

initiates

pretends

plans



COR
Advantage

sings

predicts

observes

speaks

builds

empathizes

problem-solves



ALIGNMENT OF COR ADVANTAGE WITH

*Maryland Model for School Readiness (MMSR)
Framework and Standards for Prekindergarten
(2009)*

Maryland Model for School Readiness (MMSR)

COR Advantage Items

<i>Personal and Social Development</i>	
Standard: 1.0 Personal Self-Regulations	
A. Self Concept and Control	
2. Use coping skills independently	B. Problem solving with materials D. Emotions H. Conflict resolution
3. Shows self-direction in familiar and unfamiliar settings	A. Initiative and planning
4. Follow classroom rules and routines	G. Community
Standard: 2.0 Social Self-Regulation	
A. Interaction with Others	
1. Initiate and maintain relationships with peers and adults	E. Building relationships with adults F. Building relationships with other children
3. Show empathy and concern for peers and adults	D. Emotions
Standard: 3.0 Approaches Toward Learning	
A. Approaches Toward Learning	
1. Show eagerness and curiosity as a learner	A. Initiative and planning CC. Experimenting, predicting, and drawing conclusions
2. Explore and attend to learning tasks	A. Initiative and planning G. Community
3. Use a variety of learning strategies when approaching new tasks	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions

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COR Advantage Items

<i>Language and Literacy Development</i>	
Standard: 1.0 General Reading Processes	
A. Phonemic Awareness	
1. Discriminate sounds and words	N. Phonological awareness
2. Discriminate and produce rhyming words and alliteration	N. Phonological awareness
3. Blend sounds and syllables to form words.	N. Phonological awareness
4. Segment and manipulate sounds in spoken words and sentences	N. Phonological awareness
B. Phonics	
1. Identify letters, sounds and corresponding sounds	O. Alphabet knowledge
2. Decode words in grade-level texts	P. Reading
C. Fluency	
1. Engage in imitative reading at an appropriate rate	P. Reading
2. Read orally from familiar texts at an appropriate rate	P. Reading
D. Vocabulary	
1. Develop and apply vocabulary through exposure to a variety of texts	M. Listening and comprehension P. Reading
2. Develop a conceptual understanding of new words	P. Reading Q. Book enjoyment and knowledge
3. Understand, acquire, and use new vocabulary	P. Reading
E. General Reading Comprehension	
1. Demonstrate an understanding of concepts of print to determine how print is organized and read	P. Reading Q. Book enjoyment and knowledge
2. Use strategies to prepare for reading (before reading)	M. Listening and comprehension Q. Book enjoyment and knowledge
3. Use strategies to make meaning from text (during reading)	M. Listening and comprehension P. Reading Q. Book enjoyment and knowledge
4. Demonstrate understanding of text (after reading)	M. Listening and comprehension Q. Book enjoyment and knowledge R. Writing X. Art AA. Pretend play

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COR Advantage Items

Language and Literacy Development, CONT	
Standard: 2.0 Comprehension of Informational Text	
A. Comprehension of Informational Text	
4. Determine important ideas and messages in informational text.	M. Listening and comprehension P. Reading Q. Book enjoyment and knowledge
Standard: 3.0 Comprehension of Literary Text	
A. Comprehension of Literary Text	
3. Use elements of narrative texts to facilitate understanding	Q. Book enjoyment and knowledge
6. Determine important ideas and messages in literary texts.	M. Listening and comprehension Q. Book enjoyment and knowledge
Standard: 4.0 Writing	
A. Writing	
1. Compose texts using the prewriting and drafting strategies of effective writers and speakers	R. Writing
2. Compose oral, written, and visual presentations that express personal ideas and inform	R. Writing X. Art
Standard: 5.0 Controlling Language	
A. Grammar	
1. Use grammar concepts and skills that strengthen oral language	M. Listening and comprehension
D. Spelling	
1. Apply conventional spelling in written language	R. Writing
E. Handwriting	
1. Produce writing that is legible to the audience	J. Fine-motor skills R. Writing
Content: 6.0 Listening	
A. Listening	
1. Demonstrate active listening strategies	M. Listening and comprehension
2. Comprehend and analyze what is heard	M. Listening and comprehension

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COR Advantage Items

Cognition and General Knowledge — Mathematics	
Standard: 1.0 Knowledge of Algebra, Patterns, and/or Functions	
A. Patterns and Functions	
1. Identify and copy numeric patterns	V. Patterns
2. Identify, copy, describe, create, and extend non-numeric patterns	V. Patterns
Standard: 2.0 Knowledge of Geometry	
A. Plane Geometric Figures	
1. Recognize and describe the attributes of plane geometric figures	T. Geometry: Shapes and spatial awareness BB. Observing and classifying
B. Solid Geometric Figure	
1. Recognize, describe, and use the attributes of solid geometric figures	T. Geometry: Shapes and spatial awareness BB. Observing and classifying
D. Congruence	
1. Recognize congruent objects	U. Measurement T. Geometry: Shapes and spatial awareness
E. Transformations	
1. Begin to recognize a transformation	T. Geometry: Shapes and spatial awareness
Standard: 3.0 Knowledge of Measurement	
A. Measurement Units	
1. Explore measurement units.	U. Measurement
B. Measurement Tools	
1. Measure in non-standard units	U. Measurement
Standard: 4.0 Knowledge of Statistics	
A. Data Displays	
1. Collect, organize, and display data	W. Data analysis
B. Data Analysis	
1. Analyze data	W. Data analysis

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COR Advantage Items

<i>Cognition and General Knowledge — Mathematics, CONT</i>	
Standard: 6.0 Knowledge of Number Relationships and Computations/Arithmetic	
A. Knowledge of whole number and place value	
1. Apply knowledge of whole numbers and place value	S. Number and counting
C. Number Computation	
1. Analyze number relations and compute	S. Number and counting
Standard: 7.0 Processes of Mathematics	
A. Problem solving	
1. Apply a variety of concepts, processes, and skills to solve problems	B. Problem solving with materials
C. Communication	
1. Present mathematical ideas using words, symbols, visual displays, or technology	W. Data analysis
<i>Cognition and General Knowledge — Science</i>	
Standard: 1.0 Skills and Processes	
A. Constructing Knowledge	
1. Raise questions about the world around them and be willing to seek answers to some of them by making careful observations and trying things out.	CC. Experimenting, predicting, and drawing conclusions EE. Tools and technology
B. Applying Evidence and Reasoning	
1. People are more likely to believe your ideas if you can give good reasons for them	CC. Experimenting, predicting, and drawing conclusions
C. Communicating Scientific Information	
1. Ask, "How do you know?" in appropriate situations and attempt reasonable answers when others ask them the same question	W. Data analysis CC. Experimenting, predicting, and drawing conclusions
D. Technology	
1. Design and make things with simple tools and a variety of materials	EE. Tools and technology*
Standard: 2.0 Earth/Space Science	
A. Materials and Processes That Shape a Planet	
1. Investigate objects and materials in the environment	DD. Natural and physical world

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COR Advantage Items

<i>Cognition and General Knowledge — Science, CONT</i>	
Standard: 3.0 Life Science	
A. Diversity of Life	
1. Observe a variety of familiar animals and plants (perhaps on the school grounds, in the neighborhood, and at home) to discover similarities and differences among them	DD. Natural and physical world
2. Gather information and direct evidence that humans have external features that can differ in size, shape, etc., but that they are more like other humans than like other animals	FF. Knowledge of self and others
D. Evolution	
1. Recognize that living things are found almost everywhere in the world and that there are somewhat different kinds of living things in different places.	DD. Natural and physical world
F. Ecology	
1. Investigate a variety of familiar places where plants and animals live to describe the place and the living things found there	DD. Natural and physical world
Standard: 4.0 Chemistry	
A. Structure of Matter	
1. Compare the observable properties of a variety of objects and the materials they are made of using evidence from investigations	BB. Observing and classifying
Standard: 6.0 Environmental Science	
B. Environmental Issues	
1. Identify aspects of the environment that are made by humans and those that are not made by humans.	DD. Natural and physical world GG. Geography
<i>Cognition and General Knowledge — Social Studies</i>	
Standard: 1.0 Political Science	
C. Protecting Rights and Maintaining Order	
1. Describe the roles, rights, and responsibilities of being a member of the family and school	G. Community FF. Knowledge of self and others
Standard: 2.0 Peoples of the Nations and World	
A. Elements of Culture	
1. Identify similarities and differences in people's characteristics, habits, and living patterns to describe how they meet the same human needs	FF. Knowledge of self and others

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COR Advantage Items

Cognition and General Knowledge — Science, CONT	
Standard: 3.0 Geography	
A. Using Geographic Tools	
1. Identify and describe how a globe and maps can be used to help people locate places	GG. Geography
B. Geographic Characteristics of Places and Regions	
1. Describe places in the immediate environment using natural/physical and human-made features	GG. Geography
Standard: 4.0 Economics	
A. Scarcity and Economic Decision-making	
3. Explain how technology affects the way people live, work, and play	EE. Tools and technology
Standard: 5.0 History	
A. Change Over Time	
1. Distinguish among past, present, and future time	HH. History
2. Compare daily life and objects of today and long ago	HH. History
Cognition and General Knowledge — The Arts	
Music Standard: 1.0: Perceiving and Responding	
A. Aesthetic Education	
1. Develop awareness of the characteristics of musical sounds and the diversity of sounds in the environment	Y. Music
2. Experience performing through singing and playing instruments, and listening to performances of others	Y. Music
3. Respond to music through movement	Z. Movement
Standard: 2.0 Historical, Cultural, and Social Context	
A. Historical, Cultural, and Social Context	
1. Develop the ability to recognize music as a form of individual and cultural expression through experiencing music as both personal and societal expression	Y. Music
2. Become acquainted with the roles of music in the lives of people	Y. Music Z. Movement
3. Explore the relationship of music to dance, theatre, the visual arts, and other disciplines	X. Art Y. Music Z. Movement AA. Pretend play

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COR Advantage Items

Cognition and General Knowledge — The Arts, CONT	
Standard: 3.0 Creative Expression and Production	
A. Creative Expression and Production	
1. Develop confidence in the ability to improvise music through experimentation with sound	Y. Music
Visual Arts Standard: 1.0: Perceiving and Responding	
A. Aesthetic Education	
1. Identify, describe, and interpret observed form	X. Art
2. Identify and compare ways in which selected artworks represent what people see, feel, know, and imagine	X. Art
3. Experiment with elements of art and principles of design to organize personally meaningful compositions	X. Art
Standard: 2.0 Historical, Cultural, and Social Context	
A. Historical, Cultural, and Social Context	
1. Determine ways in which works of art express ideas about oneself, other people, places, and events	X. Art
2. Discuss reasons why people, including self, create and use art by studying artworks and other sources of information	X. Art
Standard: 3.0 Creative Expression and Production	
A. Creative Expression and Production	
1. Create images and forms from observation, memory, and imagination	X. Art
2. Investigate a variety of ways that artists develop ideas and organize the elements of art in responding to what they see, know, and feel	X. Art
Theatre Standard: 1.0 Perceiving and Responding	
A. Aesthetic Education	
1. Describe ways that theatre depicts themes and stories	AA. Pretend play FF. Knowledge of self and others
2. Identify and describe the visual, aural, oral, and kinesthetic elements of dramatic performances	AA. Pretend play
Standard: 2.0 Historical, Cultural, and Social Contexts	
A. Historical, Cultural, and Social Contexts	
1. Express a range of responses to a variety of stimuli	Y. Music
2. Demonstrate knowledge of theatrical conventions as performers and as an audience	AA. Pretend play

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COR Advantage Items

<i>Cognition and General Knowledge — The Arts, CONT</i>	
Standard: 3.0 Creative Expression and Production	
A. Creative Expression and Production	
1. Use a variety of theatrical elements to communicate ideas and feelings	AA. Pretend play
Dance Standard: 1.0 Perceiving and Responding	
A. Aesthetic Education	
1. Demonstrate knowledge of how elements of dance are used to communicate meaning	Z. Movement
2. Demonstrate kinesthetic awareness and technical proficiency in dance movement	Z. Movement
3. Respond to dance through observation, experience, and analysis	Z. Movement
Standard: 3.0 Creative Expression and Production	
A. Creative Expression and Production	
1. Develop the ability to improvise dance	Z. Movement
2. Develop the ability to combine the elements, aesthetic principles, and choreographic forms of dance to communicate meaning	Z. Movement
<i>Physical Development and Health — Physical Education</i>	
Standard: 1.0 Skillfulness	
A. Fundamental Movement	
1. Show fundamental movement skills	I. Gross-motor skills
C. Skill Themes	
1. Show skill themes	I. Gross-motor skills
Standard: 2.0 Biomechanical Principles	
A. Effects on Objects	
1. Identify ways that people and objects move	Z. Movement
B. Balance	
1. Experience the concept of balance through movement	I. Gross-motor skills
Standard: 3.0 Motor Learning Principles	
A. Appropriate Practices	
1. Recognize that skills will develop over time with appropriate practice and use of the correct cues	I. Gross-motor skills J. Fine-motor skills

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COR Advantage Items

<i>Physical Development and Health — Physical Education, CONT</i>	
Standard: 4.0 Exercise Physiology	
D. Benefits of Physical Activity	
1. Recognize the benefits of physical activity	K. Personal care and healthy behavior
E. Nutrition and Physical Activity	
1. Recognize the relationship between nutrition and physical activity	K. Personal care and healthy behavior
Health Education Standard: 1.0 Mental and Emotional Health	
A. Communication	
1. Recognize methods of communication	F. Building relationships with other children
B. Emotions	
1. Examine emotions and responses to various situations	D. Emotions
E. Character Traits	
1. Identify positive and negative character traits that contribute to one's uniqueness	FF. Knowledge of self and others
Health Education Standard: 3.0 Personal and Consumer Health	
A. Personal Health Maintenance	
1. Identify ways to care for your body	K. Personal care and healthy behavior
Standard: 4.0 Family Life and Human Sexuality	
A. Family Unit	
1. Define a family unit	FF. Knowledge of self and others
Standard: 6.0 Nutrition and Fitness	
E. Food and Health	
1. Recognize the relationship between food and health	K. Personal care and healthy behavior

References

- Maryland State Department of Education, (2009). *Maryland Model for School Readiness (MMSR) Framework and Standards for Prekindergarten*. Baltimore, MD: Author. <http://mdk12.msde.maryland.gov/instruction/ensure/MMSR/MMSRpkFrameworkAndStandards.pdf>
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