



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

2023 Rhode Island Early
Learning and Development
Standards (RIELDS)

ALIGN
MENT



**Alignment of The HighScope Curriculum and COR Advantage
With
2023 Rhode Island Early Learning and Development Standards (RIELDS)**

This document aligns the content in the **2023 Rhode Island Early Learning and Development Standards (RIELDS)** with the learning objectives of the **HighScope Curriculum** for infants and toddlers and 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

2023 Rhode Island Early Learning and Development Standards (RIELDS) content was retrieved on July 18, 2023 from <https://rields.com/>

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.

Rhode Island Early Learning and Development Standards for Infants and Toddlers

COR Advantage Items

Key Developmental Indicators (KDIs) — Infant-Toddler

Domain Name		
Standard		
Physical Health and Motor Development (PH)		
PH 1: Health and Safety Practices		
PH 1.a: Children engage in structured and unstructured physical activity.	I. Gross-motor skills	12. Moving parts of the body 13. Moving the whole body
PH 1.b: Children become increasingly able to identify unsafe situations and gradually learn strategies for responding to them.	K. Personal care and healthy behavior	5. Attachment 6. Relationships with adults
PH 1.c: Children develop self-help skills.	K. Personal care and healthy behavior	3. Self-help
PH 2: Gross Motor Development		
PH 2.a: Children develop large-muscle control, strength, and coordination.	I. Gross-motor skills	12. Moving parts of the body 13. Moving the whole body
PH 2.b: Children develop traveling skills.	I. Gross-motor skills	13. Moving the whole body
PH 3: Fine Motor Development		
PH 3.a: Children develop small-muscle control, strength, and coordination.	J. Fine-motor skills	14. Moving with objects
PH 3.b: Children develop writing and drawing skills.	J. Fine-motor skills R. Writing	14. Moving with objects 37. Exploring art materials
Domain Name		
Standard		
Social and Emotional Development (SE)		

SE 1: Relationships with Others		
SE 1.a: Children develop trust in and engage positively with adults who are familiar and consistently present in children’s lives.	E. Building relationships with adults	5. Attachment 6. Relationships with adults
SE 1.b: Children engage in positive relationships and interactions with other children.	F. Building relationships with other children	7. Relationships with peers
SE 2: Sense of Self		
SE 2.a: Children develop an awareness of themselves as an individual with unique thoughts, feelings, and perspectives.	FF. Knowledge of self and others	4. Distinguishing self and others
SE 2.b: Children develop the confidence to complete an action successfully or independently.	A. Initiative and planning	1. Initiative 3. Self-help
SE 3: Self-regulation		
SE 3.a: Children develop the ability to identify, express, and manage their emotions.	D. Emotions	8. Emotions
SE 3.b: Children develop the ability to manage impulses and express emotions appropriately even in challenging situations.	D. Emotions	8. Emotions 10. Playing with others 2. Problem solving
Domain Name		
Standard		
Language Development (LD)		
LD 1: Receptive/Interpretive Language		
LD 1.a: Children attend to, understand, and respond to increasingly complex language.	M. Listening and comprehension	16. Listening and responding 17. Nonverbal communication
LD 2: Expressive Language		
LD 2a: Children use increasingly complex vocabulary, grammar, and syntax to express thoughts and needs.	L. Speaking	19. Speaking

LD 3: Pragmatics		
LD 3.a: Children understand, follow, and use appropriate social and conversational rules.	L. Speaking	16. Listening and responding 18. Two-way communication 19. Speaking
LD 4: Language Development of Multilingual Learners		
LD 4.a: Multilingual children attend to, understand, and respond to increasingly complex language on a range of topics, including personally meaningful experiences and texts (including digital texts) in English and their home language.	M. Listening and comprehension II. Listening to and understanding English JJ. Speaking English	16. Listening and responding 17. Nonverbal communication 18. Two-way communication 19. Speaking
LD 4.b: Multilingual children become increasingly proficient in expressing their thoughts and ideas in English and their home language(s).	L. Speaking JJ. Speaking English	19. Speaking
Domain Name		
Standard		
Literacy (L)		
L 1: Phonological Awareness		
L 1.a: Children demonstrate awareness of spoken words, syllables, and sounds (phonemes).	N. Phonological awareness	19. Speaking 21. Enjoying language 41. Sounds
L 2: Print Concepts		
L 2.a: Children develop letter-sound correspondence and identify letters by sounds (phonemes) and names.	O. Alphabetic knowledge	20. Exploring print
L 2.b: Children demonstrate book awareness and knowledge of basic print conventions; they understand that print can carry meaning and spoken words are represented by text.	Q. Book enjoyment and knowledge	20. Exploring print 21. Enjoying language
L 3: Comprehension and Interest		
L 3.a: Children show interest in and an understanding of a variety of literacy experiences.	P. Reading Q. Book enjoyment and knowledge	20. Exploring print 21. Enjoying language

L 4: Literacy Development for Multilingual Learners		
L 5: Emergent Writing		
L 5.a: Children use a combination of drawing, dictating, and writing to show knowledge of writing conventions and demonstrate writing as a means of communication.	R. Writing	14. Moving with objects 17. Nonverbal communication 20. Exploring print 37. Exploring art materials
Domain Name		
Standard		
Cognitive Development (CD)		
CD 1: Logic and Reasoning		
CD 1.a: Children apply strategies and draw upon past knowledge and experiences to meet goals and solve problems.	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions	2. Problem solving 22. Exploring objects
CD 2: Memory and Working Memory		
CD 2.a: Children hold information in their mind and manipulate it to perform tasks.	C. Reflection Q. Book enjoyment and knowledge S. Numbers and counting BB. Observing and classifying	23. Object permanence 28. Locating objects
CD 3: Attention and Inhibitory Control		
CD 3.a: Children's skills increase in filtering impulses and sustaining attention on a task.	A. Initiative and planning	32. Anticipating events 11. Group participation
CD 4: Cognitive Flexibility		
CD 4.a: Children's skills increase at adjusting to changes in demands, priorities, and perspectives.	A. Initiative and planning B. Problem solving with materials	10. Playing with others 32. Anticipating events 11. Group participation
Domain Name		

Standard		
Mathematics (M)		
M 1: Number Sense and Quantity		
M 1.a: Children develop number recognition and counting skills and learn the relationship between numbers and the quantity they represent.	S. Number and counting	25. Exploring more 26. One-to-one correspondence 27. Number
M 2: Number Relationships and Operations		
M 2.a: Children learn to use numbers to compare quantities and solve mathematical situations.	S. Number and counting	25. Exploring more 26. One-to-one correspondence 27. Number
M 3: Classification and Patterning		
M 3.a: Children learn to order and sort objects by common attributes to identify patterns, and to predict the next sequence in a pattern.	V. Patterns BB. Observing and classifying	24. Exploring same and different 29. Filling and emptying 35. Cause and effect
M 4: Measurement, Comparison, and Ordering		
M 4.a: Children learn to measure objects by their various attributes to make comparisons.	U. Measurement	24. Exploring same and different 25. Exploring more
M 5: Geometry and Spatial Sense		
M 5.a: Children learn to identify shapes and their attributes, solve problems using shapes, and explore the positions of objects in space.	T. Geometry: Shapes and spatial awareness	22. Exploring objects 24. Exploring same and different 28. Locating objects
Domain Name		
Standard		
Science (S)		
S 1: Scientific Practices and Application		
S 1.a: Children are increasingly able to engage with the inquiry process by developing questions, planning and carrying out	CC. Experimenting, predicting, and drawing conclusions	1. Initiative 2. Problem solving

investigations, collecting and analyzing data, generating and sharing findings and ideas, and using and applying new knowledge to solve problems.	W. Data analysis	22. Exploring objects 30. Taking apart and putting together 35. Cause and effect
S 2: Physical Science		
S 2.a: Children gain increasing knowledge of basic concepts related to the properties of objects and materials, forces and motion, and energy (light and sound).	DD. Natural and physical world	22. Exploring objects 31. Seeing from different viewpoints 34. Speed 35. Cause and effect
S 3: Earth and Space Science		
S 3.a: Children gain increasing knowledge of the features of earth and space; the components of weather and how all living things depend on natural resources to survive.	DD. Natural and physical world	22. Exploring objects 24. Exploring same and different
S 4: Life Science		
S 4.a: Children begin to learn about the characteristics, needs, and life cycles of living things and how they get their needs met within a particular environment.	DD. Natural and physical world	22. Exploring objects 24. Exploring same and different
Domain Name		
Standard		
Social Studies (SS)		
SS 1: Civics & Government		
SS 1.a: Children develop awareness that care of the community through personal responsibility, agreed-upon rules, and conflict resolution are important components of a fair and just society.	G. Community H. Conflict resolution FF. Knowledge of self and others	10. Playing with others 11. Group participation 32. Anticipating events
SS 2: Economics		
SS 2.a: Children demonstrate increasing knowledge of basic economic concepts such as supply and demand, occupations, and currency.	FF. Knowledge of self and others	10. Playing with others
SS 3: History		

SS 3.a: Children develop an understanding of the passage of time as it relates to historical changes in events, people, and the world.	HH. History	32. Anticipating events 33. Time intervals
SS 3.b: Children gain awareness of themselves and others as members of diverse families, communities, and cultures.	FF. Knowledge of self and others	4. Distinguishing self and others 36. Imitating and pretending
SS 4: Geography		
SS 4.a: Children demonstrate knowledge of geographical concepts of location and physical characteristics of the environments in which they live.	GG. Geography	28. Locating objects 31. Seeing from different viewpoints
Domain Name		
Standard		
Creative Arts (CA)		
CA 1: Experimentation and Participation in the Creative Arts		
CA 1.a: Children gain an appreciation for and participate in the creative arts related to music & movement, drama, and the visual arts.	X. Art Y. Music Z. Movement AA. Pretend play	36. Imitating and pretending 37. Exploring art materials 39. Listening to music 40. Responding to music