

initiates

pretends

plans



**COR**  
Advantage

sings

predicts

observes

speaks

builds

empathizes

problem-solves



## **ALIGNMENT OF COR ADVANTAGE WITH**

*New Jersey Preschool Teaching and  
Learning Standards*

## New Jersey Preschool Teaching and Learning Standards

## COR Advantage Items

<b>SOCIAL/EMOTIONAL DEVELOPMENT</b>	
<b>Standard 0.1: Children demonstrate self-confidence.</b>	
0.1.1 Express individuality by making independent decisions about which materials to use.	A. Initiative and planning
0.1.2 Express ideas for activities and initiate discussions.	A. Initiative and planning B. Problem solving with materials
0.1.3 Actively engage in activities and interactions with teachers and peers.	A. Initiative and planning E. Building relationships with adults F. Building relationships with other children
0.1.4 Discuss their own actions and efforts.	C. Reflection
<b>Standard 0.2: Children demonstrate self-direction.</b>	
0.2.1 Make independent choices and plans from a broad range of diverse interest centers.	A. Initiative and planning
0.2.2 Demonstrate self-help skills (e.g., clean up, pour juice, use soap when washing hands, put away belongings).	K. Personal care and healthy behavior
0.2.3 Move through classroom routines and activities with minimal teacher direction and transition easily from one activity to the next.	G. Community
0.2.4 Attend to tasks for a period of time.	A. Initiative and planning
<b>Standard 0.3: Children identify and express feelings.</b>	
0.3.1 Recognize and describe a wide range of feelings, including sadness, anger, fear, and happiness.	D. Emotions
0.3.2 Empathize with feelings of others (e.g., get a blanket for a friend and comfort him/her when he/she feels sad).	D. Emotions E. Building relationships with adults F. Building relationships with other children
0.3.3 Channel impulses and negative feelings, such as anger (e.g., taking three deep breaths, using calming words, pulling self out of play to go to "safe spot" to relax, expressive activities).	D. Emotions H. Conflict resolution
<b>Standard 0.4: Children exhibit positive interactions with other children and adults.</b>	
0.4.1 Engage appropriately with peers and teachers in classroom activities.	E. Building relationships with adults F. Building relationships with other children
0.4.2 Demonstrate socially acceptable behavior for teachers and peers (e.g., give hugs, get a tissue, sit next to a friend/teacher, hold hands).	E. Building relationships with adults F. Building relationships with other children

## New Jersey Preschool Teaching and Learning Standards

## COR Advantage Items

New Jersey Preschool Teaching and Learning Standards	COR Advantage Items
<b>SOCIAL/EMOTIONAL DEVELOPMENT, CONT</b>	
<b>Standard 0.4: CONT</b>	
0.4.3 Say “thank you,” “please,” and “excuse me.”	<i>Does not align</i>
0.4.4 Respect the rights of others (e.g., “This painting belongs to Carlos.”).	E. Building relationships with adults F. Building relationships with other children
0.4.5 Express needs verbally or nonverbally to teacher and peers without being aggressive (e.g., “I don’t like it when you call me dummy. Stop!”).	E. Building relationships with adults F. Building relationships with other children H. Conflict resolution
0.4.6 Demonstrate verbal or nonverbal problem-solving skills without being aggressive (e.g., talk about a problem and related feelings and negotiate solutions).	H. Conflict resolution
<b>Standard 0.5: Children exhibit pro-social behaviors.</b>	
0.5.1 Play independently and cooperatively in pairs and small groups.	F. Building relationships with other children
0.5.2 Engage in pretend play.	AA. Pretend play
0.5.3 Demonstrate how to enter into play when a group of children are already involved in play.	F. Building relationships with other children
0.5.4 Take turns.	F. Building relationships with other children G. Community
0.5.5 Demonstrate understanding the concept of sharing by attempting to share.	F. Building relationships with other children G. Community
<b>VISUAL &amp; PERFORMING ARTS</b>	
<b>Standard 1.1: Children express themselves through and develop an appreciation of creative movement and dance.</b>	
1.1.1 Move the body in a variety of ways, with and without music.	Z. Movement
1.1.2 Respond to changes in tempo and a variety of musical rhythms through body movement.	Z. Movement
1.1.3 Participate in simple sequences of movements.	Z. Movement
1.1.4 Define and maintain personal space, concentration, and focus during creative movement/dance performances.	A. Initiative and planning

## New Jersey Preschool Teaching and Learning Standards

## COR Advantage Items

<b>VISUAL &amp; PERFORMING ARTS, CONT</b>	
<b>Standard 1.1: CONT</b>	
1.1.5 Participate in or observe a variety of dance and movement activities accompanied by music and/or props from different cultures and genres.	Z. Movement
1.1.6 Use movement/dance to convey meaning around a theme or to show feelings.	Z. Movement
1.1.7 Describe feelings and reactions in response to a creative movement/dance performance.	Z. Movement
1.1.8 Begin to demonstrate appropriate audience skills during creative movement and dance performances.	<i>Does not align</i>
<b>Standard 1.2: Children express themselves through and develop an appreciation of music.</b>	
1.2.1 Sing a variety of songs with expression, independently and with others.	Y. Music
1.2.2 Use a variety of musical instruments to create music alone and/or with others, using different beats, tempos, dynamics, and interpretations.	Y. Music
1.2.3 Clap or sing songs with repetitive phrases and rhythmic patterns.	V. Patterns Y. Music
1.2.4 Listen to, imitate, and improvise sounds, patterns, or songs.	V. Patterns Y. Music
1.2.5 Participate in and listen to music from a variety of cultures and times.	Y. Music
1.2.6 Recognize and name a variety of music elements using appropriate music vocabulary.	Y. Music
1.2.7 Describe feelings and reactions in response to diverse musical genres and styles.	L. Speaking Y. Music
1.2.8 Begin to demonstrate appropriate audience skills during recordings and music performances.	<i>Does not align</i>
<b>Standard 1.3: Children express themselves through and develop an appreciation of dramatic play and storytelling.</b>	
1.3.1 Play roles observed through life experiences (e.g., mom/dad, baby, firefighter, police officer, doctor, mechanic).	AA. Pretend play FF. Knowledge of self and others
1.3.2 Use memory, imagination, creativity, and language to make up new roles and act them out.	AA. Pretend play

## New Jersey Preschool Teaching and Learning Standards

## COR Advantage Items

<b>VISUAL &amp; PERFORMING ARTS, CONT</b>	
<b>Standard 1.3: CONT</b>	
1.3.3 Participate with others in dramatic play, negotiating roles and setting up scenarios using costumes and props.	AA. Pretend play
1.3.4 Differentiate between fantasy/pretend play and real events.	<i>Does not align</i>
1.3.5 Sustain and extend play during dramatic play interactions (i.e., anticipate what will happen next).	AA. Pretend play
1.3.6 Participate in and listen to stories and dramatic performances from a variety of cultures and times.	M. Listening and comprehension AA. Pretend play
1.3.7 Describe feelings and reactions and make increasingly informed responses to stories and dramatic performances.	L. Speaking M. Listening and comprehension AA. Pretend play
1.3.8 Begin to demonstrate appropriate audience skills during storytelling and performances.	<i>Does not align</i>
<b>Standard 1.4: Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting, and drawing).</b>	
1.4.1 Demonstrate the safe and appropriate use and care of art materials and tools.	G. Community
1.4.2 Create two- and three-dimensional works of art while exploring color, line, shape, form, texture, and space.	X. Art
1.4.3 Use vocabulary to describe various art forms (e.g., photographs, sculpture), artists (e.g. illustrator, sculptor, photographer) and elements in the visual arts.	L. Speaking X. Art
1.4.4 Demonstrate a growing ability to represent experiences, thoughts, and ideas through a variety of age-appropriate materials and visual art media using memory, observation, and imagination.	X. Art
1.4.5 Demonstrate planning, persistence, and problem-solving skills while working independently, or with others, during the creative process.	A. Initiative and planning B. Problem solving with materials
1.4.6 Create more recognizable representations as eye-hand coordination and fine-motor skills develop.	J. Fine-motor skills X. Art
1.4.7 Describe feelings and reactions and make increasingly thoughtful observations in response to a variety of culturally diverse works of art and objects in the everyday world.	L. Speaking X. Art

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<b>HEALTH, SAFETY, AND PHYSICAL EDUCATION</b>	
<b>Standard 2.1: Children develop self-help and personal hygiene skills.</b>	
2.1.1 Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).	K. Personal care and healthy behavior
2.1.2 Demonstrate emerging self-help skills (e.g., developing independence when pouring, serving, and using utensils and when dressing and brushing teeth).	K. Personal care and healthy behavior
<b>Standard 2.2: Children begin to develop the knowledge and skills necessary to make nutritious food choices.</b>	
2.2.1 Explore foods and food groups (e.g., compare and contrast foods representative of various cultures by taste, color, texture, smell, and shape).	BB. Observing and classifying
2.2.2 Develop awareness of nutritious food choices (e.g., participate in classroom cooking activities, hold conversations with knowledgeable adults about daily nutritious meal and snack offerings).	K. Personal care and healthy behavior
<b>Standard 2.3: Children begin to develop an awareness of potential hazards in their environment.</b>	
2.3.1 Use safe practices indoors and out (e.g., wear bike helmets, walk in the classroom, understand how to participate in emergency drills, and understand why car seats and seat belts are used).	K. Personal care and healthy behavior
2.3.2 Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol, etc.).	K. Personal care and healthy behavior P. Reading
2.3.3 Identify community helpers who assist in maintaining a safe environment.	FF. Knowledge of self and others
2.3.4 Know how to dial 911 for help.	<i>Does not align</i>
<b>Standard 2.4: Children develop competence and confidence in activities that require gross- and fine-motor skills.</b>	
2.4.1 Develop and refine gross-motor skills (e.g., hopping, galloping, jumping, running, and marching).	I. Gross-motor skills
2.4.2 Develop and refine fine-motor skills (e.g., complete gradually more complex puzzles, use smaller-sized manipulatives during play, and use a variety of writing instruments in a conventional matter).	J. Fine-motor skills
2.4.3 Use objects and props to develop spatial and coordination skills (e.g., throw and catch balls and Frisbees, twirl a hula-hoop about the hips, walk a balance beam, lace different sized beads, and button and unbutton).	I. Gross-motor skills J. Fine-motor skills

## New Jersey Preschool Teaching and Learning Standards

## COR Advantage Items

<b>ENGLISH LANGUAGE ARTS</b>	
<b>Reading Literature</b>	
RL.PK.1 With prompting and support, ask and answer key elements in a familiar story or poem.	M. Listening and comprehension Q. Book enjoyment and knowledge
RL.PK.2 With prompting and support, retell familiar stories or poems.	M. Listening and comprehension Q. Book enjoyment and knowledge
RL.PK.3 With prompting and support, identify characters, settings, and major events in a familiar story.	M. Listening and comprehension Q. Book enjoyment and knowledge
RL.PK.4 With prompting and support, ask and answer questions about unfamiliar words in a story or poem read aloud.	M. Listening and comprehension
RL.PK.5 Recognize common types of literature (storybooks and poetry books).	Q. Book enjoyment and knowledge
RL.PK.6 With prompting and support, identify the role of author and illustrator in telling the story.	<i>Does not align</i>
RL.PK.7 With prompting and support, using a familiar storybook, tell how the illustrations support the story.	M. Listening and comprehension Q. Book enjoyment and knowledge
RL.PK.8 (Not applicable to literature)	<i>Not applicable</i>
RL.PK.9 With prompting and support using a familiar storybook, tell how adventures and experiences of characters are alike and how they are different.	M. Listening and comprehension
RL.PK.10 Actively participate in read aloud experiences using age appropriate literature in individual, small and large groups.	M. Listening and comprehension
<b>Reading Informational Text</b>	
RI.PK.1 With prompting and support, ask and answer questions about key elements in a familiar text.	M. Listening and comprehension
RI.PK.2 With prompting and support, recall important facts from a familiar text.	M. Listening and comprehension Q. Book enjoyment and knowledge
RI.PK.3 With prompting and support, make a connection between pieces of essential information in a familiar text.	M. Listening and comprehension
RI.PK.4 With prompting and support, ask and answer questions about unfamiliar words in informational text.	M. Listening and comprehension
RI.PK.5 Identify the front and back cover of a book.	Q. Book enjoyment and knowledge
RI.PK.6 With prompting and support, identify the role of author and illustrator in presenting ideas in informational text.	<i>Does not align</i>



## New Jersey Preschool Teaching and Learning Standards

## COR Advantage Items

<b>ENGLISH LANGUAGE ARTS, CONT</b>	
<b>Reading Informational Text, CONT</b>	
RI.PK.7 With prompting and support, tell how the illustrations support the text (information or topic) in informational text.	M. Listening and comprehension
RI.PK.8 (Begins in kindergarten)	<i>Begins in Kindergarten</i>
RI.PK.10 Actively participate in read aloud experiences using age appropriate information books individually and in small and large groups.	M. Listening and comprehension
<b>Reading: Foundational Skills</b>	
RF.PK.1.a,b,c,d Begin to demonstrate understanding of basic features of print. a) Follow words from left to right, top to bottom, page by page. b) Recognize that spoken words can be written and read. c) Recognize that words are separated by spaces. d) Recognize and name many upper and lower case letters of the alphabet.	O. Alphabet knowledge P. Reading Q. Book enjoyment and knowledge
RF.PK.2.a,b,c,d,e Demonstrate understanding of spoken words and begin to understand syllables and sounds (phonemes). a) Recognize and produce simple rhyming words. b) Segment syllables in spoken words by clapping out the number of syllables. c) Identify many initial sounds of familiar words. d) (Begins in kindergarten) e) (Begins in kindergarten)	N. Phonological awareness
RF.PK.3.a,b,c,d Demonstrate an understanding of beginning phonics and word skills. a) Associate many letters (consonants and vowels as ready) with their names and their most frequent sounds. b) (Begins in kindergarten) c) Recognize their name in print as well as other familiar print in the environment. d) (Begins in kindergarten)	N. Phonological awareness P. Reading
R.F.PK.4 Begin to engage in a variety of texts with purpose and understanding.	P. Reading Q. Book enjoyment and knowledge



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<b>ENGLISH LANGUAGE ARTS, CONT</b>	
<b>Writing</b>	
W.PK.1 Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share a preference or opinion during play or other activities.	R. Writing X. Art
W.PK.2 Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share information during play or other activities.	R. Writing X. Art
W.PK.3 (Begins in kindergarten)	<i>Begins in kindergarten</i>
W.PK.4 (Begins in grade 3)	<i>Begins in grade 3</i>
W.PK.5 With guidance and support, share a drawing with dictation, scribble-writing, letter-strings, or invented spelling to describe an event real or imagined.	R. Writing X. Art
W.PK.6 With guidance and support, use digital tools to express ideas (e.g., taking a picture of a block structure to document or express ideas, etc.).	EE. Tools and technology
W.PK.7 With guidance and support, participate in shared research and shared writing projects.	A. Initiative and planning R. Writing
W.PK.8 With guidance and support, recall information from experience or a familiar topic to answer a question.	C. Reflection M. Listening and comprehension CC. Experimenting, predicting, and drawing conclusions
W.PK.9 (Begins in grade 4)	<i>Begins in grade 4</i>
<b>Speaking and Listening</b>	
SL.PK.1.a,b Participate in conversations and interactions with peers and adults individually and in small and large groups. a) Follow agreed-upon rules for discussions during group interactions. b) Continue a conversation through several back and forth exchanges.	E. Building relationships with adults F. Building relationships with other children L. Speaking
SL.PK.2 Ask and answer questions about a text or other information read aloud or presented orally.	L. Speaking M. Listening and comprehension
SL.PK.3 Ask and answer questions to seek help, get information, or follow directions.	L. Speaking M. Listening and comprehension
SL.PK.4 Begin to describe familiar people, places, things, and events and sometimes with detail.	FF. Knowledge of self and others
SL.PK.5 Use drawings or visual displays to add to descriptions to provide additional detail.	X. Art
SL.PK.6 With guidance and support, speak audibly and express thoughts, feelings, and ideas.	L. Speaking

## New Jersey Preschool Teaching and Learning Standards

## COR Advantage Items

ENGLISH LANGUAGE ARTS, CONT	
Language	
<p>L.PK.1.a,b,c,d,e,f Begin to understand the conventions of standard English grammar when speaking during interactions and activities.</p> <ul style="list-style-type: none"> <li>a) Print many alphabet letters.</li> <li>b) Use frequently occurring nouns and verbs.</li> <li>c) Form regular plural nouns.</li> <li>d) Understand and use question words (e.g., who, what, where, when, why, how).</li> <li>e) Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, by, with).</li> <li>f) Begin to speak in complete sentences.</li> <li>g) Understand and can follow simple multi-step directions.</li> </ul>	<p>L. Speaking M. Listening and comprehension</p>
<p>L.PK.2.a,b,c,d Begin to understand the simple conventions of standard English grammar during reading and writing experiences throughout the day.</p> <ul style="list-style-type: none"> <li>a) (Begins in kindergarten)</li> <li>b) (Begins in kindergarten)</li> <li>c) Attempt to write a letter or letters by using scribble-writing, letter-like forms, letter-strings, and invented spelling during writing activities throughout the day.</li> <li>d) (Begins in kindergarten)</li> </ul>	<p>O. Alphabet knowledge R. Writing</p>
L.PK.3 (Begins in grade 2)	<i>Begins in grade 2</i>
<p>L.PK.4.a,b Begin to determine the meaning of new words and phrases introduced through preschool reading and content.</p> <ul style="list-style-type: none"> <li>a) With guidance and support, generate words that are similar in meaning (e.g., rock/stone, happy/glad).</li> <li>b) (Begins in kindergarten)</li> </ul>	M. Listening and comprehension
<p>L.PK.5.a,b,c,d With guidance and support, explore word relationships.</p> <ul style="list-style-type: none"> <li>a) Begin to sort familiar objects (e.g., sort a collection of plastic animals into groups: dogs, tigers, and bears).</li> <li>b) Begin to understand opposites of simple and familiar words.</li> <li>c) Identify real-life connections between words and their use (e.g., "Tell me the name of a place in the classroom that is noisy or quiet.").</li> <li>d) (Begins in kindergarten)</li> </ul>	BB. Observing and classifying
L.PK.6 Use words and phrases acquired through conversations, activities and read alouds.	L. Speaking

## New Jersey Preschool Teaching and Learning Standards

## COR Advantage Items

<b>APPROACHES TO LEARNING</b>	
<b>Standard 9.1: Children demonstrate initiative, engagement, and persistence.</b>	
9.1.1 Make plans and decisions to actively engage in learning (e.g., two children greet each other as they arrive to school and decide that they will finish counting all the bottle caps they collected during choice time).	A. Initiative and planning
9.1.2 Show curiosity and initiative by choosing to explore a variety of activities and experiences with a willingness to try new challenges (e.g., choosing harder and harder puzzles).	A. Initiative and planning B. Problem solving with materials
9.1.3 Focus attention on tasks and experiences, despite interruptions or distractions (e.g., working hard on a drawing even when children nearby are playing a game).	A. Initiative and planning
9.1.4 Show persistence when faced with challenging tasks and uncertainty, seeking and accepting help when appropriate (e.g., saying to a friend, "This is hard. Can you help me figure it out?").	B. Problem solving with materials
9.1.5 Bring a teacher-directed or self-initiated task, activity or project to completion (e.g., showing the teacher, "Look—I finished it all by myself!").	A. Initiative and planning
<b>Standard 9.2: Children show creativity and imagination.</b>	
9.2.1 Show flexibility in approaching tasks by being open to new ideas (i.e., doesn't cling to one approach to a task, but is willing to experiment and to risk trying out a new idea or approach).	B. Problem solving with materials
9.2.2 Use the imagination to solve problems, use materials, role play, write stories, move the body, or create works of art (e.g., create pretend spinach out of torn green construction paper to serve for dinner).	B. Problem solving with materials
9.2.3 Use multiple means of communication to creatively express thoughts, ideas, and feelings (e.g., sing a song and act out the story of the life cycle of a butterfly).	AA. Pretend play
<b>Standard 9.3: Children identify and solve problems.</b>	
9.3.1 Recognize a problem and describe or demonstrate ways to solve it alone or with others (e.g., "I know! Jamar and I can work together to clean off the table so that we can have a place to eat lunch.").	B. Problem solving with materials
9.3.2 Use varied strategies to seek or recall information and to find answers (e.g., questioning, trial and error, testing, building on ideas, finding resources, drawing, or thinking aloud).	C. Reflection CC. Experimenting, predicting, and drawing conclusions
9.3.3 Predict what will happen next based on prior experience and knowledge and test the prediction for accuracy (e.g., raising the height of the ramp to see if the ball will roll farther than when the ramp was lower).	CC. Experimenting, predicting, and drawing conclusions

## New Jersey Preschool Teaching and Learning Standards

## COR Advantage Items

<b>APPROACHES TO LEARNING, CONT</b>	
<b>Standard 9.3: CONT</b>	
9.3.4 Reflect on, evaluate, and communicate what was learned (e.g., children in the class demonstrating and explaining their project to children in a younger group).	C. Reflection CC. Experimenting, predicting, and drawing conclusions
<b>Standard 9.4: Children apply what they have learned to new situations.</b>	
9.4.1 Use prior knowledge to understand new experiences or a problem in a new context (e.g., after learning about snakes, children make comparisons when finding a worm on the playground).	C. Reflection CC. Experimenting, predicting, and drawing conclusions
9.4.2 Make connections between ideas, concepts, and subjects (e.g., children take pictures from a field trip or nature walk, and use them to write and illustrate classroom books).	BB. Observing and classifying
9.4.3 Demonstrate understanding of what others think and feel through words or actions (e.g., children act out a story that the teacher has told them, mirroring the characters' emotions).	D. Emotions
<b>MATHEMATICS</b>	
<b>Standard 4.1: Children begin to demonstrate an understanding of number and counting.</b>	
4.1.1 Count to 20 by ones with minimal prompting.	S. Number and counting
4.1.2 Recognize and name one-digit written numbers up to 10 with minimal prompting.	S. Number and counting
4.1.3 Know that written numbers are symbols for number quantities and, with support, begin to write numbers from 0 to 10.	S. Number and counting
4.1.4 Understand the relationship between numbers and quantities (i.e., the last word stated when counting tells "how many") a) Accurately count quantities of objects up to 10, using one-to one correspondence, and accurately count as many as 5 objects in a scattered configuration. (b) Arrange and count different kinds of objects to demonstrate understanding of the consistency of quantities (i.e., "5" is constant, whether it is a group of 5 people, 5 blocks or 5 pencils) (c) Instantly recognize, without counting, small quantities of up to 3 or 4 objects (i.e., subitize)	S. Number and counting
4.1.5 Use one to one correspondence to solve problems by matching sets (e.g., getting just enough straws to distribute for each juice container on the table) and comparing amounts (e.g., collecting the number of cubes needed to fill the spaces in a muffin tin with one cube each).	S. Number and counting W. Data analysis
4.1.6 Compare groups of up to 5 objects (e.g., beginning to use terms such as "more," "less," "same").	S. Number and counting W. Data analysis

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<b>MATHEMATICS, CONT</b>	
<b>Standard 4.2: Children demonstrate an initial understanding of numerical operations.</b>	
4.2.1 Represent addition and subtraction by manipulating up to 5 objects: (a) putting together and adding to (e.g., “3 blue pegs, 2 yellow pegs, 5 pegs altogether.”); and (b) taking apart and taking from (“I have four carrot sticks. I’m eating one. Now I have 3.”).	S. Number and counting
4.2.2 Begin to represent simple word problem data in pictures and drawings.	W. Data analysis
<b>Standard 4.3: Children begin to conceptualize measurable attributes of objects.</b>	
4.3.1 Sort, order, pattern, and classify objects by non-measurable (e.g., color, texture, type of material) and measurable attributes (e.g., length, capacity, height).	U. Measurement BB. Observing and classifying
4.3.2 Begin to use appropriate vocabulary to demonstrate awareness of the measurable attributes of length, area, weight and capacity of everyday objects (e.g., long, short, tall, light, heavy, full).	U. Measurement
4.3.3 Compare (e.g., which container holds more) and order (e.g., shortest to longest) up to 5 objects according to measurable attributes.	U. Measurement
<b>Standard 4.4: Children develop spatial and geometric sense.</b>	
4.4.1 Respond to and use positional words (e.g., in, under, between, down, behind).	T. Geometry: Shapes and spatial awareness
4.4.2 Use accurate terms to name and describe some two-dimensional shapes and begin to use accurate terms to name and describe some three-dimensional shapes (e.g., circle, square, triangle, sphere, cylinder, cube, side, point, angle).	T. Geometry: Shapes and spatial awareness
4.4.3 Manipulate, compare and discuss the attributes of: (a) two-dimensional shapes (e.g., use two dimensional shapes to make designs, patterns and pictures by manipulating materials such as paper shapes, puzzle pieces, tangrams; construct shapes from materials such as straws; match identical shapes; sort shapes based on rules [something that makes them alike/different]; describe shapes by sides/angles; use pattern blocks to compose/decompose shapes when making and taking apart compositions of several shapes). (b) three-dimensional shapes by building with blocks and with other materials having height, width and depth (e.g., unit blocks, hollow blocks, attribute blocks, boxes, empty food containers, plastic pipe).	T. Geometry: Shapes and spatial awareness

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<b>SCIENCE</b>	
<b>Standard 5.1: Children develop inquiry skills.</b>	
5.1.1 Display curiosity about science objects, materials, activities, and longer-term investigations in progress (e.g., ask who, what, when, where, why, and how questions during sensory explorations, experimentation, and focused inquiry).	CC. Experimenting, predicting, and drawing conclusions
5.1.2 Observe, question, predict, and investigate materials, objects, and phenomena during classroom activities indoors and outdoors and during any longer-term investigations in progress. Seek answers to questions and test predictions using simple experiments or research media (e.g., cracking a nut to look inside; putting a toy car in water to determine whether it sinks).	CC. Experimenting, predicting, and drawing conclusions
<b>Standard 5.1: CONT</b>	
5.1.3 Use basic science terms (e.g., observe, predict, experiment) and topic-related science vocabulary (e.g., words related to living things [fur, fins, feathers, beak, bark, trunk, stem]; weather terms [breezy, mild, cloudy, hurricane, shower, temperature]; vocabulary related to simple machines [wheel, pulley, lever, screw, inclined plane]; words for states of matter [solid, liquid]; names of basic tools [hammer, screwdriver, awl, binoculars, stethoscope, magnifier]).	DD. Natural and physical world
5.1.4 Communicate with other children and adults to share observations, pursue questions, make predictions, and/or conclusions.	CC. Experimenting, predicting, and drawing conclusions
5.1.5 Represent observations and work through drawing, recording data, and “writing” (e.g., drawing and “writing” on observation clipboards, making rubbings, charting the growth of plants).	W. Data analysis
<b>Standard 5.2: Children observe and investigate matter and energy.</b>	
5.2.1 Observe, manipulate, sort, and describe objects and materials (e.g., water, sand, clay, paint, glue, various types of blocks, collections of objects, simple household items that can be taken apart, or objects made of wood, metal, or cloth) in the classroom and outdoor environment based on size, shape, color, texture, and weight.	BB. Observing and classifying
5.2.2 Explore changes in liquids and solids when substances are combined, heated, or cooled (e.g., mixing sand or clay with various amounts of water; preparing gelatin; mixing different colors of tempera paint; and longer term investigations, such as the freezing and melting of water and other liquids).	CC. Experimenting, predicting, and drawing conclusions
5.2.3 Investigate sound, heat, and light energy through one or more of the senses (e.g., comparing the pitch and volume of sounds made by commercially made and homemade instruments, recording how shadows change during the course of a day or over time, using flashlights or lamp light to make shadows indoors).	CC. Experimenting, predicting, and drawing conclusions

## New Jersey Preschool Teaching and Learning Standards

## COR Advantage Items

<b>SCIENCE, CONT</b>	
5.2.4 Investigate how and why things move (e.g., slide block, balance structures, push structures over, use ramps to explore how far and how fast different objects move or roll).	CC. Experimenting, predicting, and drawing conclusions
<b>Standard 5.3: Children observe and investigate living things.</b>	
5.3.1 Investigate and compare the basic physical characteristics of plants, humans, and other animals (e.g., observing and discussing leaves, stems, roots, body parts; observing and drawing different insects; sorting leaves by shape; comparing animals with fur to those with feathers).	BB. Observing and classifying DD. Natural and physical world
5.3.2 Observe similarities and differences in the needs of living things, and differences between living and nonliving things (e.g., observing and discussing similarities between animal babies and their parents; discussing the differences between a living thing, such as a hermit crab, and a nonliving thing, such as a shell).	BB. Observing and classifying DD. Natural and physical world
5.3.3 Observe and describe how natural habitats provide for the basic needs of plants and animals with respect to shelter, food, water, air, and light (e.g., digging outside in the soil to investigate the kinds of animal life that live in and around the ground or replicating a natural habitat in a classroom terrarium).	DD. Natural and physical world
5.3.4 Observe and record change over time and cycles of change that affect living things (e.g., monitoring the life cycle of a plant, using children's baby photographs to discuss human change and growth, using unit blocks to record the height of classroom plants).	W. Data analysis DD. Natural and physical world
<b>Standard 5.4: Children observe and investigate the Earth.</b>	
5.4.1 Explore and describe characteristics of soil, rocks, water, and air (e.g., sorting rocks by shape and/or color, observing water as a solid and a liquid, noticing the wind's effect on playground objects).	BB. Observing and classifying DD. Natural and physical world
5.4.2 Explore the effects of sunlight on living and nonliving things (e.g., growing plants with and without sunlight, investigating shadows that occur when the sun's light is blocked by objects).	DD. Natural and physical world
5.4.3 Observe and record weather (e.g., chart temperatures throughout the seasons or represent levels of wind by waving scarves outdoors).	W. Data analysis DD. Natural and physical world
5.4.4 Demonstrate emergent awareness of the need for conservation, recycling, and respect for the environment (e.g., turning off water faucets, collecting empty yogurt cups for reuse as paint containers, separating materials in recycling bins, re-using clean paper goods for classroom collage and sculpture projects).	DD. Natural and physical world



## New Jersey Preschool Teaching and Learning Standards

## COR Advantage Items

<b>SCIENCE, CONT</b>	
<b>Standard 5.5: Children gain experience in using technology.</b>	
5.5.1 Identify and use basic tools and technology to extend exploration in conjunction with science investigations (e.g., writing, drawing, and painting utensils, scissors, staplers, magnifiers, balance scales, ramps, pulleys, hammers, screwdrivers, sieves, tubing, binoculars, whisks, measuring cups, appropriate computer software and website information, video and audio recordings, digital cameras, tape recorders).	EE. Tools and technology
<b>SOCIAL STUDIES, FAMILY, AND LIFE SKILLS</b>	
<b>Standard 6.1: Children identify unique characteristics of themselves, their families, and others.</b>	
6.1.1 Describe characteristics of oneself, one's family, and others.	FF. Knowledge of self and others
6.1.2 Demonstrate an understanding of family roles and traditions.	FF. Knowledge of self and others
6.1.3 Express individuality and cultural diversity (e.g., through dramatic play).	AA. Pretend play
<b>Standard 6.2: Children become contributing members of the classroom community.</b>	
6.2.1 Demonstrate understanding of rules by following most classroom routines.	G. Community
6.2.2 Demonstrate responsibility by initiating simple classroom tasks and jobs.	G. Community
6.2.3 Demonstrate appropriate behavior when collaborating with others.	G. Community
<b>Standard 6.3: Children demonstrate knowledge of neighborhood and community.</b>	
6.3.1 Develop an awareness of the physical features of the neighborhood/community.	GG. Geography
6.3.2 Identify, discuss, and role-play the duties of a range of community workers.	FF. Knowledge of self and others
<b>Standard 6.4: Children develop an awareness of the cultures within their classroom and their community.</b>	
6.4.1 Learn about and respect other cultures within the classroom and community.	FF. Knowledge of self and others

## New Jersey Preschool Teaching and Learning Standards

## COR Advantage Items

<b>WORLD LANGUAGES</b>	
<b>Standard 7.1: Children know that people use different languages (including sign language) to communicate, and will express simple greetings, words, and phrases in a language other than their own.</b>	
7.1.1 Acknowledge that a language other than their own is being spoken or used (e.g., in a story, rhyme, or song).	FF. Knowledge of self and others
7.1.2 Say simple greetings, words, and phrases in a language other than their own.	<i>Does not align</i>
7.1.3 Comprehend previously learned simple vocabulary in a language other than their own.	<i>Does not align</i>
7.1.4 Communicate effectively with adults and/or classmates who speak other languages by using gestures, pointing, or facial expressions to augment oral language.	E. Building relationships with adults F. Building relationships with other children
<b>TECHNOLOGY</b>	
<b>Standard 8.1: Navigate simple on screen menus.</b>	
8.1.1 Use the mouse to negotiate a simple menu on the screen (e.g., to print a picture).	EE. Tools and technology
8.1.2 Navigate the basic functions of a browser, including how to open or close windows and use the “back” key.	EE. Tools and technology
<b>Standard 8.2: Use electronic devices independently.</b>	
8.2.1 Identify the “power keys” (e.g., ENTER, spacebar) on a keyboard.	EE. Tools and technology
8.2.2 Access materials on a disk, cassette tape, or DVD. Insert a disk, cassette tape, CD-ROM, DVD, or other storage device and press “play” and “stop.”	EE. Tools and technology
8.2.3 Turn smart toys on and/or off.	EE. Tools and technology
8.2.4 Recognize that the number keys are in a row on the top of the keyboard.	EE. Tools and technology
8.2.5 Operate frequently used, high quality, interactive games or activities in either screen or toy-based formats.	EE. Tools and technology
8.2.6 Use a digital camera to take a picture.	EE. Tools and technology
<b>Standard 8.3: Begin to use electronic devices to communicate.</b>	
8.3.1 Use electronic devices (e.g., computer) to type name and to create stories with pictures and letters/words.	EE. Tools and technology

## New Jersey Preschool Teaching and Learning Standards

## COR Advantage Items

<b>TECHNOLOGY, CONT</b>	
<b>Standard 8.4: Use common technology vocabulary.</b>	
8.4.1 Use basic technology terms in conversations (e.g. digital camera, battery, screen, computer, Internet, mouse, keyboard, and printer).	EE. Tools and technology
<b>Standard 8.5: Begin to use electronic devices to gain information.</b>	
8.5.1 Use the Internet to explore and investigate questions with a teacher's support.	EE. Tools and technology

## References

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