

Alignment of Montana’s Early Learning Guidelines With HighScope’s Preschool Child Observation Record (COR), 2nd edition

The following chart shows how items from **Montana’s Early Learning Guidelines** (2004) 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.

<i>Creative Arts</i>	
<p>Guideline 1: Art Appreciation Children express personal interests, ideas, and feelings through art and begin to share opinions about artwork and artistic experiences.</p> <p>Guideline 2: Art Production Children use symbols, elements such as shape, line, color, and texture, and principles such as repetition in art experiences.</p> <p>Guideline 3: Art Elements Children use different art media and materials in a variety of ways for creative expression, exploration, and sensory experience.</p> <p>Guideline 4: Music Appreciation Children show enjoyment of music through facial expressions, vocalizations, and various movements.</p> <p>Guideline 5: Music Production Children produce vocal/instrumental music and rhythmic movements spontaneously and in imitation.</p> <p>Guideline 6: Music Elements Children begin to differentiate variations in tempo, dynamics, and types of sounds made by different classes of instruments (percussion, wind, and string).</p> <p>Guideline 7: Drama Appreciation Children show appreciation and awareness of drama through observation and imitation, and by participating in simple dramatic plots, assuming roles related to their life experiences. Young children enjoy telling stories through action, dialogue or both.</p>	<p>III. Creative Representation I. Making and building models J. Drawing and painting pictures</p> <p>III. Creative Representation I. Making and building models J. Drawing and painting pictures K. Pretending</p> <p>I. Initiative A. Making choices and plans</p> <p>III. Creative Representation I. Making and building models J. Drawing and painting pictures</p> <p>II. Social Relations H. Understanding and expressing feelings</p> <p>IV. Movement and Music N. Feeling and expressing steady beat O. Moving to music P. Singing</p> <p>V. Language and Literacy T. Showing awareness of sounds in words</p> <p>IV. Movement and Music N. Feeling and expressing steady beat O. Moving to music P. Singing</p> <p>IV. Movement and Music N. Feeling and expressing steady beat</p> <p>III. Creative Representation K. Pretending</p>

<p>Guideline 8: Drama Production Children create and direct complex scenarios based on individual and group experiences. Children create situations, arrange environments to bring their drama to life, assume roles, direct others and accept direction from others.</p> <p>Guideline 9: Drama Elements Children role play stories in books, poems and simple imaginary themes using elements of drama including character, place, theme or idea.</p>	<p>III. Creative Representation K. Pretending</p> <p>III. Creative Representation K. Pretending</p> <p>V. Language and Literacy U. Demonstrating knowledge about books.</p>
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<p>Language and Literacy</p>	
<p>Guideline 1: Receptive Language Children enter into the exchange of information around what is seen, heard, and experienced. They begin to acquire the concepts and language that contribute to learning to communicate and, eventually, to read.</p> <p>Guideline 2: Expressive language Children learn when they talk out loud. Children use words to help adults and others to understand their needs, ask questions, express feelings and solve problems.</p> <p>Guideline 3: Phonological Awareness Children become aware of the sounds of letters and combinations of letters that make up words. They begin to manipulate syllables and sounds of speech.</p> <p>Guideline 4: Print Awareness Children acquire an understanding that print carries a message through symbols and words. Children learn to make the connection between sounds and letters (the alphabetic principle).</p>	<p>I. Initiative B. Solving problems with materials</p> <p>II. Social Relations G. Resolving interpersonal conflict H. Understanding and expressing feelings</p> <p>V. Language and Literacy Q. Listening to and understanding speech</p> <p>VI. Mathematics and Science CC. Identifying position and direction</p> <p>V. Language and Literacy Q. Listening to and understanding speech R. Using vocabulary S. Using complex patterns of speech U. Demonstrating knowledge about books W. Reading</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 V. Using letter names and sounds W. Reading</p>

Montana's Early Learning Guidelines

Preschool COR

Guideline 5: Print Development

Children acquire the ability to write through a sequence of stages, although individual children will become writers at different rates. These stages are: writing using scribble-like markings; writing using individual letter-like marks or mock letters; writing using recognizable, random letter strings; writing using semi-phonetic spelling; and writing using phonetic spelling.

III. Creative Representation

J. Drawing and painting pictures

V. Language and Literacy

X. Writing

Mathematics and Numeracy

Guideline 1: Numeracy Relationships

Children develop the ability to think and work with numbers easily, to understand their uses, and describe their relationships. Children learn the meaning of numbers in their everyday experiences (e.g., home, early childhood settings, community and nature).

VI. Mathematics and Science

BB. Counting

Guideline 2: Classification and Comparison

Children apply mathematical skills through counting, sorting, and comparing objects. Children describe their thinking and observations in everyday situations.

VI. Mathematics and Science

Y. Sorting objects

AA. Comparing properties

BB. Counting

Guideline 3: Pattern Recognition and Reproduction

Children learn to identify and describe patterns using mathematical language. They develop the ability to reproduce patterns they see and to create new ones.

VI. Mathematics and Science

Z. Identifying patterns

DD. Identifying sequence, change, and causality

Guideline 4: Geometric Shapes and Directional Words

Children build the foundation for recognizing and describing shapes by manipulating, playing with, tracing, and making common shapes using real objects in a variety of activities. Children learn spatial reasoning and directional words as they become aware of their bodies and personal space within their physical environment.

VI. Mathematics and Science

AA. Comparing properties

CC. Identifying position and direction

EE. Identifying materials and properties

Guideline 5: Measurement Relationships

Children begin to use measurement instruments to explore and discover measurement relationships. They apply the characteristics of length, quantity, volume, distance, weight, area, and time to real life situations in order to construct concepts of measurement.

VI. Mathematics and Science

AA. Comparing properties

DD. Identifying sequence, change, and causality

Montana's Early Learning Guidelines

Preschool COR

<p>Guideline 6: Problem Solving</p> <p>Children build a foundation for solving problems by formulating questions and possible solutions individually and with others based on their observations and experiences.</p>	<p>I. Initiative</p> <p>B. Solving problems with materials</p> <p>VI. Mathematics and Science</p> <p>AA. Comparing properties</p> <p>EE. Identifying materials and properties</p>
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<p>Physical Development and Health</p> <p>Guideline 1: Gross/Fine Motor and Sensory Development</p> <p>Young children observe, practice, demonstrate, and compare fundamental movements while learning to control their bodies in relation to other individuals and independent objects in their environment.</p> <p>Guideline 2: Movement Concepts</p> <p>Young children begin to develop movement and sensory vocabulary and use it accurately. Young children apply movement concepts to motor skills by responding appropriately to:</p> <ul style="list-style-type: none"> • Direction (front/back, side/side, left/right) • Personal and general space, • Effort and force (hard/soft), • Speed and flow (fast/slow) and • Sensory experiences (rough/smooth, hot/cold). <p>Guideline 3: Self-Expression in Motor and Sensory Experiences</p> <p>Young children seek out and participate in challenging physical activities, including sensory experiences that support their growth in self-expression and social interactions with others.</p> <p>Guideline 4: Personal Health and Safety Practices</p> <p>While participating in physical activities, young children develop an awareness of health and safety practices that support the growth of a healthy lifestyle.</p>	<p>III. Creative Representation</p> <p>I. Making and building models</p> <p>J. Drawing and painting pictures</p> <p>IV. Movement and Music</p> <p>L. Moving in various ways</p> <p>M. Moving with objects</p> <p>O. Moving to music</p> <p>III. Creative Representation</p> <p>K. Pretending</p> <p>IV. Movement and Music</p> <p>L. Moving in various ways</p> <p>VI. Mathematics and Science</p> <p>CC. Identifying position and direction</p> <p>II. Social Relations</p> <p>H. Understanding and expressing feelings</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>L. Moving in various ways</p> <p>M. Moving with objects</p>
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<p>Guideline 5: Respect for Differences Young children begin to demonstrate an understanding and respect for differences among people during physical activities.</p>	<p>II. Social Relations G. Resolving interpersonal conflict</p>
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<p>Science</p>	
<p>Guideline 1: Formulation of Questions Children will learn to ask questions about the world around them, the first step in the scientific method, based on observations, experiences, and interests.</p> <p>Guideline 3: Experimentation Children will learn to conduct experiments in order to test their predictions, the third step in the scientific method.</p> <p>Guideline 4: Observation and Recording Children will learn to observe and record findings, the fourth step in the scientific method.</p> <p>Guideline 5: Formation of Conclusions Children will learn to form conclusions, the fifth step in the scientific method.</p>	<p>VI. Mathematics and Science EE. Identifying materials and properties</p> <p>VI. Mathematics and Science Y. Sorting objects Z. Identifying patterns AA. Comparing properties EE. Identifying materials and properties</p> <p>VI. Mathematics and Science FF. Identifying natural and living things</p> <p>VI. Mathematics and Science EE. Identifying materials and properties FF. Identifying natural and living things</p>

<p>Social-Emotional Development</p>	
<p>Guideline 1: Sense of Self Children begin to identify who they are as a person (such as likes, dislikes, interests, strengths) and develop competence and confidence in their own unique abilities. They grow into themselves, differentiating themselves from parents and others, developing and beginning to recognize their areas of strength and skill, and applying their emerging esteem alone and in groups.</p> <p>Guideline 2: Self-Regulation Children learn to identify and express their feelings in non-hurtful ways, recognize the impact their behavior has on others, and practice self-control.</p>	<p>I. Initiative A. Making choices and plans B. Solving problems with materials C. Initiating play</p> <p>III. Creative Representation K. Pretending</p> <p>II. Social Relations G. Resolving interpersonal conflict H. Understanding and expressing feelings</p>

Montana's Early Learning Guidelines

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Guideline 3: A Caring Community

Children learn to feel secure as they develop relationships of trust with adults and other children in their expanding world beyond the family. They begin to recognize social cues and become sensitive to others' feelings.

Guideline 4: A Pro-Social Environment

Children follow routines with increasing independence and handle variations without discomfort. They make their preferences known in increasingly mature ways and respond to adult guidance appropriately. Children begin to make friends and build relationships with both peers and adults.

II. Social Relations

- E. Relating to adults
- F. Relating to other children

I. Initiative

- A. Making choices and plans

II. Social Relations

- E. Relating to adults
- F. Relating to other children

VI. Mathematics and Science

- DD. Identifying sequence, change, and causality

Social Studies

Guideline 1: Awareness of Time

Young children begin to understand the concept of time, including past, present, and future. They are able to recognize recurring experiences that are part of the daily routine.

Guideline 2: Roles, Rights, and Responsibilities

Young children begin to follow rules and set personal boundaries for their behavior, as well as understand why rules are created. When presented with a set of alternatives, children are able to make choices for their own lives.

Guideline 3: Places, Regions, and Spatial Awareness

Through exploration, young children learn that every place has its own unique characteristics. As they become aware of their bodies in space, they develop an understanding of how they are affected by, and the effect they have upon, the world around them.

Guideline 4: The Physical World

As young children explore the environment, they become aware of how people and the earth interact. By 4 and 5 years of age, children begin to understand how people use natural resources and change the earth for their own benefit. They develop an awareness of how to care for their physical environment and why it is important.

VI. Mathematics and Science

- DD. Identifying sequence, change, and causality

I. Initiative

- A. Making choices and plans

II. Social Relations

- G. Resolving interpersonal conflict
- H. Understanding and expressing feelings

VI. Mathematics and Science

- Y. Sorting objects
- AA. Comparing properties
- CC. Identifying position and direction
- EE. Identifying materials and properties

VI. Mathematics and Science

- FF. Identifying natural and living things

Guideline 6: Community Awareness

Young children began to understand the basic principles of community function, including work roles and the importance of money for purchasing. They see how their family interacts with the community to receive needed goods and services.

III. Creative Representation

K. Pretending

II. Social Relations

F. Relating to other children

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*