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THE HIGHSCOPE curriculum AND COR Advantage®

ALIGN MENT



California Preschool Learning Foundations Volume 1

Preschool

2026 HighScope Alignment

California Preschool Learning Foundations Volume 1 Academic Standards for Preschool	COR Advantage Items	Key Developmental Indicators — Preschool	HighScope Early Learning Goals (ELGs) — Preschool
Social-Emotional Development			
Self			
1.0 Self-Awareness: 1.1 Describe their physical characteristics, behavior, and abilities positively.	FF. Knowledge of self and others	7. Self-identity; 8. Sense of competence	SE 2.1.1 Self-Awareness and Emotions
2.0 Self-Regulation: 2.1 Need adult guidance in managing their attention, feelings, and impulses and show some effort at self-control.	D. Emotions H. Conflict resolution	9. Emotions; 3. Engagement	SE 2.1.2 Self-Regulation
3.0 Social and Emotional Understanding: 3.1 Seek to understand people's feelings and behavior, notice diversity in human characteristics, and are interested in how people are similar and different.	D. Emotions FF. Knowledge of self and others	10. Empathy; 53. Diversity	SE 2.2.1 Social-Awareness and Relationships; SS 8.1.1 Culture, Family, & Community
4.0 Empathy and Caring: 4.1 Demonstrate concern for the needs of others and people in distress.	D. Emotions	10. Empathy; 13. Cooperative play	SE 2.2.1 Social-Awareness and Relationships

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5.0 Initiative in Learning: 5.1 Enjoy learning and are confident in their abilities to make new discoveries although may not persist at solving difficult problems.	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions	1. Initiative; 4. Problem solving	AL 1.2.1 Engagement and Persistence; AL 1.1.1 Initiative & Planning
Social Interaction			
1.0 Interactions with Familiar Adults: 1.1 Interact with familiar adults comfortably and competently, especially in familiar settings.	F. Building relationships with other children	12. Building relationships	SE 2.2.1 Social-Awareness and Relationships
2.0 Interactions with Peers: 2.1 Interact easily with peers in shared activities that occasionally become cooperative efforts.	AA. Pretend play	12. Building relationships; 13. Cooperative play	CA 9.4.1 Dramatic Play; SE 2.2.1 Social-Awareness and Relationships
2.0 Interactions with Peers: 2.2 Participate in simple sequences of pretend play.	H. Conflict resolution	43. Pretend play; 13. Cooperative play	SE 2.2.2 Social-Awareness and Relationships
2.0 Interactions with Peers: 2.3 Seek assistance in resolving peer conflict, especially when disagreements have escalated into physical aggression.	F. Building relationships with other children	15. Conflict resolution; 12. Building relationships	SE 2.2.1 Social-Awareness and Relationships
3.0 Group Participation: 3.1 Participate in group activities and are beginning to understand and cooperate with social expectations, group rules, and roles.	G. Community	11. Community; 13. Cooperative play	SE 2.2.1 Social-Awareness and Relationships; SE 2.1.2 Self-Awareness and Emotions
4.0 Cooperation and Responsibility: 4.1 Seek to cooperate with adult instructions but their	D. Emotions G. Community	11. Community; 14. Moral development	SE 2.1.2 Self-Awareness and Emotions

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capacities for self-control are limited, especially when they are frustrated or upset.			
Relationships			
2.0 Close Relationships with Teachers and Caregivers: 2.1 Seek security and support from their primary teachers and caregivers.	E. Building relationships with adults	12. Building relationships	SE 2.2.1 Social-Awareness and Relationships
2.0 Close Relationships with Teachers and Caregivers: 2.2 Contribute to maintaining positive relationships with primary teachers and caregivers.	E. Building relationships with adults	12. Building relationships	SE 2.2.1 Social-Awareness and Relationships
3.0 Friendships: 3.1 Choose to play with one or two special peers whom they identify as friends.	F. Building relationships with other children	12. Building relationships; 13. Cooperative play	SE 2.2.1 Social-Awareness and Relationships
Language and Literacy			
Listening and Speaking			
1.0 Language Use and Conventions: 1.1 Use language to communicate with others in familiar social situations for a variety of basic purposes, including describing, requesting, commenting, acknowledging, greeting, and rejecting.	L. Speaking	22. Speaking; 12. Building relationships	LL 4.1.1 Language & Communication
1.0 Language Use and Conventions: 1.3 Use accepted language and style during communication with familiar adults and children.	L. Speaking M. Listening and comprehension	22. Speaking; 12. Building relationships	LL 4.1.1 Language & Communication; SE 2.2.1 Social-Awareness and Relationships

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1.0 Language Use and Conventions: 1.4 Use language to construct short narratives that are real or fictional.	L. Speaking	22. Speaking; 43. Pretend play	LL 4.1.4 Language & Communication
2.0 Vocabulary: 2.1 Understand and use accepted words for objects, actions, and attributes encountered frequently in both real and symbolic contexts.	L. Speaking M. Listening and comprehension	24. Vocabulary	LL 4.1.4 Language & Communication
2.0 Vocabulary: 2.2 Understand and use accepted words for categories of objects encountered and used frequently in everyday life.	L. Speaking M. Listening and comprehension	24. Vocabulary; 46. Classifying	LL 4.1.4 Language & Communication
3.0 Grammar: 3.1 Understand and use increasingly complex and longer sentences, including sentences that combine two phrases or two to three concepts to communicate ideas.	L. Speaking	22. Speaking	LL 4.1.4 Language & Communication
3.0 Grammar:3.2 Understand and typically use age-appropriate grammar, including accepted word forms, such as subject-verb agreement, progressive tense, regular past tense, regular plurals, pronouns, and possessives.	L. Speaking	22. Speaking	LL 4.1.4 Language & Communication
Reading			
1.0 Concepts about Print: 1.1 Begin to display appropriate book-handling behaviors and begin to recognize print conventions.	Q. Book enjoyment and knowledge	28. Book knowledge	LL 4.4.2 Print Concepts
1.0 Concepts about Print: 1.2 Recognize print as something that can be read.	P. Reading	28. Book knowledge; 26. Reading	LL 4.4.2 Print Concepts

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3.0 Alphabetics and Word/Print Recognition:3.1 Recognize the first letter of own name.	O. Alphabet knowledge	25. Alphabetic knowledge	LL 4.2.1 Alphabet Knowledge
3.0 Alphabetics and Word/Print Recognition:3.2 Match some letter names to their printed form.	O. Alphabet knowledge	25. Alphabetic knowledge	LL 4.2.1 Alphabet Knowledge
4.0 Comprehension and Analysis of Age-Appropriate Text: 4.1 Demonstrate knowledge of main characters or events in a familiar story (e.g., who, what, where) through answering questions (e.g., recall and simple inferencing), retelling, reenacting, or creating artwork.	M. Listening and comprehension Q. Book enjoyment and knowledge	27. Comprehension; 43. Pretend play	LL 4.7.1 Comprehension/Narrative
4.0 Comprehension and Analysis of Age-Appropriate Text: 4.2 Demonstrate knowledge from informational text through labeling, describing, playing, or creating artwork.	M. Listening and comprehension	27. Comprehension; 22. Speaking	LL 4.7.1 Comprehension/Narrative
5.0 Literacy Interest and Response: 5.1 Demonstrate enjoyment of literacy and literacy-related activities.	Q. Book enjoyment and knowledge	26. Reading; 28. Book knowledge	LL 4.7.1 Comprehension/Narrative
5.0 Literacy Interest and Response: 5.2 Engage in routines associated with literacy activities.	M. Listening and comprehension	26. Reading; 28. Book knowledge	LL 4.5.2 Book Enjoyment
Writing			
1.0 Writing Strategies: 1.1 Experiment with grasp and body position using a variety of drawing and writing tools.	R. Writing	17. Fine-motor skills; 29. Writing	PDH 3.2.1 Fine Motor
1.0 Writing Strategies: 1.2 Write using scribbles that are different from pictures.	R. Writing	29. Writing	LL 4.6.1 Writing

1.0 Writing Strategies: 1.3 Write marks to represent own name.	R. Writing	29. Writing; 25. Alphabetic knowledge	LL 4.6.1 Writing; LL 4.2.1 Alphabet Knowledge
English-Language Development			
Listening and Speaking			
1.0 Children listen with understanding. Focus: Beginning words: 1.1 Attend to English oral language in both real and pretend activity, relying on intonation, facial expressions, or the gestures of the speaker.	M. Listening and comprehension II. Listening to and understanding English	23. Listening and comprehension; 30. English language learning	LL 4.1.2 Language & Communication
Focus: Requests and directions			
1.2 Begin to follow simple directions in English, especially when there are contextual cues.	M. Listening and comprehension II. Listening to and understanding English	23. Listening and comprehension; 30. English language learning	LL 4.1.2 Language & Communication
Focus: Basic and advanced concepts			
1.3 Demonstrate an understanding of words related to basic and advanced concepts in the home language that are appropriate for the age (as reported by parents, teachers,	II. Listening to and understanding English	24. Vocabulary; 30. English language learning	LL 4.1.2 Language & Communication

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assistants, or others, with the assistance of an interpreter if necessary).			
Speaking			
1.0 Children use nonverbal and verbal strategies to communicate with others. Focus: Communication of needs:1.1 Use nonverbal communication, such as gestures or behaviors, to seek attention, request objects, or initiate a response from others.	L. Speaking JJ. Speaking English	22. Speaking; 30. English language learning	LL 4.1.1 Language & Communication
Focus: Vocabulary production			
1.2 Use vocabulary in the home language that is age-appropriate (as reported by parents, teachers, assistants, or others and with the assistance of an interpreter if necessary).	JJ. Speaking English	24. Vocabulary; 30. English language learning	LL 4.1.4 Language & Communication
Focus: Conversation			
1.3 Converse in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).	JJ. Speaking English	22. Speaking; 30. English language learning	LL 4.1.1 Language & Communication
Focus: Utterance length and complexity			

1.4 Use a range of utterance lengths in the home language that is age-appropriate (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).	JJ. Speaking English	22. Speaking; 30. English language learning	LL 4.1.1 Language & Communication
Focus: Grammar			
1.5 Use age-appropriate grammar in the home language (e.g., plurals; simple past tense; use of subject, verb, object), sometimes with errors (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).	L. Speaking	22. Speaking; 30. English language learning	LL 4.1.1 Language & Communication
3.0 Children use language to create oral narratives about their personal experiences. Focus: Narrative development			
3.1 Create a narrative in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).	L. Speaking	22. Speaking; 30. English language learning	LL 4.1.1 Language & Communication
Reading			

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1.0 Children demonstrate an appreciation and enjoyment of reading and literature. Focus: Participate in read-aloud activity: 1.1 Attend to an adult reading a short storybook written in the home language or a storybook written in English if the story has been read in the home language.	Q.Book enjoyment and knowledge	28. Book knowledge; 30. English language learning	LL 4.5.2 Book Enjoyment
Focus: Interest in books and reading			
1.2 “Read” familiar books written in the home language or in English when encouraged by others and, in the home language, talk about the books.	P. Reading Q. Book enjoyment and knowledge	26. Reading; 28. Book knowledge; 30. English language learning	LL 4.5.2 Book Enjoyment
2.0 Children show an increasing understanding of book reading. Focus: Story structure: 2.2 Retell a story in the home language when read or told a story in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).	Q.Book enjoyment and knowledge	27. Comprehension; 22. Speaking; 30. English language learning	LL 4.7.1 Comprehension/Narrative
3.0 Children demonstrate an understanding of print conventions. Focus: Book handling: 3.1 Begin to understand that books are read in a consistent manner (e.g., in English, pages are turned from right to left and the print is read from top to bottom, left to right; this may vary in other languages).	Q.Book enjoyment and knowledge	28. Book knowledge; 30. English language learning	LL 4.7.1 Comprehension/Narrative
4.0 Children demonstrate awareness that print carries meaning. Focus: Environmental print: 4.1 Begin to recognize that symbols in the environment (classroom, community, or home)	P.Reading	25. Alphabetic knowledge; 28. Book knowledge; 30. English language learning	LL 4.4.1 Print Concepts

carry a consistent meaning in the home language or in English.			
5.0 Children demonstrate progress in their knowledge of the alphabet in English. Focus: Letter awareness: 5.1 Interact with material representing the letters of the English alphabet.	O.Alphabet knowledge	25. Alphabetic knowledge; 30. English language learning	LL 4.4.1 Print Concepts
Focus: Letter recognition			
5.2 Begin to recognize the first letter in their own name or the character for their own name in the home language or English.	O.Alphabet knowledge	25. Alphabetic knowledge; 30. English language learning	LL 4.2.1 Alphabet Knowledge
6.0 Children demonstrate phonological awareness. Focus: Rhyming: 6.1 Listen attentively and begin to participate in simple songs, poems, and finger plays that emphasize rhyme in the home language or in English.	N. Phonological awareness	21. Phonological awareness; 30. English language learning	LL 4.3.1 Phonological Awareness
Focus: Onset (initial sound): 6.2 Listen attentively and begin to participate in simple songs, poems, and finger plays in the home language or in English.	N. Phonological awareness	21. Phonological awareness; 30. English language learning	LL 4.3.1 Phonological Awareness
Focus: Sound differences in the home language and English: 6.3 Attend to and manipulate different sounds or tones in words in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).	N. Phonological awareness	21. Phonological awareness; 30. English language learning	LL 4.3.1 Phonological Awareness
Writing			

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1.0 Children use writing to communicate their ideas. Focus: Writing as communication: 1.1 Begin to understand that writing can be used to communicate.	R.Writing	29. Writing; 30. English language learning	LL 4.3.1 Phonological Awareness
Focus: Writing to represent words or ideas:			
1.2 Begin to demonstrate an awareness that written language can be in the home language or in English.	R.Writing	29. Writing; 30. English language learning	LL 4.3.1 Phonological Awareness
Focus: Writing their name			
1.3 Write marks to represent their own name in a way that may resemble how it is written in the home language.	R.Writing	29. Writing; 25. Alphabetic knowledge; 30. English language learning	LL 4.6.1 Writing
Mathematics			
Number Sense			
1.0 Children begin to understand numbers and quantities in their everyday environment.:1.1 Recite numbers in order to ten with increasing accuracy.	S. Number and counting	31. Number words and symbols	M 5.1.2 Number Sense, Counting, & Cardinality

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1.0 Children begin to understand numbers and quantities in their everyday environment.:1.2 Begin to recognize and name a few written numerals.	S. Number and counting	31. Number words and symbols	M 5.1.2 Number Sense, Counting, & Cardinality
1.0 Children begin to understand numbers and quantities in their everyday environment.: 1.4 Count up to five objects, using one-to-one correspondence (one object for each number word) with increasing accuracy.	S. Number and counting	32. Counting	M 5.1.2 Number Sense, Counting, & Cardinality
1.0 Children begin to understand numbers and quantities in their everyday environment.: 1.5 Use the number name of the last object counted to answer the question, “How many…?”	S. Number and counting	32. Counting, 33. Part-whole relationships	M 5.1.4 Number Sense, Counting, & Cardinality
2.0 Children begin to understand number relationships and operations in their everyday environment. 2.1 Compare visually (with or without counting) two groups of objects that are obviously equal or nonequal and communicate, “more” or “same.”	S. Number and counting	34. Comparing quantities; 32. Counting	M 5.6.1 Data
2.0 Children begin to understand number relationships and operations in their everyday environment. 2.2 Understand that adding to (or taking away) one or more objects from a group will increase (or decrease) the number of objects in the group.	S. Number and counting	33. Part-whole relationships	M 5.2.2 Number Relationships & Operations
2.0 Children begin to understand number relationships and operations in their everyday environment. 2.3 Understand that putting two groups of objects together will make a bigger group.	S.Number and counting	33. Part-whole relationships	M 5.2.1 Number Relationships & Operations

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2.0 Children begin to understand number relationships and operations in their everyday environment. 2.4 Solve simple addition and subtraction problems nonverbally (and often verbally) with a very small number of objects (sums up to 4 or 5).	S.Number and counting	33. Part-whole relationships; 32. Counting	M 5.2.2 Number Relationships & Operations
Algebra and Functions			
1.0 Children begin to sort and classify objects in their everyday environment.: 1.1 Sort and classify objects by *one* attribute into two or more groups, with increasing accuracy.	BB. Observing and classifying	46. Classifying	M 5.6.1 Data
Measurement			
1.0 Children begin to compare and order objects. 1.1 Demonstrate awareness that objects can be compared by length, weight, or capacity, by noting gross differences, using words such as *bigger, longer, heavier,* or *taller,* or by placing objects side by side to compare length.	U. Measurement	36. Measuring; 35. Comparing properties	M 5.5.2 Measurement
1.0 Children begin to compare and order objects.: 1.2 Order three objects by size.	U. Measurement	35. Comparing properties; 36. Measuring	M 5.5.2 Measurement
1.0 Children begin to compare and order objects.: 1.3 Measure length using multiple duplicates of the same-size concrete units laid end to end.	U. Measurement	36. Measuring	M 5.5.1 Measurement

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Geometry			
1.0 Children begin to identify and use common shapes in their everyday environment.: 1.1 Identify simple two-dimensional shapes, such as a circle and square.	T. Geometry: Shapes and spatial awareness	37. Shapes	M 5.4.1 Geometry & Spatial Awareness
1.0 Children begin to identify and use common shapes in their everyday environment.:1.2 Use individual shapes to represent different elements of a picture or design.	T. Geometry: Shapes and spatial awareness	37. Shapes; 44. Visual arts	M 5.4.2 Geometry & Spatial Awareness
2.0 Children begin to understand positions in space. 2.1 Identify positions of objects and people in space, such as in/on/under, up/down, and inside/outside.	T. Geometry: Shapes and spatial awareness	38. Spatial awareness	M 5.4.3 Geometry & Spatial Awareness
Mathematical Reasoning			
1.0 Children use mathematical thinking to solve problems that arise in their everyday environment. 1.1 Begin to apply simple mathematical strategies to solve problems in their environment.	B. Problem solving with materials W. Data analysis	4. Problem solving; 39. Data analysis	AL 1.3.1 Problem Solving & Reflection; M 5.1.1 Number Sense, Counting, & Cardinality
			SE 2.1.1 Self-Awareness and Emotions

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