



THE HIGHSCOPE  
**preschool  
curriculum**

AND

**COR** *Advantage*<sup>®</sup>

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2023 Rhode Island Early  
Learning and Development  
Standards (RIELDS)

ALIGN  
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**Alignment of The HighScope Preschool 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 Preschool Curriculum** 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**

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. (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.

**2023 Rhode Island Early Learning and Development Standards (RIELDS)**

**COR Advantage Items**

**Key Developmental Indicators (KDIs) — Preschool**

Domain Name		
Standard		
<b>Physical Health and Motor Development (PH)</b>		
	COR Item	KDI
<b>PH 1: Health and Safety Practices</b>		
PH 1.a: Children engage in structured and unstructured physical activity.	I. Gross-motor skills	16. Gross-motor skills 18. Body awareness
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	20. Healthy behavior
PH 1.c: Children develop self-help skills.	K. Personal care and healthy behavior	19. Personal care
<b>PH 2: Gross Motor Development</b>		
PH 2.a: Children develop large-muscle control, strength, and coordination.	I. Gross-motor skills	16. Gross-motor skills 18. Body awareness
PH 2.b: Children develop traveling skills.	I. Gross-motor skills	16. Gross-motor skills 18. Body awareness
<b>PH 3: Fine Motor Development</b>		
PH 3.a: Children develop small-muscle control, strength, and coordination.	J. Fine-motor skills	17. Fine-motor skills
PH 3.b: Children develop writing and drawing skills.	J. Fine-motor skills R. Writing	17. Fine-motor skills 29. Writing
<b>Domain Name</b>		
<b>Standard</b>		
<b>Social and Emotional Development (SE)</b>		

	COR Item	KDI
<b>SE 1: Relationships with Others</b>		
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	12. Building relationships
SE 1.b: Children engage in positive relationships and interactions with other children.	F. Building relationships with other children	12. Building relationships 10. Empathy
<b>SE 2: Sense of Self</b>		
SE 2.a: Children develop an awareness of themselves as an individual with unique thoughts, feelings, and perspectives.	FF. Knowledge of self and others	7. Self-identity
SE 2.b: Children develop the confidence to complete an action successfully or independently.	A. Initiative and planning	8. Sense of competence
<b>SE 3: Self-regulation</b>		
SE 3.a: Children develop the ability to identify, express, and manage their emotions.	D. Emotions	9. Emotions
SE 3.b: Children develop the ability to manage impulses and express emotions appropriately even in challenging situations.	D. Emotions	9. Emotions 14. Moral Development
<b>Domain Name</b>		
<b>Standard</b>		
<b>Language Development (LD)</b>		
<b>LD 1: Receptive/Interpretive Language</b>		
LD 1.a: Children attend to, understand, and respond to increasingly complex language.	M. Listening and comprehension	21. Comprehension
<b>LD 2: Expressive Language</b>		
LD 2a: Children use increasingly complex vocabulary, grammar, and syntax to express thoughts and needs.	L. Speaking	22. Speaking 23. Vocabulary

<b>LD 3: Pragmatics</b>		
LD 3.a: Children understand, follow, and use appropriate social and conversational rules.	L. Speaking	21. Comprehension 22. Speaking
<b>LD 4: Language Development of Multilingual Learners</b>		
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	21. Comprehension 22. Speaking 23. Vocabulary 30. English language learning
LD 4.b: Multilingual children become increasingly proficient in expressing their thoughts and ideas in English and their homelanguage(s).	L. Speaking JJ. Speaking English	21. Comprehension 23. Vocabulary 30. English language learning
<b>Domain Name</b>		
<b>Standard</b>		
<b>Literacy (L)</b>		
<b>L 1: Phonological Awareness</b>		
L 1.a: Children demonstrate awareness of spoken words, syllables, and sounds (phonemes).	N. Phonological awareness	24. Phonological awareness
<b>L 2: Print Concepts</b>		
L 2.a: Children develop letter-sound correspondence and identify letters by sounds (phonemes) and names.	O. Alphabetic knowledge	25. Alphabetic knowledge
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	27. Concepts about print 28. Book knowledge
<b>L 3: Comprehension and Interest</b>		
L 3.a: Children show interest in and an understanding of a variety of literacy experiences.	P. Reading Q. Book enjoyment and knowledge	26. Reading 27. Concepts about print 28. Book knowledge
<b>L 4: Literacy Development for Multilingual Learners</b>		

<b>L 5: Emergent Writing</b>		
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	29. Writing
<b>Domain Name</b>		
<b>Standard</b>		
<b>Cognitive Development (CD)</b>		
<b>CD 1: Logic and Reasoning</b>		
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	1. Initiative 4. Problem solving 5. Use of resources 6. Reflection 49. Drawing conclusions
<b>CD 2: Memory and Working Memory</b>		
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	5. Use of resources 6. Reflection 33. Part-whole relationships
<b>CD 3: Attention and Inhibitory Control</b>		
CD 3.a: Children’s skills increase in filtering impulses and sustaining attention on a task.	A. Initiative and planning	2. Planning 3. Engagement
<b>CD 4: Cognitive Flexibility</b>		
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	1. Initiative 2. Planning 4. Problem solving
<b>Domain Name</b>		

Standard		
<b>Mathematics (M)</b>		
<b>M 1: Number Sense and Quantity</b>		
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	31. Number words and symbols 32. Counting
<b>M 2: Number Relationships and Operations</b>		
M 2.a: Children learn to use numbers to compare quantities and solve mathematical situations.	S. Number and counting	31. Number words and symbols 33. Part-whole relationships
<b>M 3: Classification and Patterning</b>		
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	38. Patterns 46. Classifying
<b>M 4: Measurement, Comparison, and Ordering</b>		
M 4.a: Children learn to measure objects by their various attributes to make comparisons.	U. Measurement	36. Measuring
<b>M 5: Geometry and Spatial Sense</b>		
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	34. Shapes 35. Spatial awareness
<b>Domain Name</b>		
<b>Standard</b>		
<b>Science (S)</b>		
<b>S 1: Scientific Practices and Application</b>		
S 1.a: Children are increasingly able to engage with the inquiry process by developing questions, planning and carrying out investigations, collecting and analyzing data, generating and sharing findings and ideas, and using and applying new knowledge to solve problems.	CC. Experimenting, predicting, and drawing conclusions W. Data analysis	39. Data Analysis 47. Experimenting 48. Predicting 49. Drawing conclusions 50. Communicating ideas

<b>S 2: Physical Science</b>		
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	51. Natural and physical world
<b>S 3: Earth and Space Science</b>		
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	51. Natural and physical world
<b>S 4: Life Science</b>		
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	51. Natural and physical world
<b>Domain Name</b>		
<b>Standard</b>		
<b>Social Studies (SS)</b>		
<b>SS 1: Civics &amp; Government</b>		
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	11. Community 15. Conflict resolution 54. Community roles 55. Decision making
<b>SS 2: Economics</b>		
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	54. Community roles
<b>SS 3: History</b>		
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	57. History
SS 3.b: Children gain awareness of themselves and others as members of diverse families, communities, and cultures.	FF. Knowledge of self and others	53. Diversity



<b>SS 4: Geography</b>		
SS 4.a: Children demonstrate knowledge of geographical concepts of location and physical characteristics of the environments in which they live.	GG. Geography	56. Geography
<b>Domain Name</b>		
<b>Standard</b>		
<b>Creative Arts (CA)</b>		
<b>CA 1: Experimentation and Participation in the Creative Arts</b>		
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	40. Art 41. Music 42. Movement 43. Pretend play 44. Appreciating the arts