



# COR *Advantage*®

HighScope's COR Advantage

Aligned With

Common Core State  
Standards Initiative (2015)

## Common Core State Standards

## COR Advantage Items

<b>English Language Arts Standards</b>	
<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>Key Ideas and Details</b>	
Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	M. Listening and comprehension † P. Reading † Q. Book enjoyment and knowledge †
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	M. Listening and comprehension † Q. Book enjoyment and knowledge †
Analyze how and why individuals, events, or ideas develop and interact over the course of a text.	M. Listening and comprehension † Q. Book enjoyment and knowledge †
<b>Craft and Structure</b>	
Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	M. Listening and comprehension † Q. Book enjoyment and knowledge †
Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	M. Listening and comprehension † Q. Book enjoyment and knowledge †
Assess how point of view or purpose shapes the content and style of a text.	M. Listening and comprehension †
<b>Integration of Knowledge and Ideas</b>	
Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	M. Listening and comprehension †
Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	M. Listening and comprehension †
Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	M. Listening and comprehension †
<b>Range of Reading and Level of Text Complexity:</b>	
Read and comprehend complex literary and informational texts independently and proficiently.	M. Listening and comprehension † P. Reading † Q. Book enjoyment and knowledge †

† Indicates the ability described is not an exact match for the standard but instead builds related foundational abilities leading to it.

## Common Core State Standards

## COR Advantage Items

<b>English Language Arts Standards, CONT</b>	
<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>Text Types and Purposes</b>	
Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.	M. Listening and comprehension † R. Writing †
Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	M. Listening and comprehension † R. Writing †
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.	R. Writing † AA. Pretend play †
<b>Production and Distribution of Writing</b>	
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	R. Writing †
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	R. Writing †
Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	R. Writing † EE. Tools and technology †
<b>Research to Build and Present Knowledge</b>	
Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	A. Initiative and planning † CC. Experimenting, predicting, and drawing conclusions †
Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	A. Initiative and planning † M. Listening and comprehension † R. Writing †
Draw evidence from literary or informational texts to support analysis, reflection, and research.	M. Listening and comprehension †
<b>Range of Writing</b>	
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	A. Initiative and planning † R. Writing †

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## Common Core State Standards

## COR Advantage Items

<i>English Language Arts Standards, CONT</i>	
<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
<b>Comprehension and Collaboration</b>	
Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	E. Building relationships with adults † F. Building relationships with other children † L. Speaking †
Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	L. Speaking † M. Listening and comprehension †
Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	D. Emotions † M. Listening and comprehension †
<b>Presentation of Knowledge and Ideas</b>	
Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	L. Speaking †
Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	W. Data analysis † EE. Tools and technology †
Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	L. Speaking †
<b>College and Career Readiness Anchor Standards for Language</b>	
<b>Conventions of Standard English</b>	
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L. Speaking † R. Writing †
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	R. Writing †
<b>Knowledge of Language</b>	
Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	M. Listening and comprehension †

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## Common Core State Standards

## COR Advantage Items

<i>English Language Arts Standards, CONT</i>	
<b>College and Career Readiness Anchor Standards for Language, CONT</b>	
<b>Vocabulary Acquisition and Use</b>	
Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	M. Listening and comprehension †
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	M. Listening and comprehension †
Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	L. Speaking † M. Listening and comprehension †

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## Common Core State Standards

## COR Advantage Items

<b>English Language Arts Standards, CONT</b>	
<b>Reading: Literature: Kindergarten</b>	
<b>Key Ideas and Details</b>	
With prompting and support, ask and answer questions about key details in a text.	M. Listening and comprehension
With prompting and support, retell familiar stories, including key details.	M. Listening and comprehension Q. Book enjoyment and knowledge
With prompting and support, identify characters, settings, and major events in a story.	M. Listening and comprehension
<b>Craft and Structure</b>	
Ask and answer questions about unknown words in a text.	M. Listening and comprehension
Recognize common types of texts (e.g., storybooks, poems).	<i>Does not align</i>
With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	<i>Does not align</i>
<b>Integration of Knowledge and Ideas</b>	
With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	M. Listening and comprehension Q. Book enjoyment and knowledge
(RL.K.8 not applicable to literature)	
With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	M. Listening and comprehension
<b>Range of Reading and Level of Text Complexity</b>	
Actively engage in group reading activities with purpose and understanding.	M. Listening and comprehension Q. Book enjoyment and knowledge
<b>Reading: Informational Text: Kindergarten</b>	
<b>Key Ideas and Details</b>	
With prompting and support, ask and answer questions about key details in a text.	M. Listening and comprehension
With prompting and support, identify the main topic and retell key details of a text.	M. Listening and comprehension Q. Book enjoyment and knowledge
With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	M. Listening and comprehension

## Common Core State Standards

## COR Advantage Items

<b>English Language Arts Standards, CONT</b>	
<b>Reading: Informational Text: Kindergarten</b>	
<b>Craft and Structure</b>	
With prompting and support, ask and answer questions about unknown words in a text.	M. Listening and comprehension
Identify the front cover, back cover, and title page of a book.	Q. Book enjoyment and knowledge
Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	<i>Does not align</i>
<b>Integration of Knowledge and Ideas</b>	
With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	M. Listening and comprehension Q. Book enjoyment and knowledge
With prompting and support, identify the reasons an author gives to support points in a text.	M. Listening and comprehension
With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	M. Listening and comprehension
<b>Range of Reading and Level of Text Complexity</b>	
Actively engage in group reading activities with purpose and understanding.	M. Listening and comprehension Q. Book enjoyment and knowledge
<b>Reading: Foundational Skills: Kindergarten</b>	
<b>Print Concepts</b>	
Demonstrate understanding of the organization and basic features of print.	P. Reading Q. Book enjoyment and knowledge
Follow words from left to right, top to bottom, and page by page.	P. Reading Q. Book enjoyment and knowledge
Recognize that spoken words are represented in written language by specific sequences of letters.	P. Reading
Understand that words are separated by spaces in print.	P. Reading R. Writing
Recognize and name all upper- and lowercase letters of the alphabet.	O. Alphabet knowledge

**Common Core State Standards**

**COR Advantage Items**

<b>English Language Arts Standards, CONT</b>	
<b>Reading: Foundational Skills: Kindergarten, CONT</b>	
<b>Phonological Awareness</b>	
Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	N. Phonological awareness
Recognize and produce rhyming words.	N. Phonological awareness
Count, pronounce, blend, and segment syllables in spoken words.	N. Phonological awareness
Blend and segment onsets and rimes of single-syllable spoken words.	N. Phonological awareness
Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. <sup>1</sup> (This does not include CVCs ending with /l/, /r/, or /x/.)	N. Phonological awareness

<sup>1</sup>Words, syllables, or phonemes written in /slashes/refer to their pronunciations or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.

Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	N. Phonological awareness
<b>Phonics and Word Recognition</b>	
Know and apply grade-level phonics and word analysis skills in decoding words.	P. Reading
Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.	O. Alphabet knowledge
Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.	O. Alphabet knowledge P. Reading
Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i> ).	P. Reading
Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	N. Phonological awareness P. Reading
<b>Fluency</b>	
Read emergent-reader texts with purpose and understanding.	M. Listening and comprehension P. Reading Q. Book enjoyment and knowledge



## Common Core State Standards

## COR Advantage Items

<b>English Language Arts Standards, CONT</b>	
<b>Writing: Kindergarten</b>	
<b>Text Types and Purposes</b>	
Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i> ).	M. Listening and comprehension Q. Book enjoyment and knowledge R. Writing X. Art
Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	M. Listening and comprehension Q. Book enjoyment and knowledge R. Writing X. Art
Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	M. Listening and comprehension Q. Book enjoyment and knowledge R. Writing X. Art
<b>Production and Distribution of Writing</b>	
(W.K.4 begins in grade 3)	
With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	M. Listening and comprehension R. Writing
With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	EE. Tools and technology
<b>Research to Build and Present Knowledge</b>	
Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	F. Building relationships with other children M. Listening and comprehension Q. Book enjoyment and knowledge R. Writing
With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	C. Reflection M. Listening and comprehension
(W.K.9 begins in grade 4)	
<b>Range of Writing</b>	
(W.K.9 begins in grade 4)	

## Common Core State Standards

## COR Advantage Items

<b>English Language Arts Standards, CONT</b>	
<b>Speaking &amp; Listening: Kindergarten</b>	
<b>Comprehension and Collaboration</b>	
Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.	E. Building relationships with adults F. Building relationships with other children L. Speaking
Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	G. Community
Continue a conversation through multiple exchanges.	E. Building relationships with adults F. Building relationships with other children
Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	L. Speaking M. Listening and comprehension
Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	B. Problem solving with materials E. Building relationships with adults M. Listening and comprehension
<b>Presentation of Knowledge and Ideas</b>	
Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	L. Speaking
Add drawings or other visual displays to descriptions as desired to provide additional detail.	W. Data analysis X. Art
Speak audibly and express thoughts, feelings, and ideas clearly.	L. Speaking
<b>Language: Kindergarten</b>	
<b>Conventions of Standard English</b>	
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L. Speaking R. Writing
Print many upper- and lowercase letters.	R. Writing
Use frequently occurring nouns and verbs.	L. Speaking
Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i> ).	<i>Does not align</i>

## Common Core State Standards

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<b>English Language Arts Standards, CONT</b>	
<b>Language: Kindergarten, CONT</b>	
<b>Conventions of Standard English, CONT</b>	
Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i> ).	L. Speaking M. Listening and comprehension
Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i> ).	L. Speaking
Produce and expand complete sentences in shared language activities.	L. Speaking
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	R. Writing
Capitalize the first word in a sentence and the pronoun I	R. Writing
Recognize and name end punctuation.	R. Writing
Write a letter or letters for most consonant and short-vowel sounds (phonemes).	O. Alphabet knowledge
Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	O. Alphabet knowledge R. Writing
<b>Knowledge of Language</b>	
(L.K.3 begins in grade 2)	
<b>Vocabulary Acquisition and Use</b>	
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	M. Listening and comprehension
Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i> ).	M. Listening and comprehension
Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i> ) as a clue to the meaning of an unknown word.	M. Listening and comprehension
With guidance and support from adults, explore word relationships and nuances in word meanings.	M. Listening and comprehension
Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	BB. Observing and classifying

## Common Core State Standards

## COR Advantage Items

<i>English Language Arts Standards, CONT</i>	
<b>Language: Kindergarten, CONT</b>	
<b>Vocabulary Acquisition and Use, CONT</b>	
Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	M. Listening and comprehension
Identify real-life connections between words and their use (e.g., note places at school that are colorful).	M. Listening and comprehension
Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk</i> , <i>march</i> , <i>strut</i> , <i>prance</i> ) by acting out the meanings.	M. Listening and comprehension Z. Movement
Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	L. Speaking M. Listening and comprehension

## Common Core State Standards

## COR Advantage Items

<b>Standards for Mathematical Practice</b>	
<b>Kindergarten: Counting &amp; Cardinality</b>	
<b>Know number names and the count sequence.</b>	
Count to 100 by ones and by tens.	S. Number and counting
Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	S. Number and counting
Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	R. Writing S. Number and counting
<b>Count to tell the number of objects.</b>	
Understand the relationship between numbers and quantities; connect counting to cardinality.	S. Number and counting
When counting objects, say 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.	S. Number and counting
Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	S. Number and counting
Understand that each successive number name refers to a quantity that is one larger.	S. Number and counting
Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.	S. Number and counting
<b>Compare numbers.</b>	
Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. <sup>1</sup>	S. Number and counting
Compare two numbers between 1 and 10 presented as written numerals.	S. Number and counting

<sup>1</sup> Include groups with up to ten objects.

## Common Core State Standards

## COR Advantage Items

<b>Standards for Mathematical Practice, CONT</b>	
<b>Kindergarten: Operations &amp; Algebraic Thinking</b>	
<b>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</b>	
Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	S. Number and counting W. Data analysis
Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	S. Number and counting W. Data analysis
Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$ ).	S. Number and counting W. Data analysis
For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.	S. Number and counting W. Data analysis
Fluently add and subtract within 5.	S. Number and counting
<b>Kindergarten: Number &amp; Operations in Base Ten</b>	
<b>Work with numbers 11-19 to gain foundations for place value.</b>	
Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as $18 = 10 + 8$ ); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	S. Number and counting W. Data analysis
<b>Kindergarten: Measurement &amp; Data</b>	
<b>Describe and compare measurable attributes.</b>	
Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	U. Measurement
Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i>	U. Measurement

## Common Core State Standards

## COR Advantage Items

<b>Standards for Mathematical Practice, CONT</b>	
<b>Kindergarten: Measurement &amp; Data, CONT</b>	
<b>Classify objects and count the number of objects in each category.</b>	
Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	U. Measurement W. Data analysis BB. Observing and classifying
<b>Kindergarten: Geometry</b>	
<b>Identify and describe shapes.</b>	
Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above</i> , <i>below</i> , <i>beside</i> , <i>in front of</i> , <i>behind</i> , and <i>next to</i> .	T. Geometry: Shapes and spatial awareness
Correctly name shapes regardless of their orientations or overall size.	T. Geometry: Shapes and spatial awareness
Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").	T. Geometry: Shapes and spatial awareness
<b>Analyze, compare, create, and compose shapes.</b>	
Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).	T. Geometry: Shapes and spatial awareness
Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	T. Geometry: Shapes and spatial awareness
Compose simple shapes to form larger shapes. <i>For example, "Can you join these two triangles with full sides touching to make a rectangle?"</i>	T. Geometry: Shapes and spatial awareness

## References

Common Core State Standards Initiative. (n.d.) *The college and career readiness anchor standards*. Retrieved from <http://www.corestandards.org/ELA-Literacy/CCRA/R/>

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