

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

The following chart shows how items from the **Iowa Early Learning Standards** (revised 2006) 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.

Iowa Early Learning Standards

Preschool COR

Area 7 Physical Well-Being and Motor Development	
<p>7.2 Play and Senses</p> <p>1. Participates in a variety of indoor and outdoor play activities that increase strength, endurance, and flexibility.</p> <p>2. Uses sights, smells, sounds, textures, and tastes to discriminate between, explore, and experience activities and materials.</p>	<p>IV. Movement and Music</p> <p>L. Moving in various ways</p> <p>M. Moving with objects</p> <p>I. Initiative</p> <p>C. Initiating play</p>
<p>7.3 Large Motor Development</p> <p>1. Shows control and balance in locomotor skills, such as walking, running, jumping, hopping, marching, galloping, and skipping.</p> <p>2. Shows abilities to coordinate movements with balls, such as throwing, kicking, catching, and bouncing.</p>	<p>IV. Movement and Music</p> <p>L. Moving in various ways</p> <p>IV. Movement and Music</p> <p>M. Moving with objects</p>
<p>7.4 Fine Motor Development</p> <p>1. Uses hand-eye coordination to perform self-help and fine-motor tasks with a variety of manipulative materials.</p> <p>2. Shows increased skills in using scissors and writing tools for various learning activities.</p>	<p>I. Initiative</p> <p>D. Taking care of personal needs</p> <p>III. Creative Representation</p> <p>I. Making and building models</p> <p>III. Creative Representation</p> <p>J. Drawing and painting pictures</p>
Area 8 Approaches to Learning	
<p>8.1 Curiosity and Initiative</p> <p>1. Explores and experiences activities and ideas with eagerness, flexibility, imagination, independence, and inventiveness.</p> <p>2. Chooses to explore a variety of activities and experiences with a willingness to try new challenges.</p>	<p>I. Initiative</p> <p>C. Initiating play</p> <p>I. Initiative</p> <p>A. Making choices and plans</p>
<p>8.2 Engagement and Persistence</p> <p>1. Persists in and completes a variety of both caregiver-directed and self-initiated tasks, activities, projects, and experiences.</p>	<p>I. Initiative</p> <p>B. Solving problems with materials</p>

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<p>8.3 Problem Solving</p> <ol style="list-style-type: none"> Shows interest in and finds a variety of solutions to questions, tasks, or problems. Recognizes and solves problems through active exploration, including trial and error, and through interactions and discussions with peers and caregivers. 	<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>Area 9 Social and Emotional Development</p>	
<p>9.1 Self</p> <ol style="list-style-type: none"> Expresses needs, wants, and feelings in socially appropriate ways. Shows increasing confidence and independence in a variety of tasks and routines, expresses pride in accomplishments. 	<p>II. Social Relations H. Understanding and expressing feelings</p> <p>II. Social Relations H. Understanding and expressing feelings</p>
<p>9.2 Self-Regulation</p> <ol style="list-style-type: none"> States feelings, needs, and opinions in difficult situations without harming self, others, or property. 	<p>II. Social Relations G. Resolving interpersonal conflict H. Understanding and expressing feelings</p>
<p>9.3 Relationships with Caregivers</p> <ol style="list-style-type: none"> Interacts comfortably with a range of familiar caregivers. Accepts guidance, comfort, and directions from a range of familiar caregivers. Shows trust in familiar caregivers. Seeks help as needed from familiar caregivers. 	<p>II. Social Relations E. Relating to adults</p> <p>II. Social Relations E. Relating to adults</p> <p>II. Social Relations E. Relating to adults</p> <p>I. Initiative B. Solving problems with materials</p> <p>II. Social Relations G. Resolving interpersonal conflict</p>
<p>9.4 Peer Interactions</p> <ol style="list-style-type: none"> Sustains interactions with peers. Develops friendships with other peers. Negotiates with others to resolve disagreements. 	<p>II. Social Relations F. Relating to other children</p> <p>II. Social Relations F. Relating to other children</p> <p>II. Social Relations G. Resolving interpersonal conflict</p>

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Area 10 Communication, Language, and Literacy	
<p>10.1 Language Understanding and Use</p> <p>1. Shows a steady increase in listening and speaking vocabulary.</p> <p>2. Initiates, listens, and responds appropriately in conversations with peers and caregivers.</p> <p>3. Speaks in sentences of increasing length and grammatical complexity.</p> <p>4. Follows simple oral directions that involve several actions.</p>	<p>V. Language and Literacy Q. Listening to and understanding speech R. Using vocabulary</p> <p>V. Language and Literacy Q. Listening to and understanding 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</p>
<p>10.2 Early Literacy</p> <p>1. Shows an interest and enjoyment in listening to books and attempts to read familiar books.</p> <p>2. Displays book handling knowledge (turning the book right side up, using left to right sweep, turning one page at a time, recognizing familiar books by cover).</p> <p>3. Shows an awareness of environmental print.</p> <p>4. Identifies some alphabet letters by their shapes, especially those in his/her own name.</p> <p>5. Recognizes the printed form of his/her name in a variety of contexts.</p> <p>6. Demonstrates comprehension of a book.</p> <p>7. Demonstrates awareness that language is made up of words, parts of words, and sounds in words.</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 W. Reading</p> <p>V. Language and Literacy V. Using letter names and sounds</p> <p>V. Language and Literacy W. Reading</p> <p>V. Language and Literacy U. Demonstrating knowledge about books</p> <p>V. Language and Literacy V. Using letter names and sounds W. Reading</p>
<p>10.3 Early Writing</p> <p>1. Attempts to communicate with others using scribbles, shapes, pictures, and/or letters to write.</p>	<p>V. Language and Literacy X. Writing</p>

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<p>2. Experiments with a variety of writing tools (pencils, crayons, brushes, chalk) and materials.</p> <p>3. Tells others about intended meaning of drawings and writing.</p>	<p>III. Creative Representation J. Drawing and painting pictures</p> <p>V. Language and Literacy X. Writing</p> <p>III. Creative Representation J. Drawing and painting pictures</p> <p>V. Language and Literacy X. Writing</p>
<p>Area 11 Mathematics and Science</p> <p>11.1 Comparison and Number</p> <p>1. Shows recognition and naming of numerals (1, 2, 3).</p> <p>2. Counts objects, matching numbers one-to-one with objects.</p> <p>3. Uses language such as <i>more</i> or <i>less</i> to compare quantities.</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</p>
<p>11.2 Patterns</p> <p>1. Shows skills in recognizing and creating some patterns.</p> <p>2. Predicts what comes next in a pattern.</p>	<p>VI. Mathematics and Science Z. Identifying patterns</p> <p>VI. Mathematics and Science Z. Identifying patterns</p>
<p>11.3 Shapes and Spatial Relationships</p> <p>1. Demonstrates understanding of spatial words such as up, down, over, under, top, bottom, inside, outside, in front, and behind.</p> <p>2. Shows more recognition for some simple shapes.</p> <p>3. Notices similarities and differences among shapes.</p> <p>4. Notices how shapes fit together to form other shapes.</p>	<p>VI. Mathematics and Science CC. Identifying position and direction</p> <p>VI. Mathematics and Science EE. Identifying material and properties</p> <p>VI. Mathematics and Science AA. Comparing properties</p> <p>VI. Mathematics and Science EE. Identifying material and properties</p>

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<p>11.4 Scientific Reasoning</p> <ol style="list-style-type: none">1. Shows curiosity about living and non-living things.2. Notices, describes, and predicts changes in the environment.3. Shows respect for living things.	<p>VI. Mathematics and Science FF. Identifying natural and living things</p> <p>VI. Mathematics and Science FF. Identifying natural and living things</p> <p>VI. Mathematics and Science FF. Identifying natural and living things</p>
<p>11.5 Scientific Problem Solving</p> <ol style="list-style-type: none">1. Uses his/her senses and variety of strategies to solve problems.2. Invents strategies to figure out answers to problems.3. When unsuccessful at solving problems, experiments and adapts strategies.	<p>I. Initiative B. Solving problems with materials</p> <p>I. Initiative B. Solving problems with materials</p> <p>I. Initiative B. Solving problems with materials</p>
<p>11.6 Measurement</p> <ol style="list-style-type: none">1. Sorts, classifies, and puts objects in series, using a variety of properties.2. Makes comparisons among several objects based on one or more attributes (length, size, weight) and using words such as shorter, taller, bigger, smaller, heavier, lighter.	<p>VI. Mathematics and Science Y. Sorting objects</p> <p>VI. Mathematics and Science AA. Comparing properties</p>
<p>Area 12 Creative Arts</p>	
<p>12.1 Art</p> <ol style="list-style-type: none">1. Uses a variety of two- and three-dimensional media (drawing materials, paint, clay, wood, markers) to create original works, form, and meaning.	<p>III. Creative Representation</p> <ol style="list-style-type: none">I. Making and building modelsJ. Drawing and painting pictures
<p>12.2 Music, Rhythm, and Movement</p> <ol style="list-style-type: none">1. Participates in a variety of musical and rhythmic experiences, including singing, listening, and finger-plays.	<p>IV. Movement and Music</p> <ol style="list-style-type: none">N. Feeling and expressing steady beatO. Moving to musicP. Singing <p>V. Language and Literacy</p> <ol style="list-style-type: none">T. Showing awareness of sounds in words

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12.3 Dramatic Play

1. Shows creativity and imagination to use materials and assume different roles in dramatic play situations.
2. Interacts with peers in dramatic play activities that become more extended and complex.

III. Creative Representation

K. Pretending

III. Creative Representation

K. Pretending

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*