

Alignment of Montana’s Early Learning Guidelines With HighScope’s Preschool Key Developmental Indicators

The following chart shows how items from the **Montana’s Early Learning Guidelines** (2004) 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.

Montana's Early Learning Guidelines

Key Developmental Indicators

<i>Creative Arts</i>	
<p>Guideline 1: Art Appreciation Children express personal interests, ideas, and feelings through art and begin to share opinions about artwork and artistic experiences.</p> <p>Guideline 2: Art Production Children use symbols, elements such as shape, line, color, and texture, and principles such as repetition in art experiences.</p> <p>Guideline 3: Art Elements Children use different art media and materials in a variety of ways for creative expression, exploration, and sensory experience.</p> <p>Guideline 4: Music Appreciation Children show enjoyment of music through facial expressions, vocalizations, and various movements.</p> <p>Guideline 5: Music Production Children produce vocal/instrumental music and rhythmic movements spontaneously and in imitation.</p> <p>Guideline 6: Music Elements Children begin to differentiate variations in tempo, dynamics, and types of sounds made by different classes of instruments (percussion, wind, and string).</p> <p>Guideline 7: Drama Appreciation Children show appreciation and awareness of drama through observation and imitation, and by participating in simple dramatic plots, assuming roles related to their life experiences. Young children enjoy telling stories through action, dialogue or both.</p>	<p>F. Creative Arts 44. Appreciating the arts: Children appreciate the creative arts.</p> <p>F. Creative Arts 40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.</p> <p>F. Creative Arts 40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.</p> <p>F. Creative Arts 41. Music: Children express and represent what they observe, think, imagine, and feel through music. 42. Movement: Children express and represent what they observe, think, imagine, and feel through movement.</p> <p>F. Creative Arts 41. Music: Children express and represent what they observe, think, imagine, and feel through music.</p> <p>F. Creative Arts 41. Music: Children express and represent what they observe, think, imagine, and feel through music.</p> <p>F. Creative Arts 43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.</p>

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Key Developmental Indicators

<p>Guideline 8: Drama Production</p> <p>Children create and direct complex scenarios based on individual and group experiences. Children create situations, arrange environments to bring their drama to life, assume roles, direct others and accept direction from others.</p> <p>Guideline 9: Drama Elements</p> <p>Children role play stories in books, poems and simple imaginary themes using elements of drama including character, place, theme or idea.</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>F. Creative Arts</p> <p>43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.</p>
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Language and Literacy	
<p>Guideline 1: Receptive Language</p> <p>Children enter into the exchange of information around what is seen, heard, and experienced. They begin to acquire the concepts and language that contribute to learning to communicate and, eventually, to read.</p> <p>Guideline 2: Expressive language</p> <p>Children learn when they talk out loud. Children use words to help adults and others to understand their needs, ask questions, express feelings and solve problems.</p> <p>Guideline 3: Phonological Awareness</p> <p>Children become aware of the sounds of letters and combinations of letters that make up words. They begin to manipulate syllables and sounds of speech.</p> <p>Guideline 4: Print Awareness</p> <p>Children acquire an understanding that print carries a message through symbols and words. Children learn to make the connection between sounds and letters (the alphabetic principle).</p>	<p>D. Language, Literacy, and Communication</p> <p>21. Comprehension: Children understand language.</p> <p>D. Language, Literacy, and Communication</p> <p>22. Speaking: Children express themselves using language.</p> <p>23. Vocabulary: Children understand and use a variety of words and phrases.</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>D. Language, Literacy, and Communication</p> <p>25. Alphabetic knowledge: Children identify letter names and their sounds.</p> <p>27. Concepts about print: Children demonstrate knowledge about environmental print.</p>

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Guideline 5: Print Development

Children acquire the ability to write through a sequence of stages, although individual children will become writers at different rates. These stages are: writing using scribble-like markings; writing using individual letter-like marks or mock letters; writing using recognizable, random letter strings; writing using semi-phonetic spelling; and writing using phonetic spelling.

D. Language, Literacy, and Communication

29. Writing: Children write for many different purposes.

Mathematics and Numeracy

Guideline 1: Numeracy Relationships

Children develop the ability to think and work with numbers easily, to understand their uses, and describe their relationships. Children learn the meaning of numbers in their everyday experiences (e.g., home, early childhood settings, community and nature).

E. Mathematics

31. Number words and symbols: Children recognize and use number words and symbols.

32. Counting: Children count things.

Guideline 2: Classification and Comparison

Children apply mathematical skills through counting, sorting, and comparing objects. Children describe their thinking and observations in everyday situations.

E. Mathematics

32. Counting: Children count things.

G. Science and Technology

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

Guideline 3: Pattern Recognition and Reproduction

Children learn to identify and describe patterns using mathematical language. They develop the ability to reproduce patterns they see and to create new ones.

E. Mathematics

38. Patterns: Children identify, describe, copy, complete, and create patterns.

Guideline 4: Geometric Shapes and Directional Words

Children build the foundation for recognizing and describing shapes by manipulating, playing with, tracing, and making common shapes using real objects in a variety of activities. Children learn spatial reasoning and directional words as they become aware of their bodies and personal space within their physical environment.

E. Mathematics

34. Shapes: Children identify, name, and describe shapes.

35. Spatial awareness: Children recognize spatial relationships among people and objects.

Guideline 5: Measurement Relationships

Children begin to use measurement instruments to explore and discover measurement relationships. They apply the characteristics of length, quantity, volume, distance, weight, area, and time to real life situations in order to construct concepts of measurement.

E. Mathematics

36. Measuring: Children measure to describe, compare, and order things.

37. Unit: Children understand and use the concept of unit.

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Key Developmental Indicators

<p>Guideline 6: Problem Solving</p> <p>Children build a foundation for solving problems by formulating questions and possible solutions individually and with others based on their observations and experiences.</p>	<p>E. Mathematics</p> <p>39. Data analysis: Children use information about quantity to draw conclusions, make decisions, and solve problems.</p>
<p>Physical Development and Health</p> <p>Guideline 1: Gross/Fine Motor and Sensory Development</p> <p>Young children observe, practice, demonstrate, and compare fundamental movements while learning to control their bodies in relation to other individuals and independent objects in their environment.</p> <p>Guideline 2: Movement Concepts</p> <p>Young children begin to develop movement and sensory vocabulary and use it accurately. Young children apply movement concepts to motor skills by responding appropriately to:</p> <ul style="list-style-type: none"> • Direction (front/back, side/side, left/right) • Personal and general space, • Effort and force (hard/soft), • Speed and flow (fast/slow) and • Sensory experiences (rough/smooth, hot/cold). <p>Guideline 3: Self-Expression in Motor and Sensory Experiences</p> <p>Young children seek out and participate in challenging physical activities, including sensory experiences that support their growth in self-expression and social interactions with others.</p> <p>Guideline 4: Personal Health and Safety Practices</p> <p>While participating in physical activities, young children develop an awareness of health and safety practices that support the growth of a healthy lifestyle.</p> <p>Guideline 5: Respect for Differences</p> <p>Young children begin to demonstrate an understanding and respect for differences among people during physical 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>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>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>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>C. Physical Development and Health</p> <p>20. Healthy behavior: Children engage in healthy practices.</p> <p>B. Social and Emotional Development</p> <p>13. Cooperative play: Children engage in cooperative play.</p>

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Key Developmental Indicators

<i>Science</i>	
<p>Guideline 1: Formulation of Questions Children will learn to ask questions about the world around them, the first step in the scientific method, based on observations, experiences, and interests.</p> <p>Guideline 2: Prediction Children will learn to predict answers and form hypotheses, the second step in the scientific method.</p> <p>Guideline 3: Experimentation Children will learn to conduct experiments in order to test their predictions, the third step in the scientific method.</p> <p>Guideline 4: Observation and Recording Children will learn to observe and record findings, the fourth step in the scientific method.</p> <p>Guideline 5: Formation of Conclusions Children will learn to form conclusions, the fifth step in the scientific method.</p> <p>Guideline 6: Communication of Results Children will learn to communicate final results, the sixth step in the scientific method.</p>	<p>G. Science and Technology 45. Observing: Children observe the materials and processes in their environment. 50. Communicating ideas: Children communicate their ideas about the characteristics of things and how they work.</p> <p>G. Science and Technology 48. Predicting: Children predict what they expect will happen.</p> <p>G. Science and Technology 47. Experimenting: Children experiment to test their ideas.</p> <p>G. Science and Technology 45. Observing: Children observe the materials and processes in their environment. 46. Classifying: Children classify materials, actions, people, and events. 50. Communicating ideas: Children communicate their ideas about the characteristics of things and how they work.</p> <p>G. Science and Technology 49. Drawing conclusions: Children draw conclusions based on their experiences and observations.</p> <p>G. Science and Technology 50. Communicating ideas: Children communicate their ideas about the characteristics of things and how they work.</p>
<p>Social-Emotional Development</p> <p>Guideline 1: Sense of Self Children begin to identify who they are as a person (such as likes, dislikes, interests, strengths) and develop competence and confidence in their own unique abilities. They grow into themselves, differentiating themselves from parents and others, developing and beginning to recognize their areas of strength and skill, and applying their emerging esteem alone and in groups.</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>

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Guideline 2: Self-Regulation

Children learn to identify and express their feelings in non-hurtful ways, recognize the impact their behavior has on others, and practice self-control.

Guideline 3: A Caring Community

Children learn to feel secure as they develop relationships of trust with adults and other children in their expanding world beyond the family. They begin to recognize social cues and become sensitive to others' feelings.

Guideline 4: A Pro-Social Environment

Children follow routines with increasing independence and handle variations without discomfort. They make their preferences known in increasingly mature ways and respond to adult guidance appropriately. Children begin to make friends and build relationships with both peers and adults.

B. Social and Emotional Development

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

10. Empathy: Children demonstrate empathy toward others.

B. Social and Emotional Development

10. Empathy: Children demonstrate empathy toward others.

12. Building relationships: Children build relationships with other children and adults.

B. Social and Emotional Development

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

12. Building relationships: Children build relationships with other children and adults.

Social Studies

Guideline 1: Awareness of Time

Young children begin to understand the concept of time, including past, present, and future. They are able to recognize recurring experiences that are part of the daily routine.

Guideline 2: Roles, Rights, and Responsibilities

Young children begin to follow rules and set personal boundaries for their behavior, as well as understand why rules are created. When presented with a set of alternatives, children are able to make choices for their own lives.

Guideline 3: Places, Regions, and Spatial Awareness

Through exploration, young children learn that every place has its own unique characteristics. As they become aware of their bodies in space, they develop an understanding of how they are affected by, and the effect they have upon, the world around them.

H. Social Studies

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

B. Social and Emotional Development

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

H. Social Studies

55. Decision making: Children participate in making classroom decisions.

C. Physical Development and Health

18. Body awareness: Children know about their bodies and how to navigate them in space.

E. Mathematics

35. Spatial awareness: Children recognize spatial relationships among people and objects.

H. Social Studies

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

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Key Developmental Indicators

Guideline 4: The Physical World

As young children explore the environment, they become aware of how people and the earth interact. By 4 and 5 years of age, children begin to understand how people use natural resources and change the earth for their own benefit. They develop an awareness of how to care for their physical environment and why it is important.

Guideline 5: Recognition of Diversity

Young children begin to notice and react to similarities and differences (such as appearance, gender, and behavior) between themselves and others. With appropriate guidance, they are able to experience empathy for other people.

Guideline 6: Community Awareness

Young children began to understand the basic principles of community function, including work roles and the importance of money for purchasing. They see how their family interacts with the community to receive needed goods and services.

H. Social Studies

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

B. Social and Emotional Development

10. Empathy: Children demonstrate empathy toward others.

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.