



THE HIGHSCOPE
**preschool
curriculum**
AND
COR *Advantage*[®]

Texas Prekindergarten
Guidelines (2015)

ALIGNMENT



Alignment of The HighScope Curriculum and COR Advantage With Texas Prekindergarten Guidelines (2015)

This document aligns the content in the **Texas Prekindergarten Guidelines** with the learning objectives of the **HighScope Curriculum** for preschool and the developmental milestones of HighScope's child assessment tool, **COR Advantage**.

Based on more than 50 years of research on early childhood development, **The HighScope Preschool Curriculum** is built on 58 Key Developmental Indicators (KDIs). Each KDI identifies an important learning objective proven to pave the way for school and adult success. Uniquely designed to provide a rich academic foundation for children of diverse backgrounds and abilities, The HighScope Curriculum includes effective adult-child interaction strategies to help educators appropriately support and extend children's development and learning across each curriculum content area.

COR Advantage is an observation-based child assessment tool designed to measure children's growth and development from birth through kindergarten. Built on 36 developmental milestones that best prepare children for school success, COR Advantage is criterion-referenced, research-based, and proven valid and reliable through validation studies.

References

HighScope Educational Research Foundation. (2013). *COR Advantage*. Ypsilanti, MI: HighScope Press.

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HighScope Educational Research Foundation. (2012). *The HighScope Preschool Curriculum*. Ypsilanti, MI: HighScope Press.

Texas Prekindergarten Guidelines content was retrieved on November 11, 2015 from
<https://tea.texas.gov/academics/early-childhood-education/texas-prekindergarten-guidelines>

**Texas Prekindergarten Guidelines —
By Around 48 Months of Age**

COR Advantage Items

**Key Development
Indicators (KDIs)**

I. SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN		
A. Self Concept Skills		
Child is building competence in controlling own body movements (such as balancing, sitting still, starting and stopping in response to requests).	I. Gross-motor skills	16. Gross-motor skills
Child can identify own physical characteristics and indicate some likes and dislikes when prompted.	FF. Knowledge of self and others	7. Self-identity
Child may overestimate or underestimate own abilities.	A. Initiative and planning B. Problem solving with materials	8. Sense of competence
Child shows initiative in trying new activities, but may not persist in solving problems.	A. Initiative and planning B. Problem solving with materials	1. Initiative 4. Problem solving
B. Self-Regulation Skills		
Child follows simple rules and routines when assisted by adults.	G. Community	11. Community
Child is able to manage a small number of materials with support.	G. Community	11. Community
Child needs adult guidance to help manage her behavior.	G. Community H. Conflict resolution	11. Community 14. Moral development 15. Conflict resolution
Child recognizes and expresses a range of emotions/feelings.	D. Emotions	9. Emotions 10. Empathy
Child becomes familiar with basic feeling words (happy, sad, mad, scared).	D. Emotions	9. Emotions 10. Empathy
Child needs adult assistance to modulate level of emotional intensity.	D. Emotions	9. Emotions
Child focuses attention on one task at a time but may not stay with it to completion.	A. Initiative and planning	1. Initiative 3. Engagement

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COR Advantage Items

**Key Development
Indicators (KDIs)**

Child sits and listens to stories and/or participates in large group activities for up to 10–15 minutes at a time.	A. Initiative and planning D. Emotions N. Phonological awareness	3. Engagement
<i>C. Relationships with Others</i>		
Child forms positive relationships with teachers.	E. Building relationships with adults	12. Building relationships
Child feels comfortable and confident within classroom environment.	D. Emotions G. Community FF. Knowledge of self and others	8. Sense of competence
Child shows interest in peer play but may be less skilled (or lack confidence) initiating and joining a group.	F. Building relationships with other children	12. Building relationships
Child enjoys parallel and associative play with peers.	F. Building relationships with other children	12. Building relationships
Child seeks adult help when experiencing conflicts with another child.	H. Conflict resolution	12. Building relationships 15. Conflict resolution
Child responds with concern when a child or adult is distressed.	D. Emotions	10. Empathy
Child interacts with playmates and may have preferred friends.	F. Building relationships with other children	12. Building relationships
<i>D. Social Awareness Skills</i>		
Child is interested in other people and their feelings.	D. Emotions F. Building relationships with other children	9. Emotions 10. Empathy

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By Around 48 Months of Age**

COR Advantage Items

**Key Development
Indicators (KDIs)**

II. LANGUAGE AND COMMUNICATION DOMAIN		
A. Listening Comprehension Skills		
Child responds to situations in ways that demonstrate he understands what has been said.	M. Listening and comprehension	21. Comprehension
Child follows simple single step requests.	M. Listening and comprehension	21. Comprehension
Child demonstrates understanding of following classroom routines.	G. Community	11. Community 21. Comprehension
B. Speaking (Conversation) Skills		
Child sometimes uses language for different purposes.	L. Speaking	22. Speaking
Child sometimes uses accepted language and style during communication with familiar adults and children.	L. Speaking	22. Speaking
Child is able to communicate basic information in familiar social settings.	L. Speaking M. Listening and comprehension	21. Comprehension 22. Speaking
Child sometimes uses accepted language and style during communication with familiar adults and children.	L. Speaking M. Listening and comprehension	22. Speaking
Child sometimes uses appropriate nonverbal standards in conversations with others.	M. Listening and comprehension	21. Comprehension 22. Speaking
Child sometimes uses appropriate volume and intonation for different situations.	G. Community L. Speaking	11. Community 22. Speaking
C. Speech Production Skills		
Child's speech is understood by familiar adults and children.	L. Speaking	22. Speaking
Child may confuse words that sound similar.	N. Phonological awareness	21. Comprehension 24. Phonological awareness

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**Key Development
Indicators (KDIs)**

Child joins in songs and finger plays.	N. Phonological awareness Y. Music	24. Phonological awareness 41. Music
<i>D. Vocabulary Skills</i>		
Child understands and uses accepted words for objects, actions, and attributes.	L. Speaking	22. Speaking 23. Vocabulary
Child responds to instructional language of the classroom.	M. Listening and comprehension	21. Comprehension
Child shows understanding of many words and a steady increase in vocabulary.	M. Listening and comprehension	23. Vocabulary
Child uses increasingly larger vocabulary.	L. Speaking M. Listening and comprehension	23. Vocabulary
Child participates through actions to begin to develop common object names and phrases.	L. Speaking M. Listening and comprehension	21. Comprehension 22. Speaking 23. Vocabulary
<i>E. Sentence and Structure Skills</i>		
Child uses simple sentences of three to four words to express needs.	L. Speaking	22. Speaking
Child may over generalize grammatical rules.	L. Speaking	22. Speaking
Child links two ideas together by combining sentences.	L. Speaking	22. Speaking
Child uses simple sentence structures with usually one idea.	L. Speaking	22. Speaking
Child understands and uses increasingly longer sentences.	L. Speaking M. Listening and comprehension	21. Comprehension 22. Speaking

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**Key Development
Indicators (KDIs)**

III. EMERGENT LITERACY — READING DOMAIN		
A. Motivation to Read Skills		
Child enjoys being read to and knows when a favorite story has a part left out.	M. Listening and comprehension P. Reading	21. Comprehension 26. Reading
Child enjoys looking at books and telling a story from the pictures or from memory.	P. Reading Q. Book enjoyment and knowledge	21. Comprehension
Child notices environmental print and connects meaning to it.	P. Reading	21. Comprehension 27. Concepts about print
B. Phonological Awareness Skills		
<i>Note: Phonological awareness is just beginning to develop between the ages of 36 and 60 months. Children should be engaged in listening to books, poems, nursery rhymes, and songs that feature rhyme and alliteration.</i>		
Child can distinguish when two words rhyme.	N. Phonological awareness	24. Phonological awareness
Child can distinguish when two words begin with the same sound.	N. Phonological awareness	24. Phonological awareness
C. Alphabet Knowledge Skills		
Child names the first letter of his or her name.	O. Alphabetic knowledge	25. Alphabetic knowledge
Child identifies the letter associated with the sound of the first letters of his name.	O. Alphabetic knowledge	25. Alphabetic knowledge
Child produces the correct sound for the first letter of his name.	O. Alphabetic knowledge	25. Alphabetic knowledge

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**Key Development
Indicators (KDIs)**

<i>D. Comprehension of Text Read Aloud Skills</i>		
Child interacts with a story as it is being read aloud.	M. Listening and comprehension Q. Book enjoyment and knowledge	21. Comprehension 26. Reading
Child interacts with books by describing what is seen/read in the book.	M. Listening and comprehension P. Reading Q. Book enjoyment and knowledge	21. Comprehension 26. Reading
Child asks and answers age-appropriate questions about the book.	M. Listening and comprehension P. Reading Q. Book enjoyment and knowledge	21. Comprehension 26. Reading 28. Book knowledge
<i>E. Print Concepts</i>		
Child understands that illustrations and print carry meaning.	P. Reading	26. Reading 27. Concepts about print
Child imitates actions that demonstrate that text progresses across pages.	P. Reading	27. Concepts about print

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**Key Development
Indicators (KDIs)**

IV. EMERGENT LITERACY — WRITING DOMAIN		
<i>A. Motivation to Write Skills</i>		
Child engages in free drawing and writing activities.	R. Writing X. Art	29. Writing 40. Art
Child spontaneously “writes” in different situations.	R. Writing X. Art	29. Writing 40. Art
<i>B. Writing as a Process</i>		
Child verbally shares ideas and/or tells stories associated with marks on paper.	L. Speaking R. Writing X. Art	21. Comprehension 22. Speaking 29. Writing 40. Art
Child notices when an adult does not repeat or dictate his spoken language accurately.	M. Listening and comprehension	21. Comprehension
Child shows written products to others.	E. Building relationships with adults F. Building relationships with other children P. Reading R. Writing	8. Sense of competence 26. Reading 29. Writing
<i>C. Conventions in Writing</i>		
Child records own name in whatever manner she is able.	R. Writing	29. Writing
Child spontaneously “writes” in various ways.	R. Writing	29. Writing

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**Key Development
Indicators (KDIs)**

Child uses letter-like forms and actual letters to replace scribbles.	R. Writing	29. Writing
Child may use directionality based on a random starting place.	R. Writing	27. Concepts about print 29. Writing
Child notices print and realizes that print is what is read rather than the picture.	P. Reading R. Writing	27. Concepts about print 29. Writing

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**Key Development
Indicators (KDIs)**

V. MATHEMATICS DOMAIN		
A. Counting Skills		
Child identifies objects.	S. Number and counting	32. Counting 33. Part-whole relationships
Child recites number words in order up to 10.	S. Number and counting	32. Counting
Child counts up to 4 objects with one count per item.	S. Number and counting	32. Counting
Child identifies items that can be counted.	S. Number and counting	32. Counting
Child counts up to 4 items, and demonstrates understanding that the last count indicates how many items were counted.	S. Number and counting	32. Counting
Child begins to understand that items can be counted.	S. Number and counting	32. Counting
Child demonstrates proper use of the word “first.”	S. Number and counting	31. Number words and symbols
Child verbally identifies without counting the number of objects from 1 to 3.	S. Number and counting	32. Counting
Child recognizes one-digit numerals 1–4.	S. Number and counting	31. Number words and symbols
B. Adding To/Taking Away Skills		
Child understands that adding one or more concrete objects to a set will increase the number of objects in the set.	S. Number and counting	32. Counting
Child understands that taking away one or more objects from a set will decrease the number of objects in the set.	S. Number and counting W. Data analysis	32. Counting
Child identifies two groups of objects placed side-by-side as being equal or non-equal.	S. Number and counting W. Data analysis	32. Counting 39. Data analysis

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**Key Development
Indicators (KDIs)**

<i>C. Geometry and Spatial Sense Skills</i>		
Child recognizes common shapes.	T. Geometry: Shapes and spatial awareness	34. Shapes
Child manipulates shapes using fine and gross motor skills.	T. Geometry: Shapes and spatial awareness	16. Gross-motor skills 17. Fine-motor skills 34. Shapes
Child begins to use language to describe location of objects.	M. Listening and comprehension T. Geometry: Shapes and spatial awareness	35. Spatial awareness
Child moves objects during informal play.	T. Geometry: Shapes and spatial awareness	34. Shapes 35. Spatial awareness
<i>D. Measurement Skills</i>		
Child understands that lengths of objects can vary and be compared.	U. Measurement	37. Unit
Child begins to recognize how much can be placed within an object.	U. Measurement	36. Measuring 37. Unit
Child understands that weights of objects can vary and be compared.	U. Measurement	36. Measuring
Child shows awareness of the passage of time.	C. Reflection HH. History	6. Reflection 57. History
<i>E. Classification and Patterns Skills</i>		
Child sorts objects that are the same and different.	BB. Observing and classifying	46. Classifying
Child recognizes that data can be organized into a graphic representation.	W. Data analysis	39. Data analysis
Child begins to recognize patterns.	V. Patterns	38. Patterns

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**Key Development
Indicators (KDIs)**

IX. PHYSICAL DEVELOPMENT DOMAIN		
A. Gross-Motor Development Skills		
Child has mastered basic skills of running, jumping, climbing, and pedaling.	I. Gross-motor skills	16. Gross-motor skills 18. Body awareness
Child engages in movement sequences with adult prompts.	Z. Movement	18. Body awareness 42. Movement
B. Fine-Motor Development Skills		
Child experiments with a variety of fine-motor tasks but may lack strength and control.	J. Fine-motor skills	17. Fine-motor skills
Child shows emerging proficiency on tasks requiring eye-hand coordination (draws pictures recognizable to child but not others, cuts with scissors but may not cut all the way across a page).	J. Fine-motor skills	17. Fine-motor skills

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COR Advantage Items

Key Development Indicators (KDIs)

I. SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN		
A. Self Concept Skills		
Child is aware of where own body is in space and respects personal boundaries.	I. Gross-motor skills	16. Gross-motor skills 18. Body awareness
Child shows self-awareness and can express pride in age appropriate abilities and skills.	FF. Knowledge of self and others	7. Self-identity 8. Sense of competence
Child shows reasonable opinion of his own abilities and limitations.	A. Initiative and planning B. Problem solving with materials	8. Sense of competence
Child shows initiative in independent situations and persists in attempting to solve problems.	A. Initiative and planning B. Problem solving with materials	1. Initiative 4. Problem solving
B. Self-Regulation Skills		
Child follows classroom rules and routines with occasional reminders from teacher.	G. Community	11. Community
Child takes care of and manages classroom materials.	G. Community	11. Community
Child regulates his own behavior with occasional reminders or assistance from teacher.	G. Community H. Conflict resolution	11. Community 14. Moral development 15. Conflict resolution
Child begins to understand difference and connection between <i>emotions/feelings</i> and <i>behaviors</i> .	D. Emotions	9. Emotions 10. Empathy

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**Key Development
Indicators (KDIs)**

Child can communicate basic emotions/feelings.	D. Emotions	9. Emotions 10. Empathy
Child is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary.	D. Emotions	9. Emotions
Child sustains attention to personally chosen or routine (teacher-directed) tasks until completed.	A. Initiative and planning	1. Initiative 3. Engagement
Child remains focused on engaging group activities for up to 20 minutes at a time.	A. Initiative and planning D. Emotions N. Phonological awareness	3. Engagement
<i>C. Relationships with Others</i>		
Child uses effective verbal and non verbal communication skills to build relationships with teachers/adults.	E. Building relationships with adults	12. Building relationships
Child assumes various roles and responsibilities as part of a classroom community.	G. Community	11. Community
Child shows competence in initiating social interactions.	F. Building relationships with other children	13. Cooperative play
Child increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal.	F. Building relationships with other children AA. Pretend play	12. Building relationships 13. Cooperative play 16. Gross-motor skills
Child initiates problem-solving strategies and seeks adult help when necessary.	H. Conflict resolution	12. Building relationships 15. Conflict resolution
Child demonstrates empathy and caring for others.	D. Emotions FF. Knowledge of self and others	10. Empathy
Child interacts with a variety of playmates and may have preferred friends.	F. Building relationships with other children	12. Building relationships

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**Key Development
Indicators (KDIs)**

<i>D. Social Awareness Skills</i>		
Child demonstrates an understanding that others have perspectives and feelings that are different from her own.	D. Emotions F. Building relationships with other children FF. Knowledge of self and others	9. Emotions 10. Empathy 53. Diversity

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COR Advantage Items

**Key Development
Indicators (KDIs)**

II. LANGUAGE AND COMMUNICATION DOMAIN		
A. Listening Comprehension Skills		
Child shows understanding by responding appropriately.	M. Listening and comprehension	21. Comprehension 22. Speaking
Child shows understanding by following two-step oral directions and usually follows three-step directions.	M. Listening and comprehension	21. Comprehension
Child shows understanding by following one to two-step oral directions in English.	II. Listening to and understanding English	21. Comprehension 30. English language learning
Child shows understanding of the language being spoken by teachers and peers.	M. Listening and comprehension	21. Comprehension
Child shows understanding of the new language being spoken by English-speaking teachers and peers.	II. Listening to and understanding English	21. Comprehension 30. English language learning
B. Speaking (Conversation) Skills		
Child is able to use language for different purposes.	L. Speaking	22. Speaking 50. Communicating ideas
Child engages in conversations in appropriate ways.	L. Speaking M. Listening and comprehension	22. Speaking
Child provides appropriate information for various situations.	L. Speaking M. Listening and comprehension	21. Comprehension 22. Speaking
Child demonstrates knowledge of verbal conversational rules.	L. Speaking M. Listening and comprehension	22. Speaking
Child demonstrates knowledge of nonverbal conversational rules.	M. Listening and comprehension	21. Comprehension 22. Speaking
Child matches language to social contexts.	G. Community L. Speaking	11. Community 22. Speaking

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**Key Development
Indicators (KDIs)**

<i>C. Speech Production Skills</i>		
Child's speech is understood by both the teacher and other adults in the school.	L. Speaking	22. Speaking
Child perceives differences between similar sounding words.	N. Phonological awareness	24. Phonological awareness
Child investigates and demonstrates growing understanding of the sounds and intonation of language.	N. Phonological awareness	24. Phonological awareness
Child investigates and demonstrates growing understanding of the sounds and intonation of the English language.	N. Phonological awareness II. Listening to and understanding English JJ. Speaking English	24. Phonological awareness 30. English language learning
<i>D. Vocabulary Skills</i>		
Child uses a wide variety of words to label and describe people, places, things, and actions.	L. Speaking	22. Speaking 23. Vocabulary
Child demonstrates understanding of terms used in the instructional language of the classroom.	M. Listening and comprehension	21. Comprehension
Child demonstrates understanding in a variety of ways or knowing the meaning of 3,000 to 4,000 words*, many more than he or she uses.	M. Listening and comprehension	21. Comprehension 23. Vocabulary
Child learning English as a second language comprehends up to 1,000 words (ELL child will comprehend many more words than he or she uses.).	M. Listening and comprehension II. Listening to and understanding English	21. Comprehension 30. English language learning
Child uses a large speaking vocabulary, adding several new words daily.	L. Speaking M. Listening and comprehension	23. Vocabulary
Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases.	L. Speaking M. Listening and comprehension	21. Comprehension 22. Speaking 23. Vocabulary

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**Key Development
Indicators (KDIs)**

Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases in English. (ELL)	L. Speaking M. Listening and comprehension II. Listening to and understanding English	21. Comprehension 22. Speaking 23. Vocabulary 30. English language learning
<i>E. Sentence and Structure Skills</i>		
Child typically uses complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order.	L. Speaking	22. Speaking
Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.	L. Speaking	22. Speaking
Child uses sentences with more than one phrase.	L. Speaking	22. Speaking
Child combines more than one idea using complex sentences.	L. Speaking	22. Speaking
Child combines sentences that give lots of detail, sticks to the topic, and clearly communicates intended meaning.	L. Speaking M. Listening and comprehension	21. Comprehension 22. Speaking
Child engages in various forms of nonverbal communication with those who do not speak her native language.	II. Listening to and understanding English JJ. Speaking English	21. Comprehension 22. Speaking 30. English language learning
Child uses single words and simple phrases to communicate meaning in social situations.	JJ. Speaking English	22. Speaking 30. English language learning
Child attempts to use new vocabulary and grammar in speech.	L. Speaking JJ. Speaking English	22. Speaking 23. Comprehension 30. English language learning

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**Key Development
Indicators (KDIs)**

III. EMERGENT LITERACY — READING DOMAIN		
<i>A. Motivation to Read Skills</i>		
Child engages in pre-reading and reading-related activities.	P. Reading	26. Reading
Child self-selects books and other written materials to engage in pre-reading behaviors.	P. Reading Q. Book enjoyment and knowledge	26. Reading 28. Book knowledge
Child recognizes that text has meaning.	P. Reading	26. Reading 27. Concepts about print
<i>B. Phonological Awareness Skills</i>		
Child separates a normally spoken four-word sentence into individual words.	N. Phonological awareness	24. Phonological awareness
Child combines words to make a compound word.	N. Phonological awareness	23. Vocabulary 24. Phonological awareness
Child deletes a word from a compound word.	A. Initiative and planning N. Phonological awareness	24. Phonological awareness
Child blends syllables into words.	N. Phonological awareness	24. Phonological awareness
Child can segment a syllable from a word.	N. Phonological awareness	24. Phonological awareness
Child can recognize rhyming words.	N. Phonological awareness	24. Phonological awareness
Child can produce a word that begins with the same sound as a given pair of words.	N. Phonological awareness	24. Phonological awareness
Child blends onset (initial consonant or consonants) and rime (vowel to end) to form a familiar one-syllable word with and without pictorial support.	N. Phonological awareness P. Reading	24. Phonological awareness 26. Reading

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**Key Development
Indicators (KDIs)**

Child recognizes and blends spoken phonemes into one syllable words with pictorial support.	N. Phonological awareness P. Reading	24. Phonological awareness 26. Reading
<i>C. Alphabet Knowledge Skills</i>		
Child names at least 20 upper and at least 20 lower case letters in the language of instruction.	O. Alphabetic knowledge	25. Alphabetic knowledge
Child recognizes at least 20 distinct letter sounds in the language of instruction.	O. Alphabetic knowledge	25. Alphabetic knowledge
Child produces at least 20 distinct letter sound correspondences in the language of instruction.	O. Alphabetic knowledge	25. Alphabetic knowledge
<i>D. Comprehension of Text Read Aloud Skills</i>		
Child retells or re-enacts a story after it is read aloud.	M. Listening and comprehension Q. Book enjoyment and knowledge	21. Comprehension 26. Reading
Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.	M. Listening and comprehension P. Reading Q. Book enjoyment and knowledge	21. Comprehension 26. Reading 46. Classifying
Child asks and responds to questions relevant to the text read aloud.	M. Listening and comprehension P. Reading Q. Book enjoyment and knowledge	21. Comprehension 26. Reading 28. Book knowledge
Child will make inferences and predictions about text.	M. Listening and comprehension	21. Comprehension 26. Reading 48. Predicting 50. Communicating ideas
<i>E. Print Concepts</i>		
Child can distinguish between elements of print including letters, words, and pictures.	P. Reading	26. Reading 27. Concepts about print 28. Book knowledge

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**Key Development
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Child demonstrates understanding of print directionality including left to right and top to bottom.	P. Reading	27. Concepts about print
Child can identify some conventional features of print that communicate meaning including end punctuation and case.	P. Reading	27. Concepts about print

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**Key Development
Indicators (KDIs)**

IV. EMERGENT LITERACY — WRITING DOMAIN		
<i>A. Motivation to Write Skills</i>		
Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning.	R. Writing X. Art	29. Writing 40. Art
Child independently writes to communicate his/her ideas for a variety of purposes.	R. Writing X. Art	29. Writing 40. Art 50. Communicating ideas
<i>B. Writing as a Process</i>		
Child discusses and contributes ideas for drafts composed in whole/small group writing activities.	L. Speaking R. Writing X. Art	21. Comprehension 22. Speaking 29. Writing 40. Art
Child interacts and provides suggestions to revise (add, take out, change order) and edit (conventions) class-made drafts.	M. Listening and comprehension P. Reading R. Writing	21. Comprehension 22. Speaking 29. Writing
Child shares and celebrates class-made and individual written products.	E. Building relationships with adults F. Building relationships with other children P. Reading R. Writing	8. Sense of competence 26. Reading 29. Writing
<i>C. Conventions in Writing</i>		
Child writes own name (first name or frequent nickname) using legible letters in proper sequence.	R. Writing	29. Writing
Child moves from scribbles to some letter-sound correspondence using beginning and ending sounds when writing.	N. Phonological awareness O. Alphabetic knowledge R. Writing	24. Phonological awareness 25. Alphabetic knowledge 29. Writing

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**Key Development
Indicators (KDIs)**

Child independently uses letters to make words or parts of words.	R. Writing	29. Writing
Child uses appropriate directionality when writing (top to bottom, left to right).	R. Writing	27. Concepts about print 29. Writing
Child begins to experiment with punctuation when writing.	R. Writing	27. Concepts about print

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**Key Development
Indicators (KDIs)**

V. MATHEMATICS DOMAIN		
<i>A. Counting Skills</i>		
Child knows that objects, or parts of an object, can be counted.	S. Number and counting	32. Counting 33. Part-whole relationships
Child uses words to rote count from 1 to 30.	S. Number and counting	32. Counting
Child counts 1–10 items, with one count per item.	S. Number and counting	32. Counting
Child demonstrates that the order of the counting sequence is always the same, regardless of what is counted.	S. Number and counting	32. Counting
Child counts up to 10 items and demonstrates that the last count indicates how many items were counted.	S. Number and counting	32. Counting
Child demonstrates understanding that when counting, the items can be chosen in any order.	S. Number and counting	32. Counting
Child uses the verbal ordinal terms.	S. Number and counting	31. Number words and symbols
Child verbally identifies, without counting, the number of objects from 1 to 5.	S. Number and counting	32. Counting
Child recognizes one-digit numerals, 0–9.	S. Number and counting	31. Number words and symbols
<i>B. Adding To/Taking Away Skills</i>		
Child uses concrete objects, creates pictorial models and shares a verbal word problem for adding up to 5 objects.	S. Number and counting W. Data analysis	32. Counting 39. Data analysis
Child uses concrete models or makes a verbal word problem for subtracting 0–5 objects from a set.	S. Number and counting W. Data analysis	32. Counting 39. Data analysis
Child uses informal strategies to separate up to 10 items into equal groups.	S. Number and counting W. Data analysis	32. Counting 39. Data analysis

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**Key Development
Indicators (KDIs)**

<i>C. Geometry and Spatial Sense Skills</i>		
Child names common shapes.	T. Geometry: Shapes and spatial awareness	34. Shapes
Child creates shapes.	T. Geometry: Shapes and spatial awareness	16. Gross-motor skills 17. Fine-motor skills 34. Shapes
Child demonstrates use of location words (such as “over,” “under,” “above,” “on,” “beside,” “next to,” “between,” “in front of,” “near,” “far,” etc.).	M. Listening and comprehension T. Geometry: Shapes and spatial awareness	35. Spatial awareness
Child slides, flips, and turns shapes to demonstrate that the shapes remain the same.	T. Geometry: Shapes and spatial awareness	34. Shapes 35. Spatial awareness 47. Experimenting
<i>D. Measurement Skills</i>		
Child recognizes and compares heights or lengths of people or objects.	U. Measurement	36. Measuring 46. Classifying
Child recognizes how much can be placed within an object.	U. Measurement	36. Measuring 37. Unit
Child informally recognizes and compares weights of objects or people.	U. Measurement	36. Measuring
Child uses language to describe concepts associated with the passing of time.	C. Reflection HH. History	6. Reflection 57. History

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<i>E. Classification and Patterns Skills</i>		
Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.	BB. Observing and classifying	46. Classifying
Child collects data and organizes it in a graphic representation.	W. Data analysis	39. Data analysis
Child recognizes and creates patterns.	V. Patterns	38. Patterns

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VI. SCIENCE DOMAIN		
<i>A. Physical Science Skills</i>		
Child observes, investigates describes, and discusses properties and characteristics of common objects.	BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions	45. Observing 46. Classifying 47. Experimenting 48. Predicting 49. Drawing conclusions 50. Communicating ideas
Child observes, investigates describes and discusses position and motion of objects.	BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions	47. Experimenting 48. Predicting 49. Drawing conclusions 50. Communicating ideas
Child uses simple measuring devices to learn about objects.	U. Measurement EE. Tools and technology	36. Measuring 37. Unit 52. Tools and technology
Child observes investigates describes and discusses sources of energy including light, heat, and electricity.	BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world EE. Tools and technology	45. Observing 46. Classifying 47. Experimenting 48. Predicting 49. Drawing conclusions 50. Communicating ideas 51. Natural and physical world

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B. Life Sciences Skills		
Child observes, investigates, describes and discusses the characteristics of organisms.	BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world	45. Observing 46. Classifying 47. Experimenting 48. Predicting 49. Drawing conclusions 50. Communicating ideas 51. Natural and physical world
Child describes life cycles of organisms.	BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world	39. Data analysis 45. Observing 46. Classifying 47. Experimenting 48. Predicting 49. Drawing conclusions 50. Communicating ideas 51. Natural and physical world
Child observes, investigates, describes and discusses the relationship of organisms to their environments.	W. Data analysis BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world	39. Data analysis 45. Observing 46. Classifying 47. Experimenting 48. Predicting 49. Drawing conclusions 50. Communicating ideas 51. Natural and physical world 58. Ecology

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<i>C. Earth and Space Science Skills</i>		
Child observes, investigates, describes and discusses earth materials, and their properties and uses.	W. Data analysis BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world	39. Data analysis 45. Observing 46. Classifying 47. Experimenting 48. Predicting 49. Drawing conclusions 50. Communicating ideas 51. Natural and physical world 58. Ecology
Child identifies, observes, and discusses objects in the sky.	BB. Observing and classifying DD. Natural and physical world	45. Observing 50. Communicating ideas 51. Natural and physical world
Child observes and describes what happens during changes in the earth and sky.	BB. Observing and classifying DD. Natural and physical world	45. Observing 50. Communicating ideas 51. Natural and physical world
Child demonstrates the importance of caring for our environment and our planet.	DD. Natural and physical world	50. Communicating ideas 51. Natural and physical world 58. Ecology

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VII. SOCIAL STUDIES DOMAIN		
A. People, Past, and Present Skills		
Child identifies similarities and differences between himself, classmates and other children inclusive of specific characteristics and cultural influences.	W. Data analysis FF. Knowledge of self and others	7. Self-identity 39. Data analysis 53. Diversity
Child identifies similarities and differences in characteristics of families.	FF. Knowledge of self and others	7. Self-identity 53. Diversity
Child connects their life to events, time, and routines.	C. Reflection FF. Knowledge of self and others HH. History	6. Reflection 7. Self-identity 57. History
B. Economic Skills		
Child demonstrates that all people need food, clothing, and shelter.	FF. Knowledge of self and others	53. Diversity 54. Community roles
Child demonstrates understanding of what it means to be a consumer.	AA. Pretend play FF. Knowledge of self and others	43. Pretend play 54. Community roles
Child discusses the roles and responsibilities of family, school, and community helpers.	AA. Pretend play FF. Knowledge of self and others	43. Pretend play 54. Community roles
C. Geography Skills		
Child identifies and creates common features in the natural environment.	FF. Knowledge of self and others GG. Geography	53. Diversity 56. Geography
Child explores geography tools and resources.	GG. Geography	7. Self-identity 53. Diversity 56. Geography

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<i>D. Citizenship Skills</i>		
Child identifies flags of the United States and Texas.	BB. Observing and classifying	46. Classifying
Child recites the Pledge of Allegiance to the United States flag and the state flag and observes a moment of silence*.	G. Community	11. Community 14. Moral development
The child engages in voting as a method for group decision-making.	G. Community	55. Decision making

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VIII. FINE ARTS DOMAIN		
A. Art Skills		
Child uses a variety of art materials and activities for sensory experience and exploration.	X. Art	40. Art
Child uses art as a form of creative self-expression and representation.	L. Speaking X. Art	1. Initiative 2. Planning 23. Vocabulary 40. Art 50. Communicating ideas
Child demonstrates interest in and shows appreciation for the creative work of others.	X. Art	44. Appreciating the arts
B. Music Skills		
Child participates in classroom music activities including singing, playing musical instruments, and moving to rhythms.	Y. Music Z. Movement	41. Music 42. Movement
Child responds to different musical styles through movement and play.	Y. Music Z. Movement	18. Body awareness 41. Music 42. Movement
C. Dramatic Expression Skills		
Child creates or recreates stories, moods, or experiences through dramatic representations.	X. Art Y. Music Z. Movement AA. Pretend play	40. Art 41. Music 42. Movement 43. Pretend play

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IX. PHYSICAL DEVELOPMENT DOMAIN		
A. Gross-Motor Development Skills		
Child demonstrates coordination and balance in isolation (may not yet coordinate consistently with a partner).	I. Gross-motor skills	16. Gross-motor skills 18. Body awareness
Child coordinates sequence of movements to perform tasks.	Z. Movement	18. Body awareness 42. Movement
B. Fine-Motor Development Skills		
Child shows control of tasks that require small-muscle strength and control.	J. Fine-motor skills	17. Fine-motor skills
Child shows increasing control of tasks that require eye-hand coordination.	J. Fine-motor skills	17. Fine-motor skills
C. Personal Safety and Health Skills		
Child practices good habits of personal safety.	K. Personal care and healthy behavior	19. Personal care 20. Healthy behavior
Child practices good habits of personal health and hygiene.	K. Personal care and healthy behavior	19. Personal care 20. Healthy behavior
Child identifies good habits of nutrition and exercise.	K. Personal care and healthy behavior	20. Healthy behavior

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X. TECHNOLOGY APPLICATIONS DOMAIN		
<i>A. Technology and Devices Skills</i>		
Child opens and navigates through digital learning applications and programs.	EE. Tools and technology	52. Tools and technology
Child uses, operates, and names a variety of digital tools.	EE. Tools and technology	52. Tools and technology
Child uses digital learning applications and programs to create digital products and express own ideas.	EE. Tools and technology	52. Tools and technology
Child uses technology to access appropriate information.	EE. Tools and technology	5. Use of resources 52. Tools and technology
Child practices safe behavior while using digital tools and resources.	G. Community EE. Tools and technology	20. Healthy behavior 52. Tools and technology

References

Epstein, A. S., Marshall, B., & Gainsley, S. (2014). *COR Advantage 1.5: Scoring guide*. Ypsilanti, MI: HighScope Press.

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