows them. <i>Example:</i> Explains that you have to go one way when you ride the trike so you don't bump into other children.	K. Personal care and healthy behavior
<b>34b.</b> Performs self-help tasks with minimal assistance. <i>Example:</i> Flushes toilet and washes hands after toileting.	K. Personal care and healthy behavior
<b>34c.</b> Begins to understand that foods have different nutritional values. <i>Example:</i> Says, "Fruit is good for you. It makes you strong. It gives you energy."	K. Personal care and healthy behavior

## References

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