

Alignment of the 2011 Georgia Pre-K Program Content Standards With HighScope's 2014 Child Observation Record — COR Advantage 1.5

The following chart shows how items from the 2011 **Georgia Pre-K Program Content Standards** correspond to items from HighScope's 2014 **Child Observation Record — COR Advantage 1.5**. COR Advantage 1.5 is an observation-based assessment instrument for children from birth through kindergarten. It is designed to measure children's progress in all early childhood programs (including, but not limited to those using the HighScope curriculum). It is divided into 8 major categories that are critical for school success: Approaches to Learning (Items A–C); Social and Emotional Development (Items D–H); Physical Development and Health (Items I–K); Language, Literacy, and Communication (Items L–R); Mathematics (Items S–W); Creative Arts (Items X–AA); Science and Technology (Items BB–EE); and Social Studies (Items FF–HH). There is also a category for English Language Learning, if appropriate for the child (Items II–JJ). Each category contains between 3 and 7 items, and each item has 8 developmental levels, ranging from 0 (the simplest) to 7 (the most complex). Teaching staff collect anecdotes for completing the COR during the normal daily routine, so the assessment process is seamlessly integrated with early childhood teaching and planning. The results provide detailed reports that analyze progress and are designed for various audiences, from families to government monitors.



Georgia's Content Standards

COR Advantage Items

<i>Language & Literacy Development</i>	
<p>LD 1. Children will develop skills in listening for the purpose of comprehension</p> <p>LD 1 a. Listens to and follows spoken directions LD 1 b. Responds to questions</p> <p>LD 1 d. Listens to stories read aloud and shows understanding through body language or by interacting appropriately LD 1 f. Makes predictions from pictures and titles LD 1 g. Becomes increasingly familiar with the structure of stories (characters, events, plot, resolution of story)</p>	<p>M. Listening and comprehension M. Listening and comprehension M. Listening and comprehension M. Listening and comprehension M. Listening and comprehension Q. Book enjoyment and knowledge</p>
<p>LD 2. Children will learn to discriminate the sounds of language (phonological awareness)</p> <p>LD 2 a. Differentiates sounds that are the same and different LD 2 b. Repeats rhymes, poems and finger plays LD 2 c. Recognizes the same beginning sounds in different words (alliteration) LD 2 e. Creates and invents words by substituting one sound for another</p>	<p>N. Phonological awareness N. Phonological awareness N. Phonological awareness N. Phonological awareness</p>
<p>LD 3. Children will develop an understanding of new vocabulary introduced in conversations, activities, stories or books</p> <p>LD 3 a. Increases vocabulary through everyday communication LD 3 b. Uses new vocabulary words correctly within the context of play or other classroom experiences</p>	<p>M. Listening and comprehension M. Listening and comprehension</p>
<p>LD 4. Children will develop and expand expressive language skills (speaking)</p> <p>LD 4 a. Uses language for a variety of purposes</p> <p>LD 4 b. Engages in conversations with adults and children LD 4 c. Uses complete sentences of increasing length in conversation LD 4 d. Uses language to pretend or create</p>	<p>B. Problem solving with materials D. Emotions K. Personal care and healthy behavior L. Speaking L. Speaking M. Listening and comprehension L. Speaking AA. Pretend play</p>

Georgia's Content Standards

COR Advantage Items

<i>Language & Literacy Development CONT</i>	
<p>LD 5. Children will begin to develop age-appropriate strategies that will assist in reading</p> <p>LD 5 a. Demonstrates an interest in books or stories</p> <p>LD 5 b. Discusses books or stories read aloud</p> <p>LD 5 c. Exhibits book-handling skills</p> <p>LD 5 d. Associates symbols with objects, concepts and functions</p> <p>LD 5 e. Recognizes that print represents spoken words</p> <p>LD 5 f. Dramatizes, tells and retells poems and stories</p> <p>LD 5 g. Identifies some individual letters of the alphabet</p> <p>LD 5 h. Shares books and engages in pretend-reading with other children</p> <p>LD 5 i. Recognizes books as a source of information</p> <p>LD 5 j. Connects information and events in books to real-life experiences</p> <p>LD 5 l. Recognizes that sentences are composed of separate words</p> <p>LD 5 m. Uses pictures or symbols to identify concepts</p>	<p>Q. Book enjoyment and knowledge</p> <p>M. Listening and comprehension</p> <p>Q. Book enjoyment and knowledge</p> <p>Q. Book enjoyment and knowledge</p> <p>P. Reading</p> <p>GG. Geography</p> <p>P. Reading</p> <p>R. Writing</p> <p>AA. Pretend play</p> <p>O. Alphabet knowledge</p> <p>F. Building relationships with other children</p> <p>P. Reading</p> <p>M. Listening and comprehension</p> <p>Q. Book enjoyment and knowledge</p> <p>M. Listening and comprehension</p> <p>P. Reading</p> <p>P. Reading</p>
<p>LD 6. Children will begin to develop age-appropriate writing skills</p> <p>LD 6 a. Experiments with a variety of writing tools, materials and surfaces</p> <p>LD 6 b. Uses scribbles, shapes, pictures and letters, or other forms of writing</p> <p>LD 6 c. Understands that print is used to communicate ideas and information (writing for a purpose)</p> <p>LD 6 e. Uses left-to-right patterns</p>	<p>J. Fine-motor skills</p> <p>R. Writing</p> <p>R. Writing</p> <p>R. Writing</p> <p>R. Writing</p>

Georgia's Content Standards

COR Advantage Items

Mathematical Development	
<p>MD 1. Children will begin to develop an understanding of numbers</p> <p>MD 1 a. Counts by rote</p> <p>MD 1 c. Counts objects using one-to-one correspondence</p> <p>MD 1 d. Compares sets of objects using language</p> <p>MD 1 g. Associates numeral name with set of objects</p> <p>MD 1 j. Begins to recognize numbers</p>	<p>S. Number and counting</p> <p>S. Number and counting</p> <p>S. Number and counting</p> <p>U. Measurement</p> <p>S. Number and counting</p> <p>S. Number and counting</p>
<p>MD 2. Children will create and duplicate simple patterns</p> <p>MD 2 a. Copies a pattern using sounds or physical movements</p> <p>MD 2 b. Recognizes and reproduces simple patterns of objects</p> <p>MD 2 c. Reproduces and extends a pattern using objects</p> <p>MD 2 d. Independently creates patterns using objects</p> <p>MD 2 e. Spontaneously recognizes and identifies patterns in the environment</p>	<p>V. Patterns</p> <p>V. Patterns</p> <p>V. Patterns</p> <p>V. Patterns</p> <p>V. Patterns</p>
<p>MD 3. Children will sort and classify objects</p> <p>MD 3 a. Matches like objects</p> <p>MD 3 b. Sorts objects using one characteristic</p> <p>MD 3 c. Classifies objects using more than one characteristic</p> <p>MD 3 d. Sorts and classifies objects using self-selected criteria</p> <p>MD 3 e. Explains sorting or classifying strategy</p> <p>MD 3 f. Participates in creating and using real and pictorial graphs or other simple representations of data</p>	<p>BB. Observing and classifying</p> <p>BB. Observing and classifying</p> <p>BB. Observing and classifying</p> <p>BB. Observing and classifying</p> <p>BB. Observing and classifying</p> <p>W. Data analysis</p>
<p>MD 4. Children will develop a sense of space and an understanding of basic geometric shapes</p> <p>MD 4 a. Recognizes, describes and compares basic geometric shapes</p> <p>MD4 b. Uses classroom materials to create shapes</p> <p>MD 4 c. Uses language to indicate where things are in space: positions, directions, distances, order</p>	<p>T. Geometry: Shapes and spatial awareness</p> <p>T. Geometry: Shapes and spatial awareness</p> <p>T. Geometry: Shapes and spatial awareness</p>

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<i>Mathematical Development CONT</i>	
MD 5. Children will learn how to use a variety of non-standard and standard means of measurement	
MD 5 a. Associates and describes the passage of time with actual events	HH. History
MD 5 b. Uses mathematical language to describe experiences involving measurement	U. Measurement
MD 5 c. Measures the passage of time using non-standard or standard measurements	U. Measurement
MD 5 d. Measures the length of objects using non-standard or standard measures	U. Measurement
MD 5 e. Measures the volume (capacity) of objects using non-standard or standard measures	U. Measurement
MD 5 f. Measures and compares the weight of objects using non-standard or standard measures	U. Measurement
MD 5 g. Orders two or more objects by size (seriation)	U. Measurement

Georgia's Content Standards

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<i>Scientific Development</i>	
<p>SD 1. Children will use processes of science to actively explore and increase understanding of the environment</p> <p>SD 1 b. Uses senses to observe, classify, and learn about objects</p> <p>SD 1 d. Uses simple equipment to experiment, observe, and increase understanding</p> <p>SD 1 e. Records observations through dictating to an adult, drawing pictures, or using other forms of writing</p>	<p>BB. Observing and classifying</p> <p>EE. Tools and technology</p> <p>X. Art</p> <p>R. Writing</p>
<p>SD 2. Children will acquire scientific knowledge related to life science</p> <p>SD 2 a. Observes, explores, and describes a wide variety of animals and plants</p> <p>SD 2 b. Recognizes there are basic requirements for all common life forms</p> <p>SD 2 c. Observes, explores, and describes a variety of living and non-living objects</p> <p>SD 2 e. Participates in activities related to preserving the environment</p>	<p>BB. Observing and classifying</p> <p>DD. Natural and physical world</p> <p>DD. Natural and physical world</p> <p>DD. Natural and physical world</p>
<p>SD 3. Children will acquire scientific knowledge related to physical science</p> <p>SD 3a. Investigates and describes the states of matter</p> <p>SD.3c Explores simple machines</p> <p>SD 3 d. Investigates different types/speeds of motion</p>	<p>DD. Natural and physical world</p> <p>EE. Tools and technology</p> <p>CC. Experimenting, predicting, and drawing conclusions</p>
<p>SD 4 Children will acquire scientific knowledge related to earth science</p> <p>SC4a Investigates, compares, and contrasts seasonal changes in the immediate environment</p>	<p>DD. Natural and physical world</p>

Georgia's Content Standards

COR Advantage Items

<i>Social Studies Development</i>	
<p>SS 1. Children will develop an appreciation of his/her role as a member of the family, the classroom, and the community</p> <p>SS 1 a. Begins to understand family structures and roles</p> <p>SS 1 b Participates in classroom jobs and contributes to the classroom community</p> <p>SS 1 c. Becomes aware of the roles, responsibilities and services provided by community workers</p> <p>SS 1 d. Becomes aware of family and community celebrations and events</p>	<p>FF. Knowledge of self and others</p> <p>G. Community</p> <p>FF. Knowledge of self and others</p> <p>FF. Knowledge of self and others</p>
<p>SS 2. Children will develop a respect for differences in people</p> <p>SS 2 a. Identifies similarities and differences among people</p>	<p>FF. Knowledge of self and others</p>
<p>SS 3. Children will express beginning geographic thinking</p> <p>SS 3 a. Identifies common features in the home and school environment</p> <p>SS 3 b. Creates simple representations of home, school, or community</p> <p>SS 3 c. Uses and responds to words to indicate directionality, position, and size</p> <p>SS 3 d. Develops awareness of the community, city, and state in which he/she lives</p>	<p>GG. Geography</p> <p>GG. Geography</p> <p>T. Geometry: Shapes and spatial awareness</p> <p>GG. Geography</p>

Georgia's Content Standards

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<i>Creative Development</i>	
<p>CD 1. Children will explore and use a variety of materials to develop artistic expression</p> <p>CD 1 a. Experiments with a variety of materials and activities for sensory experience and exploration</p> <p>CD 1 b. Uses materials to create original work and for self-expression</p> <p>CD 1 c. Shares details about personal creations (paintings, drawings, 3-D sculptures, block structures)</p> <p>CD 1 d. Expresses interest in and shows appreciation for the creative work of others</p>	<p>X. Art</p> <p>X. Art</p> <p>X. Art</p> <p>X. Art</p>
<p>CD 2. Children will participate in music and movement activities</p> <p>CD 2 a. Uses music and movement to express thoughts, feelings, and energy</p> <p>CD 2 b. Participates in group signing or other musical activities</p> <p>CD 2 c. Participates in creative movement and dance</p> <p>CD 2 d. Explores various music types, musical instruments, and music from various cultures</p>	<p>Z. Movement</p> <p>Y. Music</p> <p>Z. Movement</p> <p>Y. Music</p>
<p>CD 3. Children will use drama to express individuality</p> <p>CD 3 a. Participates in dramatic play to express feelings, dramatize stories, reenact real-life roles and experiences</p> <p>CD 3 b. Recreates a story or poem through drama</p> <p>CD 3 c. Participates in activities using symbolic materials and gestures to represent real objects and situations</p>	<p>AA. Pretend play</p> <p>AA. Pretend play</p> <p>AA. Pretend play</p>

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<i>Social & Emotional Development</i>	
<p>SE 1. Children will develop confidence and positive self-awareness</p> <p>SE 1 a. Demonstrates knowledge of personal information</p> <p>SE 1 b. Recognizes self as a unique individual and becomes aware of the uniqueness of others</p>	<p>FF. Knowledge of self and others</p> <p>FF. Knowledge of self and others</p>
<p>SE 2. Children will develop curiosity, initiative, self-direction and persistence</p> <p>SE 2 a. Shows interest in learning new concepts and trying new experiences</p> <p>SE 2 b. Initiates interaction with others</p> <p>SE 2 c. Demonstrates self-direction in use of materials</p> <p>SE 2 d. Develops independence during activities, routines, play</p> <p>SE 2 e. Sustains attention to a task or activity appropriate for age</p>	<p>CC. Experimenting, predicting, and drawing conclusions</p> <p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p> <p>A. Initiative and planning</p> <p>G. Community</p> <p>A. Initiative and planning</p>
<p>SE 3. Children will increase the capacity for self-control</p> <p>SE 3 b. Follows rules and routines within the learning environment</p> <p>SE 3 d. Manages transitions and adapts to changes in routine</p> <p>SE 3 e. Expresses feelings through appropriate gestures, actions and language</p>	<p>G. Community</p> <p>G. Community</p> <p>D. Emotions</p>
<p>SE 4. Children will develop interpersonal and social skills for relating with other members of the learning community</p> <p>SE 4 a. Interacts appropriately with peers and familiar adults</p> <p>SE 4 b. Begins to recognize the needs and rights of others</p> <p>SE 4 c. Shows empathy and understanding to others</p> <p>SE 4 d. Participates successfully as a member of a group</p> <p>SE 4 e. Participates in resolving conflicts and disagreements with others</p>	<p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p> <p>B. Problem solving with materials</p> <p>G. Community</p> <p>D. Emotions</p> <p>F. Building relationships with other children</p> <p>H. Conflict resolution</p>

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<i>Health & Physical Development</i>	
<p>HPD 1. Children will participate in a variety of gross-motor activities to develop control, balance, strength and coordination</p> <p>HPD 1 a. Develops coordination and balance</p> <p>HPD 1 b. Coordinates movements to perform tasks</p> <p>HPD 1 c. Participates in a variety of indoor and outdoor activities that increase strength, endurance, and flexibility</p>	<p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p>
<p>HPD 2. Children will participate in activities that foster fine motor development</p> <p>HPD 2 a. Performs fine-motor tasks that require small-muscle strength and control</p> <p>HPD 2 b. Uses eye-hand coordination to perform fine-motor tasks</p> <p>HPD 2 c. Exhibits manual coordination</p>	<p>J. Fine-motor skills</p> <p>J. Fine-motor skills</p> <p>J. Fine-motor skills</p>
<p>HPD 3. Children understand healthy and safe living practices</p> <p>HPD 3 a. Participates in activities related to health and personal care routine</p> <p>HPD 3 b. Participates in activities related to nutrition</p>	<p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p>