



THE HIGHSCOPE
curriculum

AND

COR *Advantage*®

**2016 Oregon Early Learning
Standards**

Preschool

2026 HighScope Alignment

ALIGNMENT



OR 16, HS 26

Domain	Strand	Competency (SEL)	Goal #	Code	Goal Text	COR Advantage Items	Key Developmental Indicators (KDIs)	Early Learning Goals (ELGs)	
Approaches to Learning	EMOTIONAL AND BEHAVIORAL SELF-REGULATION	Self-Management	1	P-ATL1	Child manages emotions with increasing independence.	D. Emotions; H. Conflict resolution	9. Emotions; 15. Conflict resolution	2.1.2 Regulate emotions and actions; 2.1.1 Name emotions	
			2	P-ATL2	Child follows rules and routines with increasing independence.	G. Community; K. Personal care and healthy behavior	11. Community; 14. Moral development	3.3.3 Personal care routines; 4.1.5 Follow discussion norms; 3.3.2 Follow safety practices	
	INITIATIVE AND CURIOSITY		3	P-ATL3	Child appropriately handles and takes care of materials.	B. Problem solving with materials; J. Fine-motor skills; G. Community	5. Use of resources; 17. Fine-motor skills; 11. Community	7.1.1 Use analog tools safely; 3.2.1 Small-muscle coordination; 1.3.1 Recognize problems with materials	
	4		P-ATL4	Child manages actions, words, and behavior with increasing independence.	D. Emotions; H. Conflict resolution; G. Community	9. Emotions; 14. Moral development; 15. Conflict resolution	2.1.2 Regulate emotions and actions; 2.2.3 Resolve social problems; 4.1.5 Follow discussion norms		

1	P-ATL5	Child demonstrates an increasing ability to control impulses.	D. Emotions; H. Conflict resolution	9. Emotions; 14. Moral development	2.1.2 Regulate emotions and actions; 2.2.3 Resolve social problems
5	P-ATL5	Child demonstrates flexibility in thinking and learning.	B. Problem solving with materials; C. Reflection; A. Initiative and planning	4. Problem solving; 6. Reflection; 5. Use of resources	1.3.1 Adapt strategies to solve problems; 1.2.2 Sustain effort/adjust strategies; 1.3.2 Reflect on experiences
2	P-ATL6	Child maintains focus and sustains attention with minimal trusted adult support.	A. Initiative and planning; B. Problem solving with materials	3. Engagement; 2. Planning	1.2.1 Sustain attention and engagement; 1.2.2 Sustain effort through difficult tasks
3	P-ATL7	Child persists in tasks.	A. Initiative and planning; B. Problem solving with materials	3. Engagement; 4. Problem solving	1.2.2 Sustain effort through difficult tasks; 1.2.1 Sustain attention and engagement

4	P-ATL8	Child holds information in mind and manipulates it to perform tasks.	C. Reflection; A. Initiative and planning	6. Reflection; 2. Planning; 4. Problem solving	1.1.2 Plan and follow through on steps; 1.3.2 Reflect on experiences; 1.3.1 Adapt strategies to solve problems
1	P-ATL10	Child demonstrates initiative and independence.	A. Initiative and planning; K. Personal care and healthy behavior	1. Initiative; 2. Planning; 8. Sense of competence	1.1.1 Take the lead in investigating; 1.1.2 Plan and follow through on steps; 3.3.3 Personal care routines
2	P-ATL11	Child shows interest in and curiosity about the world around them.	A. Initiative and planning; BB. Observing and classifying; DD. Natural and physical world	1. Initiative; 45. Observing; 51. Natural and physical world	1.1.1 Take the lead in investigating; 4.1.3 Ask questions about topics of interest; 6.1.1 Engage in scientific inquiry

	CREATIVITY	Relation ship Skills	1	P-ATL12	Child expresses creativity in thinking and communication.	X. Art; AA. Pretend play; L. Speaking	40. Art; 43. Pretend play; 50. Communicating ideas	9.1.1 Create 2-D and 3-D art; 1.1.1 Take the lead in investigating; 4.1.1 Express ideas in home language
			2	P-ATL13	Child uses imagination in play and interactions with others.	AA. Pretend play; X. Art; F. Building relationships with other children	43. Pretend play; 13. Cooperative play; 40. Art	9.4.1 Create play scenarios; 9.3.1 Create movement sequences; 9.1.1 Create 2-D and 3-D art
	Social-Emotional Development	RELATIONSHIPS WITH A TRUSTED ADULT	1	P-SE1	Child engages in and maintains positive relationships and interactions with a trusted adult.	E. Building relationships with adults; G. Community	12. Building relationships; 11. Community	2.2.1 Maintain positive relationships with children and adults
			2	P-SE2	Child engages in prosocial and cooperative behavior with trusted adult.	E. Building relationships with adults; G. Community	12. Building relationships; 14. Moral development	2.2.1 Maintain positive relationships; 8.2.1 Generate solutions for the classroom community; 2.2.2 Show empathy for others

RELATIONSHIPS WITH OTHER CHILDREN	1	P-SE3	Child engages in and maintains positive interactions and relationships with other children.	F. Building relationships with other children; G. Community	12. Building relationships; 13. Cooperative play	2.2.1 Maintain positive relationships with children and adults; 2.2.2 Show empathy for others
	2	P-SE4	Child engages in cooperative play with other children.	F. Building relationships with other children; AA. Pretend play	13. Cooperative play; 43. Pretend play	9.4.1 Create play scenarios; 2.2.1 Maintain positive relationships; 8.2.1 Generate solutions for the classroom community
	3	P-SE5	Child uses basic problem-solving skills to resolve conflicts with other children.	H. Conflict resolution; F. Building relationships with other children	15. Conflict resolution; 4. Problem solving	2.2.3 Resolve social problems/conflict resolution steps; 8.2.1 Generate solutions for the classroom community

EMOTIONAL FUNCTIONING	Self-Awareness and Social Awareness	1	P-SE6	Child expresses a broad range of emotions and recognizes these emotions in self and others.	D. Emotions	9. Emotions; 10. Empathy	2.1.1 Name emotions and identify how others feel; 2.2.2 Show empathy for others; 4.7.4 Infer a character's emotions
	Social Awareness	2	P-SE7	Child expresses care and concern toward others.	D. Emotions; G. Community	10. Empathy; 14. Moral development	2.2.2 Show empathy for others; 8.2.1 Generate solutions for the classroom community
RELATIONSHIPS WITH A TRUSTED ADULT	Self-Management	3	P-SE8	Child manages emotions with increasing independence.	D. Emotions; H. Conflict resolution	9. Emotions; 15. Conflict resolution	2.1.2 Regulate emotions and actions; 2.1.1 Name emotions
SENSES OF IDENTITY AND BELONGING	Self-Awareness	1	P-SE9	Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests	FF. Knowledge of self and others	7. Self-identity; 53. Diversity	8.1.1 Describe similarities and differences among self and others; 2.1.1 Name emotions

			2	P-SE10	Child expresses confidence in own skills and positive feelings about self.	FF. Knowledge of self and others; A. Initiative and planning	8. Sense of competence; 7. Self-identity	1.1.1 Take the lead in investigating; 8.1.1 Describe similarities and differences among self and others; 1.2.2 Sustain effort through difficult tasks
	EMOTIONAL FUNCTIONIN G		3	P-SE11	Child has a sense of belonging to family, community, and other groups.	G. Community; FF. Knowledge of self and others; GG. Geography	11. Community; 54. Community roles; 53. Diversity	8.5.1 Identify roles in family, classroom, and community; 8.2.1 Generate solutions for the classroom community; 8.1.1 Describe similarities and differences among self and others

Language and Communication	ATTENDING AND UNDERSTANDING		1	P-LC1	Child attends to communication and language from others.	M. Listening and comprehension	21. Comprehension	4.1.2 Understand and respond to questions; 4.1.5 Follow discussion norms; 1.2.1 Sustain attention and engagement
			2	P-LC2	Child understands and responds to increasingly complex communication and language from others.	M. Listening and comprehension; L. Speaking	21. Comprehension; 23. Vocabulary	4.1.2 Understand and respond to questions; 4.1.4 Understand and use vocabulary; 4.1.5 Follow discussion norms
	COMMUNICATING AND SPEAKING		1	P-LC3	Child varies the amount of information provided to meet the demands of the situation.	L. Speaking; M. Listening and comprehension	22. Speaking; 21. Comprehension	4.1.1 Express ideas in home language; 4.1.5 Follow discussion norms; 4.1.2 Understand and respond to questions

			2	P-LC4	Child understands, follows, and uses appropriate social and conversational rules.	L. Speaking; F. Building relationships with other children	22. Speaking; 12. Building relationships	4.1.5 Follow discussion norms; 4.1.2 Understand and respond to questions
	VOCABULARY		3	P-LC5	Child expresses self in increasingly long, detailed, and sophisticated ways.	L. Speaking	22. Speaking; 23. Vocabulary	4.1.1 Express ideas in home language; 4.1.4 Understand and use vocabulary; 4.1.3 Ask questions about topics of interest
			1	P-LC6	Child understands and uses a wide variety of words for a variety of purposes.	L. Speaking; M. Listening and comprehension	23. Vocabulary; 22. Speaking	4.1.4 Understand and accurately use vocabulary; 4.1.1 Express ideas in home language
	PHONOLOGICAL AWARENESS		2	P-LC7	Child shows understanding of word categories and relationships among words.	L. Speaking; BB. Observing and classifying	23. Vocabulary; 46. Classifying	4.1.4 Understand and accurately use vocabulary; 5.6.1 Sort objects into categories
			1	P-Lit1	Child demonstrates awareness that spoken language is composed of smaller segments of sound.	N. Phonological awareness	24. Phonological awareness	4.3.1 Manipulate rhyming sounds; 4.2.2 Letter-sound correspondences
Literacy								

PRINT AND ALPHABET KNOWLEDGE	1	P-Lit2	Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).	P. Reading; Q. Book enjoyment and knowledge	27. Concepts about print; 28. Book knowledge	4.4.1 Print appears in many forms and communicates ideas; 4.4.2 Demonstrate reading conventions
	2	P-Lit3	Child identifies letters of the alphabet and produces correct sounds associated with letters.	O. Alphabetic knowledge; P. Reading	25. Alphabetic knowledge; 26. Reading	4.2.1 Name uppercase and lowercase letters; 4.2.2 Letter-sound correspondences
COMPREHENSION AND TEXT STRUCTURE	1	P-Lit4	Child demonstrates an understanding of narrative structure through storytelling/re-telling.	Q. Book enjoyment and knowledge; M.. Listening and comprehension; L. Speaking	28. Book knowledge; 21. Comprehension; 22. Speaking	4.7.1 Retell familiar stories with key details; 4.7.3 Predict what happens next; 4.6.2 Write narrative text
	2	P-Lit5	Child asks and answers questions about a book that was read aloud.	Q. Book enjoyment and knowledge; M.. Listening and comprehension; P. Reading	28. Book knowledge; 21. Comprehension; 26. Reading	4.7.2 Recall topic of informational text; 4.7.4 Infer a character's emotions; 4.5.2 Participate in shared reading

	WRITING		1	P-Lit6	Child writes for a variety of purposes using increasingly sophisticated marks.	R. Writing; J. Fine-motor skills	29. Writing; 17. Fine-motor skills	4.6.1 Use writing tools for letter-like forms/words; 4.6.2 Write narrative text; 4.6.3 Write informational text
Mathematics	COUNTING AND CARDINALITY		1	P-Math1	Child knows number names and the count sequence.	S. Number and counting	32. Counting; 31. Number words and symbols	5.1.1 Math talk with numbers and ordinal words; 5.1.3 One-to-one correspondence
			2	P-Math2	Child recognizes the number of objects in a small set.	S. Number and counting	32. Counting; 33. Part-whole relationships	5.1.2 Perceptually subitize sets of 1-5; 5.1.4 Final number word names the total
	OPERATIONS AND ALGEBRAIC THINKING		3	P-Math3	Child understands the relationship between numbers and quantities.	S. Number and counting	32. Counting; 31. Number words and symbols	5.1.3 One-to-one correspondence; 5.1.4 Final number word names the total; 5.1.2 Perceptually subitize sets of 1-5

	4	P-Math4	Child compares numbers.	S. Number and counting; U. Measurement	32. Counting; 36. Measuring	5.5.2 Use comparative language; 5.1.1 Math talk with numbers and ordinal words; 5.5.1 Compare objects using units
	5	P-Math5	Child associates a quantity with written numerals and begins to write numbers.	S. Number and counting; R. Writing	31. Number words and symbols; 29. Writing	5.1.5 Recognize and write numerals 0-10; 5.1.4 Final number word names the total
	1	P-Math6	Child understands addition as adding to and understands subtraction as taking away from.	S. Number and counting; B. Problem solving with materials	33. Part-whole relationships; 32. Counting	5.2.2 Join and separate objects; 5.2.1 Compose and decompose numbers 2-5
	2	P-Math7	Child understands simple patterns.	V. Patterns	38. Patterns	5.3.1 Identify, copy, extend, create, and explain patterns

NUMBERS AND OPERATIONS IN BASE TEN		1	P-Math8	Child works with numbers 11 to 19 to gain foundations for place value.	S. Number and counting	33. Part-whole relationships; 31. Number words and symbols	5.2.1 Compose and decompose numbers 2-5; 5.1.5 Recognize and write numerals 0-10; 5.1.4 Final number word names the total
MEASUREME NT AND DATA		1	P-Math9	Child measures objects by their various attributes using standard and non-standard measurement and uses differences in attributes to make comparisons.	U. Measurement	36. Measuring; 37. Unit	5.5.1 Compare objects using nonstandard and standard units; 5.5.2 Use comparative language
		2	P-Math10	Child classifies objects into given categories; counts the numbers of objects in each category and sorts the categories by count. (Limit category counts to be less than or equal to 10).	W. Data analysis; BB. Observing and classifying; S. Number and counting	39. Data analysis; 46. Classifying; 32. Counting	5.6.1 Sort objects into categories and count each group; 5.6.2 Represent and interpret data; 5.1.3 One-to-one correspondence

	GEOMETRY AND SPATIAL SENSE		1	P-Math1	Child identifies, describes, compares, and composes shapes.	T. Geometry: shapes and spatial awareness	34. Shapes	5.4.1 Identify 2-D and 3-D shapes and attributes; 5.4.2 Compose and decompose shapes
			2	P-Math1	Child explores the positions of objects in space.	T. Geometry: shapes and spatial awareness	35. Spatial awareness	5.4.3 Concepts of space, direction, and location; 3.1.2 Body and spatial awareness