

Alignment of the California Preschool Learning Foundations With HighScope's Preschool Child Observation Record (COR), 2nd edition

The following chart shows how items from the **California Preschool Learning Foundations** (2008) 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.

<p>Social-Emotional Development</p> <p>Self</p> <p>2.1 Need adult guidance in managing their attention, feelings, and impulses and show some effort at self-control.</p> <p>3.1 Seek to understand people's feelings and behavior, notice diversity in human characteristics, and are interested in how people are similar and different.</p> <p>4.1 Demonstrate concern for the needs of others and people in distress.</p> <p>5.1 Enjoy learning and are confident in their abilities to make new discoveries although may not persist at solving difficult problems.</p>	<p>I. Initiative B. Solving problems with materials</p> <p>II. Social Relations G. Resolving interpersonal conflict</p> <p>II. Social Relations H. Understanding and expressing feelings</p> <p>II. Social Relations H. Understanding and expressing feelings</p> <p>I. Initiative B. Solving problems with materials C. Initiating play</p>
<p>Social Interaction</p> <p>1.1 Interact with familiar adults comfortably and competently, especially in familiar settings.</p> <p>2.1 Interact easily with peers in shared activities that occasionally become cooperative efforts.</p> <p>2.2 Participate in simple sequences of pretend play.</p> <p>2.3 Seek assistance in resolving peer conflict, especially when disagreements have escalated into physical aggression.</p> <p>3.1 Participate in group activities and are beginning to understand and cooperate with social expectations, group rules, and roles.</p> <p>4.1 Seek to cooperate with adult instructions but their capacities for self-control are limited, especially when they are frustrated or upset.</p>	<p>II. Social Relations E. Relating to adults</p> <p>II. Social Relations F. Relating to other children</p> <p>III. Creative Representation K. Pretending</p> <p>II. Social Relations G. Resolving interpersonal conflict</p> <p>I. Initiative C. Initiating play</p> <p>I. Initiative D. Taking care of personal needs</p> <p>II. Social Relations G. Resolving interpersonal conflict H. Understanding and expressing feelings</p>
<p>Relationships</p> <p>3.1 Choose to play with one or two special peers whom they identify as friends.</p>	<p>II. Social Relations F. Relating to other children</p>

<p>Language and Literacy</p> <p>Listening and Speaking</p> <p>1.1 Use language to communicate with others in familiar social situations for a variety of basic purposes, including describing, requesting, commenting, acknowledging, greeting, and rejecting.</p> <p>1.2 Speak clearly enough to be understood by familiar adults and children.</p> <p>1.3 Use accepted language and style during communication with familiar adults and children.</p> <p>1.4 Use language to construct short narratives that are real or fictional.</p> <p>2.1 Understand and use accepted words for objects, actions, and attributes encountered frequently in both real and symbolic contexts.</p> <p>2.2 Understand and use accepted words for categories of objects encountered and used frequently in everyday life.</p> <p>2.3 Understand and use simple words that describe the relations between objects.</p> <p>3.1 Understand and use increasingly complex and longer sentences, including sentences that combine two phrases or two to three concepts to communicate ideas.</p> <p>3.2 Understand and typically use age-appropriate grammar, including accepted word forms, such as subject-verb agreement, progressive tense, regular past tense, regular plurals, pronouns, and possessives.</p>	<p>V. Language and Literacy Q. Listening to and understanding speech</p> <p>V. Language and Literacy S. Using complex patterns of speech</p> <p>V. Language and Literacy Q. Listening to and understanding speech S. Using complex patterns of speech</p> <p>V. Language and Literacy Q. Listening to and understanding speech U. Demonstrating knowledge about books</p> <p>V. Language and Literacy Q. Listening to and understanding speech R. Using vocabulary S. Using complex patterns of speech</p> <p>V. Language and Literacy R. Using vocabulary</p> <p>VI. Mathematics and Science CC. Identifying position and direction EE. Identifying materials and properties</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>Reading</p> <p>1.1 Begin to display appropriate book-handling behaviors and begin to recognize print conventions.</p>	<p>V. Language and Literacy U. Demonstrating knowledge about books</p>

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<p>1.2 Recognize print as something that can be read.</p> <p>3.1 Recognize the first letter of own name.</p> <p>3.2 Match some letter names to their printed form.</p> <p>4.1 Demonstrate knowledge of main characters or events in a familiar story (e.g., who, what, where) through answering questions (e.g., recall and simple inferencing), retelling, reenacting, or creating artwork.</p> <p>5.1 Demonstrate enjoyment of literacy and literacy-related activities.</p>	<p>V. Language and Literacy U. Demonstrating knowledge about books W. Reading 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 U. Demonstrating knowledge about books</p> <p>V. Language and Literacy U. Demonstrating knowledge about books</p>
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<p>Writing</p> <p>1.1 Experiment with grasp and body position using a variety of drawing and writing tools.</p> <p>1.2 Write using scribbles that are different from pictures.</p> <p>1.3 Write marks to represent own name.</p>	<p>III. Creative Representation J. Drawing and painting pictures</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>
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<p>English-Language Development</p> <p>Listening</p> <p>1.1 Attend to English oral language in both real and pretend activity, relying on intonation, facial expressions, or the gestures of the speaker.</p> <p>1.2 Begin to follow simple directions in English, especially when there are contextual cues.</p> <p>1.3 Demonstrate an understanding of words related to basic and advanced concepts in the home language that are appropriate for the age (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).</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> <p>English Language Learners (ELLs) HH. Listening and understanding [in English]</p>
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<p>Speaking</p> <p>1.1 Use nonverbal communication, such as gestures or behaviors, to seek attention, request objects, or initiate a response from others.</p> <p>1.2 Use vocabulary in the home language that is age-appropriate (as reported by parents, teachers, assistants, or others and with the assistance of an interpreter if necessary).</p> <p>1.3 Converse in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).</p> <p>1.4 Use a range of utterance lengths in the home language that is age-appropriate (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).</p> <p>1.5 Use age-appropriate grammar in the home language (e.g., plurals; simple past tense; use of subject, verb, object), sometimes with errors (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).</p> <p>3.1 Create a narrative in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).</p>	<p>English Language Learners (ELLs) GG. Speaking and communicating [in English]</p> <p>English Language Learners (ELLs) GG. Speaking and communicating [in English]</p> <p>English Language Learners (ELLs) GG. Speaking and communicating [in English]</p> <p>English Language Learners (ELLs) GG. Speaking and communicating [in English]</p> <p>V. Language and Literacy S. Using complex patterns of speech</p> <p>V. Language and Literacy Q. Listening to and understanding speech</p>
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<p>Reading</p> <p>1.1 Attend to an adult reading a short storybook written in the home language or a storybook written in English if the story has been read in the home language.</p> <p>1.2 “Read” familiar books written in the home language or in English when encouraged by others and, in the home language, talk about the books.</p> <p>2.2 Retell a story in the home language when read or told a story in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).</p> <p>3.1 Begin to understand that books are read in a consistent manner (e.g., in English, pages are turned from right to left and the print is read from top to bottom, left to right; this may vary in other languages).</p>	<p>English Language Learners (ELLs) HH. Listening and understanding [in English]</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>4.1 Begin to recognize that symbols in the environment (classroom, community, or home) carry a consistent meaning in the home language or in English.</p> <p>5.2 Begin to recognize the first letter in their own name or the character for their own name in the home language or English.</p> <p>6.1 Listen attentively and begin to participate in simple songs, poems, and finger plays that emphasize rhyme in the home language or in English.</p> <p>6.2 Listen attentively and begin to participate in simple songs, poems, and finger plays in the home language or in English.</p> <p>6.3 Attend to and manipulate different sounds or tones in words in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).</p>	<p>V. Language and Literacy W. Reading</p> <p>V. Language and Literacy V. Using letter names and sounds</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 English Language Learners (ELLs) GG. Speaking and communicating [in English]</p>
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<p>Writing</p> <p>1.1 Begin to understand that writing can be used to communicate.</p> <p>1.2 Begin to demonstrate an awareness that written language can be in the home language or in English.</p> <p>1.3 Write marks to represent their own name in a way that may resemble how it is written in the 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>
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<p>Mathematics</p>	
<p>Number Sense</p> <p>1.1 Recite numbers in order to ten with increasing accuracy.</p> <p>1.2 Begin to recognize and name a few written numerals.</p> <p>1.4 Count up to five objects, using one-to-one correspondence (one object for each number word) with increasing accuracy.</p> <p>1.5 Use the number name of the last object counted to answer the question, “How many...?”</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>

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<p>2.1 Compare visually (with or without counting) two groups of objects that are obviously equal or nonequal and communicate, “more” or “same.”</p> <p>2.2 Understand that adding to (or taking away) one or more objects from a group will increase (or decrease) the number of objects in the group.</p> <p>2.3 Understand that putting two groups of objects together will make a bigger group.</p>	<p>VI. Mathematics and Science AA. Comparing properties BB. Counting</p> <p>VI. Mathematics and Science AA. Comparing properties BB. Counting</p> <p>VI. Mathematics and Science AA. Comparing properties</p>
<p>Algebra and Functions</p> <p>1.1 Sort and classify objects by <i>one</i> attribute into two or more groups, with increasing accuracy.</p> <p>2.1 Begin to identify or recognize a simple repeating pattern.</p> <p>2.2 Attempt to create a simple repeating pattern or participate in making one.</p>	<p>VI. Mathematics and Science Y. Sorting objects</p> <p>VI. Mathematics and Science Z. Identifying patterns</p> <p>VI. Mathematics and Science Z. Identifying patterns</p>
<p>Measurement</p> <p>1.1 Demonstrate awareness that objects can be compared by length, weight, or capacity, by noting gross differences, using words such as <i>bigger, longer, heavier, or taller</i>, or by placing objects side by side to compare length.</p> <p>1.2 Order three objects by size.</p>	<p>VI. Mathematics and Science AA. Comparing properties</p> <p>VI. Mathematics and Science Z. Identifying patterns</p>
<p>Geometry</p> <p>1.1 Identify simple two-dimensional shapes, such as a circle and square.</p> <p>2.1 Identify positions of objects and people in space, such as in/on/under, up/down, and inside/outside.</p>	<p>VI. Mathematics and Science EE. Identifying materials and properties</p> <p>VI. Mathematics and Science CC. Identifying position and direction</p>
<p>Mathematical Reasoning</p> <p>1.1 Begin to apply simple mathematical strategies to solve problems in their environment.</p>	<p>I. Initiative B. Solving problems with materials</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*