

Alignment of the Massachusetts Guidelines for Preschool Learning Experiences With HighScope's Preschool Child Observation Record (COR), 2nd edition

The following chart shows how items from the **Massachusetts Guidelines for Preschool Learning Experiences** (approved April 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.

Massachusetts Guidelines

Preschool COR

<i>English Language Arts</i>	
<p>Language</p> <p>2. Participate actively in discussions, listen to the ideas of others, and ask and answer relevant questions.</p> <p>3. Communicate personal experiences or interests.</p> <p>5. Listen to and use formal and informal language.</p>	<p>V. Language and Literacy Q. Listening to and understanding speech</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 R. Using vocabulary</p>
<p>Reading and Literature</p> <p>6. Listen to a wide variety of age appropriate literature read aloud.</p> <p>7. Develop familiarity with the forms of alphabet letters, awareness of print, and letter forms.</p> <p>8. Listen to, identify, and manipulate language sounds to develop auditory discrimination and phonemic awareness.</p> <p>9. Link letters with sounds in play activities.</p> <p>12. Listen to, recite, sing, and dramatize a variety of age-appropriate literature.</p> <p>15. Listen to, recognize, and use a broad vocabulary of sensory words.</p>	<p>V. Language and Literacy U. Demonstrating knowledge about books</p> <p>V. Language and Literacy V. Using letter names and sounds X. Writing</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>V. Language and Literacy U. Demonstrating knowledge about books</p> <p>V. Language and Literacy T. Showing awareness of sounds in words</p>
<p>Composition</p> <p>16. Use their own words or illustrations to describe their experiences, tell imaginative stories, or communicate information about a topic of interest.</p> <p>18. Use emergent writing skills to make letters in many settings and for many purposes.</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>

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Mathematics	
Number Sense <ol style="list-style-type: none">1. Listen to and say the names of numbers in meaningful contexts.2. Connect many kinds/quantities of concrete objects and actions to numbers.3. Use positional language and ordinal numbers (first, second, third) in everyday activities.4. Use concrete objects to solve simple addition and subtraction problems using comparative language (more than, fewer than, same number of).	VI. Mathematics and Science BB. Counting VI. Mathematics and Science BB. Counting VI. Mathematics and Science Z. Identifying patterns CC. Identifying position and direction VI. Mathematics and Science AA. Comparing properties BB. Counting
Patterns & Relations <ol style="list-style-type: none">7. Explore and describe a wide variety of concrete objects by their attributes.8. Sort, categorize, or classify objects by more than one attribute.9. Recognize, describe, reproduce, extend, create, and compare repeating patterns of concrete materials.	VI. Mathematics and Science EE. Identifying materials and properties VI. Mathematics and Science Y. Sorting objects VI. Mathematics and Science Z. Identifying patterns
Shapes & Spatial Sense <ol style="list-style-type: none">10. Investigate and identify materials of various shapes, using appropriate language.11. Explore and identify space, direction, movement, relative position, and size using body movement and concrete objects.12. Listen to and use comparative words to describe the relationships of objects to one another.	VI. Mathematics and Science EE. Identifying materials and properties VI. Mathematics and Science CC. Identifying position and direction EE. Identifying materials and properties VI. Mathematics and Science AA. Comparing properties
Measurement <ol style="list-style-type: none">14. Use nonstandard units to measure length, weight, and amount of content in familiar objects.	VI. Mathematics and Science AA. Comparing properties

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<p><i>Science and Technology/Engineering</i></p>	<p><i>VI. Mathematics and Science</i> AA. Comparing properties</p>
<p>Earth and Space Sciences</p> <p>5. Compare and contrast natural materials such as water, rocks, soil, and living organisms using descriptive language.</p>	
<p>Life Sciences</p> <p>10. Observe and identify the characteristics and needs of living things: humans, animals, and plants.</p> <p>11. Investigate, describe, and compare the characteristics that differentiate living from non-living things.</p>	<p><i>VI. Mathematics and Science</i> FF. Identifying natural and living things</p> <p><i>VI. Mathematics and Science</i> FF. Identifying natural and living things</p>
<p>Living Things & Their Environment</p> <p>16. Observe and describe seasonal changes in plants, animals and their personal lives.</p>	<p><i>VI. Mathematics and Science</i> FF. Identifying natural and living things</p>
<p>The Physical Sciences</p> <p>18. Manipulate a wide variety of familiar and unfamiliar objects to observe, describe, and compare their properties using appropriate language.</p>	<p><i>VI. Mathematics and Science</i> Y. Sorting objects AA. Comparing properties</p>
<p>Technology & Engineering</p> <p>23. Explore and describe a wide variety of natural and man-made materials through sensory experiences.</p>	<p><i>VI. Mathematics and Science</i> FF. Identifying natural and living things</p>
<p><i>History and Social Science</i></p> <p>1. Discuss and identify the order of daily routines.</p> <p>4. Engage in activities that build understanding of words for location and direction.</p> <p>5. Construct and describe simple maps of their immediate neighborhood.</p>	<p><i>VI. Mathematics and Science</i> DD. Identifying sequence, change, and causality</p> <p><i>VI. Mathematics and Science</i> CC. Identifying position and direction</p> <p><i>VI. Mathematics and Science</i> CC. Identifying position and direction</p>

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<p>Health Education</p> <p>Physical Development</p> <p>2. Build body awareness, strength, and coordination through locomotion activities.</p> <p>4. Build awareness of directionality and position in space.</p> <p>8. Strengthen hand grasp and flexibility.</p> <p>9. Use thumb/forefinger in pincer grasp.</p> <p>14. Practice personal hygiene and safety measures.</p>	<p>IV. Movement and Music</p> <p>L. Moving in various ways</p> <p>M. Moving with objects</p> <p>VI. Mathematics and Science</p> <p>CC. Identifying position and direction</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>I. Initiative</p> <p>D. Taking care of personal needs</p>
<p>Social & Emotional Health</p> <p>16. Recognize and describe or represent emotions such as happiness, surprise, anger, fear, sadness.</p> <p>17. Talk about ways to solve or prevent problems and discuss situations that illustrate that actions have consequences.</p> <p>19. Practice independence and self-help skills.</p>	<p>II. Social Relations</p> <p>H. Understanding and expressing feelings</p> <p>II. Social Relations</p> <p>G. Resolving interpersonal conflict</p> <p>I. Initiative</p> <p>D. Taking care of personal needs</p>
<p>The Arts</p> <p>Movement & Dance</p> <p>1. Explore activities and vocabulary related to movement, balance, strength, and flexibility.</p> <p>2. Respond to a variety of musical rhythms through body movement.</p> <p>3. Participate in simple sequences of movements and dance to various kinds of music.</p>	<p>IV. Movement and Music</p> <p>L. Moving in various ways</p> <p>M. Moving with objects</p> <p>IV. Movement and Music</p> <p>N. Feeling and expressing steady beat</p> <p>O. Moving to music</p> <p>IV. Movement and Music</p> <p>O. Moving to music</p>

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<p>4. Express themselves freely through movement.</p> <p>5. Use props to explore space and movement.</p>	<p>IV. Movement and Music N. Feeling and expressing steady beat O. Moving to music</p> <p>IV. Movement and Music M. Moving with objects</p>
<p>Music</p> <p>8. Sing a variety of songs within children's vocal range, independently and with others.</p> <p>9. Sing expressively.</p> <p>10. Sing songs with repetitive phrases and rhythmic patterns.</p>	<p>IV. Movement and Music P. Singing</p> <p>IV. Movement and Music P. Singing</p> <p>IV. Movement and Music P. Singing</p>
<p>Theatre Arts</p> <p>15. Use dramatic play, costumes, and props to pretend to be someone else.</p> <p>16. Create characters through physical movement, gesture, sound, speech, and facial expressions.</p>	<p>III. Creative Representation K. Pretending</p> <p>III. Creative Representation K. Pretending</p>
<p>Visual Arts</p> <p>18. Explore a variety of age-appropriate materials and media to create two- and three-dimensional artwork.</p> <p>20. Explore and experiment with wet and dry media in a variety of colors including black and white.</p> <p>26. Create artwork from memory or imagination.</p>	<p>III. Creative Representation I. Making and building models J. Drawing and painting pictures</p> <p>III. Creative Representation J. Drawing and painting pictures</p> <p>III. Creative Representation I. Making and building models J. Drawing and painting pictures</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*