

The following crosswalk document links the High/Scope Preschool Child Observation Record (COR) indicators to objectives found in HighReach Learning curricula. This crosswalk can be used to observe the benchmarks of the COR assessment through the experiences and linking objectives found in HighReach Learning Experience Guides. It's easy as 1, 2, 3 . . .

- 1) Designate what COR indicators and benchmarks children need to master.**
- 2) Identify which HighReach objectives will build designated COR areas.**
- 3) Choose experiences in Learning Experience Guides that feature needed objectives.**

This system facilitates ongoing learning while providing intriguing experiences embedded into your learning centers!

COR Indicators	HighReach Learning Objectives
I. Initiative	
A. Making Choices and Plans	
<ol style="list-style-type: none"> 1. Child indicates a choice by pointing or some other action. 2. Child expresses a choice in one or two words. 3. Child expresses a choice with a short sentence. 4. Child makes a plan with one or two details. 5. Child makes a plan with three or more details. 	<p>L5 Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.</p> <p>L7 Uses an increasingly complex and varied spoken vocabulary.</p> <p>L8 Progresses in clarity of pronunciation and towards speaking in sentences of increasing length and grammatical complexity.</p> <p>SE1 Begins to develop and express awareness of self in terms of specific abilities, characteristics, and preferences.</p> <p>ATL1 Chooses to participate in an increasing variety of tasks and activities.</p> <p>ATL2 Develops increased ability to make independent choices.</p> <p>ATL6 Demonstrates increasing ability to set goals and develop and follow through on plans.</p>

COR Indicators	HighReach Learning Objectives
Solving Problems with Materials	
<ol style="list-style-type: none"> 1. Child expresses frustration when encountering a problem with materials. 2. Child identifies a problem with materials and asks for help. 3. Child tries one way to solve a problem with materials. 4. Child tries two ways to solve a problem with materials. 5. Child tries three or more ways to solve a problem with materials. 	<p>L5 Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.</p> <p>L6 Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.</p> <p>L10 Shows growing understanding that communication may take many forms, including signs, gestures, symbols, body language, facial expressions, and may be augmented by communication devices.</p> <p>SE4 Shows progress in expressing feelings, needs, and opinions in difficult situations and conflicts without harming themselves, others, or property.</p> <p>ATL8 Grows in the ability to distinguish when and how to seek help or information.</p> <p>ATL9 Develops increasing ability to find more than one solution to a question, task, or problem.</p> <p>ATL10 Grows in recognizing and solving problems through active exploration, including trial and error, and interactions and discussions with peers and adults.</p>
C. Initiating Play	
<ol style="list-style-type: none"> 1. Child engages in exploratory play 2. Child makes something with materials. 3. Child engages in pretend play. 4. During play with other children, child adds an idea that modifies the play. 5. Child joins with other children in playing a game with rules. 	<p>S11 Expands use and knowledge of various technologies.</p> <p>CA3 Gains ability in using different art media and materials in a variety of ways for creative expression and representation.</p> <p>SE10 Increases abilities to sustain interactions with peers by helping, sharing, and discussion.</p> <p>SE11 Shows increasing abilities to use compromise and discussion in working, playing, and resolving conflicts with peers.</p> <p>SE12 Develops increasing abilities to give and take in interactions, to take turns in games or using materials, and to interact without being overly submissive or directive.</p> <p>ATL1 Chooses to participate in an increasing variety of tasks and activities.</p> <p>ATL3 Approaches tasks and activities with increased flexibility, imagination, and inventiveness.</p> <p>ATL5 Grows in abilities to persist in and complete a variety of tasks, activities, projects, and experiences.</p>

COR Indicators	HighReach Learning Objectives
D. Taking Care of Personal Needs	
<ol style="list-style-type: none"> 1. Child observes as others do a self-care activity. 2. Child accomplishes some parts of a self-care activity. 3. Child accomplishes all parts of a self-care activity. 4. Child identifies the need for a tool and uses it independently to accomplish a personal goal. 5. Child helps another child in a self-care activity or program routine. 	<p>SE4 Shows progress in expressing feelings, needs, and opinions in difficult situations and conflicts without harming themselves, others, or property.</p> <p>SE10 Increases abilities to sustain interactions with peers by helping, sharing, and discussion.</p> <p>ATL6 Demonstrates increasing ability to set goals and develop and follow through on plans.</p> <p>PHD9 Shows growing independence in hygiene, nutrition, and personal care when eating, dressing, washing hands, brushing teeth, and toileting.</p> <p>PHD10 Builds awareness and ability to follow basic health and safety rules such as fire safety, traffic and pedestrian safety, and responding appropriately to potentially harmful objects, substances, and activities.</p>

II. Social Relations	
COR Indicators	HighReach Learning Objectives
E. Relating to Adults	
<ol style="list-style-type: none"> 1. Child participates in a conversation initiated by a familiar adult. 2. Child participates in a conversation initiated by an unfamiliar adult. 3. Child initiates an interaction with an adult. 4. Child sustains an interaction with an adult. 5. Child involves an adult in an activity and sustains the involvement. 	<p>L6 Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.</p> <p>ATL10 Grows in recognizing and solving problems through active exploration, including trial and error, and interactions and discussions with peers and adults.</p>
F. Relating to Other Children	
<ol style="list-style-type: none"> 1. Child responds when another child initiates an interaction. 2. Child initiates an interaction with another child. 3. Child sustains an interaction with another child. 4. Child invites another child to play. 5. Child shows loyalty to another child. 	<p>L6 Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.</p> <p>SE10 Increases abilities to sustain interactions with peers by helping, sharing, and discussion.</p> <p>SE15 Shows progress in developing friendships with peers.</p> <p>ATL10 Grows in recognizing and solving problems through active exploration, including trial and error, and interactions and discussions with peers and adults.</p>
G. Resolving Interpersonal Conflict	
<ol style="list-style-type: none"> 1. In a conflict with another child, child responds with yelling or physical reaction. 2. Child requests adult help in resolving a conflict with another child. 3. Child identifies the problem in a conflict with another child. 4. With adult help, child offers solution to a conflict. 5. Child negotiates the resolution of a conflict with another child. 	<p>L6 Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.</p> <p>SE1 Begins to develop and express awareness of self in terms of specific abilities, characteristics, and preferences.</p> <p>SE11 Shows increasing abilities to use compromise and discussion in working, playing, and resolving conflicts with peers.</p> <p>SE14 Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults.</p> <p>ATL8 Grows in the ability to distinguish when and how to seek help or information.</p>

COR Indicators	HighReach Learning Objectives
<p>H. Understanding and Expressing Feelings</p>	
<ol style="list-style-type: none"> 1. Child expresses an emotion. 2. Child comforts another child. 3. Child talks about an emotion. 4. Child represents an emotion through pretend play or art. 5. Child identifies an emotion and gives a reason for it. 	<p>L5 Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.</p> <p>SE4 Shows progress in expressing feelings, needs, and opinions in difficult situations and conflicts without harming themselves, others, or property.</p> <p>SE16 Progresses in responding sympathetically to peers who are in need, upset, hurt, or angry; and in expressing empathy or caring for others.</p>

V. Language and Literacy

COR Indicators

HighReach Learning Objectives

Q. Listening to and Understanding Speech

1. Child responds with actions or words to a suggestion, request, or question.
2. When listening to a story, rhyme, or narrative, child anticipates and fills in a word or phrase.
3. When listening to a story, rhyme, or narrative, child comments or asks a question about it.
4. Child contributes to an ongoing conversation.
5. Child sustains a dialogue by taking three or more conversational turns.

- L1** Demonstrates increasing ability to attend to and understand conversations, stories, songs, and poems.
- L5** Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.
- L7** Uses an increasingly complex and varied spoken vocabulary.
- L8** Progresses in clarity of pronunciation and towards speaking in sentences of increasing length and grammatical complexity.
- L10** Shows growing understanding that communication may take many forms, including signs, gestures, symbols, body language, facial expressions, and may be augmented by communication devices.

R. Using Vocabulary

1. Child talks about people or objects close at hand.
2. Child talks about absent people or objects.
3. Child uses vocabulary related to a particular subject.
4. Child uses two or more words to describe something.
5. Child asks about meaning of a word.

- L3** Understands an increasingly complex and varied vocabulary.
- L5** Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.
- L7** Uses an increasingly complex and varied spoken vocabulary.

S. Using Complex Patterns of Speech

1. Child uses words and phrases.
2. Child uses a sentence of four or more words.
3. Child uses two or more simple sentences in a row.
4. Child uses a compound subject or object in a sentence.
5. Child uses a clause that starts with *when*, *if*, *because*, or *since* in a sentence.

- L7** Uses an increasingly complex and varied spoken vocabulary.
- L8** Progresses in clarity of pronunciation and towards speaking in sentences of increasing length and grammatical complexity.

COR Indicators	HighReach Learning Objectives
T. Showing Awareness of Sounds in Words	
<ol style="list-style-type: none"> 1. During play, child makes the sound of an animal or vehicle or some other environmental sound. 2. Child joins in saying or repeating a rhyme or series of words that start with the same sound. 3. Child rhymes one word with another or makes up a phrase or sentence that includes a rhyme. 4. Child says that two words begin with the same sound. 5. Child creates a pair or series of words that start with the same sound. 	<p>LT1 Shows increasing ability to discriminate and identify sounds in spoken language.</p> <p>LT2 Shows growing awareness of beginning and ending sounds of words.</p> <p>LT3 Progresses in recognizing matching sounds and rhymes in familiar words, games, songs, stories, and poems.</p>
U. Demonstrating Knowledge About Books	
<ol style="list-style-type: none"> 1. Child shows interest when a book is read aloud. 2. Child holds a book right side up, turns the pages, and looks at them. 3. Child asks another person to read a book to him or her. 4. Looking at the pictures in a book, child tells a story or makes up a story related to the pictures. 5. Child points to the words in a book or follows a line of text while telling or reading the story. 	<p>LT6 Shows growing interest and involvement in listening to and discussing a variety of fiction and nonfiction books and poetry.</p> <p>LT7 Shows growing interest in reading-related activities, such as asking to have a favorite book read, choosing to look at books, drawing pictures based on stories, asking to take books home, going to the library, and engaging in pretend-reading with other children.</p> <p>LT8 Demonstrates progress in abilities to retell and dictate stories from books and experiences, to act out stories in dramatic play, and to predict what will happen next in a story.</p> <p>LT9 Progresses in learning how to handle and care for books; knowing to view one page at a time in sequence from front to back; and understanding that a book has a title, author, and illustrator.</p>
V. Using Letter Names and Sounds	
<ol style="list-style-type: none"> 1. Child says or sings some letters. 2. Child names three or more alphabet letters he or she is holding, looking at, typing, or making. 3. Child makes the sound of a letter in a word he or she is looking at, writing, or typing. 4. Child names 10 or more letters over time. 5. Child says a word and identifies the beginning letter or letter sound. 	<p>LT20 Shows progress in associating the names of letters with their shapes and sounds.</p> <p>LT21 Increases in ability to notice the beginning letters in familiar words.</p> <p>LT22 Identifies at least 10 letters of the alphabet, especially those in their own name.</p> <p>LT23 Knows that letters of the alphabet are a special category of visual graphics that can be individually named.</p>

COR Indicators	HighReach Learning Objectives
<p>W. Reading</p> <ol style="list-style-type: none"> 1. Child uses the same word to name more than one object. 2. Child says what a picture or symbol represents. 3. Child call attention to print. 4. Child recognizes a written word. 5. Child reads aloud a simple phrase or sentence. 	<p>LT11 Shows increasing awareness of print in classroom, home, and community settings.</p> <p>LT12 Develops growing understanding of the different functions of forms of print such as signs, letters, newspapers, lists, messages, and menus.</p> <p>LT13 Demonstrates increasing awareness of concepts of print, such as that reading in English moves from top to bottom and from left to right, that speech can be written down, and that print conveys a message.</p> <p>LT14 Shows progress in recognizing the association between spoken and written words by following print as it is read aloud.</p> <p>LT15 Recognizes a word as a unit of print, or awareness that letters are grouped to form words, and that words are separated by spaces.</p>
<p>X. Writing</p> <ol style="list-style-type: none"> 1. Child writes using pictures, squiggles, or letter-like forms. 2. Child uses clay, wire, or sticks to make a recognizable letter. 3. Child writes two or more recognizable letters. 4. Child writes a string of letters and reads them or asks to have them read. 5. Child writes a phrase or sentence of two or more words. 	<p>LT16 Develops understanding that writing is a way of communicating for a variety of purposes.</p> <p>LT17 Begins to represent stories and experiences through pictures, dictation, and in play.</p> <p>LT18 Experiments with a growing variety of writing tools and materials, such as pencils, crayons, and computers.</p> <p>LT19 Progresses from using scribbles, shapes, or pictures to represent ideas, to using letter-like symbols, to copying or writing familiar words such as their own name.</p>