

Alignment of the Delaware Early Learning Foundations for School Success With HighScope's Preschool Key Developmental Indicators

The following chart shows how items from the **Delaware Early Learning Foundations for School Success** (March 2003) 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.

Delaware Early Learning Foundations

Key Developmental Indicators

<i>Language Development</i>	
<p>Language</p> <p>L 1 Communicate so that they will be understood by peers and adults</p> <p>L 3 Communicate using multiple word phrases to respond to questions, describe ideas, and express feelings, needs and wants</p> <p>L 4 Use language to enter into a play situation</p> <p>L 5 Engage in conversation by making statements or asking questions</p> <p>L 6 Make up and/or retell stories and describe experiences</p> <p>L 7 Respond to their names, requests for action or information</p> <p>L 8 Demonstrate understanding of messages in conversation by listening and responding appropriately</p> <p>L 9 Show interest in playing with language</p> <p>L 10 Begin to develop familiarity with listening to, identifying, recognizing, and discriminating sounds in words</p> <p>L 11 Follow two or three-step directions</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 21. Comprehension: Children understand language.</p> <p>D. Language, Literacy, and Communication 21. Comprehension: Children understand language. 26. Reading: Children read for pleasure and information.</p> <p>D. Language, Literacy, and Communication 21. Comprehension: Children understand language.</p> <p>D. Language, Literacy, and Communication 21. Comprehension: Children understand language.</p> <p>D. Language, Literacy, and Communication 24. Phonological awareness: Children identify letter names and their sounds.</p> <p>D. Language, Literacy, and Communication 24. Phonological awareness: Children identify letter names and their sounds.</p> <p>D. Language, Literacy, and Communication 21. Comprehension: Children understand language.</p>
<p>Literacy</p> <p>L 12 Show an interest in books and/or engage in reading related activities</p> <p>L 13 Listen with interest to a story</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>L 14 Hold a book upright, turn pages from the front of the book to the back, and scan pages</p> <p>L 15 Recognize common sounds at the beginning of words</p> <p>L 16 Show increasing awareness of print, familiar signs, and labels</p> <p>L 17 Use scribbles, symbols, or drawings to express experiences through pictures, dictation, and play</p> <p>L 18 Experiment with a variety of writing tools and materials</p> <p>L 19 Begin to recognize, name, or identify some letters of the alphabet</p> <p>L 20 Recognize their first name in print written with the first letter in upper-case letter, followed by lower case letters</p> <p>L 21 Become aware that there are differences in upper and lower case letters</p> <p>L 22 Begin to write the letters of their first name</p>	<p>D. Language, Literacy, and Communication 28. Book knowledge: Children demonstrate knowledge about books.</p> <p>D. Language, Literacy, and Communication 24. Phonological awareness: Children identify letter names and their sounds.</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 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 26. Reading: Children read for pleasure and information.</p> <p>D. Language, Literacy, and Communication 25. Alphabetic knowledge: Children identify letter names and their sounds.</p> <p>D. Language, Literacy, and Communication 29. Writing: Children write for many different purposes.</p>
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<p>Mathematics</p> <p>Number and Operations</p> <p>M 1 Begin to develop an awareness of numbers and counting as a means for understanding quantity</p> <p>M 2 Develop the ability to count in sequence and recognize numerals 0 to 10</p> <p>M 3 Begin to make use of one-to-one correspondence when counting objects</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 32. Counting: Children count things.</p>
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<p>M 4 Begin to use language to compare numbers objects</p> <p>M 5 Develop the ability to determine quantity or “how many”</p> <p>M 6 Develop an awareness of broad concepts of time that are part of the daily routine</p> <p>M 7 Begin to understand numbers and number concepts as they relate to everyday life</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 36. Measuring: Children measure to describe, compare, and order things.</p> <p>E. Mathematics 31. Number words and symbols: Children recognize and use number words and symbols. 32. Counting: Children count things.</p>
<p>Geometry and Spatial Sense</p> <p>M 8 Begin to recognize, name, describe, and compare common shapes</p> <p>M 9 Progress in their ability to put together and take apart puzzles</p> <p>M 10 Begin to understand geometric concepts through block play</p> <p>M 11 Begin to develop the concept of same and different</p> <p>M 12 Show growth in matching and sorting according to attributes such as color, shape or size</p> <p>M 13 Build an understanding of directionality, order, and positional terms</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> <p>E. Mathematics 35. Spatial awareness: Children recognize spatial relationships among people and objects.</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>
<p>Patterns and Measurement</p> <p>M 14 Begin to recognize, copy, and extend simple patterns with a variety of materials</p> <p>M 15 Show the ability to put objects in a series according to one or two attributes such as shape or size</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>

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<p>M 16 Begin to use non-standard and standard measures</p> <p>M 17 Recognize and name measurable attributes such as weight, volume, and length</p> <p>M 18 Begin to compare and sort according to those attributes</p> <p>M 19 Begin to recognize and name common colors</p>	<p>E. Mathematics 37. Unit: Children understand and use the concept of unit.</p> <p>E. Mathematics 36. Measuring: Children measure to describe, compare, and order things.</p> <p>E. Mathematics 36. Measuring: Children measure to describe, compare, and order things.</p> <p>G. Science and Technology 46. Classifying: Children classify materials, actions, people, and events.</p>
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Science	
<p>Scientific Skills & Methods</p> <p>S 1 Begin to use the five senses (hearing, smelling, tasting, seeing, and touching) to gather information and explore the environment</p> <p>S 2 Begin to use simple measuring devices and concepts to gather information, investigate materials and observe processes and relationships</p> <p>S 3 Begin to participate in simple investigations to test observations, discuss and draw conclusions, and form generalizations</p> <p>S 4 Begin to collect, describe and record information through a variety of means, such as discussion, drawings, maps, graphs, and charts</p> <p>S 5 Begin to observe and discuss differences and similarities among objects</p> <p>S 6 Develop an understanding of drawings, graphs, and charts and maps as a way of recording observations</p>	<p>G. Science and Technology 45. Observing: Children observe the materials and processes in their environment.</p> <p>E. Mathematics 36. Measuring: Children measure to describe, compare, and order things.</p> <p>G. Science and Technology 47. Experimenting: Children experiment to test their ideas. 49. Drawing conclusions: Children draw conclusions based on their experiences and observations.</p> <p>G. Science and Technology 49. Drawing conclusions: Children draw conclusions based on their experiences and observations. 50. Communicating ideas: Children communicate their ideas about the characteristics of things and how they work.</p> <p>G. Science and Technology 45. Observing: Children observe the materials and processes in their environment. 46. Classifying: Children classify materials, actions, people, and events.</p> <p>E. Mathematics 39. Data analysis: Children use information about quantity to draw conclusions, make decisions, and solve problems.</p>

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<p>S 7 Begin to explore the environment through hands-on activities using simple scientific tools such as magnifying glasses, measuring devices, and their five senses</p> <p>S 8 Begin to make predictions, explanations and generalizations</p>	<p>G. Science and Technology 50. Communicating ideas: Children communicate their ideas about the characteristics of things and how they work.</p> <p>G. Science and Technology 45. Observing: Children observe the materials and processes in their environment. 47. Experimenting: Children experiment to test their ideas. 52. Tools and technology: Children explore and use tools and technology.</p> <p>G. Science and Technology 48. Predicting: Children predict what they expect will happen. 49. Drawing conclusions: Children draw conclusions based on their experiences and observations.</p>
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<p>Scientific Knowledge</p> <p>S 9 Observe, describe and discuss the natural world, materials, living and non-living things, natural processes, weather and seasonal changes</p> <p>S 10 Expand knowledge of and respect for their body</p> <p>S 11 Expand knowledge of and respect for the environment</p> <p>S 12 Develop an awareness of ideas and language related to time such as daily routines and order of events</p> <p>S 13 Show awareness and beginning understanding of changes in materials and cause-effect relationships such as freezing/melting, color mixing, and/or cooking</p>	<p>G. Science and Technology 51. Natural and physical world: Children gather knowledge about the natural and physical world.</p> <p>C. Physical Development and Health 18. Body awareness: Children know about their bodies and how to navigate them in space.</p> <p>H. Social Studies 58. Ecology: Children understand the importance of taking care of their environment.</p> <p>E. Mathematics 36. Measuring: Children measure to describe, compare, and order things.</p> <p>G. Science and Technology 49. Drawing conclusions: Children draw conclusions based on their experiences and observations.</p>
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<p>Creative Arts</p> <p>Music</p> <p>CA 1 Participate in a variety of music activities</p>	<p>F. Creative Arts 41. Music: Children express and represent what they observe, think, imagine, and feel through music.</p>
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Key Developmental Indicators

<p>CA 2 Develop awareness of different musical instruments, tones patterns/rhythms, and tempo</p> <p>CA 3 Imitate and recall patterns, songs, rhythms, and rhymes</p> <p>CA 4 Be exposed to music from a variety of cultures</p>	<p>F. Creative Arts 41. Music: Children express and represent what they observe, think, imagine, and feel through music.</p> <p>E. Mathematics 38. Patterns: Children identify, describe, copy, complete, and create patterns.</p> <p>F. Creative Arts 41. Music: Children express and represent what they observe, think, imagine, and feel through music.</p>
<p>Art</p> <p>CA 5 Show interest in using different art media (such as play dough, paint, etc.) and materials in a variety of ways for creative expression and representation</p> <p>CA 6 Plan and create their own drawings, paintings, models, and other art creations</p> <p>CA 7 Share experiences, ideas, and thoughts about artistic creations</p> <p>CA 8 Use a variety of art materials and activities for sensory experiences, exploration, creative expression, and representation</p> <p>CA 9 Express interest in and show respect for the creative work of others</p> <p>CA 10 Express experiences and feelings through a variety of artistic processes and creations</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>F. Creative Arts 44. Appreciating the arts: Children appreciate the creative arts.</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 44. Appreciating the arts: Children appreciate the creative arts.</p> <p>F. Creative Arts 44. Appreciating the arts: Children appreciate the creative arts.</p>
<p>Movement</p> <p>CA 11 Express through movement what is felt and heard in various patterns of beat and rhythm in music</p>	<p>F. Creative Arts 42. Movement: Children express and represent what observe, think, imagine, and feel through movement.</p>

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<p>CA 12 Demonstrate an awareness of different musical tempos, patterns, and beats through movement</p> <p>CA 13 Gain awareness of different cultures through experiences with a variety of music and movement activities</p> <p>CA 14 Experience and use movement to reinforce learning in all curricular areas</p>	<p>E. Mathematics 38. Patterns: Children identify, describe, copy, complete, and create patterns.</p> <p>F. Creative Arts 42. Movement: Children express and represent what 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. 42. Movement: Children express and represent what observe, think, imagine, and feel through movement.</p> <p>F. Creative Arts 42. Movement: Children express and represent what observe, think, imagine, and feel through movement.</p>
<p>Dramatic Play</p> <p>CA 15 Participate in a variety of dramatic play activities</p> <p>CA 16 Show creativity and imagination in using materials and in assuming different roles in pretend play situations</p>	<p>F. Creative Arts 43. Pretend play: Children express and represent what observe, think, imagine, and feel through pretend play.</p> <p>F. Creative Arts 43. Pretend play: Children express and represent what observe, think, imagine, and feel through pretend play.</p>
<p>Emotional and Social Development</p> <p>Self-Concept</p> <p>ES 1 Develop and express a positive awareness of self in terms of specific abilities, characteristics, and preferences</p> <p>ES 2 Develop increasing independence in a range of activities, routines, and tasks</p> <p>ES 3 Demonstrate satisfaction when completing a task or solving a problem</p> <p>ES 4 Maintain individuality or a positive sense of self within a group</p>	<p>B. Social and Emotional Development 7. Self-identity: Children have a positive self-identity.</p> <p>A. Approaches to Learning 1. Initiative: Children demonstrate initiative as they explore their world.</p> <p>B. Social and Emotional Development 8. Sense of competence: Children feel they are competent.</p> <p>B. Social and Emotional Development 7. Self-identity: Children have a positive self-identity.</p>

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<p>Self-Control</p> <p>ES 5 Express feelings, needs, and opinions appropriately without harming themselves, others, or property</p> <p>ES 6 Begin to understand how their actions affect others and begin to accept the consequences of their actions</p> <p>ES 7 Follow simple rules and routines</p> <p>ES 8 Begin to use materials purposefully, safely, and respectfully</p> <p>ES 9 Attempt to solve a problem in a positive manner</p>	<p>B. Social and Emotional Development 9. Emotions: Children recognize, label, and regulate their feelings.</p> <p>B. Social and Emotional Development 15. Conflict resolution: Children resolve social conflicts.</p> <p>B. Social and Emotional Development 11. Community: Children participate in the community of the classroom.</p> <p>B. Social and Emotional Development 11. Community: Children participate in the community of the classroom.</p> <p>B. Social and Emotional Development 15. Conflict resolution: Children resolve social conflicts.</p>
<p>Cooperation</p> <p>ES 10 Begin to use compromise, negotiation, and discussion in working, playing and resolving conflicts with peers</p> <p>ES 11 Begin to demonstrate the ability to give and take during peer interactions by helping, sharing, and discussing</p> <p>ES 12 Demonstrate the ability to take turns in games or using materials</p> <p>ES 13 Be a helpful member in a group or household through sharing tasks or chores</p>	<p>B. Social and Emotional Development 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> <p>B. Social and Emotional Development 13. Cooperative play: Children engage in cooperative play.</p> <p>B. Social and Emotional Development 11. Community: Children participate in the community of the classroom.</p>
<p>Social Relationships</p> <p>ES 14 Accept guidance and directions from a range of familiar adults</p> <p>ES 15 Show ability to develop friendships with peers</p> <p>ES 16 Express empathy and care for others</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 10. Empathy: Children demonstrate empathy toward others.</p>

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<p>ES 17 Feel secure and comfortable communicating with familiar adults</p> <p>ES 18 Begin to demonstrate positive social skills, i.e., please, thank you, etc.</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 14. Moral development: Children develop and internal sense of right and wrong.</p>
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<p>Knowledge of Families and Communities</p> <p>ES 19 Begin to identify their own gender, family, and culture</p> <p>ES 20 Develop an understanding of similarities and respect for differences among people, such as gender, race, special needs, culture, language, and family structures</p> <p>ES 21 Develop awareness of community helpers</p> <p>ES 22 Show an awareness of home, classroom, school, and community</p> <p>ES 23 Demonstrate appropriate caution in unfamiliar and/or potentially dangerous situations</p>	<p>B. Social and Emotional Development 7. Self-identity: Children have a positive self-identity.</p> <p>H. Social Studies 53. Diversity: Children understand that people have diverse characteristics, interests, and abilities.</p> <p>H. Social Studies 54. Community roles: Children recognize that people have different roles and functions in the community.</p> <p>H. Social Studies 54. Community roles: Children recognize that people have different roles and functions in the community.</p> <p>C. Physical Development and Health 20. Healthy behavior: Children engage in healthy practices.</p>
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<p>Approaches to Learning</p> <p>Initiative and Curiosity</p> <p>AL 1 Participate in a variety of tasks and activities using all five senses</p> <p>AL 2 Make independent choices within the limits set by adults</p> <p>AL 3 Approach tasks and activities with flexibility, imagination, inventiveness, and confidence</p>	<p>A. Approaches to Learning 1. Initiative: Children demonstrate initiative as they explore their world. 5. Use of resources: Children gather information and formulate ideas about their world.</p> <p>A. Approaches to Learning 2. Planning: Children make plans and follow through on their intentions.</p> <p>A. Approaches to Learning 1. Initiative: Children demonstrate initiative as they explore their world.</p>
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<p>AL 4 Show eagerness and curiosity to learn about and discuss a variety of topics, ideas, and tasks</p>	<p>A. Approaches to Learning 1. Initiative: Children demonstrate initiative as they explore their world.</p>
<p>Engagement and Persistence</p> <p>AL 5 Begin to develop the ability to focus and complete a variety of tasks, activities, projects, and experiences</p> <p>AL 6 Begin to develop a plan for play and follow through</p> <p>AL 7 Begin to develop the ability to concentrate despite distractions and interruptions</p> <p>AL 8 Begin to demonstrate the ability to follow a sequence of steps to create a finished project</p>	<p>A. Approaches to Learning 3. Engagement: Children focus on activities that interest them.</p> <p>A. Approaches to Learning 2. Planning: Children make plans and follow through on their intentions.</p> <p>A. Approaches to Learning 3. Engagement: Children focus on activities that interest them.</p> <p>A. Approaches to Learning 3. Engagement: Children focus on activities that interest them.</p>
<p>Reasoning and Problem Solving</p> <p>AL 9 Begin to develop the ability to recognize and solve problems through active exploration, including trial and error and interactions and discussions with peers and adults</p> <p>AL 10 Develop the ability to classify, compare and contrast objects, events, and experiences</p> <p>AL 11 Demonstrate the ability to sequence events</p>	<p>A. Approaches to Learning 4. Problem solving: Children solve problems encountered in play.</p> <p>B. Social and Emotional Development 15. Conflict resolution: Children resolve social conflicts.</p> <p>G. Science and Technology 46. Classifying: Children classify materials, actions, people, and events.</p> <p>H. Social Studies 57. History: Children understand past, present, and future.</p>
<p>Physical Health and Development</p> <p>Fine Motor Skills</p> <p>PHD 1 Develop strength, dexterity and control needed to use tools and materials such as scissors, paper punch, stapler, hammer, play dough, and other manipulative materials</p> <p>PHD 2 Develop hand-eye coordination in building with blocks, putting together puzzles, reproducing shapes and patterns, stringing beads, and using scissors</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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<p>PHD 3 Show beginning control in the use of writing, drawing, and art tools including pencils, markers, chalk, paint brushes, and various types of technology</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>Gross Motor Skills</p> <p>PHD 4 Develop an awareness of their body, control and balance in walking, climbing, running, jumping, hopping, skipping, marching, galloping, riding a tricycle, and creative movement</p> <p>PHD 5 Develop the ability to coordinate movements in throwing, catching, kicking, bouncing balls, and using the slide and swing</p>	<p>C. Physical Development and Health 16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.</p> <p>C. Physical Development and Health 16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.</p>
<p>Health Status and Practices</p> <p>PHD 6 Progress in physical growth, strength, stamina, and flexibility</p> <p>PHD 7 Participate actively in play, outdoor activities, and forms of exercise that enhance physical fitness</p> <p>PHD 8 Begin to show growing awareness of nutrition and independence in hygiene, nutrition and personal care when eating, dressing, washing hands, brushing teeth and toileting</p> <p>PHD 9 Build 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>	<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 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>