

initiates

pretends

plans



**COR**  
Advantage

sings

predicts

observes

speaks

builds

empathizes

problem-solves



## **ALIGNMENT OF COR ADVANTAGE WITH**

*Good Start Grow Smart: South Carolina Early Learning Standards for 3, 4, & 5 Year Old Children (2009)*

**Good Start Grow Smart: South Carolina Early Learning  
Standards for 3, 4, & 5 Year Old Children**

**COR Advantage Items**

	<i>Approaches To Learning</i>	
	<b>AL 1. Children engage in play as a means to develop their individual approaches to learning.</b>	
<b>3-Year Olds</b>	AL-3K-1.1 Learn about the properties and characteristics of materials and equipment through exploratory and imaginative play.	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions
	AL-3K-1.2 Demonstrate ability to identify and take appropriate risks in play in order to learn new skills.	A. Initiative and planning C. Reflection CC. Experimenting, predicting, and drawing conclusions
<b>4-Year-Olds</b>	AL-4K-1.1 Show creativity and imagination using materials in representational play.	B. Problem solving with materials AA. Pretend play CC. Experimenting, predicting, and drawing conclusions
	AL-4K-1.2 Demonstrate increasing ability to identify and take appropriate risks in order to learn and demonstrate new skills.	A. Initiative and planning C. Reflection CC. Experimenting, predicting, and drawing conclusions
<b>5-Year-Olds</b>	AL-K-1.1 Show creativity and imagination in a variety of types of play including literacy and numeracy activities.	B. Problem solving with materials AA. Pretend play CC. Experimenting, predicting, and drawing conclusions
	AL-K-1.2 Demonstrate increasing ability to identify and take appropriate risks in order to learn new knowledge and skills.	A. Initiative and planning C. Reflection CC. Experimenting, predicting, and drawing conclusions

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**COR Advantage Items**

<i>Approaches To Learning, CONT</i>		
<b>AL 2. Children show curiosity, eagerness and satisfaction as a learner.</b>		
<b>3-Year Olds</b>	AL-3K-2.1 Prefer one familiar activity but will try others when encouraged by an adult or peer.	A. Initiative and planning
	AL-3K-2.2 Demonstrate eagerness and interest as a learner by responding to what they observe.	A. Initiative and planning BB. Observing and classifying
	AL-3K-2.3 Demonstrate delight or satisfaction when completing a task, solving a problem, or making a discovery.	D. Emotions
<b>4-Year-Olds</b>	AL-4K-2.1 Show curiosity in an increasing variety of activities, tasks, and learning centers.	A. Initiative and planning
	AL-4K-2.2 Demonstrate eagerness and interest as a learner by questioning and adding ideas.	A. Initiative and planning CC. Experimenting, predicting, and drawing conclusions
	AL-4K- 2.3 Demonstrate delight or satisfaction when completing a task, solving a problem, or making a discovery.	D. Emotions
<b>5-Year-Olds</b>	AL-K-2.1 Choose to participate in an increasing variety of activities, tasks and learning centers.	A. Initiative and planning
	AL-K-2.2 Demonstrate eagerness and interest as a learner by questioning and adding ideas.	A. Initiative and planning CC. Experimenting, predicting, and drawing conclusions
	AL-K-2.3 Demonstrate delight or satisfaction when completing a task, solving a problem, or making a discovery.	D. Emotions

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**COR Advantage Items**

	<i>Approaches To Learning, CONT</i>	
	<b>AL 3. Children demonstrate initiative, engagement, and persistence in learning.</b>	
<b>3-Year Olds</b>	AL-3K-3.1 Show initiative in selecting and creating activities.	A. Initiative and planning
	AL-3K- 3.2 Maintain interest in self selected activities and play.	A. Initiative and planning
	AL-3K-3.3 Show ability to focus attention on favorite activities for brief periods of time (5 – 10 minutes).	A. Initiative and planning
<b>4-Year-Olds</b>	AL-4K-3.1 Demonstrate growing initiative in selecting and carrying out activities.	A. Initiative and planning
	AL-4K- 3.2 Show increasing ability to maintain interest in self-selected activities and play despite distractions and interruptions.	A. Initiative and planning
	AL-4K- 3.3 Show ability to focus attention for increasing variety of chosen tasks and activities for short periods of time (10-20 minutes).	A. Initiative and planning
<b>5-Year-Olds</b>	AL-K- 3.1 Demonstrate initiative in planning, creating and carrying out activities.	A. Initiative and planning
	AL-K- 3.2 Demonstrate ability to maintain interest in self-selected activities, tasks and play despite distractions and interruptions.	A. Initiative and planning
	AL-K- 3.3 Show ability to focus attention for increasing variety of chosen tasks and activities for longer periods of time (20-30 minutes).	A. Initiative and planning

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**COR Advantage Items**

<i>Approaches To Learning, CONT</i>		
<b>AL 4. Children demonstrate an increasing ability to envision a goal and to accomplish it.</b>		
<b>3-Year Olds</b>	AL-3K-4.1 Understand how to accomplish a simple task.	K. Personal care and healthy behavior
	AL-3K-4.4 Seek help when encountering a problem in play.	B. Problem solving with materials
<b>4-Year-Olds</b>	AL-4K-4.1 Understand a task can be accomplished through several steps.	K. Personal care and healthy behavior
	AL-4K-4.4 Try to solve problems encountered in play.	B. Problem solving with materials
<b>5-Year-Olds</b>	AL-K-4.1 Demonstrate an increased ability to accomplish a task through a series of steps.	K. Personal care and healthy behavior
	AL-K-4.4 Demonstrate increasing ability to find more than one solution to a question, task or problem.	B. Problem solving with materials
<b>AL 5. Children extend their learning through the use of memory, reasoning, and problem-solving skills.</b>		
<b>3-Year Olds</b>	AL-3K-5.1 Talk about prior events and personal experiences.	HH. History
	AL-3K-5.4 Predict possible outcomes related to cause and effect.	CC. Experimenting, predicting, and drawing conclusions
<b>4-Year-Olds</b>	AL-4K-5.1 Represent prior events and personal experiences in one or more ways.	HH. History
	AL-4K-5.4 Demonstrate growing ability to predict possible outcomes based on prior experiences and knowledge.	CC. Experimenting, predicting, and drawing conclusions
<b>5-Year-Olds</b>	AL-K-5.1 Communicate about prior events and personal experiences in a variety of ways.	HH. History
	AL-K-5.4 Demonstrate growing ability to predict possible outcomes based on prior experiences and knowledge.	CC. Experimenting, predicting, and drawing conclusions

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**COR Advantage Items**

<i>Social and Emotional Development</i>		
<b>SE1. Children will demonstrate a positive sense of self.</b>		
<b>3-Year Olds</b>	SE-3K-1.1 Describe themselves using several basic characteristics.	FF. Knowledge of self and others
	SE-3K-1.2 Demonstrate self direction by making simple choices among limited options.	A. Initiative and planning
	SE-3K-1.3 Demonstrate confidence by participating in familiar classroom routines.	G. Community
<b>4-Year-Olds</b>	SE-4K-1.1 Describe characteristics of self and others.	FF. Knowledge of self and others
	SE-4K-1.2 Demonstrate self direction by making choices among peers, activities and materials.	A. Initiative and planning
	SE-4K-1.3 Demonstrate confidence by participating in most classroom activities.	G. Community
<b>5-Year-Olds</b>	SE-K-1.1 Accept likenesses and difference between self and others.	FF. Knowledge of self and others
	SE-K-1.2 Demonstrate initiative by making choices and accepting responsibilities.	A. Initiative and planning

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**COR Advantage Items**

<i>Social and Emotional Development, CONT</i>		
<b>SE2. Children will demonstrate self control, respect and responsibility.</b>		
<b>3-Year Olds</b>	SE-3K-2.3 Manage transitions positively when supported by an adult.	G. Community
	SE-3K-2.4 Become increasingly aware of behavior and its effects on others.	G. Community
	SE-3K-2.5 Use simple conflict resolution techniques with adult modeling and facilitation.	H. Conflict resolution
<b>4-Year-Olds</b>	SE-4K-2.3 Manage transitions positively when told what to expect.	G. Community
	SE-4K-2.4 Recognize effect on others of own behavior most of the time.	G. Community
	SE-4K-2.5 Demonstrate with adult guidance simple techniques to solve social problems.	H. Conflict resolution
<b>5-Year-Olds</b>	SE-K-2.3 Manage transitions and adapt to changes in routine.	G. Community
	SE-K-2.4 Anticipate and regulate behavior that may result in negative reactions.	D. Emotions
	SE-K-2.5 Attempt to solve social problems independently, by negotiation, or with adult help.	H. Conflict resolution

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**COR Advantage Items**

	<i>Social and Emotional Development, CONT</i>	
	<b>SE3. Children express feelings and show concern for others.</b>	
<b>3-Year Olds</b>	SE-3K-3.1 Recognize own positive and negative feelings when an adult labels them.	D. Emotions
	SE-3K-3.2 Calm self after strong emotion with adult help.	D. Emotions
	SE-3K-3.4 Show awareness of feelings of others with adult guidance and support.	D. Emotions
<b>4-Year-Olds</b>	SE-4K-3.1 Recognize own feelings and describe them some of the time.	D. Emotions
	SE-4K-3.2 Develop strategies to express strong emotion with adult help.	D. Emotions
	SE-4K-3.4 Show awareness and respond to feelings of others with adult guidance and support.	D. Emotions
<b>5-Year-Olds</b>	SE-K-3.1 Recognize own feelings and try to control them.	D. Emotions
	SE-K-3.2 Use positive strategies to express strong emotion.	D. Emotions
	SE-K-3.4 Demonstrate empathy by responding to feelings and needs of others.	D. Emotions



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**COR Advantage Items**

	<i>Social and Emotional Development, CONT</i>	
	<b>SE4. Children will form healthy social relationships.</b>	
<b>3-Year Olds</b>	SE-3K-4.1 Show interest in others by playing beside or briefly with one or more children.	F. Building relationships with other children
	SE-3K-4.2 Show an interest in having a friend.	F. Building relationships with other children
<b>4-Year-Olds</b>	SE-4K-4.1 Display emerging social skills of trying to take turns and talk with others during play.	F. Building relationships with other children
	SE-4K-4.2 Develop friendship with one or two preferred children.	F. Building relationships with other children
<b>5-Year-Olds</b>	SE-K-4.1 Play cooperatively with one or more children.	F. Building relationships with other children
	SE-K-4.2 Exhibit social skills to sustain a friendship.	F. Building relationships with other children

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**COR Advantage Items**

	<i>Language and Literacy</i>	
	<b>Reading</b>	
	<b>I. Understanding and Using Literary Texts</b>	
	<b>ELA-1: The student will begin to read and comprehend a variety of literary texts in print and non-print formats.</b>	
<b>3-Year Olds</b>	ELA-3K-1.1 Explore realistic books and materials in classroom centers.	Q. Book enjoyment and knowledge
	ELA-3K-1.2 Listen to simple stories, songs and rhymes.	Q. Book enjoyment and knowledge
	ELA-3K-1.3 Anticipate spoken lines in songs and finger plays.	N. Phonological awareness
	ELA-3K-1.4 Form sounds that imitate the natural sounds of an animal, action or object.	N. Phonological awareness
	ELA-3K-1.6 Use pictures and adult reader's expression to experience mood and meaning of text.	P. Reading
	ELA-3K-1.7 Recall story details that have personal meaning.	M. Listening and comprehension
	ELA-3K-1.8 Imitate words or actions from favorite books read aloud.	Q. Book enjoyment and knowledge
	ELA-3K-1.9 Pretend to be a family member, pet or familiar adult during play.	AA. Pretend play
	ELA-3K-1.11 Explore books with an adult or another child.	Q. Book enjoyment and knowledge

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**COR Advantage Items**

	<i>Language and Literacy, CONT</i>	
	Reading, CONT	
	I. Understanding and Using Literary Texts, CONT	
	<b>ELA-1: The student will begin to read and comprehend a variety of literary texts in print and non-print formats.</b>	
<b>4-Year-Olds</b>	ELA-4K-1.1 Show interest in informational texts about familiar objects.	Q. Book enjoyment and knowledge
	ELA -4K-1.2 Make relevant comments or appropriate responses to story events or characters.	Q. Book enjoyment and knowledge
	ELA-4K-1.6 Begin to identify significant words from text read aloud.	P. Reading
	ELA-4K-1.7 Recall some details in stories read aloud.	M. Listening and comprehension
	ELA-4K-1.10 Begin to ask questions about the causes of events they observe or hear about in books.	M. Listening and comprehension
	ELA-4K-1.11 Explore books independently.	Q. Book enjoyment and knowledge
<b>5-Year-Olds</b>	ELA -K-1.1 Summarize the main idea and details from literacy texts read aloud.	Q. Book enjoyment and knowledge
	ELA -K-1.2 Use pictures and words to make predictions regarding a story read aloud.	M. Listening and comprehension P. Reading
	ELA-K-1.4 Find examples of sound devices (including onomatopoeia and alliteration) in texts read aloud.	N. Phonological awareness
	ELA-K-1.5 Generate a retelling that identifies the characters and the setting in a story and relates the important events in sequential order.	M. Listening and comprehension
	ELA-K-1.7 Use relevant details in summarizing stories read aloud.	M. Listening and comprehension
	ELA-K-1.8 Create responses to literary texts through a variety of methods (for example, writing, creative dramatics, and the visual and performing arts).	Q. Book enjoyment and knowledge

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**COR Advantage Items**

	<i>Language and Literacy, CONT</i>	
	<b>Reading, CONT</b>	
	<b>I. Understanding and Using Literary Texts, CONT</b>	
	<b>ELA-1: The student will begin to read and comprehend a variety of literary texts in print and non-print formats. CONT</b>	
<b>5-Year-Olds, CONT</b>	ELA-K-1.10 Explain the cause of an event described in stories read aloud.	M. Listening and comprehension
	ELA-K-1.11 Read independently for pleasure.	Q. Book enjoyment and knowledge
	<b>II. Understanding and Using Informational Texts</b>	
	<b>K-2: The student will begin to read and comprehend a variety of informational texts in print and non-print formats.</b>	
<b>3-Year Olds</b>	ELA-3K-2.1 Explore realistic books and materials in classroom centers.	Q. Book enjoyment and knowledge
	ELA-3K-2.2 Identify some familiar objects in informational texts.	P. Reading
	ELA-3K-2.9 Look at classroom pictures and signs.	P. Reading
<b>4-Year-Olds</b>	ELA-4K-2.1 Show interest in informational texts about familiar objects.	Q. Book enjoyment and knowledge
	ELA-4K-2.2 Begin asking “how and why” questions when looking at texts.	M. Listening and comprehension
	ELA-4K-2.3 Relate information from texts to personal experience.	M. Listening and comprehension
	ELA-4K-2.5 Identify familiar environmental print.	P. Reading
	ELA-4K-2.9 Seek information by looking at texts, signs and photographs in the classroom.	P. Reading

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**COR Advantage Items**

	<i>Language and Literacy, CONT</i>	
<b>5-Year-Olds</b>	ELA-K-2.1 Summarize the central idea and details from informational texts read aloud.	Q. Book enjoyment and knowledge
	ELA-K-2.2 Analyze texts during classroom discussions to make inferences.	M. Listening and comprehension
	EAL-K-2.3 Find facts in texts read aloud.	M. Listening and comprehension
	ELA-K-2.9 Read independently to gain information.	P. Reading
	<b>Reading</b>	
	<b>III. Learning to Read</b>	
	<b>K-3: The student will learn to read by applying appropriate skills and strategies.</b>	
<b>3-Year Olds</b>	ELA-3K-3.1 Rehearse vocabulary by identifying familiar objects pictured in books.	P. Reading
	ELA-3K-3.4 Begin recognizing familiar books by their covers or pictures.	Q. Book enjoyment and knowledge
	ELA-3K-3.6 Begin joining in familiar nursery rhymes and songs.	N. Phonological awareness
	ELA-3K-3.8 Begin to use word beginnings and endings as language play or comprehension aid.	N. Phonological awareness
	ELA-3K-3.9 Begin to recall and repeat familiar words and phrases.	N. Phonological awareness
	ELA-3K-3.12 Begin noticing and trying to match rhythm, volume, and pitch of adults voice in songs, chants, and phrases.	N. Phonological awareness

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**COR Advantage Items**

	<i>Language and Literacy, CONT</i>	
	<b>Reading CONT</b>	
<b>3-Year Olds CONT</b>	ELA-3K-3.13 Recognize a few letters.	O. Alphabet knowledge
	ELA-3K-3.19 Begin connecting text read aloud with personal experiences.	M. Listening and comprehension
	ELA-3K-3.20 Begin recognizing at least one familiar logo or printed sign.	P. Reading
	ELA-3K-3.21 Begin learning how to handle and care for books.	Q. Book enjoyment and knowledge
	ELA-3K-3.22 Begin to orient books in correct position and turn pages from front to back.	Q. Book enjoyment and knowledge
	<b>III. Learning to Read, CONT</b>	
	<b>K-3: The student will learn to read by applying appropriate skills and strategies. CONT</b>	
<b>4-Year-Olds</b>	ELA-4K-3.1 Begin to use both pictures and text read aloud as cues to meaning of unfamiliar words.	P. Reading
	ELA-4K-3.4 Begin understanding how print is used to bring meaning.	Q. Book enjoyment and knowledge
	ELA-4K-3.6 Participate in choral speaking of poems, songs, and stories with repeated patterns.	N. Phonological awareness
	ELA-4K-3.8 Use word beginnings and endings as language play or comprehension clue.	N. Phonological awareness

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**COR Advantage Items**

	<i>Language and Literacy, CONT</i>	
	<b>Reading CONT</b>	
<b>4-Year-Olds CONT</b>	ELA-4K-3.9 Recognize rhyming words with adult modeling.	N. Phonological awareness
	ELA-4K-3.10 Create words by orally adding, deleting, or changing sounds in response to adult prompt.	N. Phonological awareness
	ELA-4K-3.12 Begin identifying some letter sounds and matching them to letters.	O. Alphabet knowledge
	ELA-4K-3.13 Identify several letters and their general order in the alphabet.	O. Alphabet knowledge
	ELA-4K-3.14 Beginning to understand that letters can represent speech sounds.	O. Alphabet knowledge
	ELA-4K-3.15 Begin to recognize similarities in sounds at the beginning and ending of words.	N. Phonological awareness
	ELA-4K-3.19 Make connections to prior knowledge, other texts, and the world in response to texts read aloud.	M. Listening and comprehension
	<b>K-3: The student will learn to read by applying appropriate skills and strategies. CONT</b>	
<b>4-Year-Olds, CONT</b>	ELA-4K-3.20 Identify familiar environmental print such as business logos and traffic signs.	P. Reading
	ELA-4K-3.21 Progress in understanding how books are viewed.	Q. Book enjoyment and knowledge
	ELA-4K-3.23 Begin recognizing some letters in words.	O. Alphabet knowledge

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**COR Advantage Items**

	<i>Language and Literacy, CONT</i>	
	<b>Reading CONT</b>	
<b>5-Year-Olds</b>	<p>ELA-K-3.1 Use pictures and context to construct the meaning of unfamiliar words in texts read aloud.</p>	P. Reading
	<p>ELA-K-3.4 Recognize high frequency words. (See Instructional Appendix: High-Frequency Words.)</p>	P. Reading
	<p>ELA-K-3.8 Use beginning sounds, ending sounds, and onsets and rimes to generate words orally.</p>	N. Phonological awareness
	<p>ELA-K-3.9 Create rhyming words in response to an oral prompt.</p>	N. Phonological awareness
	<p>ELA-K-3.10 Create words by orally adding, deleting, or changing sounds.</p>	N. Phonological awareness
	<p>ELA-K-3.11 Use blending to generate words orally.</p>	N. Phonological awareness
	<p>ELA-K-3.12 Match consonant and short-vowel sounds to the appropriate letters.</p>	O. Alphabet knowledge
	<p>ELA-K-3.13 Recognize uppercase and lowercase letters and their order in the alphabet.</p>	O. Alphabet knowledge
	<p>ELA-K-3.14 Identify beginning and ending sounds in words.</p>	N. Phonological awareness



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**COR Advantage Items**

	<b>Reading, CONT</b>	
	<b>III. Learning to Read, CONT</b>	
	<b>K-3: The student will learn to read by applying appropriate skills and strategies. CONT</b>	
<b>5-Year-Olds, CONT</b>	ELA-K-3.15 Classify words by categories (for example, beginning and ending sounds).	N. Phonological awareness
	ELA-K-3.16 Use blending to begin reading words.	N. Phonological awareness P. Reading
	ELA-K-3.17 Begin to spell high-frequency words (See Instructional Appendix: High-Frequency Words.)	R. Writing
	ELA-K-3.18 Use letters and relationships to sounds to write words.	R. Writing
	ELA-K -3.19 Use prior knowledge and life experiences to construct meaning from texts.	M. Listening and comprehension
	ELA-K-3.20 Recognize environmental print in such forms as signs in the school, road signs, restaurant and store signs, and logos.	P. Reading
	ELA-K-3.21 Know the parts of a book (including the front and back covers, the title, and the author's name).	Q. Book enjoyment and knowledge
	ELA-K-3.23 Distinguish between letters and words.	O. Alphabet knowledge

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**COR Advantage Items**

	<b>Writing</b>	
	<b>IV. Developing Written Communication</b>	
	<b>ELA-4: The student will begin to create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of conventions of written Standard American English.</b>	
	<b>Oral Language Expression</b>	
<b>3-Year Olds</b>	ELA-3K-4.2 Uses sentences of 2-3 words (when appropriate in conversation) while describing familiar events or actions.	L. Speaking
	ELA-3K-4.9 Pretend to write.	R. Writing
<b>4-Year-Olds</b>	ELA-4K-4.2 Uses sentences of 3-5 words (when appropriate in conversation) while describing familiar events or actions.	L. Speaking
	ELA-4K-4.9 Makes some upper case letters without regard to proportion or placement.	R. Writing
<b>5-Year-Olds</b>	ELA-K-4.2 Generate complete sentences orally.	L. Speaking
	ELA-K-4.4 Use letters and relationships to sound to write words.	R. Writing
	ELA-K-4.5 Begin to spell high-frequency words. (See Instructional Appendix: High-Frequency Words.)	R. Writing
	ELA-K-4.9 Use uppercase and lowercase letters.	R. Writing
	ELA-K-4.11 Identify sounds orally by segmenting words.	N. Phonological awareness

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**COR Advantage Items**

	<b>Writing</b>	
	<b>V. Producing Written Communications in a Variety of Forms</b>	
	<b>ELA-5: The student will begin to write for a variety of purposes and audiences.</b>	
<b>3-Year Olds</b>	ELA-3K-5.1 Pretend to write.	R. Writing
<b>4-Year-Olds</b>	ELA-4K-5.1 Combine some letters with pretend writing.	R. Writing
	ELA-4K-5.2 Use drawings, letters, or words to create narratives about people and things in their environment.	R. Writing
<b>5-Year-Olds</b>	ELA-K-5.1 Use symbols (drawings, letters, or words) to create written communications (for example, notes, messages, and lists) to inform a specific audience.	R. Writing
	ELA-5K-5.2 Use symbols (drawings, letters, or words) to create narratives (for example, stories and journal entries) about people, places, or things.	R. Writing
	<b>Researching</b>	
	<b>VI. Applying the Skills of Inquiry and Oral Communication</b>	
	<b>ELA-6: The student will begin to access and use information from a variety of sources.</b>	
<b>3-Year Olds</b>	ELA-3K-6.3 Classify familiar objects by one or two observable attributes.	BB. Observing and classifying
<b>4-Year-Olds</b>	ELA-4K-6.3 Classify objects and information by observable attributes into predetermined categories.	BB. Observing and classifying
<b>5-Year-Olds</b>	ELA-K-6.3 Classify information by constructing categories (for example, living and nonliving things).	BB. Observing and classifying

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**COR Advantage Items**

	<i>Mathematics</i>	
	<b>I. Mathematics Processes</b> <b>M-1: The student will have a basic understanding of the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.</b>	
<b>3-Year Olds</b>	M-3K-1.1 Engage in problem-solving during play within the classroom environment.	B. Problem solving with materials
	M-3K-1.2 Begin to make predictions based on appearance and experience.	CC. Experimenting, predicting, and drawing conclusions
	M-3K-1.5 Begin to see how similar items can be grouped together.	BB. Observing and classifying
	M-3K-1.7 Show an awareness of numbers in a personally meaningful context.	S. Number and counting
<b>4-Year-Olds</b>	M-4K-1.1 Use emergent mathematical knowledge as a problem-solving tool.	B. Problem solving with materials
	M-4K-1.2 Generate conjectures based on personal experiences and simple reasoning.	CC. Experimenting, predicting, and drawing conclusions
	M-4K-1.4 Locate patterns in the environment.	V. Patterns
	M-4K-1.5 Classify objects in their environment by color, shape, size or function.	BB. Observing and classifying
	M-4K-1.7 Begin to show an awareness of numbers in the environment.	S. Number and counting

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**COR Advantage Items**

	<b>Mathematics, CONT</b>	
	<b>I. Mathematics Processes</b> <b>M-1: The student will have a basic understanding of the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation. CONT</b>	
<b>5-Year-Olds</b>	M-K-1.1 Apply substantive mathematical problem-solving strategies.	B. Problem solving with materials
	M-K-1.2 Generate conjectures and exchange mathematical ideas.	CC. Experimenting, predicting, and drawing conclusions
	M-K-1.4 Analyze patterns by reasoning systematically.	V. Patterns
	<b>II. Number and Operations</b> <b>M-2: The student will demonstrate through the mathematical processes an emerging sense of quantity and numeral relations, sets and place values.</b>	
<b>3-Year Olds</b>	M-3K-2.1 Show curiosity and interest in counting and number.	S. Number and counting
	M-3K-2.2 Show one-to-one correspondence through three when counting real objects.	S. Number and counting
	M-3K-2.4 Understand the concept of adding one more (joining) and taking one away (separating).	S. Number and counting
<b>4-Year-Olds</b>	M-4K-2.1 Count orally forward to twenty and backward from three.	S. Number and counting
	M-4K-2.2 Show one-to-one correspondence through ten when counting real objects.	S. Number and counting
	M-4K-2.3 Compare sets of no more than ten objects using the terms “more than” or “same as”.	S. Number and counting
	M-4K-2.4 Represent simple joining and separating situations through 4.	S. Number and counting

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	<i>Mathematics, CONT</i>	
	<b>II. Number and Operations</b> <b>M-2: The student will demonstrate through the mathematical processes an emerging sense of quantity and numeral relations, sets and place values. CONT</b>	
<b>5-Year-Olds</b>	M-K-2.1 Recall numbers, counting forward through 99 and backward from 10.	S. Number and counting
	M-K-2.2 Translate between numeral and quantity through 31.	S. Number and counting
	M-K-2.3 Compare sets of no more than 31 objects by using the terms more than, less than and the same as.	S. Number and counting
	M-K-2.4 Represent simple joining and separating situations through 10.	S. Number and counting
	M-K-2.5 Understand that the operation of addition results in increase and subtraction results in decrease.	S. Number and counting

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	<b>III. Algebra</b> <b>M-3: The student will demonstrate through the mathematical processes an emerging sense of repeating and growing patterns and classifications based on attributes.</b>	
<b>3-Year Olds</b>	M-3K-3.4 Recognize similar objects in the environment by color, shape or size.	BB. Observing and classifying
<b>4-Year-Olds</b>	M-4K-3.1 Show awareness of growing patterns in their environment.	V. Patterns
	M-4K-3.2 Identify and copy a simple pattern.	V. Patterns
	M-4K-3.3 Recognize a simple pattern and extend.	V. Patterns
	M-4K-3.4 Sort and classify objects by one attribute (size, shape, or color).	BB. Observing and classifying
<b>5-Year-Olds</b>	M-K-3.1 Identify simple growing patterns.	V. Patterns
	M-K-3.2 Analyze simple repeating and growing relationships to extend patterns.	V. Patterns
	M-K-3.3 Translate simple repeating and growing patterns into rules.	V. Patterns
	M-K -3.4 Classify objects according to one or more attributes such as color, size, shape and thickness.	BB. Observing and classifying

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	<b>IV. Geometry</b> <b>M-4: The student will demonstrate through the mathematical process an emerging sense of two-and three-dimensional geometric shapes and relative positions in space.</b>	
<b>3-Year Olds</b>	M-3K-4.1 Recognize simple shapes in the environment.	T. Geometry: Shapes and spatial awareness
	M-3K-4.2 Match shapes in their environment.	T. Geometry: Shapes and spatial awareness
	M-3K-4.3 Begin to show an understanding of common positional words “up”, “down”, “under”, “over”, and “in”.	T. Geometry: Shapes and spatial awareness
<b>4-Year-Olds</b>	M-4K-4.1 Identify two-dimensional shapes: circle, square, triangle and rectangle.	T. Geometry: Shapes and spatial awareness
	M-4K-4.2 Represent simply two-dimensional geometric shapes.	T. Geometry: Shapes and spatial awareness
	M-4K-4.3 Understand and use positional words to describe the location of objects (up, down, in, over, under, behind, on top of and in front of).	T. Geometry: Shapes and spatial awareness
<b>5-Year-Olds</b>	M-K-4.1 Identify the two-dimensional shapes: square, circle, triangle, and rectangle, and three-dimensional shapes; cube, sphere, and cylinder.	T. Geometry: Shapes and spatial awareness
	M-K-4.2 Represent two-dimensional geometric shapes (circle, square, triangle, and rectangle).	T. Geometry: Shapes and spatial awareness
	M-K-4.3 Use positional words near, far, below, above, beside, next to, across from, and between to describe the location of an object.	T. Geometry: Shapes and spatial awareness



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	<b>V. Measurement</b> <b>M-5: The student will demonstrate through the mathematical processes an emerging sense of coin values and the measurement concepts of length, weight, time and temperature.</b>	
<b>3-Year Olds</b>	M-3K-5.2 Compare the size of objects.	U. Measurement
	M-3K-5.3 Explore measurement informally through play.	U. Measurement
	M-3K-5.4 Associate at least one measurement device with its purpose.	U. Measurement
<b>4-Year-Olds</b>	M-4K-5.2 Compare the lengths of two objects.	U. Measurement
	M-4K-5.3 Use nonstandard units of measure to compare everyday objects.	U. Measurement
	M-4K-5.4 Associate at least two measurement devices with their purposes.	U. Measurement
<b>5-Year-Olds</b>	M-K-5.2 Compare the lengths of two objects, both directly and indirectly, to order objects.	U. Measurement
	M-K-5.3 Use nonstandard units to explore the measurement concepts of length and weight.	U. Measurement
	M-K-5.4 Identify rulers, yardsticks, and tape measures as devices used to measure lengths; scales and balances as devices used to measure weight; calendars and analog and digital clocks as devices used to measure time; and digital and standard thermometers as devices used to measure temperature.	U. Measurement
	M-K-5.5 Understand which measure-length, weight, time, or temperature-is appropriate for a given situation.	U. Measurement

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	<b>VI. Data Analysis and Probability</b> <b>M-6: The student will demonstrate through mathematical processes an emerging sense of organizing and interpret data.</b>	
<b>4-Year-Olds</b>	M-4K-6.1 Organize and represent data with real objects.	W. Data analysis
<b>5-Year-Olds</b>	M-K-6.1 Organize data in graphic displays in the form of drawings and pictures.	W. Data analysis
	<b><i>Physical Development and Health</i></b>	
	<b>PD 1: Gross Motor Development: Children increasingly move their bodies in ways that demonstrate control, balance, and coordination.</b>	
<b>3-Year Olds</b>	PD-3K-1.1 Move with some balance and control while walking, running, jumping, marching and hopping.	I. Gross-motor skills
	PD-3K-1.2 Coordinate movements to perform simple tasks.	I. Gross-motor skills
<b>4-Year-Olds</b>	PD-4K-1.1 Move with balance and control while walking, running, jumping, marching, hopping, and galloping.	I. Gross-motor skills
	PD-4K-1.2 Coordinate movements to perform more complex tasks.	I. Gross-motor skills
<b>5-Year-Olds</b>	PD-K-1.1 Move with balance and control, varying speed, rhythm, gait, and direction.	I. Gross-motor skills
	PD-K-1.2 Coordinate movements to perform variety of tasks.	I. Gross-motor skills

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	<i>Physical Development and Health, CONT</i>	
	<b>PD 2: Fine Motor Development: Children use their fingers and hands in ways that develop hand to eye coordination, strength, control and small object manipulation.</b>	
<b>3-Year Olds</b>	PD-3K-2.1 Use strength and control to perform simple tasks.	J. Fine-motor skills
	PD-3K-2.2 Use hand-eye coordination to perform simple tasks.	J. Fine-motor skills
	PD-3K-2.3 Explore the use of various drawing tools.	J. Fine-motor skills
<b>4-Year-Olds</b>	PD-4K-2.1 Use strength and control to perform more complex tasks.	J. Fine-motor skills
	PD-4K-2.2 Use hand-eye coordination to perform more complex tasks.	J. Fine-motor skills
	PD-4K-2.3 Show beginning control of drawing and writing tools.	J. Fine-motor skills
<b>5-Year-Olds</b>	PD-K-2.1 Use strength and control to accomplish a variety of skilled tasks.	J. Fine-motor skills
	PD-K-2.2 Use hand-eye coordination to perform wide variety of tasks.	J. Fine-motor skills
	PD-K-2.3 Use drawing and writing tools with some control and purpose.	J. Fine-motor skills R. Writing
	<b>PD 3: Personal Health: Children understand how daily activity and healthy behavior promote overall personal health, physical fitness, and safety.</b>	
<b>3-Year Olds</b>	PD-3K-3.1 Perform simple self-care tasks.	K. Personal care and healthy behavior
<b>4-Year-Olds</b>	PD-4K-3.1 Perform some self-care tasks independently.	K. Personal care and healthy behavior
<b>5-Year-Olds</b>	PD-K-3.1 Perform most self-care tasks independently.	K. Personal care and healthy behavior

## References

- South Carolina Department of Education, Office of Early Childhood and the South Carolina Department of Social Services ABC Child Care Program. (2009) *South Carolina Early Learning Standard*  
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