



# COR *Advantage*®

HighScope's COR Advantage

Aligned With

Kentucky's Early Childhood  
Standards Birth to Four Years

## Kentucky's Early Childhood Standards: Birth to Three

## COR Advantage Items

<b>Domain: Cognitive: Birth to Three Years</b>	
<b>Cognitive Standard 1: Explores the environment to gain information.</b>	
<b>Benchmark 1.1: Demonstrates curiosity in the environment.</b>	
Uses senses to explore the environment.	BB. Observing and classifying
Uses play to explore objects in the environment.	CC. Experimenting, predicting, and drawing conclusions
Engages in behavior to investigate consequences; notices cause and effect relationships in their daily environment.	CC. Experimenting, predicting, and drawing conclusions
Explores spatial relationships, shapes, and numbers.	S. Number and counting T. Geometry: Shapes and spatial awareness
<b>Benchmark 1.2: Responds to the environment.</b>	
Observes and/or imitates behavior.	AA. Pretend play
Shows interest in listening to and repeating sounds.	L. Speaking M. Listening and comprehension
Works toward an objective.	A. Initiative and planning B. Problem solving with materials
<b>Benchmark 1.3: Recalls information about the environment.</b>	
Recognizes and shows preference for familiar people and things.	A. Initiative and planning E. Building relationships with adults F. Building relationships with other children
Locates an object that has been hidden from view.	GG. Geography
Creates mental images of objects and people not in immediate environment.	L. Speaking
Exhibits a sense of personal routines.	G. Community HH. History
<b>Benchmark 1.4: Recognizes characteristics of people and objects.</b>	
Identifies and investigates the physical qualities of living and nonliving things.	BB. Observing and classifying DD. Natural and physical world
Categorizes objects based on physical or functional similarity.	BB. Observing and classifying
Recognizes functional uses of items in the environment.	AA. Pretend play
Uses objects in realistic play – imitates the environment.	AA. Pretend play

## Kentucky's Early Childhood Standards: Birth to Three

## COR Advantage Items

<b>Domain: Communication: Birth to Three Years</b>	
<b>Communication Standard 1: Demonstrates communication skills in order to express self.</b>	
<b>Benchmark 1.1: Engages in nonverbal communication for a variety of purposes.</b>	
Initiates communication by smiling and eye contact.	E. Building relationships with adults M. Listening and comprehension
Uses gestures and movements to express self.	D. Emotions
Uses movement or gestures to demonstrate understanding of vocalizations.	M. Listening and comprehension
Uses gestures or movements to solicit attention and/or to indicate wants and needs.	D. Emotions K. Personal care and healthy behavior
Uses eye contact, gestures, and/or movement to request item or assistance.	L. Speaking
Uses movements and/or gestures to protest.	D. Emotions
Uses gestures for greetings and conversational rituals.	E. Building relationships with adults F. Building relationships with other children L. Speaking
Uses movement or behavior to initiate interaction with a person, animal, or object.	L. Speaking M. Listening and comprehension
<b>Benchmark 1.2: Uses vocalization and /or words (verbal, signed, symbolic) for a variety of purposes.</b>	
Varies pitch, length, and volume of vocalizations.	N. Phonological awareness
Makes new sounds, both vowels and consonants.	L. Speaking
Squeals and laughs.	D. Emotions
Engages in vocal play and/or vocal turn-taking.	L. Speaking M. Listening and comprehension
Uses specific vocalizations that have meaning to primary caregivers.	L. Speaking
Uses sounds and words with inflected patterns in conversational manner.	L. Speaking

## Kentucky's Early Childhood Standards: Birth to Three

## COR Advantage Items

<b>Domain: Communication: Birth to Three Years, CONT</b>	
<b>Communication Standard 1: CONT</b>	
<b>Benchmark 1.2, CONT</b>	
Imitates sounds and words.	N. Phonological awareness
Repeats rhymes and repetitive speech sounds, recites phrases and participates in singing songs.	N. Phonological awareness Y. Music
Uses single words.	L. Speaking
Names several objects or persons upon request.	L. Speaking M. Listening and comprehension
Identifies items or people in pictures/photographs.	P. Reading
Increases the number of single words used in vocabulary.	L. Speaking
Uses name to refer to self.	FF. Knowledge of self and others
Uses phrases or short sentences.	L. Speaking
Uses pronouns to refer to self or others.	L. Speaking
Talks about familiar people, story characters and events.	L. Speaking M. Listening and comprehension Q. Book enjoyment and knowledge
Uses 2-3 syllable words meaningfully.	L. Speaking
Carries on a conversation.	M. Listening and comprehension
Uses plurals.	<i>Does not align</i>
Asks questions.	M. Listening and comprehension
<b>Communication Standard 2: Demonstrates listening and observing skills and responds to the communication of others.</b>	
<b>Benchmark 2.1: Focuses on and attends to communication of others and to sights and sounds in the environment to gain information.</b>	
Responds to sights and/or sounds.	M. Listening and comprehension N. Phonological awareness Y. Music

## Kentucky's Early Childhood Standards: Birth to Three

## COR Advantage Items

<b>Domain: Communication: Birth to Three Years, CONT</b>	
<b>Communication Standard 2, CONT</b>	
<b>Benchmark 2.1, CONT</b>	
Looks at speaker.	M. Listening and comprehension
Prefers human voice.	M. Listening and comprehension
Establishes joint attention.	A. Initiative and planning
Understands and responds to familiar words and/or alternative communication methods.	M. Listening and comprehension
Attends to and enjoys short stories, rhymes, fingerplays, and songs.	N. Phonological awareness Q. Book enjoyment and knowledge Y. Music
<b>Benchmark 2.2: Responds to the verbal and nonverbal communication of others.</b>	
Responds to communication of others and to sounds in the environment.	M. Listening and comprehension Y. Music
Responds to others' expressions or emotion.	D. Emotions
Recognizes and responds appropriately to non-verbal signs and gestures.	M. Listening and comprehension
Participates in turn-taking.	E. Building relationships with adults F. Building relationships with other children
Responds appropriately to requests or directions.	M. Listening and comprehension
Identifies objects on request.	L. Speaking
Responds appropriately to several action words.	M. Listening and comprehension
Demonstrates understanding of several prepositions.	M. Listening and comprehension T. Geometry: Shapes and spatial awareness
Demonstrates understanding of several pronouns.	M. Listening and comprehension
Responds to questions.	M. Listening and comprehension
Demonstrates understanding of many vocabulary words.	M. Listening and comprehension
Demonstrates understanding of some complex sentences.	M. Listening and comprehension
Gains information from stories, rhymes, and songs being read/sung aloud.	M. Listening and comprehension

## Kentucky's Early Childhood Standards: Birth to Three

## COR Advantage Items

<b>Domain: Communication: Birth to Three Years, CONT</b>	
<b>Communication Standard 3: Demonstrates interest and engages in early literacy activities.</b>	
<b>Benchmark 3.1: Demonstrates interest and engagement in print literacy materials.</b>	
Looks at pictures and photos briefly.	P. Reading
Attends to and/or makes contact with age-appropriate book, when presented.	Q. Book enjoyment and knowledge
Manipulates age-appropriate book.	Q. Book enjoyment and knowledge
Shows interest as age-appropriate book is read aloud.	Q. Book enjoyment and knowledge
Turns pages awkwardly by him/herself.	Q. Book enjoyment and knowledge
Shows increasing skills in book handling and print directionality.	Q. Book enjoyment and knowledge
Selects book for adult to read.	Q. Book enjoyment and knowledge
Anticipates/recalls text of a known story.	M. Listening and comprehension Q. Book enjoyment and knowledge
Requests a favorite book to be read again.	Q. Book enjoyment and knowledge
Shows increased attention span for listening to stories.	A. Initiative and planning
Grasps thick crayon/marker/other writing tool and scribbles.	J. Fine-motor skills R. Writing X. Art
Recalls specific people, actions, and/or activities in a story book.	M. Listening and comprehension Q. Book enjoyment and knowledge
Notices that there are both print and pictures on a page.	Q. Book enjoyment and knowledge
Makes lines and shapes with a variety of writing tools to represent objects.	R. Writing X. Art

**Kentucky's Early Childhood Standards: Birth to Three**

**COR Advantage Items**

<b>Domain: Communication: Birth to Three Years, CONT</b>	
<b>Communication Standard 3, CONT</b>	
<b>Benchmark 3.2: Demonstrates interest and engagement in stories, songs, and rhymes.</b>	
Shows preference to human voice.	M. Listening and comprehension
Attends and respond to hearing a story, rhyme or song.	M. Listening and comprehension N. Phonological awareness Y. Music
Participates in word games or fingerplays.	N. Phonological awareness Y. Music
Sings or joins in on a specific story, rhyme or song.	N. Phonological awareness Y. Music
Repeats phrases from predictable, repetitive stories.	N. Phonological awareness
Asks to hear a specific story, rhyme or song.	Q. Book enjoyment and knowledge Y. Music
Create partial songs and rhymes.	N. Phonological awareness

## Kentucky's Early Childhood Standards: Birth to Three

## COR Advantage Items

<b>Domain: Creative Expression: Birth to Three Years</b>	
<b>Creative Expression Standard 1: Demonstrates interest and participates in various forms of creative expression.</b>	
<b>Benchmark 1.1: Enjoys and engages in visual arts.</b>	
Attends to bright and/or contrasting colors.	O. Alphabet knowledge
Attends to the facial expressions of adults.	D. Emotions
Gazes at pictures, photographs, and mirror images.	P. Reading FF. Knowledge of self and others
Shows preferences for favorite colors.	A. Initiative and planning
Uses a variety of materials in exploring and creating visual art.	X. Art
Observes and describes visual art.	M. Listening and comprehension
<b>Benchmark 1.2 Enjoys and engages in movement and dance.</b>	
Responds to touch and motion.	E. Building relationships with adults
Explores the movement of self and/or objects.	I. Gross-motor skills J. Fine-motor skills Z. Movement
Shows enjoyment for rhythmic patterns.	Z. Movement
Enjoys moving to music.	Z. Movement
Exhibits an increased variety of movements to express self.	Z. Movement
<b>Benchmark 1.3: Enjoys and engages in music.</b>	
Responds to sounds, tones, and voices.	M. Listening and comprehension N. Phonological awareness Y. Music
Responds to music.	Y. Music Z. Movement
Enjoys rhythms and song.	N. Phonological awareness Y. Music Z. Movement



**Kentucky's Early Childhood Standards: Birth to Three**

**COR Advantage Items**

<b>Domain: Creative Expression: Birth to Three Years, CONT</b>	
<b>Creative Expression Standard 1, CONT</b>	
<b>Benchmark 1.3, CONT</b>	
Prefers repetition of familiar songs and rhythmic patterns.	N. Phonological awareness Y. Music
Expresses joy through music.	D. Emotions Y. Music Z. Movement
<b>Benchmark 1.4: Enjoys and engages in pretend play and drama.</b>	
Imitates sounds, facial expressions and gestures of another person.	AA. Pretend play
Imitates the actions of other persons.	AA. Pretend play
Imitates sounds or actions of an animal or object.	N. Phonological awareness AA. Pretend play
Utilizes voice and body as a means of artistic expression.	Y. Music AA. Pretend play
Uses one object to represent another.	AA. Pretend play
Engages in pretend play.	AA. Pretend play

## Kentucky's Early Childhood Standards: Birth to Three

## COR Advantage Items

<b>Domain: Motor: Birth to Three Years</b>	
<b>Motor Standard 1: Demonstrates motor skills in daily activities and adaptive/self care routines.</b>	
<b>Benchmark 1.1: Moves with purpose and coordination.</b>	
Reaches for object.	A. Initiative and planning J. Fine-motor skills
Brings object to mouth.	J. Fine-motor skills
Transfer objects from one hand to another.	J. Fine-motor skills
Rolls over.	I. Gross-motor skills
Crawls.	I. Gross-motor skills
Uses furniture to raise or lower self to floor.	I. Gross-motor skills
Walks.	I. Gross-motor skills
Climbs low objects.	I. Gross-motor skills
Pushes and pulls toys while walking.	I. Gross-motor skills
Kicks ball forward.	I. Gross-motor skills
Walks up and down stairs placing both feet on each step.	I. Gross-motor skills
<b>Benchmark 1.2: Demonstrates balance and coordination.</b>	
Sits independently with balance.	I. Gross-motor skills
Stands without support.	I. Gross-motor skills
Moves from sitting to standing using hands.	I. Gross-motor skills
Squats without falling.	I. Gross-motor skills
Runs.	I. Gross-motor skills
Throws object while standing.	I. Gross-motor skills J. Fine-motor skills

## Kentucky's Early Childhood Standards: Birth to Three

## COR Advantage Items

<b>Domain: Motor: Birth to Three Years, CONT</b>	
<b>Motor Standard 1, CONT</b>	
<b>Benchmark 1.3: Exhibits eye-hand coordination.</b>	
Reaches for objects.	A. Initiative and planning J. Fine-motor skills
Makes random marks on paper.	J. Fine-motor skills R. Writing X. Art
Stacks and places objects.	J. Fine-motor skills U. Measurement
Makes controlled scribbles.	R. Writing
Attempts to catch and throw.	J. Fine-motor skills
<b>Benchmark 1.4: Controls small muscles in hands.</b>	
Grasps and releases objects.	J. Fine-motor skills
Passes objects from one hand to the other and changes position of objects within their hands.	J. Fine-motor skills
Moves from using whole hand grasp to grasping with thumb and index finger with increasing control.	J. Fine-motor skills
<b>Benchmark 1.5: Expresses physical needs and actively participates in adaptive/self-care routines to have these needs met.</b>	
Verbally or physically asks for food or drink.	K. Personal care and healthy behavior
Assists in feeding routines.	K. Personal care and healthy behavior
Follows familiar sleep routines.	G. Community
Seeks assistance with diapering/toileting.	K. Personal care and healthy behavior
Participates in dressing routines.	K. Personal care and healthy behavior
Participates in routines to maintain hygiene.	K. Personal care and healthy behavior

## Kentucky's Early Childhood Standards: Birth to Three

## COR Advantage Items

<b>Domain: Social Emotional: Birth to Three Years</b>	
<b>Social Emotional Standard 1: Demonstrates trust and engages in social relationships.</b>	
<b>Benchmark 1.1: Shows attachments and emotional connection towards others.</b>	
Responds to being held.	E. Building relationships with adults
Uses eye contact to establish, maintain, and discontinue interactions.	E. Building relationships with adults
Recognizes familiar faces.	E. Building relationships with adults
Exhibits separation anxiety.	D. Emotions E. Building relationships with adults
Use familiar adults as a base for exploration and for "emotional refueling".	E. Building relationships with adults
Shows concern for others and recognizes other's needs.	D. Emotions
<b>Benchmark 1.2: Demonstrates desire to create relationships and understanding of these relationships with others.</b>	
Observes other people.	E. Building relationships with adults F. Building relationships with other children
Engages in independent, parallel play. Contact with peers centers around toys and other objects.	F. Building relationships with other children
Shows enjoyment in interactions with others.	E. Building relationships with adults F. Building relationships with other children
Initiates social contact.	E. Building relationships with adults F. Building relationships with other children
Develops friendship with peers.	F. Building relationships with other children
Responds to praise or rewards from adults.	E. Building relationships with adults
Develops sense of self as a separate person from others.	FF. Knowledge of self and others
Identifies other people and their roles.	FF. Knowledge of self and others
Focuses attention on others, notices likeness and differences.	FF. Knowledge of self and others

## Kentucky's Early Childhood Standards: Birth to Three

## COR Advantage Items

<b>Domain: Social Emotional: Birth to Three Years, CONT</b>	
<b>Social Emotional Standard 2: Demonstrates sense of self.</b>	
<b>Benchmark 2.1: Expresses and/or recognizes a variety of emotions.</b>	
Uses facial expressions, body movements, and/or vocalizations to make social contact and express needs and emotions.	D. Emotions
Responds to emotional cues and social situations.	D. Emotions
Expresses emotions towards familiar persons, pets, or possessions.	D. Emotions E. Building relationships with adults
Associates emotions with words and facial expressions.	D. Emotions
<b>Benchmark 2.2: Develops the ability to control feelings and behavior and understands simple rules and limitations.</b>	
Seeks out ways to calm self.	D. Emotions
Develops self-regulation.	D. Emotions
Expresses sense of self (autonomy).	FF. Knowledge of self and others
Recognizes own accomplishments.	C. Reflection
Understands authority and simple rules, including the consequences for not following rules.	G. Community H. Conflict resolution

## Kentucky's Early Childhood Standards: Three to Four

## COR Advantage Items

<b>Domain: Arts and Humanities: Three and Four Year Olds</b>	
<b>Arts and Humanities Standard 1: Participates and shows interest in a variety of visual art, dance, music, and drama experiences.</b>	
<b>Benchmark 1.1: Develops skills in and appreciation of visual arts.</b>	
Uses a variety of media and materials for exploration (e.g. paint, glue, three-dimensional materials, technology, etc.).	X. Art EE. Tools and technology
Uses a variety of art forms, elements and materials for representing people, places, and things in the environment.	X. Art
Observes and responds to artwork produced by other individuals and/or cultures.	X. Art
<b>Benchmark 1.2: Develops skills in and appreciation of dance.</b>	
Explores various ways of moving with or without music.	Z. Movement
Performs simple patterns of dance while exploring with the element of beat.	Z. Movement
Describes movement after participating in or watching others perform games or songs.	Z. Movement
Responds to dance performance produced by other individuals and/or cultures.	Z. Movement
<b>Benchmark 1.3: Develops skills in and appreciation of music.</b>	
Explores various forms of musical expression through his/her senses.	Y. Music Z. Movement
Uses fingerplays and/or songs to experiment with beat and time.	Y. Music Z. Movement
Responds to musical performances produced by other individuals and/or cultures (e.g., concerts, CDs, tapes, videos, theatrical performances, etc.).	Y. Music Z. Movement
<b>Benchmark 1.4: Develops skills in and appreciation of drama.</b>	
Uses a variety of actions or sounds to explore drama.	N. Phonological awareness AA. Pretend play
Performs simple elements of drama (e.g. audience, actors, stage, etc.).	AA. Pretend play
Attends and responds to drama performed by other individuals and/or cultures.	AA. Pretend play

## Kentucky's Early Childhood Standards: Three to Four

## COR Advantage Items

<b>Domain: English/Language Arts: Three and Four Year Olds</b>	
<b>English/Language Arts Standard 1: Demonstrates general skills and strategies of the communication process.</b>	
<b>Benchmark 1.1: Uses non-verbal communication for a variety of purposes.</b>	
Identifies or chooses object or person by pointing, physically touching or moving toward another.	A. Initiative and planning
Uses gestures and/or movements to initiate interactions or to get needs met.	L. Speaking
Uses symbols or pictures as representation for oral language.	P. Reading R. Writing X. Art
<b>Benchmark 1.2: Uses language (verbal, signed, symbolic) for a variety of purposes.</b>	
Initiates communication to have needs met.	L. Speaking
Responds meaningfully in conversations and discussions with peers and adults.	M. Listening and comprehension
Asks many why, when, and where questions.	L. Speaking M. Listening and comprehension
Uses words, signs, and/or symbols to effectively express feelings and thoughts, describe experiences, interact with others, and/or communicate needs.	L. Speaking
Adjusts expressive techniques (pitch, intonation, pace) for a variety of purposes.	<i>Does not align</i>
<b>Benchmark 1.3: Communicates with increasing clarity and use of conventional grammar.</b>	
Speaks clearly enough to be understood by most listeners.	L. Speaking
Uses simple sentences to express self, but may not always use correct grammar.	L. Speaking
Uses more complex sentences, but grammar is still sometimes incorrect.	L. Speaking
Uses complex sentences with correct grammar.	L. Speaking
Develops increasingly abstract use of language.	L. Speaking

## Kentucky's Early Childhood Standards: Three to Four

## COR Advantage Items

<b>Domain: English/Language Arts: Three and Four Year Olds, CONT</b>	
<b>English/Language Arts Standard 2: Demonstrates general skills and strategies of the listening and observing processes.</b>	
<b>Benchmark 2.1: Engages in active listening in a variety of situations.</b>	
Attends to adult or peer who is speaking/signing.	M. Listening and comprehension
Follows simple directions.	M. Listening and comprehension
Gains information through listening experiences.	M. Listening and comprehension
Uses listening to interpret and apply meaning.	M. Listening and comprehension
<b>Benchmark 2.2: Observes to gain information and understanding.</b>	
Uses many senses to explore and interpret the environment.	G. Community BB. Observing and classifying
Makes comparisons through every day experiences and play.	W. Data analysis BB. Observing and classifying FF. Knowledge of self and others
Makes predictions concerning everyday experiences and play.	CC. Experimenting, predicting, and drawing conclusions
Draws conclusions from everyday experiences and play.	C. Reflection CC. Experimenting, predicting, and drawing conclusions
<b>English/Language Arts Standard 3: Demonstrates general skills and strategies of the reading process.</b>	
<b>Benchmark 3.1: Listens to and/or responds to reading materials with interest and enjoyment.</b>	
Participates actively in story time.	M. Listening and comprehension Q. Book enjoyment and knowledge AA. Pretend play
Chooses reading activities.	Q. Book enjoyment and knowledge
Responds to reading activities with interest and enjoyment.	Q. Book enjoyment and knowledge



**Kentucky's Early Childhood Standards: Three to Four**

**COR Advantage Items**

<b>Domain: English/Language Arts: Three and Four Year Olds, CONT</b>	
<b>English/Language Arts Standard 3, CONT</b>	
<b>Benchmark 3.2: Shows interest and understanding of the basic concepts and conventions of print.</b>	
Handles books correctly, showing increasing skills in print directionality.	Q. Book enjoyment and knowledge
Understands that print has meaning.	P. Reading
<b>Benchmark 3.3: Demonstrates knowledge of the alphabet.</b>	
Recognizes some letters of the alphabet.	O. Alphabet knowledge
Recognizes some letters and words in print.	O. Alphabet knowledge P. Reading
Identifies some known letters of the alphabet in familiar and unfamiliar words.	O. Alphabet knowledge P. Reading
<b>Benchmark 3.4: Demonstrates emergent phonemic/phonological awareness.</b>	
Recognizes rhyming words.	N. Phonological awareness
Recognizes sounds that match.	N. Phonological awareness
Produces a rhyming word.	N. Phonological awareness
Discriminates separate syllables in words.	N. Phonological awareness
Makes some letter-sound connections.	N. Phonological awareness O. Alphabet knowledge
Identifies some beginning sounds.	N. Phonological awareness
<b>Benchmark 3.5: Draws meaning from pictures, print, and text.</b>	
Names features of a picture.	P. Reading X. Art
Uses illustrations to tell major events of a story.	P. Reading
Understands that text has a specific meaning.	P. Reading

## Kentucky's Early Childhood Standards: Three to Four

## COR Advantage Items

<b>Domain: English/Language Arts: Three and Four Year Olds, CONT</b>	
<b>English/Language Arts Standard 3, CONT</b>	
<b>Benchmark 3.6: Tells and retells a story.</b>	
Imitates act of reading in play.	P. Reading AA. Pretend play
Acts out main events of a familiar story.	M. Listening and comprehension
Uses pictures and illustrations to tell and retell a story.	M. Listening and comprehension Q. Book enjoyment and knowledge X. Art
Uses prior experience to help make sense of stories.	M. Listening and comprehension
Retells a story including many details and draws connections between story events.	M. Listening and comprehension Q. Book enjoyment and knowledge AA. Pretend play
<b>English/Language Arts Standard 4: Demonstrates competence in the beginning skills and strategies of the writing process.</b>	
<b>Benchmark 4.1: Understands that the purpose of writing is communication.</b>	
Understands that an oral message can be represented by written language.	R. Writing X. Art
Understands there is a way to write that conveys meaning.	R. Writing X. Art
Understands that once an oral message is written it reads the same way every time.	P. Reading
<b>Benchmark 4.2: Produces marks, pictures, and symbols that represent print and ideas.</b>	
Labels pictures or produces simple texts using scribble writing.	R. Writing
Labels pictures or produces simple texts using letter-like forms.	R. Writing X. Art
Uses scribble writing or letter-like forms to represent words or ideas.	R. Writing
Writes recognizable letters.	R. Writing
Writes familiar words.	R. Writing

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<b>Domain: English/Language Arts: Three and Four Year Olds, CONT</b>	
<b>English/Language Arts Standard 4, CONT</b>	
<b>Benchmark 4.3: Explores the physical aspect of writing.</b>	
Uses tools for writing and drawing.	R. Writing X. Art
Experiments with grasp when using a variety of writing tools.	J. Fine-motor skills
Adjusts body position when writing.	<i>Does not align</i>
Adjusts paper position when writing.	<i>Does not align</i>
Shows some evidence of directionality (top to bottom, left to right).	R. Writing

## Kentucky's Early Childhood Standards: Three to Four

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<b>Domain: Health/Mental Wellness (Health Education): Three and Four Year Olds</b>	
<b>Health/Mental Wellness Standard 1: Demonstrates health/mental wellness in individual and cooperative social environments.</b>	
<b>Benchmark 1.1: Demonstrates independent behavior.</b>	
Follows routines independently.	G. Community
Takes care of personal health/safety needs with adult support as needed.	K. Personal care and healthy behavior
Identifies healthy food choices.	K. Personal care and healthy behavior
Describes self, using several basic characteristics (e.g., first and last name, gender, age, family, talents, skills, etc.).	FF. Knowledge of self and others
Uses materials in a self-directed manner.	A. Initiative and planning
<b>Benchmark 1.2: Shows social cooperation.</b>	
Plays alongside rather than with other children.	F. Building relationships with other children
Plays in groups or pairs based on similar interest.	F. Building relationships with other children
Makes and maintains a friendship with at least one other child.	F. Building relationships with other children
Participates in everyday classroom activities, may need adult direction.	G. Community
Works in small group situations with teacher support.	F. Building relationships with other children
Manages transitions.	G. Community
Connects consequences to a specific behavior but may not understand why the behavior warrants the consequence.	D. Emotions G. Community H. Conflict resolution K. Personal care and healthy behavior
Accepts the consequences of one's own actions.	H. Conflict resolution
Can identify feelings, likes and dislikes, but may not be able to explain why.	D. Emotions
Communicates emotions to peers in an appropriate manner.	D. Emotions

**Kentucky's Early Childhood Standards: Three to Four**

**COR Advantage Items**

<b>Domain: Health/Mental Wellness (Health Education): Three and Four Year Olds, CONT</b>	
<b>Health/Mental Wellness Standard 1, CONT</b>	
<b>Benchmark 1.3: Applies social problem solving skills.</b>	
Uses simple strategies to appropriately solve problems by self and within a group.	B. Problem solving with materials
Uses multiple strategies to solve problems.	B. Problem solving with materials
Provides simple but acceptable reasons for ideas in solving problems.	B. Problem solving with materials
Asks for help from other sources when solving social and/or cognitive problems.	B. Problem solving with materials
<b>Benchmark 1.4: Shows a sense of purpose (future-hopefulness)</b>	
Accepts setbacks without giving up.	B. Problem solving with materials
Attends to task.	A. Initiative and planning
Sets short term goals.	A. Initiative and planning
Projects self into the future.	L. Speaking HH. History
Demonstrates self-confidence through interactions.	C. Reflection D. Emotions

## Kentucky's Early Childhood Standards: Three to Four

## COR Advantage Items

<b>Domain: Mathematics: Three and Four Year Olds</b>	
<b>Math Standard 1: Demonstrates general skills and uses concepts of mathematics.</b>	
<b>Benchmark 1.1: Demonstrates an understanding of numbers and counting.</b>	
Imitates rote counting using the names of the numbers.	S. Number and counting
Counts in sequence to 5 and beyond.	S. Number and counting
Arranges sets of objects in one-to-one correspondence.	S. Number and counting
Understands that a single object is always "one" regardless of size, shape, and/or other attributes.	S. Number and counting
Counts concrete objects to 5 and beyond.	S. Number and counting
Uses math language to express quantity in everyday experiences.	S. Number and counting
Compares concrete quantities to determine which has more.	S. Number and counting W. Data analysis
Recognizes that a set of objects remains the same amount if physically rearranged.	S. Number and counting
Realizes that the last number counted is the total amount of objects.	S. Number and counting
Recognizes some numerals and associates number concepts with print materials in a meaningful way.	S. Number and counting
Names and writes some numerals.	R. Writing S. Number and counting
<b>Benchmark 1.2: Recognizes and describes shapes and spatial relationships.</b>	
Recognizes some basic shapes.	T. Geometry: Shapes and spatial awareness
Creates and duplicates shapes.	T. Geometry: Shapes and spatial awareness
Completes simple puzzles.	<i>Does not align</i>
Identifies shapes.	T. Geometry: Shapes and spatial awareness
Recognizes parts of a whole.	BB. Observing and classifying
Recognizes the position of objects.	T. Geometry: Shapes and spatial awareness
Uses words that indicate directionality, order and position of objects.	T. Geometry: Shapes and spatial awareness

**Kentucky's Early Childhood Standards: Three to Four**

**COR Advantage Items**

<b>Domain: Mathematics: Three and Four Year Olds, CONT</b>	
<b>Math Standard 1, CONT</b>	
<b>Benchmark 1.3: Uses the attributes of objects for comparison and patterning.</b>	
Matches objects.	BB. Observing and classifying
Sorts objects by one or more attributes.	BB. Observing and classifying
Describes objects by one or more attributes.	BB. Observing and classifying
Recognizes, duplicates, and extends simple patterns.	V. Patterns
Creates original patterns.	V. Patterns
<b>Benchmark 1.4: Use nonstandard and/or standard units to measure and describe.</b>	
Compares and orders by size.	U. Measurement
Uses tools to explore measuring.	U. Measurement EE. Tools and technology
Explores, compares, and describes length, weight, or volume using nonstandard units.	U. Measurement
Explores, compares, and describes length, weight, or volume using standard units.	U. Measurement
Shows awareness of simple time concepts.	G. Community HH. History
Categorizes and sequences time intervals and uses language associated with time in everyday situations.	G. Community HH. History

## Kentucky's Early Childhood Standards: Three to Four

## COR Advantage Items

<b>Domain: Physical Development (Physical Education): Three and Four Year Olds</b>	
<b>Physical Education Standard 1: Demonstrates basic gross and fine motor development.</b>	
<b>Benchmark 1.1: Performs a variety of locomotor skills with control and balance.</b>	
Demonstrates body spatial awareness in relationship to stationary objects.	I. Gross-motor skills
Walks with skill.	I. Gross-motor skills
Runs with skill.	I. Gross-motor skills
Climbs, jumps, and/or hops with increased coordination, balance, and control.	I. Gross-motor skills
Experiments with galloping and skipping.	I. Gross-motor skills
Uses quick stops or changes in direction to avoid contact with moving objects or other people.	I. Gross-motor skills
<b>Benchmark 1.2: Performs a variety of non-locomotor skills with control and balance.</b>	
Executes movements that require a stable base.	I. Gross-motor skills
Pushes, pulls, twists, turns, curls, balances and/or stretches with increased coordination and control.	I. Gross-motor skills
<b>Benchmark 1.3: Combines a sequence of several motor skills with control and balance.</b>	
Walks up and down stairs with alternating steps.	I. Gross-motor skills
Explores a variety of movements.	I. Gross-motor skills
<b>Benchmark 1.4: Performs fine motor tasks using eye-hand coordination.</b>	
Explores and manipulates objects in a variety of ways.	J. Fine-motor skills
Uses tools appropriately.	J. Fine-motor skills EE. Tools and technology
Exhibits increasing strength and control.	J. Fine-motor skills
Performs tasks using more refined and dexterous motions.	J. Fine-motor skills



## Kentucky's Early Childhood Standards: Three to Four

## COR Advantage Items

<b>Domain: Science: Three and Four Year Olds</b>	
<b>Science Standard 1: Demonstrates scientific ways of thinking and working (with wonder and curiosity).</b>	
<b>Benchmark 1.1: Explores features of environment through manipulation.</b>	
Uses all five senses to examine objects with attention to detail.	CC. Experimenting, predicting, and drawing conclusions
Describes objects in the environment using properties of objects.	BB. Observing and classifying
Describes objects in terms of similarities or differences.	BB. Observing and classifying
<b>Benchmark 1.2: Investigates simple scientific concepts.</b>	
Asks simple scientific questions.	BB. Observing and classifying DD. Natural and physical world
Observes and/or manipulates objects and events to answer simple scientific questions.	CC. Experimenting, predicting, and drawing conclusions
Identifies objects that influence or affect other objects.	CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world
<b>Benchmark 1.3: Uses a variety of tools to explore the environment.</b>	
Uses non-standard tools to explore the environment.	EE. Tools and technology
Uses standard tools to explore the environment.	EE. Tools and technology
<b>Benchmark 1.4: Collects, describes, and/or records information through a variety of means.</b>	
Collects items with similar properties.	W. Data analysis BB. Observing and classifying
Describes object in terms of its properties.	BB. Observing and classifying
Records information through a variety of means such as graphing, tallying, drawing, writing, photographing, etc.	W. Data analysis
<b>Benchmark 1.5: Makes and verifies predictions based on past experiences.</b>	
Asks questions and/or uses other resources to confirm observations.	BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions
Makes reasonable explanations using resources, experiments, etc. independently.	CC. Experimenting, predicting, and drawing conclusions
Draws conclusions based on proved/disproved prediction.	CC. Experimenting, predicting, and drawing conclusions

## Kentucky's Early Childhood Standards: Three to Four

## COR Advantage Items

<b>Domain: Social Studies: Three and Four Year Olds</b>	
<b>Social Studies Standard 1: Demonstrates basic understanding of the world in which he/she lives.</b>	
<b>Benchmark 1.1: Differentiates between events that happen in the past, present, and future.</b>	
Recognizes the beginning and end of an event.	HH. History
Recalls information about the immediate past.	C. Reflection HH. History
Develops awareness that events occurred before the child's birth.	HH. History
Explores changes over time in environment by comparing pictures and hearing stories about the way something or someone looked in the past compared to now.	DD. Natural and physical world HH. History
Describes or represents a limited series of events in the correct sequence.	C. Reflection
Experiments with general terms related to the elements of time.	HH. History
Makes predictions about what may occur.	G. Community HH. History
<b>Benchmark 1.2: Uses environmental clues and tools to understand surroundings.</b>	
Distinguishes through demonstration and/or description characteristics of the physical environment.	GG. Geography
Distinguishes different environments by the people or signs that are a part of that environment.	GG. Geography
Recognizes and uses a variety of objects and materials that represent the environment.	GG. Geography
Shows interest in investigating geography through the use of maps, globes, charts, compasses, etc.	GG. Geography
<b>Benchmark 1.3: Shows an awareness of fundamental economic concepts.</b>	
Recognizes the relationship between supply and demand.	B. Problem solving with materials
Recognizes and uses objects for barter or trade.	<i>Does not align</i>
Recognizes the use of money as a means of exchange.	<i>Does not align</i>

## Kentucky's Early Childhood Standards: Three to Four

## COR Advantage Items

<b>Domain: Social Studies: Three and Four Year Olds, CONT</b>	
<b>Social Studies Standard 1, CONT</b>	
<b>Benchmark 1.4: Recognizes and/or follows rules within the home, school, and community.</b>	
Identifies examples of authority.	G. Community
Follows routines with little supervision.	G. Community
Recognizes there are different rules for different places.	G. Community
Understands there are consequences for actions.	G. Community H. Conflict resolution
Follows rules applicable to the situation with little supervision.	G. Community K. Personal care and healthy behavior
<b>Benchmark 1.5: Demonstrates understanding of the roles and relationships within his/her family and/or community.</b>	
Recognizes the roles within his/her home.	FF. Knowledge of self and others
Knows place in family structure.	FF. Knowledge of self and others
Uses familiar relationships to make sense of the world.	FF. Knowledge of self and others
<b>Benchmark 1.6 Knows that diversity exists in the world.</b>	
Describes self and/or compares own descriptions with others' descriptions.	FF. Knowledge of self and others
Identifies and recognizes gender.	FF. Knowledge of self and others
Recognizes that people differ in language, dress, food, etc.	FF. Knowledge of self and others
Recognizes and identifies differences in personal characteristics and family makeup.	FF. Knowledge of self and others
Recognizes that different people have different roles and jobs in the community.	FF. Knowledge of self and others
Recognizes and accepts similarities and differences.	FF. Knowledge of self and others

## References

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