

## **Alignment of the Maine Early Childhood Learning Guidelines With HighScope's Preschool Child Observation Record (COR), 2nd edition**

The following chart shows how items from the **Maine Early Childhood Learning Guidelines** (September 2005) 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.

<b>Personal and Social Development</b>	
<p><b>A) Self Control</b></p> <p>Seeks adult help when needed for emotional support</p> <p>Demonstrates increasing competency in recognizing own and others' emotions</p> <p>Demonstrates increasing competency in describing own and others' emotions</p> <p>Shows progress in expressing feelings, needs, and opinions in difficult situations and conflicts without harming themselves, others, or property</p>	<p><b>II. Social Relations</b> G. Resolving interpersonal conflict</p> <p><b>II. Social Relations</b> H. Understanding and expressing feelings</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 H. Understanding and expressing feelings</p>
<p><b>B) Self Concept</b></p> <p>Develops and communicates a growing awareness of self as having certain abilities, characteristics, preferences, and rights (e.g., makes choices during the day based on personal interests)</p> <p>Explores and experiments with new interests</p> <p>Develops a growing understanding of how own actions affect others</p> <p>Expresses pride in accomplishments</p>	<p><b>I. Initiative</b> A. Making choices and plans</p> <p><b>I. Initiative</b> C. Initiating play</p> <p><b>II. Social Relations</b> H. Understanding and expressing feelings</p> <p><b>II. Social Relations</b> H. Understanding and expressing feelings</p>
<p><b>C) Social Competence</b></p> <p>Demonstrates an understanding of and follows through with basic responsibilities (e.g., dressing, clean-up)</p> <p>Interacts appropriately with familiar adult(s)</p> <p>Interacts with one or more children</p> <p>Interacts respectfully and cooperatively with adults and peers</p>	<p><b>I. Initiative</b> D. Taking care of personal needs</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> E. Relating to adults F. Relating to other children</p>

<p>Increases abilities to participate successfully as a member of a group through sustaining interactions with peers (e.g., helping, sharing, and discussing)</p> <p>Listens with interest and understanding during conversations</p> <p>Shows increasing abilities to use compromise and discussion in play, and resolution of conflicts with peers</p>	<p><b>I. Initiative</b> C. Initiating play</p> <p><b>V. Language and Literacy</b> Q. Listening to and understanding speech</p> <p><b>II. Social Relations</b> G. Resolving interpersonal conflict</p>
--	---

<p><b>Approaches to Learning</b></p>	
<p><b>A) Initiative and Curiosity</b></p> <p>Finds more than one solution to a question, task, or problem</p> <p>Recognizes and solves problems through active exploration, including trial and error, and interactions and discussions with peers and adults</p> <p>Engages in individual or group activities that express real life experiences, ideas, knowledge, feelings, and fantasy</p> <p>Participates in an increasing variety of tasks and activities</p>	<p><b>I. Initiative</b> B. Solving problems with materials</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>III. Creative Representation</b> K. Pretending</p> <p><b>I. Initiative</b> C. Initiating play</p>

<p><b>B) Persistence and Reflection</b></p> <p>Persists in and completes an increasing variety of tasks, activities, projects, and experiences</p> <p>Sets goals, develops plans, and completes tasks</p> <p>Alters approach to tasks when initial approach does not work</p> <p>Recognizes and solves problems independently through trial and error and by interacting with peers and adults</p> <p>Seeks help appropriately from another child or an adult when encountering a problem</p>	<p><b>I. Initiative</b> B. Solving problems with materials</p> <p><b>I. Initiative</b> A. Making choices and plans</p> <p><b>I. Initiative</b> B. Solving problems with materials</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>I. Initiative</b> B. Solving problems with materials</p> <p><b>II. Social Relations</b> G. Resolving interpersonal conflict</p>
---	---

<p><b>Creative Arts</b></p> <p><b>Participating with increasing interest and enjoyment in a variety of music, movement, visual arts, drama activities (e.g., singing, finger plays, easel painting, and dramatic play)</b></p> <p>Moves in time to music</p> <p>Shows increasing ability in keeping/moving in time to different patterns of beat and rhythm in music</p> <p>Uses different art media and materials</p> <p>Progresses in abilities to create drawings, paintings, and other art creations that reflect more detail, creativity, and/or realism</p> <p>Identifies shapes, textures, and colors</p> <p>Tells about and/or role-plays characters from stories, people in own or imagined community, people and events from own or imagined experience</p> <p>Uses props to enhance role playing and dramatic play</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>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>VI. Mathematics and Science</b> EE. Identifying materials and properties</p> <p><b>III. Creative Representation</b> K. Pretending</p> <p><b>III. Creative Representation</b> K. Pretending</p>
---	--

<p><b>Early Language &amp; Literacy</b></p> <p><b>A) Communicating and Listening</b></p> <p>Asks and answers simple questions about self and family by using learned phrases and recalled vocabulary</p> <p>Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes</p> <p>Uses an increasingly complex and varied spoken vocabulary</p> <p>Progresses in listening to and understanding the English language while maintaining home language, when the two are not the same</p>	<p><b>V. Language and Literacy</b> Q. Listening to and understanding speech R. Using vocabulary</p> <p><b>II. Social Relations</b> H. Understanding and expressing feelings</p> <p><b>V. Language and Literacy</b> Q. Listening to and understanding speech</p> <p><b>V. Language and Literacy</b> R. Using vocabulary</p> <p><b>English Language Learners (ELLs)</b> HH. Listening and understanding [in English]</p>
---	--

<p>Demonstrates increased proficiency in home and English languages (English Language Learner)</p>	<p><b>English Language Learners (ELLs)</b> GG. Speaking and communicating [in English]</p>
<p><b>B) Book Knowledge and Appreciation</b></p> <p>Seeks out and enjoys experiences with pictures, books, and other print materials</p> <p>Handles and cares for books</p> <p>Listens to and communicates information about favorite books</p> <p>Knows to view one page at a time in sequence from front to back</p> <p>Incorporates some literacy activities into dramatic play</p>	<p><b>V. Language and Literacy</b> U. Demonstrating knowledge about books</p> <p><b>V. Language and Literacy</b> U. Demonstrating knowledge about books</p> <p><b>V. Language and Literacy</b> U. Demonstrating knowledge about books</p> <p><b>V. Language and Literacy</b> U. Demonstrating knowledge about books</p> <p><b>III. Creative Representation</b> K. Pretending</p>
<p><b>C) Comprehension</b></p> <p>Identifies objects from books</p> <p>Demonstrates understanding of basic plots of simple stories in a variety of ways (e.g., retelling, role play, illustrating, responding to questions)</p>	<p><b>V. Language and Literacy</b> U. Demonstrating knowledge about books</p> <p><b>V. Language and Literacy</b> U. Demonstrating knowledge about books</p>
<p><b>D) Sounds in Spoken Language</b></p> <p>Recites simple poems or nursery rhymes</p> <p>Develops an awareness of word sounds and rhythms of language</p> <p>Knows that different words can begin with the same sound</p> <p>Recognizes that sounds are associated with letters of the alphabet and that they form words</p> <p>Recognizes characteristic sounds and rhythms of language, including the relationship between sounds and letters</p>	<p><b>V. Language and Literacy</b> T. Showing awareness of sounds in words</p> <p><b>V. Language and Literacy</b> T. Showing awareness of sounds in words</p> <p><b>V. Language and Literacy</b> T. Showing awareness of sounds in words</p> <p><b>V. Language and Literacy</b> V. Using letter names and sounds</p> <p><b>V. Language and Literacy</b> V. Using letter names and sounds</p>

<p><b>E) Print Concepts</b></p> <p>Recognizes own written name</p> <p>Identifies some labels and signs</p> <p>Recognizes that letters are grouped to form words</p>	<p><b>V. Language and Literacy</b> W. Reading</p> <p><b>V. Language and Literacy</b> W. Reading</p> <p><b>V. Language and Literacy</b> X. Writing</p>
<p><b>F) Alphabet Knowledge</b></p> <p>Identifies some letters of the alphabet</p>	<p><b>V. Language and Literacy</b> V. Using letter names and sounds</p>
<p><b>G) Early Writing</b></p> <p>Understands that writing is a way of communicating</p> <p>Experiments with growing variety of writing tools, materials, and resources, including adaptive communication and writing devices</p> <p>Copies or prints own name</p> <p>Engages in writing using letter-like symbols to make letters or words</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> X. Writing</p> <p><b>V. Language and Literacy</b> X. Writing</p> <p><b>V. Language and Literacy</b> X. Writing</p>
<p><b>Health &amp; Physical Education</b></p>	
<p><b>A) Healthy Habits</b></p> <p>Regularly participates in active games, outdoor play and other forms of exercise that enhance physical fitness</p>	<p><b>IV. Movement and Music</b> L. Moving in various ways M. Moving with objects</p>
<p><b>B) Gross and Fine Motor Skills</b></p> <p>Demonstrates progress with non-locomotor skills</p> <p>Shows increasing levels of proficiency, control and balance in walking, climbing, running, jumping, hopping, skipping, marching, and galloping</p> <p>Demonstrates increasing abilities 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</p> <p><b>IV. Movement and Music</b> L. Moving in various ways</p> <p><b>IV. Movement and Music</b> M. Moving with objects</p>

<p>Grows in eye-hand coordination in building with blocks, putting together puzzles, reproducing shapes and patterns, stringing beads and using scissors</p> <p>Develops increasing strength, dexterity, and control needed to use tools (e.g., scissors, paper punch, and stapler)</p> <p>Progresses in abilities to use writing, drawing and art tools including pencils, markers, chalk, paint brushes, and various types of adaptive technology as needed</p>	<p><b>III. Creative Representation</b> I. Making and building models</p> <p><b>III. Creative Representation</b> I. Making and building models</p> <p><b>III. Creative Representation</b> J. Drawing and painting pictures</p> <p><b>V. Language and Literacy</b> X. Writing</p>
---	---

<b>Mathematics</b>	
<p><b>A) Numbers and Number Sense</b></p> <p>Demonstrates an increasing ability to count in sequence to 10 and beyond</p> <p>Demonstrate increasing interest and awareness of numbers and counting as a means for solving problems and determining quantity</p> <p>Uses one-to-one correspondence in counting objects and matching groups of objects</p> <p>Shows growth in matching, sorting, putting in a series, and regrouping objects according to one or two attributes such as color, shape, or size</p> <p>Demonstrates understanding of concepts whole and part</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> Y. Sorting objects Z. Identifying patterns</p> <p><b>VI. Mathematics and Science</b> EE. Identifying materials and properties</p>

<p><b>B) Shape and Size</b></p> <p>Builds increasing understanding of directionality, order and position of objects and words such as up, down, inside, outside, next to, in front of, behind, on top of, under</p> <p>Recognizes, names, matches, and sorts simple shapes</p> <p>Recognizes and compare objects based on differences in length, volume, weight, width (thick and thin)</p> <p>Uses non-standard units of measurement (e.g., books, hands, blocks) to measure objects</p>	<p><b>VI. Mathematics and Science</b> CC. Identifying position and direction</p> <p><b>VI. Mathematics and Science</b> Y. Sorting objects EE. Identifying materials and properties</p> <p><b>VI. Mathematics and Science</b> AA. Comparing properties</p> <p><b>VI. Mathematics and Science</b> AA. Comparing properties</p>
---	--

**Maine Early Childhood Learning Guidelines**

**Preschool COR**

<p>Recognizes some basic concepts of time and sequence (e.g., morning, afternoon, yesterday, today, tomorrow, before, after)</p> <p>Describes simple navigation activities</p>	<p><b>VI. Mathematics and Science</b> DD. Identifying sequence, change, and causality</p> <p><b>VI. Mathematics and Science</b> CC. Identifying positions and direction</p>
<p><b>D) Patterns</b></p> <p>Begins to recognize, copy, extend, and create simple patterns (e.g., sounds, objects, shapes)</p> <p>Matches and sorts objects</p>	<p><b>VI. Mathematics and Science</b> Z. Identifying patterns</p> <p><b>VI. Mathematics and Science</b> Y. Sorting objects</p>
<p><b>Science</b></p> <p><b>A) Scientific Knowledge</b></p> <p>Shows interest in and discovers relationships and patterns</p> <p>Expands knowledge of and respect for their environment</p>	<p><b>VI. Mathematics and Science</b> Z. Identifying patterns</p> <p><b>VI. Mathematics and Science</b> FF. Identifying natural and living things</p>
<p><b>B) Scientific Process</b></p> <p>Demonstrates curiosity about the natural environment</p> <p>Identifies problems and proposes ways to solve them</p> <p>Observes and discusses changes that occur in their world [e.g., plant growth, colors of foliage, stages of living things (caterpillar/butterfly), night and day, seasons, weather, a new building in the community]</p> <p>Observes and describes the physical properties of objects</p> <p>Observes, describes and investigates changes in materials and causes and effect relationships (e.g., cooking eggs, melting ice, making playdough)</p>	<p><b>VI. Mathematics and Science</b> FF. Identifying natural and living things</p> <p><b>I. Initiative</b> B. Solving problems with materials</p> <p><b>VI. Mathematics and Science</b> FF. Identifying natural and living things</p> <p><b>VI. Mathematics and Science</b> EE. Identifying materials and properties</p> <p><b>VI. Mathematics and Science</b> DD. Identifying sequence, change, and causality</p>

<b><i>Social Studies</i></b>	
<b>Families and Communities</b> Demonstrates interest in simple maps and other visuals to describe geographic location, direction, distance, size, and shape	<b><i>VI. Mathematics and Science</i></b> CC. Identifying position and direction

## 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*