Alignment of the 2009 South Carolina Early Learning Standards
With HighScope's
2014 Child Observation Record — COR Advantage 1.5

The following chart shows how items from the August 2009 **South Carolina Early Learning Standards for 3, 4, & 5 Year-Old Children** 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.

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

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

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

	South Carolina Early Learning Standards	COR Advantage Items
	AL 4. Children demonstrate an increasing ability to envision a goal and to accomplish it.	
3-Year Olds	AL-3K-4.1 Understand how to accomplish a simple task.	K. Personal care and healthy behavior
	AL-3K-4.4 Seek help when encountering a problem in play.	B. Problem solving with materials
4-Year-Olds	AL-4K-4.1 Understand a task can be accomplished through several steps.	K. Personal care and healthy behavior
	AL-4K-4.4 Try to solve problems encountered in play.	B. Problem solving with materials
5-Year-Olds	AL-K-4.1 Demonstrate an increased ability to accomplish a task through a series of steps.	K. Personal care and healthy behavior
	AL-K-4.4 Demonstrate increasing ability to find more than one solution to a question, task or problem.	B. Problem solving with materials

South Carolina Early Learning Standards		COR Advantage Items
	AL 5. Children extend their learning through the use of memory, reasoning, and problem-solving skills.	
3-Year Olds	AL-3K-5.1 Talk about prior events and personal experiences.	HH. History
	AL-3K-5.4 Predict possible outcomes related to cause and effect.	CC. Experimenting, predicting, and drawing conclusions
4-Year-Olds	AL-4K-5.1 Represent prior events and personal experiences in one or more ways.	HH. History
	AL-4K-5.4 Demonstrate growing ability to predict possible outcomes based on prior experiences and knowledge.	CC. Experimenting, predicting, and drawing conclusions
5-Year-Olds	AL-K-5.1 Communicate about prior events and personal experiences in a variety of ways.	HH. History
	AL-K-5.4 Demonstrate growing ability to predict possible outcomes based on prior experiences and knowledge.	CC. Experimenting, predicting, and drawing conclusions

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

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

	South Carolina Early Learning Standards	COR Advantage Items
3-Year Olds	**SE3. Children express feelings and show concern for others.** SE-3K-3.1 Recognize own positive and negative feelings when an adult labels them.	D. Emotions
	SE-3K-3.2 Calm self after strong emotion with adult help.	D. Emotions
	SE-3K-3.4 Show awareness of feelings of others with adult guidance and support.	D. Emotions
4-Year-Olds	SE-4K-3.1 Recognize own feelings and describe them some of the time.	D. Emotions
	SE-4K-3.2 Develop strategies to express strong emotion with adult help.	D. Emotions
	SE-4K-3.4 Show awareness and respond to feelings of others with adult guidance and support.	D. Emotions
5-Year-Olds	SE-K-3.1 Recognize own feelings and try to control them.	D. Emotions
	SE-K-3.2 Use positive strategies to express strong emotion.	D. Emotions
	SE-K-3.4 Demonstrate empathy by responding to feelings and needs of others.	D. Emotions

South Carolina Early Learning Standards		COR Advantage Items
	SE4. Children will form healthy social relationships.	
3-Year Olds	SE-3K-4.1 Show interest in others by playing beside or briefly with one or more children.	F. Building relationships with other children
	SE-3K-4.2 Show an interest in having a friend.	F. Building relationships with other children
4-Year-Olds	SE-4K-4.1 Display emerging social skills of trying to take turns and talk with others during play.	F. Building relationships with other children
	SE-4K-4.2 Develop friendship with one or two preferred children.	F. Building relationships with other children
5-Year-Olds	SE-K-4.1 Play cooperatively with one or more children.	F. Building relationships with other children
	SE-K-4.2 Exhibit social skills to sustain a friendship.	F. Building relationships with other children

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

South Carolina Early Learning Standards		**COR Advantage Items**
4-Year-Olds	ELA-4K-1.1 Show interest in informational texts about familiar objects.	Q. Book enjoyment and knowledge
	ELA -4K-1.2 Make relevant comments or appropriate responses to story events or characters.	Q. Book enjoyment and knowledge
	ELA-4K-1.6 Begin to identify significant words from text read aloud.	P. Reading
	ELA-4K-1.7 Recall some details in stories read aloud.	M. Listening and comprehension
	ELA-4K-1.10 Begin to ask questions about the causes of events they observe or hear about in books.	M. Listening and comprehension
	ELA-4K-1.11 Explore books independently.	Q. Book enjoyment and knowledge

South Carolina Early Learning Standards		COR Advantage Items
5-Year-Olds	ELA -K-1.1 Summarize the main idea and details from literacy texts read aloud.	Q. Book enjoyment and knowledge
	ELA -K-1.2 Use pictures and words to make predictions regarding a story read aloud.	M. Listening and comprehension P. Reading
	ELA-K-1.4 Find examples of sound devices (including onomatopoeia and alliteration) in texts read aloud.	N. Phonological awareness
	ELA-K-1.5 Generate a retelling that identifies the characters and the setting in a story and relates the important events in sequential order.	M. Listening and comprehension
	ELA-K-1.7 Use relevant details in summarizing stories read aloud.	M. Listening and comprehension
	ELA-K-1.8 Create responses to literary texts through a variety of methods (for example, writing, creative dramatics, and the visual and performing arts).	Q. Book enjoyment and knowledge
	ELA-K-1.10 Explain the cause of an event described in stories read aloud.	M. Listening and comprehension
	ELA-K-1.11 Read independently for pleasure.	Q. Book enjoyment and knowledge

3-Year Olds	**Reading** **II. Understanding and Using Informational Texts** **K-2: The student will begin to read and comprehend a variety of informational texts in print and non-print formats.** ELA-3K-2.1 Explore realistic books and materials in classroom centers.	Q. Book enjoyment and knowledge
	ELA-3K-2.2 Identify some familiar objects in informational texts.	P. Reading
	ELA-3K-2.9 Look at classroom pictures and signs.	P. Reading
4-Year-Olds	ELA-4K-2.1 Show interest in informational texts about familiar objects.	Q. Book enjoyment and knowledge
	ELA-4K-2.2 Begin asking "how and why" questions when looking at texts.	M. Listening and comprehension
	ELA-4K-2.3 Relate information from texts to personal experience.	M. Listening and comprehension
	ELA-4K-2.5 Identify familiar environmental print.	P. Reading
	ELA-4K-2.9 Seek information by looking at texts, signs and photographs in the classroom.	P. Reading

South Carolina Early Learning Standards		COR Advantage Items
5-Year-Olds	ELA-K-2.1 Summarize the central idea and details from informational texts read aloud.	Q. Book enjoyment and knowledge
	ELA-K-2.2 Analyze texts during classroom discussions to make inferences.	M. Listening and comprehension
	EAL-K-2.3 Find facts in texts read aloud.	M. Listening and comprehension
	ELA-K-2.9 Read independently to gain information.	P. Reading

South Carolina Early Learning Standards	COR Advantage Items
Reading **III. Learning to Read** **K-3: The student will learn to read by applying appropriate skills and strategies.** **3-Year Olds** ELA-3K-3.1 Rehearse vocabulary by identifying familiar objects pictured in books. ELA-3K-3.4 Begin recognizing familiar books by their covers or pictures. ELA-3K-3.6 Begin joining in familiar nursery rhymes and songs. ELA-3K-3.8 Begin to use word beginnings and endings as language play or comprehension aid. ELA-3K-3.9 Begin to recall and repeat familiar words and phrases. ELA-3K-3.12 Begin noticing and trying to match rhythm, volume, and pitch of adults voice in songs, chants, and phrases. ELA-3K-3.13 Recognize a few letters. ELA-3K-3.19 Begin connecting text read aloud with personal experiences. ELA-3K-3.20 Begin recognizing at least one familiar logo or printed sign. ELA-3K-3.21 Begin learning how to handle and care for books. ELA-3K-3.22 Begin to orient books in correct position and turn pages from front to back.	P. Reading Q. Book enjoyment and knowledge N. Phonological awareness N. Phonological awareness N. Phonological awareness N. Phonological awareness O. Alphabet knowledge M. Listening and comprehension P. Reading Q. Book enjoyment and knowledge Q. Book enjoyment and knowledge

South Carolina Early Learning Standards	COR Advantage Items
4-Year-Olds	
ELA-4K-3.1 Begin to use both pictures and text read aloud as cues to meaning of unfamiliar words.	P. Reading
ELA-4K-3.4 Begin understanding how print is used to bring meaning.	Q. Book enjoyment and knowledge
ELA-4K-3.6 Participate in choral speaking of poems, songs, and stories with repeated patterns.	N. Phonological awareness
ELA-4K-3.8 Use word beginnings and endings as language play or comprehension clue.	N. Phonological awareness
ELA-4K-3.9 Recognize rhyming words with adult modeling.	N. Phonological awareness
ELA-4K-3.10 Create words by orally adding, deleting, or changing sounds in response to adult prompt.	N. Phonological awareness
ELA-4K-3.12 Begin identifying some letter sounds and matching them to letters.	O. Alphabet knowledge
ELA-4K-3.13 Identify several letters and their general order in the alphabet.	O. Alphabet knowledge
ELA-4K-3.14 Beginning to understand that letters can represent speech sounds.	O. Alphabet knowledge
ELA-4K-3.15 Begin to recognize similarities in sounds at the beginning and ending of words.	N. Phonological awareness
ELA-4K-3.19 Make connections to prior knowledge, other texts, and the world in response to texts read aloud.	M. Listening and comprehension
ELA-4K-3.20 Identify familiar environmental print such as business logos and traffic signs.	P. Reading

South Carolina Early Learning Standards	COR Advantage Items
4-Year-Olds CONT ELA-4K-3.21 Progress in understanding how books are viewed.	Q. Book enjoyment and knowledge
ELA-4K-3.23 Begin recognizing some letters in words.	O. Alphabet knowledge
5-Year-Olds ELA-K-3.1 Use pictures and context to construct the meaning of unfamiliar words in texts read aloud.	P. Reading
ELA-K-3.4 Recognize high frequency words. (See Instructional Appendix: High-Frequency Words.)	P. Reading
ELA-K-3.8 Use beginning sounds, ending sounds, and onsets and rimes to generate words orally.	N. Phonological awareness
ELA-K-3.9 Create rhyming words in response to an oral prompt.	N. Phonological awareness
ELA-K-3.10 Create words by orally adding, deleting, or changing sounds.	N. Phonological awareness
ELA-K-3.11 Use blending to generate words orally.	N. Phonological awareness
ELA-K-3.12 Match consonant and short-vowel sounds to the appropriate letters.	O. Alphabet knowledge
ELA-K-3.13 Recognize uppercase and lowercase letters and their order in the alphabet.	O. Alphabet knowledge
ELA-K-3.14 Identify beginning and ending sounds in words.	N. Phonological awareness
ELA-K-3.15 Classify words by categories (for example, beginning and ending sounds).	N. Phonological awareness
ELA-K-3.16 Use blending to begin reading words.	N. Phonological awareness P. Reading

South Carolina Early Learning Standards	COR Advantage Items
5-Year-Olds CONT	
ELA-K-3.17 Begin to spell high-frequency words (See Instructional Appendix: High-Frequency Words.)	R. Writing
ELA-K-3.18 Use letters and relationships to sounds to write words.	R. Writing
ELA-K -3.19 Use prior knowledge and life experiences to construct meaning from texts.	M. Listening and comprehension
ELA-K-3.20 Recognize environmental print in such forms as signs in the school, road signs, restaurant and store signs, and logos.	P. Reading
ELA-K-3.21 Know the parts of a book (including the front and back covers, the title, and the author's name).	Q. Book enjoyment and knowledge
ELA-K-3.23 Distinguish between letters and words.	O. Alphabet knowledge

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

	South Carolina Early Learning Standards	COR Advantage Items
	Writing **V. Producing Written Communications in a Variety of Forms** **ELA-5: The student will begin to write for a variety of purposes and audiences.**	
3-Year Olds	ELA-3K-5.1 Pretend to write.	R.　Writing
4-Year-Olds	ELA-4K-5.1 Combine some letters with pretend writing.	R.　Writing
	ELA-4K-5.2 Use drawings, letters, or words to create narratives about people and things in their environment.	R.　Writing
5-Year-Olds	ELA-K-5.1 Use symbols (drawings, letters, or words) to create written communications (for example, notes, messages, and lists) to inform a specific audience.	R.　Writing
	ELA-5K-5.2 Use symbols (drawings, letters, or words) to create narratives (for example, stories and journal entries) about people, places, or things.	R.　Writing

	South Carolina Early Learning Standards	**COR Advantage Items**
	Researching	
	VI. Applying the Skills of Inquiry and Oral Communication	
	ELA-6: The student will begin to access and use information from a variety of sources.	
3-Year Olds	ELA-3K-6.3 Classify familiar objects by one or two observable attributes.	BB. Observing and classifying
4-Year-Olds	ELA-4K-6.3 Classify objects and information by observable attributes into predetermined categories.	BB. Observing and classifying
5-Year-Olds	ELA-K-6.3 Classify information by constructing categories (for example, living and nonliving things).	BB. Observing and classifying

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

South Carolina Early Learning Standards	COR Advantage Items
5-Year-Olds M-K-1.1 Apply substantive mathematical problem-solving strategies. M-K-1.2 Generate conjectures and exchange mathematical ideas. M-K-1.4 Analyze patterns by reasoning systematically.	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions V. Patterns
3-Year Olds **4-Year-Olds**	**II. Number and Operations** **M-2: The student will demonstrate through the mathematical processes an emerging sense of quantity and numeral relations, sets and place values.** M-3K-2.1 Show curiosity and interest in counting and number. M-3K-2.2 Show one-to-one correspondence through three when counting real objects. M-3K-2.4 Understand the concept of adding one more (joining) and taking one away (separating). M-4K-2.1 Count orally forward to twenty and backward from three. M-4K-2.2 Show one-to-one correspondence through ten when counting real objects. M-4K-2.3 Compare sets of no more than ten objects using the terms "more than" or "same as". M-4K-2.4 Represent simple joining and separating situations through 4.	S. Number and counting S. Number and counting S. Number and counting S. Number and counting S. Number and counting S. Number and counting S. Number and counting

South Carolina Early Learning Standards		COR Advantage Items
5-Year-Olds	M-K-2.1 Recall numbers, counting forward through 99 and backward from 10.	S.　Number and counting
	M-K-2.2 Translate between numeral and quantity through 31.	S.　Number and counting
	M-K-2.3 Compare sets of no more than 31 objects by using the terms more than, less than and the same as.	S.　Number and counting
	M-K-2.4 Represent simple joining and separating situations through 10.	S.　Number and counting
	M-K-2.5 Understand that the operation of addition results in increase and subtraction results in decrease.	S.　Number and counting

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

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

3-Year Olds	**V. Measurement** **M-5: The student will demonstrate through the mathematical processes an emerging sense of coin values and the measurement concepts of length, weight, time and temperature.** M-3K-5.2 Compare the size of objects.	U. Measurement
	M-3K-5.3 Explore measurement informally through play.	U. Measurement
	M-3K-5.4 Associate at least one measurement device with its purpose.	U. Measurement
4-Year-Olds	M-4K-5.2 Compare the lengths of two objects.	U. Measurement
	M-4K-5.3 Use nonstandard units of measure to compare everyday objects.	U. Measurement
	M-4K-5.4 Associate at least two measurement devices with their purposes.	U. Measurement

5-Year-Olds	M-K-5.2 Compare the lengths of two objects, both directly and indirectly, to order objects.	U. Measurement
	M-K-5.3 Use nonstandard units to explore the measurement concepts of length and weight.	U. Measurement
	M-K-5.4 Identify rulers, yardsticks, and tape measures as devices used to measure lengths; scales and balances as devices used to measure weight; calendars and analog and digital clocks as devices used to measure time; and digital and standard thermometers as devices used to measure temperature.	U. Measurement
	M-K-5.5 Understand which measure-length, weight, time, or temperature-is appropriate for a given situation.	U. Measurement
	VI. Data Analysis and Probability **M-6: The student will demonstrate through mathematical processes an emerging sense of organizing and interpret data.**	
4-Year-Olds	M-4K-6.1 Organize and represent data with real objects.	W. Data analysis
5-Year-Olds	M-K-6.1 Organize data in graphic displays in the form of drawings and pictures.	W. Data analysis

	Physical Development and Health	
	PD 1: Gross Motor Development: Children increasingly move their bodies in ways that demonstrate control, balance, and coordination.	
3-Year Olds	PD-3K-1.1 Move with some balance and control while walking, running, jumping, marching and hopping.	I. Gross-motor skills
	PD-3K-1.2 Coordinate movements to perform simple tasks.	I. Gross-motor skills
4-Year-Olds	PD-4K-1.1 Move with balance and control while walking, running, jumping, marching, hopping, and galloping.	I. Gross-motor skills
	PD-4K-1.2 Coordinate movements to perform more complex tasks.	I. Gross-motor skills
5-Year-Olds	PD-K-1.1 Move with balance and control, varying speed, rhythm, gait, and direction.	I. Gross-motor skills
	PD-K-1.2 Coordinate movements to perform variety of tasks.	I. Gross-motor skills

	South Carolina Early Learning Standards	COR Advantage Items
3-Year Olds	**PD 2: Fine Motor Development: Children use their fingers and hands in ways that develop hand to eye coordination, strength, control and small object manipulation.** PD-3K-2.1 Use strength and control to perform simple tasks.	J.　Fine-motor skills
	PD-3K-2.2 Use hand-eye coordination to perform simple tasks.	J.　Fine-motor skills
	PD-3K-2.3 Explore the use of various drawing tools.	J.　Fine-motor skills
4-Year-Olds	PD-4K-2.1 Use strength and control to perform more complex tasks.	J.　Fine-motor skills
	PD-4K-2.2 Use hand-eye coordination to perform more complex tasks.	J.　Fine-motor skills
	PD-4K-2.3 Show beginning control of drawing and writing tools.	J.　Fine-motor skills
5-Year-Olds	PD-K-2.1 Use strength and control to accomplish a variety of skilled tasks.	J.　Fine-motor skills
	PD-K-2.2 Use hand-eye coordination to perform wide variety of tasks.	J.　Fine-motor skills
	PD-K-2.3 Use drawing and writing tools with some control and purpose.	J.　Fine-motor skills R.　Writing

South Carolina Early Learning Standards		COR Advantage Items
	PD 3: Personal Health: Children understand how daily activity and healthy behavior promote overall personal health, physical fitness, and safety.	
3-Year Olds	PD-3K-3.1 Perform simple self-care tasks.	K. Personal care and healthy behavior
4-Year-Olds	PD-4K-3.1 Perform some self-care tasks independently.	K. Personal care and healthy behavior
5-Year-Olds	PD-K-3.1 Perform most self-care tasks independently.	K. Personal care and healthy behavior