

Alignment of Kentucky’s Early Childhood Standards With HighScope’s Preschool Child Observation Record (COR), 2nd edition

The following chart shows how items from **Kentucky’s Early Childhood Standards** (revised 2009) 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>Arts and Humanities</p> <p>Arts and Humanities Standard 1: Participates and shows interest in a variety of visual art, dance, music, and drama experiences.</p> <p>Benchmark 1.1: Develops skills in and appreciation of visual arts.</p> <p>Uses a variety of media and materials for exploration (e.g., paint, glue, three-dimensional materials, technology, etc.).</p> <p>Uses a variety of art forms, elements and materials for representing people, places, and things in the environment.</p>	<p>III. Creative Representation</p> <ul style="list-style-type: none"> I. Making and building models J. Drawing and painting pictures <p>III. Creative Representation</p> <ul style="list-style-type: none"> I. Making and building models J. Drawing and painting pictures
<p>Benchmark 1.2: Develops skills in and appreciation of dance.</p> <p>Explores various ways of moving with or without music.</p> <p>Performs simple patterns of dance while exploring with the element of beat.</p> <p>Describes movement after participating in or watching others perform games or songs.</p>	<p>IV. Movement and Music</p> <ul style="list-style-type: none"> L. Moving in various ways M. Moving with objects O. Moving to music <p>IV. Movement and Music</p> <ul style="list-style-type: none"> N. Feeling and expressing steady beat <p>IV. Movement and Music</p> <ul style="list-style-type: none"> L. Moving in various ways O. Moving to music
<p>Benchmark 1.3: Develops skills in and appreciation of music.</p> <p>Explores various forms of musical expression through his/her senses.</p> <p>Uses fingerplays and/or songs to experiment with beat and time.</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>IV. Movement and Music</p> <ul style="list-style-type: none"> N. Feeling and expressing steady beat
<p>Benchmark 1.4: Develops skills in and appreciation of drama.</p> <p>Uses a variety of actions or sounds to explore drama.</p> <p>Performs simple elements of drama (e.g. audience, actors, stage, etc.).</p>	<p>III. Creative Representation</p> <ul style="list-style-type: none"> K. Pretending <p>III. Creative Representation</p> <ul style="list-style-type: none"> K. Pretending

<i>English/Language Arts</i>	
<p>English/Language Arts Standard 1: Demonstrates general skills and strategies of the communication process.</p> <p>Benchmark 1.1: Uses non-verbal communication for a variety of purposes.</p> <p>Identifies or chooses object or person by pointing, physically touching or moving toward another.</p> <p>Uses gestures and/or movements to initiate interactions or to get needs met.</p> <p>Uses symbols or pictures as representation for oral language.</p>	<p>I. Initiative A. Making choices or plans</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>III. Creative Representation J. Drawing or painting pictures</p> <p>V. Using letter names and sounds X. Writing</p>
<p>Benchmark 1.2: Uses language (verbal, signed, symbolic) for a variety of purposes.</p> <p>Initiates communication to have needs met.</p> <p>Responds meaningfully in conversations and discussions with peers and adults.</p> <p>Uses words, signs, and/or symbols to effectively express feelings and thoughts, describe experiences, interact with others, and/or communicate needs.</p>	<p>II. Social Relations E. Relating to adults F. Relating to other children</p> <p>II. Social Relations E. Relating to adults F. Relating to other children</p> <p>V. Language and Literacy Q. Listening to and understanding speech</p> <p>II. Social Relations H. Understanding and expressing feelings</p>
<p>Benchmark 1.3: Communicates with increasing clarity and use of conventional grammar.</p> <p>Uses simple sentences to express self, but may not always use correct grammar.</p> <p>Uses more complex sentences, but grammar is still sometimes incorrect.</p> <p>Uses complex sentences with correct grammar.</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>V. Language and Literacy S. Using complex patterns of speech</p>

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<p>English/Language Arts Standard 2: <i>Demonstrates general skills and strategies of the listening and observing process.</i></p> <p>Benchmark 2.1: Engages in active listening in a variety of situations.</p> <p>Attends to adult or peer who is speaking/signing.</p> <p>Follows simple directions.</p> <p>Gains information through listening experiences.</p> <p>Uses listening to interpret and apply meaning.</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 Q. Listening to and understanding speech</p> <p>V. Language and Literacy Q. Listening to and understanding speech</p>
<p>Benchmark 2.2: Observes to gain information and understanding.</p> <p>Makes comparisons through everyday experiences and play.</p>	<p>VI. Mathematics and Science AA. Comparing properties</p>
<p>English/Language Arts Standard 3: <i>Demonstrates general skills and strategies of the reading process.</i></p> <p>Benchmark 3.1: Listens to and/or responds to reading materials with interest and enjoyment.</p> <p>Participates actively in story time.</p> <p>Chooses reading activities.</p> <p>Responds to reading activities with interest and enjoyment.</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>
<p>Benchmark 3.2: Shows interest and understanding of the basic concepts and conventions of print.</p> <p>Handles books correctly, showing increasing skills in print directionality.</p> <p>Understands that print has meaning.</p>	<p>V. Language and Literacy U. Demonstrating knowledge about books</p> <p>V. Language and Literacy U. Demonstrating knowledge about books</p>
<p>Benchmark 3.3: Demonstrates knowledge of the alphabet.</p> <p>Recognizes some letters of the alphabet.</p>	<p>V. Language and Literacy V. Using letter names and sounds</p>

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<p>Recognizes some letters and words in print.</p> <p>Identifies some known letters of the alphabet in familiar and unfamiliar words.</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>Benchmark 3.4: Demonstrates emergent phonemic/phonological awareness.</p> <p>Recognizes rhyming words.</p> <p>Recognizes sounds that match.</p> <p>Produces a rhyming word.</p> <p>Makes some letter-sound connections.</p> <p>Identifies some beginning sounds.</p>	<p>V. Language and Literacy T. Showing awareness of sounds in words</p> <p>V. Language and Literacy T. Showing awareness of sounds in words</p> <p>V. Language and Literacy T. Showing awareness of sounds in words</p> <p>V. Language and Literacy T. Showing awareness of sounds in words V. Using letter names and sounds</p> <p>V. Language and Literacy T. Showing awareness of sounds in words V. Using letter names and sounds</p>
<p>Benchmark 3.5: Draws meaning from pictures, print, and text.</p> <p>Names features of a picture.</p> <p>Uses illustrations to tell major events of a story.</p> <p>Understands that text has a specific meaning.</p>	<p>III. Creative Representation J. Drawing and painting pictures</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 R. Using vocabulary</p>
<p>Benchmark 3.6: Tells and retells a story.</p> <p>Imitates act of reading in play.</p> <p>Uses pictures and illustrations to tell and retell a story.</p>	<p>V. Language and Literacy W. Reading</p> <p>V. Language and Literacy U. Demonstrating knowledge about books</p>
<p>English/Language Arts Standard 4: Demonstrates competence in the beginning skills and strategies of the writing process.</p>	

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<p>Benchmark 4.2: Produces marks, pictures, and symbols that represent print and ideas.</p> <p>Labels pictures or produces simple texts using scribble writing.</p> <p>Labels pictures or produces simple texts using letter-like forms.</p> <p>Uses scribble writing or letter-like forms to represent words or ideas.</p> <p>Writes recognizable letters.</p> <p>Writes familiar words.</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> <p>V. Language and Literacy X. Writing</p> <p>V. Language and Literacy X. Writing</p>
<p>Benchmark 4.3: Explores the physical aspect of writing.</p> <p>Uses tools for writing and drawing.</p> <p>Experiments with grasp when using a variety of writing tools.</p> <p>Shows some evidence of directionality (top to bottom, left to right).</p>	<p>III. Creative Representation J. Drawing and painting pictures</p> <p>III. Creative Representation J. Drawing and painting pictures</p> <p>V. Language and Literacy X. Writing</p>
<p>Health Education</p> <p>Health/Mental Wellness Standard 1: Demonstrates health/mental wellness in individual and cooperative social environments.</p> <p>Benchmark 1.1: Demonstrates independent behavior.</p> <p>Follows routines independently.</p> <p>Takes care of personal health/safety needs with adult support as needed.</p> <p>Uses materials in a self-directed manner.</p>	<p>I. Initiative D. Taking care of personal needs</p> <p>I. Initiative D. Taking care of personal needs</p> <p>I. Initiative C. Initiating play</p> <p>III. Creative Representation I. Making and building models J. Drawing and painting pictures</p>

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<p>Benchmark 1.2: Shows social cooperation.</p> <p>Plays in groups or pairs based on similar interest.</p> <p>Makes and maintains a friendship with at least one other child.</p> <p>Can identify feelings, likes and dislikes, but may not be able to explain why.</p> <p>Communicates emotions to peers in an appropriate manner.</p>	<p>I. Initiative C. Initiating play</p> <p>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>II. Social Relations H. Understanding and expressing feelings</p>
<p>Benchmarking 1.3: Applies social problem solving skills.</p> <p>Uses simple strategies to appropriately solve problems by self and within a group.</p> <p>Uses multiple strategies to solve problems.</p> <p>Provides simple but acceptable reasons for ideas in solving problems.</p> <p>Asks for help from other sources when solving social and/or cognitive problems.</p>	<p>I. Initiative B. Solving problems with materials</p> <p>II. Social Relations G. Resolving interpersonal conflict</p> <p>I. Initiative B. Solving problems with materials</p> <p>II. Social Relations G. Resolving interpersonal conflict</p> <p>I. Initiative B. Solving problems with materials</p> <p>II. Social Relations G. Resolving interpersonal conflict</p> <p>II. Social Relations G. Resolving interpersonal conflict</p>
<p>Benchmarking 1.4: Shows a sense of purpose (future-hopefulness).</p> <p>Accepts setbacks without giving up.</p> <p>Sets short term goals.</p>	<p>I. Initiative B. Solving problems with materials</p> <p>I. Initiative A. Making choices and plans</p>
<p>Mathematics</p> <p>Math Standard 1: Demonstrates general skills and uses concepts of mathematics.</p> <p>Benchmarking 1.1: Demonstrates an understanding of numbers and counting.</p>	

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<p>Imitates rote counting using the names of the numbers.</p> <p>Counts in sequence to 5 and beyond.</p> <p>Arranges sets of objects in one-to-one correspondence.</p> <p>Counts concrete objects to 5 and beyond.</p> <p>Uses math language to express quantity in everyday experiences.</p> <p>Compares concrete quantities to determine which has more.</p> <p>Realizes that the last number counted is the total amount of objects.</p> <p>Recognizes some numerals and associates number concepts with print materials in a meaningful way.</p> <p>Names and writes some numerals.</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> <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>VI. Mathematics and Science BB. Counting</p> <p>VI. Mathematics and Science BB. Counting</p>
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<p>Benchmarking 1.2: Recognizes and describes shapes and spatial relationships.</p> <p>Recognizes some basic shapes.</p> <p>Creates and duplicates shapes.</p> <p>Identifies shapes.</p> <p>Recognizes parts of a whole.</p> <p>Recognizes the position of objects.</p> <p>Uses words that indicate directionality, order and position of objects.</p>	<p>VI. Mathematics and Science EE. Identifying materials and properties</p> <p>III. Creative Representation I. Making and building models</p> <p>VI. Mathematics and Science EE. Identifying materials and properties</p> <p>VI. Mathematics and Science EE. Identifying materials and properties</p> <p>VI. Mathematics and Science EE. Identifying materials and properties</p> <p>VI. Mathematics and Science CC. Identifying position and direction</p> <p>VI. Mathematics and Science CC. Identifying position and direction</p>
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<p>Benchmarking 1.3: Uses the attributes of objects for comparison and patterning.</p> <p>Sorts objects by one or more attribute.</p> <p>Describes objects by one or more attribute.</p> <p>Recognizes, duplicates, and extends simple patterns.</p> <p>Creates original patterns.</p>	<p>VI. Mathematics and Science Y. Sorting objects</p> <p>VI. Mathematics and Science EE. Identifying materials and properties</p> <p>VI. Mathematics and Science Z. Identifying patterns</p> <p>VI. Mathematics and Science Z. Identifying patterns</p>
<p>Benchmarking 1.4: Use nonstandard and/or standard units to measure and describe.</p> <p>Compares and orders by size.</p> <p>Uses tools to explore measuring.</p> <p>Explores, compares, and describes length, weight or volume using nonstandard units.</p> <p>Explores, compares, and describes length, weight or volume using standard units.</p> <p>Categorizes and sequences time intervals and uses language associated with time in everyday situations.</p>	<p>VI. Mathematics and Science Z. Identifying patterns</p> <p>VI. Mathematics and Science AA. Comparing properties</p> <p>VI. Mathematics and Science AA. Comparing properties</p> <p>VI. Mathematics and Science AA. Comparing properties</p> <p>VI. Mathematics and Science DD. Identifying sequence, change, and causality</p>
<p>Physical Education</p> <p>Physical Education Standard 1: Demonstrates basic gross and fine motor development.</p> <p>Benchmark 1.1: Performs a variety of locomotor skills with control and balance.</p> <p>Walks with skill.</p> <p>Runs with skill.</p> <p>Climbs, jumps, and/or hops with increased coordination, balance, and control.</p> <p>Experiments with galloping and skipping.</p>	<p>IV. Movement and Music M. Moving with objects</p> <p>IV. Movement and Music M. Moving with objects</p> <p>IV. Movement and Music M. Moving with objects</p> <p>IV. Movement and Music M. Moving with objects</p>

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<p>Benchmark 1.2: Performs a variety of non-locomotor skills with control and balance.</p> <p>Pushes, pulls, twists, turns, curls, balances and/or stretches with increased coordination and control.</p>	<p>IV. Movement and Music</p> <p>L. Moving in various ways</p>
<p>Benchmarking 1.3: Combines a sequence of several motor skills with control and balance.</p> <p>Walks up and down stairs with alternating steps.</p> <p>Explores a variety of movements.</p>	<p>IV. Movement and Music</p> <p>L. Moving in various ways</p> <p>IV. Movement and Music</p> <p>L. Moving in various ways</p> <p>M. Moving with objects</p>
<p>Benchmarking 1.4: Performs fine motor tasks using eye-hand coordination.</p> <p>Explores and manipulates objects in a variety of ways.</p> <p>Uses tools appropriately.</p> <p>Exhibits increasing strength and control.</p> <p>Performs tasks using more refined and dexterous motions.</p>	<p>III. Creative Representation</p> <p>I. Making and building models</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> <p>V. Language and Literacy</p> <p>X. Writing</p>
<p>Science</p> <p>Science Standard 1: Demonstrates scientific ways of thinking and working (with wonder and curiosity).</p> <p>Benchmark 1.1: Explores features of environment through manipulation.</p> <p>Describes objects in the environment using properties of objects.</p> <p>Describes objects in terms of similarities or differences.</p>	<p>VI. Mathematics and Science</p> <p>EE. Identifying materials and properties</p> <p>VI. Mathematics and Science</p> <p>AA. Comparing properties</p>
<p>Benchmark 1.2: Investigates simple scientific concepts.</p> <p>Identifies objects that influence or affect other objects.</p>	<p>VI. Mathematics and Science</p> <p>FF. Identifying natural and living things.</p>

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<p>Benchmark 1.3: Uses a variety of tools to explore the environment.</p> <p>Uses non-standard tools to explore the environment.</p> <p>Uses standard tools to explore the environment.</p>	<p>VI. Mathematics and Science AA. Comparing properties</p> <p>VI. Mathematics and Science AA. Comparing properties</p>
<p>Benchmarking 1.4: Collects, describes, and/or records information through a variety of means.</p> <p>Collects items with similar properties.</p> <p>Describes objects in terms of its properties.</p>	<p>VI. Mathematics and Science Y. Sorting objects</p> <p>VI. Mathematics and Science EE. identifying materials and properties</p>
<p>Social Studies</p> <p>Social Studies Standard 1: Demonstrates basic understanding of the world in which he/she lives.</p> <p>Benchmark 1.1: Differentiates between events that happen in the past, present, and future.</p> <p>Recalls information about the immediate past.</p> <p>Explores changes over time in environment by comparing pictures and hearing stories about the way something or someone looked in the past compared to now.</p> <p>Describes or represents a limited series of events in the correct sequence.</p>	<p>VI. Mathematics and Science DD. Identifying sequence, change, and causality</p> <p>VI. Mathematics and Science FF. Identifying natural and living things</p> <p>VI. Mathematics and Science DD. Identifying sequence, change, and causality</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*