



Alignment of
COR Advantage with

**Virginia Foundation Blocks for Early Learning:
 Comprehensive Standards for Four Year Olds
 (2013)**

Virginia Foundation Blocks for Early Learning: Standards for Four Year Olds

COR Advantage Items

Literacy	
Foundation Block 1 :Oral Language	
The child will develop listening and speaking skills by communicating experiences and ideas orally.	
a) Listen with increasing attention to spoken language, conversations, and texts read aloud.	M. Listening and comprehension
b) Correctly identify characters, objects, and actions in a text with or without pictures and begin to comment about each.	M. Listening and comprehension P. Reading Q. Book enjoyment and knowledge
c) Make predictions about what might happen in a story.	M. Listening and comprehension
d) Use complete sentences to ask and answer questions about experiences or about what has been read.	M. Listening and comprehension
e) Use appropriate and expanding language for a variety of purposes, e.g., ask questions, express needs, get information.	L. Speaking
f) Engage in turn taking exchanges and rules of polite conversation with adults and peers, understanding that conversation is interactive.	E. Building relationships with adults F. Building relationships with other children L. Speaking M. Listening and comprehension
h) Follow simple one- and two-step oral directions.	M. Listening and comprehension
Foundation Block 2: Vocabulary	
The child will develop an understanding of word meanings through the use of appropriate and expanding vocabulary.	
a) Use size, shape, color, and spatial words to describe people, places, and things.	T. Geometry: Shapes and spatial awareness U. Measurement BB. Observing and classifying
b) Listen with increasing understanding to conversations and directions.	M. Listening and comprehension
c) Use expanding vocabulary with increasing frequency and sophistication to express and describe feelings, needs, and ideas.	D. Emotions L. Speaking
d) Participate in a wide variety of active sensory experiences to build vocabulary.	CC. Experimenting, predicting, and drawing conclusions

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Literacy CONT	
Foundation Block 3: Phonological Awareness	
The child will manipulate the various units of speech sounds in words.	
a) Identify words that rhyme and generate simple rhymes.	N. Phonological awareness
c) Begin to produce consonant letter sounds in isolation.	N. Phonological awareness O. Alphabet knowledge
d) Successfully detect beginning sounds in words.	N. Phonological awareness
Foundation Block 4: Letter Knowledge and Early Word Recognition	
The child will demonstrate basic knowledge of the alphabetic principle and understand that the letters in written words represent the sounds in spoken words.	
a) Identify and name uppercase and lowercase letters in random order.	O. Alphabet knowledge
b) Identify the letter that represents a spoken sound.	O. Alphabet knowledge
c) Provide the most common sound for the majority of letters.	O. Alphabet knowledge
d) Begin to match uppercase and lowercase letters.	O. Alphabet knowledge
e) Read simple/familiar high-frequency words, including child's name.	P. Reading
f) Notice letters in familiar everyday context and ask an adult how to spell words, names, or titles.	O. Alphabet knowledge P. Reading
Foundation Block 5: Print and Book Awareness	
The child will demonstrate knowledge of print concepts and understand the connection between the spoken and written word.	
c) Identify where reading begins on a page (first word).	P. Reading
d) Follow text with a finger, pointing to each word as it is read from left to right and top to bottom with assistance.	P. Reading
e) Distinguish print from pictures.	P. Reading
f) Turn pages one at a time from the front to the back of a book.	Q. Book enjoyment and knowledge

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Literacy CONT	
Foundation Block 6: Writing	
The child will write using a variety of materials and technology to convey thoughts, ideas, and experiences.	
a) Distinguish print from images or illustrations.	P. Reading R. Writing
b) Demonstrate use of print to convey meaning.	R. Writing
c) Copy or write letters and numbers using various materials.	R. Writing
d) Print first name independently.	R. Writing
e) Begin to use correct manuscript letter and number formation.	R. Writing
f) Copy various words associated with people or objects within the child's environment.	R. Writing
g) Use phonetically spelled words to convey messages or tell a story.	R. Writing
h) Understands that writing proceeds left to right and top to bottom.	R. Writing

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Mathematics	
Foundation Block 1: Number and Number Sense	
The child will count with understanding and use numbers to tell how many, describe order, and compare.	
a) Count forward to 20 or more. Count backward from 5.	S. Number and counting
b) Count a group (set/collection) of five to ten objects by touching each object as it is counted and saying the correct number (one-to-one correspondence).	S. Number and counting
c) Count the items in a collection of one to ten items and know the last counting word tells "how many."	S. Number and counting
d) Compare two groups (sets/collections) of matched objects (zero through ten in each set) and describe the groups using the terms more, fewer, or same.	S. Number and counting
Foundation Block 2: Computation	
The child will recognize change in groups (sets/collections) when objects are both added to and taken away from the groups (sets/collections).	
a) Describe changes in groups (sets/ collections) by using more when groups of objects (sets) are combined (added together).	S. Number and counting
b) Describe changes in groups (sets/ collections) by using fewer when groups of objects (sets) are separated (taken away).	S. Number and counting
Foundation Block 3: Measurement	
The child will identify and compare the attributes of length, capacity, weight, time, and temperature.	
a) Recognize attributes of length by using the terms longer or shorter when comparing two objects.	U. Measurement
b) Know the correct names for the standard tools used for telling time and temperature, and for measuring length, capacity, and weight (clocks, calendars, thermometers, rulers, measuring cups, and scales).	EE. Tools and technology

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Mathematics CONT	
Foundation Block 4: Geometry	
The child will describe simple geometric shapes (circle, triangle, rectangle, and square) and indicate their position in relation to an individual and to other objects.	
a) Match and sort shapes (circle, triangle, rectangle, and square).	BB. Observing and classifying
b) Describe how shapes are similar and different.	T. Geometry: Shapes and spatial awareness
c) Recognize and name shapes (circle, triangle, rectangle, and square).	T. Geometry: Shapes and spatial awareness
d) Describe the position of objects in relation to other objects and themselves using the terms next to, beside, above, below, under, over, top, and bottom.	T. Geometry: Shapes and spatial awareness
Foundation Block 5: Data Collection and Statistics	
The child will participate in the data gathering process in order to answer questions of interest.	
a) Collect information to answer questions of interest to children.	W. Data analysis
b) Use descriptive language to compare data by identifying which is more, fewer, or the same in object and picture graphs.	W. Data analysis
Foundation Block 6: Patterns and Relationships	
The child will identify simple patterns of concrete objects and use them to recognize relationships.	
a) Sort and classify objects according to one or two attributes (color, size, shape, and texture).	BB. Observing and classifying
b) Identify and explore simple patterns, i.e., AB, AB; red, blue, red, blue.	V. Patterns
c) Use patterns to predict relationships between objects, i.e., the blue shape follows the yellow shape, the triangle follows the square.	V. Patterns

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Science	
Foundation Block 1: Scientific Investigation, Reasoning, and Logic	
The child will make observations, separate objects into groups based on similar properties, use simple investigation tools, develop questions based upon observations using the five senses, and conduct simple scientific investigations.	
a) Use the five senses to explore and investigate the natural world.	BB. Observing and classifying DD. Natural and physical world
b) Use simple tools and technology safely to observe and explore different objects and environments.	EE. Tools and technology
c) Ask questions about the natural world related to observations.	DD. Natural and physical world
d) Make predictions about what will happen next based on previous experiences.	CC. Experimenting, predicting, and drawing conclusions
e) Conduct simple scientific investigations.	CC. Experimenting, predicting, and drawing conclusions
Foundation Block 2: Force, Motion and Energy	
The child will describe and compare different kinds of motion that objects can make and will describe how simple tools work.	
a) Describe, demonstrate, and compare the motion of common objects in terms of speed and direction, e.g., fast, slow, up, down.	CC. Experimenting, predicting, and drawing conclusions
b) Describe and demonstrate the effects of common forces (pushes and pulls) on objects.	CC. Experimenting, predicting, and drawing conclusions
c) Describe the effects magnets have on other objects.	CC. Experimenting, predicting, and drawing conclusions
d) Investigate and describe the way simple tools work, e.g., a hammer, a wheel, a screwdriver.	EE. Tools and technology

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Science CONT	
Foundation Block 3: Matter/Physical Properties	
The child will develop language to describe physical properties of objects and use the identified properties to sort the objects.	
a) Describe and sort objects by their physical properties, e.g., color, shape, texture, feel, size and weight, position, speed, and phase of matter (solid or liquid).	BB. Observing and classifying
b) Recognize water in its solid and liquid forms.	CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world
c) Describe the differences between solid and liquid objects.	BB. Observing and classifying
d) Sort objects based on whether they sink or float in water.	BB. Observing and classifying
Foundation Block 4: Matter/Simple Physical and Chemical Reactions	
The child will conduct simple science experiments to examine changes in matter when substances are combined.	
a) Predict changes to matter when various substances are to be combined.	CC. Experimenting, predicting, and drawing conclusions
b) Observe and conduct simple experiments that explore what will happen when substances are combined.	CC. Experimenting, predicting, and drawing conclusions
c) Observe and record the experiment results and describe what is seen.	W. Data analysis CC. Experimenting, predicting, and drawing conclusions
Foundation Block 5: Life Processes	
The child will observe and describe the characteristics of living things, compare the growth of a person to the growth of a plant and an animal, and describe the basic needs and the basic life processes of each.	
a) Describe what living things need to live and grow (food, water, and air).	DD. Natural and physical world
b) Identify basic structures for plants and animals (plants-roots, stems, leaves; animals-eyes, mouth, ears, etc.).	DD. Natural and physical world
c) Recognize that many young plants and animals are similar but not identical to their parents and to one another.	BB. Observing and classifying

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Science CONT	
Foundation Block 6: Interrelationships in Earth/Space Systems	
The child will be able to observe and explore major features of the natural world around him/her, both on Earth and in the sky.	
a) Use vocabulary to describe major features of Earth and the sky.	DD. Natural and physical world
b) Identify objects in the sky – moon, stars, sun, and clouds.	DD. Natural and physical world
c) Classify things seen in the night sky and those seen in the day sky.	BB. Observing and classifying
d) Explore and sort objects in the natural environment (sand, pebbles, rocks, leaves, moss, and other artifacts).	BB. Observing and classifying DD. Natural and physical world
Foundation Block 7: Earth Patterns, Cycles, and Change	
The child will identify simple patterns in his/her daily life and identify things that change over time.	
d) Observe and recognize the characteristics of the four seasons and the changes observed from season to season.	DD. Natural and physical world
e) Observe and classify the shapes and forms of many common natural objects, e.g., rocks, leaves, twigs, clouds, the moon, etc.	BB. Observing and classifying DD. Natural and physical world
f) Compare a variety of living things to determine how they change over time (life cycles).	DD. Natural and physical world
g) Describe home and school routines.	G. Community HH. History
Foundation Block 8: Resources	
The child will practice reusing, recycling, and conserving energy on a daily basis.	
a) Identify ways that some things can be conserved.	DD. Natural and physical world
b) Recognize that some things can be reused.	DD. Natural and physical world
c) Recognize that some things can be recycled.	DD. Natural and physical world

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History and Social Science	
Foundation Block 1: History/Similarities and Differences	
The child will identify ways in which people are alike and different.	
a) Recognize ways in which people are alike and different.	FF. Knowledge of self and others
b) Describe his/her own unique characteristics and those of others.	FF. Knowledge of self and others
c) Make the connection that he/she is both a member of a family and a member of a classroom community.	FF. Knowledge of self and others
d) Engage in pretend play to understand self and others.	AA. Pretend play FF. Knowledge of self and others
Foundation Block 2: History/Change Over Time	
The child will develop an awareness of change over time.	
b) Express the difference between past and present using words such as before, after, now, and then.	HH. History
c) Order/sequence events and objects.	HH. History
d) Ask questions about artifacts from everyday life in the past.	HH. History
e) Recount episodes from stories about the past.	HH. History
f) Take on a role from a specific time, use symbols and props, and act out a story/narrative.	AA. Pretend play HH. History
g) Describe past times based on stories, pictures, visits, songs, and music.	HH. History
Foundation Block 3: Geography/Location	
The child will develop an increased awareness of the physical relationship between and among people and places.	
a) Identify and describe prominent features of the classroom, school, neighborhood, and community.	GG. Geography
b) Engage in play where one item represents another (miniature vehicles, people, and blocks).	AA. Pretend play

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History and Social Science CONT	
Foundation Block 4: Geography/Descriptive Words	
The child will use words to indicate the relative location of objects and people including direction words, comparison words, and attribute words.	
a) Use words to describe features of locations in the environment and man-made structures found in stories and seen in everyday experiences.	GG. Geography
b) Use direction words (on, under, over, behind, near, far, above, below, toward, and away) one direction at a time.	T. Geometry: Shapes and spatial awareness
c) Use comparison words (closer, farther away, taller, shorter, higher, lower, alike, different, inside, and outside).	U. Measurement
e) Use labels and symbols for what the child has seen.	R. Writing GG. Geography
Foundation Block 5: Economics/World of Work	
The child will develop an increased awareness of the types of work people do and the variety of tools people use in their jobs.	
a) Identify pictures of work and name the jobs people do.	FF. Knowledge of self and others
b) Describe what people do in their community job.	FF. Knowledge of self and others
c) Match tools to jobs.	EE. Tools and technology
e) Role play the jobs of workers.	AA. Pretend play FF. Knowledge of self and others
Foundation Block 6: Economics/Making Choices and Earning Money	
The child will recognize that people make choices because they cannot have everything they want and that people work to earn money to buy the things they want and need.	
a) Identify choices.	A. Initiative and planning
d) Choose daily tasks.	A. Initiative and planning
e) Role play purchasing situations where choices are made.	AA. Pretend play

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<i>History and Social Science CONT</i>	
Foundation Block 7: Civics/Citizenship	
The child will participate as a member/citizen of a classroom community.	
a) Cooperate with others in a joint activity.	E. Building relationships with adults F. Building relationships with other children
d) State personal plans for learning center activities.	A. Initiative and planning
e) Participate in discussing and generating solutions to a class problem.	B. Problem solving with materials H. Conflict resolution
h) Identify the needs of other people by helping them.	B. Problem solving with materials

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Health and Physical Development	
Foundation Block 1: Locomotor Skills	
The child will demonstrate motor skills and movement patterns needed to perform a variety of physical activities.	
a) Demonstrate beginning forms of the locomotor skills of jumping, hopping, and galloping.	I. Gross-motor skills
Manipulative Skills	
The child will demonstrate motor skills and movement patterns needed to perform a variety of physical activities.	
a) Manipulate a variety of objects during structured and unstructured physical activity settings.	I. Gross-motor skills
b) Manipulate small objects using one hand independently, the other hand independently, and both hands working on the same task.	J. Fine-motor skills
c) Demonstrate increasing ability to coordinate throwing, catching, kicking, bouncing, and juggling movements.	I. Gross-motor skills
d) Coordinate eye-hand and eye-foot movements to perform a task.	I. Gross-motor skills J. Fine-motor skills
Foundation Block 2 Movement Principles and Concepts	
The child will use the movement concepts of directions, levels, pathways, and effort while performing locomotor (move body from one place to another), non-locomotor (move around axis of body), and manipulative (move in conjunction with object) skills.	
b) Identify fundamental movement patterns such as running and jumping.	I. Gross-motor skills Z. Movement

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Health and Physical Development CONT	
Foundation Block 4: Responsible Behaviors	
The child will demonstrate the ability to cooperate with others and follow safety rules while participating in physical activities.	
a) Demonstrate safe behaviors by participating appropriately during physical activity, accepting feedback, and taking responsibility for behavior when prompted.	G. Community I. Gross-motor skills Z. Movement
b) Share equipment and space, and take turns with help from the teacher.	G. Community H. Conflict resolution T. Geometry: Shapes and spatial awareness
c) Work well with others.	E. Building relationships with adults F. Building relationships with other children
d) Listen to and follow simple directions.	M. Listening and comprehension
Foundation Block 5: Physically Active Lifestyle	
The child will participate in physical activity every day and explain why physical activity is good for health.	
a) Identify the activities that they like and dislike.	A. Initiative and planning
b) Describe what it means to be physically active and then have the opportunity to actively pursue the activities they have described.	I. Gross-motor skills K. Personal care and healthy behavior Z. Movement
d) Identify places at home, in the neighborhood, and in the community where children can play safely and be physically active.	GG. Geography
Foundation Block 6: Health Knowledge and Skills: Nutrition	
The child will identify healthy and unhealthy foods, and simple practices and habits that promote health and prevent illness.	
a) Indicate awareness of hunger and fullness.	K. Personal care and healthy behavior
c) Distinguish food and beverages on a continuum from more healthy to less healthy.	K. Personal care and healthy behavior
d) Demonstrate an understanding that eating a variety of fresh fruits and vegetables with lots of different colors helps the body grow and be healthy.	K. Personal care and healthy behavior

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Health and Physical Development CONT	
Foundation Block 6 CONT: Habits that Promote Health and Prevent Illness	
The child will identify healthy and unhealthy foods, and simple practices and habits that promote health and prevent illness.	
a) Demonstrate how to correctly wash hands.	K. Personal care and healthy behavior
b) Demonstrate covering the mouth or nose when coughing or sneezing.	K. Personal care and healthy behavior
c) Identify habits that keep us healthy.	K. Personal care and healthy behavior
d) Explain the importance of rest.	K. Personal care and healthy behavior
e) Be able to communicate when one is not feeling well.	L. Speaking
Foundation Block 7: Information Access and Use	
The child will identify trusted adults and begin to learn how to seek reliable health information.	
a) Understand that health care providers can help them when they are not feeling well.	FF. Knowledge of self and others
b) Identify people they can trust, e.g., police, firefighters, family members, and teachers, and understand they will keep them safe.	FF. Knowledge of self and others
c) Be able to differentiate between safe and unsafe situations.	K. Personal care and healthy behavior
d) Begin to share feelings and express how they feel.	D. Emotions

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Personal and Social Development	
Foundation Block 1: Self-Concept	
The child will demonstrate self-confidence and self-reflection.	
b) Begin to recognize and express own emotions using words rather than actions.	D. Emotions
c) Recognize self as a unique individual and respect differences of others.	FF. Knowledge of self and others
d) Develop personal preferences regarding activities and materials.	A. Initiative and planning
e) Demonstrate self-direction in use of materials.	A. Initiative and planning B. Problem solving with materials
f) Develop increasing independence in school activities throughout the day.	A. Initiative and planning B. Problem solving with materials
Foundation Block 2: Self-Regulation	
The child will show self-direction and responsibility.	
b) Follow rules and routines within the learning environment.	G. Community
d) Manage transitions and adapt to changes in routine.	G. Community
e) Develop positive responses to challenges.	E. Building relationships with adults H. Conflict resolution
Foundation Block 3: Approaches to Learning	
The child will show eagerness and persistence as a learner.	
a) Show interest and curiosity in learning new concepts and trying new activities and experiences.	A. Initiative and planning CC. Experimenting, predicting, and drawing conclusions
b) Demonstrate ability to learn from experiences by applying prior knowledge to new situations.	B. Problem solving with materials C. Reflection CC. Experimenting, predicting, and drawing conclusions
c) Increase attention to a task or activity over time.	A. Initiative and planning
d) Seek and accept help when needed.	B. Problem solving with materials
e) Attempt to complete a task in more than one way before asking for help.	B. Problem solving with materials

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Personal and Social Development CONT	
Foundation Block 4: Interaction with Others	
The child will interact easily with one or more children and with familiar adults.	
a) Initiate and sustain interactions with other children.	F. Building relationships with other children
b) Demonstrate verbal strategies for making a new friend.	F. Building relationships with other children
c) Interact appropriately with other children and familiar adults by cooperating, helping, sharing, and expressing interest.	E. Building relationships with adults F. Building relationships with other children
f) Begin to recognize and respond to the needs, rights, and emotions of others.	B. Problem solving with materials D. Emotions H. Conflict resolution FF. Knowledge of self and others
Foundation Block 5: Social Problem Solving	
The child will learn and use appropriate verbal skills to resolve conflicts with peers and to ask for help when needed.	
a) Express feelings through appropriate gestures, actions, and words.	D. Emotions
b) Recognize conflicts and seek possible solutions.	H. Conflict resolution
c) Allow others to take turns.	H. Conflict resolution
d) Increase the ability to share materials and toys with others over time.	H. Conflict resolution
e) Include others in play activities.	E. Building relationships with adults F. Building relationships with other children

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Music	
Foundation Block 2: Performance	
The child will participate in musical performance on a regular basis.	
a) Demonstrate the difference between singing and speaking.	L. Speaking Y. Music
b) Develop the understanding that the child's body and voice are musical instruments.	Y. Music
c) Participate in opportunities to use singing voice and musical instruments.	Y. Music
e) Repeat simple musical patterns using voice, body, and instruments.	V. Patterns
Foundation Block 5: Aesthetics	
The child will listen and respond to recorded and live music performances.	
a) Use the body and motion to express a response to a musical selection.	Z. Movement
b) Express a response to a musical selection by using available visual arts supplies.	X. Art
c) Use words to describe how a musical selection makes the child feel.	Z. Movement
Visual Arts	
Foundation Block 1: Visual Communication and Production	
The child will develop an awareness of the mechanics of the visual arts and produce various forms on a regular basis.	
a) Understand that artists create visual arts using many different tools.	X. Art
b) Understand that the visual arts take many forms.	X. Art
c) Use a variety of materials, textures, and tools for producing visual art.	X. Art
d) Develop and use fine motor skills necessary to produce two- and three-dimensional works of art.	J. Fine-motor skills X. Art

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Visual Arts	
Foundation Block 3: Analysis, Evaluation, and Critique	
The child will respond to the visual arts in a variety of ways using the body and multiple materials.	
a) Use the body to express a response to a work of art.	Z. Movement
c) Use available art supplies to express an individual response to an art form.	X. Art
Foundation Block 4: Aesthetics	
The child will examine and express different views and experiences through the visual arts.	
a) Understand that the visual arts express feelings, experiences, and cultures.	X. Art
b) Talk about different kinds of art and recognize the idea, theme, or purpose.	X. Art
c) Create specific works of art based on a common theme, concept, or emotion.	X. Art
d) Collect, compare, and use natural objects and objects made by people.	BB. Observing and classifying DD. Natural and physical world

References

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