

## **Alignment of Minnesota’s Early Learning Standards With HighScope’s Preschool Child Observation Record (COR), 2nd edition**

The following chart shows how items from **Minnesota’s Early Learning Standards** (revised 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.

## Minnesota's Early Learning Standards

## Preschool COR

<p><b><i>Social and Emotional Development</i></b></p>	
<p><b>Emotional Development</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate increasing competency in recognizing and describing own emotions</li> <li>2. Demonstrate increasing use of words instead of actions to express emotions</li> <li>3. Begin to understand and respond to others' emotions</li> <li>4. Begin to show self-regulation to handle emotions appropriately</li> <li>5. Explore a wide range of emotions in different ways (e.g., through play, art, music, dance)</li> </ol>	<ol style="list-style-type: none"> <li><b>II. Social Relations</b> H. Understanding and expressing feelings</li> <li><b>II. Social Relations</b> H. Understanding and expressing feelings</li> <li><b>II. Social Relations</b> H. Understanding and expressing feelings</li> <li><b>II. Social Relations</b> G. Resolving interpersonal conflict H. Understanding and expressing feelings</li> <li><b>II. Social Relations</b> H. Understanding and expressing feelings</li> </ol>
<p><b>Self-Concept</b></p> <ol style="list-style-type: none"> <li>2. Demonstrate increasing self-direction and independence</li> </ol>	<ol style="list-style-type: none"> <li><b>I. Initiative</b> A. Making choices and plans</li> </ol>
<p><b>Social Competence and Relationships</b></p> <ol style="list-style-type: none"> <li>1. Interact easily with one or more children</li> <li>2. Interact easily with familiar adults</li> <li>5. Use play to explore, practice, and understand social roles and relationships</li> <li>7. Sustain interaction by cooperating, helping, sharing, and expressing interest</li> <li>8. Seek adult help when needed for emotional support, physical assistance, social interaction, and approval</li> <li>9. Use words and other constructive strategies to resolve conflicts</li> </ol>	<ol style="list-style-type: none"> <li><b>I. Initiative</b> C. Initiating play</li> <li><b>II. Social Relations</b> F. Relating to other children</li> <li><b>II. Social Relations</b> E. Relating to adults</li> <li><b>I. Initiative</b> C. Initiating play</li> <li><b>II. Social Relations</b> E. Relating to adults F. Relating to other children</li> <li><b>II. Social Relations</b> G. Resolving interpersonal conflict</li> <li><b>II. Social Relations</b> G. Resolving interpersonal conflict</li> </ol>

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## Preschool COR

<p><b><i>Approaches to Learning</i></b></p>	
<p><b>Risk-Taking</b></p> <ol style="list-style-type: none"> <li>1. Choose new as well as a variety of familiar activities</li> <li>2. Use a variety of strategies to solve problems</li> </ol>	<ol style="list-style-type: none"> <li><b>I. Initiative</b> <ol style="list-style-type: none"> <li>C. Initiating play</li> </ol> </li> <li><b>I. Initiative</b> <ol style="list-style-type: none"> <li>B. Solving problems with materials</li> </ol> </li> <li><b>II. Social Relations</b> <ol style="list-style-type: none"> <li>G. Resolving interpersonal conflict</li> </ol> </li> </ol>
<p><b>Imagination and Invention</b></p> <ol style="list-style-type: none"> <li>2. Use new ways or novel strategies to solve problems or explore objects</li> <li>3. Try out various pretend roles in play or with make-believe objects</li> </ol>	<ol style="list-style-type: none"> <li><b>I. Initiative</b> <ol style="list-style-type: none"> <li>B. Solving problems with materials</li> </ol> </li> <li><b>II. Social Relations</b> <ol style="list-style-type: none"> <li>G. Resolving interpersonal conflict</li> </ol> </li> <li><b>III. Creative Representation</b> <ol style="list-style-type: none"> <li>K. Pretending</li> </ol> </li> </ol>
<p><b><i>Language and Literacy Development</i></b></p>	
<p><b>Listening</b></p> <ol style="list-style-type: none"> <li>1. Understand non-verbal and verbal cues</li> <li>2. Listen with understanding to stories, directions, and conversations</li> <li>4. Listen to and recognize different sounds in rhymes and familiar words</li> </ol>	<ol style="list-style-type: none"> <li><b>V. Language and Literacy</b> <ol style="list-style-type: none"> <li>Q. Listening to and understanding speech</li> </ol> </li> <li><b>V. Language and Literacy</b> <ol style="list-style-type: none"> <li>Q. Listening to and understanding speech</li> <li>U. Demonstrating knowledge about books</li> </ol> </li> <li><b>V. Language and Literacy</b> <ol style="list-style-type: none"> <li>T. Showing awareness of sounds in words</li> </ol> </li> </ol>
<p><b>Speaking</b></p> <ol style="list-style-type: none"> <li>1. Communicate needs, wants, or thoughts through non-verbal gestures, actions, expressions, and/or words</li> <li>2. Communicate information using home language and/or English</li> <li>3. Speak clearly enough to be understood in home language and/or English</li> </ol>	<ol style="list-style-type: none"> <li><b>V. Language and Literacy</b> <ol style="list-style-type: none"> <li>Q. Listening to and understanding speech</li> </ol> </li> <li><b>V. Language and Literacy</b> <ol style="list-style-type: none"> <li>Q. Listening to and understanding speech</li> </ol> </li> <li><b>English Language Learners (ELLs)</b> <ol style="list-style-type: none"> <li>GG. Speaking and communicating [in English]</li> </ol> </li> <li><b>V. Language and Literacy</b> <ol style="list-style-type: none"> <li>Q. Listening to and understanding speech</li> </ol> </li> <li><b>English Language Learners (ELLs)</b> <ol style="list-style-type: none"> <li>GG. Speaking and communicating [in English]</li> </ol> </li> </ol>

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<p>4. Use language for a variety of purposes</p> <p>5. Use increasingly complex and varied vocabulary and language</p> <p>6. Initiate, ask questions, and respond in conversation with others</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 S. Using complex patterns of speech</p> <p><b>II. Social Relations</b> E. Relating to adults F. Relating to other children</p> <p><b>V. Language and Literacy</b> Q. Listening to and understanding speech</p>
<p><b>Emergent Reading</b></p> <p>1. Initiate stories and respond to stories told or read aloud</p> <p>4. Retell information from a story</p> <p>5. Show beginning understanding of concepts about print</p> <p>6. Recognize and name some letters of the alphabet, especially those in own name</p> <p>7. Begin to associate sounds with words or letters</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> V. Using letter names and sounds</p> <p><b>V. Language and Literacy</b> V. Using letter names and sounds</p>
<p><b>Emergent Writing</b></p> <p>2. Use scribbles, shapes, pictures, or dictation to represent thoughts or ideas</p> <p>3. Engage in writing using letter-like symbols to make letters or words</p> <p>4. Begin to copy or write own name</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>Creativity and the Arts</b></p> <p><b>Creating</b></p> <p>1. Use a variety of media and materials for exploration and creative expression</p>	<p><b>III. Creative Representation</b> I. Making and building models J. Drawing and painting pictures</p>



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<p><b>Measurement</b></p> <p>12. Make comparisons between at least two groups of objects</p>	<p><b>VI. Mathematics and Science</b> AA. Comparing properties</p>
<p><b>Mathematical Reasoning</b></p> <p>13. Use simple strategies to solve mathematical problems</p>	<p><b>I. Initiative</b> B. Solving problems with materials</p>
<p><b>Scientific Thinking and Problem-Solving</b></p> <p><b>Observing</b></p> <p>2. Identifying and/or describe objects by physical characteristics</p>	<p><b>VI. Mathematics and Science</b> EE. Identifying materials and properties</p>
<p><b>Physical and Motor Development</b></p> <p><b>Gross Motor Development</b></p> <p>1. Develop large muscle control and coordination</p> <p>2. Develop body strength, balance, flexibility, and stamina</p> <p>3. Use a variety of equipment for physical development</p> <p>4. Develop ability to move their body in space with coordination</p>	<p><b>IV. Movement and Music</b> L. Moving in various ways M. Moving with objects</p> <p><b>IV. Movement and Music</b> L. Moving in various ways M. Moving with objects</p> <p><b>IV. Movement and Music</b> M. Moving with objects</p> <p><b>IV. Movement and Music</b> L. Moving in various ways M. Moving with objects</p>
<p><b>Fine Motor Development</b></p> <p>1. Develop small muscle control and coordination</p> <p>2. Use eye-hand coordination to perform a variety of tasks</p> <p>3. Explore and experiment with a variety of tools (e.g., spoons, crayons, paintbrushes, scissors, keyboards)</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>III. Creative Representation</b> I. Making and building models J. Drawing and painting pictures</p>

**Minnesota's Early Learning Standards**

**Preschool COR**

<p><b>Physical Health and Well-Being</b></p> <p>1. Participate in a variety of physical activities to enhance personal health and physical fitness</p> <p>4. Demonstrate increasing independence with basic self-care skills</p>	<p><b><i>IV. Movement and Music</i></b></p> <p>L. Moving in various ways</p> <p>M. Moving with objects</p> <p><b><i>I. Initiative</i></b></p> <p>D. Taking care of personal needs</p>
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## 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*