

## **Alignment of the Maryland Model for School Readiness With HighScope's Preschool Key Developmental Indicators**

The following chart shows how items from the **Maryland Model for School Readiness** (Summer 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.

**Maryland Model for School Readiness**

**Key Developmental Indicators**

<b>Personal and Social Development</b>	
<p><b>Standard: 1.0 Personal Self-Regulations</b>                  Student will demonstrate effective personal functioning in group settings and as individuals.</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.</p> <p><b>B. Social and Emotional Development</b>  <b>8. Sense of competence:</b> Children feel they are competent.  <b>9. Emotions:</b> Children recognize, label, and regulate their feelings.  <b>11. Community:</b> Children participate in the community of the classroom.</p>
<p><b>Standard: 2.0 Social Self-Regulation</b>                  Students will demonstrate effective social functioning in group settings and as individuals.</p>	<p><b>B. Social and Emotional Development</b>  <b>10. Empathy:</b> Children demonstrate empathy toward others.  <b>11. Community:</b> Children participate in the community of the classroom.  <b>12. Building relationships:</b> Children build relationships with other children and adults.  <b>13. Cooperative play:</b> Children engage in cooperative play.</p>
<p><b>Standard: 3.0 Approaches Toward Learning</b>                  Students will demonstrate active interest in learning and apply learning and study skills to new tasks.</p>	<p><b>A. Approaches to Learning</b>  <b>1. Initiative:</b> Children demonstrate initiative as they explore their world.  <b>6. Reflection:</b> Children reflect on their experiences.</p> <p><b>B. Social and Emotional Development</b>  <b>11. Community:</b> Children participate in the community of the classroom.</p>
<b>Language and Literacy Development</b>	
<p><b>Standard: 1.0 General Reading Processes: Phonemic Awareness</b>                  Students will master the ability to hear, identify, and manipulate individual sounds in spoken words by the end of grade one.</p>	<p><b>D. Language, Literacy, and Communication</b>  <b>24. Phonological awareness:</b> Children identify distinct sounds in spoken language.</p>
<p><b>Standard: 1.0 General Reading Processes: Phonics</b>                  Students will apply their knowledge of letter/sound relationships and word structure to decode unfamiliar words.</p>	<p><b>D. Language, Literacy, and Communication</b>  <b>25. Alphabetic knowledge:</b> Children identify letter names and their sounds.</p>

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<p><b>Standard: 1.0 General Reading Processes: Fluency</b> Students will read orally with accuracy and expression at a rate that sounds like speech.</p>	<p><b>D. Language, Literacy, and Communication</b> <b>26. Reading:</b> Children read for pleasure and information.</p>
<p><b>Standard: 1.0 General Reading Processes: Vocabulary</b> Students will use a variety of strategies and opportunities to understand word meaning and to increase vocabulary.</p>	<p><b>D. Language, Literacy, and Communication</b> <b>23. Vocabulary:</b> Children understand and use a variety of words and phrases.</p>
<p><b>Standard: 1.0 General Reading Processes: Comprehension</b> Students will use a variety of strategies to understand what they read (construct meaning).</p>	<p><b>D. Language, Literacy, and Communication</b> <b>21. Comprehension:</b> Children understand language. <b>26. Reading:</b> Children read for pleasure and information. <b>27. Concepts about print:</b> Children demonstrate knowledge about environmental print.</p>
<p><b>Standard: 2.0 Comprehension of Informational Text</b> Students will read, comprehend, interpret, analyze, and evaluate informational text.</p>	<p><b>D. Language, Literacy, and Communication</b> <b>27. Concepts about print:</b> Children demonstrate knowledge about environmental print.</p>
<p><b>Standard: 3.0 Comprehension of Literary Text</b> Students will read, comprehend, interpret, analyze, and evaluate literary text.</p>	<p><b>D. Language, Literacy, and Communication</b> <b>26. Reading:</b> Children read for pleasure and information.</p>
<p><b>Standard: 4.0 Writing</b> Students will compose in a variety of modes by developing content, employing specific forms and selecting language appropriate for a particular audience and purpose.</p>	<p><b>D. Language, Literacy, and Communication</b> <b>29. Writing:</b> Children write for many different purposes.</p>
<p><b>Content: 5.0 Controlling Language</b> Students will control language by applying the conventions of standard English in speaking and writing.</p>	<p><b>D. Language, Literacy, and Communication</b> <b>21. Comprehension:</b> Children understand language. <b>22. Speaking:</b> Children express themselves using language. <b>29. Writing:</b> Children write for many different purposes.</p>
<p><b>Content: 6.0 Listening</b> Students will demonstrate effective listening to learn, process, and analyze information.</p>	<p><b>D. Language, Literacy, and Communication</b> <b>21. Comprehension:</b> Children understand language.</p>

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<p><b>Content: 7.0 Speaking</b> Students will communicate effectively in a variety of situations with different audiences, purposes, and formats.</p>	<p><b>D. Language, Literacy, and Communication</b> <b>22. Speaking:</b> Children express themselves using language.</p>
<p><b>Cognition and General Knowledge — Mathematics</b></p> <p><b>Standard: 1.0 Knowledge of Algebra, Patterns, and/or Functions</b> Students will algebraically represent, model, analyze, or solve mathematical or real-world problems involving patterns or functional relationships.</p>	<p><b>E. Mathematics</b> <b>32. Counting:</b> Children count things. <b>38. Patterns:</b> Children identify, describe, copy, complete, and create patterns.</p>
<p><b>Standard: 2.0 Knowledge of Geometry</b> Students will apply the properties of one-, two-, or three-dimensional geometric figures to describe reason, or solve problems about shape, size, position, or motion of objects.</p>	<p><b>E. Mathematics</b> <b>34. Shapes:</b> Children identify, name, and describe shapes. <b>G. Science and Technology</b> <b>46. Classifying:</b> Children classify materials, actions, people, and events.</p>
<p><b>Standard: 3.0 Knowledge of Measurement</b> Students will identify attributes, units or systems of measurements or apply a variety of techniques, formulas, tools or technology for determining measurements.</p>	<p><b>E. Mathematics</b> <b>36. Measuring:</b> Children measure to describe, compare, and order things. <b>37. Unit:</b> Children understand and use the concept of unit.</p>
<p><b>Standard: 4.0 Knowledge of Statistics</b> Students will collect, organize, display, analyze, or interpret data to make decisions or predictions.</p>	<p><b>E. Mathematics</b> <b>39. Data analysis:</b> Children use information about quantity to draw conclusions, make decisions, and solve problems.</p>
<p><b>Standard: 6.0 Knowledge of Number Relationships and Computation/Arithmetic</b> Students will describe, represent, or apply numbers or their relationships or will estimate or compute using mental strategies, paper/pencil, or technology.</p>	<p><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.</p>
<p><b>Standard: 7.0 Processes of Mathematics</b> Students demonstrate the process of mathematics by making connections and applying reasoning to solve and to communicate their findings.</p>	<p><b>E. Mathematics</b> <b>39. Data analysis:</b> Children use information about quantity to draw conclusions, make decisions, and solve problems.</p>

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## Key Developmental Indicators

<b><i>Cognition and General Knowledge — Science</i></b>	
<p><b>Standard: 1.0 Skills and Processes</b> Students will demonstrate the thinking and acting inherent in the practice of science.</p>	<p><b>G. Science and Technology</b>  <b>45. Observing:</b> Children observe the materials and processes in their environment.  <b>46. Classifying:</b> Children classify materials, actions, people, and events.  <b>47. Experimenting:</b> Children experiment to test their ideas.  <b>50. Communicating ideas:</b> Children communicate their ideas about the characteristics of things and how they work.  <b>52. Tools and technology:</b> Children explore and use tools and technology.</p>
<p><b>Standard: 2.0 Earth/Space Science</b> Students will use scientific skills and processes to explain the chemical and physical interactions (i.e., natural forces and cycles, transfer of energy) of the environment, Earth, and the universe that occur over time.</p>	<p><b>G. Science and Technology</b>  <b>51. Natural and physical world:</b> Children gather knowledge about the natural and physical world.</p>
<p><b>Standard: 3.0 Life Science</b> Students will use scientific skills and processes to explain the dynamic nature of living things, their interactions, and the results from the interactions that occur over time.</p>	<p><b>G. Science and Technology</b>  <b>51. Natural and physical world:</b> Children gather knowledge about the natural and physical world.</p>
<p><b>Standard: 4.0 Chemistry</b> Students will use scientific skills and processes to explain the composition, structure, and interactions of matter in order to support the predictability of structure and energy transformations.</p>	<p><b>G. Science and Technology</b>  <b>51. Natural and physical world:</b> Children gather knowledge about the natural and physical world.</p>
<p><b>Standard: 5.0 Physics</b> Students will use scientific skills and processes to explain the interactions of matter and energy and the transformations that occur.</p>	<p><b>G. Science and Technology</b>  <b>51. Natural and physical world:</b> Children gather knowledge about the natural and physical world.</p>
<p><b>Standard: 6.0 Environmental Science</b> Students will use scientific skills and processes to explain the interactions of environmental factors (living and non-living) and analyze their impact from a local to a global perspective.</p>	<p><b>G. Science and Technology</b>  <b>51. Natural and physical world:</b> Children gather knowledge about the natural and physical world.  <b>H. Social Studies</b>  <b>58. Ecology:</b> Children understand the importance of taking care of their environment.</p>

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<p><b>Cognition and General Knowledge — Social Studies</b></p>	<p><b>H. Social Studies</b> <b>55. Decision making:</b> Children participate in making classroom decisions.</p>
<p><b>Standard: 1.0 Political Science</b> Students will understand the historical development and current status of the democratic principles and the development of skills and attitudes necessary to become responsible citizens.</p>	
<p><b>Standard: 2.0 Peoples of the Nations and World</b> Students will understand how people in Maryland, the United States, and around the world are alike and different.</p>	<p><b>H. Social Studies</b> <b>53. Diversity:</b> Children understand that people have diverse characteristics, interests, and abilities.</p>
<p><b>Standard: 3.0 Geography</b> Students will use geographic concepts and processes to understand location and its relationship to human activities.</p>	<p><b>H. Social Studies</b> <b>56. Geography:</b> Children recognize and interpret features and locations in their environment.</p>
<p><b>Standard: 4.0 Economics</b> Students will identify the economic principles and processes that are helpful to producers and consumers when making good decisions.</p>	<p><b>H. Social Studies</b> <b>54. Community roles:</b> Children recognize that people have different roles and functions in the community.</p>
<p><b>Standard: 5.0 History</b> Students will use historical thinking skills to understand how individuals and events have changed society over time.</p>	<p><b>H. Social Studies</b> <b>57. History:</b> Children understand past, present, and future.</p>
<p><b>Cognition and General Knowledge — Fine Arts — Music</b></p>	<p><b>F. Creative Arts</b> <b>41. Music:</b> Children express and represent what they observe, think, imagine, and feel through music.</p>
<p><b>Standard: 1.0 Perceiving and Responding: Aesthetic Education</b> Students will demonstrate the ability to perceive, perform, and respond to music.</p>	
<p><b>Standard: 3.0 Creative Expression and Production</b> Students will demonstrate the ability to organize musical ideas and sounds creatively.</p>	<p><b>F. Creative Arts</b> <b>41. Music:</b> Children express and represent what they observe, think, imagine, and feel through music.</p>
<p><b>Standard: 4.0 Aesthetics and Criticism</b> Students will demonstrate the ability to make aesthetic judgments.</p>	<p><b>F. Creative Arts</b> <b>44. Appreciating the arts:</b> Children appreciate the creative arts.</p>

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<p><b>Cognition and General Knowledge — Fine Arts — Visual Arts</b></p>	<p><b>F. Creative Arts</b>  <b>40. Art:</b> Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.  <b>44. Appreciating the arts:</b> Children appreciate the creative arts.</p>
<p><b>Standard: 1.0 Perceiving and Responding: Aesthetic Education</b>                  Students will demonstrate the ability to perceive, interpret, and respond to ideas, experiences and the environment through visual art.</p>	<p><b>F. Creative Arts</b>  <b>40. Art:</b> Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.  <b>44. Appreciating the arts:</b> Children appreciate the creative arts.</p>
<p><b>Standard: 3.0 Creative Expression and Production</b>                  Students will demonstrate the ability to organize knowledge and ideas for expression in the production of art.</p>	<p><b>F. Creative Arts</b>  <b>40. Art:</b> Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.  <b>44. Appreciating the arts:</b> Children appreciate the creative arts.</p>
<p><b>Standard: 4.0 Aesthetics and Criticism</b>                  Students will demonstrate the ability to identify, analyze, and apply criteria for making visual aesthetic judgments.</p>	<p><b>F. Creative Arts</b>  <b>44. Appreciating the arts:</b> Children appreciate the creative arts.</p>
<p><b>Cognition and General Knowledge — Fine Arts — Theatre</b></p>	<p><b>F. Creative Arts</b>  <b>43. Pretend play:</b> Children express and represent what they observe, think, imagine, and feel through pretend play.</p>
<p><b>Standard 1.0 Perceiving and Responding: Aesthetic Education</b>                  The student will demonstrate the ability to recognize and describe the development of a variety of dramatic forms over time and the aesthetic qualities they reflect.</p>	<p><b>F. Creative Arts</b>  <b>43. Pretend play:</b> Children express and represent what they observe, think, imagine, and feel through pretend play.</p>
<p><b>Standard: 3.0 Creative Expression and Production</b>                  Students will demonstrate the ability to apply theatrical knowledge, principles, and practices to collaborative theatre presentations.</p>	<p><b>F. Creative Arts</b>  <b>43. Pretend play:</b> Children express and represent what they observe, think, imagine, and feel through pretend play.</p>
<p><b>Standard: 4.0 Aesthetics and Criticism</b>                  Students will demonstrate the ability to identify, analyze, and apply criteria for making aesthetic judgments.</p>	<p><b>F. Creative Arts</b>  <b>44. Appreciating the arts:</b> Children appreciate the creative arts.</p>

## Maryland Model for School Readiness

## Key Developmental Indicators

<p><b>Cognition and General Knowledge — Fine Arts — Dance</b></p>	<p><b>F. Creative Arts</b>  <b>42. Movement:</b> Children express and represent what they observe, think, imagine, and feel through movement.</p>
<p><b>Standard: 1.0 Perceiving and Responding: Aesthetic Education</b>            Students will demonstrate the ability to perceive, perform, and respond to dance.</p>	
<p><b>Standard: 3.0 Creative Expression and Production</b>            Students will demonstrate the ability to create and perform dance.</p>	
<p><b>Standard: 4.0 Aesthetics and Criticism</b>            Students will demonstrate the ability to make aesthetic judgments in dance.</p>	<p><b>F. Creative Arts</b>  <b>44. Appreciating the arts:</b> Children appreciate the creative arts.</p>
<p><b>Physical Development and Health — Physical Education</b></p>	<p><b>C. Physical Development and Health</b>  <b>20. Healthy behavior:</b> Children engage in healthy practices.</p>
<p><b>Standard: 1.0 Exercise Physiology</b>            Students will demonstrate the ability to use scientific principals to design and participate in a regular, moderate to vigorous physical activity program that contributes to personal health and enhances cognitive and physical performance on a variety of academic, recreational, and life tasks.</p>	
<p><b>Standard: 2.0 Biomechanical Principles</b>            Students will demonstrate an ability to use the principles of biomechanics to generate and control force to improve their movement effectiveness and safety.</p>	
<p><b>Standard: 3.0 Social Psychological Principles</b>            Students will demonstrate the ability to use skills essential for developing <i>self-efficacy</i>, fostering a sense of community, and working effectively with others in physical activity settings.</p>	<p><b>B. Social and Emotional Development</b>  <b>11. Community:</b> Children participate in the community of the classroom.  <b>13. Cooperative play:</b> Children engage in cooperative play.</p>
<p><b>Standard: 4.0 Motor Learning Principles</b>            Students will demonstrate the ability to use motor skill principles to learn and develop proficiency through frequent practice opportunities in which skills are repeatedly performed correctly in a variety of situations.</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>

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<p><b>Standard: 5.0 Physical Activity</b>                  Students will demonstrate the ability to use the principles of exercise physiology, social psychology, and biomechanics to design and adhere to a regular, personalized, purposeful program of physical activity consistent with their health, performance, and fitness goals in order to gain health and cognitive/academic benefits.</p>	<p><b>C. Physical Development and Health</b>  <b>20. Healthy behavior:</b> Children engage in healthy practices.</p>
<p><b>Standard: 6.0 Skillfulness</b>                  Students will demonstrate the ability to enhance their performance of a variety of physical skills by developing fundamental movement skills, creating original skills combinations, combining skills effectively in skill themes, and applying 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>Physical Development and Health — Health Education</b></p> <p><b>Standard: 1.0 Mental and Emotional Health</b>                  Students will demonstrate the ability to use mental and emotional health knowledge, skills, and strategies to enhance one’s self-concept and one’s relationship with others.</p>	<p><b>B. Social and Emotional Development</b>  <b>7. Self-identity:</b> Children have a positive self-identity.  <b>8. Sense of competence:</b> Children feel they are competent.  <b>12. Building relationships:</b> Children build relationships with other children and adults.</p>
<p><b>Standard: 5.0 Safety and Injury Prevention</b>                  Students will demonstrate the ability to apply prevention and intervention knowledge, skills, and processes to promote safe living in the home, school, and community.</p>	<p><b>C. Physical Development and Health</b>  <b>20. Healthy behavior:</b> Children engage in healthy practices.</p>
<p><b>Standard: 6.0 Nutrition and Fitness</b>                  Students will demonstrate the ability to use nutrition and fitness knowledge, skills, and strategies to promote a healthy lifestyle.</p>	<p><b>C. Physical Development and Health</b>  <b>20. Healthy behavior:</b> Children engage in healthy practices.</p>
<p><b>Standard: 7.0 Disease Prevention and Control</b>                  Students will demonstrate the ability to apply prevention and treatment knowledge, skills, and strategies to reduce susceptibility and manage disease.</p>	<p><b>C. Physical Development and Health</b>  <b>19. Personal care:</b> Children carry out personal care routines on their own.  <b>20. Healthy behavior:</b> Children engage in healthy practices.</p>