

## **Alignment of the Maine Early Childhood Learning Guidelines With HighScope's Preschool Key Developmental Indicators**

The following chart shows how items from the **Maine Early Childhood Learning Guidelines** (September 2005) 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.

## Maine Early Childhood Learning Guidelines

## Key Developmental Indicators

| <i>Personal and Social Development</i>   |   |
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| <p><b>A) Self Control</b></p> <p>Seeks adult help when needed for emotional support</p> <p>Demonstrates increasing competency in recognizing own and others' emotions</p> <p>Demonstrates increasing competency in describing own and others' emotions</p> <p>Shows progress in expressing feelings, needs, and opinions in difficult situations and conflicts without harming themselves, others, or property</p> <p>Demonstrates increasing capacity to follow rules and routines</p> <p>Uses materials and equipment purposefully, safely, and respectfully</p> | <p><b>B. Social and Emotional Development</b><br/> <b>12. Building relationships:</b> Children build relationships with other children and adults.</p> <p><b>B. Social and Emotional Development</b><br/> <b>9. Emotions:</b> Children recognize, label, and regulate their feelings.</p> <p><b>B. Social and Emotional Development</b><br/> <b>9. Emotions:</b> Children recognize, label, and regulate their feelings.</p> <p><b>B. Social and Emotional Development</b><br/> <b>9. Emotions:</b> Children recognize, label, and regulate their feelings.<br/> <b>15. Conflict resolution:</b> Children resolve social conflicts.</p> <p><b>B. Social and Emotional Development</b><br/> <b>11. Community:</b> Children participate in the community of the classroom.</p> <p><b>B. Social and Emotional Development</b><br/> <b>11. Community:</b> Children participate in the community of the classroom.</p> |
| <p><b>B) Self Concept</b></p> <p>Develops and communicates a growing awareness of self as having certain abilities, characteristics, preferences, and rights (e.g., makes choices during the day based on personal interests)</p> <p>Explores and experiments with new interests</p> <p>Develops a growing understanding of how own actions affect others</p> <p>Begins to accept the consequences of own actions</p>  | <p><b>B. Social and Emotional Development</b><br/> <b>7. Self-identity:</b> Children have a positive self-identity.<br/> <b>8. Sense of competence:</b> Children feel they are competent.</p> <p><b>H. Social Studies</b><br/> <b>55. Decision making:</b> Children participate in making classroom decisions.</p> <p><b>A. Approaches to Learning</b><br/> <b>1. Initiative:</b> Children demonstrate initiative as they explore their world.</p> <p><b>B. Social and Emotional Development</b><br/> <b>10. Empathy:</b> Children demonstrate empathy toward others.</p> <p><b>B. Social and Emotional Development</b><br/> <b>15. Conflict resolution:</b> Children resolve social conflicts.</p>   |

## Maine Early Childhood Learning Guidelines

## Key Developmental Indicators

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| <p>Expresses pride in accomplishments</p>  | <p><b>B. Social and Emotional Development</b><br/> <b>8. Sense of competence:</b> Children feel they are competent.</p>   |
| <p><b>C) Social Competence</b></p> <p>Demonstrates an understanding of and follows through with basic responsibilities (e.g., dressing, clean-up)</p> <p>Interacts appropriately with familiar adult(s)</p> <p>Interacts with one or more children</p> <p>Interacts respectfully and cooperatively with adults and peers</p> <p>Increases abilities to participate successfully as a member of a group through sustaining interactions with peers (e.g., helping, sharing, and discussing)</p> <p>Listens with interest and understanding to directions</p> <p>Listens with interest and understanding during conversations</p> <p>Shows increasing abilities to use compromise and discussion in play, and resolution of conflicts with peers</p> <p>Demonstrates some understanding of others' rights. Uniqueness, and individuality</p> | <p><b>B. Social and Emotional Development</b><br/> <b>11. Community:</b> Children participate in the community of the classroom.</p> <p><b>C. Physical Development and Health</b><br/> <b>19. Personal care:</b> Children carry out personal care routines on their own.</p> <p><b>B. Social and Emotional Development</b><br/> <b>12. Building relationships:</b> Children build relationships with other children and adults.</p> <p><b>B. Social and Emotional Development</b><br/> <b>12. Building relationships:</b> Children build relationships with other children and adults.<br/> <b>13. Cooperative play:</b> Children engage in cooperative play.</p> <p><b>B. Social and Emotional Development</b><br/> <b>12. Building relationships:</b> Children build relationships with other children and adults.<br/> <b>13. Cooperative play:</b> Children engage in cooperative play.</p> <p><b>B. Social and Emotional Development</b><br/> <b>11. Community:</b> Children participate in the community of the classroom.<br/> <b>13. Cooperative play:</b> Children engage in cooperative play.</p> <p><b>D. Language, Literacy, and Communication</b><br/> <b>21. Comprehension:</b> Children understand language.</p> <p><b>D. Language, Literacy, and Communication</b><br/> <b>21. Comprehension:</b> Children understand language.</p> <p><b>B. Social and Emotional Development</b><br/> <b>15. Conflict resolution:</b> Children resolve social conflicts.</p> <p><b>H. Social Studies</b><br/> <b>53. Diversity:</b> Children understand that people have diverse characteristics, interests, and abilities.<br/> <b>55. Decision making:</b> Children participate in making classroom decisions.</p> |

## Maine Early Childhood Learning Guidelines

## Key Developmental Indicators

| <b><i>Approaches to Learning</i></b>  |   |
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| <p><b>A) Initiative and Curiosity</b></p> <p>Expresses (verbally or nonverbally) an eagerness to participate in and learn about a widening range of topics, ideas, and tasks</p> <p>Finds more than one solution to a question, task, or problem</p> <p>Recognizes and solves problems through active exploration, including trial and error, and interactions and discussions with peers and adults</p> <p>Approaches tasks and activities with increasing flexibility, imagination, and inventiveness</p> <p>Engages in individual or group activities that express real life experiences, ideas, knowledge, feelings, and fantasy</p> <p>Participates in an increasing variety of tasks and activities</p> | <p><b>A. Approaches to Learning</b></p> <p><b>5. Use of resources:</b> Children gather information and formulate ideas about their world.</p> <p><b>A. Approaches to Learning</b></p> <p><b>4. Problem solving:</b> Children solve problems encountered in play.</p> <p><b>A. Approaches to Learning</b></p> <p><b>4. Problem solving:</b> Children solve problems encountered in play.</p> <p><b>A. Approaches to Learning</b></p> <p><b>1. Initiative:</b> Children demonstrate initiative as they explore their world.</p> <p><b>A. Approaches to Learning</b></p> <p><b>5. Use of resources:</b> Children gather information and formulate ideas about their world.</p> <p><b>6. Reflection:</b> Children reflect on their experiences.</p> <p><b>A. Approaches to Learning</b></p> <p><b>1. Initiative:</b> Children demonstrate initiative as they explore their world.</p> |
| <p><b>B) Persistence and Reflection</b></p> <p>Persists in and completes an increasing variety of tasks, activities, projects, and experiences</p> <p>Sets goals, develops plans, and completes tasks</p> <p>Demonstrates a capacity to maintain concentration for a meaningful period of time on a task, set of directions, or interactions, despite distractions and interruptions</p> <p>Applies prior experiences, senses, and knowledge to new learning situations</p>   | <p><b>A. Approaches to Learning</b></p> <p><b>3. Engagement:</b> Children focus on activities that interest them.</p> <p><b>4. Problem solving:</b> Children solve problems encountered in play.</p> <p><b>A. Approaches to Learning</b></p> <p><b>2. Planning:</b> Children make plans and follow through on their intentions.</p> <p><b>3. Engagement:</b> Children focus on activities that interest them.</p> <p><b>A. Approaches to Learning</b></p> <p><b>3. Engagement:</b> Children focus on activities that interest them.</p> <p><b>A. Approaches to Learning</b></p> <p><b>6. Reflection:</b> Children reflect on their experiences.</p>   |

## Maine Early Childhood Learning Guidelines

## Key Developmental Indicators

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| <p>Considers and implements different approaches to carrying out a task</p> <p>Alters approach to tasks when initial approach does not work</p> <p>Recognizes and solves problems independently through trial and error and by interacting with peers and adults</p> <p>Seeks help appropriately from another child or an adult when encountering a problem</p> <p>Demonstrates new understanding by changing his/her approach and/or behavior</p> | <p><b>A. Approaches to Learning</b><br/> <b>4. Problem solving:</b> Children solve problems encountered in play.</p> <p><b>A. Approaches to Learning</b><br/> <b>4. Problem solving:</b> Children solve problems encountered in play.</p> <p><b>A. Approaches to Learning</b><br/> <b>4. Problem solving:</b> Children solve problems encountered in play.</p> <p><b>A. Approaches to Learning</b><br/> <b>4. Problem solving:</b> Children solve problems encountered in play.</p> <p><b>A. Approaches to Learning</b><br/> <b>6. Reflection:</b> Children reflect on their experiences.</p> |
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| <p><b>Creative Arts</b></p>  |  |
| <p><b>Participating with increasing interest and enjoyment in a variety of music, movement, visual arts, drama activities (e.g., singing, finger plays, easel painting, and dramatic play)</b></p> <p>Moves in time to music</p> <p>Shows increasing ability in keeping/moving in time to different patterns of beat and rhythm in music</p> <p>Uses different art media and materials</p> <p>Progresses in abilities to create drawings, paintings, and other art creations that reflect more detail, creativity, and/or realism</p> <p>Identifies shapes, textures, and colors</p> | <p><b>C. Physical Development and Health</b><br/> <b>18. Body awareness:</b> Children know about their bodies and how to navigate them in space.</p> <p><b>C. Physical Development and Health</b><br/> <b>18. Body awareness:</b> Children know about their bodies and how to navigate them in space.</p> <p><b>F. Creative Arts</b><br/> <b>40. Art:</b> Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.</p> <p><b>F. Creative Arts</b><br/> <b>40. Art:</b> Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.</p> <p><b>F. Creative Arts</b><br/> <b>40. Art:</b> Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.</p> |

## Maine Early Childhood Learning Guidelines

## Key Developmental Indicators

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| <p>Tells about and/or role-plays characters from stories, people in own or imagined community, people and events from own or imagined experience</p> <p>Uses props to enhance role playing and dramatic play</p> <p>Begins to understand and develop the vocabulary to share opinions about artistic creations and experiences</p> | <p><b>F. Creative Arts</b><br/> <b>43. Pretend play:</b> Children express and represent what they observe, think, imagine, and feel through pretend play.</p> <p><b>F. Creative Arts</b><br/> <b>43. Pretend play:</b> Children express and represent what they observe, think, imagine, and feel through pretend play.</p> <p><b>F. Creative Arts</b><br/> <b>44. Appreciating the arts:</b> Children appreciate the creative arts.</p> |
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| <b>Early Language &amp; Literacy</b>  |   |
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| <p><b>A) Communicating and Listening</b></p> <p>Asks and answers simple questions about self and family by using learned phrases and recalled vocabulary</p> <p>Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes</p> <p>Communicates clearly enough to be understood by familiar and unfamiliar listeners</p> <p>Uses an increasingly complex and varied spoken vocabulary</p> <p>Progresses in listening to and understanding the English language while maintaining home language, when the two are not the same</p> <p>Demonstrates increased proficiency in home and English languages (English Language Learner)</p> | <p><b>D. Language, Literacy, and Communication</b><br/> <b>21. Comprehension:</b> Children understand language.<br/> <b>22. Speaking:</b> Children express themselves using language.<br/> <b>23. Vocabulary:</b> Children understand and use a variety of words and phrases.</p> <p><b>D. Language, Literacy, and Communication</b><br/> <b>21. Comprehension:</b> Children understand language.<br/> <b>22. Speaking:</b> Children express themselves using language.</p> <p><b>D. Language, Literacy, and Communication</b><br/> <b>22. Speaking:</b> Children express themselves using language.</p> <p><b>D. Language, Literacy, and Communication</b><br/> <b>23. Vocabulary:</b> Children understand and use a variety of words and phrases.</p> <p><b>D. Language, Literacy, and Communication</b><br/> <b>30. ELL/Dual Language Acquisition:</b> (If applicable) Children use English and their home language(s) (including sign language).</p> <p><b>D. Language, Literacy, and Communication</b><br/> <b>30. ELL/Dual Language Acquisition:</b> (If applicable) Children use English and their home language(s) (including sign language).</p> |

## Maine Early Childhood Learning Guidelines

## Key Developmental Indicators

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| <p><b>B) Book Knowledge and Appreciation</b><br/>Seeks out and enjoys experiences with pictures, books, and other print materials</p> <p>Handles and cares for books</p> <p>Listens to and communicates information about favorite books</p> <p>Knows that books provide information about the world</p> <p>Understands that a book has a title, author and illustrator</p> <p>Knows to view one page at a time in sequence from front to back</p> <p>Incorporates some literacy activities into dramatic play</p> | <p><b>D. Language, Literacy, and Communication</b><br/><b>26. Reading:</b> Children read for pleasure and information.<br/><b>27. Concepts about print:</b> Children demonstrate knowledge about environmental print.</p> <p><b>D. Language, Literacy, and Communication</b><br/><b>27. Concepts about print:</b> Children demonstrate knowledge about environmental print.<br/><b>28. Book knowledge:</b> Children demonstrate knowledge about books.</p> <p><b>D. Language, Literacy, and Communication</b><br/><b>26. Reading:</b> Children read for pleasure and information.</p> <p><b>D. Language, Literacy, and Communication</b><br/><b>26. Reading:</b> Children read for pleasure and information.</p> <p><b>D. Language, Literacy, and Communication</b><br/><b>28. Book knowledge:</b> Children demonstrate knowledge about books.</p> <p><b>D. Language, Literacy, and Communication</b><br/><b>28. Book knowledge:</b> Children demonstrate knowledge about books.</p> <p><b>F. Creative Arts</b><br/><b>43. Pretend play:</b> Children express and represent what they observe, think, imagine, and feel through pretend play.</p> |
| <p><b>C) Comprehension</b><br/>Identifies objects from books</p> <p>Retells information from a story</p> <p>Demonstrates understanding of basic plots of simple stories in a variety of ways (e.g., retelling, role play, illustrating, responding to questions)</p> <p>Makes observations about the use of words and pictures</p>   | <p><b>D. Language, Literacy, and Communication</b><br/><b>26. Reading:</b> Children read for pleasure and information.</p> <p><b>D. Language, Literacy, and Communication</b><br/><b>26. Reading:</b> Children read for pleasure and information.</p> <p><b>D. Language, Literacy, and Communication</b><br/><b>26. Reading:</b> Children read for pleasure and information.</p> <p><b>D. Language, Literacy, and Communication</b><br/><b>27. Concepts about print:</b> Children demonstrate knowledge about environmental print.</p>  |

## Maine Early Childhood Learning Guidelines

## Key Developmental Indicators

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| <p>Understands the main ideas of simple information</p>  | <p><b>27. Concepts about print:</b> Children demonstrate knowledge about environmental print.</p>  |
| <p><b>D) Sounds in Spoken Language</b></p> <p>Recites simple poems or nursery rhymes</p> <p>Develops an awareness of word sounds and rhythms of language</p> <p>Knows that different words can begin with the same sound</p> <p>Recognizes that sounds are associated with letters of the alphabet and that they form words</p> <p>Recognizes characteristic sounds and rhythms of language, including the relationship between sounds and letters</p> | <p><b>D. Language, Literacy, and Communication</b><br/><b>24. Phonological awareness:</b> Children identify distinct sounds in spoken language.</p> <p><b>D. Language, Literacy, and Communication</b><br/><b>24. Phonological awareness:</b> Children identify distinct sounds in spoken language.</p> <p><b>D. Language, Literacy, and Communication</b><br/><b>24. Phonological awareness:</b> Children identify distinct sounds in spoken language.</p> <p><b>D. Language, Literacy, and Communication</b><br/><b>25. Alphabetic knowledge:</b> Children identify letter names and their sounds.</p> <p><b>D. Language, Literacy, and Communication</b><br/><b>24. Phonological awareness:</b> Children identify distinct sounds in spoken language.<br/><b>25. Alphabetic knowledge:</b> Children identify letter names and their sounds.</p> |
| <p><b>E) Print Concepts</b></p> <p>Recognizes own written name</p> <p>Identifies some labels and signs</p> <p>Recognizes that letters are grouped to form words</p>  | <p><b>D. Language, Literacy, and Communication</b><br/><b>26. Reading:</b> Children read for pleasure and information.</p> <p><b>D. Language, Literacy, and Communication</b><br/><b>27. Concepts about print:</b> Children demonstrate knowledge about environmental print.</p> <p><b>D. Language, Literacy, and Communication</b><br/><b>27. Concepts about print:</b> Children demonstrate knowledge about environmental print.</p>   |
| <p><b>F) Alphabet Knowledge</b></p> <p>Identifies some letters of the alphabet</p>   | <p><b>D. Language, Literacy, and Communication</b><br/><b>25. Alphabetic knowledge:</b> Children identify letter names and their sounds.</p>   |

## Maine Early Childhood Learning Guidelines

## Key Developmental Indicators

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| <p><b>G) Early Writing</b></p> <p>Understands that writing is a way of communicating</p> <p>Experiments with growing variety of writing tools, materials, and resources, including adaptive communication and writing devices</p> <p>Copies or prints own name</p> <p>Engages in writing using letter-like symbols to make letters or words</p> | <p><b>D. Language, Literacy, and Communication</b><br/> <b>29. Writing:</b> Children write for many different purposes.</p> <p><b>D. Language, Literacy, and Communication</b><br/> <b>29. Writing:</b> Children write for many different purposes.</p> <p><b>D. Language, Literacy, and Communication</b><br/> <b>29. Writing:</b> Children write for many different purposes.</p> <p><b>D. Language, Literacy, and Communication</b><br/> <b>29. Writing:</b> Children write for many different purposes.</p> |
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| <p><b>Health &amp; Physical Education</b></p>  |   |
| <p><b>A) Healthy Habits</b></p> <p>Makes known health-related needs and/or interests and considers possible options</p> <p>Uses basic personal hygiene practices and understands that those practices help to maintain good health</p> <p>Tries a variety of nutritious foods and knows the difference between healthful foods and those with little nutritional value</p> <p>Regularly participates in active games, outdoor play and other forms of exercise that enhance physical fitness</p> <p>Practices safety skills for different situations</p> <p>Links particular community helpers with given situations/needs</p> | <p><b>C. Physical Development and Health</b><br/> <b>19. Personal care:</b> Children carry out personal care routines on their own.</p> <p><b>C. Physical Development and Health</b><br/> <b>19. Personal care:</b> Children carry out personal care routines on their own.<br/> <b>20. Healthy behavior:</b> Children engage in healthy practices.</p> <p><b>C. Physical Development and Health</b><br/> <b>20. Healthy behavior:</b> Children engage in healthy practices.</p> <p><b>C. Physical Development and Health</b><br/> <b>20. Healthy behavior:</b> Children engage in healthy practices.</p> <p><b>C. Physical Development and Health</b><br/> <b>20. Healthy behavior:</b> Children engage in healthy practices.</p> <p><b>H. Social Studies</b><br/> <b>54. Community roles:</b> Children recognize that people have different roles and functions in the community.</p> |

## Maine Early Childhood Learning Guidelines

## Key Developmental Indicators

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| <p><b>B) Gross and Fine Motor Skills</b></p> <p>Moves with an awareness of personal space in relationship to others</p> <hr/> <p>Demonstrates progress with non-locomotor skills</p> <hr/> <p>Shows increasing levels of proficiency, control and balance in walking, climbing, running, jumping, hopping, skipping, marching, and galloping</p> <hr/> <p>Demonstrates increasing abilities to coordinate movements in throwing, catching, kicking, bouncing balls, and using the slide and swing</p> <hr/> <p>Makes successful transitions between sequential motor skills</p> <hr/> <p>Demonstrates cooperative skills (following rules, taking turns, sharing equipment, etc.) while participating in physical activities</p> <hr/> <p>Grows in eye-hand coordination in building with blocks, putting together puzzles, reproducing shapes and patterns, stringing beads and using scissors</p> <hr/> <p>Develops increasing strength, dexterity, and control needed to use tools (e.g., scissors, paper punch, and stapler)</p> <hr/> <p>Progresses in abilities to use writing, drawing and art tools including pencils, markers, chalk, paint brushes, and various types of adaptive technology as needed</p> <hr/> <p>Uses standard and/or adaptive early childhood motor equipment safely and appropriately</p> | <p><b>C. Physical Development and Health</b><br/> <b>16. Gross-motor skills:</b> Children demonstrate strength, flexibility, balance, and timing in using their large muscles.</p> <hr/> <p><b>C. Physical Development and Health</b><br/> <b>16. Gross-motor skills:</b> Children demonstrate strength, flexibility, balance, and timing in using their large muscles.</p> <hr/> <p><b>C. Physical Development and Health</b><br/> <b>16. Gross-motor skills:</b> Children demonstrate strength, flexibility, balance, and timing in using their large muscles.</p> <hr/> <p><b>C. Physical Development and Health</b><br/> <b>16. Gross-motor skills:</b> Children demonstrate strength, flexibility, balance, and timing in using their large muscles.</p> <hr/> <p><b>C. Physical Development and Health</b><br/> <b>16. Gross-motor skills:</b> Children demonstrate strength, flexibility, balance, and timing in using their large muscles.</p> <hr/> <p><b>B. Social and Emotional Development</b><br/> <b>13. Cooperative play:</b> Children engage in cooperative play.</p> <hr/> <p><b>C. Physical Development and Health</b><br/> <b>17. Fine-motor skills:</b> Children demonstrate dexterity and hand-eye coordination in using their small muscles.</p> <hr/> <p><b>C. Physical Development and Health</b><br/> <b>17. Fine-motor skills:</b> Children demonstrate dexterity and hand-eye coordination in using their small muscles.</p> <hr/> <p><b>C. Physical Development and Health</b><br/> <b>17. Fine-motor skills:</b> Children demonstrate dexterity and hand-eye coordination in using their small muscles.</p> <hr/> <p><b>C. Physical Development and Health</b><br/> <b>16. Gross-motor skills:</b> Children demonstrate strength, flexibility, balance, and timing in using their large muscles.</p> |
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| <b>Mathematics</b>  |  |
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| <p><b>A) Numbers and Number Sense</b></p> <p>Demonstrates an increasing ability to count in sequence to 10 and beyond</p> <p>Matches a number of objects with written numeral</p> <p>Understands that numbers have multiple uses [e.g., measurement, recipes, prices, and ages (self and peers), phone number and street numbers]</p> <p>Demonstrate increasing interest and awareness of numbers and counting as a means for solving problems and determining quantity</p> <p>Identifies positions of objects in a sequence</p> <p>Uses one-to-one correspondence in counting objects and matching groups of objects</p> <p>Shows growth in matching, sorting, putting in a series, and regrouping objects according to one or two attributes such as color, shape, or size</p> <p>Demonstrates understanding of concepts whole and part</p> | <p><b>E. Mathematics</b><br/> <b>32. Counting:</b> Children count things.</p> <p><b>E. Mathematics</b><br/> <b>31. Number words and symbols:</b> Children recognize and use number words and symbols.<br/> <b>32. Counting:</b> Children count things.</p> <p><b>E. Mathematics</b><br/> <b>31. Number words and symbols:</b> Children recognize and use number words and symbols.<br/> <b>32. Counting:</b> Children count things.<br/> <b>36. Measuring:</b> Children measure to describe, compare, and order things.</p> <p><b>E. Mathematics</b><br/> <b>32. Counting:</b> Children count things.</p> <p><b>E. Mathematics</b><br/> <b>31. Number words and symbols:</b> Children recognize and use number words and symbols.</p> <p><b>E. Mathematics</b><br/> <b>32. Counting:</b> Children count things.</p> <p><b>G. Science and Technology</b><br/> <b>46. Classifying:</b> Children classify materials, actions, people, and events.</p> <p><b>E. Mathematics</b><br/> <b>33. Part-whole relationships:</b> Children combine and separate quantities of objects.</p> |
| <p><b>B) Shape and Size</b></p> <p>Builds increasing understanding of directionality, order and position of objects and words such as up, down, inside, outside, next to, in front of, behind, on top of, under</p> <p>Recognizes, names, matches, and sorts simple shapes</p> <p>Matches two dimensional geometric shapes</p>  | <p><b>E. Mathematics</b><br/> <b>35. Spatial awareness:</b> Children recognize spatial relationships among people and objects.</p> <p><b>E. Mathematics</b><br/> <b>34. Shapes:</b> Children identify, name, and describe shapes.</p> <p><b>E. Mathematics</b><br/> <b>34. Shapes:</b> Children identify, name, and describe shapes.</p>   |

## Maine Early Childhood Learning Guidelines

## Key Developmental Indicators

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| <p>Recognizes and compare objects based on differences in length, volume, weight, width (thick and thin)</p> <p>Uses non-standard units of measurement (e.g., books, hands, blocks) to measure objects</p> <p>Recognizes some basic concepts of time and sequence (e.g., morning, afternoon, yesterday, today, tomorrow, before, after)</p> <p>Describes simple navigation activities</p>         | <p><b>E. Mathematics</b><br/> <b>36. Measuring:</b> Children measure to describe, compare, and order things.</p> <p><b>E. Mathematics</b><br/> <b>37. Unit:</b> Children understand and use the concept of unit.</p> <p><b>E. Mathematics</b><br/> <b>36. Measuring:</b> Children measure to describe, compare, and order things.</p> <p><b>E. Mathematics</b><br/> <b>35. Spatial awareness:</b> Children recognize spatial relationships among people and objects.</p>  |
| <p><b>C) Mathematical Decision-making</b></p> <p>Responds to questions that can be answered with information gained through data analysis</p> <p>Makes two and three dimensional depictions, such as graphs and charts, of information gathered from immediate surroundings</p> <p>Uses planning to acquire a desired outcome (e.g., selecting appropriate types and quantities of materials)</p> | <p><b>E. Mathematics</b><br/> <b>39. Data analysis:</b> Children use information about quantity to draw conclusions, make decisions, and solve problems.</p> <p><b>E. Mathematics</b><br/> <b>39. Data analysis:</b> Children use information about quantity to draw conclusions, make decisions, and solve problems.</p> <p><b>E. Mathematics</b><br/> <b>32. Counting:</b> Children count things.<br/> <b>39. Data analysis:</b> Children use information about quantity to draw conclusions, make decisions, and solve problems.</p> |
| <p><b>D) Patterns</b></p> <p>Begins to recognize, copy, extend, and create simple patterns (e.g., sounds, objects, shapes)</p> <p>Matches and sorts objects</p>   | <p><b>E. Mathematics</b><br/> <b>38. Patterns:</b> Children identify, describe, copy, complete, and create patterns.</p> <p><b>G. Science and Technology</b><br/> <b>46. Classifying:</b> Children classify materials, actions, people, and events.</p>   |
| <p><b>Science</b></p> <p><b>A) Scientific Knowledge</b></p> <p>Knows differences between living and non-living things</p>   | <p><b>G. Science and Technology</b><br/> <b>51. Natural and physical world:</b> Children gather knowledge about the natural and physical world.</p>   |

## Maine Early Childhood Learning Guidelines

## Key Developmental Indicators

|  |  |
|--|--|
| <p>Sorts living things by characteristics such as movement, environment or body covering (e.g., hair, feathers, scales)</p> <p>Knows that animals live in different habitats on earth</p> <p>Knows that living things are made up of different parts</p> <p>Recognizes that most things are made of parts and that they may not work if parts are missing</p> <p>Identifies body parts and knows their functions</p> <p>Shows interest in and discovers relationships and patterns</p> <p>Expands knowledge of and respect for their environment</p> | <p><b>G. Science and Technology</b><br/> <b>46. Classifying:</b> Children classify materials, actions, people, and events.<br/> <b>51. Natural and physical world:</b> Children gather knowledge about the natural and physical world.</p> <p><b>G. Science and Technology</b><br/> <b>51. Natural and physical world:</b> Children gather knowledge about the natural and physical world.</p> <p><b>G. Science and Technology</b><br/> <b>51. Natural and physical world:</b> Children gather knowledge about the natural and physical world.</p> <p><b>G. Science and Technology</b><br/> <b>51. Natural and physical world:</b> Children gather knowledge about the natural and physical world.</p> <p><b>C. Physical Development and Health</b><br/> <b>18. Body awareness:</b> Children know about their bodies and how to navigate them in space.</p> <p><b>E. Mathematics</b><br/> <b>38. Patterns:</b> Children identify, describe, copy, complete, and create patterns.</p> <p><b>G. Science and Technology</b><br/> <b>46. Classifying:</b> Children classify materials, actions, people, and events.</p> <p><b>H. Social Studies</b><br/> <b>58. Ecology:</b> Children understand the importance of taking care of their environment.</p> |
| <p><b>B) Scientific Process</b></p> <p>Demonstrates curiosity about the natural environment</p> <p>Explores and experiments with different materials, objects and situations</p> <p>Asks questions and proposes ways to answer them</p>  | <p><b>G. Science and Technology</b><br/> <b>45. Observing:</b> Children observe the materials and processes in their environment.<br/> <b>51. Natural and physical world:</b> Children gather knowledge about the natural and physical world.</p> <p><b>G. Science and Technology</b><br/> <b>47. Experimenting:</b> Children experiment to test their ideas.</p> <p><b>G. Science and Technology</b><br/> <b>48. Predicting:</b> Children predict what they expect will happen.</p>   |

## Maine Early Childhood Learning Guidelines

## Key Developmental Indicators

|  |  |
|--|--|
| <p>Identifies problems and proposes ways to solve them</p> <p>Makes predictions and tests them</p>   | <p><b>G. Science and Technology</b><br/> <b>47. Experimenting:</b> Children experiment to test their ideas.</p> <p><b>G. Science and Technology</b><br/> <b>48. Predicting:</b> Children predict what they expect will happen.</p>   |
| <p>Observes and discusses changes that occur in their world [e.g., plant growth, colors of foliage, stages of living things (caterpillar/butterfly), night and day, seasons, weather, a new building in the community]</p> | <p><b>G. Science and Technology</b><br/> <b>49. Drawing conclusions:</b> Children draw conclusions based on their experiences and observations.<br/> <b>50. Communicating ideas:</b> Children communicate their ideas about the characteristics of things and how they work.<br/> <b>51. Natural and physical world:</b> Children gather knowledge about the natural and physical world.</p> |
| <p>Observes and describes the physical properties of objects</p>   | <p><b>G. Science and Technology</b><br/> <b>45. Observing:</b> Children observe the materials and processes in their environment.<br/> <b>46. Classifying:</b> Children classify materials, actions, people, and events.</p>   |
| <p>Observes, describes and investigates changes in materials and causes and effect relationships (e.g., cooking eggs, melting ice, making playdough)</p>   | <p><b>G. Science and Technology</b><br/> <b>45. Observing:</b> Children observe the materials and processes in their environment.<br/> <b>49. Drawing conclusions:</b> Children draw conclusions based on their experiences and observations.<br/> <b>51. Natural and physical world:</b> Children gather knowledge about the natural and physical world.</p>                                |
| <p>Uses simple tools such as measuring devices to observe differences, similarities, and change</p>  | <p><b>G. Science and Technology</b><br/> <b>52. Tools and technology:</b> Children explore and use tools and technology.</p>   |
| <p>Develops growing abilities to collect, describe, and record information through a variety of means including observation, discussion, drawings, maps, and charts</p>  | <p><b>G. Science and Technology</b><br/> <b>49. Drawing conclusions:</b> Children draw conclusions based on their experiences and observations.</p>  |
| <p>Makes generalizations or conclusions based on experiences</p>   | <p><b>G. Science and Technology</b><br/> <b>49. Drawing conclusions:</b> Children draw conclusions based on their experiences and observations.</p>  |



## Maine Early Childhood Learning Guidelines

## Key Developmental Indicators

Explores and discusses various ways people communicate, how they travel and how they live/work

Demonstrates interest in simple maps and other visuals to describe geographic location, direction, distance, size, and shape

Understands that there are other cultures with different languages, foods, art, music, forms of shelter

Appreciates the dress, holidays, and music of a country or region with a different language

Understands the basic relationship of money to the purchase of food, shelter, goods, and services

Demonstrates awareness of the need to protect the natural environment

### ***H. Social Studies***

**53. Diversity:** Children understand that people have diverse characteristics, interests, and abilities.

**56. Geography:** Children recognize and interpret features and locations in their environment.

### ***H. Social Studies***

**53. Diversity:** Children understand that people have diverse characteristics, interests, and abilities.

### ***H. Social Studies***

**53. Diversity:** Children understand that people have diverse characteristics, interests, and abilities.

### ***H. Social Studies***

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

### ***H. Social Studies***

**58. Ecology:** Children understand the importance of taking care of their environment.