

initiates

pretends

plans



COR
Advantage

sings

predicts

observes

speaks

empathizes

builds

problem-solves



ALIGNMENT OF COR ADVANTAGE WITH

*Oklahoma Early Learning Guidelines
For Children Ages Three through Five
(2010)*

Oklahoma Early Learning Guidelines Children Three through Five

COR Advantage Items

<i>Approaches to Learning</i>	
STANDARD 1 The child demonstrates positive attitudes, habits, and learning styles.	
A. Demonstrates an eagerness and interest in learning.	A. Initiative and planning F. Building relationships with other children CC. Experimenting, predicting, and drawing conclusions
B. Develops and expands listening skills.	M. Listening and comprehension N. Phonological awareness
C. Demonstrates self-direction and independence.	A. Initiative and planning G. Community K. Personal care and healthy behavior
D. Demonstrates increasing ability to set goals and develop and follow through on plans.	A. Initiative and planning
E. Manages transition between activities effectively.	G. Community
F. Understands, accepts, and follows rules and routines.	D. Emotions
G. Develops increasing ability to find more than one solution to a question, task or problem.	B. Problem solving with materials
H. Recognizes and solves problems through active exploration, including trial and error, and interactions and discussions with peers and adults.	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions

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COR Advantage Items

<i>Creative Skills</i>	
STANDARD 1 The child participates in activities that foster individual creativity.	
A. Participates with increasing interest and enjoyment in a variety of creative activities, including listening, singing, fingerplay, games and performances.	X. Art Y. Music Z. Movement AA. Pretend play
B. Thinks of new uses for familiar materials.	AA. Pretend play
C. Engages in spontaneous and imaginative play using a variety of materials to dramatize stories and experiences.	AA. Pretend play
D. Works creatively using a variety of self expressive materials and tools to creatively convey ideas.	X. Art AA. Pretend play
E. Moves freely in response to music and change of tempo.	Z. Movement
F. Expresses thoughts and feelings through creative movement.	Z. Movement AA. Pretend play
G. Experiments with a variety of musical instruments.	Y. Music

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COR Advantage Items

<i>Language Arts</i>	
ORAL LANGUAGE STANDARD 1 Listening – The child will listen for information and for pleasure.	
A. Listens with interest to stories read aloud.	M. Listening and comprehension Q. Book enjoyment and knowledge
B. Understands and follows oral direction.	M. Listening and comprehension
ORAL LANGUAGE STANDARD 2 Speaking – The child will express ideas or opinions in group or individual settings.	
A. Uses language or sign language for a variety of purposes (e.g., expressing needs and interests).	L. Speaking
B. Recalls and repeats simple poems, rhymes, and songs.	N. Phonological awareness Y. Music
C. Uses sentences of increasing length (three or more words) and grammatical complexity in everyday speech.	L. Speaking
D. Shares simple personal narrative.	C. Reflection FF. Knowledge of self and others
E. Participates actively in conversations.	E. Building relationships with adults F. Building relationships with other children L. Speaking M. Listening and comprehension
LITERACY STANDARD 3 Print Awareness – The child will understand the characteristics of written language.	
A. Demonstrates increasing awareness of concepts of print.	P. Reading R. Writing
B. Identifies the front cover and back cover of a book.	Q. Book enjoyment and knowledge
C. Follows book from left to right and from top to bottom on the printed page.	Q. Book enjoyment and knowledge
D. Shows increasing awareness of print in classroom, home and community settings.	O. Alphabet knowledge P. Reading

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COR Advantage Items

Language Arts, Print Awareness CONT	
E. Begins to recognize the relationship or connection between spoken and written words by following the print as it is read aloud.	P. Reading
F. Understands that print carries a message by recognizing labels, signs, and other print forms in the environment.	P. Reading
G. Develops growing understanding of the different functions of forms of print (e.g., signs, letters, newspapers, lists, messages, and menus).	P. Reading R. Writing
H. Begins to understand some basic print conventions (e.g., the concept that letters are grouped to form words and that words are separated by spaces).	P. Reading R. Writing
I. Role plays reading.	Q. Book enjoyment and knowledge
LITERACY STANDARD 4 Phonological Awareness – The child will demonstrate the ability to work with rhymes, words, syllables, and onsets and rimes.	
A. Begins to hear, identify, and make oral rhymes (e.g., “The pig has a wig”).	N. Phonological awareness
B. Shows increasing ability to hear, identify, and work with syllables in spoken words (e.g., “I can clap the parts in my name: An-drew”).	N. Phonological awareness
LITERACY STANDARD 5 Phonemic Awareness – The child will demonstrate the ability to hear, identify, and manipulate individual sounds in spoken words.	
A. Shows increasing ability to discriminate, identify and work with individual phonemes in spoken words (e.g., “The first sound in sun is /s/”).	N. Phonological awareness
B. Recognizes which words in a set of words begin with the same sound (e.g., “Bell, bike, and boy all have /b/ at the beginning”).	N. Phonological awareness

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COR Advantage Items

Language Arts, Phonemic Awareness CONT	
LITERACY STANDARD 6 Letter Knowledge and Early Word Recognition (Phonics) – The child will demonstrate the ability to apply sound symbol-relationships.	
A. Recognizes own name in print.	P. Reading
B. Demonstrates awareness or knowledge of letters of the English language, especially letters from own name.	O. Alphabet knowledge
C. Begins to recognize the sound association for some letters.	N. Phonological awareness O. Alphabet knowledge
D. Knows that letters of the alphabet are a special category of visual graphics that can be individually named.	O. Alphabet knowledge
LITERACY STANDARD 7 Vocabulary – The child will develop and expand knowledge of words and word meanings to increase vocabulary.	
A. Shows a steady increase in listening and speaking vocabulary.	L. Speaking M. Listening and comprehension
B. Understands and follows oral directions (e.g., use of position words: under, above, through).	M. Listening and comprehension T. Geometry: Shapes and spatial awareness
C. Links new learning experiences and vocabulary to what is already known about a topic.	<i>Does not align</i>
LITERACY STANDARD 8 Comprehension – The child will associate meaning and understanding with reading.	
A. Begins to use pre-reading skills and strategies (e.g., connecting prior knowledge to text, making predictions about text and using picture clues).	M. Listening and comprehension P. Reading Q. Book enjoyment and knowledge
B. Demonstrates progress in abilities to retell and dictate stories from books and experiences.	M. Listening and comprehension P. Reading Q. Book enjoyment and knowledge

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COR Advantage Items

Language Arts, Comprehension CONT	
C. Remembers and articulates some sequences of events.	C. Reflection M. Listening and comprehension Q. Book enjoyment and knowledge
D. Connects information and events to real-life experiences.	M. Listening and comprehension Q. Book enjoyment and knowledge FF. Knowledge of self and others
E. Demonstrates understanding of literal meaning of story being told through questions and comments.	M. Listening and comprehension
F. Tells what is happening in a picture.	P. Reading
WRITING STANDARD 9 Writing Process – The child will use the “writing process” to express thoughts and feelings.	
A. Develops understanding that writing is a way of communicating for a variety of purposes.	R. Writing
B. Progresses from using scribbles, shapes, or pictures to represent ideas to using letter-like symbols, or writing familiar words such as their own name.	R. Writing
C. Participates in writing opportunities.	R. Writing X. Art
D. Begins to remember and repeat stories and experiences through drawing and dictation.	R. Writing Y. Music

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COR Advantage Items

Mathematics	
STANDARD 1 Patterns – The child will sort and classify objects and analyze simple patterns.	
A. Sorts and groups objects into a set and explains verbally what the objects have in common (e.g., color, size, shape).	BB. Observing and classifying
B. Recognizes patterns, can repeat them, and explain them verbally (red, black, red, black, red, black).	V. Patterns
STANDARD 2 Number Sense – The child will understand the relationship between numbers and quantities.	
A. Begins to associate number concepts, vocabulary, quantities, and written numerals in meaningful ways.	S. Number and counting
B. Begins to make use of one-to-one correspondence in counting objects and matching groups of objects.	S. Number and counting
C. Develops increasing ability to count in sequence to ten.	S. Number and counting
D. Counts objects in a set one by one from one through five.	S. Number and counting
E. Identifies and creates sets of objects one through five.	S. Number and counting W. Data analysis BB. Observing and classifying
F. Identifies numerals one through five.	S. Number and counting
G. Recognizes the numerical value of sets of objects through five.	S. Number and counting
STANDARD 3 Geometry and Spatial Sense – The child will identify common geometric shapes and explore the relationship of objects in the environment.	
A. Begins to recognize, describe, compare, and name common shapes (e.g., circle, square, triangle and rectangle).	T. Geometry: Shapes and spatial awareness
B. Builds an increasing understanding of directionality, order and position of objects and words (e.g., on, under, above).	T. Geometry: Shapes and spatial awareness

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COR Advantage Items

Mathematics, Geometry and Spatial Sense CONT	
STANDARD 4 Measurement – The child will explore the concepts of nonstandard and standard measurement.	
A. Measures objects using nonstandard units of measurement (e.g., pencil, paper clip, block).	U. Measurement
B. Compares objects according to observable attributes (e.g., long, longer, longest; short, shorter, shortest; big, bigger, biggest; small, smaller, smallest; small, medium, large).	U. Measurement BB. Observing and classifying
C. Compares and orders objects in graduated order (e.g., shortest to tallest, thinnest to thickest).	U. Measurement BB. Observing and classifying
D. Develops an awareness of simple time concepts within his/her daily life (e.g., yesterday, today, tomorrow; morning, afternoon, night).	HH. History
STANDARD 5 Data Analysis – The child will collect and analyze data in a group setting.	
A. Begins to use numbers and counting as a means for solving problems and measuring quantity.	S. Number and counting
B. Develops growing abilities to collect, describe, and record information through a variety of means, including discussion, drawings, maps, charts, and graphs.	W. Data analysis BB. Observing and classifying
C. Describes similarities and differences between objects.	BB. Observing and classifying

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COR Advantage Items

<i>Health, Safety and Physical Development</i>	
STANDARD 1 Large Motor Skill Development – The child will participate in activities that involve large motor skills.	
A. Demonstrates basic locomotor movements (e.g., galloping, hopping, jumping, running, sliding, riding tricycles, pulling wagons, pushing wheelbarrows).	I. Gross-motor skills
B. Demonstrates body and space awareness to move and stop with control over speed and direction.	I. Gross-motor skills
C. Demonstrates non-locomotor movements (e.g., bending, pulling, pushing, stretching, swaying, swinging, turning, twisting).	I. Gross-motor skills
D. Demonstrates increasing abilities to coordinate movements in throwing, catching, kicking, bouncing balls, and using the slide and swing.	I. Gross-motor skills
E. Coordinates large arm movements (e.g., easel painting, woodworking, climbing, throwing, playing rhythm band instruments, writing on chalkboard, playing with blocks, catching, and tossing).	I. Gross-motor skills
F. Develops coordination and balance through a variety of activities.	I. Gross-motor skills
STANDARD 2 Small Motor Skill Development – The child will participate in activities that involve small motor skills.	
A. Demonstrates increased fine muscle control (e.g., using pegs, beads, pattern blocks, crayons, pencils, paint brushes, finger-paint, scissors, glue, and a variety of puzzles).	J. Fine-motor skills
B. Demonstrates increasing control of small muscles in hands (e.g., using tongs or eyedropper, stringing beads).	J. Fine-motor skills

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COR Advantage Items

<i>Health, Safety and Physical Development, Small Motor Skill Development CONT</i>	
STANDARD 3 Health-Enhancing Activity Development – The child will participate in health-enhancing activities for the development of lifetime health and fitness.	
A. Progresses in physical growth, strength, stamina and flexibility.	I. Gross-motor skills J. Fine-motor skills
B. Understands that healthy bodies require rest, exercise, and good nutrition.	K. Personal care and healthy behavior
C. Shows growing independence in following routine healthy behaviors (e.g., hygiene, nutrition and personal care when eating, dressing, washing hands, brushing teeth, and toileting).	K. Personal care and healthy behavior
D. Builds awareness and ability to follow basic health and safety rules.	K. Personal care and healthy behavior

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COR Advantage Items

<i>Science</i>	
STANDARD 1 Science Processes and Inquiry – The child will investigate and experiment with objects to discover information.	
A. Develops increasing abilities to classify, compare, and contrast objects, events and experiences.	BB. Observing and classifying
B. Selects and becomes familiar with simple scientific tools (e.g., magnifying glass, magnet).	EE. Tools and technology
C. Participates in simple experiments to discover information (e.g., bottles of water or homemade telephone to learn about vibration and sound, simple scale to determine heavy and light).	CC. Experimenting, predicting, and drawing conclusions
D. Asks questions, makes predictions, and communicates observations orally and/or in drawings.	CC. Experimenting, predicting, and drawing conclusions
E. Explores cause and effect.	CC. Experimenting, predicting, and drawing conclusions
STANDARD 2 Physical – The child will investigate and describe objects that can be sorted in terms of physical properties.	
A. Develops an awareness of the sensory attributes of objects according to taste, smell, hearing, touch, and sight.	BB. Observing and classifying
B. Develops an awareness of the properties of some objects (e.g., float-sink, heavy-light, rough-smooth, hard-soft, magnetic-nonmagnetic, solid-liquid, wet-dry).	BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions
C. Observes and describes how objects move (e.g., slide, turn, swirl, roll).	T. Geometry: Shapes and spatial awareness CC. Experimenting, predicting, and drawing conclusions

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COR Advantage Items

<i>Science, Physical CONT</i>	
STANDARD 3 Life – The child will observe and investigate plants and animals.	
A. Develops an awareness of what various plants and animals need for growth.	DD. Natural and physical world
B. Demonstrates a beginning awareness of the changes that plants and animals go through during their life (e.g., seed/plant, egg/chicken).	DD. Natural and physical world
C. Demonstrates interest and respect for the plant and animal life around them.	DD. Natural and physical world
STANDARD 4 Earth/Space – The child will investigate and observe the basic concepts of the Earth.	
A. Develops an awareness of the properties of common earth materials (e.g., soil, rocks, water).	DD. Natural and physical world
B. Develops an awareness of daily weather (e.g., sunny, cloudy, rainy, snowy, windy, hot, warm, cold).	DD. Natural and physical world
C. Develops an awareness of the four seasons (e.g., temperature, weather appropriate clothing, changing leaves).	<i>Does not align</i>
D. Observes and participates in a variety of activities related to preserving the environment.	DD. Natural and physical world

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COR Advantage Items

<i>Social and Personal Skills</i>	
STANDARD 1 The child will participate in activities to develop the skills necessary for working and interacting with others.	
A. Plays, works and interacts easily with one or more children and/or adults.	E. Building relationships with adults F. Building relationships with other children
B. Begins to develop relationships with others.	E. Building relationships with adults F. Building relationships with other children
C. Recognizes the feelings of others and responds appropriately.	D. Emotions
D. Develops confidence and stands up for own rights.	A. Initiative and planning G. Community
E. Shows respect for others and their property.	G. Community FF. Knowledge of self and others
F. Recognizes and expresses own feelings and responds appropriately.	D. Emotions H. Conflict resolution
G. Develops increasing abilities to give and take in interactions; to take turns in games or using materials; and to interact without being overly submissive or directive.	H. Conflict resolution
H. Works independently and/or cooperatively to solve problems or resolve conflicts.	B. Problem solving with materials H. Conflict resolution
I. Seeks assistance from adult when appropriate.	B. Problem solving with materials H. Conflict resolution
J. Demonstrates emerging awareness and respect for culture, ethnicity, abilities and disabilities.	G. Community FF. Knowledge of self and others
STANDARD 2 The child will develop the skills necessary for participating in a variety of settings.	
A. States his/her full name, age, and name of parent or guardian.	<i>No match found</i>
B. Shows ability to adjust to new situations.	G. Community

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COR Advantage Items

Social Studies	
STANDARD 1 Civics – The child will exhibit traits of good citizenship.	
A. Works and plays cooperatively in a variety of settings (e.g., in large and small groups, learning centers).	E. Building relationships with adults F. Building relationships with other children
B. Recognizes the importance of his/her role as a member of the family, the class and the community.	G. Community FF. Knowledge of self and others
C. Listens to others while in large and small groups.	G. Community
D. Shows respect for others and their property.	G. Community
E. Develops an awareness of how people positively affect the environment.	G. Community DD. Natural and physical world
F. Recognizes patriotic symbols and activities (e.g., American Flag).	<i>Does not align</i>
STANDARD 2 Geography – The child will demonstrate knowledge of basic geographic concepts.	
A. Locates and describes familiar places (e.g., classroom, home, school, restaurant).	GG. Geography
B. Begins to develop an understanding of his/her community (e.g., home, school, city).	G. Community FF. Knowledge of self and others GG. Geography
STANDARD 3 The child will discuss how children in various communities and cultures are alike and different.	
A. Explores how children have needs in common (e.g., food, clothing, shelter).	FF. Knowledge of self and others
B. Explores how children are unique as to languages, food, clothing, transportation, and customs.	FF. Knowledge of self and others
C. Explores how families and communities build “traditions.”	FF. Knowledge of self and others

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COR Advantage Items

<i>Social Studies CONT</i>	
STANDARD 4 Geography – The child will explore various careers.	
A. Develops growing awareness of jobs and what is required to perform them.	FF. Knowledge of self and others
B. Identifies various school and community personnel.	FF. Knowledge of self and others
C. Develops an awareness of money being needed to purchase things.	<i>Does not align</i>

References

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