

Alignment of the Idaho Early Learning Guidelines With HighScope's Preschool Key Developmental Indicators

The following chart shows how items from the **Idaho Early Learning Guidelines (2009)** 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.

Idaho Early Learning Guidelines

Key Developmental Indicators

Domain 1: Approaches to Learning and Cognitive Development	
Goal 1: Children show curiosity and interest in learning and experimenting. Become inquisitive; seeking information to build understanding and gaining descriptive vocabulary to seek understanding.	A. Approaches to Learning 1. Initiative: Children demonstrate initiative as they explore their world.
Goal 2: Children are able to generate new ideas, approaches, and activities in daily routines. Expand personal expression through inventive language and play.	A. Approaches to Learning 1. Initiative: Children demonstrate initiative as they explore their world. 2. Planning: Children make plans and follow through on their intentions. D. Language, Literacy, and Communication 22. Speaking: Children express themselves using language.
Goal 3: Children are confident to initiate and complete activities using a variety of approaches. Display initiative and confidence interacting in a variety of social and physical settings.	A. Approaches to Learning 1. Initiative: Children demonstrate initiative as they explore their world. 2. Planning: Children make plans and follow through on their intentions. B. Social and Emotional Development 12. Building relationships: Children build relationships with other children and adults. 13. Cooperative play: Children engage in cooperative play.
Goal 4: Children sustain attention to tasks even when faces with challenges and frustration. Use trial and error skills and attention for more complex tasks.	A. Approaches to Learning 3. Engagement: Children focus on activities that interest them. 4. Problem solving: Children solve problems encountered in play. B. Social and Emotional Development 11. Community: Children participate in the community of the classroom.
Goal 5: Children demonstrate an expanding ability to develop and carry out plans. Develop schemas for how things work and attempt more complex tasks requiring problem-solving strategies.	A. Approaches to Learning 2. Planning: Children make plans and follow through on their intentions.

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	<p>3. Engagement: Children focus on activities that interest them.</p>
<p>Goal 6: Children show ability to change or adapt thought processes, applying previously learned concepts and skills to new situations.</p> <p>Take more risks by extending previous learning to the exploration of new settings, people, and objects.</p>	<p>A. Approaches to Learning</p> <p>1. Initiative: Children demonstrate initiative as they explore their world.</p> <p>6. Reflection: Children reflect on their experiences.</p> <p>B. Social and Emotional Development</p> <p>13. Cooperative play: Children engage in cooperative play.</p>
<p>Goal 7: Mediated by individual temperament, children learn to understand and appreciate individual style in approaching and interacting with the world.</p> <p>Display different levels of initiative and confidence in exploring a wider variety of social and physical settings. Can recognize emotional states in themselves and others and problem solve around emotional issues, with adult assistance.</p>	<p>B. Social and Emotional Development</p> <p>9. Emotions: Children recognize, label, and regulate their feelings.</p> <p>15. Conflict resolution: Children resolve social conflicts.</p>
<p>Goal 8: Children demonstrate awareness of cause and effect relationships.</p> <p>Are aware of and interested in simple causal relationships. Uses magical thinking.</p>	<p>A. Approaches to Learning</p> <p>5. Use of resources: Children gather information and formulate ideas about their world.</p> <p>G. Science and Technology</p> <p>49. Drawing conclusions: Children draw conclusions based on their experiences and observations.</p>
<p>Goal 9: Children use prior relationships, experiences, and knowledge to explain understanding.</p> <p>Connect current behavior and past experience to new situations, relationships, and problem solving.</p>	<p>A. Approaches to Learning</p> <p>6. Reflection: Children reflect on their experiences.</p> <p>H. Social Studies</p> <p>57. History: Children understand past, present, and future.</p>

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Goal 10: Children show emerging ability to imitate behaviors that they have observed.

Use imitation as a foundation for symbolic play and sequencing.

F. Creative Arts

43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.

H. Social Studies

57. History: Children understand past, present, and future.

Goal 11: Children find multiple solutions to questions, tasks, problems, and challenges, including trial and error.

Are increasingly confident in interacting in a variety of social and physical settings as they try new things. Use emerging perspective-taking experiments.

A. Approaches to Learning

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

B. Social and Emotional Development

15. Conflict resolution: Children resolve social conflicts.

Goal 12: Children expand abilities for conjecture, hypothesizing, and guessing.

Testing ideas about how things work in a variety of social and physical settings.

G. Science and Technology

46. Classifying: Children classify materials, actions, people, and events.

47. Experimenting: Children experiment to test their ideas.

Goal 13: Children compare, contrast, and evaluate experiences, tasks, and events building on prior knowledge.

Are eager to explore a wider variety of people, objects, and situations and can use past experience and observations in novel ways in unfamiliar situations.

G. Science and Technology

46. Classifying: Children classify materials, actions, people, and events.

47. Experimenting: Children experiment to test their ideas.

48. Predicting: Children predict what they expect will happen.

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

Goal 14: Children participate in exploratory play.

Explore materials and actions.

A. Approaches to Learning

5. Use of resources: Children gather information and formulate ideas about their world.

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	<p>C. Physical Development and Health</p> <p>16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.</p> <p>E. Mathematics</p> <p>38. Patterns: Children identify, describe, copy, complete, and create patterns.</p> <p>F. Creative Arts</p> <p>40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.</p> <p>G. Science and Technology</p> <p>52. Tools and technology: Children explore and use tools and technology.</p>
<p>Goal 15: Children participate in pretend or symbolic play.</p> <p>Use elaborate plots, shared scripts, and multiple sequences and roles, with a mixture of reality and fantasy.</p>	<p>D. Language, Literacy, and Communication</p> <p>26. Reading: Children read for pleasure and information.</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>Goal 16: Children represent experiences and thought through symbolic representation such as movement, drawing, singing/vocalizing, and play.</p> <p>Use symbolic expression in arts, communication, and quantity.</p>	<p>B. Social and Emotional Development</p> <p>9. Emotions: Children recognize, label, and regulate their feelings.</p> <p>D. Language, Literacy, and Communication</p> <p>27. Concepts about print: Children demonstrate knowledge about environmental print.</p> <p>29. Writing: Children write for many different purposes.</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>Domain 2: Physical Well-Being, Health, and Motor Development</p>	<p>C. Physical Development and Health</p> <p>16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.</p>
<p>Goal 17: Children demonstrate strength and coordination of large motor muscles.</p> <p>Coordinate whole body to move in complex ways with strength, agility, and balance.</p>	<p>C. Physical Development and Health</p> <p>16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.</p>

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<p>Goal 18: Children demonstrate strength and coordination of small motor muscles.</p> <p>Use fingers and hands for purposeful tasks.</p>	<p>C. Physical Development and Health</p> <p>17. Fine-motor skills: Children demonstrate dexterity and hand-eye coordination in using their small muscles.</p>
<p>Goal 19: Children use their senses (sight, hearing, smell, taste, and touch) to guide and integrate their interactions.</p> <p>Coordinate motor activities based on sensory input.</p>	<p>C. Physical Development and Health</p> <p>16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.</p> <p>17. Fine-motor skills: Children demonstrate dexterity and hand-eye coordination in using their small muscles.</p> <p>18. Body awareness: Children know about their bodies and how to navigate them in space.</p>
<p>Goal 20: Children demonstrate the stamina and energy to participate in daily activities.</p> <p>Sustain strength for increased periods of time.</p>	<p>C. Physical Development and Health</p> <p>20. Healthy behavior: Children engage in healthy practices.</p>
<p>Goal 21: Children engage in a variety of physical activities.</p> <p>Participate in a variety of age appropriate movement and physical daily activities.</p>	<p>C. Physical Development and Health</p> <p>16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.</p> <p>20. Healthy behavior: Children engage in healthy practices.</p>
<p>Goal 22: Children practice basic personal care routines.</p> <p>Initiate and carry out personal care routines, with and without assistance.</p>	<p>C. Physical Development and Health</p> <p>19. Personal care: Children carry out personal care routines on their own.</p> <p>20. Healthy behavior: Children engage in healthy practices.</p>
<p>Goal 23: Children demonstrate personal health and hygiene skills.</p> <p>Demonstrate independence in personal hygiene skills.</p>	<p>C. Physical Development and Health</p> <p>19. Personal care: Children carry out personal care routines on their own.</p>

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	<p>20. Healthy behavior: Children engage in healthy practices.</p>
<p>Goal 24: Children eat a variety of nutritious foods.</p> <p>Participate in mealtime routines with increasing independence and become more consistent at using utensils to eat and serve self. Eat a variety of foods and learn about food through observation and modeling during mealtimes.</p>	<p>C. Physical Development and Health</p> <p>19. Personal care: Children carry out personal care routines on their own.</p> <p>20. Healthy behavior: Children engage in healthy practices.</p>
<p>Goal 25: Children demonstrate knowledge about and avoid harmful objects and situations.</p> <p>Demonstrate an awareness and understanding of harmful objects and situations and respond, with and without assistance.</p>	<p>C. Physical Development and Health</p> <p>20. Healthy behavior: Children engage in healthy practices.</p>
<p>Goal 26: Children demonstrate awareness and understanding of safety rules.</p> <p>Follow safety rules, with and without assistance.</p>	<p>C. Physical Development and Health</p> <p>20. Healthy behavior: Children engage in healthy practices.</p>
<p>Domain 3: Social and Emotional Development</p>	<p>B. Social and Emotional Development</p> <p>12. Building relationships: Children build relationships with other children and adults.</p>
<p>Goal 27: Children trust, interact with, and seek assistance from adults.</p> <p>Show confidence in seeking assistance from familiar adults.</p>	
<p>Goal 28: Children develop friendships with peers.</p> <p>Engage in mutual social play that involves cooperation and shared purpose.</p>	<p>B. Social and Emotional Development</p> <p>13. Cooperative play: Children engage in cooperative play.</p>
<p>Goal 29: Children demonstrate positive negotiation skills.</p> <p>Solve problems and communicate ideas with a peer, with adult supervision.</p>	<p>B. Social and Emotional Development</p> <p>15. Conflict resolution: Children resolve social conflicts.</p>

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Goal 30: Children demonstrate awareness of behavior and its effects on others.

Anticipate the impact of behaviors on others.

A. Approaches to Learning

5. Use of resources: Children gather information and formulate ideas about their world.

B. Social and Emotional Development

10. Empathy: Children demonstrate empathy toward others.

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

15. Conflict resolution: Children resolve social conflicts.

Goal 31: Children participate positively in group activities.

Participate in a group activity in a cooperative manner and sustain play toward a common goal with other children.

B. Social and Emotional Development

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

13. Cooperative play: Children engage in cooperative play.

Goal 32: Children demonstrate sympathy and empathy.

Recognize and respond to another's emotions and situation.

B. Social and Emotional Development

9. Emotions: Children recognize, label, and regulate their feelings.

10. Empathy: Children demonstrate empathy toward others.

Goal 33: Children develop a sense of humor.

Use novel language, sounds, and meanings to initiate interaction with adults and peers. Use physical humor for social purposes.

D. Language, Literacy, and Communication

22. Speaking: Children express themselves using language.

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.

Goal 34: Children adapt to diverse settings.

Adjust/transition to new settings and people, with and without adult assistance.

B. Social and Emotional Development

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

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<p>Goal 35: Children recognize, appreciate, and respect similarities and differences in people.</p> <p>Are curious about why they are different or similar to others.</p>	<p>H. Social Studies</p> <p>53. Diversity: Children understand that people have diverse characteristics, interests, and abilities.</p>
<p>Goal 36: Children perceive themselves as unique individuals.</p> <p>Use strategies to differentiate themselves from others, and to get their needs met.</p>	<p>A. Approaches to Learning</p> <p>2. Planning: Children make plans and follow through on their intentions.</p> <p>B. Social and Emotional Development</p> <p>7. Self-identity: Children have a positive self-identity.</p> <p>H. Social Studies</p> <p>53. Diversity: Children understand that people have diverse characteristics, interests, and abilities.</p>
<p>Goal 37: Children demonstrate belief in their abilities.</p> <p>Develop sense of competence.</p>	<p>B. Social and Emotional Development</p> <p>8. Sense of competence: Children feel they are competent.</p>
<p>Goal 38: Children regulate their feelings and impulses.</p> <p>Become increasingly able to control actions, words, and emotions in response to a situation or an adult request, with some adult assistance.</p>	<p>A. Approaches to Learning</p> <p>3. Engagement: Children focus on activities that interest them.</p> <p>4. Problem solving: Children solve problems encountered in play.</p> <p>B. Social and Emotional Development</p> <p>9. Emotions: Children recognize, label, and regulate their feelings.</p> <p>15. Conflict resolution: Children resolve social conflicts.</p>
<p>Domain 4: General Knowledge</p>	
<p>Goal 39: Children demonstrate understanding of numbers, ways of representing numbers, relationships among numbers, and number systems.</p> <p>Use number words and concepts to explore and manipulate quantity, size, and relationships.</p>	<p>E. Mathematics</p> <p>31. Number words and symbols: Children recognize and use number words and symbols.</p> <p>32. Counting: Children count things.</p>

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<p>Goal 40: Children demonstrate understanding of measurable attributes of objects and the units, systems, and processes of measurement (including size, volume, height, weight, length, area, and time).</p> <p>Use geometric modeling and spatial reasoning according to different dimensions.</p>	<p>E. Mathematics</p> <p>35. Spatial awareness: Children recognize spatial relationships among people and objects.</p> <p>36. Measuring: Children measure to describe, compare, and order things.</p> <p>37. Unit: Children understand and use the concept of unit.</p>
<p>Goal 41: Children demonstrate understanding of patterns, relations, and functions used to organize their world and facilitate problem solving.</p> <p>Sort, classify, and order objects by color, number, size, or shape. Form simple patterns involving color, number, size, and shape.</p>	<p>E. Mathematics</p> <p>34. Shapes: Children identify, name, and describe shapes.</p> <p>38. Patterns: Children identify, describe, copy, complete, and create patterns.</p> <p>G. Science and Technology</p> <p>46. Classifying: Children classify materials, actions, people, and events.</p>
<p>Goal 42: Children observe, describe, and collect information by exploring the world around them.</p> <p>Call attention to, describe, discuss, and explain observable similarities and differences among objects or events.</p>	<p>G. Science and Technology</p> <p>45. Observing: Children observe the materials and processes in their environment.</p> <p>46. Classifying: Children classify materials, actions, people, and events.</p> <p>47. Experimenting: Children experiment to test their ideas.</p> <p>48. Predicting: Children predict what they expect will happen.</p> <p>50. Communicating ideas: Children communicate their ideas about the characteristics of things and how they work.</p> <p>51. Natural and physical world: Children gather knowledge about the natural and physical world.</p> <p>52. Tools and technology: Children explore and use tools and technology.</p>
<p>Goal 43: Children further engage in exploring and making sense of the natural world by asking questions and making predictions about cause and effect relations that can lead to generalizations.</p>	

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<p>Investigate unfamiliar phenomena and both trial and error (sometimes systematic trials), with assistance.</p>	<p>A. Approaches to Learning</p> <p>4. Problem solving: Children solve problems encountered in play.</p> <p>5. Use of resources: Children gather information and formulate ideas about their world.</p> <p>G. Science and Technology</p> <p>45. Observing: Children observe the materials and processes in their environment.</p> <p>46. Classifying: Children classify materials, actions, people, and events.</p> <p>48. Predicting: Children predict what they expect will happen.</p> <p>51. Natural and physical world: Children gather knowledge about the natural and physical world.</p>
<p>Goal 44: Children differentiate between people, places, activities, and events in the past and present that relate to self, group identity, and a sense of their community.</p> <p>Demonstrate awareness of group membership across family, community, program, and culture as they recognize physical characteristics of self and others within daily activities and routines.</p>	<p>A. Approaches To Learning</p> <p>6. Reflection: Children reflect on their experiences.</p> <p>B. Social and Emotional Development</p> <p>8. Sense of competence: Children feel they are competent.</p> <p>12. Building relationships: Children build relationships with other children and adults.</p> <p>H. Social Studies</p> <p>53. Diversity: Children understand that people have diverse characteristics, interests, and abilities.</p> <p>54. Community roles: Children recognize that people have different roles and functions in the community.</p>
<p>Goal 45: Children demonstrate awareness and understanding of individual fairness, group rights, and responsibilities (democratic ideals) for membership and participation in group activities (successful citizenship).</p> <p>Follow simple rules and limits. Begin to participate cooperatively in organized, culturally acceptable ways with familiar people, objects, settings, and events.</p>	<p>B. Social and Emotional Development</p> <p>9. Emotions: Children recognize, label, and regulate their feelings.</p> <p>11. Community: Children participate in the community of the classroom.</p> <p>13. Cooperative play: Children engage in cooperative play.</p> <p>14. Moral development: Children develop an internal sense of right and wrong.</p>

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<p>Goal 46: Children use creative arts to express and represent what they know, think, believe, or feel.</p> <p>Uses artistic expression and language to communicate emotions and make meaning of experiences.</p>	<p>F. Creative Arts</p> <p>40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.</p> <p>41. Music: Children express and represent what they observe, think, imagine, and feel through music.</p> <p>42. Movement: Children express and represent what they observe, think, imagine, and feel through movement.</p> <p>43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.</p>
<p>Goal 47: Children demonstrate understanding and appreciation of creative arts.</p> <p>Respond to and create symbolic and representation art, music, dance, and dramatic themes.</p>	<p>F. Creative Arts</p> <p>40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.</p> <p>41. Music: Children express and represent what they observe, think, imagine, and feel through music.</p> <p>42. Movement: Children express and represent what they observe, think, imagine, and feel through movement.</p> <p>43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.</p> <p>44. Appreciating the arts: Children appreciate the creative arts.</p>
<p>Domain 5: Communication, Language, and Literacy</p> <p>Goal 48: Children demonstrate the meaning of language by listening.</p> <p>Understand messages in conversations, directions, music, and stories.</p>	<p>D. Language, Literacy, and Communication</p> <p>21. Comprehension: Children understand language.</p>
<p>Goal 49: Children communicate effectively.</p> <p>Use communication with purpose to convey a message.</p>	<p>D. Language, Literacy, and Communication</p> <p>21. Comprehension: Children understand language.</p> <p>22. Speaking: Children express themselves using language.</p>

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	<p>30. ELL/Dual Language Acquisition: (If applicable) Children use English and their home language(s) (including sign language).</p>
<p>Goal 50: Children comprehend and use conventions of social communication. Actively seek and engage in social interactions.</p>	<p>D. Language, Literacy, and Communication 21. Comprehension: Children understand language. 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).</p>
<p>Goal 51: Children use receptive vocabulary. Uses responses that demonstrate an increased knowledge of specific concepts.</p>	<p>B. Social and Emotional Development 11. Community: Children participate in the community of the classroom. D. Language, Literacy, and Communication 21. Comprehension: Children understand language. 23. Vocabulary: Children understand and use a variety of words and phrases. 30. ELL/Dual Language Acquisition: (If applicable) Children use English and their home language(s) (including sign language). E. Mathematics 31. Number words and symbols: Children recognize and use number words and symbols. 34. Shapes: Children identify, name, and describe shapes.</p>
<p>Goal 52: Children use expressive vocabulary. Use phrases and sentences with functional and descriptive vocabulary.</p>	<p>D. Language, Literacy, and Communication 21. Comprehension: Children understand language. 22. Speaking: Children express themselves using language. 23. Vocabulary: Children understand and use a variety of words and phrases.</p>
<p>Goal 53: Children demonstrate progression in grammar and syntax. Use basic conventions of grammar and syntax.</p>	<p>D. Language, Literacy, and Communication 22. Speaking: Children express themselves using language. 23. Vocabulary: Children understand and use a variety of words and phrases.</p>

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<p>Goal 54: Children demonstrate comprehension and meaning in language.</p> <p>Respond verbally and nonverbally to verbal and gestural communication.</p>	<p>D. Language, Literacy, and Communication</p> <p>21. Comprehension: Children understand language.</p> <p>22. Speaking: Children express themselves using language.</p> <p>26. Reading: Children read for pleasure and information.</p> <p>30. ELL/Dual Language Acquisition: (If applicable) Children use English and their home language(s) (including sign language).</p>
<p>Goal 55: Children use language for a variety of purposes.</p> <p>Follow social conventions to access, gain, and share information.</p>	<p>D. Language, Literacy, and Communication</p> <p>21. Comprehension: Children understand language.</p> <p>22. Speaking: Children express themselves using language.</p> <p>27. Concepts about print: Children demonstrate knowledge about environmental print.</p>
<p>Goal 56: Children develop phonological awareness.</p> <p>Manipulate phonemes to make new words and to rhyme.</p>	<p>D. Language, Literacy, and Communication</p> <p>24. Phonological awareness: Children identify distinct sounds in spoken language.</p> <p>25. Alphabetic knowledge: Children identify letter names and their sounds.</p>
<p>Goal 57: Children demonstrate awareness of letters and symbols.</p> <p>Recognize letters as special symbols to represent spoken language.</p>	<p>D. Language, Literacy, and Communication</p> <p>25. Alphabetic knowledge: Children identify letter names and their sounds.</p>
<p>Goal 58: Children demonstrate awareness of print concepts.</p> <p>Know that languages and words can be in written form.</p>	<p>D. Language, Literacy, and Communication</p> <p>25. Alphabetic knowledge: Children identify letter names and their sounds.</p> <p>26. Reading: Children read for pleasure and information.</p> <p>27. Concepts about print: Children demonstrate knowledge about environmental print.</p> <p>28. Book knowledge: Children demonstrate knowledge about books.</p>

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Goal 59: Children demonstrate comprehension of printed materials and oral stories.

Understand information from oral stories, reading books, and pictures

D. Language, Literacy, and Communication

26. Reading: Children read for pleasure and information.

27. Concepts about print: Children demonstrate knowledge about environmental print.

Goal 60: Children demonstrate awareness that written materials can be used for a variety of purposes.

Uses books and written materials to gain information and enjoyment.

D. Language, Literacy, and Communication

26. Reading: Children read for pleasure and information.

27. Concepts about print: Children demonstrate knowledge about environmental print.

Goal 61: Children demonstrate knowledge and use of letters and symbols.

Begin to write and draw to communicate language.

D. Language, Literacy, and Communication

25. Alphabetic knowledge: Children identify letter names and their sounds.

27. Concepts about print: Children demonstrate knowledge about environmental print.

29. Writing: Children write for many different purposes.

Goal 62: Children use writing skills and demonstrate knowledge of writing conventions.

Use tools to write and draw with increasing coordination.

C. Physical Development and Health

17. Fine-motor skills: Children demonstrate dexterity and hand-eye coordination in using their small muscles.

D. Language, Literacy, and Communication

29. Writing: Children write for many different purposes.

F. Creative Arts

40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.

Goal 63: Children use writing for a variety of purposes.

Make scribbles, pictures, and symbols with meaning.

D. Language, Literacy, and Communication

29. Writing: Children write for many different purposes.

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Goal 64: Children demonstrate competency in home language while acquiring beginning proficiency in English.

Demonstrate varying competency in learning English depending on age, onset, and amount of language exposure. Communicates with purpose to convey information, and uses phrases and sentences with more complex vocabulary in home language.

D. Language, Literacy, and Communication

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