

initiates

pretends

plans



COR
Advantage

sings

predicts

observes

speaks

builds

empathizes

problem-solves



ALIGNMENT OF COR ADVANTAGE WITH

*Revised Tennessee Early Learning Developmental
Standards for Four-Year-Olds
(2012)*

Tennessee Early Learning Developmental Standards

COR Advantage Items

Approaches to Learning	
<i>With eagerness and curiosity actively engage in play as means of exploration & learning</i>	
AL.PK.2. Self-select play activities to support own curiosity and to engage in pretend and imaginative play (e.g., testing theories, acting out imagination).	A. Initiative and planning AA. Pretend play CC. Experimenting, predicting, and drawing conclusions
AL.PK.3. Demonstrate an awareness of connection between prior and new knowledge.	CC. Experimenting, predicting, and drawing conclusions
<i>Approach tasks and activities with flexibility and inventiveness</i>	
AL.PK.4. Choose materials/props and use novel ways to represent ideas, characters, and objects in a move toward symbolic play.	AA. Pretend play
<i>Actively engage in problem solving</i>	
AL.PK.7. Identify a problem and attempt multiple ways to solve it, with or without assistance.	B. Problem solving with materials H. Conflict resolution
AL.PK.8. Demonstrate a willingness to collaborate with others to solve a problem.	B. Problem solving with materials H. Conflict resolution
<i>Demonstrate Persistence</i>	
AL.PK.9. Maintain focus appropriate to completing task and/or learning activity.	A. Initiative and planning
AL.PK.10. Seek assistance and/or information when needed to complete a task.	A. Initiative and planning B. Problem solving with materials

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COR Advantage Items

Social Emotional Development (SE.PK)	
<i>Self-Concept</i>	
SE.PK.1. Describe self using several different identifying characteristics and/or unique qualities (e.g., abilities, interests, gender, culture).	FF. Knowledge of self and others
SE.PK.2. Develop a basic awareness of self as an individual, self within the context of family and self within the context of community.	FF. Knowledge of self and others
SE.PK.3. Display sense of accomplishment, contentment, and acknowledgement when completing a task or solving a problem.	B. Problem solving with materials D. Emotions H. Conflict resolution
<i>Relationship with Adults</i>	
SE.PK.4. Interact and develop positive relationships with significant adults (e.g., primary caregivers, teachers, and other familiar adults).	E. Building relationships with adults
SE.PK.5. Seek and accept guidance from primary caregivers, teachers, and other familiar adults.	B. Problem solving with materials E. Building relationships with adults H. Conflict resolution
<i>Relationship with Peers - develop positive relationships with peers</i>	
SE.PK.6. Initiate play and interact positively with another child or children.	F. Building relationships with other children
SE.PK.7. Develop friendship skills (e.g., help, share, take turns, give compliments) with increasing ease and comfort to sustain interaction by cooperating, helping, and suggesting new ideas for play.	F. Building relationships with other children
SE.PK.8. Show empathy and caring for others.	D. Emotions

Tennessee Early Learning Developmental Standards

COR Advantage Items

Social Emotional Development (SE.PK), CONT	
<i>Regulate own response to needs, feelings, and events</i>	
SE.PK.9. Express feelings, needs, opinions, and desires in a way which is appropriate to the situation.	D. Emotions
SE.PK.10. Appropriately name types of emotions (e.g., happy, sad, frustrated) and associate them with different facial expressions, words, and behaviors.	D. Emotions
SE.PK.11. Demonstrate ability to modify behavior in different situations using multiple problem solving strategies (e.g., trade, take turns, share, wait) with or without adult guidance and support.	H. Conflict resolution
<i>Understand and follow rules and routines</i>	
PK.13. Engage easily in routine activities (e.g., large group, small group, center time).	G. Community

Tennessee Early Learning Developmental Standards

COR Advantage Items

<i>Language and Early Literacy</i>	
Reading Informational Text (RI.PK)	
RI.PK.1. With modeling and support, ask and answer questions about informational text.	M. Listening and comprehension
RI.PK.2. With modeling and support, recall important age appropriate facts from informational text by engaging in meaningful discussions and activities.	M. Listening and comprehension Q. Book enjoyment and knowledge
RI.PK.3. With guidance and support, relate informational text to personal experience or other text.	M. Listening and comprehension
Craft and Structure	
RI.PK.7. With guidance and support, discuss the use of illustrations to support the descriptions of characters, settings or to predict events in the text.	P. Reading Q. Book enjoyment and knowledge
Integration of Knowledge and Ideas	
RI.PK.9. With guidance and support, explore and identify the similarities and differences between books on the same topic.	No match
Reading Literature (RL.PK)	
RL.PK.1. With modeling and support, ask, and answer (respond to) questions about text read aloud.	M. Listening and comprehension
RL.PK.2. With guidance and support, recall important facts to retell a familiar story in sequence.	M. Listening and comprehension Q. Book enjoyment and knowledge
RL.PK.3. With guidance and support, identify major characters, settings, and events from a familiar story or nursery rhyme.	Q. Book enjoyment and knowledge
Integration of Knowledge and Ideas	
RL.PK.7. With guidance and support, discuss the use of illustrations to support the descriptions of characters, settings, or predict events in the story.	P. Reading Q. Book enjoyment and knowledge
RL.PK.9. With guidance and support, relate the story to previously read stories, ideas in the themes, or personal life experiences.	M. Listening and comprehension

Tennessee Early Learning Developmental Standards

COR Advantage Items

<i>Language and Early Literacy, CONT</i>	
Reading Foundational Skills (RF.PK)	
Print Concepts	
RF.PK.1. Demonstrate understanding of basic features of print; distinguish between words and pictures.	P. Reading
RF.PK.1a. Handle books respectfully and appropriately, right-side-up and turning pages one at a time, front to back.	Q. Book enjoyment and knowledge
RF.PK.1b. Recognize spoken words can be written and read.	P. Reading R. Writing
RF.PK.1c. With guidance and support, understand that words are made up of alphabet letters which have individual names and are written in a specific sequence in order to create words that can be read.	O. Alphabet knowledge R. Writing
RF.PK.1d. Recognize frequently occurring uppercase letters and some of the most frequently occurring lowercase letters.	O. Alphabet knowledge
Phonological Awareness	
RF.PK.2. Demonstrate increasing understanding of spoken words, syllables, and sounds.	N. Phonological awareness
RF.PK.2a. Recognize and discriminate rhyming words in spoken language.	N. Phonological awareness
RF.PK.2c. Blend and segment onsets and rimes of single-syllable spoken words. (Begins in Kindergarten or when individual child is ready)	N. Phonological awareness
RF.PK.2d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. ¹ (This does not include CVCs ending with /l/, /r/, or /x/.) (Begins in Kindergarten or when individual child is ready)	P. Reading
RF.PK.2e. With guidance and support, identify whether or not two words begin with the same sound.	N. Phonological awareness

Tennessee Early Learning Developmental Standards

COR Advantage Items

Language and Early Literacy, CONT	
Reading Foundational Skills (RF.PK)	
Phonics and Word Recognition	
RF.PK.3. Demonstrate word awareness by identifying familiar words in books and the environment and begin making connection that letters in words make sounds.	N. Phonological awareness P. Reading
RF.PK.3a. Demonstrate developing basic knowledge of letter-sound correspondence association by beginning to match the name and initial sound of some consonant letters such as in own name, classmates' names, or common words.	N. Phonological awareness
RF.PK.3b. (Begins in Kindergarten or when individual child is ready)	O. Alphabet knowledge
RF.PK.3c. Recognize own name in print and some other common symbols and words in the environment (e.g., universal symbols, classmates' names, STOP, GO).	P. Reading
Fluency	
RF.PK.4. Demonstrate awareness that books carry a message. Can retell the story events and overall theme in familiar picture books, by using illustrations (observing and discussing) to support "reading" the words in the text.	P. Reading
Writing (W.PK)	
Text Types and Purposes	
W.PK.1. With modeling and support, use a combination of drawing, dictating, and emergent writing to express a preference, opinion or idea about a specific topic or text.	R. Writing X. Art
W.PK.2. With modeling and support, use a combination of drawing, dictating, and letters to explain information about a familiar topic or informational text.	R. Writing X. Art
W.PK.3. With modeling and support, use a combination of drawing, dictating, and emergent writing to tell a real or imagined story indicating some order of the events.	R. Writing X. Art HH. History

Tennessee Early Learning Developmental Standards

COR Advantage Items

<i>Language and Early Literacy, CONT</i>	
Research to Build and Present Knowledge	
W.PK.8. With guidance and support, recall information from experiences or gather information from provided sources (e.g., books, internet, classroom guests), to answer a question.	M. Listening and comprehension EE. Tools and technology
Speaking and Listening (SL.PK)	
Comprehension and Collaboration	
SL.PK.1b. Engage in an extended conversation, striving for five verbal exchanges between adult and child.	E. Building relationships with adults L. Speaking
SL.PK.2. Demonstrate the ability to recall information for short periods of time and retell, act out, or represent information from a familiar text read aloud, a recording, or a video (e.g., watch a video about birds and their habitats and make drawings or constructions of birds and their nests).	M. Listening and comprehension Q. Book enjoyment and knowledge
SL.PK.3. With modeling and guidance, ask and answer questions in order to seek help, get information, or clarify something which is not understood.	M. Listening and comprehension
Presentation of Knowledge & Ideas	
SL.PK.4. Actively participate in conversations to tell or talk about familiar people, places, things and events, and with prompting and support, add additional details that help enrich and extend the conversation.	L. Speaking FF. Knowledge of self and others
SL.PK.5. Create representations and extensions of experiences or stories (e.g., drawings, dramatic play, construction with blocks, clay or other materials) and discuss them with others.	X. Art
SL.PK.6. Speak clearly and audibly to express thoughts, feelings, and ideas.	D. Emotions L. Speaking
SL.PK.6a. English Learner students use home language as well as English language through prompting and support.	JJ. Speaking English

Tennessee Early Learning Developmental Standards

COR Advantage Items

Language (L.PK)	
<i>Conventions of Standard English</i>	
L.PK.1. Through adult modeling, guidance and support, use complete sentences to express a thought or idea.	L. Speaking R. Writing
L.PK.1a. With modeling and support print some upper and lowercase letters (letters may not be of conventional size or shape).	R. Writing
L.PK.2. Use some letters to represent ideas and inconsistently use conventions of standard English capitalization and punctuation.	R. Writing
L.PK.2a. Show awareness of the difference between upper and lower case letters.	O. Alphabet knowledge
L.PK.2c. Show awareness of conventional letter-sound relationships through use of invented spelling in writing.	O. Alphabet knowledge
L.PK.2d. With modeling and support, demonstrate awareness of sounds in words by identifying initial letter of familiar words.	N. Phonological awareness
L.PK.5a. Sort familiar objects into categories and identify the "common" factor of the group (e.g. Identify reason {common factor} for grouping objects; categorize animals by those who fly or walk; group cars by color or number of doors).	BB. Observing and classifying

Tennessee Early Learning Developmental Standards

COR Advantage Items

Mathematics (PK)	
Counting and Cardinality (PK.CC)	
Know number names and the count sequence	
PK.CC.1. Listen to and say the names of numbers in many contexts.	S. Number and counting
PK.CC.2. Verbally count forward in sequence from 1 – 30.	S. Number and counting
PK.CC.3. Understand the relationships between numerals, names of numbers and quantities up to 10 (includes subitizing- the ability to look at a quantity and say the quantity (1-4) quickly...just by looking).	S. Number and counting
Count to tell the number of objects	
PK.CC.4. Understand the relationship between numbers and quantities with concrete objects up to 10.	S. Number and counting
PK.CC.4a. Use one-to-one correspondence to accurately count up to 10 objects in a scattered configuration.	S. Number and counting
PK.CC.4b. Understand that the last number name said tells the number of objects counted, up to ten.	S. Number and counting
PK.CC.5. With guidance and support count to answer “how many?” questions about as many as 10 things arranged in a line or as many as 5 things in a scattered configuration; given a number from 1-10, count out that many objects.	S. Number and counting
Compare numbers	
PK.CC.6. Use comparative language, such as <i>more/less than or equal to</i> , to compare and describe collections of objects by matching.	S. Number and counting

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COR Advantage Items

Mathematics (PK), CONT	
Operations and Algebraic Thinking (PK.OA)	
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from	
PK.OA.1. Represent real-world addition (putting together), and subtraction (taking from) problems up through five with concrete objects or by acting out situations.	S. Number and counting
PK.OA.3. Compose and decompose numbers to five by using objects or drawings (may be an extension activity after reading a book).	S. Number and counting
Measurement and Data (PK.MD)	
Describe and compare measureable attributes	
PK.MD.1. Recognize the attributes of length, (how long, tall, short), area (how much it covers), weight (how heavy or light), and volume or capacity (how much it holds) of everyday objects using appropriate vocabulary.	U. Measurement
PK.MD.2. Explore the concept of measurement to compare the attributes of two or more concrete objects and use words to define attributes of the objects (i.e. heavier/lighter, longer/shorter, covers more/covers less, holds more/holds less).	U. Measurement
Classify objects and count the number of objects in each category	
PK.MD.3. Sort, categorize, and classify objects by more than one attribute.	BB. Observing and classifying
Geometry (PK.G)	
Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)	
PK.G.2. Identify several basic shapes.	T. Geometry: Shapes and spatial awareness
PK.G.3. With guidance and support, explore the attributes of two- and three- dimensional shapes.	T. Geometry: Shapes and spatial awareness

Tennessee Early Learning Developmental Standards

COR Advantage Items

Mathematics (PK), CONT	
Analyze, compare, create, and compose shapes	
PK.G.4. With guidance and support, compare and contrast the attributes of two- and three-dimensional shapes of different sizes and orientations, identifying shapes that are ___ and shapes that are not _____.	T. Geometry: Shapes and spatial awareness
PK.G.5. Identify shapes in the real world environment.	T. Geometry: Shapes and spatial awareness
PK.G.6. With guidance and support, create and name new shapes formed when putting two shapes together (i.e. two right triangles of the same size put together would make a rectangle).	T. Geometry: Shapes and spatial awareness

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COR Advantage Items

Science (S.PK)	
Scientific Thinking -- Ask questions & make predictions based on observations through active engagement with materials	
S.PK.1. Use senses to gather, explore, and interpret information.	BB. Observing and classifying
S.PK.2. Make predictions based on background knowledge, previous scientific exploration, and observations of objects and events in the world.	CC. Experimenting, predicting, and drawing conclusions
S.PK.3. Record and organize data using graphs, charts, science journals, etc. to communicate conclusions regarding experiments and explorations.	W. Data analysis
Tools & Technology	
S.PK.4. Use simple tools for investigation of the home, classroom and other familiar places.	EE. Tools and technology
Living Things -- Observe and describe characteristics of living things	
S.PK.9. Observe, describe and compare the habitats of plants and animals.	DD. Natural and physical world
Physical Properties -- Acquire knowledge about the physical properties of the world	
S.PK.10. Describe and categorize objects based on their observable properties.	BB. Observing and classifying
S.PK.11. Demonstrate an awareness of changes that occur in their environment (e.g., freezing/melting, color mixing).	DD. Natural and physical world

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COR Advantage Items

<i>Social Studies (SS.PK)</i>	
<i>Civics, Citizenship, and Government</i>	
SS.PK.4. Recognize that all children and adults have roles, rights, and responsibilities at home, school, in the classroom and in the community.	FF. Knowledge of self and others
SS.PK.5. Participate in the community or group life of the class (e.g., making and following rules, doing classroom jobs, expressing concern for others, participating in decision making processes).	FF. Knowledge of self and others
<i>Career Development</i>	
SS.PK.8. Develop awareness about a wide variety of careers and work environments.	FF. Knowledge of self and others
<i>Creative Arts (CA.PK)</i>	
<i>Visual Arts -- Express self and represent what he/she knows, thinks, believes, and feels through visual arts</i>	
CA.PK.1. Experiment with a variety of mediums and art materials for tactile experience and exploration.	X. Art
CA.PK.2. Create artistic works with intent and purpose using varying tools, texture, color, and technique.	X. Art
<i>Music -- Express self by engaging in musical activities</i>	
CA.PK.4. Engage in music activities having different moods, tempos, and rhythms by listening, singing or performing.	Y. Music Z. Movement
CA.PK.5. Create sounds using voice, traditional instruments and/or non-traditional instruments.	Y. Music
<i>Creative Movement & Dance</i>	
CA.PK.6. Express feelings of what is felt and heard through dance or creative movement.	Z. Movement
CA.PK.7. Move in spontaneous and imaginative ways to music, songs, rhythm and silence (e.g., sway, twist, use of 'props').	Z. Movement
<i>Theatre / Dramatic Play</i>	
CA.PK.8. Participate in a variety of dramatic play activities (teacher guided or child initiated) to represent fantasy and real life experiences.	AA. Pretend play

Tennessee Early Learning Developmental Standards

COR Advantage Items

<i>Physical Development (PD.PK)</i>	
Gross Motor -- demonstrate coordination and control of large muscles	
PD.PK.1. Compare/contrast and describe different sights, smells, sounds, tastes, and textures found in the environment.	BB. Observing and classifying
PD.PK.3. Develop body strength, balance, flexibility, and stamina to move self through space in a variety of ways (e.g., running, jumping, skipping).	I. Gross-motor skills
PD.PK.4. Explore a variety of equipment and activities which enhance gross motor development and coordinate movements with upper and/or lower body (e.g., balls, slides, locomotive toys, and assistive technology).	I. Gross-motor skills
Fine Motor -- demonstrate eye-hand coordination and dexterity needed to manipulate objects	
PD.PK.5. Experiment with handheld tools to develop strength, control, and dexterity of small muscles (e.g., paintbrushes, crayons, markers, and a variety of technological tools).	J. Fine-motor skills
PD.PK.6. Explore and engage in activities which enhance hand-eye coordination (e.g., building with blocks, creating with clay, putting puzzles together, and using other manipulatives).	J. Fine-motor skills
Personal Health & Safety – Physical Health & Well-Being	
PD.PK.7. Demonstrate personal care and hygiene skills.	K. Personal care and healthy behavior
PD.PK.8. Demonstrate awareness and understanding of healthy habits (e.g., sufficient rest, nutritious foods, exercise).	K. Personal care and healthy behavior
PD.PK.9. Demonstrate awareness and understanding of safety rules.	K. Personal care and healthy behavior

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