



THE HIGHSCOPE
infant-toddler
curriculum
AND
COR *Advantage*[®]

Ohio Early Learning and
Development Standards

ALIGNMENT



Alignment of The HighScope Infant-Toddler Curriculum and COR Advantage With Ohio Early Learning and Development Standards

This document aligns the content in the **Ohio Early Learning and Development Standards** with the learning objectives of the **HighScope Curriculum** for infants and toddlers the developmental milestones of HighScope's child assessment tool, **COR Advantage**.

Evidence-based and grounded in current child development theory and research, **The HighScope Infant-Toddler Curriculum** is built on 42 Key Developmental Indicators (KDIs). Each KDI identifies an important learning objective proven to pave the way for school and adult success. Uniquely designed to provide a rich academic foundation for children of diverse backgrounds and abilities, The HighScope Curriculum includes effective adult-child interaction strategies to help educators appropriately support and extend children's development and learning across each curriculum content area.

COR Advantage is an observation-based child assessment tool designed to measure children's growth and development from birth through kindergarten. Built on 36 developmental milestones that best prepare children for school success, COR Advantage is criterion-referenced, research-based, and proven valid and reliable through validation studies.

References

HighScope Educational Research Foundation. (2013). *COR Advantage*. Ypsilanti, MI: HighScope Press.

HighScope Educational Research Foundation. (2011). *Tender Care and Early Learning*. Ypsilanti, MI: HighScope Press.

HighScope Educational Research Foundation. (2012). *The HighScope Preschool Curriculum*. Ypsilanti, MI: HighScope Press.

Early Learning and Development Standards

COR Advantage Items

Key Developmental Indicators (KDIs) — Infant/Toddler

Social and Emotional Development		
Strand: Self		
Topic: Awareness and Expression of Emotion		
Express a variety of emotions (contentment, distress, happiness, sadness, surprise, dislike, anger and fear) through facial expressions, gestures, movement and sounds.	D. Emotions	8. Emotions
Communicate emotions purposefully and intentionally, nonverbally and possibly with a few familiar words including complex emotions such as happiness, sadness, surprise, dislike, anger and fear.	D. Emotions	8. Emotions
Show awareness of own emotion and use nonverbal and/or verbal ways to express complex emotions such as pride, embarrassment, shame and guilt.	D. Emotions	8. Emotions
Topic: Self-Concept		
Begin to understand self as a separate person from others.	FF. Knowledge of self and others	4. Distinguishing self and others
Recognize self as a unique person with thoughts, feelings and distinct characteristics.	FF. Knowledge of self and others	4. Distinguishing self and others
Show awareness of themselves as belonging to one or more groups.	FF. Knowledge of self and others	4. Distinguishing self and others
Topic: Self-Comforting		
Comfort self in simple ways and communicate needs for help through vocalizations and gestures.	D. Emotions E. Building relationships with adults	8. Emotions 6. Relationships with adults
Comfort self in a variety of ways.	D. Emotions	3. Self-help 8. Emotions
Anticipate the need for comfort and try to prepare for changes in routine.	D. Emotions	3. Self-help 8. Emotions 32. Anticipating events

Topic: Self Regulation		
Express and act on impulses.	D. Emotions	8. Emotions
Respond positively to limits and choices offered by adults to help guide behavior.	6. Building relationships with adults	6. Relationships with adults
With modeling and support, manage actions and emotional expressions.	D. Emotions	8. Emotions
Topic: Sense of Competence		
Act in ways to make things happen.	A. Initiative and planning	1. Initiative
Show a sense of satisfaction when making things happen.	A. Initiative and planning	1. Initiative
Recognize own abilities and express satisfaction when demonstrating them to others.	A. Initiative and planning	1. Initiative
Strand: Relationships		
Topic: Attachment		
Initiate interactions and seek close proximity to familiar adults who provide consistent nurturing.	E. Building relationships with adults	6. Relationships with adults 5. Attachment
Explore environment in the presence of familiar adults with whom they have developed a relationship over an extended period of time.	E. Building relationships with adults	6. Relationships with adults 5. Attachment
Seek close proximity to familiar adults for security and support, especially when distressed.	E. Building relationships with adults	6. Relationships with adults 5. Attachment
Imitate familiar adults.	E. Building relationships with adults	6. Relationships with adults 36. Imitating and pretending
Initiate play with familiar adults.	E. Building relationships with adults	6. Relationships with adults 1. Initiative
Display signs of comfort when familiar adults are nearby but not in the immediate area.	E. Building relationships with adults	6. Relationships with adults 5. Attachment
Seek security and support from familiar adults when distressed.	E. Building relationships with adults	6. Relationships with adults 5. Attachment
Topic: Interactions with Adults		

Initiate and engage in reciprocal (mutual give and take) interactions with familiar adults.	E. Building relationships with adults	6. Relationships with adults 5. Attachment
Participate in routines and experiences that involve back and forth interaction with familiar adults.	E. Building relationships with adults	6. Relationships with adults
Interact with familiar adults in a variety of ways.	E. Building relationships with adults	6. Relationships with adults
Seek assistance from familiar adults.	E. Building relationships with adults	6. Relationships with adults 5. Attachment
Demonstrate early signs of interest in unfamiliar adults.	E. Building relationships with adults	6. Relationships with adults
Topic: Peer interactions and Relationships		
Show interest in other children.	F. Building relationships with other children	7. Relationships with peers 10. Playing with others
Repeat actions that elicit social responses from others.	F. Building relationships with other children	7. Relationships with peers 10. Playing with others
Participate in simple back and forth interactions with peers for short periods of time.	F. Building relationships with other children	7. Relationships with peers 10. Playing with others
Engage in associative play with peers.	F. Building relationships with other children	7. Relationships with peers 10. Playing with others
With modeling and support, demonstrate socially competent behavior with peers, such as helping, sharing and taking turns.	F. Building relationships with other children	7. Relationships with peers 10. Playing with others
Topic: Empathy		
React to emotional expressions of others.	D. Emotions	8. Emotions 9. Empathy
Demonstrate awareness of the feelings expressed by others.	D. Emotions	8. Emotions 9. Empathy
Demonstrate awareness that others have feelings.	D. Emotions	8. Emotions 9. Empathy
Respond in caring ways to another's distress in some situations	D. Emotions	8. Emotions 9. Empathy

		7. Relationships with peers
Approaches Toward Learning		
Strand: Initiative		
Topic: Initiative and Curiosity		
Show interest in people and objects.	A. Initiative and planning	1. Initiative 22. Exploring objects
Explore the environment through a variety of sensory-motor activity.	A. Initiative and planning	1. Initiative 22. Exploring objects
Practice new skills with enthusiasm.	A. Initiative and planning	1. Initiative
Demonstrate a willingness to try new activities and experiences.	A. Initiative and planning	1. Initiative
Experiment in the environment with purpose.	A. Initiative and planning	1. Initiative 22. Exploring objects
Ask questions to gain information.	L. Speaking B. Problem-solving with materials	19. Speaking 2. Problem-solving
Topic: Planning, Action and Reflection		
Act on environment to meet needs or interests.	A. Initiative and planning CC. Experimenting, predicting, and drawing conclusions	1. Initiative 22. Exploring objects
Respond to people and objects in their immediate environment based on based experience.	C. Reflection	
Use a variety of ways to meet simple goals.	A. Initiative and planning	1. Initiative
Approach tasks with repeated trial and error.	B. Problem-solving with materials CC. Experimenting, predicting, and drawing conclusions	35. Cause and effect
Make choices to achieve a desired goal.	A. Initiative and planning	1. Initiative
Use previous learning to inform new experiences with people and objects in their environment.	C. Reflection	1. Initiative

Topic: Attention		
Demonstrate awareness of happenings in surroundings.	C. Reflection	1. Initiative
Focus on an activity but are easily distracted.	A. Initiative and planning	1. Initiative
Focus on an activity for short periods of time despite distractions.	A. Initiative and planning	1. Initiative
Topic: Persistence		
Attempt to reproduce interesting and pleasurable effects and events.	C. Reflection	35. Cause and effect
Repeat actions intentionally to achieve goal.	C. Reflection	35. Cause and effect
Engage in self-initiated activities for sustained periods of time.	A. Initiative and planning	1. Initiative
Topic: Innovation and Invention		
Make discoveries about self, others, and the environment.	FF. Knowledge of self and others BB. Observing and classifying	4. Distinguishing self and others 22. Exploring objects
Use objects in new ways.	AA. Pretend play	36. Imitating and pretending
Use materials in new and unconventional ways.	AA. Pretend play	36. Imitating and pretending
Topic: Expression of Ideas and Feelings Through the Arts		
Demonstrate preferences, pleasure or displeasure when interacting with various media.	X. Art	37. Exploring art materials
Seek out experiences with a variety of materials and art materials based on preferences and past experiences.	X. Art	37. Exploring art materials
Use self-selected materials and media to express ideas and feelings.	X. Art	37. Exploring art materials
Cognition and General Knowledge		
Strand: Cognitive Skills		
Topic: Memory		
Exhibit differentiated responses to familiar and unfamiliar people, events, objects and their features.	CC. Experimenting, predicting, and drawing conclusions	4. Distinguishing self and others 6. Relationships with adults

	FF. Knowledge of self and others Knowledge of self and others	7. Relationships with peers 24. Exploring same and different
Mirror simple actions and facial expressions of others previously experienced.	FF. Knowledge of self and others AA. Pretend play	36. Imitating and pretending
Anticipate next steps in simple familiar routines and games.	HH. History G. Community	32. Anticipating events
Recall information over a period of time with contextual cues.	C. Reflection	
Mirror and repeat something seen at an earlier time.	C. Reflection AA. Pretend play	36. Imitating and pretending
Anticipate the beginning and ending of activities, songs and stories.	HH. History G. Community	32. Anticipating events 11. Group participation
Recall information over a longer period of time without contextual cues.	C. Reflection	11. Group participation
Reenact a sequence of events accomplished or observed at an earlier time.	C. Reflection	11. Group participation
Anticipate routines.	HH. History	32. Anticipating events 11. Group participation
Link past and present activities.	HH. History	32. Anticipating events 11. Group participation
Topic: Symbolic Thought		
Explore real objects, people and actions.	BB. Observing and classifying FF. Knowledge of self and others	22. Exploring objects 24. Exploring same and different
Use one or two simple actions or objects to represent another in pretend play.	AA. Pretend play	36. Imitating and pretending
Engage in pretend play involving several sequenced steps and assigned roles.	AA. Pretend play	36. Imitating and pretending
Topic: Reasoning and Problem-Solving		

Actively use the body to find out about the world.	CC. Experimenting, predicting, and drawing conclusions	22. Exploring objects
With modeling and support, use simple strategies to solve problems.	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions	2. Problem solving
In familiar situations, solve problems without having to try every possibility, while avoiding solutions that clearly will not work.	B. Problem solving with materials	2. Problem solving
Cognition and General Knowledge - Mathematics		
Strand: Number Sense		
Topic: Number Sense and Counting		
Explore objects and attend to events in the environment.	S. Number and counting	25. Exploring more 26. One-to-one correspondence 27. Number
Pay attention to quantities when interacting with objects.	S. Number and counting	25. Exploring more
Show understanding that numbers represent quantity and demonstrate understanding of words that identify how much.	S. Number and counting	27. Number
Strand: Number Relationships and Operations		
Topic: Number Relationships		
Explore objects and attend to events in the environment.	S. Number and counting	25. Exploring more 26. One-to-one correspondence 27. Number
Notice changes in quantity of objects (especially ones that can be detected visually with ease).	S. Number and counting	25. Exploring more
Demonstrate an understanding that “adding to” increases the number of objects in the group.	S. Number and counting	25. Exploring more

Place objects in one-to-one correspondence relationships during play.	S. Number and counting	26. One-to-one correspondence
Strand: Algebra		
Topic: Group and Categorize		
Notice differences between familiar and unfamiliar people, objects and places.	BB. Observing and classifying	22. Exploring objects 24. Exploring same and different
Match two objects that are the same and select similar objects from a group.	BB. Observing and classifying	24. Exploring same and different
Sort objects into two or more groups by their properties and uses.	BB. Observing and classifying	24. Exploring same and different
Strand: Measurement and Data		
Topic: Patterning		
Imitate repeated movements.	Z. Movement	36. Imitating and pretending 12. Moving parts of body
Participate in adult-initiated movement patterns.	Z. Movement	12. Moving parts of body
Copy and anticipate a repeating pattern.	V. Patterns	36. Imitating and pretending 12. Moving parts of body
Topic: Describe and Compare Measurable Attributes		
Explore properties of objects.	U. Measurement	22. Exploring objects
Show awareness of the size of objects.	U. Measurement	24. Exploring same and different 25. Exploring more
Demonstrate awareness that objects can be compared by attributes (e.g., size, weight, capacity), and begin to use words such as bigger, smaller, and longer.	U. Measurement	22. Exploring objects
Strand: Geometry		
Topic: Spatial Relationships		

Explore the properties of objects.	T. Geometry: Shapes and spatial awareness	22. Exploring objects
Explore how things fit and move in space.	T. Geometry: Shapes and spatial awareness	30. Taking apart and putting together 24. Exploring same and different
Demonstrate how things fit together and/or move in space with increasing accuracy.	T. Geometry: Shapes and spatial awareness	30. Taking apart and putting together
Topic: Identify and Describe Shapes		
Recognize basic shapes.	T. Geometry: Shapes and spatial awareness	22. Exploring objects 30. Taking apart and putting together
Cognition and General Knowledge – Social Studies		
Strand: Self		
Topic: Social Identity		
Show awareness of self and awareness of other people.	FF. Knowledge of self and others	4. Distinguishing self and others
Prefer familiar adults and recognize familiar actions and routines.	E. Building relationships with adults HH. History	5. Attachment 6. Relationships with adults 32. Anticipating events
Identify self and others as belonging to one or more groups by observable characteristics.	FF. Knowledge of self and others	4. Distinguishing self and others
Cognition and General Knowledge – Science		
Strand: Science Inquiry and Application		
Topic: Inquiry		
Examine objects with lips and tongue.	CC. Experimenting, predicting, and drawing conclusions BB. Observing and classifying	22. Exploring objects

Observe, hold, touch and manipulate objects.	CC. Experimenting, predicting, and drawing conclusions BB. Observing and classifying	22. Exploring objects
Try different things with objects to see what happens or how things work.	CC. Experimenting, predicting, and drawing conclusions	35. Cause and effect
Observe the physical and natural world around them.	DD. Natural and physical world	22. Exploring objects
Engage in sustained and complex manipulation of objects.	CC. Experimenting, predicting, and drawing conclusions	22. Exploring objects 23. Object permanence
Engage in focused observations of objects and events in the environment.	BB. Observing and classifying	22. Exploring objects 23. Object permanence 24. Exploring same and different
Ask questions about objects and events in the environment.	DD. Natural and physical world	19. Speaking 22. Exploring objects
With modeling and support, use simple tools to explore the environment.	EE. Tools and technology	22. Exploring objects
Topic: Cause and Effect		
Use simple actions to make things happen.	EE. Tools and technology CC. Experimenting, predicting, and drawing conclusions	22. Exploring objects 35. Cause and effect
Purposefully combine actions to make things happen.	CC. Experimenting, predicting, and drawing conclusions	35. Cause and effect
Demonstrate understanding that events have a cause.	CC. Experimenting, predicting, and drawing conclusions	35. Cause and effect

Make predictions.	CC. Experimenting, predicting, and drawing conclusions	35. Cause and effect
Language and Literacy		
Strand: Listening and Speaking		
Topic: Receptive Language and Comprehension		
Attend and respond to language and sounds.	M. Listening and comprehension	16. Listening and responding
Show understanding of simple requests and statements referring to people and objects around them.	M. Listening and comprehension	16. Listening and responding
Show understanding of requests and statements referring to people, objects, ideas and feelings.	M. Listening and comprehension	16. Listening and responding
Demonstrate interest in and use words that are new or unfamiliar in conversation and play.	M. Listening and comprehension L. Speaking	16. Listening and responding 19. Speaking
Understand when words are used in unconventional ways.	M. Listening and comprehension	16. Listening and responding
Topic: Expressive Language		
Experiment intentionally with sound inflection and gestures in different ways to express wants, needs or feelings.	L. Speaking	17. Nonverbal communication 19. Speaking
Begin to use single words and conventional gestures to communicate with others.	L. Speaking	19. Speaking
Combine words to express more complex ideas, or requests.	L. Speaking	19. Speaking
With modeling and support, describe experiences with people, places and things.	L. Speaking	19. Speaking
Use words that indicate position and direction.	L. Speaking GG. Geography	19. Speaking 28. Locating objects
Topic: Social Communication		
Attempt to respond to basic forms of social communication with the appropriate facial expression, vocalization and/or gesture.	L. Speaking	19. Speaking

Participate in and often initiate basic communication with family members or familiar others.	L. Speaking E. Building relationships with adults F. Building relationships with other children	19. Speaking
Participate in and often initiate communication according to commonly accepted expectations with family members and in social groups.	L. Speaking E. Building relationships with adults F. Building relationships with other children	19. Speaking
Strand: Reading		
Topic: Early Reading		
Show interest in books, pictures, songs and rhymes.	P. Reading	20. Exploring print 21. Enjoying language
Actively participate in book reading, story-telling, and singing.	P. Reading Q. Book enjoyment and knowledge	20. Exploring print 21. Enjoying language
Show an appreciation for reading books, telling stories and singing.	P. Reading Q. Book enjoyment and knowledge	20. Exploring print 21. Enjoying language
Topic: Reading Comprehension		
Attend and respond when familiar books are read aloud.	P. Reading	20. Exploring print 21. Enjoying language
Point to familiar pictures in books when labeled by adult.	P. Reading	20. Exploring print 21. Enjoying language
Demonstrate an understanding of the meaning of stories and information in in books.	P. Reading	16. Listening and responding
Use pictures to describe and predict stories and information in books.	P. Reading	20. Exploring print
Understand when words are used in unconventional ways during shared reading.	M. Listening and comprehension	16. Listening and responding
Topic: Print Concepts		

Demonstrate interest in exploring books.	Q. Book enjoyment and knowledge	20. Exploring print
Demonstrate a beginning understanding that print carries meaning.	P. Reading	20. Exploring print
Distinguishes pictures from letters and words in a text.	P. Reading	20. Exploring print
Topic: Phonological awareness		
Vocalizes sounds.	L. Speaking N. Phonological awareness	19. Speaking 21. Enjoying language
Explores sounds of materials and objects.	N. Phonological awareness	19. Speaking 21. Enjoying language
Recognize familiar sounds (e.g., the sound of a particular animal, a friend's voice, etc.).	N. Phonological awareness	21. Enjoying language
Distinguish between sounds that are the same and different (e.g., environmental sounds, animal sounds, etc.).	N. Phonological awareness	21. Enjoying language
Topic: Letter and Word Recognition		
With modeling and support, recognize familiar logos and environmental print.	P. Reading	20. Exploring print
With modeling and support, recognize own name in print.	O. Alphabetic knowledge P. Reading	20. Exploring print
Strand: Writing		
Topic: Early Writing		
Show ability to transfer and manipulate an object with hands.	J. Fine-motor skills	14. Moving with objects
Use full-hand grasp (palmer grasp) to hold writing tool to make marks and scribble.	J. Fine-motor skills R. Writing	14. Moving with objects
Begin to use thumb and fingers (5-finger grasp) of one hand to hold writing tool.	J. Fine-motor skills R. Writing	14. Moving with objects

Topic: Writing Application and Composition		
Make marks and “scribble writing” to represent objects and ideas.	R. Writing	14. Moving with objects 37. Exploring art materials
Physical Well-Being and Motor Development		
Strand: Motor Development		
Topic: Large Muscle: Balance and Coordination		
Demonstrate strength and control of head, arms, legs and trunk using purposeful movements.	I. Gross-motor skills	13. Moving the whole body
Move with increasing coordination and balance, with or without adult support and/or assistive device.	I. Gross-motor skills	13. Moving the whole body
Use locomotor skills with increasing coordination and balance.	I. Gross-motor skills	13. Moving the whole body
Use a variety of non-locomotor body movements (hands in the air, turn around, stand on one foot, etc.) during play.	I. Gross-motor skills	13. Moving the whole body
Topic: Small Muscle: Touch, Grasp, Reach, Manipulate		
Transfer a toy from one hand to another by reaching, grasping and releasing.	J. Fine-motor skills	14. Moving with objects
Use both hands to accomplish a task.	J. Fine-motor skills	14. Moving with objects
Coordinate the use of arms, hands and fingers to accomplish tasks.	J. Fine-motor skills	14. Moving with objects
Topic: Oral-Motor		
Use mouth and tongue to explore objects.	BB. Observing and classifying	22. Exploring objects
Open mouth to wait for food to enter and use upper lip to clean food off spoon during spoon feeding.	K. Personal care and healthy behavior	3. Self-help
Take and chew small bites/pieces of finger food.	K. Personal care and healthy behavior	3. Self-help
Take bites from whole foods, coordinate chewing and swallowing.	K. Personal care and healthy behavior	3. Self-help
Topic: Sensory Motor		

Uses senses and movement to explore immediate surroundings.	BB. Observing and classifying	22. Exploring objects
Coordinate senses with movement.	Z. Movement	22. Exploring objects 12. Moving parts of the body
Use sensory information to guide movement to accomplish tasks.	Z. Movement K. Personal care and healthy behavior	3. Self-help 12. Moving parts of the body
Strand: Physical Well-Being		
Topic: Body Awareness		
Show awareness of own body.	K. Personal care and healthy behavior I. Gross-motor skills	3. Self-help 13. Moving the whole body
Point to basic body parts when asked.	K. Personal care and healthy behavior	3. Self-help
Name, point to and move body parts when asked.	K. Personal care and healthy behavior Z. Movement	3. Self-help 12. Moving parts of the body
Topic: Physical Activity		
Interact with adults in physical activities.	I. Gross-motor skills	13. Moving the whole body
Using simple movement skills, participate in active physical play.	I. Gross-motor skills Z. Movement	13. Moving the whole body
Participate in active physical play and structured activities requiring spontaneous and instructed body movements.	I. Gross-motor skills	13. Moving the whole body
Topic: Nutrition		
Express when hungry or full.	K. Personal care and healthy behavior	3. Self-help
Follow a regular eating routine.	K. Personal care and healthy behavior G. Community	3. Self-help
Make simple food choices, have food preferences and demonstrate	K. Personal care and healthy behavior	3. Self-help

willingness to try new foods.		
Topic: Self Help		
Demonstrate emerging participation in dressing.	K. Personal care and healthy behavior	3. Self-help
With adult assistance, participate in personal care tasks (e.g., hand-washing, dressing, etc.).	K. Personal care and healthy behavior G. Community	3. Self-help
With modeling and support, complete personal care tasks (e.g., hand-washing, dressing, toileting, etc.).	K. Personal care and healthy behavior G. Community	3. Self-help
Topic: Safety Practices		
Follow adult intervention and guidance regarding safety.	M. Listening and comprehension	16. Listening and responding
Cooperate and/or stop a behavior in response to a direction regarding safety.	M. Listening and comprehension	16. Listening and responding
Use adults as resources when needing help in potentially unsafe or dangerous situations.	E. Building relationships with adults K. Personal care and healthy behavior	6. Relationships with adults 3. Self-help