

Alignment of the Nebraska Early Learning Guidelines for Ages 3 to 5 With HighScope's Preschool Child Observation Record (COR), 2nd edition

The following chart shows how items from the **Nebraska Early Learning Guidelines for Ages 3 to 5** (revised June 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.

Nebraska Early Learning Guidelines

Preschool COR

<p><i>I. Social & Emotional Development</i></p>	
<p>Self Concept Child develops independence, confidence, and competence</p>	<p><i>I. Initiative</i> A. Making choices and plans C. Initiating play</p>
<p>Self Control Child expresses feelings and shows concern for others Child follows rules and routines</p>	<p><i>II. Social Relations</i> H. Understanding and expressing feelings <i>II. Social Relations</i> G. Resolving interpersonal conflict</p>
<p>Cooperation Child increases ability to sustain relationships</p>	<p><i>II. Social Relations</i> F. Relating to other children G. Resolving interpersonal conflict <i>V. Language and Literacy</i> Q. Listening to and understanding speech</p>
<p>Social Relationships Child interacts empathetically and cooperatively with adults and peers</p>	<p><i>I. Initiative</i> C. Initiating play <i>II. Social Relations</i> F. Relating to other children G. Resolving interpersonal conflict H. Understanding and expressing feelings</p>
<p><i>II. Approaches to Learning</i></p>	
<p>Initiative and Curiosity Child uses initiative, curiosity and persistence to learn about the world Child engages in imaginative play</p>	<p><i>I. Initiative</i> B. Solving problems with materials <i>III. Creative Representation</i> K. Pretending</p>
<p>Reasoning and Problem Solving Child shows increasing ability to classify, compare and contrast objects, events and experiences Child tries several alternative methods to solve a problem and is highly involved and persistent</p>	<p><i>VI. Mathematics and Science</i> Y. Sorting objects AA. Comparing properties <i>I. Initiative</i> B. Solving problems with materials</p>

Nebraska Early Learning Guidelines

Preschool COR

<p>III. Health & Physical Development</p>	<p>III. Creative Representation I. Making and building models</p> <p>III. Creative Representation J. Drawing and painting pictures</p>
<p>Fine (Small) Motor Skills Child uses finger and hand control to operate and use small objects to demonstrate fine (small) motor coordination</p> <p>Child explores drawing and painting materials</p>	
<p>Gross (Large) Motor Skills Child develops gross (large) motor skills</p>	<p>IV. Movement and Music L. Moving in various ways M. Moving with objects</p>
<p>Health Status and Practices Child develops an awareness of health, nutrition and safety</p>	<p>I. Initiative D. Taking care of personal needs</p>
<p>IV. Language & Literacy Development</p>	<p>V. Language and Literacy Q. Listening to and understanding speech</p> <p>V. Language and Literacy Q. Listening to and understanding speech</p> <p>English Language Learners (ELLs) HH. Listening and Understanding [in English]</p>
<p>Listening and Understanding Child listens to directions and conversations with understanding</p> <p>Child listens to others and responds to feelings and expressed ideas</p> <p>Child demonstrates understanding of native and/or English languages for social interactions and program directions/activities</p>	
<p>Speaking and Communicating Child communicates needs, wants or thoughts through words, gestures, actions, or expressions</p> <p>Child communicates for a variety of purposes</p> <p>Child uses English or native language to share feelings and express ideas</p> <p>Child use new vocabulary that has been introduced</p>	<p>II. Social Relations E. Relating to adults F. Relating to other children</p> <p>V. Language and Literacy S. Using complex patterns of speech</p> <p>II. Social Relations G. Resolving interpersonal conflict</p> <p>II. Social Relations H. Understanding and expressing feelings</p> <p>V. Language and Literacy R. Using vocabulary</p>

Nebraska Early Learning Guidelines

Preschool COR

<p>Phonological Awareness</p> <p>Child shows knowledge of phonological awareness (the ability to hear and understand the different sounds of language)</p> <p>Child progresses in listening and telling differences in phonemes (smallest parts of sounds in a spoken word)</p>	<p>V. Language and Literacy</p> <p>T. Showing awareness of sounds in words</p> <p>V. Language and Literacy</p> <p>T. Showing awareness of sounds in words</p>
<p>Book Knowledge and Appreciation</p> <p>Child demonstrates interest in and appreciation of reading-related activities</p> <p>Child increases knowledge about books and how they typically are read</p> <p>Child learns to sequence and predict a story</p>	<p>V. Language and Literacy</p> <p>U. Demonstrating knowledge about books</p> <p>V. Language and Literacy</p> <p>U. Demonstrating knowledge about books</p> <p>V. Language and Literacy</p> <p>U. Demonstrating knowledge about books</p>
<p>Print Awareness and Concepts</p> <p>Child shows an awareness of print as a form of meaningful communication</p>	<p>V. Language and Literacy</p> <p>U. Demonstrating knowledge about books</p> <p>W. Reading</p> <p>X. Writing</p>
<p>Early Writing and Alphabet Knowledge</p> <p>Child shows an interest in early writing</p> <p>Child progresses in the identification of letters</p>	<p>V. Language and Literacy</p> <p>X. Writing</p> <p>V. Language and Literacy</p> <p>V. Using letter names and sounds</p>
<p>V. Mathematics</p>	<p>VI. Mathematics and Science</p> <p>BB. Counting</p> <p>VI. Mathematics and Science</p> <p>CC. Identifying position and direction</p>
<p>Number and Operations</p> <p>Child develops awareness of numerals</p> <p>Child uses language to demonstrate understanding of space and time (next to, on top of, before, after, etc.)</p>	
<p>Geometry and Spatial Sense</p> <p>Child develops knowledge of geometric principles</p>	<p>VI. Mathematics and Science</p> <p>Y. Sorting objects</p>

Nebraska Early Learning Guidelines

Preschool COR

<p>Child develops spatial sense</p> <p>Child groups objects together that are the same in some way and gives reasons for groupings</p>	<p>VI. Mathematics and Science AA. Comparing properties</p> <p>VI. Mathematics and Science Y. Sorting objects</p>
<p>Patterns and Measurement</p> <p>Child develops knowledge of patterns</p> <p>Child demonstrates use of measurement</p>	<p>VI. Mathematics and Science Z. Identifying patterns</p> <p>VI. Mathematics and Science AA. Comparing properties</p>
<p>VI. Science</p> <p>Scientific Skills and Methods</p> <p>Child develops scientific skills and methods</p>	<p>VI. Mathematics and Science AA. Comparing properties</p>
<p>Scientific Knowledge</p> <p>Child develops knowledge of the scientific process</p> <p>Child demonstrates understanding of simple cause and effect relationships</p> <p>Child shows interest in measurement of time, length, distance, and weight</p>	<p>VI. Mathematics and Science DD. Identifying sequence, change, and causality</p> <p>VI. Mathematics and Science DD. Identifying sequence, change, and causality</p> <p>VI. Mathematics and Science AA. Comparing properties CC. Identifying position and direction DD. Identifying sequence, change, and causality</p>
<p>VII. Creative Arts</p> <p>Music</p> <p>Child is able to sing, play, move and create music, expressing individual imagination</p> <p>Child responds to music through movement</p>	<p>IV. Movement and Music P. Singing</p> <p>IV. Movement and Music O. Moving to music</p>

Nebraska Early Learning Guidelines

Preschool COR

<p>Art</p> <p>Child progresses in exploration and experimentation with new materials</p> <p>Child gains experience in making shapes and linear patterns</p> <p>Child uses materials to build and create a structure to represent another item (blocks become a castle, clay becomes a snake, etc.)</p>	<p>III. Creative Representation I. Making and building models</p> <p>III. Creative Representation J. Drawing and painting pictures</p> <p>III. Creative Representation I. Making and building models</p>
<p>Movement</p> <p>Child expresses strong emphasis, steady beats and changing dynamics in various musical tempos and styles through movement</p> <p>Child demonstrates a sense of balance and body coordination</p>	<p>IV. Movement and Music N. Feeling and expressing steady beat</p> <p>IV. Movement and Music L. Moving in various ways</p>
<p>Dramatic Play</p> <p>Child participates in a variety of dramatic play activities</p> <p>Child imagines and clearly describes characters, their relationships and their environment in dramatic play situations</p>	<p>III. Creative Representation K. Pretending</p> <p>III. Creative Representation K. Pretending</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*