

initiates

pretends

plans



COR
Advantage

sings

predicts

observes

speaks

builds

empathizes

problem-solves



ALIGNMENT OF COR ADVANTAGE WITH

*South Carolina College- and Career-Ready
Standards for Kindergarten
(2015)*

South Carolina College- and Career-Ready Standards for Kindergarten

COR Advantage Items

Kindergarten Standards — Mathematics	
Number Sense	S. Number and counting*
Number Sense and Base Ten	S. Number and counting*
Algebraic Thinking and Operations	S. Number and counting* V. Patterns
Geometry	T. Geometry: Shapes and spatial awareness
Measurement and Data Analysis	U. Measurement W. Data analysis BB. Observing and classifying
Kindergarten Standards — English Language Arts	
Inquiry Based Literacy Standards (I)	
Standard 1: Formulate relevant, self-granted questions based on interests and/or needs that can be investigated.	M. Listening and comprehension*
Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.	M. Listening and comprehension* Q. Book enjoyment and knowledge*
Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.	M. Listening and comprehension* CC. Experimenting, predicting, and drawing conclusions*
Standard 4: Synthesize information to share learning and/or take action.	M. Listening and comprehension* CC. Experimenting, predicting, and drawing conclusions*
Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, individually and collaboratively.	M. Listening and comprehension*

* Indicates the ability described is not an exact match for the standard but instead builds related foundational abilities leading to it.

South Carolina College- and Career-Ready Standards for Kindergarten

COR Advantage Items

Reading – Literary Text (RL)	
Principles of Reading (P)	
Standard 1: Demonstrate understanding of the organization and basic features of print.	O. Alphabet knowledge P. Reading
Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.	N. Phonological awareness
Standard 3: Know and apply grade-level phonics and word analysis skills when decoding words.	N. Phonological awareness P. Reading*
Standard 4: Read with sufficient accuracy and fluency to support comprehension.	P. Reading*
Meaning and Context (MC)	
Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.	M. Listening and comprehension* Q. Book enjoyment and knowledge*
Standard 6: Summarize key details and ideas to support analysis of thematic development.	M. Listening and comprehension Q. Book enjoyment and knowledge
Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media and formats, and in visual, auditory, and kinesthetic modalities.	M. Listening and comprehension Q. Book enjoyment and knowledge
Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.	M. Listening and comprehension Q. Book enjoyment and knowledge
Language, Craft, and Structure (LCS)	
Standard 9: Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.	M. Listening and comprehension* Q. Book enjoyment and knowledge*
Standard 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.	M. Listening and comprehension*
Standard 11: Analyze and provide evidence of how the author’s choice of point of view, perspective, or purpose shapes content, meaning, and style.	M. Listening and comprehension* Q. Book enjoyment and knowledge*
Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.	Q. Book enjoyment and knowledge*

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South Carolina College- and Career-Ready Standards for Kindergarten

COR Advantage Items

Reading – Literary Text (RL), CONT	
Range and Complexity (RC)	
Standard 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.	P. Reading*
Reading – Informational Text (RI)	
Principles of Reading (P)	
Standard 1: Demonstrate understanding of the organization and basic features of print.	O. Alphabet knowledge Q. Book enjoyment and knowledge* R. Writing
Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.	N. Phonological awareness
Standard 3: Know and apply grade-level phonics and word analysis skills when decoding words.	O. Alphabet knowledge P. Reading*
Standard 4: Read with sufficient accuracy and fluency to support comprehension.	P. Reading*
Meaning and Context (MC)	
Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.	M. Listening and comprehension* Q. Book enjoyment and knowledge*
Standard 6: Summarize key details and ideas to support analysis of central ideas.	M. Listening and comprehension Q. Book enjoyment and knowledge
Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.	M. Listening and comprehension*

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South Carolina College- and Career-Ready Standards for Kindergarten

COR Advantage Items

Reading – Informational Text (RI), CONT	
Language, Craft, and Structure (LCS)	
Standard 8: Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.	M. Listening and comprehension* P. Reading* Q. Book enjoyment and knowledge*
Standard 9: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.	M. Listening and comprehension*
Standard 10: Analyze and provide evidence of how the author’s choice of purpose and perspective shapes content, meaning, and style.	M. Listening and comprehension*
Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.	M. Listening and comprehension* Q. Book enjoyment and knowledge*
Range and Complexity (RC)	
Standard 12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.	P. Reading* Q. Book enjoyment and knowledge*
Writing (W)	
Meaning, Context, and Craft (MCC)	
Standard 1: Write arguments to support claims with clear reasons and relevant evidence.	R. Writing*
Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	R. Writing*
Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.	R. Writing*

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South Carolina College- and Career-Ready Standards for Kindergarten

COR Advantage Items

Language (L)	
Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.	L. Speaking* R. Writing*
Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	R. Writing*
Range and Complexity (RC)	
Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.	R. Writing
Communication (C)	
Meaning and Context (MC)	
Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.	L. Speaking M. Listening and comprehension AA. Pretend play
Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.	C. Reflection L. Speaking*
Standard 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.	L. Speaking*
Language, Craft and Structure (LCS)	
Standard 4: Critique how a speaker addresses content and uses stylistic and structural craft techniques to inform, engage, and impact audiences.	M. Listening and comprehension*
Standard 5: Incorporate craft techniques to engage and impact audience and convey messages.	L. Speaking*

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South Carolina College- and Career-Ready Standards for Kindergarten

COR Advantage Items

<i>Disciplinary Literacy</i>	
Read, write, and communicate using knowledge of a particular discipline.	L. Speaking* P. Reading* R. Writing*
Integrate the Reading, Writing, and Communication Standards and the Inquiry-Based Literacy Standards to communicate and create understanding within content areas.	L. Speaking* P. Reading* R. Writing*
Extend and deepen understanding of content through purposeful, authentic, real-world tasks to show understanding and integration of content within and across disciplines.	C. Reflection L. Speaking* P. Reading* R. Writing* CC. Experimenting, predicting, and drawing conclusions

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References

- South Carolina Department of Education. (2015). *South Carolina College- and Career-Ready Standards for Mathematics and English Language Arts — Kindergarten*. Columbia, SC: Author.
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