

Alignment of the Michigan Early Learning Expectations for Three- and Four-Year-Old Children With HighScope's Preschool Child Observation Record (COR), 2nd edition

The following chart shows how items from the **Michigan Early Learning Expectations for Three- and Four-Year-Old Children** (revised March 8, 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.

Michigan Early Learning Expectations

Preschool COR

<i>Approaches to Learning</i>	
<p>1. Early Learning Expectation: Children show increasing initiative and curiosity about their work and play in all areas of the curriculum.</p>	<p><i>I. Initiative</i> A. Making choices and plans C. Initiating play</p>
<p>2. Early Learning Expectation: Children show increasing engagement and persistence in their work and play in all areas of the curriculum.</p>	<p><i>I. Initiative</i> A. Making choices and plans</p>
<p>3. Early Learning Expectation: Children show increasing invention and imagination in their work and play in all areas of the curriculum.</p>	<p><i>I. Initiative</i> B. Solving problems with materials C. Initiating play <i>III. Creative Representation</i> K. Pretending <i>IV. Movement and Music</i> O. Moving to music</p>
<i>Social and Emotional Development</i>	
<p>1. Early Learning Expectation: Children develop and exhibit a healthy sense of self.</p>	<p><i>II. Social Relations</i> H. Understanding and expressing feelings</p>
<p>2. Early Learning Expectation: Children show increasing ability to regulate how they express their emotions.</p>	<p><i>I. Initiative</i> D. Taking care of personal needs <i>II. Social Relations</i> G. Resolving interpersonal conflict</p>
<p>3. Early Learning Expectation: Children develop healthy relationships with other children and adults.</p>	<p><i>II. Social Relations</i> E. Relating to adults F. Relating to other children G. Resolving interpersonal conflict</p>
<i>Intellectual Development</i>	
<p>1. Early Learning Expectation: Children explore with increasing understanding the physical characteristics and relationships of objects and happenings in their environment.</p>	<p><i>VI. Mathematics and Science</i> Y. Sorting objects DD. Identifying sequence, change, and causality</p>

Michigan Early Learning Expectations

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<p>2. Early Learning Expectation: Children represent what they understand about the world through actions, objects, and words.</p>	<p>V. Language and Literacy W. Reading X. Writing</p>
<p>4. Early Learning Expectation: Children move from solving problems through trial and error to beginning to use varied strategies, resources, and techniques to test out possibilities and find solutions.</p>	<p>I. Initiative B. Solving problems with materials</p>
<p>Language and Early Literacy Development</p>	
<p>1. Early Learning Expectation: Children begin to understand written language read to them from a variety of meaningful materials, use reading-like behaviors, and make progress towards becoming conventional readers.</p>	<p>V. Language and Literacy Q. Listening to and understanding speech R. Using vocabulary U. Demonstrating knowledge about books V. Using letter names and sounds W. Reading</p>
<p>2. Early Learning Expectation: Children begin to develop writing skills to communicate and express themselves effectively for a variety of purposes.</p>	<p>V. Language and Literacy X. Writing</p>
<p>3. Early Learning Expectation: Children develop abilities to express themselves clearly and communicate ideas to others.</p>	<p>II. Social Relations H. understanding and expressing feelings III. Creative Representation K. Pretending V. Language and Literacy Q. Listening to and understanding speech R. Using vocabulary S. Using complex patterns of speech T. Showing awareness of sounds in words</p>
<p>4. Early Learning Expectation: Children grow in their capacity to use effective listening skills and understand what is said to them.</p>	<p>V. Language and Literacy Q. Listening to and understanding speech</p>

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<p>6. Early Learning Expectation: Children develop positive attitudes about themselves as liberate beings — as readers, writers, speakers, viewers, and listeners.</p>	<p>V. Language and Literacy Q. Listening to and understanding speech U. Demonstrating knowledge about books W. Reading X. Writing</p>
Creative Development	
<p>1. Early Learning Expectation: Children show how they feel, what they think, and what they are learning through experiences in the visual arts.</p>	<p>III. Creative Representation I. Making and building models J. Drawing and painting pictures</p>
<p>2. Early Learning Expectation: Children show how they feel, what they think, and what they are learning through listening, participating in, and creating instrumental and vocal music experiences.</p>	<p>IV. Movement and Music N. Feeling and expressing steady beat O. Moving to music P. Singing</p>
<p>4. Early Learning Expectation: Children show how they feel, what they think, and what they are learning through dramatic play.</p>	<p>III. Creative Representation K. Pretending</p>
<p>5. Early Learning Expectation: Children develop rich and rewarding aesthetic lives.</p>	<p>III. Creative Representation I. Making and building models J. Drawing and painting pictures K. Pretending IV. Movement and Music N. Feeling and expressing steady beat O. Moving to music P. Singing</p>
Physical Development and Health	
<p>Physical Development 1. Early Learning Expectation: Children increase their ability to understand and control their bodies and learn that regular physical activity can enhance their overall physical, social, and mental health.</p>	<p>IV. Movement and Music L. Moving in various ways</p>

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<p>2. Early Learning Expectation: Children experience growth in gross motor development and use large muscles to improve a variety of gross motor skills in both structured and unstructured settings.</p>	<p>IV. Movement and Music L. Moving in various ways M. Moving with objects</p>
<p>3. Early Learning Expectation: Children experience growth in fine motor development and use small muscles to improve a variety of fine motor skills both in structured and unstructured settings.</p>	<p>III. Creative Representation I. Making and building models J. Drawing and painting pictures IV. Movement and Music M. Moving with objects</p>
<p>Health, Safety, and Nutrition 5. Early Learning Expectation: Children begin to have knowledge about and make age-appropriate healthy choices in daily life.</p>	<p>I. Initiative D. Taking care of personal needs</p>
Early Learning in Mathematics	
<p>1. Early Learning Expectation: Children begin to develop processes and strategies for solving mathematical problems.</p>	<p>I. Initiative B. Solving problems with materials</p>
<p>2. Early Learning Expectation: Children begin to develop skills of comparing and classifying objects, relationships and events in their environment.</p>	<p>VI. Mathematics and Science Y. Sorting objects EE. Identifying materials and properties</p>
<p>3. Early Learning Expectation: Children begin to develop the ability to seek out and to recognize patterns in everyday life.</p>	<p>VI. Mathematics and Science Z. Identifying patterns</p>
<p>5. Early Learning Expectation: Children explore and discover simple ways to measure.</p>	<p>VI. Mathematics and Science AA. Comparing properties DD. Identifying sequence, change, and causality</p>
<p>6. Early Learning Expectation: Children can translate a problem or activity into a new form (e.g., a picture, diagram, model, symbol, or words) by applying emerging skills in representing, discussing, reading, writing, and listening.</p>	<p>VI. Mathematics and Science BB. Counting</p>

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7. Early Learning Expectation: Children begin to develop an understanding of numbers and explore simple mathematical processes (operations) using concrete materials.	VI. Mathematics and Science AA. Comparing properties BB. Counting
8. Early Learning Expectation: Children build their visual thinking skills through explorations with shape and the spaces in their classrooms and neighborhoods.	VI. Mathematics and Science CC. Identifying position and direction EE. Identifying materials and properties
Early Learning in Science	
2. Early Learning Expectation: Children show a beginning awareness of scientific knowledge related to living and nonliving things.	VI. Mathematics and Science FF. Identifying natural and living things
Early Learning in the Social Studies	
1. Early Learning Expectation: Children begin to understand and interpret their relationship and place within their own environment.	VI. Mathematics and Science CC. Identifying position and direction
3. Early Learning Expectation: Children show growth in their understanding of the concept of time and begin to realize that they are a part of a history, which includes people, places, events, and stories about the present and the past.	VI. Mathematics and Science DD. Identifying sequence, change, and causality

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*