

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

The following chart shows how items from the **Mississippi Early Learning Guidelines** (revised 2006) 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.

Mississippi Early Learning Guidelines

Preschool COR

<p><i>Language, Vocabulary, and Early Literacy Development</i></p>	
<p>1. Exhibits developmentally appropriate receptive language</p> <p>1.1 Listens to others with understanding</p> <p>1.2 Listens attentively to stories</p> <p>1.3 Recognizes environmental sounds</p>	<p><i>V. Language and Literacy</i> Q. Listening to and understanding speech</p> <p><i>V. Language and Literacy</i> U. Demonstrating knowledge about books</p> <p><i>V. Language and Literacy</i> T. Showing awareness of sounds in words</p>
<p>2. Exhibits developmentally appropriate oral language for communication purposes</p> <p>2.1 Shows an increase in vocabulary by using specialized vocabulary when communicating with others</p> <p>2.2 Identifies common objects and interprets pictures</p> <p>2.3 Uses language to express actions</p> <p>2.4 Uses language to communicate information, experiences, ideas, stories, emotions, opinions, wants, needs, thoughts, questions, and for conversation</p> <p>2.5 Uses language to recall a sequence of events or retell a familiar story</p> <p>2.6 Becomes aware of the structure of language; uses simple sentences, new vocabulary, and positional words in proper context</p>	<p><i>V. Language and Literacy</i> R. Using vocabulary</p> <p><i>V. Language and Literacy</i> R. Using vocabulary</p> <p><i>V. Language and Literacy</i> Q. Listening to and understanding speech</p> <p><i>II. Social Relations</i> H. Understanding and expressing feelings</p> <p><i>V. Language and Literacy</i> Q. Listening to and understanding speech</p> <p><i>V. Language and Literacy</i> U. Demonstrating knowledge about books</p> <p><i>VI. Mathematics and Science</i> DD. Identifying sequence, change, and causality</p> <p><i>V. Language and Literacy</i> R. Using vocabulary S. Using complex patterns of speech</p> <p><i>VI. Mathematics and Science</i> CC. Identifying position and direction</p>
<p>3. Demonstrates phonological and phonemic awareness</p> <p>3.2 Begins to recognize rhyming words</p> <p>3.5 Begins to notice beginning phonemes/sounds (not graphemes/letters)</p>	<p><i>V. Language and Literacy</i> T. Showing awareness of sounds in words</p> <p><i>V. Language and Literacy</i> T. Showing awareness of sounds in words V. Using letter names and sounds</p>

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<p>3.6 Begins to notice ending phonemes/sounds (not graphemes/letters)</p>	<p>V. Language and Literacy T. Showing awareness of sounds in words</p>
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<p>4. Demonstrates an awareness of print</p> <p>4.1 Recognizes local environmental print</p> <p>4.2 Understands that print conveys meaning</p> <p>4.3 Holds a book correctly and begins to understand directionality</p> <p>4.5 Begins to recognize letters of the alphabet</p> <p>4.6 Attempts writing (scribble/drawing)</p> <p>4.7 Understands that different text forms are used for different purposes</p>	<p>V. Language and Literacy W. Reading</p> <p>V. Language and Literacy W. Reading</p> <p>V. Language and Literacy U. Demonstrating knowledge about books</p> <p>V. Language and Literacy V. Using letter names and sounds</p> <p>V. Language and Literacy X. Writing</p> <p>V. Language and Literacy U. Demonstrating knowledge about books W. Reading</p>
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<p>5. Constructs meaning when responding to a story or a picture</p> <p>5.1 Shows an interest in books and reading</p> <p>5.2 Joins in reading of familiar predictable/pattern books</p> <p>5.3 Demonstrates understanding of literal meaning of story through questions and comments</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>
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<p>Mathematical Concepts Development</p>	
<p>1. Develops an awareness of an uses number sense, numbers, and operations</p> <p>1.2 Applies one-to-one correspondence by counting concrete objects by ones to 10, then 20, then 25</p> <p>1.4 Counts with understanding and recognizes how many in sets objects</p> <p>1.5 Begins to compare numbers of concrete objects using language (e.g., <i>same, more than, less than</i>)</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</p>

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<p>1.7 Begins to identify the position of objects in a series (e.g., <i>first, second, third, middle, next, last</i>)</p> <p>1.8 Begins to develop the ability to combine, separate, and name <i>how many</i> objects</p>	<p>VI. Mathematics and Science CC. Identifying position and direction</p> <p>VI. Mathematics and Science BB. Counting</p>
<p>2. Develops an awareness of relations and patterns</p> <p>2.1 Begins to recognize, describe, reproduce, and extend simple patterns</p> <p>2.2 Matches, sorts, and classifies objects based on their similarities and differences</p>	<p>VI. Mathematics and Science Z. Identifying patterns</p> <p>VI. Mathematics and Science Y. Sorting objects</p>
<p>3. Develops an awareness of and uses geometry and spatial reasoning</p> <p>3.1 Recognizes, names, describes, and compares two-dimensional shapes (e.g., <i>circle, square, rectangle, triangle</i>)</p> <p>3.2 Begins to recognize, name and compare three-dimensional shapes (e.g., <i>cylinder, cube, cone, sphere</i>)</p> <p>3.3 Identifies positions of objects in space using language (e.g., <i>under, over, beside, behind, inside</i>) to describe and compare their relative positions</p>	<p>VI. Mathematics and Science AA. Comparing properties EE. Identifying materials and properties</p> <p>VI. Mathematics and Science AA. Comparing properties EE. Identifying materials and properties</p> <p>VI. Mathematics and Science CC. Identifying position and direction</p>
<p>4. Develops an awareness of and uses measurement</p> <p>4.1 Sorts and compares objects by size, length, weight, area, and temperature (e.g., <i>bigger/smaller, hotter/colder, longer/shorter, more than/less than</i>)</p> <p>4.2 Uses nonstandard measurement units (e.g., <i>unit blocks, paper clips, hand span</i>)</p> <p>4.3 Uses common measuring instruments (e.g., <i>measuring cups, simple balance scales</i>)</p> <p>4.4 Begins to use time related words (e.g., <i>day/night, yesterday/today/tomorrow</i>)</p>	<p>VI. Mathematics and Science Y. Sorting objects 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 AA. Comparing properties</p>

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<p>Scientific Investigation</p>	
<p>1. Develops awareness of living and non-living things 1.3 Recognizes the needs of living things</p>	<p>VI. Mathematics and Science FF. Identifying natural and living things</p>
<p>2. Develops awareness of the five senses 2.6 Sorts materials by texture</p>	<p>VI. Mathematics and Science Y. Sorting objects</p>
<p>4. Develops awareness of observable properties of objects and materials 4.1 Recognizes properties (e.g., <i>color, size, shape, states of matter</i>) and compares weight, texture, and temperature 4.2 Recognizes and demonstrates use of positional and motion words</p>	<p>VI. Mathematics and Science EE. Identifying materials and properties VI. Mathematics and Science CC. Identifying position and direction</p>
<p>6. Engages in simple investigations using science process 6.3 Describes, compares, sorts and classifies, and orders</p>	<p>VI. Mathematics and Science Y. Sorting objects AA. Comparing properties</p>
<p>Social and Emotional Development</p>	
<p>1. Demonstrates a positive self-concept 1.2 Expresses needs and preferences clearly and appropriately 1.3 Describes feelings and thoughts using words, pictures, and stories 1.4 Makes positive statements about self and takes pride in accomplishments</p>	<p>I. Initiative A. Making choices and plans II. Social Relations H. Understanding and expressing feelings II. Social Relations H. Understanding and expressing feelings</p>
<p>2. Demonstrates control over emotions and behavior in various settings 2.4 Begins to express frustration and anger appropriately (e.g., <i>without harming self, others, or property</i>)</p>	<p>II. Social Relations G. Resolving interpersonal conflict H. Understanding and expressing feelings</p>

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<p>3. Develops positive engagement in the learning environment</p> <p>3.1 Shows interest in and actively participates in various classroom activities</p> <p>3.4 Shows an awareness of and care for living things such as a classroom pet or plant</p> <p>3.6 Selects tasks and begins to complete them independently</p>	<p>I. Initiative C. Initiating play</p> <p>VI. Mathematics and Science FF. Identifying natural and living things</p> <p>I. Initiative A. Making choices and plans</p>
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<p>4. Develops positive relationships with adults and children</p> <p>4.1 Approaches others positively and shows pleasure in being with others</p> <p>4.2 Shows interest in others by exchanging information with them</p> <p>4.3 Listens attentively to others when interacting with them</p> <p>4.4 Begins to develop an awareness of others' feelings and begins to show empathy</p> <p>4.9 Begins give and take cooperative play</p> <p>4.10 Seeks help from others with difficult tasks</p> <p>4.11 Begins to negotiate solutions and develop compromises appropriately</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>II. Social Relations E. Relating to adults F. Relating to other children</p> <p>II. Social Relations H. Understanding and expressing feelings</p> <p>I. Initiative C. Initiating play</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>
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<p>Physical and Motor Development</p> <p>1. Develops a sense of body coordination and explores moving in space</p> <p>1.1 Demonstrates a sense of balance and body coordination</p>	<p>IV. Movement and Music L. Moving in various ways M. Moving with objects</p>
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<p>1.2 Begins to move in rhythm to songs and music</p>	<p>IV. Movement and Music</p> <ul style="list-style-type: none">N. Feeling and expressing steady beatO. Moving to music
<p>2. Develops gross motor skills</p> <p>2.1 Demonstrates coordination of large muscles to perform simple motor tasks (e.g., <i>climbing, jumping, throwing a ball</i>)</p>	<p>IV. Movement and Music</p> <ul style="list-style-type: none">L. Moving in various waysM. Moving with objects
<p>3. Develops fine motor skills</p> <p>3.1 Demonstrates coordination of small muscles using manipulatives that vary in size and shape to perform simple motor tasks (e.g., <i>lacing, folding, cutting</i>)</p> <p>3.3 Uses a wide variety of writing tools and drawing materials</p>	<p>III. Creative representation</p> <ul style="list-style-type: none">I. Making and building modelsJ. Drawing and painting pictures <p>III. Creative representation</p> <ul style="list-style-type: none">J. Drawing and painting pictures

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*