

## **Alignment of the Iowa Early Learning Standards With HighScope's Preschool Key Developmental Indicators**

The following chart shows how items from the **Iowa Early Learning Standards (2006)** 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.

## Iowa Early Learning Standards

## Key Developmental Indicators

<b>Area 7 Physical Well-Being and Motor Development</b>	
<p><b>7.1 Healthy and Safe Living</b> Children understand healthy and safe living practices.</p>	<p><b>C. Physical Development and Health</b> <b>20. Healthy behavior:</b> Children engage in healthy practices.</p>
<p><b>7.2 Play and Senses</b> Children engage in play to learn.</p>	<p><b>C. Physical Development and Health</b> <b>20. Healthy behavior:</b> Children engage in healthy practices.</p>
<p><b>7.3 Large Motor Development</b> Children develop large motor skills.</p>	<p><b>C. Physical Development and Health</b> <b>16. Gross-motor skills:</b> Children demonstrate strength, flexibility, balance, and timing in using their large muscles.</p>
<p><b>7.4 Fine Motor Development</b> Children develop fine motor skills.</p>	<p><b>C. Physical Development and Health</b> <b>17. Fine-motor skills:</b> Children demonstrate dexterity and hand-eye coordination in using their small muscles.</p>
<b>Area 8 Approaches to Learning</b>	
<p><b>8.1 Curiosity and Initiative</b> Children express curiosity, interest, and initiative in exploring the environment, engaging in experiences, and learning new skills.</p>	<p><b>A. Approaches to Learning</b> <b>1. Initiative:</b> Children demonstrate initiative as they explore their world. <b>2. Planning:</b> Children make plans and follow through on their intentions.</p>
<p><b>8.2 Engagement and Persistence</b> Children purposefully choose and persist in experiences and activities.</p>	<p><b>A. Approaches to Learning</b> <b>2. Planning:</b> Children make plans and follow through on their intentions. <b>3. Engagement:</b> Children focus on activities that interest them. <b>4. Problem solving:</b> Children solve problems encountered in play.</p>
<p><b>8.3 Problem Solving</b> Children demonstrate strategies for reasoning and problem solving.</p>	<p><b>A. Approaches to Learning</b> <b>4. Problem solving:</b> Children solve problems encountered in play.</p>

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<b>Area 9 Social and Emotional Development</b>	
<p><b>9.1 Self</b></p> <p>Children express a positive awareness of self in terms of specific abilities, characteristics, and preferences.</p>	<p><b>B. Social and Emotional Development</b></p> <p><b>8. Sense of competence:</b> Children feel they are competent.</p> <p><b>9. Emotions:</b> Children recognize, label, and regulate their feelings.</p>
<p><b>9.2 Self-Regulation</b></p> <p>Children show increasing ability to regulate their behavior and express their emotions in appropriate ways.</p>	<p><b>B. Social and Emotional Development</b></p> <p><b>9. Emotions:</b> Children recognize, label, and regulate their feelings.</p> <p><b>15. Conflict resolution:</b> Children resolve social conflicts.</p>
<p><b>9.3 Relationships with Caregivers</b></p> <p>Children relate positively to caregivers who work with them.</p>	<p><b>B. Social and Emotional Development</b></p> <p><b>12. Building relationships:</b> Children build relationships with other children and adults.</p>
<p><b>9.4 Peer Interactions</b></p> <p>Children develop the ability to interact with peers respectfully and to form positive peer relationships.</p>	<p><b>B. Social and Emotional Development</b></p> <p><b>12. Building relationships:</b> Children build relationships with other children and adults.</p> <p><b>13. Cooperative play:</b> Children engage in cooperative play.</p> <p><b>15. Conflict resolution:</b> Children resolve social conflicts.</p>
<p><b>9.5 Awareness of Community</b></p> <p>Children have increasing awareness of belonging to a family, community, culture, and program.</p>	<p><b>B. Social and Emotional Development</b></p> <p><b>11. Community:</b> Children participate in the community of the classroom.</p> <p><b>14. Moral development:</b> Children develop an internal sense of right and wrong.</p> <p><b>H. Social Studies</b></p> <p><b>53. Diversity:</b> Children understand that people have diverse characteristics, interests, and abilities.</p>

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<b>Area 10 Communication, Language, and Literacy</b>	
<b>10.1 Language Understanding and Use</b> Children understand and use communication and language for a variety of purposes.	<b>D. Language, Literacy, and Communication</b> <b>21. Comprehension:</b> Children understand language. <b>22. Speaking:</b> Children express themselves using language.
<b>10.2 Early Literacy</b> Children engage in early reading experiences.	<b>D. Language, Literacy, and Communication</b> <b>25. Alphabetic knowledge:</b> Children identify letter names and their sounds. <b>26. Reading:</b> Children read for pleasure and information. <b>27. Concepts about print:</b> Children demonstrate knowledge about environmental print. <b>28. Book knowledge:</b> Children demonstrate knowledge about books.
<b>10.3 Early Writing</b> Children engage in early writing experiences.	<b>D. Language, Literacy, and Communication</b> <b>29. Writing:</b> Children write for many different purposes.
<b>Area 11 Mathematics and Science</b>	
<b>11.1 Comparison and Number</b> Children understand amount, including use of numbers and counting.	<b>E. Mathematics</b> <b>31. Number words and symbols:</b> Children recognize and use number words and symbols. <b>32. Counting:</b> Children count things.
<b>11.2 Patterns</b> Children understand patterns.	<b>E. Mathematics</b> <b>38. Patterns:</b> Children identify, describe, copy, complete, and create patterns.
<b>11.3 Shapes and Spatial Relationships</b> Children understand shapes and spatial relationships.	<b>E. Mathematics</b> <b>34. Shapes:</b> Children identify, name, and describe shapes. <b>35. Spatial awareness:</b> Children recognize spatial relationships among people and objects.

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<p><b>11.4 Scientific Reasoning</b></p> <p>Children observe, describe, and predict the world around them.</p>	<p><b>G. Science and Technology</b></p> <p><b>45. Observing:</b> Children observe the materials and processes in their environment.</p> <p><b>46. Classifying:</b> Children classify materials, actions, people, and events.</p> <p><b>48. Predicting:</b> Children predict what they expect will happen.</p> <p><b>51. Natural and physical world:</b> Children gather knowledge about the natural and physical world.</p>
<p><b>11.5 Scientific Problem Solving</b></p> <p>Children apply and adapt strategies to solve problems.</p>	<p><b>G. Science and Technology</b></p> <p><b>47. Experimenting:</b> Children experiment to test their ideas.</p>
<p><b>11.6 Measurement</b></p> <p>Children understand comparisons and measurement.</p>	<p><b>E. Mathematics</b></p> <p><b>36. Measuring:</b> Children measure to describe, compare, and order things.</p> <p><b>G. Science and Technology</b></p> <p><b>46. Classifying:</b> Children classify materials, actions, people, and events.</p>
<p><b>Area 12 Creative Arts</b></p> <p><b>12.1 Art</b></p> <p>Children explore art through a variety of media.</p>	<p><b>F. Creative Arts</b></p> <p><b>40. Art:</b> Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.</p> <p><b>44. Appreciating the arts:</b> Children appreciate the creative arts.</p>
<p><b>12.2 Music, Rhythm, and Movement</b></p> <p>Children participate in a variety of music and movement experiences.</p>	<p><b>F. Creative Arts</b></p> <p><b>41. Music:</b> Children express and represent what they observe, think, imagine, and feel through music.</p> <p><b>42. Movement:</b> Children express and represent what they observe, think, imagine, and feel through movement.</p>

## Iowa Early Learning Standards

## Key Developmental Indicators

### 12.3 Dramatic Play

Children engage in dramatic play experiences.

### *F. Creative Arts*

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