

Alignment of the Alaska Early Learning Guidelines With HighScope's Preschool Child Observation Record (COR), 2nd edition

The following chart shows how items from the **Alaska Early Learning Guidelines** correspond to items from HighScope's **Preschool Child Observation Record (COR), 2nd edition**. The Preschool COR is an observation-based assessment instrument for children aged 2½–6 years. It is designed to measure children's progress in all early childhood programs (including, but not limited to those using the HighScope educational approach). It is divided into 6 major categories that are critical for school success: **Initiative; Social Relations; Creative Representation; Movement and Music; Language and Literacy; and Mathematics and Science**. Each category contains between 3 and 8 items, and each item has 5 developmental levels, ranging from 1 (the simplest) to 5 (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.

Note that this alignment only includes items from the Preschool COR. It does not represent the full scope of the HighScope Preschool Curriculum because many abilities which are covered in our curriculum resources are not assessed on the COR. To fully evaluate how well state standards align with HighScope, it is necessary to also look closely at HighScope's curriculum materials. See the last page of this document for a list of HighScope's major curriculum resources and the topics they cover.

Alaska Early Learning Guidelines

Preschool COR

Domain One — Physical Well-Being, Health, and Motor Development	
<p>Motor Development: Gross Motor Skills</p> <p>Goal 1 Children demonstrate strength and coordination of large motor muscles</p> <p>Walks and runs in circular paths (e.g., around obstacles and corners)</p> <p>Throws large beanbags or ball with some accuracy</p> <p>Catches large balls with two hands</p> <p>Kicks ball forward</p> <p>Hops forward on one foot without losing balance</p> <p>Gallops with skill</p> <p>Walks up and down stairs, using alternating feet, with assistance</p>	<p>IV. Movement and Music L. Moving in various ways</p> <p>IV. Movement and Music M. Moving with objects</p> <p>IV. Movement and Music M. Moving with objects</p> <p>IV. Movement and Music M. Moving with objects</p> <p>IV. Movement and Music L. Moving in various ways</p> <p>IV. Movement and Music L. Moving in various ways</p> <p>IV. Movement and Music L. Moving in various ways</p>
<p>Motor Development: Fine Motor Skills</p> <p>Goal 2 Children demonstrate strength and coordination of small motor muscles</p> <p>Uses various drawing and art materials (e.g., crayons, brushes, finger paint)</p> <p>Writes some recognizable letters or numbers</p>	<p>III. Creative Representation I. Making and building models J. Drawing and painting pictures</p> <p>V. Language and Literacy X. Writing</p>
<p>Motor Development: Sensorimotor Skills</p> <p>Goal 3 Children use their senses: sight, hearing, smell, taste, and touch, to guide and integrate their interactions</p> <p>Demonstrates concepts through movement (e.g., imitates an animal through movement, sounds, dress, dramatization, dance)</p> <p>Improves eye-hand coordination (e.g., catches a bounced ball)</p>	<p>III. Creative Representation K. Pretending</p> <p>IV. Movement and Music O. Moving to music</p> <p>IV. Movement and Music M. Moving with objects</p>

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<p>Physical Development: Physical Fitness</p> <p>Goal 5 Children engage in a variety of physical activities</p> <p>Participates in different physical activities (e.g., walking, climbing, playing in snow, throwing, dancing) with enthusiasm</p>	<p>IV. Movement and Music</p> <p>L. Moving in various ways</p> <p>M. Moving with objects</p> <p>O. Moving to music</p>
<p>Health and Personal Care: Daily Living Skills</p> <p>Goal 6 Children demonstrate personal health and hygiene skills</p> <p>Uses tissue to wipe own nose and throws tissue in wastebasket</p> <p>Takes care of own toileting needs</p> <p>Washes and dries hands before eating and after toileting, without assistance</p>	<p>I. Initiative</p> <p>D. Taking care of personal needs</p> <p>I. Initiative</p> <p>D. Taking care of personal needs</p> <p>I. Initiative</p> <p>D. Taking care of personal needs</p>
<p>Goal 7 Children practice basic personal care routines</p> <p>Feeds self with fork and spoon, without assistance</p> <p>Washes hands independently with frequency</p> <p>Gets drink of water from appropriate tap, without assistance</p> <p>Dresses and undresses with minimal help</p> <p>Puts shoes on, without assistance</p> <p>Decides, with few prompts, when to carry out self-help tasks (e.g., to wash hands when dirty and before meals)</p> <p>Participates in helping younger siblings with personal care routines</p>	<p>I. Initiative</p> <p>D. Taking care of personal needs</p> <p>I. Initiative</p> <p>D. Taking care of personal needs</p> <p>I. Initiative</p> <p>D. Taking care of personal needs</p> <p>I. Initiative</p> <p>D. Taking care of personal needs</p> <p>I. Initiative</p> <p>D. Taking care of personal needs</p> <p>I. Initiative</p> <p>D. Taking care of personal needs</p> <p>I. Initiative</p> <p>D. Taking care of personal needs</p>

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<p>Domain Two — Social and Emotional Development</p>	
<p>Social Development: Interactions with Adults Goal 11 Children trust and interact comfortably with familiar adults Approaches adults for assistance and offers to assist adults Expresses feelings about adults (e.g., “I love Auntie.”)</p>	<p>I. Initiative B. Solving problems with materials II. Social Relations E. Relating to adults G. Resolving interpersonal conflict II. Social Relations H. Understanding and expressing feelings</p>
<p>Goal 12 Children seek assistance from adults when needed Brings simple problem situations to adults’ attention</p>	<p>II. Social Relations G. Resolving interpersonal conflict</p>
<p>Social Development: Interactions with Peers Goal 13 Children develop friendships with peers Initiates an activity with another child Makes and maintains a friendship with at least one other child Initiates conversations with other children; asks questions and responds</p>	<p>II. Social Relations F. Relating to other children II. Social Relations F. Relating to other children II. Social Relations F. Relating to other children</p>
<p>Goal 14 Children cooperate with peers Plays with other children without prompting, some of the time Cooperates with other children, with assistance Makes decisions with other children, with adult prompts as needed</p>	<p>II. Social Relations F. Relating to other children I. Initiative C. Initiating play I. Initiative C. Initiating play II. Social Relations G. Resolving interpersonal conflict</p>
<p>Goal 15 Children demonstrate positive negotiation skills Approaches other children positively</p>	<p>II. Social Relations G. Resolving interpersonal conflict</p>

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<p>Uses different turn-taking strategies (e.g., bartering, trading, beginning to share)</p> <p>Uses simple strategies to solve problems appropriately, either individually or in a group (e.g., seeks assistance from an adult)</p> <p>Negotiates with other children to solve a problem, with assistance</p> <p>States a position with reasons (e.g., "I do not want to play right now because I am tired.")</p>	<p>II. Social Relations G. Resolving interpersonal conflict</p> <p>II. Social Relations G. Resolving interpersonal conflict</p> <p>II. Social Relations G. Resolving interpersonal conflict</p> <p>II. Social Relations G. Resolving interpersonal conflict H. Understanding and expressing feelings</p>
<p>Social Development: Adaptive Social Behavior</p> <p>Goal 16 Children demonstrate awareness of behavior and its effects</p> <p>Describes other children's positive, thoughtful, kind behaviors</p> <p>Shows empathy for physically hurt or emotionally upset child</p>	<p>II. Social Relations H. Understanding and expressing feelings</p> <p>II. Social Relations H. Understanding and expressing feelings</p>
<p>Goal 17 Children participate positively in group activities</p> <p>Seeks out other children to play with</p> <p>Notices and comments on who is absent from routine group settings (e.g., play groups)</p> <p>Uses play to explore, practice, and understand social roles</p> <p>Joins a group of other children playing, with adult prompts as needed</p>	<p>I. Initiative C. Initiating play</p> <p>II. Social Relations E. Relating to other children</p> <p>V. Language and Literacy R. Using vocabulary</p> <p>III. Creative Representation K. Pretending</p> <p>I. Initiative C. Initiating play</p>
<p>Goal 19 Children demonstrate empathy for others and the natural world</p> <p>Notices and shows concern for peers' feelings</p> <p>Comforts peers when they are hurt or upset, with adult assistance</p>	<p>II. Social Relations H. Understanding and expressing feelings</p> <p>II. Social Relations H. Understanding and expressing feelings</p>

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<p>Adopts a variety of roles and feelings during pretend play</p> <p>Communicates appropriate feelings for characters in stories</p> <p>Cares for and does not destroy plants, flowers, and other living things, with guidance</p>	<p>II. Social Relations H. Understanding and expressing feelings</p> <p>III. Creative Representation K. Pretending</p> <p>II. Social Relations H. Understanding and expressing feelings</p> <p>VI. Mathematics and Science FF. Identifying natural and living things</p>
<p>Emotional Development: Self-Concept Goal 21 Children perceive themselves as unique individuals</p> <p>Chooses individual activities (e.g., doing puzzles, painting)</p> <p>Expresses self in different roles during pretend play</p>	<p>I. Initiative A. Making choices and plans</p> <p>II. Social Relations H. Understanding and expressing feelings</p> <p>III. Creative Representation K. Pretending</p>
<p>Goal 22 Children demonstrate awareness of their abilities, characteristics, and preferences</p> <p>Exerts will and preferences</p> <p>Identifies feelings, likes and dislikes, and begins to be able to explain why he/she has them</p>	<p>I. Initiative A. Making choices and plans</p> <p>II. Social Relations H. Understanding and expressing feelings</p>
<p>Emotional Development: Self-Efficacy Goal 23 Children demonstrate belief in their abilities</p> <p>Expresses own ideas and opinions</p> <p>Enjoys process of creating</p>	<p>I. Initiative A. Making choices and plans</p> <p>II. Social Relations H. Understanding and expressing feelings</p>
<p>Emotional Development: Self-Control Goal 24 Children understand and follow rules and routines</p> <p>Predicts what comes next in the day, when there is an established and consistent schedule</p>	<p>VI. Mathematics and Science DD. Identifying sequence, change, and causality</p>

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<p>Goal 25 Children regulate their feelings and impulses</p> <p>Expresses strong emotions constructively, at times with assistance</p> <p>Expresses ownership of feelings and desire to control self, with assistance</p> <p>Sticks with difficult tasks without becoming overly frustrated</p>	<p>II. Social Relations</p> <p>G. Resolving interpersonal conflict H. Understanding and expressing feelings</p> <p>II. Social Relations</p> <p>G. Resolving interpersonal conflict H. Understanding and expressing feelings</p> <p>I. Initiative</p> <p>B. Solving problems with materials</p>
<p>Emotional Development: Emotional Expression</p> <p>Goal 26 Children express appropriately a range of emotions</p> <p>Names and talks about own emotions</p> <p>Uses pretend play to understand and respond to emotions</p> <p>Associates emotions with words and facial expressions</p>	<p>II. Social Relations</p> <p>H. Understanding and expressing feelings</p> <p>II. Social Relations</p> <p>H. Understanding and expressing feelings</p> <p>III. Creative Representation</p> <p>K. Pretending</p> <p>II. Social Relations</p> <p>H. Understanding and expressing feelings</p>
<p>Domain Three — Approaches to Learning</p> <p>Learning Approaches: Curiosity and Interest</p> <p>Goal 27 Children are curious about and interested in learning new things and having new experiences</p> <p>Investigates and experiments with materials</p> <p>Develops personal interests (e.g., trains, farm animals)</p>	<p>I. Initiative</p> <p>C. Initiating play</p> <p>I. Initiative</p> <p>A. Making choices and plans</p>
<p>Learning Approaches: Initiative</p> <p>Goal 28 Children demonstrate initiative</p> <p>Asks a peer to join in play</p> <p>Joins a play activity already in progress, with assistance</p>	<p>II. Social Relations</p> <p>F. Relating to other children</p> <p>I. Initiative</p> <p>C. Initiating play</p> <p>II. Social Relations</p> <p>F. Relating to other children</p>

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<p>Selects new activities during play time (e.g., selects characters for dress-up)</p> <p>Makes decisions about hat activity or materials to work with from selection offered</p>	<p>I. Initiative A. Making choices and plans</p> <p>I. Initiative A. Making choices and plans</p>
<p>Learning Approaches: Persistence and Attentiveness</p> <p>Goal 29 Children sustain attention to tasks and persist when facing challenges</p> <p>Persists in trying to complete a task after previous attempts have failed (e.g., complete a puzzle, build a tower)</p> <p>Uses at least two different strategies to solve a problem</p>	<p>I. Initiative B. Solving problems with materials</p> <p>I. Initiative B. Solving problems with materials</p>
<p>Learning Approaches: Creativity and Inventiveness</p> <p>Goal 30 Children approach daily activities with creativity and inventiveness</p> <p>Expresses ideas through art, construction, movement, or music</p> <p>Engages in extensive pretend play that includes role play (e.g., plays “house” or “explorers”)</p>	<p>III. Creative Representation I. Making and building models J. Drawing and painting pictures</p> <p>IV. Movement and Music M. Moving with objects O. Moving to music</p> <p>III. Creative Representation K. Pretending</p>
<p>Learning Approaches: Reflection and Interpretation</p> <p>Goal 31 Children learn from their experiences</p> <p>Represents things in environment with available materials, moving from simple to complex representations (e.g., recreates picture of a house, bridge, road with blocks)</p>	<p>III. Creative Representation I. Making and building models J. Drawing and painting pictures</p>
<p>Domain Four — Cognition and General Knowledge</p> <p>Reasoning: Causation</p> <p>Goal 32 Children demonstrate awareness of cause and effect</p> <p>Identifies objects that influence or affect other objects (e.g., “The food coloring makes the water blue.”)</p>	<p>VI. Mathematics and Science DD. Identifying sequence, change, and causality</p>

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<p>Explains the effects that simple actions may have on objects (e.g., “It will be dark when you turn off the light.”)</p>	<p>VI. Mathematics and Science DD. Identifying sequence, change, and causality</p>
<p>Reasoning: Critical and Analytic Thinking Goal 33 Children compare, contrast, examine, and evaluate experiences, tasks, and events</p> <p>Shows understanding of concepts of same and different</p> <p>Organizes objects by more than one pre-selected characteristic (e.g., crayons and markers by color and type of implement)</p> <p>Uses comparative words (e.g., “Now the music is faster.” “The soup is hotter than the juice.”)</p>	<p>VI. Mathematics and Science AA. Comparing properties</p> <p>VI. Mathematics and Science Y. Sorting objects</p> <p>VI. Mathematics and Science AA. Comparing properties</p>
<p>Goal 34 Children use past knowledge to build new knowledge</p> <p>Applies new information or vocabulary to an activity</p>	<p>V. Language and Literacy R. Using vocabulary</p>
<p>Reasoning: Problem Solving Goal 35 Children find multiple solutions to questions, tasks, problems, and challenges</p> <p>Explores various ways to solve a problem and selects one option</p> <p>Seeks assistance from another child or an adult to solve problems</p> <p>Modifies actions based on new information and experiences (e.g., changes block structure when the tower continues to fall)</p>	<p>I. Initiative B. Solving problems with materials</p> <p>I. Initiative B. Solving problems with materials</p> <p>II. Social Relations G. Resolving interpersonal conflict</p> <p>I. Initiative B. Solving problems with materials</p>
<p>Reasoning: Representational Thought Goal 36 Children use symbols to represent objects</p> <p>Uses symbols or pictures as representation for oral language</p> <p>Uses objects to represent real items in make believe play</p>	<p>III. Creative Representation J. Drawing and painting pictures</p> <p>III. Creative Representation K. Pretending</p>

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<p>Recognizes objects, places, and ideas by symbols (e.g., recognizes which is the men's room and which is the women's room by looking at the stick figure symbols)</p>	<p>V. Language and Literacy W. Reading</p>
<p>Goal 37 Children can distinguish between fantasy and reality</p> <p>Takes on pretend roles and situations, using the appropriate language, tone, and movements (e.g., pretends to be a baby, crawling on the floor and making baby sounds)</p>	<p>III. Creative Representation K. Pretending</p>
<p>Mathematics and Numeracy: Number Sense and Operations</p> <p>Goal 38 Children demonstrate knowledge of numbers and counting</p> <p>Names some numerals</p> <p>Applies numbers and counting concepts to daily life (e.g., counts number of children who have raised their hand)</p> <p>Recognizes, names, and writes some numerals</p> <p>Names the numbers in order to ten or more from memory</p> <p>Counts at least five objects in one-to-one correspondence, without assistance</p> <p>Understands that the last count represents the quantity of what has been counted</p> <p>Groups objects and counts the number of groups</p> <p>Applies counting to new situations (e.g., counting objects, counting groups)</p>	<p>VI. Mathematics and Science BB. Counting</p> <p>VI. Mathematics and Science BB. Counting</p> <p>VI. Mathematics and Science BB. Counting</p> <p>VI. Mathematics and Science BB. Counting</p> <p>VI. Mathematics and Science BB. Counting</p> <p>VI. Mathematics and Science BB. Counting</p> <p>VI. Mathematics and Science BB. Counting</p> <p>VI. Mathematics and Science BB. Counting</p>
<p>Mathematics and Numeracy: Measurement</p> <p>Goal 39 Children demonstrate some knowledge of size, volume, height, weight and length</p> <p>Engages in activities that explore and develop vocabulary for length and weight</p> <p>Uses measuring tools in play activities (e.g., measuring tape, measuring cups)</p>	<p>VI. Mathematics and Science AA. Comparing properties</p> <p>VI. Mathematics and Science AA. Comparing properties</p>

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<p>Labels objects using size words</p> <p>Exhibits spontaneous comparison by ordering objects by size, volume, height, weight, and length</p>	<p>VI. Mathematics and Science AA. Comparing properties</p> <p>VI. Mathematics and Science Z. Identifying patterns</p>
<p>Mathematics and Numeracy: Properties of Ordering</p> <p>Goal 40 Children sort, classify, and organize objects</p> <p>Orders several objects on the basis of one characteristic through trial and error (e.g., puts four blocks in a row from smallest to largest)</p> <p>Systematically explores patterns with a variety of materials</p> <p>Classifies everyday objects that go together (e.g., shoe/sock, pencil/paper, comb/brush)</p> <p>Compares shape and size of objects</p> <p>Orders shapes from smallest to largest (e.g., orders various circle sizes)</p>	<p>VI. Mathematics and Science Z. Identifying patterns</p> <p>VI. Mathematics and Science Z. Identifying patterns</p> <p>VI. Mathematics and Science Y. Sorting objects</p> <p>VI. Mathematics and Science AA. Comparing properties</p> <p>VI. Mathematics and Science Z. Identifying patterns</p>
<p>Science: Scientific Thinking</p> <p>Goal 41 Children collect information through observation and manipulation</p> <p>Uses non-standard tools (e.g., blocks, paper tubes) to explore the environment</p>	<p>III. Creative Representation</p> <p>I. Making and building models</p> <p>J. Drawing and painting pictures</p>
<p>Goal 42 Children engage in exploring the natural world by manipulating objects, asking questions, making predictions, and developing generalizations</p> <p>Uses vocabulary that shows recognition of scientific principles to explain why things happen (e.g., uses words such as sink, float, melt, freeze)</p>	<p>V. Language and Literacy R. Using vocabulary</p>
<p>Science: Scientific Knowledge</p> <p>Goal 43 Children observe and describe characteristics of living things</p> <p>Describes characteristics of plants, animals, and people (e.g., "That tree grew really tall!")</p>	<p>VI. Mathematics and Science FF. Identifying natural and living things</p>

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<p>Systematically explores and describes similarities, differences, and categories of plants and animals</p> <p>Demonstrates understanding of changes in the appearance, behavior, and habitats of living things (e.g., plants, spider webs)</p>	<p>VI. Mathematics and Science AA. Comparing properties</p> <p>VI. Mathematics and Science FF. Identifying natural and living things</p>
<p>Goal 44 Children observe and describe characteristics of the Earth</p> <p>Discusses changes in the weather and seasons, using common weather-related vocabulary (e.g., rainy, sunny, windy)</p>	<p>VI. Mathematics and Science FF. Identifying natural and living things</p>
<p>Social Studies: History</p> <p>Goal 45 Children differentiate between events that happen in the past, present, and future</p> <p>Retells a simple story or event in roughly sequential order</p>	<p>VI. Mathematics and Science DD. Identifying sequence, change, and causality</p>
<p>Social Studies: Geography</p> <p>Goal 46 Children demonstrate awareness of location and spatial relationships</p> <p>Uses words to indicate direction, position, and size, but may not always be accurate</p> <p>Understands physical relationships (e.g., on/under, inside/outside)</p>	<p>VI. Mathematics and Science CC. Identifying position and direction</p> <p>VI. Mathematics and Science CC. Identifying position and direction</p>
<p>Family, Community and Culture: Community</p> <p>Goal 52 Children demonstrate awareness of their community, human interdependence, and social roles</p> <p>Pretends to be different community workers during play (e.g., grocery store clerk, teacher, construction worker, doctor, fisherperson)</p>	<p>III. Creative Representation K. Pretending</p>
<p>Goal 53 Children demonstrate civic responsibility</p> <p>Follows rules while playing games and reminds others of the rules</p>	<p>I. Initiative C. Initiating play</p>

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<p>Creative Arts: Expression and Representation Goal 55 Children use creative arts to express and represent what they know, think, believe, or feel</p> <p>Participates in group music experiences (e.g., singing, finger plays, chants, musical instruments)</p> <p>Remembers the words to an oft-repeated song</p> <p>Participates freely in dramatic play activities (e.g., pantomimes movement of familiar things, acts out stories, re-enacts events from his/her own life)</p> <p>Tries one type of art many times (e.g., painting at easel several days in a row, using different colors, or covering the whole paper with paint)</p>	<p>IV. Music and Movement N. Feeling and expressing steady beat O. Moving to music P. Singing</p> <p>IV. Music and Movement P. Singing</p> <p>III. Creative Representation K. Pretending</p> <p>III. Creative Representation J. Drawing and painting pictures</p>
<p>Creative Arts: Understanding and Appreciation Goal 56 Children demonstrate understanding and appreciation of creative arts</p> <p>Watches other children dance, then tries to mimic the dance steps</p>	<p>IV. Music and Movement O. Moving to music</p>
<p>Domain Five — Communication, Language and Literacy</p> <p>Communication: Listening Goal 57 Children demonstrate the meaning of language by listening</p> <p>Selects specific details in a story and repeats them</p>	<p>V. Language and Literacy U. Demonstrating knowledge about books</p>
<p>Communication: Oral and Written Communication Goal 58 Children communicate effectively</p> <p>Uses multiple word sentences to communicate needs, ideas, actions, and/or feelings</p> <p>Uses pre-writing (also known as “print approximations”) in play with other children when pretending to communicate</p> <p>Begins to draw representational figures</p>	<p>V. Language and Literacy S. Using complex patterns of speech</p> <p>V. Language and Literacy X. Writing</p> <p>III. Creative Representation J. Drawing and painting pictures</p>

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<p>Communication: Conventions of Social Communication</p> <p>Goal 59 Children comprehend and use the conventions of social communication</p> <p>Pays attention to speaker during conversation</p> <p>Takes turns during group conversations/discussions, usually</p>	<p>V. Language and Literacy Q. Listening to and understanding speech</p> <p>V. Language and Literacy Q. Listening to and understanding speech</p>
<p>Language: Vocabulary</p> <p>Goal 60 Children use receptive communication skills</p> <p>Responds appropriately to a request (e.g., “Bring me the green towel.”)</p>	<p>V. Language and Literacy Q. Listening to and understanding speech</p>
<p>Goal 61 Children use expressive communication skills</p> <p>Uses new vocabulary in spontaneous speech</p> <p>Asks the meaning of unfamiliar words and then experiments with using them</p> <p>Uses words to further describe actions or adjectives (e.g., “running fast” or “playing well”)</p> <p>Uses words to express emotions (e.g., happy, sad, tired, scared)</p>	<p>V. Language and Literacy R. Using vocabulary</p> <p>V. Language and Literacy R. Using vocabulary</p> <p>V. Language and Literacy R. Using vocabulary</p> <p>II. Social Relations H. Understanding and expressing feelings</p>
<p>Language: Grammar and Syntax</p> <p>Goal 62 Children demonstrate progression in grammar and syntax</p> <p>Talks in sentences with five to six words to describe people, places, and events</p> <p>Uses more complex grammar and parts of speech</p> <p>Describes a task, project, and/or event sequentially in three or more sentences</p>	<p>V. Language and Literacy S. Using complex patterns of speech</p> <p>V. Language and Literacy S. Using complex patterns of speech</p> <p>VI. Mathematics and Science DD. Identifying sequence, change, and causality</p>
<p>Language: Comprehension</p> <p>Goal 63 Children demonstrate comprehension and meaning in language</p> <p>Responds to questions with verbal answers or gestures</p>	<p>V. Language and Literacy Q. Listening to and understanding speech</p>

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<p>Engages in conversation that develops a thought or idea (e.g., tells about a past event)</p>	<p>V. Language and Literacy Q. Listening to and understanding speech</p>
<p>Language: Expressive/Oral Language Goal 64 Children use language for a variety of purposes Uses oral language to communicate a message</p> <p>Participates in conversations about a variety of topics</p> <p>Mimics animal sounds</p> <p>Uses terms like auntie, grandpa, or terms in home language when talking to or about family members</p>	<p>V. Language and Literacy Q. Listening to and understanding speech</p> <p>V. Language and Literacy Q. Listening to and understanding speech</p> <p>V. Language and Literacy T. Showing awareness of sounds in words</p> <p>English Language Learners (ELLs) GG. Speaking and communicating [in English]</p>
<p>Literacy: Reading Goal 65 Children demonstrate phonological awareness Participates in and creates songs, rhymes, and games that play with sounds of language (e.g., claps out sounds or rhythms of language)</p> <p>Identifies initial sound of words, with assistance (e.g., book begins with the /b/ sound)</p> <p>Makes three or more letter-sound correspondences (e.g., identifies that “David,” “day,” and “dog” all begin with “d”)</p>	<p>IV. Movement and Music P. Singing</p> <p>V. Language and Literacy T. Showing awareness of sounds in words</p> <p>V. Language and Literacy V. Using letter names and sounds</p> <p>V. Language and Literacy V. Using letter names and sounds</p>
<p>Literacy: Reading (Alphabetic principle) Goal 66 Children demonstrate awareness of letters and symbols Recites letters of the alphabet in home language</p> <p>Knows that alphabet letters are a special category of symbols/pictures that can be individually named</p> <p>Associates the names of letters with their shapes</p>	<p>V. Language and Literacy V. Using letter names and sounds</p> <p>English Language Learners (ELLs) GG. Speaking and communicating [in English]</p> <p>V. Language and Literacy V. Using letter names and sounds</p> <p>V. Language and Literacy V. Using letter names and sounds X. Writing</p>

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<p>Correctly identifies ten or more letters of the alphabet</p>	<p>V. Language and Literacy V. Using letter names and sounds</p>
<p>Literacy: Reading Goal 67 Children demonstrate awareness of print concepts</p> <p>Identifies some individual letters in text</p> <p>Shows understanding that letters make up words</p> <p>Begins to understand that print progresses from left to right (Exceptions are Arabic, Chinese, and Japanese text, etc.)</p> <p>Recognizes some signs and symbols in environment (e.g., stop signs)</p>	<p>V. Language and Literacy V. Using letter names and sounds</p> <p>V. Language and Literacy X. Writing</p> <p>V. Language and Literacy U. Demonstrating knowledge about books</p> <p>V. Language and Literacy W. Reading</p>
<p>Goal 68 Children demonstrate comprehension of printed material and oral stories</p> <p>Uses pictures to predict a story</p> <p>Recognizes own name when spelled out in letters</p> <p>Recites some words in familiar books from memory</p>	<p>V. Language and Literacy U. Demonstrating knowledge about books</p> <p>V. Language and Literacy W. Reading</p> <p>V. Language and Literacy U. Demonstrating knowledge about books W. Reading</p>
<p>Goal 69 Children demonstrate awareness that written materials can be used for a variety of purposes</p> <p>Imitates common reading activities appropriately in play (e.g., pretends to use directions while putting something together)</p> <p>Uses signs in the environment for information (e.g., in a tall building, points to the elevator button)</p>	<p>V. Language and Literacy W. Reading</p> <p>V. Language and Literacy W. Reading</p>
<p>Literacy: Writing Goal 71 Children demonstrate knowledge of letters and symbols (alphabet knowledge)</p> <p>Knows the difference between printed letters and drawings</p>	<p>V. Language and Literacy V. Using letter names and sounds</p>

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<p>Attempts to copy one or more letters of the alphabet</p> <p>Labels pictures using letter-like marks</p> <p>Knows that alphabet letters are a special category of graphics that can be individually named</p> <p>Identifies letters to match the said-aloud letter name</p> <p>Works at writing own name</p>	<p>V. Language and Literacy X. Writing</p> <p>V. Language and Literacy X. Writing</p> <p>V. Language and Literacy V. Using letter names and sounds</p> <p>V. Language and Literacy V. Using letter names and sounds</p> <p>V. Language and Literacy X. Writing</p>
<p>Goal 72 Children use writing skills and demonstrate knowledge of writing conventions</p> <p>Writes some letters or numerals</p> <p>Prints or copies first name</p> <p>Uses pretend writing activities during play to show print conventions in home language</p>	<p>V. Language and Literacy X. Writing</p> <p>V. Language and Literacy X. Writing</p> <p>V. Language and Literacy X. Writing</p>
<p>Goal 73 Children use writing for a variety of purposes</p> <p>Uses letter-like symbols to make lists, letters, and stories</p> <p>Copies some environmental print/symbols</p>	<p>V. Language and Literacy X. Writing</p> <p>V. Language and Literacy X. Writing</p>
<p>English Language Learners: Dual Language Acquisition</p> <p>Goal 74 Children demonstrate competency in home language while acquiring beginning proficiency in English</p> <p>Demonstrates understanding that there are languages other than his/her home language (e.g., identifies sentence spoken in home language in comparison to one spoken in English)</p> <p>Relies on non-verbal cues to communicate in English, but does not rely on non-verbal cues to communicate in home language</p>	<p>English Language Learners (ELLs) HH. Listening and understanding [in English]</p> <p>English Language Learners (ELLs) HH. Listening and understanding [in English]</p>

Alaska Early Learning Guidelines

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<p>Focuses on the meaning of words rather than grammar in acquiring spoken English language competency</p> <p>Follows linguistic rules of home language and constructs own rules for English</p> <p>Uses sentences in home language and begins to use single word or telegraphic speech in English to communicate</p>	<p><i>English Language Learners (ELLs)</i> GG. Speaking and communicating [in English]</p> <p><i>English Language Learners (ELLs)</i> GG. Speaking and communicating [in English]</p> <p><i>English Language Learners (ELLs)</i> GG. Speaking and communicating [in English]</p>
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HighScope Preschool Curriculum Resources

Print resources are listed below. Face-to-face or online training is also available on these curriculum topics.

Comprehensive Curriculum Manuals

Educating Young Children: Active Learning Practices for Preschool and Child Care Programs

Topics: Introduction; 1. Active participatory learning; 2. Establishing a supportive climate; 3. Involving families in active learning settings; 4. Working in teams; 5. Arranging and equipping spaces for active learners; 6. The HighScope daily routine; 7. The HighScope plan-do-review process; 8. Group times, outside times, transition times; 9. Introduction to HighScope's curriculum content; 10. Approaches to learning; 11. Language, literacy, and communication; 12. Social and emotional development; 13. Physical development, health, and well-being; 14. Mathematics: Seriation; 15. Mathematics: Number; 16. Mathematics: Space; 17. Science and technology: Classification; 18. Science and technology: Time; 19. Social studies; 20. The arts: Visual art; 21. The arts: Dramatic art; 22. The arts: Music

Essentials of Active Learning in Preschool: Getting to Know the HighScope Curriculum

Topics: 1. Why should early childhood programs use a curriculum? 2. What is the HighScope Preschool Curriculum? 3. What is the theory behind the HighScope Curriculum? 4. What is the research-based evidence in support of the HighScope Curriculum? 5. What does adult-child interaction look like in a HighScope program? 6. What does the learning environment look like in a HighScope program? 7. What is the HighScope daily routine? 8. How do HighScope programs work with parents? 9. How do staff in HighScope programs work together? 10. What is the HighScope Curriculum in approaches to learning? 11. What is the HighScope Curriculum in language, literacy, and communication? 12. What is the HighScope Curriculum in social and emotional development?

13. What is the HighScope Curriculum in physical development, health, and well-being? 14. What is the HighScope Curriculum in mathematics? 15. What is the HighScope Curriculum in science and technology? 16. What is the HighScope Curriculum in social studies? 17. What is the HighScope Curriculum in the arts? 18. How does HighScope assess children? 19. How does HighScope assess programs? 20. How does HighScope apply active participatory learning to adults? 21. What training and certification does HighScope offer?

Curriculum Resources on Specific Topics

Language, Literacy and Communication

Growing Readers Early Literacy Curriculum (activity card set, teacher's manual)

Topics: Vocabulary; Phonological awareness; Alphabetic principle; Concepts about print

Other Language, Literacy, and Communication titles

Fee, Fie, Phonemic Awareness: 130 Prereading Activities for Preschoolers

Let's Talk Literacy: Practical Readings for Preschool Teachers

Letter Links: Alphabet Learning With Children's Names

Preschool Readers and Writers: Early Literacy Strategies for Teachers

Storybook Talk: Conversations for Comprehension

Mathematics, Science, and Technology

Numbers Plus Preschool Mathematics Curriculum (activity card set, teacher's manual, parent booklets)

Topics: Number sense and operations; Geometry; Measurement; Algebra; Data analysis

***Other Mathematics, Science, and
Technology titles***

*“I’m Older Than You. I’m Five!” Math in the
Preschool Classroom*
*Real Science in Preschool: Here, There, and
Everywhere*

Social and Emotional Development

*Me, You, Us: Social-Emotional Learning in
Preschool*

Topics: Introduction; 1. The importance of social-emotional learning; 2. An overview of child development and teaching practices; 3. Developing a positive self-identity; 4. Feeling empathy; 5. Developing a sense of competence; 6. Recognizing and labeling emotions; 7. Developing a sense of community; 8. Engaging in cooperative play; 9. Valuing diversity; 10. Developing a framework for moral behavior; 11. Resolving conflicts; 12. Creating and following rules; 13. Creating and participating in a democracy; 14. Preparing ourselves to be role models; 15. Social-emotional learning at home; 16. Reaching out to our communities

***Other Social and Emotional Development
titles***

*You Can’t Come to My Birthday Party! Conflict
Resolution With Young Children*
*You’re Not My Friend Anymore! Illustrated
Answers to Questions About Young
Children’s Challenging Behaviors*

Daily Routine and Learning Environment

Setting Up the Preschool Classroom

Diversity

*Building a HighScope Program: Multicultural
Programs*

Parent Resources

The Essential Parent Workshop Resource
Helping Your Preschool Child Become a Reader
*Helping Your Young Child Learn About
Mathematics*

Lesson and Activity Plans

*HighScope Step by Step: Lesson Plans for the
First 30 Days*
Small-Group Times to Scaffold Early Learning
50 Large-Group Times for Active Learners
*Explore and Learn Quick Cards: 50 Activities
for Large Groups (card set)*
*Explore and Learn Quick Cards: 80 Activities
for Small Groups (card set)*
*Making Connections: Movement, Music, &
Literacy*
Movement in Steady Beat
Movement Plus Music
*Movement Plus Rhymes, Songs, & Singing
Games*

Special Needs

*I Belong: Active Learning for Children With
Special Needs*