

initiates

pretends

plans



**COR**  
Advantage

sings

predicts

observes

speaks

builds

empathizes

problem-solves



## **ALIGNMENT OF COR ADVANTAGE WITH**

*Arkansas Early Childhood Education Framework  
Handbook for Three and Four Year Old Children  
(2013)*

## Arkansas Early Childhood Education Framework

## COR Advantage Items

<b>Developmental Learning Strand 1 — Social/Emotional</b>	
<b>Act Independently</b>	
<b>1.1</b> Demonstrates ability to make choices	A. Initiative and planning
<b>1.2</b> Demonstrates independence in personal care	K. Personal care and healthy behavior
<b>1.3</b> Demonstrates ability to play independently	A. Initiative and planning
<b>Experience Success</b>	
<b>1.4</b> Shows curiosity and desire to learn	A. Initiative and planning
<b>1.5</b> Enjoys experimenting and problem solving with ideas as well as with <b>concrete materials</b> .	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions
<b>1.6</b> Demonstrates confidence in growing abilities	A. Initiative and planning B. Problem solving with materials C. Reflection
<b>1.7</b> Demonstrates willingness to try new things	A. Initiative and planning B. Problem solving with materials
<b>1.8</b> Uses planning in approaching a task or activity	A. Initiative and planning
<b>1.9</b> Shows persistence in approaching tasks	B. Problem solving with materials
<b>Interact Socially</b>	
<b>1.10</b> Trusts adults for help and comfort	E. Building relationships with adults
<b>1.11</b> Shows ability to separate from parents	<i>Does Not Align</i>
<b>1.12</b> Demonstrates interest and participates in classroom activities	G. Community
<b>1.13</b> Participates in routine activities easily	G. Community
<b>1.14</b> Socializes with adults and children	E. Building relationships with adults F. Building relationships with other children
<b>1.15</b> Understands and respects differences	FF. Knowledge of self and others
<b>1.16</b> Helps others in need	B. Problem solving with materials F. Building relationships with other children H. Conflict resolution

## Arkansas Early Childhood Education Framework

## COR Advantage Items

<b>Developmental Learning Strand 1 — Social/Emotional, CONT</b>	
<b>Interact Socially</b>	
1.17 Stands up for rights	H. Conflict resolution
1.18 Respects the rights of others	H. Conflict resolution G. Community
1.19 Works cooperatively with others on completing a task	B. Problem solving with materials F. Building relationships with other children
1.20 Uses compromise and discussion to resolve conflicts	H. Conflict resolution
1.21 Becomes involved in solving social problems (conflicts)	H. Conflict resolution
1.22 Shares, take turns	F. Building relationships with other children
1.23 Follows rules	G. Community
1.24 Expresses care and concern for others	D. Emotions
<b>Emotional Literacy</b>	
1.25 Identifies one's own feelings	D. Emotions
1.26 Expresses thoughts and feelings in words	D. Emotions
1.27 Identifies and understands others' emotions and intentions	D. Emotions
<b>Emotional Regulation</b>	
1.28 Seeks support from others when needs assistance	B. Problem solving with materials H. Conflict resolution
1.29 Expresses strong emotions constructively	D. Emotions
1.30 Pays attention	G. Community
1.31 Accepts consequences	H. Conflict resolution
1.32 Practices new skill	A. Initiative and planning B. Problem solving with materials
1.33 Delays gratification	D. Emotions H. Conflict resolution

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## COR Advantage Items

<b><i>Developmental Learning Strand 2 — Creative/Aesthetic</i></b>	
<b>Expression Through Art Forms and Activities</b>	
<b>2.1</b> Shows creativity and imagination in play with materials and props	AA. Pretend play
<b>2.2</b> Participates in dramatic play themes that become more involved and complex	AA. Pretend play
<b>2.3</b> Assumes various roles in dramatic play situations	AA. Pretend play
<b>2.4</b> Participates freely in music activities	Y. Music
<b>2.5</b> Enjoys singing games, dramatizing songs and moving to music	Y. Music Z. Movement
<b>2.6</b> Expresses through movement what is felt and heard in various musical tempos and styles	Z. Movement
<b>2.7</b> Experiments with a variety of musical instruments and sound sources	Y. Music
<b>2.8</b> Identifies the source of a variety of sounds	Y. Music
<b>2.9</b> Moves in time to the beat	Z. Movement
<b>2.10</b> Explores and manipulates art media	X. Art
<b>2.11</b> Creates drawings and paintings that gradually become more detailed and realistic	X. Art
<b>2.12</b> Preplans art project and then works with care	A. Initiative and planning X. Art
<b>2.13</b> Recognizes and responds to beauty in the environment	X. Art DD. Natural and physical world

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## COR Advantage Items

<b>Developmental Learning Strand 3 — Cognitive/Intellectual Learning</b>	
<b>Language Arts</b>	
<b>3.1</b> Shows enjoyment of books and stories and discussion of them	Q. Book enjoyment and knowledge
<b>3.2</b> Uses pictures cues to tell a story	P. Reading
<b>3.3</b> Demonstrates knowledge of how to use a book	Q. Book enjoyment and knowledge
<b>3.4</b> Demonstrates <b>visual discrimination</b> skills and visual memory skills	<i>Does not align</i>
<b>3.5</b> Understands that print conveys a message	P. Reading
<b>3.6</b> Demonstrates an interest in using writing for a purpose	R. Writing
<b>3.7</b> Identifies letters and signs in the environment	O. Alphabet knowledge
<b>3.8</b> Uses known letters or approximation of letters to represent written language	O. Alphabet knowledge R. Writing
<b>3.9</b> Identifies some letters and makes some letter-sound matches	O. Alphabet knowledge
<b>Mathematics and Science</b>	
<b>3.10</b> Classifies objects by physical features such as shape or color	BB. Observing and classifying
<b>3.11</b> Classifies objects conceptually (things that go together)	BB. Observing and classifying
<b>3.12</b> Recognizes patterns and can repeat them ( <b>patterning</b> )	V. Patterns
<b>3.13</b> Demonstrates <b>one-to-one correspondence</b>	S. Number and counting
<b>3.14</b> Demonstrates the ability to order and <b>sequence</b>	S. Number and counting U. Measurement W. Data analysis

## Arkansas Early Childhood Education Framework

## COR Advantage Items

<b><i>Developmental Learning Strand 3 — Cognitive/Intellectual Learning, CONT</i></b>	
<b><i>Mathematics and Science, CONT</i></b>	
<b>3.15</b> Demonstrates an understanding of <b>number</b> (how many) and <b>numeral</b> (3 is a numeral) relationship (numeration)	S. Number and counting
<b>3.16</b> Demonstrates an understanding of addition and subtraction, using manipulatives	S. Number and counting
<b>3.17</b> Shows understanding of different relationships of objects in space (spatial relations)	T. Geometry: Shapes and spatial awareness
<b>3.18</b> Shows an awareness of time concepts	HH. History
<b>3.19</b> Shows interest in exploring the environment	DD. Natural and physical world
<b>3.20</b> Uses senses to learn about the characteristics of the environment and to collect data (scientific process: observing)	BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world
<b>3.21</b> Uses words to describe the characteristics of objects (scientific process: communicating)	BB. Observing and classifying DD. Natural and physical world
<b>3.22</b> Makes comparisons (scientific process: comparing)	W. Data analysis BB. Observing and classifying
<b>3.23</b> Shows awareness of cause-effect relationships	CC. Experimenting, predicting, and drawing conclusions
<b>3.24</b> Finds more than one solution to a problem	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions
<b>3.25</b> Applies information or experience to a new context (scientific process: applying)	CC. Experimenting, predicting, and drawing conclusions
<b>3.26</b> Discusses natural events in the environment	DD. Natural and physical world
<b>3.27</b> Uses number in daily activities	S. Number and counting
<b>3.28</b> Describes the characteristics of both two-dimensional shapes and geometric solids	T. Geometry: Shapes and spatial awareness

## Arkansas Early Childhood Education Framework

## COR Advantage Items

<b>Developmental Learning Strand 3 — Cognitive/Intellectual Learning, CONT</b>	
<b>Mathematics and Science, CONT</b>	
<b>3.29</b> Manipulates and combines two-dimensional shapes	T. Geometry: Shapes and spatial awareness
<b>3.30</b> Participates in exploratory measurement activities	U. Measurement
<b>Social Studies</b>	
<b>3.31</b> Identifies self as a boy or girl	FF. Knowledge of self and others
<b>3.32</b> Identifies self as a member of a specific family and cultural group	FF. Knowledge of self and others
<b>3.33</b> Shows pride in heritage and background	FF. Knowledge of self and others
<b>3.34</b> Shows awareness of the roles people play in society	FF. Knowledge of self and others
<b>3.35</b> Functions as a member of the classroom community	G. Community FF. Knowledge of self and others
<b>3.36</b> Shows awareness of safe behavior	K. Personal care and healthy behavior
<b>3.37</b> Cares for the environment	G. Community
<b>Technology and Tools</b>	
<b>3.41</b> Independently applies technology and tools to address a variety of tasks and problems	EE. Tools and technology
<b>3.42</b> Shows awareness of technology and tools and their impact on how people live	EE. Tools and technology
<b>3.43</b> Identifies purposes of common technologies and tools	EE. Tools and technology
<b>3.44</b> Demonstrates the safe and cooperative use of technology and tools	EE. Tools and technology
<b>3.45</b> Communicates about technology and tools using developmentally appropriate and accurate terminology	EE. Tools and technology

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<b>Developmental Learning Strand 4 — Physical Development</b>	
<b>Health and Nutrition</b>	
4.1 Identifies body parts and understands their functions	FF. Knowledge of self and others
4.2 Demonstrates health and personal care habits	K. Personal care and healthy behavior
4.3 Tries new foods before deciding whether he/she likes them	<i>Does not align</i>
4.4 Recognizes different types of food	<i>Does not align</i>
4.5 Shows awareness that some foods are better for your body than others	K. Personal care and healthy behavior
<b>Fine Motor</b>	
4.6 Coordinates eye and hand movements to complete tasks	J. Fine-motor skills
4.7 Uses small muscles for self-help skills	J. Fine-motor skills
4.8 Uses writing and drawing tools with control and intention	J. Fine-motor skills R. Writing X. Art
<b>Gross Motor</b>	
4.9 Freely participates in <b>gross motor</b> activities	I. Gross-motor skills
4.10 Throws, kicks, bounces, and catches	I. Gross-motor skills
4.11 Runs, jumps, hops, and skips	I. Gross-motor skills
4.12 Shows balance and coordination	I. Gross-motor skills
4.13 Climbs up and down equipment	I. Gross-motor skills



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## COR Advantage Items

<b>Developmental Learning Strand 5 — Language</b>	
<b>Language</b>	
<b>5.1</b> Demonstrates phonological awareness (hearing and recognizing the sounds of language)	N. Phonological awareness
<b>5.2</b> Uses effective oral communication skills: speaking in complete sentences, speaking with appropriate grammar	L. Speaking
<b>5.3</b> Expands vocabulary	<i>Does not align</i>
<b>5.4</b> Recognizes and identifies by name most common objects and pictures	L. Speaking
<b>5.5</b> Participates in songs, fingerplays, rhyming activities, and games	N. Phonological awareness Y. Music
<b>5.6</b> Uses words to communicate ideas	L. Speaking
<b>5.7</b> Engages in two-way conversation with children and adults	E. Building relationships with adults F. Building relationships with other children
<b>5.8</b> Participates in group discussion	E. Building relationships with adults F. Building relationships with other children
<b>5.9</b> Uses language to problem-solve	L. Speaking
<b>5.10</b> Follows directions in <b>sequence</b>	M. Listening and comprehension
<b>5.11</b> Tells a story	L. Speaking M. Listening and comprehension

## References

- The Arkansas Division of Child Care and Early Childhood Education. (2004). *Arkansas Early Childhood Education Framework Handbook for Three and Four Year Old Children*. Little Rock, AR: Author. [http://humanservices.arkansas.gov/dccece/dccece\\_documents/aeceframwork.pdf](http://humanservices.arkansas.gov/dccece/dccece_documents/aeceframwork.pdf)
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