

Alignment of the Florida Voluntary Prekindergarten Education Standards (VPK) With HighScope's Preschool Child Observation Record (COR), 2nd edition

The following chart shows how items from the **Florida Voluntary Prekindergarten Education Standards** (revised 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.

Florida Education Standards

Preschool COR

<i>I. Physical Health</i>	
A. Physical Health A.4. Performs oral hygiene routines	<i>I. Initiative</i> D. Taking care of personal needs
B. Knowledge of Wellness B.3. Participates in physical fitness activities B.5. Performs some self-care tasks independently	<i>IV. Movement and Music</i> L. Moving in various ways M. Moving with objects <i>I. Initiative</i> D. Taking care of personal needs
<i>II. Approaches to Learning</i>	
A. Eagerness and Curiosity A.1. Shows eagerness and curiosity as a learner	<i>I. Initiative</i> C. Initiating play
B. Persistence B.1. Attends to tasks and seeks help when encountering a problem	<i>I. Initiative</i> B. Solving problems with materials C. Initiating play
C. Creativity and Inventiveness C.1. Approaches tasks with flexibility and inventiveness	<i>I. Initiative</i> C. Initiating play
D. Planning and Reflection D.1. Shows some planning and reflection	<i>I. Initiative</i> A. Making choices and plans
<i>III. Social and Emotional Development</i>	
A. Self-Concept A.2. Shows some self-direction	<i>I. Initiative</i> A. Making choices and plans
C. Relationships with Adults C.1. Interacts easily with familiar adults	<i>II. Social Relations</i> E. Relating to adults

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<p>C.2. Seeks adult assistance appropriately</p>	<p>I. Initiative B. Solving problems with materials II. Social Relations E. Relating to adults G. Resolving interpersonal conflict</p>
<p>D. Relationships with Peers</p> <p>D.1. Interacts easily with one or more children</p> <p>D.2. Develops special friendships</p> <p>D.4. Shows empathy and caring for others</p>	<p>I. Initiative C. Initiating play II. Social Relations F. Relating to other children</p> <p>II. Social Relations F. Relating to other children</p> <p>II. Social Relations H. Understanding and expressing feelings</p>
<p>E. Social Problem-Solving</p> <p>E.1. Seeks adult help when needed to resolve conflicts</p>	<p>II. Social Relations G. Resolving interpersonal conflict</p>
<p>IV. Language and Communication</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 S. Using complex patterns of speech</p> <p>V. Language and Literacy R. Using vocabulary</p> <p>V. Language and Literacy R. Using vocabulary</p>
<p>A. Listening</p> <p>A.1. Gains meaning by listening</p> <p>A.2. Follows two- and three-step directions</p>	
<p>B. Speaking</p> <p>B.1. Speaks clearly enough to be understood without contextual clues</p>	
<p>C. Vocabulary</p> <p>C.1. Shows an understanding of words and their meanings</p> <p>C.2. Uses an expanded vocabulary to describe many objects, actions, and events</p>	<p>V. Language and Literacy R. Using vocabulary</p> <p>V. Language and Literacy R. Using vocabulary</p>

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<p>D. Sentences and Structure</p> <p>D.1. Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences</p> <p>D.2. Connects phrases and sentences to build ideas</p>	<p>V. Language and Literacy</p> <p>Q. Listening to and understanding speech S. Using complex patterns of speech</p> <p>V. Language and Literacy</p> <p>S. Using complex patterns of speech</p>
<p>E. Conversation</p> <p>E.1. Uses language to express needs and feelings, share experiences, predict outcomes and resolve problems</p> <p>E.2. Initiates, ask questions, and responds to adults and peers in a variety of settings</p> <p>E.3. Uses appropriate language and style for context</p>	<p>II. Social Relations</p> <p>H. Understanding and expressing feelings</p> <p>V. Language and Literacy</p> <p>Q. Listening to and understanding speech</p> <p>V. Language and Literacy</p> <p>Q. Listening to and understanding speech</p> <p>V. Language and Literacy</p> <p>Q. Listening to and understanding speech S. Using complex patterns of speech</p>
<p>V. Emergent Literacy</p> <p>A. Emergent Reading</p> <p>A.1. Shows motivation for reading</p> <p>A.2. Shows age-appropriate phonological awareness</p> <p>A.3. Shows alphabetic knowledge</p> <p>A.4. Shows understanding of text read aloud</p>	<p>V. Language and Literacy</p> <p>U. Demonstrating knowledge about books W. Reading</p> <p>V. Language and Literacy</p> <p>T. Showing awareness of sounds in words</p> <p>V. Language and Literacy</p> <p>V. Using letter names and sounds</p> <p>V. Language and Literacy</p> <p>U. Demonstrating knowledge about books</p>
<p>B. Emergent Writing</p> <p>B.1. Shows motivation to engage in written expression</p> <p>B.2. Uses letter-like shapes, symbols, and letters to convey meaning</p> <p>B.3. Demonstrates age-appropriate ability to write letters</p>	<p>V. Language and Literacy</p> <p>X. Writing</p> <p>V. Language and Literacy</p> <p>X. Writing</p> <p>V. Language and Literacy</p> <p>X. Writing</p>

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<p>VI. Mathematical and Scientific Thinking</p> <p>A. Mathematical Thinking</p> <p>A(a). Number Sense</p> <p>A(a).1. Demonstrates understanding of one-to-one correspondence</p> <p>A(a).2. Shows understanding of how to count and construct sets</p> <p>A(a).3. Shows understanding by participating in the comparison of quantities</p> <p>A(a).5. Counts and knows the sequence of number names (spoken)</p>	<p>VI. Mathematics and Science BB. Counting</p> <p>VI. Mathematics and Science BB. Counting</p> <p>VI. Mathematics and Science AA. Comparing properties BB. Counting</p> <p>VI. Mathematics and Science BB. Counting</p>
<p>A(b). Number and Operations</p> <p>A(b).1. Shows understanding of how to combine sets and remove from a concrete set of objects (receptive knowledge)</p> <p>A(b).2. Shows understanding of addition and subtraction using a concrete set of objects (expressive knowledge) or story problems found in everyday classroom activities</p>	<p>VI. Mathematics and Science AA. Comparing properties</p> <p>I. Initiative B. Solving problems with materials</p>
<p>A(c). Patterns and Seriation</p> <p>A(c).1. Recognizes patterns and non-patterns (e.g., red/blue, red/blue vs. rainbow)</p> <p>A(c).2. Duplicates identical patterns with at least two elements</p> <p>A(c).3. Recognizes pattern units (e.g., red/blue, dog/cat; red/blue/yellow, dog/cat/cow)</p> <p>A(c).4. Orders, compares, and describes objects according to a single attribute (seriation)</p>	<p>VI. Mathematics and Science Z. Identifying patterns</p> <p>VI. Mathematics and Science Z. Identifying patterns</p> <p>VI. Mathematics and Science Z. Identifying patterns</p> <p>VI. Mathematics and Science Z. Identifying patterns</p>
<p>A(d). Geometry</p> <p>A(d).1. Understands various two-dimensional shapes, including circle, triangle, square, rectangle, oval, and other less common shapes (e.g., trapezoid)</p>	<p>VI. Mathematics and Science EE. Identifying materials and properties</p>

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<p>A(d).3. Understands various three-dimensional shapes, including sphere, cube, cone, and other less common shapes (e.g., cylinder, pyramid)</p>	<p>VI. Mathematics and Science EE. Identifying materials and properties</p>
<p>A(e). Spatial Relations</p> <p>A(e).1. Shows understanding of and uses several positional words (e.g., above, below, next to, beside, on top of, inside, outside)</p> <p>A(e).2. Describes relative position from different perspectives (e.g., “I am on top of the climber and you are below me.”)</p> <p>A(e).4. Uses directions to move through space and fine places in space (e.g., obstacle courses, Simon Says, Mother May I?, hop scotch, giving simple directions)</p>	<p>VI. Mathematics and Science CC. Identifying position and direction</p> <p>VI. Mathematics and Science CC. Identifying position and direction</p> <p>VI. Mathematics and Science CC. Identifying position and direction</p>
<p>A(f). Measurement</p> <p>A(f).1. Compares continuous quantities using length, weight, and height</p>	<p>VI. Mathematics and Science AA. Comparing properties</p>
<p>B. Scientific Thinking</p> <p>B(a). Inquiry</p> <p>B(a).3. Makes comparisons among objects</p>	<p>VI. Mathematics and Science AA. Comparing properties</p>
<p>VII. Social Studies and The Arts</p> <p>A. Social Studies</p> <p>A(d). People and Where They Live</p> <p>A(d).1. Describes the location of things in the environment</p> <p>A(d).2. Shows awareness of the environment</p>	<p>VI. Mathematics and Science CC. Identifying position and direction</p> <p>VI. Mathematics and Science FF. Identifying natural and living things</p>
<p>B. The Arts</p> <p>B(a). Expression and Representation</p> <p>B(a).1. Uses a variety of art materials for tactile experience and exploration</p>	<p>III. Creative Representation</p> <p>I. Making and building models</p> <p>J. Drawing and painting pictures</p>

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<p>B(a).2. Participates in group music experiences</p> <p>B(a).3. Participates in creative movement, dance, and drama</p>	<p>IV. Movement and Music</p> <ul style="list-style-type: none"> N. Feeling and expressing steady beat O. Moving to music P. Singing <p>III. Creative Representation</p> <ul style="list-style-type: none"> K. Pretending <p>IV. Movement and Music</p> <ul style="list-style-type: none"> N. Feeling and expressing steady beat O. Moving to music
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<p>VIII. Motor Development</p>	
<p>A. Gross Motor Development</p> <ul style="list-style-type: none"> A.1. Moves with balance and control A.2. Coordinates movements to perform simple tasks 	<p>IV. Movement and Music</p> <ul style="list-style-type: none"> L. Moving in various ways <p>IV. Movement and Music</p> <ul style="list-style-type: none"> L. Moving in various ways M. Moving with objects

<p>B. Fine Motor Development</p> <ul style="list-style-type: none"> B.3. Shows beginning control of writing, drawing, and art tools 	<p>III. Creative Representation</p> <ul style="list-style-type: none"> J. Drawing and painting pictures <p>V. Language and Literacy</p> <ul style="list-style-type: none"> X. Writing
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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*