

## **Alignment of the Wyoming Early Childhood Readiness Standards With HighScope's Preschool Child Observation Record (COR), 2nd edition**

The following chart shows how items from the **Wyoming Early Childhood Readiness Standards (2002)** correspond to items from HighScope's **Preschool Child Observation Record (COR), 2nd edition**. The Preschool COR is an observation-based assessment instrument for children aged 2½–6 years. It is designed to measure children's progress in all early childhood programs (including, but not limited to those using the HighScope educational approach). It is divided into 6 major categories that are critical for school success: **Initiative; Social Relations; Creative Representation; Movement and Music; Language and Literacy; and Mathematics and Science**. Each category contains between 3 and 8 items, and each item has 5 developmental levels, ranging from 1 (the simplest) to 5 (the most complex). Teaching staff collect anecdotes for completing the COR during the normal daily routine, so the assessment process is seamlessly integrated with early childhood teaching and planning. The results provide detailed reports that analyze progress and are designed for various audiences, from families to government monitors.

Note that this alignment only includes items from the Preschool COR. It does not represent the full scope of the HighScope Preschool Curriculum because many abilities which are covered in our curriculum resources are not assessed on the COR. To fully evaluate how well state standards align with HighScope, it is necessary to also look closely at HighScope's curriculum materials. See the last page of this document for a list of HighScope's major curriculum resources and the topics they cover.

**Wyoming Early Childhood  
Readiness Standards**

**Preschool COR**

<p><b><i>I. Language</i></b></p> <p><b>(A) Listening and Understanding</b></p> <p>1. Demonstrates understanding of language through responses.</p> <p>3. Understands an increasingly complex and varied vocabulary.</p> <p>4. Understands basic language concepts.</p> <p>5. Discriminates among different environmental sounds.</p> <p>7. Listens to and engages in conversation with others.</p> <p>8. Progress in listening to and understanding English, (for non-English speaking children).</p>	<p><b><i>V. Language and Literacy</i></b> Q. Listening to and understanding speech</p> <p><b><i>V. Language and Literacy</i></b> R. Using vocabulary</p> <p><b><i>V. Language and Literacy</i></b> R. Using vocabulary</p> <p><b><i>VI. Mathematics and Science</i></b> AA. Comparing properties CC. Identifying position and direction</p> <p><b><i>V. Language and Literacy</i></b> T. Showing awareness of sounds in words</p> <p><b><i>V. Language and Literacy</i></b> Q. Listening to and understanding speech</p> <p><b><i>English Language Learners (ELLs)</i></b> HH. Listening and understanding [in English]</p>
<p><b>(B) Speaking and Communicating</b></p> <p>2. Initiates conversation and responds appropriately to discussions with peers and adults.</p> <p>3. Uses an increasingly complex and varied spoken vocabulary.</p> <p>5. Communicates in complete sentences of increasing length and grammatical complexity.</p> <p>6. For non-English speaking children, progress is made in speaking English.</p>	<p><b><i>II. Social Relations</i></b> E. Relating to adults F. Relating to other children</p> <p><b><i>V. Language and Literacy</i></b> Q. Listening to and understanding speech</p> <p><b><i>V. Language and Literacy</i></b> R. Using vocabulary</p> <p><b><i>V. Language and Literacy</i></b> S. Using complex patterns of speech</p> <p><b><i>English Language Learners (ELLs)</i></b> GG. Speaking and communicating [in English]</p>
<p><b><i>II. Literacy</i></b></p> <p><b>(A) Phonological Awareness</b></p> <p>1. Recognizes rhymes.</p> <p>2. Completes a rhyme.</p>	<p><b><i>V. Language and Literacy</i></b> Q. Listening to and understanding speech T. Showing awareness of sounds in words</p> <p><b><i>V. Language and Literacy</i></b> Q. Listening to and understanding speech</p>

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**Preschool COR**

<p>3. Creates strings of words with the same initial sound (alliteration).</p> <p>7. Discriminates sounds in spoken language.</p> <p>8. Recognizes onset (initial) sounds of spoken words.</p>	<p><b>V. Language and Literacy</b> T. Showing awareness of sounds in words</p> <p><b>V. Language and Literacy</b> V. Using letter names and sounds</p> <p><b>V. Language and Literacy</b> T. Showing awareness of sounds in words V. Using letter names and sounds</p>
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<p><b>(B) Book Knowledge and Appreciation</b></p> <p>1. Listens to and discusses a variety of stories.</p> <p>2. Expresses interest in reading-related activities.</p> <p>3. Knows how to handle and care for books.</p>	<p><b>V. Language and Literacy</b> U. Demonstrating knowledge about books</p> <p><b>V. Language and Literacy</b> U. Demonstrating knowledge about books</p> <p><b>V. Language and Literacy</b> U. Demonstrating knowledge about books</p>
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<p><b>(C) Print Awareness and Concepts</b></p> <p>1. Demonstrates awareness of print in various environments.</p> <p>2. Understands the different functions of various forms of print.</p> <p>3. Tracks print left to right and top to bottom.</p> <p>4. Demonstrates understanding that print conveys a message.</p> <p>5. Recognizes the association between spoken and written words.</p> <p>6. Recognizes a word as a unit of print.</p>	<p><b>V. Language and Literacy</b> W. Reading</p> <p><b>V. Language and Literacy</b> W. Reading</p> <p><b>V. Language and Literacy</b> U. Demonstrating knowledge about books</p> <p><b>V. Language and Literacy</b> W. Reading</p> <p><b>V. Language and Literacy</b> U. Demonstrating knowledge about books</p> <p><b>V. Language and Literacy</b> W. Reading</p>
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<p><b>(D) Early Writing</b></p> <p>1. Understands that writing serves a variety of purposes.</p> <p>2. Represents stories and experiences through pictures, dictation and in play.</p>	<p><b>V. Language and Literacy</b> X. Writing</p> <p><b>III. Creative Representation</b> J. Drawing and painting pictures K. Pretending</p>
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Readiness Standards**

**Preschool COR**

<p>3. Experiments with a growing variety of writing tools, materials and resources (for children with disabilities, this includes adaptive communication and writing devices).</p> <p>4. Writes familiar words, such as his/her own name.</p> <p>5. Reads own writing.</p>	<p><b>III. Creative Representation</b> J. Drawing and painting pictures</p> <p><b>V. Language and Literacy</b> X. Writing</p> <p><b>V. Language and Literacy</b> X. Writing</p>
<p><b>(E) Alphabet Knowledge</b></p> <p>1. Associates at least ten letters with their shapes or sounds.</p> <p>2. Recognizes beginning letters in familiar words.</p> <p>3. Identifies letters out of alphabetical sequence.</p>	<p><b>V. Language and Literacy</b> V. Using letter names and sounds</p> <p><b>V. Language and Literacy</b> V. Using letter names and sounds</p> <p><b>V. Language and Literacy</b> V. Using letter names and sounds</p>
<p><b>III. Social Emotional Development</b></p> <p><b>(A) Self Concept</b></p> <p>2. Demonstrates appropriate trust in adults who can help (family members, friends, staff) and those who may not.</p> <p>3. Recognizes/expresses own feelings and responds appropriately.</p>	<p><b>II. Social Relations</b> E. Relating to adults</p> <p><b>II. Social Relations</b> G. Resolving interpersonal conflict H. Understanding and expressing feelings</p>
<p><b>(B) Self Control</b></p> <p>2. Demonstrates self-direction and independence.</p> <p>3. Takes responsibility for own well-being.</p>	<p><b>I. Initiative</b> A. Making choices and plans D. Taking care of personal needs</p> <p><b>I. Initiative</b> D. Taking care of personal needs</p>
<p><b>(C) Pro-Social Behavior</b></p> <p>1. Plays well with various children.</p> <p>2. Develops a sense of friendship.</p>	<p><b>II. Social Relations</b> F. Relating to other children</p> <p><b>II. Social Relations</b> F. Relating to other children</p>

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<p>3. Recognizes the feelings of others and responds appropriately.</p> <p>5. Engages in problem solving strategies to resolve conflicts.</p>	<p><b>II. Social Relations</b> H. Understanding and expressing feelings</p> <p><b>II. Social Relations</b> G. Resolving interpersonal conflict</p>
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<p><b>IV. Approaches to Learning</b></p>	
<p><b>(A) Representation and Symbolic Thinking</b></p> <p>1. Takes on pretend roles and situations.</p> <p>2. Uses objects to represent real items in make believe play.</p> <p>3. Creates and interprets representations.</p>	<p><b>III. Creative Representation</b> K. Pretending</p> <p><b>III. Creative Representation</b> K. Pretending</p> <p><b>III. Creative Representation</b> I. Making and building models J. Drawing and painting pictures</p>

<p><b>(B) Initiative and Curiosity</b></p> <p>1. Participates in an increasing variety of tasks and activities.</p> <p>2. Makes independent choices.</p> <p>3. Demonstrates flexibility, imagination and inventiveness.</p> <p>4. Demonstrates eagerness and curiosity as a learner, through active exploration.</p> <p>5. Is willing to try new things.</p>	<p><b>I. Initiative</b> C. Initiating play</p> <p><b>I. Initiative</b> A. Making choices and plans</p> <p><b>I. Initiative</b> B. Solving problems with materials</p> <p><b>I. Initiative</b> C. Initiating play</p> <p><b>I. Initiative</b> C. Initiating play</p>
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<p><b>(C) Engagement and Persistence</b></p> <p>1. Persists in and completes a variety of tasks.</p> <p>2. Sets goals. Develops and follows through on plans.</p>	<p><b>I. Initiative</b> B. Solving problems with materials</p> <p><b>I. Initiative</b> A. Making choices and plans</p>
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<p><b>(D) Reasoning and Problem Solving</b></p> <p>1. Finds more than one solution to a problem, task or question.</p>	<p><b>I. Initiative</b> B. Solving problems with materials</p> <p><b>II. Social Relations</b> G. Resolving interpersonal conflict</p>
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**Wyoming Early Childhood  
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<p>2. Recognizes and solves problems through trial and error. Interacts with peers and adults.</p> <p>3. Classifies, compares and contrasts objects and events according to their unique attributes.</p>	<p><b>I. Initiative</b> B. Solving problems with materials</p> <p><b>II. Social Relations</b> G. Resolving interpersonal conflict</p> <p><b>VI. Mathematics and Science</b> Y. Sorting objects AA. Comparing properties</p>
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<p><b>V. Mathematics</b></p>	
<p><b>(A) Number and Operations</b></p>	
<p>1. Uses one-to-one correspondence in counting objects and matching groups of objects.</p> <p>2. Uses language to compare number of objects.</p> <p>3. Demonstrates ability to combine, separate and name “how many” concrete objects.</p> <p>4. Associates number concepts, vocabulary, quantities and written numerals in meaningful ways.</p> <p>5. Uses numbers and counting as a means for solving problems and determining quantity.</p> <p>6. Demonstrates ability to count in sequence to ten or beyond.</p>	<p><b>VI. Mathematics and Science</b> BB. Counting</p> <p><b>VI. Mathematics and Science</b> AA. Comparing properties BB. Counting</p> <p><b>VI. Mathematics and Science</b> Y. Sorting objects BB. Counting</p> <p><b>VI. Mathematics and Science</b> BB. Counting</p> <p><b>VI. Mathematics and Science</b> BB. Counting</p> <p><b>VI. Mathematics and Science</b> BB. Counting</p>

<p><b>(B) Geometry and Spatial Sense</b></p>	
<p>1. Recognizes, names, describes and compares common shapes, their parts and attributes.</p> <p>2. Puts together and takes apart shapes.</p> <p>3. Determines whether or not two shapes are the same size and shape.</p> <p>4. Matches, sorts, puts in a series and regroups objects according to different attributes.</p>	<p><b>VI. Mathematics and Science</b> EE. Identifying materials and properties</p> <p><b>VI. Mathematics and Science</b> EE. Identifying materials and properties</p> <p><b>VI. Mathematics and Science</b> AA. Comparing properties</p> <p><b>VI. Mathematics and Science</b> Y. Sorting objects Z. Identifying patterns AA. Comparing properties</p>

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<p>5. Demonstrates understanding of directionality, order and positions of objects, and positional words.</p>	<p><b>VI. Mathematics and Science</b> CC. Identifying position and direction</p>
<p><b>(C) Patterns and Measurement</b></p> <p>1. Recognizes, duplicates and extends simple patterns.</p> <p>2. Makes comparisons between objects.</p> <p>3. Uses standard and non-standard measures (to determine object size).</p>	<p><b>VI. Mathematics and Science</b> Z. Identifying patterns</p> <p><b>VI. Mathematics and Science</b> AA. Comparing properties</p> <p><b>VI. Mathematics and Science</b> AA. Comparing properties</p>
<p><b>VI. Science</b></p> <p><b>(A) Scientific Methods</b></p> <p>2. Compares and contrasts objects and materials.</p>	<p><b>VI. Mathematics and Science</b> AA. Comparing properties</p>
<p><b>(B) Scientific Skills</b></p> <p>3. Recognizes and solves problems through active exploration.</p>	<p><b>I. Initiative</b> B. Solving problems with materials</p>
<p><b>(C) Scientific Knowledge</b></p> <p>1. Explores the physical properties of objects and materials in the environment.</p> <p>2. Explores living things, their life cycles and habitats.</p> <p>3. Demonstrates understanding of properties in the world around them, notices changes and makes predictions.</p>	<p><b>VI. Mathematics and Science</b> AA. Comparing properties</p> <p><b>VI. Mathematics and Science</b> FF. Identifying natural and living things</p> <p><b>VI. Mathematics and Science</b> FF. Identifying natural and living things</p>
<p><b>VII. Physical Health and Development</b></p> <p><b>(A) Gross Motor Skills</b></p> <p>1. Demonstrates basic loco-motor skills.</p> <p>2. Uses outdoor gross motor equipment safely and appropriately.</p>	<p><b>IV. Movement and Music</b> L. Moving in various ways</p> <p><b>IV. Movement and Music</b> M. Moving with objects</p>

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Readiness Standards**

**Preschool COR**

<p>3. Shows balance while moving.</p> <p>4. Demonstrates coordination in gross motor activities.</p> <p>5. Demonstrates ball-handling skills.</p>	<p><b>IV. Movement and Music</b> L. Moving in various ways M. Moving with objects</p> <p><b>IV. Movement and Music</b> L. Moving in various ways M. Moving with objects</p> <p><b>IV. Movement and Music</b> M. Moving with objects</p>
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<p><b>(B) Fine Motor Skills</b></p> <p>1. Demonstrates independence in self-help skills.</p> <p>2. Uses a variety of materials to coordinate eye-hand movements.</p> <p>3. Uses tools for writing and drawing.</p>	<p><b>I. Initiative</b> D. Taking care of personal needs</p> <p><b>III. Creative Representation</b> I. Making and building models J. Drawing and painting pictures</p> <p><b>III. Creative Representation</b> J. Drawing and painting pictures</p>
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<p><b>(C) Health Practices</b></p> <p>1. Demonstrates independence in personal care and self-help skills.</p> <p>3. Participates actively in games, outdoor play and other forms of exercise to enhance physical fitness.</p>	<p><b>I. Initiative</b> D. Taking care of personal needs</p> <p><b>IV. Movement and Music</b> L. Moving in various ways M. Moving with objects</p>
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<p><b>VIII. Creative Arts</b></p>	
<p><b>(A) Music and Movement</b></p> <p>1. Expresses self through movement and dancing.</p> <p>2. Responds to different patterns of beat and rhythm in music.</p> <p>3. Participates with increasing interest and enjoyment in a variety of musical activities.</p>	<p><b>IV. Movement and Music</b> O. Moving to music</p> <p><b>IV. Movement and Music</b> N. Feeling and expressing steady beat</p> <p><b>IV. Movement and Music</b> N. Feeling and expressing steady beat O. Moving to music P. Singing</p>

<p><b>(B) Art</b></p> <p>2. Progresses in ability to create representations that are more detailed, creative or realistic.</p>	<p><b>III. Creative Representation</b> J. Drawing and painting pictures</p>
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**Wyoming Early Childhood  
Readiness Standards**

**Preschool COR**

3. Experiments with a variety of art media.	<b>III. Creative Representation</b> I. Making and building models J. Drawing and painting pictures
<b>(C) Dramatic Play</b> 1. Participates in a variety of dramatic play activities.  2. Shows creativity and imagination in play.	<b>III. Creative Representation</b> K. Pretending  <b>III. Creative Representation</b> K. Pretending

## HighScope Preschool Curriculum Resources

Print resources are listed below. Face-to-face or online training is also available on these curriculum topics.

### Comprehensive Curriculum Manuals

*Educating Young Children: Active Learning Practices for Preschool and Child Care Programs*

**Topics:** Introduction; 1. Active participatory learning; 2. Establishing a supportive climate; 3. Involving families in active learning settings; 4. Working in teams; 5. Arranging and equipping spaces for active learners; 6. The HighScope daily routine; 7. The HighScope plan-do-review process; 8. Group times, outside times, transition times; 9. Introduction to HighScope's curriculum content; 10. Approaches to learning; 11. Language, literacy, and communication; 12. Social and emotional development; 13. Physical development, health, and well-being; 14. Mathematics: Seriation; 15. Mathematics: Number; 16. Mathematics: Space; 17. Science and technology: Classification; 18. Science and technology: Time; 19. Social studies; 20. The arts: Visual art; 21. The arts: Dramatic art; 22. The arts: Music

*Essentials of Active Learning in Preschool: Getting to Know the HighScope Curriculum*

**Topics:** 1. Why should early childhood programs use a curriculum? 2. What is the HighScope Preschool Curriculum? 3. What is the theory behind the HighScope Curriculum? 4. What is the research-based evidence in support of the HighScope Curriculum? 5. What does adult-child interaction look like in a HighScope program? 6. What does the learning environment look like in a HighScope program? 7. What is the HighScope daily routine? 8. How do HighScope programs work with parents? 9. How do staff in HighScope programs work together? 10. What is the HighScope Curriculum in approaches to learning? 11. What is the HighScope Curriculum in language, literacy, and communication? 12. What is the HighScope Curriculum in social and emotional development?

13. What is the HighScope Curriculum in physical development, health, and well-being? 14. What is the HighScope Curriculum in mathematics? 15. What is the HighScope Curriculum in science and technology? 16. What is the HighScope Curriculum in social studies? 17. What is the HighScope Curriculum in the arts? 18. How does HighScope assess children? 19. How does HighScope assess programs? 20. How does HighScope apply active participatory learning to adults? 21. What training and certification does HighScope offer?

### Curriculum Resources on Specific Topics

#### *Language, Literacy and Communication*

*Growing Readers Early Literacy Curriculum* (activity card set, teacher's manual)

**Topics:** Vocabulary; Phonological awareness; Alphabetic principle; Concepts about print

#### *Other Language, Literacy, and Communication titles*

*Fee, Fie, Phonemic Awareness: 130 Prereading Activities for Preschoolers*

*Let's Talk Literacy: Practical Readings for Preschool Teachers*

*Letter Links: Alphabet Learning With Children's Names*

*Preschool Readers and Writers: Early Literacy Strategies for Teachers*

*Storybook Talk: Conversations for Comprehension*

#### *Mathematics, Science, and Technology*

*Numbers Plus Preschool Mathematics Curriculum* (activity card set, teacher's manual, parent booklets)

**Topics:** Number sense and operations; Geometry; Measurement; Algebra; Data analysis

***Other Mathematics, Science, and  
Technology titles***

*“I’m Older Than You. I’m Five!” Math in the  
Preschool Classroom*  
*Real Science in Preschool: Here, There, and  
Everywhere*

***Social and Emotional Development***

*Me, You, Us: Social-Emotional Learning in  
Preschool*

**Topics:** Introduction; 1. The importance of social-emotional learning; 2. An overview of child development and teaching practices; 3. Developing a positive self-identity; 4. Feeling empathy; 5. Developing a sense of competence; 6. Recognizing and labeling emotions; 7. Developing a sense of community; 8. Engaging in cooperative play; 9. Valuing diversity; 10. Developing a framework for moral behavior; 11. Resolving conflicts; 12. Creating and following rules; 13. Creating and participating in a democracy; 14. Preparing ourselves to be role models; 15. Social-emotional learning at home; 16. Reaching out to our communities

***Other Social and Emotional Development  
titles***

*You Can’t Come to My Birthday Party! Conflict  
Resolution With Young Children*  
*You’re Not My Friend Anymore! Illustrated  
Answers to Questions About Young  
Children’s Challenging Behaviors*

***Daily Routine and Learning Environment***

*Setting Up the Preschool Classroom*

***Diversity***

*Building a HighScope Program: Multicultural  
Programs*

***Parent Resources***

*The Essential Parent Workshop Resource*  
*Helping Your Preschool Child Become a Reader*  
*Helping Your Young Child Learn About  
Mathematics*

***Lesson and Activity Plans***

*HighScope Step by Step: Lesson Plans for the  
First 30 Days*  
*Small-Group Times to Scaffold Early Learning*  
*50 Large-Group Times for Active Learners*  
*Explore and Learn Quick Cards: 50 Activities  
for Large Groups (card set)*  
*Explore and Learn Quick Cards: 80 Activities  
for Small Groups (card set)*  
*Making Connections: Movement, Music, &  
Literacy*  
*Movement in Steady Beat*  
*Movement Plus Music*  
*Movement Plus Rhymes, Songs, & Singing  
Games*

***Special Needs***

*I Belong: Active Learning for Children With  
Special Needs*