

## **Alignment of the Delaware Early Learning Foundations for School Success With HighScope's Preschool Child Observation Record (COR), 2nd edition**

The following chart shows how items from the **Delaware Early Learning Foundations for School Success** (March 2003) 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.

**Delaware Early Learning Foundations**

**Preschool COR**

<b>Language Development</b>	
<b>Language</b>	
<b>L 1</b> Communicate so that they will be understood by peers and adults	<b>V. Language and Literacy</b> Q. Listening to and understanding speech
<b>L 3</b> Communicate using multiple word phrases to respond to questions, describe ideas, and express feelings, needs and wants	<b>V. Language and Literacy</b> Q. Listening to and understanding speech S. Using complex patterns of speech
<b>L 4</b> Use language to enter into a play situation	<b>II. Social Relations</b> H. Understanding and expressing feelings
<b>L 5</b> Engage in conversation by making statements or asking questions	<b>V. Language and Literacy</b> S. Using complex patterns of speech
<b>L 6</b> Make up and/or retell stories and describe experiences	<b>V. Language and Literacy</b> Q. Listening to and understanding speech
<b>L 7</b> Respond to their names, requests for action or information	<b>V. Language and Literacy</b> U. Demonstrating knowledge about books
<b>L 8</b> Demonstrate understanding of messages in conversation by listening and responding appropriately	<b>V. Language and Literacy</b> Q. Listening to and understanding speech
<b>L 9</b> Show interest in playing with language	<b>V. Language and Literacy</b> T. Showing awareness of sounds in words
<b>L 10</b> Begin to develop familiarity with listening to, identifying, recognizing, and discriminating sounds in words	<b>V. Language and Literacy</b> T. Showing awareness of sounds in words

<b>Literacy</b>	
<b>L 12</b> Show an interest in books and/or engage in reading related activities	<b>V. Language and Literacy</b> U. Demonstrating knowledge about books
<b>L 13</b> Listen with interest to a story	<b>V. Language and Literacy</b> U. Demonstrating knowledge about books
<b>L 14</b> Hold a book upright, turn pages from the front of the book to the back, and scan pages	<b>V. Language and Literacy</b> U. Demonstrating knowledge about books
<b>L 15</b> Recognize common sounds at the beginning of words	<b>V. Language and Literacy</b> T. Showing awareness of sounds in words
<b>L 16</b> Show increasing awareness of print, familiar signs, and labels	<b>V. Language and Literacy</b> W. Reading

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**Preschool COR**

<p><b>L 17</b> Use scribbles, symbols, or drawings to express experiences through pictures, dictation, and play</p> <p><b>L 18</b> Experiment with a variety of writing tools and materials</p> <p><b>L 19</b> Begin to recognize, name, or identify some letters of the alphabet</p> <p><b>L 20</b> Recognize their first name in print written with the first letter in upper-case letter, followed by lower case letters</p> <p><b>L 22</b> Begin to write the letters of their first name</p>	<p><b>V. Language and Literacy</b> X. Writing</p> <p><b>III. Creative Representation</b> J. Drawing and painting pictures</p> <p><b>V. Language and Literacy</b> V. Using letter names and sounds W. Reading</p> <p><b>V. Language and Literacy</b> W. Reading</p> <p><b>V. Language and Literacy</b> X. Writing</p>
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<p><b>Mathematics</b></p> <p><b>Number and Operations</b></p> <p><b>M 1</b> Begin to develop an awareness of numbers and counting as a means for understanding quantity</p> <p><b>M 2</b> Develop the ability to count in sequence and recognize numerals 0 to 10</p> <p><b>M 3</b> Begin to make use of one-to-one correspondence when counting objects</p> <p><b>M 4</b> Begin to use language to compare numbers objects</p> <p><b>M 5</b> Develop the ability to determine quantity or “how many”</p> <p><b>M 6</b> Develop an awareness of broad concepts of time that are part of the daily routine</p>	<p><b>VI. Mathematics and Science</b> BB. Counting</p> <p><b>VI. Mathematics and Science</b> BB. Counting</p> <p><b>VI. Mathematics and Science</b> BB. Counting</p> <p><b>VI. Mathematics and Science</b> AA. Comparing properties BB. Counting</p> <p><b>VI. Mathematics and Science</b> BB. Counting</p> <p><b>VI. Mathematics and Science</b> DD. Identifying sequence, change, and causality</p>
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<p><b>Geometry and Spatial Sense</b></p> <p><b>M 8</b> Begin to recognize, name, describe, and compare common shapes</p> <p><b>M 10</b> Begin to understand geometric concepts through block play</p> <p><b>M 11</b> Begin to develop the concept of same and different</p>	<p><b>VI. Mathematics and Science</b> AA. Comparing properties EE. Identifying materials and properties</p> <p><b>III. Creative Representation</b> I. Making and building models</p> <p><b>VI. Mathematics and Science</b> AA. Comparing properties</p>
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**Preschool COR**

<p><b>M 12</b> Show growth in matching and sorting according to attributes such as color, shape or size</p> <p><b>M 13</b> Build an understanding of directionality, order, and positional terms</p>	<p><b>VI. Mathematics and Science</b> Y. Sorting objects</p> <p><b>VI. Mathematics and Science</b> CC. Identifying position and direction</p>
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<p><b>Patterns and Measurement</b></p> <p><b>M 14</b> Begin to recognize, copy, and extend simple patterns with a variety of materials</p> <p><b>M 15</b> Show the ability to put objects in a series according to one or two attributes such as shape or size</p> <p><b>M 16</b> Begin to use non-standard and standard measures</p> <p><b>M 17</b> Recognize and name measurable attributes such as weight, volume, and length</p> <p><b>M 18</b> Begin to compare and sort according to those attributes</p> <p><b>M 19</b> Begin to recognize and name common colors</p>	<p><b>VI. Mathematics and Science</b> Z. Identifying patterns</p> <p><b>VI. Mathematics and Science</b> Y. Sorting objects Z. Identifying patterns</p> <p><b>VI. Mathematics and Science</b> AA. Comparing properties</p> <p><b>VI. Mathematics and Science</b> AA. Comparing properties</p> <p><b>VI. Mathematics and Science</b> Y. Sorting objects AA. Comparing properties</p> <p><b>VI. Mathematics and Science</b> EE. Identifying materials and properties</p>
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<p><b>Science</b></p>	
<p><b>Scientific Skills &amp; Methods</b></p> <p><b>S 2</b> Begin to use simple measuring devices and concepts to gather information, investigate materials and observe processes and relationships</p> <p><b>S 5</b> Begin to observe and discuss differences and similarities among objects</p>	<p><b>VI. Mathematics and Science</b> AA. Comparing properties</p> <p><b>VI. Mathematics and Science</b> AA. Comparing properties</p>

<p><b>Scientific Knowledge</b></p> <p><b>S 9</b> Observe, describe and discuss the natural world, materials, living and non-living things, natural processes, weather and seasonal changes</p> <p><b>S 12</b> Develop an awareness of ideas and language related to time such as daily routines and order of events</p>	<p><b>VI. Mathematics and Science</b> FF. Identifying natural and living things</p> <p><b>VI. Mathematics and Science</b> DD. Identifying sequence, change, and causality</p>
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**Delaware Early Learning Foundations**

**Preschool COR**

<p><b>S 13</b> Show awareness and beginning understanding of changes in materials and cause-effect relationships such as freezing/melting, color mixing, and/or cooking</p>	<p><b>VI. Mathematics and Science</b> DD. Identifying sequence, change, and causality</p>
<p><b>Creative Arts</b></p> <p><b>Music</b></p> <p><b>CA 1</b> Participate in a variety of music activities</p> <p><b>CA 3</b> Imitate and recall patterns, songs, rhythms, and rhymes</p>	<p><b>IV. Movement and Music</b> N. Feeling and expressing steady beat O. Moving to music P. Singing</p> <p><b>IV. Movement and Music</b> N. Feeling and expressing steady beat O. Moving to music P. Singing</p> <p><b>V. Language and Literacy</b> T. Showing awareness of sounds in words</p>
<p><b>Art</b></p> <p><b>CA 5</b> Show interest in using different art media (such as play dough, paint, etc.) and materials in a variety of ways for creative expression and representation</p> <p><b>CA 6</b> Plan and create their own drawings, paintings, models, and other art creations</p> <p><b>CA 8</b> Use a variety of art materials and activities for sensory experiences, exploration, creative expression, and representation</p>	<p><b>III. Creative Representation</b> I. Making and building models J. Drawing and painting pictures</p> <p><b>I. Initiative</b> A. Making choices and plans</p> <p><b>III. Creative Representation</b> I. Making and building models J. Drawing and painting pictures</p> <p><b>III. Creative Representation</b> I. Making and building models J. Drawing and painting pictures</p>
<p><b>Movement</b></p> <p><b>CA 11</b> Express through movement what is felt and heard in various patterns of beat and rhythm in music</p> <p><b>CA 12</b> Demonstrate an awareness of different musical tempos, patterns, and beats through movement</p>	<p><b>IV. Movement and Music</b> N. Feeling and expressing steady beat</p> <p><b>IV. Movement and Music</b> N. Feeling and expressing steady beat</p>
<p><b>Dramatic Play</b></p> <p><b>CA 15</b> Participate in a variety of dramatic play activities</p>	<p><b>III. Creative Representation</b> K. Pretending</p>

<p><b>CA 16</b> Show creativity and imagination in using materials and in assuming different roles in pretend play situations</p>	<p><b>III. Creative Representation</b> K. Pretending</p>
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<p><b>Emotional and Social Development</b></p>	
<p><b>Self-Concept</b></p> <p><b>ES 1</b> Develop and express a positive awareness of self in terms of specific abilities, characteristics, and preferences</p> <p><b>ES 2</b> Develop increasing independence in a range of activities, routines, and tasks</p> <p><b>ES 3</b> Demonstrate satisfaction when completing a task or solving a problem</p>	<p><b>I. Initiative</b> A. Making choices and plans</p> <p><b>I. Initiative</b> A. Making choices and plans C. Initiating play</p> <p><b>II. Social Relations</b> H. Understanding and expressing feelings</p>

<p><b>Self-Control</b></p> <p><b>ES 5</b> Express feelings, needs, and opinions appropriately without harming themselves, others, or property</p> <p><b>ES 9</b> Attempt to solve a problem in a positive manner</p>	<p><b>II. Social Relations</b> H. Understanding and expressing feelings</p> <p><b>I. Initiative</b> B. Solving problems with materials</p> <p><b>II. Social Relations</b> G. Resolving interpersonal conflict</p>
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<p><b>Cooperation</b></p> <p><b>ES 10</b> Begin to use compromise, negotiation, and discussion in working, playing and resolving conflicts with peers</p> <p><b>ES 11</b> Begin to demonstrate the ability to give and take during peer interactions by helping, sharing, and discussing</p>	<p><b>II. Social Relations</b> G. Resolving interpersonal conflict</p> <p><b>II. Social Relations</b> G. Resolving interpersonal conflict</p>
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<p><b>Social Relationships</b></p> <p><b>ES 14</b> Accept guidance and directions from a range of familiar adults</p> <p><b>ES 15</b> Show ability to develop friendships with peers</p> <p><b>ES 16</b> Express empathy and care for others</p>	<p><b>II. Social Relations</b> E. Relating to adults</p> <p><b>II. Social Relations</b> F. Relating to other children</p> <p><b>II. Social Relations</b> H. Understanding and expressing feelings</p>
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**Delaware Early Learning Foundations**

**Preschool COR**

<p><b>ES 17</b> Feel secure and comfortable communicating with familiar adults</p>	<p><b>II. Social Relations</b> E. Relating to adults</p>
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<p><b>Approaches to Learning</b></p>	
<p><b>Initiative and Curiosity</b></p> <p><b>AL 1</b> Participate in a variety of tasks and activities using all five senses</p> <p><b>AL 2</b> Make independent choices within the limits set by adults</p> <p><b>AL 4</b> Show eagerness and curiosity to learn about and discuss a variety of topics, ideas, and tasks</p>	<p><b>I. Initiative</b> C. Initiating play</p> <p><b>I. Initiative</b> A. Making choices and plans</p> <p><b>I. Initiative</b> A. Making choices and plans C. Initiating play</p>

<p><b>Engagement and Persistence</b></p> <p><b>AL 6</b> Begin to develop a plan for play and follow through</p> <p><b>AL 7</b> Begin to develop the ability to concentrate despite distractions and interruptions</p>	<p><b>I. Initiative</b> A. Making choices and plans</p> <p><b>I. Initiative</b> B. Solving problems with materials</p>
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<p><b>Reasoning and Problem Solving</b></p> <p><b>AL 9</b> Begin to develop the ability to recognize and solve problems through active exploration, including trial and error and interactions and discussions with peers and adults</p> <p><b>AL 10</b> Develop the ability to classify, compare and contrast objects, events, and experiences</p> <p><b>AL 11</b> Demonstrate the ability to sequence events</p>	<p><b>I. Initiative</b> B. Solving problems with materials</p> <p><b>II. Social Relations</b> G. Resolving interpersonal conflict</p> <p><b>VI. Mathematics and Science</b> AA. Comparing properties</p> <p><b>VI. Mathematics and Science</b> DD. Identifying sequence, change, and causality</p>
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<p><b>Physical Health and Development</b></p>	
<p><b>Fine Motor Skills</b></p> <p><b>PHD 1</b> Develop strength, dexterity and control needed to use tools and materials such as scissors, paper punch, stapler, hammer, play dough, and other manipulative materials</p> <p><b>PHD 2</b> Develop hand-eye coordination in building with blocks, putting together puzzles, reproducing shapes and patterns, stringing beads, and using scissors</p>	<p><b>III. Creative Representation</b> I. Making and building models J. Drawing and painting pictures</p> <p><b>III. Creative Representation</b> I. Making and building models</p>

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**Preschool COR**

<p><b>PHD 3</b> Show beginning control in the use of writing, drawing, and art tools including pencils, markers, chalk, paint brushes, and various types of technology</p>	<p><b>III. Creative Representation</b> J. Drawing and painting pictures</p> <p><b>V. Language and Literacy</b> X. Writing</p>
<p><b>Gross Motor Skills</b></p> <p><b>PHD 4</b> Develop an awareness of their body, control and balance in walking, climbing, running, jumping, hopping, skipping, marching, galloping, riding a tricycle, and creative movement</p> <p><b>PHD 5</b> Develop the ability to coordinate movements in throwing, catching, kicking, bouncing balls, and using the slide and swing</p>	<p><b>IV. Movement and Music</b> L. Moving in various ways M. Moving with objects</p> <p><b>IV. Movement and Music</b> M. Moving with objects</p>
<p><b>Health Status and Practices</b></p> <p><b>PHD 7</b> Participate actively in play, outdoor activities, and forms of exercise that enhance physical fitness</p> <p><b>PHD 8</b> Begin to show growing awareness of nutrition and independence in hygiene, nutrition and personal care when eating, dressing, washing hands, brushing teeth and toileting</p>	<p><b>IV. Movement and Music</b> L. Moving in various ways M. Moving with objects</p> <p><b>I. Initiative</b> D. Taking care of personal needs</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*