



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

New York State Prekindergarten
Learning Standards

ALIGNMENT



Alignment of The HighScope Curriculum and COR Advantage With New York State Prekindergarten Learning Standards

This document aligns the content in the **New York State Prekindergarten Learning Standards** 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.

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New York State Prekindergarten Learning Standards

COR Advantage Items

**Key Development Indicators (KDIs) —
Preschool**

DOMAIN 1: APPROACHES TO LEARNING		
PLAY AND ENGAGEMENT IN LEARNING		
PK.AL.1 Actively engages in play as a means of exploration and learning <ul style="list-style-type: none"> a. Interacts with a variety of materials and peers through play b. Participates in multiple play activities with same material c. Engages in pretend and imaginative play – testing theories, acting out imagination d. Self-selects play activity and demonstrates spontaneity e. Uses “trial and error” method to figure out a task, problem, etc. f. Demonstrates awareness of connections between prior and new knowledge 	A. Initiative and planning AA. Pretend play	1. Initiative 5. Use of resources 43. Pretend play
PK.AL.2 Actively engages in problem solving <ul style="list-style-type: none"> a. Identifies a problem and tries to solve it independently b. Attempts multiple ways to solve a problem c. Communicates more than one solution to a problem d. Engages with peers and adults to solve problems 	B. Problem solving with materials	4. Problem solving
CREATIVITY AND IMAGINATION		
PK.AL.3. Approaches tasks and problems with creativity, imagination and/or willingness to try new experiences <ul style="list-style-type: none"> a. Uses materials/props in novel ways to represent ideas, characters and objects b. Identifies new or additional materials to complete a task c. Experiments to further knowledge d. Seeks additional clarity to further understanding e. Demonstrates innovative thinking 	A. Initiative and planning AA. Pretend play	1. Initiative 5. Use of resources 43. Pretend play

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Key Development Indicators (KDIs) — Preschool

CURIOSITY AND INITIATIVE		
<p>PK.AL.4. Exhibits curiosity, interest, and willingness to learn new things and have new experiences</p> <ul style="list-style-type: none"> a. Asks questions using who, what, how, why, when, where, what if b. Expresses an interest in learning about and discussing a growing range of ideas c. Actively explores how things in the world work d. Investigates areas of interest e. Takes objects and materials apart and attempts to reassemble them (e.g., puzzles, models, nuts and bolts) f. Willingly engages in new experiences and activities 	<p>B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions</p>	<p>1. Initiative 3. Engagement 4. Problem solving 5. Use of resources 47. Experimenting</p>
PERSISTENCE		
<p>PK.AL.5. Demonstrates persistence.</p> <ul style="list-style-type: none"> a. Maintains focus on a task b. Seeks assistance when the next step seems unclear or appears too difficult c. Modifies strategies used to complete a task 	<p>A. Initiative and planning B. Problem solving with materials</p>	<p>3. Engagement 4. Problem solving</p>
DOMAIN 2: PHYSICAL DEVELOPMENT AND HEALTH		
PHYSICAL DEVELOPMENT		
<p>PK.PDH.1. Uses senses to assist and guide learning.</p> <ul style="list-style-type: none"> a. Identifies sights, smells, sounds, tastes and textures b. Compares and contrasts different sights, smells, sounds, tastes, and textures c. Communicates to discuss sights, smells, sounds, tastes, and textures 	<p>BB. Observing and classifying</p>	<p>45. Observing</p>

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Key Development Indicators (KDIs) — Preschool

<p>PK.PDH.2. Uses sensory information to plan and carry out movements</p> <ul style="list-style-type: none"> a. Demonstrates appropriate body awareness when moving in different spaces (i.e., aware of their own body) b. Exhibits appropriate body movements when carrying out a task c. Demonstrates awareness of spatial boundaries and the ability to work within them (i.e., aware of the things around them) 	<p>I. Gross-motor skills</p>	<p>18. Body awareness</p>
<p>PK.PDH.3. Demonstrates coordination and control of large muscles</p> <ul style="list-style-type: none"> a. Displays an upright posture when standing or seated b. Maintains balance during sitting, standing, and movement activities c. Runs, jumps, walks in a straight line, and hops on one foot d. Navigates stairs using alternating feet e. Puts on age appropriate clothing items, such as shirts, jackets, pants, shoes, etc 	<p>I. Gross-motor skills K. Personal care and healthy behavior</p>	<p>16. Gross-motor skills 18. Body awareness 19. Personal care</p>
<p>PK.PDH.4. Combines a sequence of large motor skills with and without the use of equipment</p> <ul style="list-style-type: none"> a. Navigates age appropriate playground equipment b. Explores, practices, and performs skill sets (e.g., throwing, pushing, pulling, catching, balancing, etc.) c. Participates in a series of large motor movements or activities (e.g., dancing, pedaling, following the leader, participating in games/sports) 	<p>I. Gross-motor skills Z. Movement</p>	<p>16. Gross-motor skills 18. Body awareness 42. Movement</p>

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PK.PDH.5. Demonstrates eye-hand coordination and fine motor skills <ul style="list-style-type: none"> a. Demonstrates ability to use fine motor skills (e.g., engages in finger plays, uses materials such as pencils, paint brushes, eating utensils and blunt scissors effectively) b. Manipulates small objects with ease (e.g., fits objects into holes, strings wooden beads, stacks mini blocks, uses geo boards, etc.) c. Uses buttons, zippers, snaps, hooks, and tape successfully 	J. Fine-motor	17. Fine-motor skills
PHYSICAL FITNESS		
PK.PDH.6. Engages in a variety of physical fitness activities <ul style="list-style-type: none"> a. Engages in rigorous large motor activities (e.g., marching, hopping, running, jumping, dancing) in increasingly longer periods of time as skill and endurance develops b. Participates in activities designed to strengthen major muscle groups c. Participates in activities to promote balance and flexibility 	I. Gross-motor skills Z. Movement	16. Gross-motor skills 18. Body awareness 42. Movement
PHYSICAL HEALTH AND WELL-BEING		
PK.PDH.7. Demonstrates personal care and hygiene skills <ul style="list-style-type: none"> a. Demonstrates growing independence in using personal hygiene skills (e.g., washing hands, brushing teeth, toileting, etc.) b. Exhibits self-help skills when dressing, cleaning up, participating in meals, etc. c. Recognizes and communicates the need to use the restroom or when experiencing symptoms of hunger or illness 	K. Personal care and healthy behavior	19. Personal care

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Key Development Indicators (KDIs) — Preschool

PK.PDH.8. Demonstrates awareness and understanding of healthy habits. <ul style="list-style-type: none"> a. Recognizes the importance of good nutrition, water, rest and sleep to be healthy b. Demonstrates ways to self-soothe during times of stress c. Talks about food choices in relationship to personal allergies and overall health d. Relates healthy behaviors to good personal health (e.g., eating a balanced diet, exercising) 	K. Personal care and healthy behavior	19. Personal care 20. Healthy behavior
PHYSICAL SAFETY		
PK.PDH.9. Demonstrates awareness and understanding of safety rules <ul style="list-style-type: none"> a. Verbalizes and demonstrates safety rules (e.g., bus safety, holding an adult's hand when walking on sidewalks or near a street) b. Understands and communicates that some practices could be unsafe (e.g., playing with matches, playing near a busy street, not wearing a bike helmet) c. Participates in fire evacuation drills, understands what the alarm bell is and the need to go to a safe location, etc. d. Explains how to get help in emergency situations (e.g., communicates their guardian's name and phone number) 	G. Community K. Personal care and healthy behavior	11. Community 20. Healthy behavior
DOMAIN 3: SOCIAL AND EMOTIONAL LEARNING		
SELF-AWARENESS AND SELF-MANAGEMENT SKILLS		
PK.SEL.1. Regulates responses to needs, feelings and events <ul style="list-style-type: none"> a. Expresses feelings, needs, opinions and desires in a way that is appropriate to the situation b. Appropriately names types of emotions (e.g., happy, excited, sad) and associates them with different words and behaviors c. Demonstrates an ability to independently modify behavior in different situations 	D. Emotions	9. Emotions

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PK.SEL.2. Recognizes self as an individual having unique abilities, characteristics, feelings and interests <ul style="list-style-type: none"> a. Describes self, using several different characteristics b. Identifies self as being part of a family and identifies being connected to at least one significant adult c. Demonstrates knowledge of own uniqueness (e.g., talent, interests, preferences, gender, culture, etc.) d. Exhibits self-confidence by attempting new tasks independent of prompting or reinforcement e. Identifies the range of feelings one experiences over time and that feelings can change f. Identifies likes and dislikes, needs and wants, strengths and challenges g. Exhibits confidence and pride in home language and culture 	7. Self-identity 8. Sense of competence	D. Emotions FF. Knowledge of self and others
SOCIAL AWARENESS AND RELATIONSHIPS WITH OTHERS		
PK.SEL.3. Demonstrates and continues to develop positive relationships with significant adults (primary caregivers, teachers, and other familiar adults) <ul style="list-style-type: none"> a. Interacts with significant adults b. Seeks guidance from primary caregivers, teachers and other familiar adults c. Transitions into unfamiliar setting with the assistance of familiar adults 	E. Building relationships with adults	12. Building relationships

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Key Development Indicators (KDIs) — Preschool

PK.SEL.4. Develops positive relationships with their peers <ul style="list-style-type: none"> a. Approaches children already engaged in play b. Interacts with other children (e.g., in play, conversation, etc.) c. Shares materials and toys with other children d. Sustains interactions by cooperating, helping, and suggesting new ideas for play e. Develops friendship with one or more peers f. Offers support to another child or shows concern when a peer appears distressed 	F. Building relationships with other children	10. Empathy 12. Building relationships 13. Cooperative play
PK.SEL.5. Demonstrates pro-social problem-solving skills in social interactions <ul style="list-style-type: none"> a. Seeks input from others about a problem b. Uses multiple pro-social strategies to resolve conflicts (e.g., trade, take turns, problem solves) c. Uses and accepts compromise; with assistance 	H. Conflict resolution	15. Conflict resolution
DECISION-MAKING SKILLS		
PK.SEL.6. Understands and follows routines and rules <ul style="list-style-type: none"> a. Displays an understanding of the purpose of rules b. Engages easily in routine activities (e.g., story time, snack time, circle time) c. Uses materials purposefully, safely and respectfully as set by group rules d. With assistance, understands that breaking rules has a consequence e. Applies rules in new, but similar situations f. Demonstrates the ability to create new rules for different situations 	G. Community	11. Community

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ADAPTABILITY		
PK.SEL.7. Adapts to change <ul style="list-style-type: none"> a. Easily separates themselves from parent or caregiver b. Transitions, with minimal support, between routine activities and new/unexpected occurrences c. When appropriate, adjusts behavior for different settings and/or events d. Uses multiple adaptive strategies to cope with change (e.g., seeking social support from an adult or peer, taking deep breaths, engaging in another activity) 	G. Community	11. Community
DOMAIN 4A: COMMUNICATION, LANGUAGE AND LITERACY		
PART A: APPROACHES TO COMMUNICATION		
MOTIVATION		
PK.AC.1. Demonstrates motivation to communicate <ul style="list-style-type: none"> a. Participates in small or large group activities for story-telling, singing or finger plays b. Asks questions c. Listens attentively for a variety of purposes (e.g., enjoyment, to gain information, to perform a task, to learn what happened, to follow directions) d. Initiates and extends conversations, both verbally and nonverbally e. Makes choices about how to communicate the ideas they want to share (e.g., gestures, scribbles, home language, sign language, speaking) 	A. Initiative and planning L. Speaking M. Listening and comprehension	1. Initiative 3. Engagement 21. Comprehension 22. Speaking

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Key Development Indicators (KDIs) — Preschool

BACKGROUND KNOWLEDGE		
PK.AC.2. Demonstrates they are building background knowledge <ul style="list-style-type: none"> a. Asks questions related to an item, event or experience b. Correctly identifies meanings of words in read-alouds, in conversation, and in descriptions of everyday items in the world around them c. Attempts to use new vocabulary correctly d. Makes comparisons to words and concepts 	M. Listening and comprehension	21.Comprehension 22. Speaking 23. Vocabulary
VIEWING		
PK.AC.3 Demonstrates understanding of what is observed <ul style="list-style-type: none"> a. Uses vocabulary relevant to observations b. Asks questions related to visual text and observations c. Makes inferences or draws conclusions based on information from visuals, including observation of situations, peers and adults (e.g., sees another child crying and says, “he is sad”) 	M. Listening and comprehension	21.Comprehension 22. Speaking 23. Vocabulary
VOCABULARY		
PK.AC.4. Demonstrates a growing receptive vocabulary <ul style="list-style-type: none"> a. Understands and follows spoken directions b. Identifies pictures related to words (e.g., points to the correct picture in book if prompted) c. Responds/reacts to questions/comments indicating meaning is understood (e.g., body language, gestures, facial expressions, and words, including home language use) d. Expresses understanding of words used in read-alouds, in conversations and in descriptions of everyday items in the world e. Identifies pictures related to words (e.g., points to the correct picture in book if prompted) f. Responds/reacts to questions/comments indicating meaning is understood (e.g., body language, gestures, facial expressions, and words, including home language use) 	M. Listening and comprehension	21.Comprehension 23. Vocabulary

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PK.AC.5. Demonstrates a growing expressive vocabulary <ul style="list-style-type: none"> a. Uses facial expressions, body language, gestures, home language, and/or sign language to engage in reciprocal conversations b. Increasingly uses more complex words in conversations c. Uses new and rare words introduced by adults or peers d. Begins to use appropriate volume and speed so that the spoken message is understood e. Initiates conversations about a book, situation, event or print in the environment 	L. Speaking	22. Speaking 23. Vocabulary
REPRESENTING		
PK.AC.6. Demonstrates their ability to represent ideas using a variety of methods <ul style="list-style-type: none"> a. Uses facial expressions, body language, gestures, or sign language to express ideas b. Uses existing objects to represent desired or imagined objects in play or other purposeful way c. Uses visual media to represent an actual experience d. Reviews and reflects on their own representations e. Writes and/or draws to communicate meaning with peers and adults during play 	L. Speaking R. Writing X. Art AA. Pretend play	22. Speaking 29. Writing 40. Art 43. Pretend play
DOMAIN 4B: COMMUNICATION, LANGUAGE AND LITERACY		
PART B: ENGLISH LANGUAGE ARTS AND LITERACY		
READING FOUNDATIONS		
Print Concepts		

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Key Development Indicators (KDIs) — Preschool

PK.ELAL.1. [PKRF.1.] Demonstrates understanding of the organization and basic features of print <ul style="list-style-type: none"> a. Recognizes that words are read from left to right, top to bottom, and page to page b. Recognizes that spoken words are represented in written language c. Understands that words are separated by spaces in print d. Recognizes and names some upper/lowercase letters of the alphabet, especially those in own name e. Recognizes that letters are grouped to form words f. Differentiates letters from numerals g. Identifies front cover and back cover 	O. Alphabetic knowledge Q. Book enjoyment and knowledge	25. Alphabetic knowledge 27. Concepts about print 28. Book knowledge
Phonological Awareness		
PK.ELAL.2. [PKRF.2.] Demonstrates an emerging understanding of spoken words, syllables, and sounds (phonemes) <ul style="list-style-type: none"> a. Begins to recognize and match spoken words that rhyme (e.g., songs, chants, finger plays) b. Begins to recognize individual syllables within spoken words (e.g., cup-cake, base-ball) c. Isolates and pronounces the initial sounds (phonemes) in spoken one-syllable words (e.g., the/m/in map) 	N. Phonological awareness	24. Phonological awareness
Phonics and Word Recognition		
PK.ELAL.3. [PKRF.3.] Demonstrates emergent phonics and word analysis skills		
PK.ELAL.3. [PKRF.3.] Demonstrates emergent phonics and word analysis skills <ul style="list-style-type: none"> a. Demonstrates one-to-one letter-sound correspondence by producing the primary sound of some consonants 	O. Alphabetic knowledge	25. Alphabetic knowledge

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Fluency		
PK.ELAL.4. [PKRF.4.] Displays emergent reading behaviors with purpose and understanding	P. Reading	26. Reading
READING		
Key Ideas and Details		
PK.ELAL.5. [PKR.1.] Participates in discussions about a text (e.g., during whole or small group interactive read-aloud discussions, during peer sharing, within play scenarios)	M. Listening and comprehension Q. Book enjoyment and knowledge	21. Comprehension
PK.ELAL.6. [PKR.2] Retells stories or share information from a text	M. Listening and comprehension	21. Comprehension 26. Reading
PK.ELAL.7 [PKR.3] Develops and answers questions about characters, major events, and pieces of information in a text	M. Listening and comprehension Q. Book enjoyment and knowledge	21. Reading
Craft and Structure		
PK.ELAL.8 [PKR.4] Exhibits an interest in learning new vocabulary (e.g., asks questions about unfamiliar words)	M. Listening and comprehension	23. Vocabulary
PK.ELAL.9 [PKR.5] Interacts with a variety of genres (e.g., storybooks, poems, songs)	Q. Book enjoyment and knowledge	26. Reading
PK.ELAL.10 [PKR.6] Describes the role of an author and illustrator	Does Not Apply	28. Book knowledge
Integration of Knowledge and Ideas		
PK.ELAL.11 [PKR.7] Describes the relationship between illustrations and the text (e.g., what person, place, thing or idea in the text an illustration depicts)	M. Listening and comprehension Q. Book enjoyment and knowledge	21. Comprehension 27. Concepts about print 28. Book knowledge
PK.ELAL.12. [PKR.9] Makes connections between self, text, and the world (e.g., what is familiar, what does an event/picture/character make them think of, what do they remember)	M. Listening and comprehension FF. Knowledge of self and others	21. Comprehension

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WRITING		
Text Types and Purposes		
PK.ELAL.13 [PKW.1] Uses a combination of drawing, dictating, oral expression, and/or emergent writing to state an opinion about a familiar topic in child-centered, authentic, play-based learning	L. Speaking R. Writing X. Art	22. Speaking 29. Writing 40. Art
K.ELAL.14. [PKW.2] Uses a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information in child-centered, authentic, play-based learning	L. Speaking R. Writing X. Art	22. Speaking 29. Writing 40. Art
PK.ELAL.15. [PKW.3] Uses a combination of drawing, dictating, oral expression, and/or emergent writing to narrate an event or events in a sequence	L. Speaking M. Listening and comprehension R. Writing X. Art	21. Comprehension 22. Speaking 29. Writing 40. Art
PK.ELAL.16. [PKW.4] Creates a response to a text, author, or personal experience (e.g., dramatization, art work or poem)	L. Speaking M. Listening and comprehension R. Writing X. Art AA. Pretend play	21. Comprehension 22. Speaking 29. Writing 40. Art 43. Pretend play
Research to Build and Present Knowledge		
PK.ELAL.17. [PKW.6] Develops questions and participates in shared research and exploration to answer questions and to build and share knowledge (e.g., record and discuss an experiment of items that float and sink)	L. Speaking M. Listening and comprehension CC. Experimenting, predicting, and drawing conclusions	5. Use of resources 21. Comprehension 22. Speaking 47. Experimenting 50. Communicating ideas

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PK.ELAL.18. [PKW.7] Engages in a discussion using gathered information from experiences or provided resources (e.g., collect materials from a nature walk; record and discuss what they are)	L. Speaking M. Listening and comprehension CC. Experimenting, predicting, and drawing conclusions	5. Use of resources 21. Comprehension 22. Speaking 47. Experimenting 50. Communicating ideas
SPEAKING AND LISTENING		
Comprehension and Collaboration		
PK.ELAL.19. [PKSL.1] Participates in collaborative conversations with diverse peers and adults in small and large groups and during play a. Follows agreed-upon rules for discussions, including listening to others, taking turns, and staying on topic b. Participates in conversations through multiple exchanges c. Considers individual differences when communicating with others	E. Building relationships with adults F. Building relationships with other children L. Speaking	13. Cooperative play 21. Comprehension 22. Speaking
PK.ELAL.20. [PKSL.2] Interacts with diverse formats and texts (e.g., shared read aloud, video clips, oral storytelling)	M. Listening and comprehension P. Reading Q. Book enjoyment and knowledge	5. Use of resources 21. Comprehension 26. Reading
PK.ELAL.21. [PKSL.3] Identifies the speaker	M. Listening and comprehension	21. Comprehension
Presentation of Knowledge and Ideas		
PK.ELAL.22. [PKSL.4] Describes familiar people, places, things and events	L. Speaking	21. Comprehension 22. Speaking 23. Vocabulary
PK.ELAL.23. [PKSL.5] Creates a visual display (e.g., drawing, art work, building, writing)	R. Writing X. Art	29. Writing 40. Art

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PK.ELAL.24. [PKSL.6] Expresses thoughts, feelings, and ideas (e.g., role-playing, music, drawing, art work, building, writing)	L. Speaking R. Writing X. Art Y. Music AA. Pretend play	22. Speaking 29. Writing 40. Art 41. Music 43. Pretend play
Language		
PK.ELAL.25. [PKL.1] Demonstrates command of the conventions of academic English grammar and usage when writing or speaking	L. Speaking R. Writing	22. Speaking 27. Concepts about print
PK.ELAL.26. [PKL.2] Demonstrates command of the conventions of academic English capitalization, punctuation, and spelling when writing	R. Writing	27. Concepts about print 29. Writing
Knowledge of Language		
PK.ELAL.27. [PKL.4] Explores and uses new vocabulary in child-centered, authentic, play-based experiences	L. Speaking AA. Pretend play	23. Vocabulary
Vocabulary Acquisition and Use		
PK.ELAL.28. [PKL.5] Explores and discusses word relationships and word meanings a. Sorts common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent b. Demonstrates understanding of frequently occurring words by relating them to their opposites (e.g., hot/cold)	L. Speaking M. Listening and comprehension BB. Observing and classifying	23. Vocabulary 46. Classifying
PK.ELAL.29 [PKL.6] Uses words and phrases acquired through language rich experiences, conversations, reading and being read to, responding to texts, and child-centered, play-based experiences	L. Speaking M. Listening and comprehension AA. Pretend play	21. Comprehension 22. Speaking 23. Vocabulary

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DOMAIN 5A: COGNITION AND KNOWLEDGE OF THE WORLD: MATHEMATICS		
MATHEMATICS		
COUNTING AND CARDINALITY		
Know number names and the count sequence		
PK.MATH.1. [NY-PK.CC.1.] Counts to 20	S. Number and counting	32. Counting
PK.MATH.2. [NY-PK.CC.2.] Represents a number of objects (0-5), with a written numeral 0-5 (with 0 representing a count of no objects)	S. Number and counting	31. Number words and symbols
Counts to tell the number of objects		
PK.MATH.3. [NY-PK.CC.3.] Understands the relationship between numbers and quantities to 10, connects counting to cardinality	S. Number and counting	31. Number words and symbols 32. Counting
PK.MATH.3a. [NY-PK.CC.3a.] When counting objects, says the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. (1:1 correspondence)	S. Number and counting	32. Counting
PK. MATH.3b. [NY-PK.CC.3b.] Explores and develops the concept that the last number name said tells the number of objects counted, (cardinality). The number of objects is the same regardless of their arrangement or the order in which they were counted.	S. Number and counting	32. Counting
PK.MATH.4a. [NY-PK.CC.4a.] Answers counting questions using as many as 10 objects arranged in a line, a rectangular array, and a circle. Answers counting questions using as many as 5 objects in a scattered configuration	S. Number and counting	32. Counting
PK.MATH.4b. [NY-PK.CC.4b] Given a number from 1-10, counts out that many objects	S. Number and counting	32. Counting

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Compares numbers		
PK.MATH.6. [NY-PK.CC.5.] Recognizes whether the number of objects in one group is more than, fewer than, or equal to (the same as) the number of objects in another group	S. Number and counting	32. Counting 33. Part-whole relationships
PK.MATH.7. [NY-PK.CC.6.] Identifies first and last related to order or position	T. Geometry: Shapes and spatial awareness	31. Number words and symbols 35. Spatial awareness
OPERATIONS AND ALGEBRAIC THINKING		
Understands addition as adding to, and understands subtraction as taking from		
PK.MATH.8. [NY-PK.OA.1.] Explores addition and subtraction by using objects, fingers, and responding to real world situations	S. Number and counting	32. Counting
Understands simple patterns		
PK.MATH.9. [NY-PK.OA.2.] Duplicates and extends simple patterns using concrete objects	V. Patterns	38. Patterns
MEASUREMENT AND DATA		
Describes and compares measurable attributes		
PK.MATH.10. [NY-PK.MD.1.] Identifies measurable attributes of objects, such as length or weight, and describes them using appropriate vocabulary	U. Measurement	36. Measuring 37. Unit
Sorts objects and counts the number of objects in each category		
PK.MATH.11. [NY-PK.MD.2.] Sorts objects and shapes into categories; counts the objects in each category.	S. BB. Observing and classifying	32. Counting 33. Part-whole relationships 46. Classifying

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GEOMETRY		
Identifies and describes shapes (squares, circles, triangles and rectangles)		
PK.MATH.12. [NY-PK.G.1.] Describes objects in the environment using names of shapes and describes the relative positions of these objects using terms such as top, bottom, up, down, above, below, in front of, behind, over, under, next to	T. Geometry: Shapes and spatial awareness	34. Shapes 35. Spatial awareness
PK.MATH.13. [NY-PK.G.2.] Names shapes regardless of size	T. Geometry: Shapes and spatial awareness	34. Shapes
Explores and creates two and three-dimensional objects		
PK.MATH.14. [NY-PK.G.3.] Explores two-and three-dimensional objects and uses informal language to describe their similarities, differences, and other attributes	T. Geometry: Shapes and spatial awareness	34. Shapes
PK.MATH.15. [NY-PK.G.4.] Creates and builds shapes from components	T. Geometry: Shapes and spatial awareness	34. Shapes 35. Spatial awareness
DOMAIN 5B: COGNITION AND KNOWLEDGE OF THE WORLD: SCIENCE		
PHYSICAL SCIENCE		
PK.SCI.1. [P-PS1-1.] Asks questions and uses observations to test the claim that different kinds of matter exist as either solid or liquid a. Observes and describes similarities and differences between solids and liquids based on their physical properties b. Compares and categorizes solids and liquids based on their physical properties	BB. Observing and classifying	45. Observing 46. Classifying

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<p>PK.SCI.2. [P-PS2-1.] Uses tools and materials to design and build a device that causes an object to move faster with a push or a pull</p> <p>a. Explores forces (pushes and pulls) on objects, such as those caused by gravity, magnetism, and mechanical forces (e.g., a string attached to an object being pulled or a ramp to increase the speed of an object)</p>	<p>CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world EE. Tools and technology</p>	<p>47. Experimenting 51. Natural and physical world 52. Tools and technology</p>
<p>PK.SCI.3. [P-PS4-1.] Plans and conducts investigations to provide evidence that sound is produced by vibrating materials</p> <p>a. Investigates vibrating materials such as percussion instruments (e.g., drum, triangle), string instruments (e.g., guitar, piano), wind instruments (e.g., recorder, whistle), and audio speakers</p>	<p>CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world</p>	<p>47. Experimenting 49. Drawing conclusions 50. Communicating ideas 51. Natural and physical world</p>
<p>LIFE SCIENCES</p>		
<p>PK.SCI.4. [P-LS1-1.] Observes familiar plants and animals (including humans) and describes what they need to survive.</p> <p>a. Explores what a variety of living organisms need to live and grow (e.g., water, nutrients, environment)</p>	<p>DD. Natural and physical world</p>	<p>51. Natural and physical world</p>
<p>PK.SCI.5. [P-LS1-2.] Plans and conducts investigations to determine how familiar plants and/or animals use their external parts to help them survive in the environment</p> <p>a. Observes the relationships between the physical and living environment (e.g. views habitats of plants and animals)</p> <p>b. Recognizes the different structures of familiar plants and animals (e.g., roots, stems, leaves for plants and eyes, ears, mouth, arms, legs for animals)</p>	<p>BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world</p>	<p>45. Observing 46. Classifying 47. Experimenting 51. Natural and physical world</p>

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<p>PK.SCI.6. [P-LS3-1.] Develops a model to describe that some young plants and animals are similar to, but not exactly like, their parents.</p> <ul style="list-style-type: none"> a. Observes and represents familiar plants and animals (e.g., draws pictures, builds and plays with toy or model animals in their habitats) b. Compares baby and adult animals and recognizes similarities (e.g., matches adult stuffed animals with their baby in a play setting) 	<p>W. Data analysis BB. Observing and classifying DD. Natural and physical world</p>	<p>39. Data analysis 45. Observing 46. Classifying 50. Communicating ideas 51. Natural and physical world</p>
EARTH AND SPACE SCIENCES		
<p>PK.SCI.7. [P-ESS1-1.] Observes and describes the apparent motions of the sun, moon, and stars to recognize predictable patterns</p> <ul style="list-style-type: none"> a. Explores characteristics and movements of the sun, moon, stars and clouds (e.g., the sun and moon appear to move across the sky in a predictable pathway, day and night follow predictable patterns, seasons change in a cyclical pattern, the moon's shape appears to change in a cyclical pattern, and stars other than our Sun can be visible at night depending on local weather conditions) 	<p>DD. Natural and physical world</p>	<p>51. Natural and physical world</p>
<p>PK.SCI.8. [P-ESS2-1.] Asks questions, makes observations, and collects and records data using simple instruments to recognize patterns about how local weather conditions change daily and seasonally.</p> <ul style="list-style-type: none"> a. Discusses daily weather conditions and the impact of weather (e.g., recorded over time and how those conditions impact student activities and what clothes they wear) b. Uses vocabulary to describe weather conditions (e.g., cloud cover (sunny, partly cloudy, cloudy, foggy), precipitation (no precipitation, snow, hail, rain), wind (no wind, some wind, strong wind), and temperature (cold, cool, warm, hot)) 	<p>W. Data analysis DD. Natural and physical world</p>	<p>39. Data analysis 51. Natural and physical world</p>

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PK.SCI.9. [P-PS3-1.] Plans and conducts an investigation to determine the effect of sunlight on Earth's surface a. Discusses the effects of the sun (e.g., provides light, creates shadows, and the warming effect on living organisms and nonliving things.)	CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world	47. Experimenting 51. Natural and physical world
ENGINEERING DESIGN		
PK.SCI.10. [K-2-ETS1-1.] Asks questions, makes observations, and gathers information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions	4. Problem solving 5. Use of resources 47. Experimenting 52. Tools and technology
PK.SCI.11. [K-2-ETS1-2.] Develops a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions EE. Tools and technology	4. Problem solving 5. Use of resources 49. Drawing conclusions 50. Communicating ideas
PK.SCI.12. [K-2-ETS1-3.] Analyzes data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs	W. Data analysis BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions	39. Data analysis 49. Drawing conclusions 50. Communicating idea
DOMAIN 5C: COGNITION AND KNOWLEDGE OF THE WORLD: SOCIAL STUDIES		
INDIVIDUAL DEVELOPMENT AND CULTURAL IDENTITY		
PK.SOC.1. Develops a basic awareness of self as an individual, self within the context of group, and self within the context of community a. Identifies self by using characteristics such as eye color, hair color, age b. Describes how each person is unique and important c. Identifies as a member of a group	FF. Knowledge of self and others	7. Self-identity 11. Community 53. Diversity

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PK.SOC.2. Demonstrates awareness and appreciation of their own culture and other cultures <ul style="list-style-type: none"> a. Talks about and/or shows items related to cultural traditions. [E.g. Describes some of the dances, foods, and special events related to culture] b. Describes own community and/or cultural group 	FF. Knowledge of self and others	7. Self-identity 53. Diversity
CIVIC IDEALS AND PRACTICES		
PK.SOC.3. Demonstrates an understanding of roles, rights, and responsibilities <ul style="list-style-type: none"> a. Recognizes community workers and their roles and responsibilities (e.g., asks questions about and shows an interest in the community jobs) b. Recognizes that people depend on community helpers to provide goods and services c. Identifies the tools and equipment that correspond to various roles and jobs d. Recognizes that all children and adults have roles, rights, and responsibilities at home, school, and the community 	G. Community FF. Knowledge of self and others	11. Community 14. Moral development 54. Community roles
PK.SOC.4. Begins to learn basic civic and democratic principles <ul style="list-style-type: none"> a. Expresses that rules are for everyone b. Identifies rules that protect themselves and others c. Describes possible consequences when rules are not followed d. Participates in making group rules and/or rules for daily routines and transitions e. Follows rules and may remind others of the rules f. Demonstrates preferences and choices by participating when the class votes to make simple decisions 	G. Community	11. Community 55. Decision making

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GEOGRAPHY, HUMANS AND THE ENVIRONMENT		
<p>PK.SOC.5 Demonstrates knowledge of the relationship between people, places, and regions</p> <ul style="list-style-type: none"> a. Identifies features of own home and familiar places b. Names the street, neighborhood, city and/or town where they live c. Uses words that indicate direction, position and relative distance d. Creates representations of topographical features in art work, and/or while playing with blocks, sand or other materials 	GG. Geography	56. Geography
TIME, CONTINUITY AND CHANGE		
<p>PK.SOC.6. Develops an understanding of how people and things change over time and how to relate past events to their present and future activities</p> <ul style="list-style-type: none"> a. Identifies routines and common occurrences in own life b. Identifies changes over time in themselves, their families, and in the wider community c. Retells important events in sequential order d. Demonstrates interest in current events that relate to family, culture, and community e. Uses words and phrases that differentiate between events that happen in the past, present and future, e.g., uses phrases like “when I was a baby” or “before I moved to my new house” 	HH. History	57. History
ECONOMIC SYSTEMS		
<p>PK.SOC.7. Develops a basic understanding of economic concepts within a community</p> <ul style="list-style-type: none"> a. Recognizes that goods and services may be purchased using different forms of payment, (e.g., coins, paper money, checks, electronic payment, credit cards, vouchers, food assistance programs) 	Does Not Apply	54. Community roles

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DOMAIN 5D: COGNITION AND KNOWLEDGE OF THE WORLD: THE ARTS		
DANCE		
PK.ARTS.1. [DA:Cr1-3.PK] Creates Dance <ul style="list-style-type: none"> a. Expresses and engages using movement elements and skills (locomotor and non-locomotor) to a series of sensory stimuli (e.g., music, visual cues) b. Moves in spontaneous and imaginative ways to music, songs, rhythm, and silence 	Z. Movement	42. Movement
PK.ARTS.2. [DA:Pr4-6.PK] Performs Dance <ul style="list-style-type: none"> a. Demonstrates basic full-body locomotor movements (crawl, walk, run), non-locomotor movements (bend, twist, reach) and spatial relationships (over, under, around) while moving in general space b. Identifies the speed of a dance (for example fast vs. slow) and move to varied rhythmic sounds at different tempo c. Moves with opposing qualities (loose/tight, light/heavy, shaky/smooth) and explores movement with simple props in response to verbal cues or expressive music 	I. Gross-motor skills T. Geometry: Shapes and spatial awareness Z. Movement	16. Gross-motor skills 18. Body awareness 42. Movement
PK.ARTS.3. [DA:Re7-9.PK] Responds to Dance <ul style="list-style-type: none"> a. Identifies a movement in a dance by repeating it b. Demonstrates observed or performed movements originating from diverse dance genres (e.g., tap, ballet, contemporary) and imitate those dance movements c. Observes a movement and shares impressions 	Z. Movement	42. Movement 44. Appreciating the arts
PK.ARTS.4. [DA:Cn10-11.PK] Connects to Dance <ul style="list-style-type: none"> a. Recognizes the expression of emotion while watching or performing a dance b. Demonstrates a dance movement experienced at home or elsewhere c. Observes a work of dance, replicates movements and asks questions about the choreography 	Z. Movement	44. Appreciating the arts

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MEDIA ARTS		
PK.ARTS.5. [MA:Cr1-3.PK] Creates Media Arts a. Discovers and explores media arts tools	X. Art EE. Tools and technology	40. Art 52. Tools and technology
PK.ARTS.6. [MA:Cr4-6.PK] Produces Media Arts a. Explores various ways to present media artwork	X. Art	40. Art
PK.ARTS.7. [MA:Re7-9.PK] Responds and Connects to Media Arts a. Explores and discusses the components of a variety of media artwork (i.e., still and moving images, human-made images (like drawings, Claymation) or characters (puppets), real-life video, text, etc.) b. Identifies personal experiences with media artwork (e.g., talks about where they have seen media artwork, such as tablets, TV, computers, museums, concerts, classroom	X. Art	40. Art 44. Appreciating the arts
MUSIC		
PK.ARTS.8. [MU:Cr1-3.PK] Creates Music a. Explores and experiences a variety of music and favorite musical ideas (e.g., experiments with musical instruments, makes up silly and rhyming verses, imitates rhythmic patterns, uses music to tell stories and express feelings) b. Shares musical ideas with peers	Y. Music	41. Music
PK.ARTS.9. [MU:Pr4-6.PK] Performs Music a. Performs music with expression (e.g., keeping rhythm using instruments, performing through oral, or visual expression-singing songs, moving in time to the music with dance props or bodily movements) b. Practices and demonstrates what they like about their own performances	Y. Music Z. Movement	41. Music

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PK.ARTS.10. [MU:Re7-9.PK] Responds to Music <ul style="list-style-type: none"> a. Demonstrates and states personal preference for varied musical selections provided by the teacher b. Explores and demonstrates awareness of the contrasts and expressive qualities of music (i.e., voice/sound quality, tone, dynamics, pitch, and tempo) c. Responds appropriately to aural and visual cues 	Y. Music	41. 44. Appreciating the arts
PK.ARTS.11. [MU:Cn10-11.PK] Connects to Music <ul style="list-style-type: none"> a. Explores and imitates sounds found in the environment b. Imagines and describes places, times, and reasons for making and listening to music c. Performs/explores folk music from a variety of cultures d. Performs/explores music that tells a story, adding physical movements and/or experimenting with loudness and softness (dynamics) and tempo to add expressivity and enhance story 	Y. Music	41. 44. Appreciating the arts
PK.ARTS.12. [TH:Cr1-3.PK] Creates Theatrical Art <ul style="list-style-type: none"> a. Transitions between imagination and reality in dramatic play b. Uses non-representational materials to create props, puppets, and costume pieces for dramatic play c. Uses gestures, words, sounds, and movements in dramatic play 	AA. Pretend play	43. Pretend play
PK.ARTS.13. [TH:Pr4-6.PK] Performs Theatrical Arts <ul style="list-style-type: none"> a. Identifies characters and setting in dramatic play or guided drama b. Engages in dramatic play to tell known stories and newly imagined stories (i.e., re-enacts a story or creates their own story to act out) c. Uses body and voice to communicate emotions in dramatic play 	AA. Pretend play	43. Pretend play

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PK.ARTS.14. [TH:Re7-9.PK] Responds to Theatrical Arts a. Identifies preferences in dramatic play (i.e., express their own feelings, roles, and use of materials) b. Discusses the experiences of characters in dramatic play c. Makes connections between themselves and a character	AA. Pretend play	43. Pretend play 44. Appreciating the arts
PK.ARTS.15. [TH:Cn10-11.PK] Connects to Theatrical Arts a. Identifies the similarities between a story and personal experiences in dramatic play b. Identifies stories that are similar to one another in dramatic play c. Tells a short story in dramatic play	AA. Pretend play	43. Pretend play 44. Appreciating the arts
VISUAL ARTS		
PK.ARTS.16. [VA:Cr1-3.PK] Creates Visual Arts a. Engages in self-directed imaginative play with a variety of materials and/or art-making tools b. Creates, shares and/or talks about art that communicates a familiar place or object (e.g., using blocks to build a castle or clay to create a snake) c. Shares and talks about personal artwork	X. Art AA. Pretend play	40. Art 43. Pretend play 44. Appreciating the arts
PK.ARTS.17. [VA:Pr4-6.PK] Presents Visual Arts a. Selects art objects for saving or display, explaining why they are chosen b. Identifies places, both inside and outside of school, where art can be displayed or saved	Does Not Apply	44. Appreciating the arts
PK.ARTS.18. [VA:Re7-9.PK] Responds to Visual Arts a. Recognizes and shares preferences and/or reactions to art in one's environment b. Distinguishes between images and real objects c. Selects a preferred artwork	X. Art	44.

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PK.ARTS.19. [Cn10-11.PK] Connects to Visual Arts <ul style="list-style-type: none">a. Imagines, invents, and creates art that tells a story about lifeb. Recognizes that people make works of art and design	X. Art	40. Art 44. Appreciating the arts
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