HIGHSCOPE®

THE HIGHSCOPE curriculum AND COR Advantage®

2023 Wyoming Early Learning Foundations

Infant-Toddler and Preschool

2026 HighScope Alignment

ALIGNMENT



WY 23, HS 26

Domain	Subdomain	Standard Code	Standard Text	Indicator Code	Indicator Text	COR Advantage Items	Key Developmental Indicators (KDIs)	Early Learning Goals (ELGs)
Relationships and Interactions	Emotional Development	1	Children develop a sense of identity and belonging by:	1a	Developing an awareness and appreciation of self as a unique, competent, and capable individual.	34. Knowledge of self and others; 3. Reflection	7. Self-identity; 8. Sense of competence	8.1.1 Similarities & differences; 1.1.1 Initiative & exploring choices
				1b	Feeling a sense of pride and belonging to family, community, and other groups.	7. Community; 34. Knowledge of self and others	7. Self-identity; 11. Community	8.1.1 Similarities & differences; 8.5.1 Roles & work of people
				1c	Expressing confidence in a range of abilities and in the capacity to accomplish tasks and take on new challenges.	1. Initiative and planning; 2. Problem solving with materials	8. Sense of competence; 1. Initiative	1.1.1 Initiative & exploring choices; 1.2.2 Sustained effort

		2	Children demonstrate healthy emotional expression and functioning by:	2a	Expressing, recognizing, and labeling their body's sensations and emotions.	4. Emotions; 11. Personal care and healthy behavior	9. Emotions; 18. Body awareness	2.1.1 Naming emotions; 2.1.2 Emotional regulation
				2b	Adapting to diverse situations and new environments with appropriate emotions and behaviors.	4. Emotions; 7. Community	9. Emotions; 11. Community	2.1.2 Emotional regulation; 1.2.1 Attention & engagement
				2c	Managing their internal state and emotions with increasing independence.	4. Emotions; 11. Personal care and healthy behavior	9. Emotions; 19. Personal care	2.1.2 Emotional regulation; 3.3.3 Personal care routines
				2d	Handling impulses and behavior with support from adults.	4. Emotions; 8. Conflict resolution	9. Emotions; 14. Moral development	2.1.2 Emotional regulation; 2.2.3 Conflict resolution
	Social Development	1	Children build relationships with adults by:	1a	Showing trust, developing emotional bonds, and interacting comfortably with adults.	5. Building relationships with adults; 7. Community	12. Building relationships; 11. Community	2.2.1 Positive relationships; 4.1.3 Asking questions / seeking help

				1b	Communicating with familiar adults and accepting or requesting guidance.	5. Building relationships with adults; 13. Speaking	12. Building relationships; 22. Speaking	4.1.3 Asking questions / seeking help; 2.2.1 Positive relationships
		2	Children build relationships with peers by:	2a	Engaging in and maintaining positive interactions and relationships with other children.	6. Building relationships with other children; 7. Community	12. Building relationships; 13. Cooperative play	2.2.1 Positive relationships; 9.4.1 Play scenarios
				2b	Engaging in age-appropriate social play (e.g., parallel, associative, cooperative).	6. Building relationships with other children; 29. Pretend play	13. Cooperative play; 43. Pretend play	9.4.1 Play scenarios; 2.2.1 Positive relationships
		3	Children demonstrate pro-social behavior by:	3a	Recognizing and labeling others' emotions.	4. Emotions; 6. Building relationships with other children	10. Empathy; 9. Emotions	2.1.1 Naming emotions; 2.2.2 Empathy
				3b	Expressing care and concern toward others.	6. Building relationships with other children; 7. Community	10. Empathy; 11. Community	2.2.2 Empathy; 2.2.1 Positive relationships
				3c	Recognizing how actions affect others.	8. Conflict resolution; 6. Building relationships with other children	14. Moral development; 10. Empathy	2.2.2 Empathy; 2.2.3 Conflict resolution

				3d	Asserting themselves and communicating preferences in age-appropriate ways.	1. Initiative and planning; 13. Speaking	1. Initiative; 22. Speaking	4.1.1 Expressive communication; 1.1.1 Initiative & exploring choices
				3e	Participating collaboratively with a group.	7. Community; 6. Building relationships with other children	13. Cooperative play; 11. Community	4.1.5 Conversation norms; 2.2.1 Positive relationships
	Culture, Family, and Community	1	Children develop an understanding of culture, family, and community by:	1a	Demonstrating self-awareness, confidence, family pride, and positive social identities.	34. Knowledge of self and others; 7. Community	7. Self-identity; 8. Sense of competence	8.1.1 Similarities & differences; 8.5.1 Roles & work of people
				1b	Expressing comfort and joy with human diversity, using accurate language for human differences, and forming deep, caring connections across all dimensions of human diversity.	34. Knowledge of self and others; 7. Community	53. Diversity; 10. Empathy	8.1.1 Similarities & differences; 2.2.2 Empathy

				1c	Developing an awareness of the functions, contributions, and diverse characteristics of their own family and others.	34. Knowledge of self and others; 36. History	53. Diversity; 54. Community roles	8.5.1 Roles & work of people; 8.1.1 Similarities & differences
				1d	Recognizing and describing physical features of the classroom, home, and community.	35. Geography; 32. Natural and physical world	56. Geography; 51. Natural and physical world	8.3.1 Familiar locations (geography); 6.2.2 Earth, sky & natural phenomena
				1e	Developing an understanding of the basic principles of how communities function.	34. Knowledge of self and others; 35. Geography	54. Community roles; 55. Decision making	8.5.1 Roles & work of people; 8.2.1 Community decision making
				1f	Recognizing unfairness (injustice), using language to describe unfairness, and understanding that unfairness hurts.	34. Knowledge of self and others; 8. Conflict resolution	53. Diversity; 14. Moral development	8.1.1 Similarities & differences; 2.2.3 Conflict resolution

				1g	Demonstrating a sense of empowerment and the skills to act, with others or alone, against prejudice and/or discriminatory actions.	8. Conflict resolution; 34. Knowledge of self and others	55. Decision making; 53. Diversity	8.2.1 Community decision making; 2.2.3 Conflict resolution
Communication	Communication	1	Children demonstrate receptive language skills by:	1a	Understanding, responding to, and learning from conversations with others.	12. Listening and comprehension; 13. Speaking	21. Comprehension; 22. Speaking	4.1.2 Responding to questions; 4.1.5 Conversation norms
				1b	Responding appropriately to simple statements, directions, questions, and stories.	12. Listening and comprehension; 14. Vocabulary	21. Comprehension; 23. Vocabulary	4.1.2 Responding to questions; 4.7.1 Retelling stories
				1c	Comprehending increasingly complex and varied vocabulary.	14. Vocabulary; 12. Listening and comprehension	23. Vocabulary; 21. Comprehension	4.1.4 Vocabulary; 4.1.2 Responding to questions
				1d	Engaging with or asking and answering questions about a book that is read aloud.	19. Book enjoyment and knowledge; 12. Listening and comprehension	28. Book knowledge; 21. Comprehension	4.5.2 Shared reading; 4.7.1 Retelling stories

				1e	Recognizing how books are read (front to back and one page at a time) and recognizing basic features of books such as title, author, and illustrator.	18. Concepts about print; 19. Book enjoyment and knowledge	27. Concepts about print; 28. Book knowledge	4.4.2 Reading conventions; 4.4.1 Print concepts
				1f	Making connections between stories and real-life experiences.	12. Listening and comprehension; 19. Book enjoyment and knowledge	21. Comprehension; 28. Book knowledge	4.7.4 Inferring characters' feelings; 4.7.3 Predicting
		2	Children demonstrate expressive language skills by:	2a	Using increasingly complex and varied vocalizations and vocabulary to express ideas and needs.	13. Speaking; 14. Vocabulary	22. Speaking; 23. Vocabulary	4.1.1 Expressive communication; 4.1.4 Vocabulary
				2b	Communicating in order to seek help, get information, or clarify something that is not understood.	13. Speaking; 5. Building relationships with adults	22. Speaking; 5. Use of resources	4.1.3 Asking questions / seeking help; 4.1.1 Expressive communication

				2c	Understanding, following, and using appropriate social and conversational rules.	13. Speaking; 6. Building relationships with other children	22. Speaking; 12. Building relationships	4.1.5 Conversation norms; 4.1.2 Responding to questions
				2d	Persisting with conversations through multiple exchanges.	13. Speaking; 12. Listening and comprehension	22. Speaking; 21. Comprehension	4.1.5 Conversation norms; 4.1.2 Responding to questions
				2e	Varying the amount of information provided to meet the demands of the situation.	13. Speaking; 14. Vocabulary	22. Speaking; 23. Vocabulary	4.1.1 Expressive communication; 4.1.5 Conversation norms
				2f	Expressing themselves in increasingly long, detailed, and sophisticated ways.	13. Speaking; 14. Vocabulary	22. Speaking; 23. Vocabulary	4.1.1 Expressive communication; 4.1.4 Vocabulary
	Literacy	1	Children gain early reading skills and an appreciation for books	1a	Showing interest in shared reading experiences and engaging with books independently.	19. Book enjoyment and knowledge; 17. Reading	28. Book knowledge; 26. Reading	4.5.1 Interest in books; 4.5.2 Shared reading

			by:	1b	Comprehending meaning from pictures and stories.	17. Reading; 12. Listening and comprehension	26. Reading; 21. Comprehension	4.7.1 Retelling stories; 4.7.4 Inferring characters' feelings
				1c	Demonstrating an understanding of narrative structure through storytelling/retelling.	17. Reading; 13. Speaking	26. Reading; 22. Speaking	4.7.1 Retelling stories; 4.6.2 Narrative writing
				1d	Engaging with or asking and answering questions about a book that is read aloud.	19. Book enjoyment and knowledge; 12. Listening and comprehension	28. Book knowledge; 21. Comprehension	4.5.2 Shared reading; 4.7.3 Predicting
				1e	Recognizing how books are read (front to back and one page at a time) and recognizing basic features of books such as title, author, and illustrator.	18. Concepts about print; 19. Book enjoyment and knowledge	27. Concepts about print; 28. Book knowledge	4.4.2 Reading conventions; 4.4.1 Print concepts
				1f	Making connections between stories and real-life experiences.	17. Reading; 19. Book enjoyment and knowledge	26. Reading; 28. Book knowledge	4.7.3 Predicting; 4.7.2 Informational text recall

		2	Children demonstrate phonological awareness by:	2a	Attending to, repeating, and using rhythms, rhymes, phrases, or refrains from stories or songs.	15. Phonological awareness; 27. Music	24. Phonological awareness; 41. Music	4.3.1 Rhyming / phonological awareness; 9.2.1 Music
				2b	Demonstrating awareness that spoken language is composed of smaller segments (e.g., words, syllables, and sounds).	15. Phonological awareness; 16. Alphabetic knowledge	24. Phonological awareness; 25. Alphabetic knowledge	4.3.1 Rhyming / phonological awareness; 4.2.2 Letter-sound correspondence
		3	Children develop writing skills by:	3a	Recognizing that writing is a way of communicating for a variety of purposes.	20. Writing; 18. Concepts about print	29. Writing; 27. Concepts about print	4.4.1 Print concepts; 4.6.1 Writing tools & forms
				3b	Using a combination of drawing, dictating, and writing to tell a story.	20. Writing; 26. Art	29. Writing; 40. Art	4.6.2 Narrative writing; 4.6.1 Writing tools & forms

				3c	Communicating through written representations, symbols, and letters using increasingly sophisticated marks.	20. Writing; 16. Alphabetic knowledge	29. Writing; 25. Alphabetic knowledge	4.6.1 Writing tools & forms; 4.2.1 Letter naming
		4	Children gain knowledge of print concepts and the alphabet by:	4a	Identifying letters of the alphabet and producing correct sounds associated with letters.	16. Alphabetic knowledge; 15. Phonological awareness	25. Alphabetic knowledge; 24. Phonological awareness	4.2.1 Letter naming; 4.2.2 Letter-sound correspondence
				4b	Developing an understanding that print carries a message through symbols and word.	18. Concepts about print; 17. Reading	27. Concepts about print; 26. Reading	4.4.1 Print concepts; 4.4.2 Reading conventions
Cognition	Approaches to Learning	1	Children foster initiative and curiosity by:	1a	Demonstrating eagerness to explore, learn about, and discuss a range of topics, ideas, and tasks.	1. Initiative and planning; 2. Problem solving with materials	1. Initiative; 3. Engagement	1.1.1 Initiative & exploring choices; 4.1.3 Asking questions / seeking help

				1b	Demonstrating flexibility, imagination, and inventiveness in approaching tasks and activities.	2. Problem solving with materials; 29. Pretend play	4. Problem solving; 43. Pretend play	1.3.1 Problem solving with materials; 9.4.1 Play scenarios
				1c	Planning, initiating, and completing learning activities with peers.	1. Initiative and planning; 6. Building relationships with other children	2. Planning; 13. Cooperative play	1.1.2 Planning & follow-through; 1.2.2 Sustained effort
		2	Children practice cognitive self-regulation and executive function skills by:	2a	Demonstrating an increasing ability to control impulses.	4. Emotions; 8. Conflict resolution	9. Emotions; 14. Moral development	2.1.2 Emotional regulation; 2.2.3 Conflict resolution
				2b	Maintaining focus, sustaining attention, and persisting in tasks with age-appropriate support.	1. Initiative and planning; 3. Reflection	3. Engagement; 1. Initiative	1.2.1 Attention & engagement; 1.2.2 Sustained effort
				2c	Using memories as a foundation for more complex actions and thoughts.	3. Reflection; 12. Listening and comprehension	6. Reflection; 3. Engagement	1.3.2 Reflection; 8.4.1 Past events (history)

				2d	Demonstrating flexibility in thinking and behavior.	2. Problem solving with materials; 3. Reflection	4. Problem solving; 6. Reflection	1.3.1 Problem solving with materials; 1.2.2 Sustained effort
				2e	Shifting attention between tasks and moving through transitions with minimal direction.	1. Initiative and planning; 4. Emotions	3. Engagement; 2. Planning	1.2.1 Attention & engagement; 2.1.2 Emotional regulation
		3	Children demonstrate symbolic representation by:	3a	Using imagination in play and interactions with themselves, materials, and others.	29. Pretend play; 26. Art	43. Pretend play; 1. Initiative	9.4.1 Play scenarios; 9.1.1 Art
				3b	Recognizing the difference between pretend or fantasy situations and reality.	29. Pretend play; 30. Observing and classifying	43. Pretend play; 49. Drawing conclusions	9.4.1 Play scenarios; 9.5.1 Appreciating the arts

				3c	Representing people, places, things, and processes through drawings, movement, writing, and three-dimensional objects.	26. Art; 20. Writing	40. Art; 42. Movement	9.1.1 Art; 9.3.1 Movement
				3d	Exploring and representing their ideas through creative arts.	26. Art; 27. Music	40. Art; 44. Appreciating the arts	9.1.1 Art; 9.5.1 Appreciating the arts
	Mathematics	1	Children build an understanding of number sense and operations by:	1a	Developing a sense of quantity and number.	21. Number and counting; 25. Data analysis	32. Counting; 31. Number words and symbols	5.1.1 Math talk & number words; 5.1.2 Subitizing
				1b	Knowing number names and counting sequences.	21. Number and counting; 25. Data analysis	32. Counting; 31. Number words and symbols	5.1.3 Counting objects; 5.1.1 Math talk & number words
				1c	Recognizing the number of objects in a set.	21. Number and counting; 25. Data analysis	32. Counting; 33. Part-whole relationships	5.1.2 Subitizing; 5.1.4 Cardinality

				1d	Comparing numbers and quantities.	21. Number and counting; 25. Data analysis	32. Counting; 39. Data analysis	5.5.2 Comparative language; 5.1.4 Cardinality
				1e	Understanding the relationship between numbers and quantities.	21. Number and counting; 23. Measurement	32. Counting; 31. Number words and symbols	5.1.4 Cardinality; 5.1.3 Counting objects
				1f	Associating a quantity with written numerals and writing numbers.	21. Number and counting; 20. Writing	31. Number words and symbols; 32. Counting	5.1.5 Numerals 0-10; 5.1.1 Math talk & number words
				1g	Understanding addition as adding-to and understanding subtraction as taking-away-from.	21. Number and counting; 25. Data analysis	33. Part-whole relationships; 32. Counting	5.2.2 Joining & separating; 5.2.1 Composing & decomposing numbers
		2	Children practice measurement and comparison by:	2a	Measuring objects by their various attributes using standard and non-standard measurement.	23. Measurement; 25. Data analysis	36. Measuring; 37. Unit	5.5.1 Measurement & comparison; 5.5.2 Comparative language
				2b	Using differences in attributes to make comparisons.	23. Measurement; 25. Data analysis	36. Measuring; 39. Data analysis	5.5.2 Comparative language; 5.6.1 Sorting & classifying

				2c	Identifying currency and recognizing that it holds value.	23. Measurement; 21. Number and counting	31. Number words and symbols; 54. Community roles	8.5.2 Goods, services & exchange; 5.1.1 Math talk & number words
		3	Children develop spatial sense and an understanding of geometry by:	3a	Exploring the positions of objects and their movement in space.	22. Geometry: shapes and spatial awareness; 28. Movement	35. Spatial awareness; 42. Movement	5.4.3 Space, direction & location; 9.3.1 Movement
				3b	Identifying, describing, and creating, and composing 2D and 3D shapes.	22. Geometry: shapes and spatial awareness; 26. Art	34. Shapes; 35. Spatial awareness	5.4.1 Shapes & attributes; 5.4.2 Transforming shapes
		4	Children practice sequencing and patterns by:	4a	Matching, sorting, classifying, and ordering objects.	30. Observing and classifying; 25. Data analysis	46. Classifying; 39. Data analysis	5.6.1 Sorting & classifying; 5.6.2 Data representation
				4b	Recognizing, duplicating, and extending simple patterns.	24. Patterns; 30. Observing and classifying	38. Patterns; 46. Classifying	5.3.1 Patterns; 5.6.1 Sorting & classifying
	Scientific Reasoning	1	Children engage in scientific inquiry by:	1a	Exploring, observing, and describing objects, materials, organisms, and events.	30. Observing and classifying; 32. Natural and physical world	45. Observing; 51. Natural and physical world	6.1.1 Scientific inquiry; 6.3.1 Properties of materials

				1b	Comparing and categorizing observable phenomena.	30. Observing and classifying; 31. Experimenting, predicting, and drawing conclusions	46. Classifying; 45. Observing	6.3.1 Properties of materials; 5.6.1 Sorting & classifying
				1c	Using understanding of causal relationships to act on social and physical environments.	31. Experimenting, predicting, and drawing conclusions; 32. Natural and physical world	47. Experimenting; 49. Drawing conclusions	6.3.2 Movement & change; 7.2.1 How things work
				1d	Engaging in scientific talk.	31. Experimenting, predicting, and drawing conclusions; 13. Speaking	50. Communicating ideas; 22. Speaking	6.1.1 Scientific inquiry; 4.1.1 Expressive communication
				1e	Developing an understanding of the processes that assist people in designing and building.	33. Tools and technology; 2. Problem solving with materials	52. Tools and technology; 47. Experimenting	7.2.2 Engineering design process; 7.1.1 Analog tools
		2	Children practice science and engineering skills by:	2a	Using a variety of strategies to solve problems.	2. Problem solving with materials; 31. Experimenting, predicting, and drawing conclusions	4. Problem solving; 5. Use of resources	1.3.1 Problem solving with materials; 7.2.2 Engineering design process

				2b	Asking a question, gathering information, and making predictions.	31. Experimenting, predicting, and drawing conclusions; 30. Observing and classifying	48. Predicting; 45. Observing	6.1.1 Scientific inquiry; 4.1.3 Asking questions / seeking help
				2c	Planning and conducting investigations and experiments.	31. Experimenting, predicting, and drawing conclusions; 33. Tools and technology	47. Experimenting; 2. Planning	6.1.1 Scientific inquiry; 7.2.2 Engineering design process
				2d	Analyzing results, drawing conclusions, and communicating results.	31. Experimenting, predicting, and drawing conclusions; 3. Reflection	49. Drawing conclusions; 50. Communicating ideas	1.3.2 Reflection; 6.3.2 Movement & change
Physical Health and Development	Physical Development	1	Children develop gross motor skills by:	1a	Demonstrating control, strength, and coordination of large muscles.	9. Gross-motor skills; 28. Movement	16. Gross-motor skills; 42. Movement	3.1.1 Gross-motor movement; 9.3.1 Movement
				1b	Using perceptual information to guide movement and interactions with objects and other people.	9. Gross-motor skills; 28. Movement	18. Body awareness; 16. Gross-motor skills	3.1.2 Body & spatial awareness; 3.1.1 Gross-motor movement

		2	Children develop fine motor skills by:	2a	Demonstrating increasing control, strength, and coordination of small muscles.	10. Fine-motor skills; 20. Writing	17. Fine-motor skills; 29. Writing	3.2.1 Fine-motor skills; 4.6.1 Writing tools & forms
				2b	Exhibiting complex fine motor coordination when using tools to complete tasks.	10. Fine-motor skills; 33. Tools and technology	17. Fine-motor skills; 52. Tools and technology	3.2.1 Fine-motor skills; 7.1.1 Analog tools
	Daily Living Skills	1	Children develop an understanding of health, nutrition, and safety practices by:	1a	Demonstrating healthy behaviors that contribute to lifelong well-being through physical activity.	11. Personal care and healthy behavior; 9. Gross-motor skills	20. Healthy behavior; 16. Gross-motor skills	3.3.1 Healthy choices; 3.1.1 Gross-motor movement
				1b	Demonstrating personal health and hygiene skills and practicing self-care routines.	11. Personal care and healthy behavior; 10. Fine-motor skills	19. Personal care; 20. Healthy behavior	3.3.3 Personal care routines; 3.3.1 Healthy choices
				1c	Exploring and enjoying a variety of nutritional foods and developing healthy eating practices.	11. Personal care and healthy behavior; 30. Observing and classifying	20. Healthy behavior; 19. Personal care	3.3.1 Healthy choices; 6.2.1 Living things

				1d	Developing knowledge and skills that help promote nutritious food choices and eating habits.	11. Personal care and healthy behavior; 32. Natural and physical world	20. Healthy behavior; 55. Decision making	3.3.1 Healthy choices; 8.2.1 Community decision making
				1e	Developing an awareness and understanding of safety rules and routines while learning to make safe and appropriate choices.	11. Personal care and healthy behavior; 8. Conflict resolution	20. Healthy behavior; 55. Decision making	3.3.2 Safety practices; 3.3.3 Personal care routines
				1f	Assessing situations and taking appropriate risks.	11. Personal care and healthy behavior; 1. Initiative and planning	55. Decision making; 1. Initiative	3.3.2 Safety practices; 1.1.1 Initiative & exploring choices