

Alignment of the Arkansas Early Childhood Education Framework With HighScope's Preschool Key Developmental Indicators

The following chart shows how items from the **Arkansas Early Childhood Education Framework (2004)** correspond to items from HighScope's Preschool **Key Developmental Indicators (KDIs)** (March 2010).

The educational content of HighScope preschool programs is built around **58 Key Developmental Indicators (KDIs)**. The KDIs are early childhood milestones that guide teachers as they plan and assess learning experiences and interact with children to support learning. Each KDI is a statement that identifies an observable child behavior reflecting knowledge and skills in the areas of approaches to learning; social and emotional development; physical development and health; language, literacy, and communication; mathematics; creative arts; science and technology; and social studies.

Arkansas Benchmarks

Key Developmental Indicators

<i>Developmental Learning Strand 1 — Social/Emotional</i>	
<p>Act Independently</p> <p>1.1 Demonstrates ability to make choices</p> <p>1.2 Demonstrates independence in personal care</p> <p>1.3 Demonstrates ability to play independently</p>	<p>A. Approaches to Learning</p> <p>2. Planning: Children make plans and follow through on their intentions.</p> <p>C. Physical Development and Health</p> <p>19. Personal care: Children carry out personal care routines on their own.</p> <p>A. Approaches to Learning</p> <p>1. Initiative: Children demonstrate initiative as they explore their world.</p>
<p>Experience Success</p> <p>1.4 Shows curiosity and desire to learn</p> <p>1.5 Enjoys experimenting and problem solving with ideas as well as with concrete materials</p> <p>1.6 Demonstrates confidence in growing abilities</p> <p>1.7 Demonstrates willingness to try new things</p> <p>1.8 Uses planning in approaching a task or activity</p> <p>1.9 Shows persistence in approaching tasks</p>	<p>A. Approaches to Learning</p> <p>1. Initiative: Children demonstrate initiative as they explore their world.</p> <p>A. Approaches to Learning</p> <p>4. Problem solving: Children solve problems encountered in play.</p> <p>B. Social and Emotional Development</p> <p>8. Sense of competence: Children feel they are competent.</p> <p>A. Approaches to Learning</p> <p>1. Initiative: Children demonstrate initiative as they explore their world.</p> <p>A. Approaches to Learning</p> <p>2. Planning: Children make plans and follow through on their intentions.</p> <p>A. Approaches to Learning</p> <p>3. Engagement: Children focus on activities that interest them.</p>
<p>Interact Socially</p> <p>1.10 Demonstrates trust in adults</p> <p>1.11 Shows ability to separate from parents</p>	<p>B. Social and Emotional Development</p> <p>12. Building relationships: Children build relationships with other children and adults.</p> <p>B. Social and Emotional Development</p> <p>11. Community: Children participate in the community of the classroom.</p>

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Key Developmental Indicators

<p>1.12 Demonstrates interest and participates in classroom activities</p>	<p>A. Approaches to Learning 1. Initiative: Children demonstrate initiative as they explore their world.</p> <p>B. Social and Emotional Development 11. Community: Children participate in the community of the classroom.</p>
<p>1.13 Participates in routine activities easily</p>	<p>B. Social and Emotional Development 11. Community: Children participate in the community of the classroom.</p>
<p>1.14 Seeks out adults and children</p>	<p>B. Social and Emotional Development 12. Building relationships: Children build relationships with other children and adults.</p>
<p>1.15 Understands and respects differences</p>	<p>H. Social Studies 53. Diversity: Children understand that people have diverse characteristics, interests, and abilities.</p>
<p>1.16 Helps others in need</p>	<p>B. Social and Emotional Development 10. Empathy: Children demonstrate empathy toward others.</p>
<p>1.17 Stands up for rights</p>	<p>B. Social and Emotional Development 15. Conflict resolution: Children resolve social conflicts.</p> <p>H. Social Studies 55. Decision making: Children participate in making classroom decisions.</p>
<p>1.18 Shares; respects the rights of others</p>	<p>B. Social and Emotional Development 13. Cooperative play: Children engage in cooperative play. 14. Moral development: Children develop an internal sense of right and wrong.</p>
<p>1.19 Works cooperatively with others on completing a task</p>	<p>B. Social and Emotional Development 13. Cooperative play: Children engage in cooperative play.</p>
<p>1.20 Uses compromise and discussion to resolve conflicts</p>	<p>B. Social and Emotional Development 15. Conflict resolution: Children resolve social conflicts.</p>
<p>1.21 Becomes involved in solving social problems (conflicts)</p>	<p>B. Social and Emotional Development 15. Conflict resolution: Children resolve social conflicts.</p>

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Key Developmental Indicators

<i>Developmental Learning Strand 2 — Creative/Aesthetic</i>	
<p>Expression Through Art Forms and Activities</p> <p>2.1 Shows creativity and imagination in play with materials and props</p> <p>2.2 Participates in dramatic play themes that become more involved and complex</p> <p>2.3 Assumes various roles in dramatic play situations</p> <p>2.4 Participates freely in music activities</p> <p>2.5 Enjoys singing games, dramatizing songs and moving to music</p> <p>2.6 Expresses through movement what is felt and heard in various musical tempos and styles</p> <p>2.7 Experiments with a variety of musical instruments and sound sources</p> <p>2.8 Identifies the source of a variety of sounds</p> <p>2.9 Moves in time to the beat</p>	<p>F. Creative Arts 40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art. 43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.</p> <p>F. Creative Arts 43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.</p> <p>F. Creative Arts 43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.</p> <p>F. Creative Arts 41. Music: Children express and represent what they observe, think, imagine, and feel through music.</p> <p>F. Creative Arts 41. Music: Children express and represent what they observe, think, imagine, and feel through music. 42. Movement: Children express and represent what they observe, think, imagine, and feel through movement.</p> <p>F. Creative Arts 42. Movement: Children express and represent what they observe, think, imagine, and feel through movement.</p> <p>F. Creative Arts 41. Music: Children express and represent what they observe, think, imagine, and feel through music.</p> <p>F. Creative Arts 41. Music: Children express and represent what they observe, think, imagine, and feel through music.</p> <p>F. Creative Arts 42. Movement: Children express and represent what they observe, think, imagine, and feel through movement.</p>

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<p>2.10 Explores and manipulates art media</p> <p>2.11 Creates drawings and paintings that gradually become more detailed and realistic</p> <p>2.12 Preplans art project and then works with care</p>	<p>F. Creative Arts 40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.</p> <p>F. Creative Arts 40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.</p> <p>A. Approaches to Learning 2. Planning: Children make plans and follow through on their intentions.</p> <p>F. Creative Arts 40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.</p>
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<p>Developmental Learning Strand 3 — Cognitive/Intellectual Learning</p>	
<p>Language Arts</p> <p>3.1 Shows enjoyment of books and stories and discussion of them</p> <p>3.2 Tells a story in sequence, following the pictures in a book</p> <p>3.3 Demonstrates knowledge of how to use a book</p> <p>3.5 Understands that print conveys a message</p> <p>3.6 Demonstrates an interest in using writing for a purpose</p> <p>3.7 Identifies letters and signs in the environment</p> <p>3.8 Uses known letters or approximation of letters to represent written language</p>	<p>D. Language, Literacy, and Communication 26. Reading: Children read for pleasure and information.</p> <p>D. Language, Literacy, and Communication 26. Reading: Children read for pleasure and information.</p> <p>D. Language, Literacy, and Communication 28. Book knowledge: Children demonstrate knowledge about books.</p> <p>D. Language, Literacy, and Communication 27. Concepts about print: Children demonstrate knowledge about environmental print.</p> <p>D. Language, Literacy, and Communication 29. Writing: Children write for many different purposes.</p> <p>D. Language, Literacy, and Communication 25. Alphabetic knowledge: Children identify letter names and their sounds.</p> <p>D. Language, Literacy, and Communication 25. Alphabetic knowledge: Children identify letter names and their sounds.</p>

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<p>3.9 Identifies some letters and makes some letter-sound matches</p>	<p>D. Language, Literacy, and Communication 25. Alphabetic knowledge: Children identify letter names and their sounds.</p>
<p>Mathematics and Science</p> <p>3.10 Classifies objects by physical features such as shape or color</p> <p>3.11 Classifies objects conceptually (things that go together)</p> <p>3.12 Recognizes patterns and can repeat them (patterning)</p> <p>3.13 Demonstrates one-to-one correspondence</p> <p>3.14 Demonstrates the ability to order and sequence</p> <p>3.15 Demonstrates an understanding of number (how many) and numeral (3 is a numeral) relationship (numeration)</p> <p>3.16 Demonstrates an understanding of addition and subtraction, using manipulatives</p> <p>3.17 Shows understanding of different relationships of objects in space (spatial relations)</p> <p>3.18 Shows an awareness of time concepts</p> <p>3.19 Shows interest in exploring the environment</p> <p>3.20 Uses senses to learn about the characteristics of the environment and to collect data (scientific process: observing)</p>	<p>E. Mathematics 34. Shapes: Children identify, name, and describe shapes.</p> <p>G. Science and Technology 46. Classifying: Children classify materials, actions, people, and events.</p> <p>G. Science and Technology 46. Classifying: Children classify materials, actions, people, and events.</p> <p>E. Mathematics 38. Patterns: Children identify, describe, copy, complete, and create patterns.</p> <p>E. Mathematics 32. Counting: Children count things.</p> <p>E. Mathematics 38. Patterns: Children identify, describe, copy, complete, and create patterns.</p> <p>E. Mathematics 31. Number words and symbols: Children recognize and use number words and symbols. 32. Counting: Children count things.</p> <p>E. Mathematics 32. Counting: Children count things.</p> <p>E. Mathematics 35. Spatial awareness: Children recognize spatial relationships among people and objects.</p> <p>E. Mathematics 36. Measuring: Children measure to describe, compare, and order things.</p> <p>A. Approaches to Learning 1. Initiative: Children demonstrate initiative as they explore their world.</p> <p>G. Science and Technology 47. Experimenting: Children experiment to test their ideas.</p> <p>G. Science and Technology 45. Observing: Children observe the materials and processes in their environment.</p>

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Key Developmental Indicators

3.21 Uses words to describe the characteristics of objects (scientific process: communicating)

3.22 Makes comparisons (scientific process: comparing)

3.23 Shows awareness of cause-effect relationships

3.24 Finds more than one solution to a problem

3.25 Applies information or experience to a new context (scientific process: applying)

G. Science and Technology

50. Communicating ideas: Children communicate their ideas about the characteristics of things and how they work.

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G. Science and Technology

49. Drawing conclusions: Children draw conclusions based on their experiences and observations.

A. Approaches to Learning

4. Problem solving: Children solve problems encountered in play.

G. Science and Technology

49. Drawing conclusions: Children draw conclusions based on their experiences and observations.

Social Studies

3.26 Identifies self as a boy or girl

3.27 Identifies self as a member of a specific family and cultural group

3.28 Shows pride in heritage and background

3.29 Shows awareness of the roles people play in society

3.30 Functions as a member of the classroom community

3.31 Shows awareness of safe behavior

B. Social and Emotional Development

7. Self-identity: Children have a positive self-identity.

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H. Social Studies

54. Community roles: Children recognize that people have different roles and functions in the community.

B. Social and Emotional Development

11. Community: Children participate in the community of the classroom.

C. Physical Development and Health

20. Healthy behavior: Children engage in healthy practices.

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<p>3.32 Cares for the environment</p>	<p>B. Social and Emotional Development 11. Community: Children participate in the community of the classroom.</p> <p>H. Social Studies 58. Ecology: Children understand the importance of taking care of their environment.</p>
<p>Developmental Learning Strand 4 — Physical Development</p> <p>Health and Nutrition</p> <p>4.1 Identifies body parts and understands their functions</p> <p>4.2 Demonstrates health and personal care habits</p> <p>4.3 Tries new foods before deciding whether he/she likes them</p> <p>4.4 Recognizes different types of food</p> <p>4.5 Shows awareness that some foods are better for your body than others</p>	<p>C. Physical Development and Health 18. Body awareness: Children know about their bodies and how to navigate them in space.</p> <p>C. Physical Development and Health 19. Personal care: Children carry out personal care routines on their own. 20. Healthy behavior: Children engage in healthy practices.</p> <p>C. Physical Development and Health 20. Healthy behavior: Children engage in healthy practices.</p> <p>C. Physical Development and Health 20. Healthy behavior: Children engage in healthy practices.</p> <p>C. Physical Development and Health 20. Healthy behavior: Children engage in healthy practices.</p>
<p>Fine Motor</p> <p>4.6 Coordinates eye and hand movements to complete tasks</p> <p>4.7 Uses small muscles for self-help skills</p> <p>4.8 Uses writing and drawing tools with control and intention</p>	<p>C. Physical Development and Health 17. Fine-motor skills: Children demonstrate dexterity and hand-eye coordination in using their small muscles.</p> <p>C. Physical Development and Health 17. Fine-motor skills: Children demonstrate dexterity and hand-eye coordination in using their small muscles.</p> <p>C. Physical Development and Health 17. Fine-motor skills: Children demonstrate dexterity and hand-eye coordination in using their small muscles.</p>

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Gross Motor	
4.9 Freely participates in gross motor activities	C. Physical Development and Health 16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.
4.10 Throws, kicks, bounces, and catches	C. Physical Development and Health 16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.
4.11 Runs, jumps, hops, and skips	C. Physical Development and Health 16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.
4.12 Shows balance and coordination	C. Physical Development and Health 16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.
4.13 Climbs up and down equipment	C. Physical Development and Health 16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.

Developmental Learning Strand 5 — Language	
Language	
5.1 Demonstrates phonological awareness (hearing and recognizing the sounds of language)	D. Language, Literacy, and Communication 24. Phonological awareness: Children identify distinct sounds in spoken language.
5.2 Uses effective oral communication skills: speaking in complete sentences, speaking with appropriate grammar	D. Language, Literacy, and Communication 22. Speaking: Children express themselves using language.
5.3 Expands vocabulary	D. Language, Literacy, and Communication 23. Vocabulary: Children understand and use a variety of words and phrases.
5.4 Recognizes and identifies by name most common objects and pictures	D. Language, Literacy, and Communication 21. Comprehension: Children understand language.
5.5 Participates in songs, finger plays, rhyming activities, and games	D. Language, Literacy, and Communication 24. Phonological awareness: Children identify distinct sounds in spoken language. F. Creative Arts 41. Music: Children express and represent what they observe, think, imagine, and feel through music.

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<p>5.6 Uses words to communicate ideas and feelings</p>	<p><i>D. Language, Literacy, and Communication</i> 22. Speaking: Children express themselves using language.</p>
<p>5.7 Engages in two-way conversation with children and adults</p>	<p><i>D. Language, Literacy, and Communication</i> 21. Comprehension: Children understand language. 22. Speaking: Children express themselves using language.</p>
<p>5.8 Participates in group discussion</p>	<p><i>D. Language, Literacy, and Communication</i> 21. Comprehension: Children understand language. 22. Speaking: Children express themselves using language.</p>
<p>5.9 Uses language to problem solve</p>	<p><i>B. Social and Emotional Development</i> 15. Conflict resolution: Children resolve social conflicts.</p>