

initiates

pretends

plans



COR
Advantage

sings

predicts

observes

speaks

empathizes

builds

problem-solves



ALIGNMENT OF COR ADVANTAGE WITH

*Nebraska Early Learning Guidelines
for Ages 3 to 5
(2013)*

Nebraska Early Learning Guidelines for Ages 3 to 5

COR Advantage Items

Social & Emotional Development	
Self Concept: (SE.01)	
Child develops independence, confidence, and competence	
Likes self and shows pride in accomplishments	C. Reflection
Joins other children in various play activities	F. Building relationships with other children
Shows growing independence in a range of activities, routines, and tasks	K. Personal care and healthy behavior
Chooses from a range of materials and activities within the program	A. Initiative and planning
Child identifies own characteristics (name, age, gender, family)	FF. Knowledge of self and others
Self Control: (SE.02)	
Child expresses feelings and shows concern for others	
Shows awareness and responds appropriately to the feelings of others	D. Emotions
Calms self after excitement, expresses strong emotions constructively and learns to control aggression and impulses	D. Emotions
Manages fears by expressing concerns and accepting support from adults	D. Emotions
Child follows rules, routines, and directions	
Attempts to solve problems with other children independently, by negotiation or other socially acceptable means	H. Conflict resolution
Participates in daily routines without being asked	G. Community
Builds awareness and ability to follow basic health and safety rules	K. Personal care and healthy behavior
Child transitions between tasks with minimal direction from adults	G. Community
Cooperation: (SE.03)	
Child increases ability to sustain relationships	
Uses compromise and conflict resolution skills	H. Conflict resolution
Plays actively with other children	F. Building relationships with other children
Attempts to solve problems with other children independently, by negotiation, or other socially acceptable means	H. Conflict resolution

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COR Advantage Items

Social & Emotional Development, CONT	
Cooperation: (SE.03), CONT	
Child increases ability to sustain relationships, CONT	
Uses language to engage others in meaningful conversation	E. Building relationships with adults F. Building relationships with other children L. Speaking M. Listening and comprehension
Recognizes how actions affects others and accepts consequences for own actions	G. Community
Social Relationships: (SE.04)	
Develops secure relationships with adults and other children	E. Building relationships with adults F. Building relationships with other children
Child interacts empathetically and cooperatively with adults and peers	
Receives social support and shows loyalty to a friend	F. Building relationships with other children
Solves problems with other children independently	H. Conflict resolution
Shows awareness of and responds to the feelings of others	D. Emotions
Knows how to join a group of playing children	F. Building relationships with other children
Adapts to new environments with appropriate emotions and behaviors	D. Emotions G. Community
Knowledge of Families & Communities (SE.05)	
Child understands and respects similarities and differences among adults and children in their program, home, and community	
Begins to understand various family roles, jobs, and rules	FF. Knowledge of self and others
Child expresses some understanding of familiar locations in community such as where people live, and where stores, parks, and restaurants are located	GG. Geography
Child uses familiar words to identify family members and workers in their community	FF. Knowledge of self and others
Child understands that events happened in the past and how these events relate to, and can change self, family and community	HH. History
Child understands the reason for rules in the home, classroom, and laws in the community	G. Community K. Personal care and healthy behavior

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COR Advantage Items

Approaches to Learning	
Initiative and Curiosity (AL.01)	
Child engages in activities with imagination and creativity	AA. Pretend play X. Art
Child engages in a wide range of new and familiar learning experiences in their daily lives	
Explores ways to use new materials	A. Initiative and planning B. Problem solving with materials
Carries out complex and varied sequences of activities independently	A. Initiative and planning
Child increasingly uses communication to ask questions and seek answers	CC. Experimenting, predicting, and drawing conclusions
Child follows through with activities with persistence and focused attention	
Plans and carries out activities with motivation and flexibility	A. Initiative and planning
Works through frustration and challenges to complete an activity	B. Problem solving with materials
Reasoning and Problem Solving (AL.02)	
Child shows increasing ability to classify, compare and contrast objects, events and experiences (past, present, and future)	BB. Observing and classifying HH. History
Child recognizes cause and effect relationships	CC. Experimenting, predicting, and drawing conclusions
Child tries several methods to solve a problem and is highly involved and persistent	
Uses active exploration and trial and error to solve problems	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions
Increases ability to make predictions and find more than one solution	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions
Child recalls and reflects on experiences and information, and interprets or draws conclusions based on the information	C. Reflection
Child uses drawings, movement, and objects to represent people, places, or things	R. Writing X. Art AA. Pretend play

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COR Advantage Items

<i>Approaches to Learning, CONT</i>	
Reasoning and Problem Solving (AL.02), CONT	
Child uses symbols/images/objects to represent something not present	R. Writing X. Art AA. Pretend play

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Health & Physical Development	
Fine (Small) Motor Skills: (HP.01)	
Child uses finger and hand control to operate and use small objects to demonstrate fine motor coordination	
Uses eye-hand coordination to perform a variety of tasks	J. Fine-motor skills
Develops fine motor skills through participation in activities	J. Fine-motor skills
Uses strength and control to perform simple tasks	J. Fine-motor skills
Child explores writing, drawing and painting materials	R. Writing X. Art
Gross (Large) Motor Skills: (HP.02)	
Child develops gross motor skills:	
Coordinates both hands to manipulate large objects	I. Gross-motor skills
Continues to develop body flexibility and coordination	I. Gross-motor skills
Child uses indoor and outdoor gross motor equipment safely and appropriately	<i>Does not align</i>
Child develops coordination, balance, spatial awareness and strength through gross motor activities	I. Gross-motor skills
Health and Safety Practices: (HP.03)	
Child develops an awareness of health, nutrition, physical activity, and safety	
Shows growing independence in hygiene, nutrition, and personal care when eating, dressing, washing hands, brushing teeth, and toileting	K. Personal care and healthy behavior
Develops knowledge and skills about what to do in case of injury or emergency	<i>Does not align</i>
Identifies potentially harmful objects, substances, or behaviors, knows to leave them alone and tell an adult	K. Personal care and healthy behavior
Child develops an understanding of the need for daily physical activity and rest	K. Personal care and healthy behavior

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COR Advantage Items

Health & Physical Development, CONT	
Nutrition: (HP.04)	
Child increases ability to sustain relationships	
Demonstrates knowledge that some foods are healthier than others	K. Personal care and healthy behavior
Uses manners during meals/snacks, including asking for seconds	G. Community
Child begins to develop interest in foods and eating styles of other cultures	<i>Does not align</i>
Child begins to distinguish more or less healthy foods, and understand that healthy foods help them to grow and give them energy to play and think	K. Personal care and healthy behavior
Child begins to understand where foods come from and how they are produced	FF. Knowledge of self and others
Language & Literacy Development	
Listening and Understanding: (LL.01)	
Child listens to directions and conversations with understanding	
Demonstrates understanding of the meaning of stories, songs and poems	M. Listening and comprehension
Child follows directions in sequences	
Follows single, multi-step, and complex directions in order	<i>Does not align</i>
Child listens to others and responds to feelings and expressed ideas	
Responds verbally or by alternative means to simple, direct, conversational sentences	E. Building relationships with adults F. Building relationships with other children M. Listening and comprehension
Child demonstrates understanding of home and/or English languages during social interactions, program directions, and activities	M. Listening and comprehension II. Listening to and understanding English JJ. Speaking English

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COR Advantage Items

Language & Literacy Development, CONT	
Speaking and Communicating: (LL.02)	
Child communicates needs, wants, thoughts, ideas and feelings through words, gestures, actions, or expressions	
Uses sentences that include two or more separate ideas using new vocabulary that has been introduced	L. Speaking M. Listening and comprehension
Tells about another place or time	HH. History
Child understands different rules for using language and variation in voice level	<i>Does not align</i>
Child begins to understand body language as a nonverbal means of communication	M. Listening and comprehension
Child communicates for a variety of purposes	
Attempts to solve problems with other children independently through communicating	B. Problem solving with materials H. Conflict resolution
Greet and initiates interactions with adults and peers	E. Building relationships with adults F. Building relationships with other children
Phonological Awareness: (LL.03)	
Child shows knowledge of phonological awareness (the ability to hear and understand the different sounds of language)	
Recognizes matching sounds and rhymes in familiar nursery rhymes, songs, stories and poems	N. Phonological awareness
Spontaneously repeats songs, rhymes and chants, and creates nonsense words	N. Phonological awareness Y. Music
Child progresses in listening and telling differences in phonemes (smallest parts of sound in a spoken word)	
Identifies words that begin with the same sound (alliteration)	N. Phonological awareness
Child recognizes the connection between spoken and written words	
Shows growing ability to hear and discriminate separate syllables in words	N. Phonological awareness
Isolates beginning and ending sounds of printed or spoken words	N. Phonological awareness

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Language & Literacy Development, CONT	
Book Knowledge & Appreciation: (LL.04)	
Child demonstrates interest in and appreciation of reading-related activities	
Shows interest when stories are read	Q. Book enjoyment and knowledge
Relates events in story to own knowledge and experience	M. Listening and comprehension Q. Book enjoyment and knowledge
Child increases knowledge about books and how they typically are read	
Holds book right side up	Q. Book enjoyment and knowledge
Turns pages front to back	Q. Book enjoyment and knowledge
Knows specific words related to books such as author and illustrator	P. Reading
Understands that the print describes what is happening in the picture	P. Reading
Child learns to sequence, predict, and retell a story	
Picture reads; tells about the story from the pictures on the cover or in the book	P. Reading
Print Awareness & Concepts: (LL.05)	
Child shows an awareness of print as a form of meaningful communication	P. Reading
Follows the print on the page, moving eyes from left to right and top to bottom	
Identifies some letters and numbers	O. Alphabetic knowledge S. Number and counting
Recognizes and begins to write own name	P. Reading R. Writing
“Reads” familiar environmental print such as logos, posters, signs	P. Reading
Child understands that each spoken word can be written down and read	P. Reading R. Writing
Child recognizes words as a unit of print and understands letters form words	O. Alphabetic knowledge P. Reading

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Language & Literacy Development, CONT	
Early Writing and Alphabet Knowledge: (LL.05)	
Child shows an interest in early writing	
Uses scribbles, shapes, or pictures to represent specific thoughts, ideas, stories	R. Writing X. Art
Child progresses in the identification of letters	
Identifies some letters and numbers	O. Alphabetic knowledge S. Number and counting
Uses pretend writing in play as a purposeful activity	R. Writing X. Art AA. Pretend play
Child recognizes and/or writes own name on artwork or possessions	P. Reading R. Writing
Child recognizes that letters represent sounds	O. Alphabetic knowledge
Mathematics	
Number and Operations: (M.01)	
Child develops awareness of number and numerals	
Uses one-to-one matching (correspondence)	S. Number and counting
Distinguishes between numbers and letters	O. Alphabetic knowledge S. Number and counting
Identifies written numerals	S. Number and counting
Child uses language to demonstrate understanding of space and time (next to, on top of, before, after)	
Begins to learn sequences of events in time (first, next, last)	G. Community HH. History

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Mathematics, CONT	
Number and Operations: (M.01), CONT	
Child develops an understanding of the counting process	
Counts, in order, up to ten or higher	S. Number and counting
Counts all types of objects; plays with counting forward or backward	S. Number and counting
Can judge whether groups of up to five objects contain the same number of objects	S. Number and counting
Geometry and Spatial Sense: (M.02)	
Child develops knowledge of geometric principles	
Classifies and sorts different shapes	T. Geometry: Shapes and spatial awareness BB. Observing and classifying
Recognizes and names simple shapes in various sizes and positions	T. Geometry: Shapes and spatial awareness
Combines different shapes to make representations or patterns	T. Geometry: Shapes and spatial awareness
Child develops spatial sense	
Uses comparison words correctly	U. Measurement
Uses words that describe the relative position of things	T. Geometry: Shapes and spatial awareness
Child groups similar objects together and gives reasons for groupings	W. Data analysis BB. Observing and classifying
Patterns and Measurement: (M.03)	
Child develops knowledge of patterns	
Describes patterns in the environment and daily routine	V. Patterns
Begins to recognize duplicates and extends simple patterns using a variety of materials	V. Patterns
Child demonstrates use of measurement	
Uses standard and/or non-standard measures	U. Measurement
Recognizes that different types of measurement can be made (height, length, weight)	U. Measurement

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COR Advantage Items

Science	
Scientific Skills & Methods: (S.01)	
Child develops scientific skills and methods	
Makes observations, collects information, and describes objects and processes	BB. Observing and classifying DD. Natural and physical world
Begins to make comparisons between objects that have been observed	BB. Observing and classifying
Begins to look for answers to questions through active investigation	CC. Experimenting, predicting, and drawing conclusions
Child uses sentences that include two or more ideas with descriptive details	<i>Does not align</i>
Child uses senses, materials, tools, technology, events in nature, and the environment to investigate and expand knowledge	BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world EE. Tools and technology
Scientific Knowledge: (S.02)	
Child shows interest in active investigations by observing, describing, and discussing	BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions
Child describes or represents a series of events in the correct sequence	C. Reflection
Child demonstrates understanding of natural processes and simple cause and effect	CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world
Child shows interest in measurement of time, length, distance, and weight	U. Measurement
Child develops increased ability to observe and discuss things that are similar and different	BB. Observing and classifying
Child can differentiate between living and nonliving organisms	DD. Natural and physical world

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Creative Arts	
Music: (CA.01)	
Child is able to sing, play, move and create music, expressing individual imagination	
Takes the lead in music activities	<i>Does not align</i>
Develops an appreciation for music	<i>Does not align</i>
Child responds to music through movement	
Responds to the beat of songs or instrumental music with more complex movements (walking or jumping to the beat)	Z. Movement
Uses music as an avenue to express thoughts, feelings, and energy	Y. Music Z. Movement
Describes and carries out movement sequences	Z. Movement
Child is able to distinguish between different types of music (loud/soft, fast/slow, happy/sad)	Y. Music
Child uses music as a way of learning other concepts, (literacy, rhyme, math, weather)	<i>Does not align</i>
Art: (CA.02)	
Child progresses in exploration and experimentation with new materials and techniques	
Uses materials to make a simple representation and describes or demonstrates how it was made	X. Art
Child gains experience in making shapes and linear patterns	
Draws or paints images with a few details	X. Art
Child broadens artistic exploration	X. Art
Child develops confidence in own creative expression through experiences that celebrate what child learns through the process, rather than creating a product	X. Art
Child uses materials to build and create a three-dimensional structure to represent another item (blocks become a castle, clay becomes a snake)	X. Art

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<i>Creative Arts, CONT</i>	
Movement: (CA.03)	
Child expresses strong emphasis, steady beats and changing dynamics in various musical tempos and styles through movement	
Responds to the beat of songs or instrumental music with more complex movements (walking or jumping to the beat, clapping)	Z. Movement
Child demonstrates a sense of balance and body coordination	
Demonstrates a wide variety of positions (stretching, bending, rocking, twisting, etc.)	I. Gross-motor skills Z. Movement
Child represents experiences through movement	
Demonstrates movement concepts (feelings, directions, words, ideas, etc.)	Z. Movement
Child understands the value of movement to stay healthy	K. Personal care and healthy behavior
Dramatic Play: (CA.04)	
Child participates in a variety of dramatic play activities	
Uses creativity, words, actions and materials to portray a role, situation or setting	AA. Pretend play
Engages in role play with two or more children	F. Building relationships with other children AA. Pretend play
Child imagines and clearly describes characters, their relationships and their environment in dramatic play situations	
Assumes the role of someone or something else, or talks in language relevant to the assumed role	AA. Pretend play
Child recognizes difference between pretend/fantasy and reality	<i>Does not align</i>

References

- Nebraska Department of Education. (2013) *Nebraska Early Learning Guidelines for Ages 3 to 5: A Resource to Support Young Children's Development and Learning*. Lincoln, NE: Nebraska Department of Education. http://www.education.ne.gov/oec/pubs/elg/3_5_english.pdf
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