



THE HIGHSCOPE
**preschool
curriculum**
AND
COR Advantage[®]

Ohio Early Learning and
Development Standards

ALIGNMENT



Alignment of The HighScope 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 preschool and the developmental milestones of HighScope's child assessment tool, **COR Advantage**.

Based on more than 50 years of research on early childhood development, **The HighScope Preschool Curriculum** is built on 58 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. (2018). *COR Advantage* [Computerized assessment system].
Online at <https://www.coradvantage.com>

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

Ohio Early Learning and Development Standards

COR Advantage Items

Key Developmental Indicators (KDIs) —
Preschool

Social and Emotional Development		
Strand: Self		
Topic: Awareness and Expression of Emotion		
Recognize and identify own emotions and the emotions of others.	D. Emotions	9. Emotions 10. Empathy
Communicate a range of emotions in socially accepted ways.	D. Emotions	9. Emotions
Topic: Self-Concept		
Identify the diversity in human characteristics and how people are similar and different.	FF. Knowledge of self and others	53. Diversity
Compare own characteristics to those of others.	FF. Knowledge of self and others	7. Self-identity 53. Diversity
Topic: Self Regulation		
Manage the expression of feelings, thoughts, impulses and behaviors with minimal guidance from adults.	D. Emotions	9. Emotions 14. Moral development
Demonstrate the ability to delay gratification for short periods of time.	B. Problem solving with materials	9. Emotions
With modeling and support, show awareness of the consequences for his/her actions.	G. Community	9. Emotions
Topic: Sense of Competence		
Show confidence in own abilities and accomplish routine and familiar tasks independently.	A. Initiative and planning	7. Self-identity 8. Sense of competence
Strand: Relationships		
Topic: Attachment		

Express affection for familiar adults.	D. Emotions	12. Building relationships
Seek security and support from familiar adults in anticipation of challenging situations.	D. Emotions	12. Building relationships
Separate from familiar adults in a familiar setting with minimal distress.	D. Emotions	12. Building relationships
Topic: Interactions with Adults		
Engage in extended, reciprocal conversations with familiar adults.	D. Emotions	12. Building relationships
Request and accept guidance from from familiar adults.	D. Emotions	12. Building relationships
Topic: Peer interactions and Relationships		
Interact with peers in more complex pretend play including planning, coordination of roles and cooperation.	F. Building relationships with other children AA. Pretend play	12. Building relationships 2. Planning 13. Cooperative play 43. Pretend play
Demonstrate socially competent behavior with peers.	F. Building relationships with other children	12. Building relationships 13. Cooperative play
With modeling and support, negotiate to resolve social conflicts with peers.	F. Building relationships with other children H. Conflict resolution	15. Conflict resolution
Topic: Empathy		
Express concern for the needs of others and people in distress.	D. Emotions	10. Empathy
Show regard for the feelings of other living things.	D. Emotions DD. Natural and physical world	10. Empathy
Approaches Toward Learning		
Strand: Initiative		
Topic: Initiative and Curiosity		
Seek new and varied experiences and challenges (takes risks).	A. Initiative and planning	8. Sense of competence
Demonstrate self-direction while participating in a range of activities and	A. Initiative and planning	1. Initiative

routines.		2. Planning
Ask questions to seek explanations about phenomena of interest.	E. Building relationships with adults	5. Use of resources
Topic: Planning, Action and Reflection		
Develop, initiate and carry out simple plans to obtain a goal.	A. Initiative and planning	1. Initiative 2. Planning
Use prior knowledge and information to assess, inform, and plan for future actions and learning.	C. Reflection	6. Reflection
Topic: Attention		
Focus on an activity with deliberate concentration despite distractions.	A. Initiative and planning	3. Engagement
Topic: Persistence		
Carry out tasks, activities, projects or experiences from beginning to end.	A. Initiative and planning	1. Initiative 2. Planning 3. Engagement
Focus on the task at hand even when frustrated or challenged.	A. Initiative and planning B. Problem solving with materials	3. Engagement 4. Problem solving
Topic: Innovation and Invention		
Use imagination and creativity to interact with objects and materials.	AA. Pretend play	40. Art 41. Music 42. Movement 43. Pretend play
Use creative and flexible thinking to solve problems.	AA. Pretend play	40. Art 41. Music 42. Movement 43. Pretend play
Engage in inventive social play.	AA. Pretend play	43. Pretend play
Topic: Expression of Ideas and Feelings Through the Arts		
Express individuality, life experiences, and what they know and are able to do	X. Art	40. Art

through a variety of media.	Y. Music Z. Movement AA. Pretend play	41. Music 42. Movement 43. Pretend play
Express interest in and show appreciation for the creative work of others.	X. Art Y. Music Z. Movement AA. Pretend play	44. Appreciating the arts
Cognition and General Knowledge		
Strand: Cognitive Skills		
Topic: Memory		
Communicate about past events and anticipate what comes next during familiar routines and experiences.	HH. History	57. History
With modeling and support, remember and use information for a variety of purposes.	C. Reflection	5. Use of resources 6. Reflection
Recreate complex ideas, events/situations with personal adaptations.	C. Reflection	5. Use of resources 6. Reflection
Topic: Symbolic Thought		
Demonstrate understanding that symbols carry meaning and use symbols to represent thinking (e.g., drawings, construction or movement).	P. Reading AA. Pretend play	27. Concepts about print 40. Art
Participate cooperatively in complex pretend play, involving assigned roles and an overall plan.	AA. Pretend play	40. Art
Topic: Reasoning and Problem-Solving		
Demonstrate ability to solve everyday problems based on past experience.	B. Problem solving with materials	4. Problem solving
Solve problems by planning and carrying out a sequence of actions.	A. Initiative and planning B. Problem solving with materials	2. Planning 4. Problem solving

Seek more than one solution to a question, problem or task.	B. Problem solving with materials	4. Problem solving
Explain reasoning for the solution selected.	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions	4. Problem solving 49. Drawing conclusions 50. Communicating ideas
Cognition and General Knowledge - Mathematics		
Strand: Number Sense		
Topic: Number Sense and Counting		
Count to 20 by ones with increasing accuracy.	S. Number and counting	31. Number words and symbols 32. Counting
Identify and name numerals 1-9.	S. Number and counting	31. Number words and symbols
Identify without counting small quantities of up to 3 items. (Subitize)	S. Number and counting	32. Counting
Demonstrate one-to-one correspondence when counting objects up to 10.	S. Number and counting	32. Counting
Understand that the last number spoken tells the number of objects counted.	S. Number and counting	32. Counting
Identify whether the number of objects in one group is greater than, less than or equal to the number of objects in another group up to 10.	S. Number and counting	32. Counting 33. Part-whole relationships
Strand: Number Relationships and Operations		
Topic: Number Relationships		
Count to solve simple addition and subtraction problems with totals smaller than 8, using concrete objects.	S. Number and counting	32. Counting 33. Part-whole relationships
Strand: Algebra		
Topic: Group and Categorize		

Sort and classify objects by one or more attributes (e.g., size, number).	BB. Observing and classifying	46. Classifying
Strand: Measurement and Data		
Topic: Patterning		
Recognize, duplicate and extend simple patterns using attributes such as color, shape or size.	V. Patterns	38. Patterns
Create patterns.	V. Patterns	38. Patterns
Topic: Describe and Compare Measurable Attributes		
Describe and compare objects using measurable attributes (e.g., length, size, capacity and weight).	U. Measurement	36. Measuring
Order objects by measurable attribute (e.g., biggest to smallest, etc.).	U. Measurement	36. Measuring
Measure length and volume (capacity) using non-standard or standard measurement tools.	U. Measurement	36. Measuring
Topic: Data Analysis		
Collect data by categories to answer simple questions.	W. Data analysis	39. Data analysis
Strand: Geometry		
Topic: Spatial Relationships		
Demonstrate understanding of the relative position of objects using terms such as in/on/under, up/down, inside/outside, above/below, beside/between, in front of/behind and next to.	T. Geometry: Shapes and spatial awareness	35. Spatial awareness
Topic: Identify and Describe Shapes		
Understand and use names of shapes when identifying objects.	T. Geometry: Shapes and spatial awareness	34. Shapes
Name three-dimensional objects using informal, descriptive vocabulary (e.g., “cube” for box, “ice cream cone” for cone, “ball” for sphere, etc.).	T. Geometry: Shapes and spatial awareness	34. Shapes
Compare two-dimensional shapes, in different sizes and orientations, using informal language.	T. Geometry: Shapes and spatial awareness	34. Shapes

Create shapes during play by building, drawing, etc.	T. Geometry: Shapes and spatial awareness	34. Shapes
Combine simple shapes to form larger shapes.	T. Geometry: Shapes and spatial awareness	34. Shapes
Cognition and General Knowledge – Social Studies		
Strand: History		
Topic: Historical Thinking and Skills		
Demonstrate an understanding of time in the context of daily experiences.	HH. History	57. History
Develop an awareness of his/her personal history.	HH. History	57. History
Topic: Heritage		
Develop an awareness and appreciation of family cultural stories and traditions.	HH. History FF. Knowledge of self and others	7. Self-identity 53. Diversity 57. History
Strand: Geography		
Topic: Spatial Thinking and Skills		
Demonstrate a beginning understanding of maps as actual representations of places.	GG. Geography	56. Geography
Topic: Human Systems		
Identify similarities and differences of personal, family and cultural characteristics, and those of others.	FF. Knowledge of self and others	53. Diversity
Strand: Government		
Topic: Civic Participation Skills		
Understand that everyone has rights and responsibilities within a group.	G. Community	55. Decision making 11. Community
Demonstrate cooperative behaviors and fairness in social interactions.	G. Community	55. Decision making 11. Community

		13. Cooperative play
With modeling and support, negotiate to solve social conflicts with peers.	H. Conflict resolution	15. Conflict resolution
With modeling and support, demonstrate an awareness of the outcomes of choices.	G. Community	11. Community
Topic: Rules and Laws		
With modeling and support, demonstrate understanding that rules play an important role in promoting safety and protecting fairness.	G. Community	11. Community
Strand: Economics		
Topic: Scarcity		
With modeling and support, recognize that people have wants and must make choices to satisfy those wants because resources and materials are limited.	G. Community	11. Community 54. Community roles
Topic: Production and Consumption		
With modeling and support, demonstrate understanding of where goods and services originate and how they are acquired.	FF. Knowledge of self and others	54. Community roles
With modeling and support, demonstrate responsible consumption and conservation of resources.	FF. Knowledge of self and others	58. Ecology
Cognition and General Knowledge – Science		
Strand: Science Inquiry and Application		
Topic: Inquiry		
Explore objects, materials and events in the environment.	BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions	45. Observing
Make careful observations.	BB. Observing and classifying	45. Observing
Pose questions about the physical and natural environment.	DD. Natural and physical world	51. Natural and physical world

Engage in simple investigations.	CC. Experimenting, predicting, and drawing conclusions	47. Experimenting
Describe, compare, sort, classify, and order.	BB. Observing and classifying	46. Classifying
Record observations using words, pictures, charts, graphs, etc.	CC. Experimenting, predicting, and drawing conclusions W. Data analysis	50. Communicating ideas
Use simple tools to extend investigation.	EE. Tools and technology	52. Tools and technology
Identify patterns and relationships.	CC. Experimenting, predicting, and drawing conclusions	49. Drawing conclusions 50. Communicating ideas
Make predictions.	CC. Experimenting, predicting, and drawing conclusions	48. Predicting
Make inferences, generalizations and explanations based on evidence.	CC. Experimenting, predicting, and drawing conclusions	49. Drawing conclusions
Share findings, ideas and explanations (may be correct or incorrect) through a variety of methods (e.g., pictures, words, dramatizations).	W. Data analysis	50. Communicating ideas
Topic: Explorations of the Natural World		
With modeling and support, recognize familiar elements of the natural environment and understand that these may change over time (e.g., soil, weather, sun and moon).	DD. Natural and physical world	51. Natural and physical world
With modeling and support, develop understanding of the relationship between humans and nature; recognizing the difference between helpful and harmful actions toward the natural environment.	DD. Natural and physical world	51. Natural and physical world
Topic: Explorations of Energy		
With modeling and support, explore the properties of objects and materials (e.g., solids and liquids).	DD. Natural and physical world	51. Natural and physical world
With modeling and support, explore the properties and characteristics of	DD. Natural and physical world	51. Natural and physical world

sound and light.		
Topic: Explorations of Living Things		
With modeling and support, identify physical characteristics and simple behaviors of living things.	DD. Natural and physical world	51. Natural and physical world
With modeling and support, identify and explore the relationship between living things and their environment (e.g., habitats, food, eating habits, etc.).	DD. Natural and physical world	51. Natural and physical world
With modeling and support, demonstrate knowledge of body parts and bodily processes (e.g., eating, sleeping, breathing, walking) in humans and other animals.	DD. Natural and physical world	51. Natural and physical world
With modeling and support, demonstrate an understanding that living things change over time (e.g., life cycle).	DD. Natural and physical world	51. Natural and physical world
With modeling and support, recognize similarities and differences between people and other living things.	DD. Natural and physical world	51. Natural and physical world
Language and Literacy		
Strand: Listening and Speaking		
Topic: Receptive Language and Comprehension		
Demonstrate understanding of increasingly complex concepts and longer sentences.	M. Listening and comprehension	21. Comprehension
Ask meaning of words.	M. Listening and comprehension	23. Vocabulary
Follow two-step directions or requests.	M. Listening and comprehension	21. Comprehension
Topic: Expressive Language		
Use language to communicate in a variety of ways with others to share observations, ideas and experiences; problem-solve, reason, predict and seek new information.	L. Speaking	22. Speaking
Speak audibly and express thoughts, feelings and ideas clearly. (Articulation)	L. Speaking	22. Speaking
Describe familiar people, places, things and experiences.	L. Speaking	22. Speaking
Use drawings or other visuals to add details to verbal descriptions.	X. Art	40. Art

With modeling and support, use the conventions of standard English. (Grammar)	L. Speaking	22. Speaking
With modeling and support, use words acquired through conversations and shared reading experiences. (Vocabulary)	L. Speaking M. Listening and comprehension	22. Speaking 23. Vocabulary
With modeling and support, determine the meanings of unknown words/concepts using the context of conversations, pictures that accompany text or concrete objects. (Vocabulary)	L. Speaking M. Listening and comprehension	22. Speaking 23. Vocabulary
Identify real-life connections between words and their use. (Vocabulary)	L. Speaking M. Listening and comprehension	22. Speaking 23. Vocabulary
With modeling and support, explore relationships between word meanings (e.g., categories of objects, opposites, verbs describing similar actions – <i>walk</i> , <i>march</i> , <i>prance</i> , etc.). (Vocabulary)	L. Speaking M. Listening and comprehension	22. Speaking 23. Vocabulary
Topic: Social Communication		
With modeling and support, follow typical patterns when communicating with others (e.g., listen to others, take turns talking and speaking about the topic or text being discussed).	L. Speaking	22. Speaking
With modeling and support, continue a conversation through multiple exchanges.	L. Speaking	22. Speaking
Strand: Reading		
Topic: Reading Comprehension		
Ask and answer questions, and comment about characters and major events in familiar stories.	L. Speaking	21. Comprehension 28. Book knowledge
Re-tell or re-enact familiar stories.	Q. Book enjoyment and knowledge	21. Comprehension 28. Book knowledge
Identify characters and major events in a story.	Q. Book enjoyment and knowledge	21. Comprehension 28. Book knowledge
Demonstrate an understanding of the difference between fantasy and reality.	Q. Book enjoyment and knowledge	21. Comprehension 28. Book knowledge

With modeling and support, describe what part of the story the illustration depicts.	Q. Book enjoyment and knowledge	21. Comprehension 28. Book knowledge
With modeling and support, name the author and illustrator of a story and what part each person does for a book.	Q. Book enjoyment and knowledge	28. Book knowledge
With modeling and support, identify the topic of an informational text that has been read aloud.	Q. Book enjoyment and knowledge	21. Comprehension 28. Book knowledge
With modeling and support, categorize and compare and contrast information in informational text.	Q. Book enjoyment and knowledge	21. Comprehension 28. Book knowledge
With modeling and support, discuss some similarities and differences between two texts on the same topic (e.g., illustrations, descriptions).	Q. Book enjoyment and knowledge	21. Comprehension 28. Book knowledge
Actively engage in group reading with purpose and understanding.	Q. Book enjoyment and knowledge	26. Reading
Topic: Fluency		
With modeling and support use phrasing, intonation and expression in shared reading of familiar books, poems, chants, songs, nursery rhymes, or other repetitious or predictable texts.	Q. Book enjoyment and knowledge L. Speaking	26. Reading
Topic: Print Concepts		
Demonstrate an understanding of basic conventions of print in English and other languages.	P. Reading	27. Concepts about print
Orient books correctly for reading and turn pages one at a time.	Q. Book enjoyment and knowledge	28. Book knowledge
Demonstrate an understanding that print carries meaning.	P. Reading	26. Reading 27. Concepts about print 28. Book knowledge
Topic: Phonological awareness		
With modeling and support, recognize and produce rhyming words.	N. Phonological awareness	24. Phonological awareness
With modeling and support, recognize words in spoken sentences.	N. Phonological awareness	24. Phonological awareness

With modeling and support identify, blend and segment syllables in spoken words. With modeling and support, orally blend and segment familiar compound words.	N. Phonological awareness	24. Phonological awareness
With modeling and support, blend and segment onset and rhyme in single-syllable spoken words.	N. Phonological awareness	24. Phonological awareness
With modeling and support, identify initial and final sounds in spoken words.	N. Phonological awareness	24. Phonological awareness
Topic: Letter and Word Recognition		
With modeling and support, recognize and “read” familiar words or environmental print.	O. Alphabetic knowledge	26. Reading 27. Concepts about print
With modeling and support, recognize and name some upper and lower case letters in addition to those in first name.	O. Alphabetic knowledge	25. Alphabetic knowledge
With modeling and support, demonstrate understanding that alphabet letters are a special category of symbols that can be named and identified.	O. Alphabetic knowledge	25. Alphabetic knowledge
With modeling and support, recognize the sounds associated with letters.	O. Alphabetic knowledge P. Reading	25. Alphabetic knowledge
Strand: Writing		
Topic: Writing Process		
Use a 3-finger grasp of dominant hand to hold a writing tool.	J. Fine-motor skills	29. Writing
Demonstrate an understanding of the structure and function of print.	P. Reading	27. Concepts about print
With modeling and support, print letters of own name and other meaningful words with mock letters and some actual letters.	R. Writing	29. Writing 25. Alphabetic knowledge
With modeling and support, demonstrate letter formation in “writing”.	R. Writing	29. Writing
With modeling and support, show awareness that one letter or cluster of letters represents on word.	R. Writing	27. Concepts about print 29. Writing
Topic: Writing Application and Composition		

“Read” what they have written.	P. Reading	26. Reading 29. Writing
With modeling and support, notice and sporadically use punctuation in writing.	R. Writing	29. Writing
With modeling and support, use a combination of drawing, dictating and emergent writing for a variety of purposes (e.g., letters, greeting cards, menus, lists, books).	R. Writing	29. Writing
With modeling and support, use a combination of drawing, dictating and emergent writing to tell a story, to express ideas, and to share information about an experience or topic of interest.	R. Writing	29. Writing
With modeling and support, discuss and respond to questions from others about writing/drawing.	R. Writing	29. Writing
With modeling and support, participate in shared research and writing projects using a variety of resources to gather information or to answer a question.	R. Writing	29. Writing
With modeling and support, explore a variety of digital tools to express ideas.	R. Writing EE. Tools and technology	29. Writing
Physical Well-Being and Motor Development		
Strand: Motor Development		
Topic: Large Muscle: Balance and Coordination		
Demonstrate locomotor skills with control, coordination and balance during active play (e.g., running, hopping, skipping).	I. Gross-motor skills	16. Gross-motor skills
Demonstrate coordination in using objects during active play (e.g., throwing, catching, kicking balls, riding tricycle).	I. Gross-motor skills	16. Gross-motor skills
Use non-locomotor skills with control, balance and coordination during active play (e.g., bending, stretching and twisting).	I. Gross-motor skills	16. Gross-motor skills
Demonstrate spatial awareness in physical activity or movement.	I. Gross-motor skills	16. Gross-motor skills 18. Body awareness
Topic: Small Muscle: Touch, Grasp, Reach, Manipulate		

Coordinate the use of hands, fingers and wrists to manipulate objects and perform tasks requiring precise movements.	J. Fine-motor skills	17. Fine-motor skills
Use classroom and household tools independently with eye-hand coordination to carry out activities.	J. Fine-motor skills EE. Tools and technology	17. Fine-motor skills 52. Tools and technology
Topic: Oral-Motor		
Demonstrate increasingly complex oral-motor skills such as drinking through a straw, blowing bubbles or repeating a tongue-twister.	NA	NA
Topic: Sensory Motor		
Regulate reactions to external sensory stimuli in order to focus on complex tasks or activities.	B. Problem solving with materials	3. Engagement
Strand: Physical Well-Being		
Topic: Body Awareness		
Identify and describe the function of body parts.	K. Personal care and healthy behavior	18. Body awareness
Topic: Physical Activity		
Participate in structured and unstructured active physical play exhibiting strength and stamina.	I. Gross-motor skills K. Personal care and healthy behavior	16. Gross-motor skills 20. Healthy behavior
Demonstrate basic understanding that physical activity helps the body grow and be healthy.	I. Gross-motor skills K. Personal care and healthy behavior	16. Gross-motor skills 20. Healthy behavior
Topic: Nutrition		
Demonstrate basic understanding that eating a variety of foods helps the body grow and be healthy.	K. Personal care and healthy behavior	20. Healthy behavior
Distinguish nutritious from non-nutritious foods.	K. Personal care and healthy behavior	20. Healthy behavior
Topic: Self Help		

Independently complete personal care tasks (e.g., toileting, teeth-brushing, hand-washing, dressing etc.).	K. Personal care and healthy behavior	19. Personal care
Follow basic health practices.	K. Personal care and healthy behavior	19. Personal care 20. Healthy behavior
Topic: Safety Practices		
With modeling and support, identify and follow basic safety rules.	K. Personal care and healthy behavior	20. Healthy behavior
Identify ways adults help to keep us safe.	K. Personal care and healthy behavior	20. Healthy behavior
With modeling and support, identify the consequences of unsafe behavior.	K. Personal care and healthy behavior	20. Healthy behavior
With modeling and support, demonstrate ability to follow emergency routines (e.g., fire or tornado drill).	K. Personal care and healthy behavior	20. Healthy behavior
With modeling and support, demonstrate ability to follow transportation and pedestrian safety rules.	K. Personal care and healthy behavior	20. Healthy behavior