

Alignment of the California Preschool Learning Foundations With HighScope's Preschool Key Developmental Indicators

The following chart shows how items from the **California Preschool Learning Foundations** (2008) 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.

<i>Social-Emotional Development</i>	
<p>Self</p> <p>1.1 Describe their physical characteristics, behavior, and abilities positively.</p> <p>2.1 Need adult guidance in managing their attention, feelings, and impulses and show some effort at self-control.</p> <p>3.1 Seek to understand people’s feelings and behavior, notice diversity in human characteristics, and are interested in how people are similar and different.</p> <p>4.1 Demonstrate concern for the needs of others and people in distress.</p> <p>5.1 Enjoy learning and are confident in their abilities to make new discoveries although may not persist at solving difficult problems.</p>	<p>B. Social and Emotional Development</p> <p>7. Self-identity: Children have a positive self-identity.</p> <p>8. Sense of competence: Children feel they are competent.</p> <p>B. Social and Emotional Development</p> <p>9. Emotions: Children recognize, label, and regulate their feelings.</p> <p>B. Social and Emotional Development</p> <p>10. Empathy: Children demonstrate empathy toward others.</p> <p>H. Social Studies</p> <p>53. Diversity: Children understand that people have diverse characteristics, interests, and abilities.</p> <p>B. Social and Emotional Development</p> <p>10. Empathy: Children demonstrate empathy toward others.</p> <p>A. Approaches to Learning</p> <p>1. Initiative: Children demonstrate initiative as they explore their world.</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>Social Interaction</p> <p>1.1 Interact with familiar adults comfortably and competently, especially in familiar settings.</p> <p>2.1 Interact easily with peers in shared activities that occasionally become cooperative efforts.</p> <p>2.2 Participate in simple sequences of pretend play.</p> <p>2.3 Seek assistance in resolving peer conflict, especially when disagreements have escalated into physical aggression.</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>12. Building relationships: Children build relationships with other children and adults.</p> <p>13. Cooperative play: Children engage in cooperative play.</p> <p>F. Creative Arts</p> <p>43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.</p> <p>B. Social and Emotional Development</p> <p>15. Conflict resolution: Children resolve social conflicts.</p>

California Preschool Learning Foundations

Key Developmental Indicators

<p>3.1 Participate in group activities and are beginning to understand and cooperate with social expectations, group rules, and roles.</p> <p>4.1 Seek to cooperate with adult instructions but their capacities for self-control are limited, especially when they are frustrated or upset.</p>	<p>B. Social and Emotional Development 11. Community: Children participate in the community of the classroom. 13. Cooperative play: Children engage in cooperative play.</p> <p>B. Social and Emotional Development 12. Building relationships: Children build relationships with other children and adults.</p>
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<p>Relationships</p> <p>2.1 Seek security and support from their primary teachers and caregivers.</p> <p>2.2 Contribute to maintaining positive relationships with primary teachers and caregivers.</p> <p>3.1 Choose to play with one or two special peers whom they identify as friends.</p>	<p>B. Social and Emotional Development 12. Building relationships: Children build relationships with other children and adults.</p> <p>B. Social and Emotional Development 12. Building relationships: Children build relationships with other children and adults.</p> <p>B. Social and Emotional Development 12. Building relationships: Children build relationships with other children and adults. 13. Cooperative play: Children engage in cooperative play.</p>
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<p>Language and Literacy</p> <p>Listening and Speaking</p> <p>1.1 Use language to communicate with others in familiar social situations for a variety of basic purposes, including describing, requesting, commenting, acknowledging, greeting, and rejecting.</p> <p>1.2 Speak clearly enough to be understood by familiar adults and children.</p> <p>1.3 Use accepted language and style during communication with familiar adults and children.</p> <p>1.4 Use language to construct short narratives that are real or fictional.</p> <p>2.1 Understand and use accepted words for objects, actions, and attributes encountered frequently in both real and symbolic contexts.</p>	<p>D. Language, Literacy, and Communication 22. Speaking: Children express themselves using language.</p> <p>D. Language, Literacy, and Communication 22. Speaking: Children express themselves using language.</p> <p>D. Language, Literacy, and Communication 22. Speaking: Children express themselves using language.</p> <p>D. Language, Literacy, and Communication 22. Speaking: Children express themselves using language.</p> <p>F. Creative Arts 43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.</p>
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California Preschool Learning Foundations

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<p>2.2 Understand and use accepted words for categories of objects encountered and used frequently in everyday life.</p> <p>2.3 Understand and use simple words that describe the relations between objects.</p> <p>3.1 Understand and use increasingly complex and longer sentences, including sentences that combine two phrases or two to three concepts to communicate ideas.</p> <p>3.2 Understand and typically use age-appropriate grammar, including accepted word forms, such as subject-verb agreement, progressive tense, regular past tense, regular plurals, pronouns, and possessives.</p>	<p><i>D. Language, Literacy, and Communication</i> 23. Vocabulary: Children understand and use a variety of words and phrases.</p> <p><i>D. Language, Literacy, and Communication</i> 23. Vocabulary: Children understand and use a variety of words and phrases.</p> <p><i>D. Language, Literacy, and Communication</i> 22. Speaking: Children express themselves using language.</p> <p><i>D. Language, Literacy, and Communication</i> 22. Speaking: Children express themselves using language.</p>
<p>Reading</p> <p>1.1 Begin to display appropriate book-handling behaviors and begin to recognize print conventions.</p> <p>1.2 Recognize print as something that can be read.</p> <p>3.1 Recognize the first letter of own name.</p> <p>3.2 Match some letter names to their printed form.</p> <p>4.1 Demonstrate knowledge of main characters or events in a familiar story (e.g., who, what, where) through answering questions (e.g., recall and simple inferencing), retelling, reenacting, or creating artwork.</p> <p>4.2 Demonstrate knowledge from informational text through labeling, describing, playing, or creating artwork.</p>	<p><i>D. Language, Literacy, and Communication</i> 27. Concepts about print: Children demonstrate knowledge about environmental print. 28. Book knowledge: Children demonstrate knowledge about books.</p> <p><i>D. Language, Literacy, and Communication</i> 27. Concepts about print: Children demonstrate knowledge about environmental print.</p> <p><i>D. Language, Literacy, and Communication</i> 25. Alphabetic knowledge: Children identify letter names and their sounds.</p> <p><i>D. Language, Literacy, and Communication</i> 25. Alphabetic knowledge: Children identify letter names and their sounds.</p> <p><i>D. Language, Literacy, and Communication</i> 26. Reading: Children read for pleasure and information.</p> <p><i>D. Language, Literacy, and Communication</i> 26. Reading: Children read for pleasure and information.</p>

California Preschool Learning Foundations

Key Developmental Indicators

<p>5.1 Demonstrate enjoyment of literacy and literacy-related activities.</p> <p>5.2 Engage in routines associated with literacy activities.</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>
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<p>Writing</p> <p>1.1 Experiment with grasp and body position using a variety of drawing and writing tools.</p> <p>1.2 Write using scribbles that are different from pictures.</p> <p>1.3 Write marks to represent own name.</p>	<p>D. Language, Literacy, and Communication 29. Writing: Children write for many different purposes.</p> <p>D. Language, Literacy, and Communication 29. Writing: Children write for many different purposes.</p> <p>D. Language, Literacy, and Communication 29. Writing: Children write for many different purposes.</p>
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<p>English-Language Development</p>	
<p>Listening</p> <p>1.1 Attend to English oral language in both real and pretend activity, relying on intonation, facial expressions, or the gestures of the speaker.</p> <p>1.2 Begin to follow simple directions in English, especially when there are contextual cues.</p> <p>1.3 Demonstrate an understanding of words related to basic and advanced concepts in the home language that are appropriate for the age (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).</p>	<p>D. Language, Literacy, and Communication 21. Comprehension: Children understand language. 30. ELL/Dual Language Acquisition: (If applicable) Children use English and their home language(s) (including sign language).</p> <p>D. Language, Literacy, and Communication 21. Comprehension: Children understand language. 30. ELL/Dual Language Acquisition: (If applicable) Children use English and their home language(s) (including sign language).</p> <p>D. Language, Literacy, and Communication 30. ELL/Dual Language Acquisition: (If applicable) Children use English and their home language(s) (including sign language).</p>

California Preschool Learning Foundations

Key Developmental Indicators

Speaking

1.1 Use nonverbal communication, such as gestures or behaviors, to seek attention, request objects, or initiate a response from others.

1.2 Use vocabulary in the home language that is age-appropriate (as reported by parents, teachers, assistants, or others and with the assistance of an interpreter if necessary).

1.3 Converse in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).

1.4 Use a range of utterance lengths in the home language that is age-appropriate (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).

1.5 Use age-appropriate grammar in the home language (e.g., plurals; simple past tense; use of subject, verb, object), sometimes with errors (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).

2.1 Use social conventions of the home language (as reported by teachers, parents, assistants, or others, with the assistance of an interpreter if necessary).

3.1 Create a narrative in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).

D. Language, Literacy, and Communication

22. Speaking: Children express themselves using language.

30. ELL/Dual Language Acquisition: (If applicable) Children use English and their home language(s) (including sign language).

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Reading

1.1 Attend to an adult reading a short storybook written in the home language or a storybook written in English if the story has been read in the home language.

D. Language, Literacy, and Communication

26. Reading: Children read for pleasure and information.

30. ELL/Dual Language Acquisition: (If applicable) Children use English and their home language(s) (including sign language).

<p>1.2 “Read” familiar books written in the home language or in English when encouraged by others and, in the home language, talk about the books.</p> <p>2.1 Begin to identify and relate to a story from their own life experiences in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).</p> <p>2.2 Retell a story in the home language when read or told a story in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).</p> <p>3.1 Begin to understand that books are read in a consistent manner (e.g., in English, pages are turned from right to left and the print is read from top to bottom, left to right; this may vary in other languages).</p> <p>4.1 Begin to recognize that symbols in the environment (classroom, community, or home) carry a consistent meaning in the home language or in English.</p> <p>5.1 Interact with material representing the letters of the English alphabet.</p> <p>5.2 Begin to recognize the first letter in their own name or the character for their own name in the home language or English.</p> <p>6.1 Listen attentively and begin to participate in simple songs, poems, and finger plays that emphasize rhyme in the home language or in English.</p> <p>6.2 Listen attentively and begin to participate in simple songs, poems, and finger plays in the home language or in English.</p>	<p>D. Language, Literacy, and Communication 26. Reading: Children read for pleasure and information. 30. ELL/Dual Language Acquisition: (If applicable) Children use English and their home language(s) (including sign language).</p> <p>D. Language, Literacy, and Communication 26. Reading: Children read for pleasure and information. 30. ELL/Dual Language Acquisition: (If applicable) Children use English and their home language(s) (including sign language).</p> <p>D. Language, Literacy, and Communication 26. Reading: Children read for pleasure and information. 30. ELL/Dual Language Acquisition: (If applicable) Children use English and their home language(s) (including sign language).</p> <p>D. Language, Literacy, and Communication 27. Concepts about print: Children demonstrate knowledge about environmental print.</p> <p>D. Language, Literacy, and Communication 27. Concepts about print: Children demonstrate knowledge about environmental print.</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. 30. ELL/Dual Language Acquisition: (If applicable) Children use English and their home language(s) (including sign language).</p> <p>D. Language, Literacy, and Communication 24. Phonological awareness: Children identify distinct sounds in spoken language. 30. ELL/Dual Language Acquisition: (If applicable) Children use English and their home language(s) (including sign language).</p> <p>D. Language, Literacy, and Communication 24. Phonological awareness: Children identify distinct sounds in spoken language. 30. ELL/Dual Language Acquisition: (If applicable) Children use English and their home language(s) (including sign language).</p>
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Key Developmental Indicators

<p>6.3 Attend to and manipulate different sounds or tones in words in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).</p>	<p>D. Language, Literacy, and Communication 24. Phonological awareness: Children identify distinct sounds in spoken language. 30. ELL/Dual Language Acquisition: (If applicable) Children use English and their home language(s) (including sign language).</p>
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<p>Writing</p> <p>1.1 Begin to understand that writing can be used to communicate.</p> <p>1.2 Begin to demonstrate an awareness that written language can be in the home language or in English.</p> <p>1.3 Write marks to represent their own name in a way that may resemble how it is written in the home language.</p>	<p>D. Language, Literacy, and Communication 29. Writing: Children write for many different purposes.</p> <p>D. Language, Literacy, and Communication 29. Writing: Children write for many different purposes. 30. ELL/Dual Language Acquisition: (If applicable) Children use English and their home language(s) (including sign language).</p> <p>D. Language, Literacy, and Communication 29. Writing: Children write for many different purposes. 30. ELL/Dual Language Acquisition: (If applicable) Children use English and their home language(s) (including sign language).</p>
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<p>Mathematics</p> <p>Number Sense</p> <p>1.1 Recite numbers in order to ten with increasing accuracy.</p> <p>1.2 Begin to recognize and name a few written numerals.</p> <p>1.4 Count up to five objects, using one-to-one correspondence (one object for each number word) with increasing accuracy.</p> <p>1.5 Use the number name of the last object counted to answer the question, “How many...?”</p> <p>2.1 Compare visually (with or without counting) two groups of objects that are obviously equal or nonequal and communicate, “more” or “same.”</p> <p>2.2 Understand that adding to (or taking away) one or more objects from a group will increase (or decrease) the number of objects in the group.</p>	<p>E. Mathematics 32. Counting: Children count things.</p> <p>E. Mathematics 31. Number words and symbols: Children recognize and use number words and symbols.</p> <p>E. Mathematics 32. Counting: Children count things.</p> <p>E. Mathematics 32. Counting: Children count things.</p> <p>E. Mathematics 32. Counting: Children count things.</p> <p>E. Mathematics 32. Counting: Children count things.</p>
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California Preschool Learning Foundations

Key Developmental Indicators

<p>2.3 Understand that putting two groups of objects together will make a bigger group.</p> <p>2.4 Solve simple addition and subtraction problems nonverbally (and often verbally) with a very small number of objects (sums up to 4 or 5).</p>	<p>E. Mathematics 33. Part-whole relationships: Children combine and separate quantities of objects.</p> <p>E. Mathematics 32. Counting: Children count things.</p>
<p>Algebra and Functions</p> <p>1.1 Sort and classify objects by <i>one</i> attribute into two or more groups, with increasing accuracy.</p> <p>2.1 Begin to identify or recognize a simple repeating pattern.</p> <p>2.2 Attempt to create a simple repeating pattern or participate in making one.</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 38. Patterns: Children identify, describe, copy, complete, and create patterns.</p>
<p>Measurement</p> <p>1.1 Demonstrate awareness that objects can be compared by length, weight, or capacity, by noting gross differences, using words such as <i>bigger, longer, heavier, or taller</i>, or by placing objects side by side to compare length.</p> <p>1.2 Order three objects by size.</p>	<p>E. Mathematics 36. Measuring: Children measure to describe, compare, and order things.</p> <p>E. Mathematics 38. Patterns: Children identify, describe, copy, complete, and create patterns.</p>
<p>Geometry</p> <p>1.1 Identify simple two-dimensional shapes, such as a circle and square.</p> <p>1.2 Use individual shapes to represent different elements of a picture or design.</p> <p>2.1 Identify positions of objects and people in space, such as in/on/under, up/down, and inside/outside.</p>	<p>E. Mathematics 34. Shapes: Children identify, name, and describe shapes.</p> <p>E. Mathematics 34. Shapes: Children identify, name, and describe shapes.</p> <p>E. Mathematics 35. Spatial awareness: Children recognize spatial relationships among people and objects.</p>

California Preschool Learning Foundations

Key Developmental Indicators

Mathematical Reasoning

1.1 Begin to apply simple mathematical strategies to solve problems in their environment.

E. Mathematics

39. Data analysis: Children use information about quantity to draw conclusions, make decisions, and solve problems.