

Alignment of Minnesota's Early Learning Standards With HighScope's Preschool Key Developmental Indicators

The following chart shows how items from the **Minnesota's Early Learning Standards** (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.

Minnesota's Early Learning Standards

Key Developmental Indicators

<i>Social and Emotional Development</i>	
<p>Emotional Development</p> <ol style="list-style-type: none"> 1. Demonstrate increasing competency in recognizing and describing own emotions 2. Demonstrate increasing use of words instead of actions to express emotions 3. Begin to understand and respond to others' emotions 4. Begin to show self-regulation to handle emotions appropriately 5. Explore a wide range of emotions in different ways (e.g., through play, art, music, dance) 6. Respond to praise, limits, and correction 	<p>B. Social and Emotional Development 9. Emotions: Children recognize, label, and regulate their feelings.</p> <p>B. Social and Emotional Development 9. Emotions: Children recognize, label, and regulate their feelings.</p> <p>B. Social and Emotional Development 9. Emotions: Children recognize, label, and regulate their feelings. 10. Empathy: Children demonstrate empathy toward others.</p> <p>B. Social and Emotional Development 9. Emotions: Children recognize, label, and regulate their feelings.</p> <p>B. Social and Emotional Development 9. Emotions: Children recognize, label, and regulate their feelings.</p> <p>B. Social and Emotional Development 11. Community: Children participate in the community of the classroom.</p>
<p>Self-Concept</p> <ol style="list-style-type: none"> 1. Begin to experiment with own potential and show confidence in own abilities 2. Demonstrate increasing self-direction and independence 3. Develop an awareness of self as having certain abilities, characteristics, and preferences 4. Begin to develop awareness, knowledge, and acceptance of own gender and cultural identity 	<p>B. Social and Emotional Development 8. Sense of competence: Children feel they are competent.</p> <p>A. Approaches to Learning 1. Initiative: Children demonstrate initiative as they explore their world.</p> <p>B. Social and Emotional Development 7. Self-identity: Children have a positive self-identity. 8. Sense of competence: Children feel they are competent.</p> <p>B. Social and Emotional Development 7. Self-identity: Children have a positive self-identity.</p>
<p>Social Competence and Relationships</p> <ol style="list-style-type: none"> 1. Interact easily with one or more children 	<p>B. Social and Emotional Development 12. Building relationships: Children build relationships with other children and adults.</p>

Minnesota's Early Learning Standards

Key Developmental Indicators

<p>2. Interact easily with familiar adults</p> <p>3. Approach others with expectations of positive interactions</p> <p>4. Begin to participate successfully as a member of a group</p> <p>5. Use play to explore, practice, and understand social roles and relationships</p> <p>6. Begin to understand others' rights and privileges</p> <p>7. Sustain interaction by cooperating, helping, sharing, and expressing interest</p> <p>8. Seek adult help when needed for emotional support, physical assistance, social interaction, and approval</p> <p>9. Use words and other constructive strategies to resolve conflicts</p>	<p>B. Social and Emotional Development 12. Building relationships: Children build relationships with other children and adults.</p> <p>B. Social and Emotional Development 12. Building relationships: Children build relationships with other children and adults.</p> <p>B. Social and Emotional Development 11. Community: Children participate in the community of the classroom. 13. Cooperative play: Children engage in cooperative play.</p> <p>A. Approaches to Learning 1. Initiative: Children demonstrate initiative as they explore their world.</p> <p>H. Social Studies 55. Decision making: Children participate in making classroom decisions.</p> <p>B. Social and Emotional Development 13. Cooperative play: Children engage in cooperative play.</p> <p>B. Social and Emotional Development 12. Building relationships: Children build relationships with other children and adults. 15. Conflict resolution: Children resolve social conflicts.</p> <p>B. Social and Emotional Development 15. Conflict resolution: Children resolve social conflicts.</p>
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Approaches to Learning	
<p>Curiosity</p> <p>1. Show eagerness and a sense of wonder as a learner</p> <p>2. Show interest in discovering and learning new things</p>	<p>A. Approaches to Learning 1. Initiative: Children demonstrate initiative as they explore their world.</p> <p>A. Approaches to Learning 1. Initiative: Children demonstrate initiative as they explore their world.</p>

Minnesota's Early Learning Standards

Key Developmental Indicators

<p>Risk-Taking</p> <ol style="list-style-type: none"> 1. Choose new as well as a variety of familiar activities 2. Use a variety of strategies to solve problems 	<p>A. Approaches to Learning</p> <ol style="list-style-type: none"> 1. Initiative: Children demonstrate initiative as they explore their world. 2. Planning: Children make plans and follow through on their intentions. <p>A. Approaches to Learning</p> <ol style="list-style-type: none"> 4. Problem solving: Children solve problems encountered in play.
<p>Imagination and Invention</p> <ol style="list-style-type: none"> 1. Approach tasks and experiences with flexibility, imagination, and inventiveness 2. Use new ways or novel strategies to solve problems or explore objects 3. Try out various pretend roles in play or with make-believe objects 	<p>A. Approaches to Learning</p> <ol style="list-style-type: none"> 4. Problem solving: Children solve problems encountered in play. <p>A. Approaches to Learning</p> <ol style="list-style-type: none"> 4. Problem solving: Children solve problems encountered in play. 5. Use of resources: Children gather information and formulate ideas about their world. <p>F. Creative Arts</p> <ol style="list-style-type: none"> 43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.
<p>Persistence</p> <ol style="list-style-type: none"> 1. Work at a task despite distractions or interruptions 2. Seek and/or accept help or information when needed 3. Demonstrate ability to complete a task or stay engaged in an experience 	<p>A. Approaches to Learning</p> <ol style="list-style-type: none"> 3. Engagement: Children focus on activities that interest them. <p>A. Approaches to Learning</p> <ol style="list-style-type: none"> 4. Problem solving: Children solve problems encountered in play. <p>A. Approaches to Learning</p> <ol style="list-style-type: none"> 3. Engagement: Children focus on activities that interest them.
<p>Reflection and Interpretation</p> <ol style="list-style-type: none"> 1. Think about events and experiences and apply this knowledge to new situations 	<p>A. Approaches to Learning</p> <ol style="list-style-type: none"> 6. Reflection: Children reflect on their experiences.

Minnesota's Early Learning Standards

Key Developmental Indicators

<p>2. Generate ideas, suggestions, and/or make predictions</p>	<p>A. Approaches to Learning 5. Use of resources: Children gather information and formulate ideas about their world. 6. Reflection: Children reflect on their experiences.</p>
<p>Language and Literacy Development</p> <p>Listening</p> <p>1. Understand non-verbal and verbal cues</p> <p>2. Listen with understanding to stories, directions, and conversations</p> <p>3. Follow directions that involve a two or three-step sequence of actions</p> <p>4. Listen to and recognize different sounds in rhymes and familiar words</p>	<p>D. Language, Literacy, and Communication 21. Comprehension: Children understand language.</p> <p>D. Language, Literacy, and Communication 21. Comprehension: Children understand language.</p> <p>D. Language, Literacy, and Communication 21. Comprehension: Children understand language.</p> <p>D. Language, Literacy, and Communication 24. Phonological awareness: Children identify distinct sounds in spoken language.</p>
<p>Speaking</p> <p>1. Communicate needs, wants, or thoughts through non-verbal gestures, actions, expressions, and/or words</p> <p>2. Communicate information using home language and/or English</p> <p>3. Speak clearly enough to be understood in home language and/or English</p> <p>4. Use language for a variety of purposes</p> <p>5. Use increasingly complex and varied vocabulary and language</p>	<p>D. Language, Literacy, and Communication 22. Speaking: Children express themselves using language.</p> <p>D. Language, Literacy, and Communication 30. ELL/Dual Language Acquisition: (If applicable) Children use English and their home language(s) (including sign language).</p> <p>D. Language, Literacy, and Communication 30. ELL/Dual Language Acquisition: (If applicable) Children use English and their home language(s) (including sign language).</p> <p>D. Language, Literacy, and Communication 21. Comprehension: Children understand language. 22. Speaking: Children express themselves using language.</p> <p>D. Language, Literacy, and Communication 23. Vocabulary: Children understand and use a variety of words and phrases.</p>

Minnesota's Early Learning Standards

Key Developmental Indicators

<p>6. Initiate, ask questions, and respond in conversation with others</p>	<p>D. Language, Literacy, and Communication 21. Comprehension: Children understand language.</p>
<p>Emergent Reading</p> <p>1. Initiate stories and respond to stories told or read aloud</p> <p>2. Represent stories told or read aloud through various media or during play</p> <p>4. Retell information from a story</p> <p>5. Show beginning understanding of concepts about print</p> <p>6. Recognize and name some letters of the alphabet, especially those in own name</p> <p>7. Begin to associate sounds with words or letters</p>	<p>D. Language, Literacy, and Communication 26. Reading: Children read for pleasure and information.</p> <p>D. Language, Literacy, and Communication 26. Reading: Children read for pleasure and information.</p> <p>F. Creative Arts 43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.</p> <p>D. Language, Literacy, and Communication 26. Reading: Children read for pleasure and information.</p> <p>D. Language, Literacy, and Communication 27. Concepts about print: Children demonstrate knowledge about environmental print.</p> <p>D. Language, Literacy, and Communication 25. Alphabetic knowledge: Children identify letter names and their sounds.</p> <p>D. Language, Literacy, and Communication 25. Alphabetic knowledge: Children identify letter names and their sounds.</p>
<p>Emergent Writing</p> <p>1. Understand that writing is a way of communicating</p> <p>2. Use scribbles, shapes, pictures, or dictation to represent thoughts or ideas</p> <p>3. Engage in writing using letter-like symbols to make letters or words</p> <p>4. Begin to copy or write own name</p>	<p>D. Language, Literacy, and Communication 29. Writing: Children write for many different purposes.</p> <p>D. Language, Literacy, and Communication 29. Writing: Children write for many different purposes.</p> <p>D. Language, Literacy, and Communication 29. Writing: Children write for many different purposes.</p> <p>D. Language, Literacy, and Communication 29. Writing: Children write for many different purposes.</p>

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<i>Creativity and the Arts</i>	
Creating 1. Use a variety of media and materials for exploration and creative expression 2. Participate in art and music experiences 3. Participate in creative movement, drama, and dance	F. Creative Arts 40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art. F. Creative Arts 40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art. 41. Music: Children express and represent what they observe, think, imagine, and feel through music. F. Creative Arts 42. Movement: Children express and represent what they observe, think, imagine, and feel through movement. 43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.
Responding 1. Show others and/or talk about what they have made or done 2. Show interest and respect for the creative work of self and others	F. Creative Arts 44. Appreciating the arts: Children appreciate the creative arts. F. Creative Arts 44. Appreciating the arts: Children appreciate the creative arts.
Evaluating 1. Share experiences, ideas, and thoughts about art and creative expression 2. Share opinions about likes and dislikes in art and creative expression	F. Creative Arts 44. Appreciating the arts: Children appreciate the creative arts. F. Creative Arts 44. Appreciating the arts: Children appreciate the creative arts.
<i>Cognitive Development</i>	
Mathematical and Logical Thinking Number Concepts and Operations 1. Demonstrate increasing interest in and awareness of numbers and counting	E. Mathematics 31. Number words and symbols: Children recognize and use number words and symbols. 32. Counting: Children count things.

Minnesota's Early Learning Standards

Key Developmental Indicators

<p>2. Demonstrate understanding of one-to-one correspondence between objects and number</p> <p>3. Demonstrate ability to count in sequence</p> <p>4. Demonstrate ability to state the number that comes next up to 9 or 10</p> <p>5. Demonstrate beginning ability to combine and separate numbers of objects</p>	<p>E. Mathematics 32. Counting: Children count things.</p> <p>E. Mathematics 32. Counting: Children count things.</p> <p>E. Mathematics 32. Counting: Children count things.</p> <p>E. Mathematics 33. Part-whole relationships: Children combine and separate quantities of objects.</p>
<p>Patterns and Relationships</p> <p>6. Recognize and duplicate simple patterns</p> <p>7. Sort objects into subgroups by one or two characteristics</p> <p>8. Order or sequence several objects on the basis of one characteristic</p>	<p>E. Mathematics 38. Patterns: Children identify, describe, copy, complete, and create patterns.</p> <p>G. Science and Technology 46. Classifying: Children classify materials, actions, people, and events.</p> <p>E. Mathematics 38. Patterns: Children identify, describe, copy, complete, and create patterns.</p>
<p>Spatial Relationships/Geometry</p> <p>9. Identify and name common shapes</p> <p>10. Use words that show understanding of order or position of objects</p>	<p>E. Mathematics 34. Shapes: Children identify, name, and describe shapes.</p> <p>E. Mathematics 35. Spatial awareness: Children recognize spatial relationships among people and objects.</p>
<p>Measurement</p> <p>11. Recognize objects can be measured by height, length, weight, and time</p> <p>12. Make comparisons between at least two groups of objects</p>	<p>E. Mathematics 36. Measuring: Children measure to describe, compare, and order things.</p> <p>E. Mathematics 36. Measuring: Children measure to describe, compare, and order things.</p>

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<p>Mathematical Reasoning</p> <p>13. Use simple strategies to solve mathematical problems</p>	<p>E. Mathematics</p> <p>39. Data analysis: Children use information about quantity to draw conclusions, make decisions, and solve problems.</p>
<p>Scientific Thinking and Problem-Solving</p> <p>Observing</p> <p>1. Use senses to explore materials and the environment</p> <p>2. Identifying and/or describe objects by physical characteristics</p>	<p>G. Science and Technology</p> <p>45. Observing: Children observe the materials and processes in their environment.</p> <p>G. Science and Technology</p> <p>46. Classifying: Children classify materials, actions, people, and events.</p>
<p>Questioning</p> <p>3. Express wonder about the natural world</p> <p>4. Ask questions and seek answers through active exploration</p> <p>5. Make predictions about objects and natural events</p>	<p>G. Science and Technology</p> <p>51. Natural and physical world: Children gather knowledge about the natural and physical world.</p> <p>G. Science and Technology</p> <p>47. Experimenting: Children experiment to test their ideas.</p> <p>G. Science and Technology</p> <p>48. Predicting: Children predict what they expect will happen.</p>
<p>Investigating</p> <p>6. Use tools (e.g., magnifying glass, binoculars, maps) for investigation of the environment</p> <p>7. Make comparisons between objects that have been collected or observed</p>	<p>G. Science and Technology</p> <p>52. Tools and technology: Children explore and use tools and technology.</p> <p>G. Science and Technology</p> <p>46. Classifying: Children classify materials, actions, people, and events.</p>
<p>Social Systems Understanding</p> <p>Human Relationships</p> <p>1. Recognize and appreciate similarities and differences between self and others from diverse backgrounds</p>	<p>H. Social Studies</p> <p>53. Diversity: Children understand that people have diverse characteristics, interests, and abilities.</p>

Minnesota's Early Learning Standards

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<p>2. Understand various family roles, jobs, rules, and relationships</p>	<p>H. Social Studies 54. Community roles: Children recognize that people have different roles and functions in the community.</p>
<p>Understanding the World</p> <p>4. Recognize and describe the roles of workers in the community</p> <p>5. Share responsibility in taking care of their environment</p> <p>6. Begin to recall recent and past events</p> <p>7. Identify characteristics of the places where they live and play within their community</p> <p>8. Begin to understand the uses of media and technology and how they affect their lives</p>	<p>H. Social Studies 54. Community roles: Children recognize that people have different roles and functions in the community.</p> <p>H. Social Studies 58. Ecology: Children understand the importance of taking care of their environment.</p> <p>H. Social Studies 57. History: Children understand past, present, and future.</p> <p>H. Social Studies 56. Geography: Children recognize and interpret features and locations in their environment.</p> <p>G. Science and Technology 52. Tools and technology: Children explore and use tools and technology.</p>
<p>Physical and Motor Development</p> <p>Gross Motor Development</p> <p>1. Develop large muscle control and coordination</p> <p>2. Develop body strength, balance, flexibility, and stamina</p> <p>3. Use a variety of equipment for physical development</p> <p>4. Develop ability to move their body in space with coordination</p>	<p>C. Physical Development and Health 16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.</p> <p>C. Physical Development and Health 16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.</p> <p>C. Physical Development and Health 16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.</p> <p>C. Physical Development and Health 16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.</p>

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Key Developmental Indicators

<p>Fine Motor Development</p> <ol style="list-style-type: none">1. Develop small muscle control and coordination 2. Use eye-hand coordination to perform a variety of tasks 3. Explore and experiment with a variety of tools (e.g., spoons, crayons, paintbrushes, scissors, keyboards)	<p>C. Physical Development and Health 17. Fine-motor skills: Children demonstrate dexterity and hand-eye coordination in using their small muscles.</p> <p>C. Physical Development and Health 17. Fine-motor skills: Children demonstrate dexterity and hand-eye coordination in using their small muscles.</p> <p>C. Physical Development and Health 17. Fine-motor skills: Children demonstrate dexterity and hand-eye coordination in using their small muscles.</p>
<p>Physical Health and Well-Being</p> <ol style="list-style-type: none">1. Participate in a variety of physical activities to enhance personal health and physical fitness 2. Follow basic health and safety rules 3. Recognize and eat a variety of nutritious foods 4. Demonstrate increasing independence with basic self-care skills	<p>C. Physical Development and Health 20. Healthy behavior: Children engage in healthy practices.</p> <p>C. Physical Development and Health 20. Healthy behavior: Children engage in healthy practices.</p> <p>C. Physical Development and Health 20. Healthy behavior: Children engage in healthy practices.</p> <p>C. Physical Development and Health 19. Personal care: Children carry out personal care routines on their own.</p>