



THE HIGHSCOPE
curriculum

AND

COR *Advantage*®

**2013 Texas Infant, Toddler,
and Three-Year-Old Early
Learning Guidelines**

2026 HighScope Alignment

ALIGN
MENT



Physical Health and Motor Development	COR Advantage Items	Key Developmental Indicators (KDIs)	Early Learning Goals (ELGs)
Health and Well-being			
1. Shows signs of healthy development	I. Gross-motor skills J. Fine-motor skills	12. Moving parts of the body 13. Moving the whole body	3.3.1 Body parts and how they function 3.3.3 Personal care routines
2. Responds when physical needs are met	K. Personal care and healthy behavior	5. Attachment 8. Emotions	2.1.2 Regulating emotions and actions 3.3.3 Personal care routines
3. Expresses physical needs nonverbally or verbally	K. Personal care and healthy behavior L. Speaking	17. Nonverbal communication 19. Speaking	4.1.1 Home language and forms of communication 4.1.3 Seeking help and communicating needs
4. Participates in physical care routines	K. Personal care and healthy behavior	3. Self-help 11. Group participation	3.3.3 Personal care routines
5. Begins to develop self-care skills	K. Personal care and healthy behavior	3. Self-help	3.3.2 Following safety practices 3.3.3 Personal care routines
Gross Motor Skills			
1. Moves body, arms, and legs with increasing coordination	I. Gross-motor skills	12. Moving parts of the body 13. Moving the whole body	3.1.1 Locomotor and nonlocomotor movement
2. Demonstrates increasing balance, stability, control, and coordination	I. Gross-motor skills	12. Moving parts of the body 13. Moving the whole body	3.1.1 Locomotor and nonlocomotor movement 3.1.2 Senses and spatial awareness
3. Develops increasing ability to change positions and move body from place to place	I. Gross-motor skills	13. Moving the whole body	3.1.1 Locomotor and nonlocomotor movement
4. Moves body to achieve a goal	A. Initiative and planning	1. Initiative 14. Moving with objects	1.2.2 Sustaining effort to achieve intentions 3.1.1 Locomotor and nonlocomotor movement
Fine Motor Skills			
1. Uses hands or feet to touch objects or people	J. Fine-motor skills	12. Moving parts of the body 22. Exploring objects	3.2.1 Small muscle control 6.3.1 Properties of materials and objects
2. Develops small muscle control and coordination	J. Fine-motor skills	12. Moving parts of the body 30. Taking apart and putting together	3.2.1 Small muscle control
3. Coordinates eye and hand movements	J. Fine-motor skills	12. Moving parts of the body 29. Filling and emptying	3.2.1 Small muscle control
4. Uses tools and different actions on objects	CC. Experimenting, predicting, and drawing conclusions EE. Tools and technology	14. Moving with objects 22. Exploring objects 30. Taking apart and putting together	7.1.1 Exploring tools 7.2.1 Investigating how things work
Social and Emotional Development			
Trust and Emotional Security			
1. Establishes secure relationships with primary caregivers	E. Building relationships with adults	5. Attachment 6. Relationships with adults	2.2.1 Interacting with children and adults
3. Shows emotional connections and attachment to others while beginning to show independence	E. Building relationships with adults	5. Attachment 6. Relationships with adults	2.2.1 Interacting with children and adults 8.5.1 Roles in family, classroom, community
Self-Awareness			
1. Expresses needs and wants through facial expressions, sounds, or gestures	D. Emotions K. Personal care and healthy behavior	8. Emotions 17. Nonverbal communication	4.1.1 Home language and forms of communication 4.1.3 Seeking help and communicating needs
2. Develops awareness of self as separate from others	FF. Knowledge of self and others	4. Distinguishing self and others	8.1.1 Similarities and differences between self and others
4. Shows awareness of relationship to family/community/cultural group	FF. Knowledge of self and others	4. Distinguishing self and others 11. Group participation	8.1.1 Similarities and differences between self and others 8.5.1 Roles in family, classroom, community
Self-Regulation			
1. Begins to manage own behavior and demonstrates increasing control of emotion	D. Emotions H. Conflict resolution	2. Problem solving 8. Emotions	2.1.1 Naming emotions 2.1.2 Regulating emotions and actions
3. Develops understanding of simple routines, rules or limitations	G. Community	11. Group participation 32. Anticipating events	2.1.2 Regulating emotions and actions 8.2.1 Choices that benefit the community
Relationships with Others			
1. Shows interest in and awareness of others	E. Building relationships with adults F. Building relationships with other children FF. Knowledge of self and others	4. Distinguishing self and others 6. Relationships with adults 7. Relationships with peers	2.2.1 Interacting with children and adults 8.1.1 Similarities and differences between self and others
2. Responds to and interacts with others	E. Building relationships with adults F. Building relationships with other children	6. Relationships with adults 7. Relationships with peers 10. Playing with others	2.2.1 Interacting with children and adults 4.1.5 Turn-taking conversations
3. Begins to recognize and respond to the feelings and emotions of others and begins to show concern	D. Emotions	8. Emotions 9. Empathy	2.1.1 Naming emotions 2.2.2 Empathy through comforting actions
Language and Communication Development			
Listening and Understanding			

1. Listens with interest to language of others	M. Listening and comprehension	16. Listening and responding 21. Enjoying language	4.1.2 Understanding and responding to questions 4.1.4 Understanding and using new words
2. Responds to nonverbal and verbal communication of others	L. Speaking M. Listening and comprehension	16. Listening and responding 17. Nonverbal communication	4.1.1 Home language and forms of communication 4.1.2 Understanding and responding to questions
3. Begins to understand the rules of conversation	L. Speaking M. Listening and comprehension	18. Two-way communication	4.1.5 Turn-taking conversations
Communication and Speaking			
1. Uses consistent sounds, gestures, or words to communicate for a variety of purposes	L. Speaking	17. Nonverbal communication 19. Speaking	4.1.1 Home language and forms of communication 4.1.3 Seeking help and communicating needs
2. Imitates sounds, gestures, signs, or words	L. Speaking N. Phonological awareness	19. Speaking 41. Sounds	4.1.4 Understanding and using new words 4.3.1 Rhyming songs and word games
3. Uses language to engage in simple conversations	L. Speaking	18. Two-way communication 19. Speaking	4.1.2 Understanding and responding to questions 4.1.5 Turn-taking conversations
Emergent Literacy			
1. Shows interest in songs, rhymes, and stories	N. Phonological awareness Q. Book enjoyment and knowledge Y. Music	21. Enjoying language 39. Listening to music	4.3.1 Rhyming songs and word games 4.5.2 Engaging with books read by adults
2. Develops interest in and involvement with books and other print materials	Q. Book enjoyment and knowledge	20. Exploring print 21. Enjoying language	4.4.2 Reading conventions 4.5.1 Preference for familiar books 4.5.2 Engaging with books read by adults
3. Begins to recognize and understand symbols	P. Reading	20. Exploring print 38. Identifying visual images	4.2.1 Naming an uppercase letter 4.4.1 Environmental print
4. Begins to develop interests and skills related to emergent writing	R. Writing	37. Exploring art materials	4.6.1 Using writing tools to make marks
Cognitive Development			
Exploration and Discovery			
1. Pays attention and exhibits curiosity in people and objects	BB. Observing and classifying	1. Initiative 22. Exploring objects	1.2.1 Sustaining attention and engagement 6.1.1 Scientific inquiry
2. Uses senses to explore people, objects, and the environment	BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions	22. Exploring objects	6.1.1 Scientific inquiry 6.3.1 Properties of materials and objects
3. Shows interest in colors, shapes, patterns, and pictures	P. Reading T. Geometry: Shapes and spatial awareness V. Patterns	24. Exploring same and different 38. Identifying visual images	5.3.1 Noticing patterns 5.4.1 Identifying shapes and attributes
4. Makes things happen and watches for results and repeats actions	CC. Experimenting, predicting, and drawing conclusions	35. Cause and effect	6.3.2 How objects move and change 7.2.1 Investigating how things work
Problem Solving			
1. Experiments with different uses for objects	B. Problem solving with materials AA. Pretend play CC. Experimenting, predicting, and drawing conclusions EE. Tools and technology	22. Exploring objects 30. Taking apart and putting together 36. Imitating and pretending	6.1.1 Scientific inquiry 7.1.1 Exploring tools
2. Shows imagination, creativity, and uses a variety of strategies to solve problems	B. Problem solving with materials	2. Problem solving 36. Imitating and pretending	1.3.1 Identifying problems and solutions 7.2.2 Engineering design process
4. Begins to develop interests and skills related to numbers and counting	S. Number and counting	25. Exploring more 26. One-to-one correspondence 27. Number	5.1.1 Math talk 5.1.3 Counting objects 5.2.1 Adding and taking away
Memory			
2 Recognizes familiar people, places, and things	E. Building relationships with adults	4. Distinguishing self and others 32. Anticipating events	8.1.1 Similarities and differences between self and others 8.3.1 Recognizing familiar locations
3. Recalls and uses information in new situations	C. Reflection HH. History	32. Anticipating events 33. Time intervals	1.3.2 Recalling a detail about an event 8.4.1 Communicating about recent events
4. Searches for missing or hidden objects	GG. Geography	23. Object permanence 28. Locating objects	1.3.1 Identifying problems and solutions 5.4.3 Space, direction, and location
Imitation and Make Believe (Symbolic Play)			
1. Uses objects in new ways or in pretend play	AA. Pretend play EE. Tools and technology	36. Imitating and pretending	7.1.1 Exploring tools 9.4.1 Participating in play scenarios
2. Uses imitation in pretend play to express creativity and imagination	AA. Pretend play	36. Imitating and pretending	9.3.1 Creating movement sequences 9.4.1 Participating in play scenarios