

Alignment of the Arkansas Early Childhood Education Framework With HighScope's Preschool Child Observation Record (COR), 2nd edition

The following chart shows how items from the **Arkansas Early Childhood Education Framework** (revised 2004) 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.

Arkansas Benchmarks

Preschool COR

<p><i>Developmental Learning Strand 1 — Social/Emotional</i></p>	
<p>Act Independently</p> <p>1.1 Demonstrates ability to make choices</p> <p>1.2 Demonstrates independence in personal care</p> <p>1.3 Demonstrates ability to play independently</p>	<p>I. Initiative A. Making choices and plans</p> <p>I. Initiative D. Taking care of personal needs</p> <p>I. Initiative C. Initiating play</p>
<p>Experience Success</p> <p>1.4 Shows curiosity and desire to learn</p> <p>1.5 Enjoys experimenting and problem solving with ideas as well as with concrete materials</p> <p>1.7 Demonstrates willingness to try new things</p> <p>1.8 Uses planning in approaching a task or activity</p>	<p>I. Initiative C. Initiating play</p> <p>I. Initiative B. Solving problems with materials</p> <p>I. Initiative C. Initiating play</p> <p>I. Initiative A. Making choices and plans</p>
<p>Interact Socially</p> <p>1.10 Demonstrates trust in adults</p> <p>1.12 Demonstrates interest and participates in classroom activities</p> <p>1.14 Seeks out adults and children</p> <p>1.16 Helps others in need</p> <p>1.20 Uses compromise and discussion to resolve conflicts</p> <p>1.21 Becomes involved in solving social problems (conflicts)</p>	<p>II. Social Relations E. Relating to adults</p> <p>I. Initiative C. Initiating play</p> <p>II. Social Relations E. Relating to adults F. Relating to other children</p> <p>I. Initiative D. Taking care of personal needs</p> <p>II. Social Relations G. Resolving interpersonal conflict</p> <p>II. Social Relations G. Resolving interpersonal conflict</p>

Arkansas Benchmarks

Preschool COR

<p><i>Developmental Learning Strand 2 — Creative/Aesthetic</i></p>	
<p>Expression Through Art Forms and Activities</p> <p>2.1 Shows creativity and imagination in play with materials and props</p> <p>2.2 Participates in dramatic play themes that become more involved and complex</p> <p>2.3 Assumes various roles in dramatic play situations</p> <p>2.4 Participates freely in music activities</p> <p>2.5 Enjoys singing games, dramatizing songs and moving to music</p> <p>2.6 Expresses through movement what is felt and heard in various musical tempos and styles</p> <p>2.9 Moves in time to the beat</p> <p>2.10 Explores and manipulates art media</p> <p>2.11 Creates drawings and paintings that gradually become more detailed and realistic</p> <p>2.12 Preplans art project and then works with care</p>	<p>III. Creative Representation K. Pretending</p> <p>III. Creative Representation K. Pretending</p> <p>III. Creative Representation K. Pretending</p> <p>IV. Movement and Music N. Feeling and expressing steady beat O. Moving to music P. Singing</p> <p>IV. Movement and Music O. Moving to music P. Singing</p> <p>IV. Movement and Music O. Moving to music</p> <p>IV. Movement and Music N. Feeling and expressing steady beat</p> <p>III. Creative Representation I. Making and building models J. Drawing and painting pictures</p> <p>III. Creative Representation J. Drawing and painting pictures</p> <p>I. Initiative A. Making choices and plans</p> <p>III. Creative Representation J. Drawing and painting pictures</p>

<p><i>Developmental Learning Strand 3 — Cognitive/Intellectual Learning</i></p>	
<p>Language Arts</p> <p>3.1 Shows enjoyment of books and stories and discussion of them</p> <p>3.2 Tells a story in sequence, following the pictures in a book</p> <p>3.3 Demonstrates knowledge of how to use a book</p>	<p>V. Language and Literacy U. Demonstrating knowledge about books</p> <p>V. Language and Literacy U. Demonstrating knowledge about books</p> <p>V. Language and Literacy U. Demonstrating knowledge about books</p>

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<p>3.5 Understands that print conveys a message</p> <p>3.6 Demonstrates an interest in using writing for a purpose</p> <p>3.7 Identifies letters and signs in the environment</p> <p>3.8 Uses known letters or approximation of letters to represent written language</p> <p>3.9 Identifies some letters and makes some letter-sound matches</p>	<p>V. Language and Literacy U. Demonstrating knowledge about books W. Reading</p> <p>V. Language and Literacy X. Writing</p> <p>V. Language and Literacy V. Using letter names and sounds W. Reading</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>Mathematics and Science</p> <p>3.10 Classifies objects by physical features such as shape or color</p> <p>3.11 Classifies objects conceptually (things that go together)</p> <p>3.12 Recognizes patterns and can repeat them (patterning)</p> <p>3.13 Demonstrates one-to-one correspondence</p> <p>3.14 Demonstrates the ability to order and sequence</p> <p>3.15 Demonstrates an understanding of number (how many) and numeral (3 is a numeral) relationship (numeration)</p> <p>3.17 Shows understanding of different relationships of objects in space (spatial relations)</p> <p>3.18 Shows an awareness of time concepts</p> <p>3.19 Shows interest in exploring the environment</p> <p>3.21 Uses words to describe the characteristics of objects (scientific process: communicating)</p>	<p>VI. Mathematics and Science Y. Sorting objects AA. Comparing properties</p> <p>VI. Mathematics and Science Y. Sorting objects AA. Comparing properties</p> <p>VI. Mathematics and Science Z. Identifying patterns</p> <p>VI. Mathematics and Science BB. Counting</p> <p>VI. Mathematics and Science Z. Identifying patterns</p> <p>VI. Mathematics and Science BB. Counting</p> <p>VI. Mathematics and Science CC. Identifying position and direction</p> <p>VI. Mathematics and Science DD. Identifying sequence, change, and causality</p> <p>I. Initiative C. Initiating play</p> <p>VI. Mathematics and Science EE. Identifying materials and properties</p>

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<p>3.22 Makes comparisons (scientific process: comparing)</p> <p>3.23 Shows awareness of cause-effect relationships</p> <p>3.24 Finds more than one solution to a problem</p>	<p>VI. Mathematics and Science AA. Comparing properties</p> <p>VI. Mathematics and Science DD. Identifying sequence, change, and causality</p> <p>I. Initiative B. Solving problems with materials</p> <p>II. Social Relations G. Resolving interpersonal conflict</p>
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<p>Developmental Learning Strand 4 — Physical Development</p>	
<p>Health and Nutrition</p> <p>4.2 Demonstrates health and personal care habits</p>	

<p>Fine Motor</p> <p>4.7 Uses small muscles for self-help skills</p> <p>4.8 Uses writing and drawing tools with control and intention</p>	<p>I. Initiative D. Taking care of personal needs</p> <p>III. Creative Representation J. Drawing and painting pictures</p> <p>V. Language and Literacy X. Writing</p>
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<p>Gross Motor</p> <p>4.9 Freely participates in gross motor activities</p> <p>4.10 Throws, kicks, bounces, and catches</p> <p>4.11 Runs, jumps, hops, and skips</p> <p>4.12 Shows balance and coordination</p> <p>4.13 Climbs up and down equipment</p>	<p>IV. Movement and Music L. Moving in various ways 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 M. Moving with objects</p> <p>IV. Movement and Music L. Moving in various ways M. Moving with objects</p>
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Arkansas Benchmarks

Preschool COR

<i>Developmental Learning Strand 5 — Language</i>	
<p>Language</p> <p>5.1 Demonstrates phonological awareness (hearing and recognizing the sounds of language)</p> <p>5.2 Uses effective oral communication skills: speaking in complete sentences, speaking with appropriate grammar</p> <p>5.3 Expands vocabulary</p> <p>5.4 Recognizes and identifies by name most common objects and pictures</p> <p>5.5 Participates in songs, finger plays, rhyming activities, and games</p> <p>5.6 Uses words to communicate ideas and feelings</p> <p>5.7 Engages in two-way conversation with children and adults</p> <p>5.9 Uses language to problem solve</p>	<p>V. Language and Literacy T. Showing awareness of sounds in words</p> <p>V. Language and Literacy Q. Listening to and understanding speech S. Using complex patterns of speech</p> <p>V. Language and Literacy R. Using vocabulary</p> <p>V. Language and Literacy W. Reading</p> <p>IV. Movement and Music P. Singing</p> <p>V. Language and Literacy T. Showing awareness of sounds in words</p> <p>II. Social Relations H. Understanding and expressing feelings</p> <p>V. Language and Literacy Q. Listening to and understanding speech</p> <p>II. Social Relations G. Resolving interpersonal conflict</p>

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*