

## **Alignment of the Nebraska Early Learning Guidelines for Ages 3 to 5 With HighScope's Preschool Key Developmental Indicators**

The following chart shows how items from the **Nebraska Early Learning Guidelines for Ages 3 to 5** (June 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.



## Nebraska Early Learning Guidelines

## Key Developmental Indicators

<p><b>Social Relationships</b></p> <p>Child interacts empathetically and cooperatively with adults and peers</p>	<p><b>B. Social and Emotional Development</b></p> <p><b>10. Empathy:</b> Children demonstrate empathy toward others.</p> <p><b>13. Cooperative play:</b> Children engage in cooperative play.</p> <p><b>15. Conflict resolution:</b> Children resolve social conflicts.</p>
<p><b>Knowledge of Families &amp; Communities</b></p> <p>Child understands and respects similarities and differences among adults and children in their program, home, and community</p> <p>Child expresses some understanding of familiar locations in community such as where people live, and where stores, parks, and restaurants are located</p> <p>Child uses familiar words to identify family members and workers in their community</p>	<p><b>H. Social Studies</b></p> <p><b>53. Diversity:</b> Children understand that people have diverse characteristics, interests, and abilities.</p> <p><b>54. Community roles:</b> Children recognize that people have different roles and functions in the community.</p> <p><b>H. Social Studies</b></p> <p><b>56. Geography:</b> Children recognize and interpret features and locations in their environment.</p> <p><b>H. Social Studies</b></p> <p><b>54. Community roles:</b> Children recognize that people have different roles and functions in the community.</p>
<p><b>Approaches to Learning</b></p> <p><b>Initiative and Curiosity</b></p> <p>Child uses initiative, curiosity and persistence to learn about the world</p> <p>Child engages in imaginative play</p> <p>Child increasingly uses communication to ask questions and seek answers</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>3. Engagement:</b> Children focus on activities that interest them.</p> <p><b>6. Reflection:</b> Children reflect on their experiences.</p> <p><b>F. Creative Arts</b></p> <p><b>43. Pretend play:</b> Children express and represent what they observe, think, imagine, and feel through pretend play.</p> <p><b>D. Language, Literacy, and Communication</b></p> <p><b>21. Comprehension:</b> Children understand language.</p>

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<p><b>Reasoning and Problem Solving</b></p> <p>Child shows increasing ability to classify, compare and contrast objects, events and experiences</p> <p>Child tries several alternative methods to solve a problem and is highly involved and persistent</p> <p>Child reflects on experiences and information, and interprets or draws conclusions based on the information</p>	<p><b>G. Science and Technology</b></p> <p><b>46. Classifying:</b> Children classify materials, actions, people, and events.</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>6. Reflection:</b> Children reflect on their experiences.</p>
<p><b>Health &amp; Physical Development</b></p> <p><b>Fine (Small) Motor Skills</b></p> <p>Child uses finger and hand control to operate and use small objects to demonstrate fine (small) motor coordination</p> <p>Child explores drawing and painting materials</p>	<p><b>C. Physical Development and Health</b></p> <p><b>17. Fine-motor skills:</b> Children demonstrate dexterity and hand-eye coordination in using their small muscles.</p> <p><b>C. Physical Development and Health</b></p> <p><b>17. Fine-motor skills:</b> Children demonstrate dexterity and hand-eye coordination in using their small muscles.</p>
<p><b>Gross (Large) Motor Skills</b></p> <p>Child develops coordination, balance, spatial awareness and strength through gross (large) motor activities</p> <p>Child develops gross (large) motor skills</p>	<p><b>C. Physical Development and Health</b></p> <p><b>16. Gross-motor skills:</b> Children demonstrate strength, flexibility, balance, and timing in using their large muscles.</p> <p><b>C. Physical Development and Health</b></p> <p><b>16. Gross-motor skills:</b> Children demonstrate strength, flexibility, balance, and timing in using their large muscles.</p>
<p><b>Health Status and Practices</b></p> <p>Child develops an awareness of health, nutrition and safety</p> <p>Child develops an understanding of the need for regular physical exercise and activity</p>	<p><b>C. Physical Development and Health</b></p> <p><b>19. Personal care:</b> Children carry out personal care routines on their own.</p> <p><b>20. Healthy behavior:</b> Children engage in healthy practices.</p> <p><b>C. Physical Development and Health</b></p> <p><b>20. Healthy behavior:</b> Children engage in healthy practices.</p>

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<p><b>Nutrition</b></p> <p>Child shows knowledge of healthy eating and lifestyle habits</p> <p>Child understands that healthy foods help them to grow and give them energy to play and think</p>	<p><b>C. Physical Development and Health</b>  <b>20. Healthy behavior:</b> Children engage in healthy practices.</p> <p><b>C. Physical Development and Health</b>  <b>20. Healthy behavior:</b> Children engage in healthy practices.</p>
<p><b>Language &amp; Literacy Development</b></p> <p><b>Listening and Understanding</b></p> <p>Child listens to directions and conversations with understanding</p> <p>Child follows directions in sequences of actions</p> <p>Child listens to others and responds to feelings and expressed ideas</p> <p>Child demonstrates understanding of native and/or English languages for social interactions and program directions/activities</p>	<p><b>D. Language, Literacy, and Communication</b>  <b>21. Comprehension:</b> Children understand language.</p> <p><b>D. Language, Literacy, and Communication</b>  <b>21. Comprehension:</b> Children understand language.</p> <p><b>D. Language, Literacy, and Communication</b>  <b>21. Comprehension:</b> Children understand language.</p> <p><b>D. Language, Literacy, and Communication</b>  <b>30. ELL/Dual Language Acquisition:</b> (If applicable) Children use English and their home language(s) (including sign language).</p>
<p><b>Speaking and Communicating</b></p> <p>Child communicates needs, wants or thoughts through words, gestures, actions, or expressions</p> <p>Child communicates for a variety of purposes</p> <p>Child uses English or native language to share feelings and express ideas</p> <p>Child use new vocabulary that has been introduced</p>	<p><b>D. Language, Literacy, and Communication</b>  <b>22. Speaking:</b> Children express themselves using language.</p> <p><b>D. Language, Literacy, and Communication</b>  <b>22. Speaking:</b> Children express themselves using language.</p> <p><b>D. Language, Literacy, and Communication</b>  <b>22. Speaking:</b> Children express themselves using language.  <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>  <b>23. Vocabulary:</b> Children understand and use a variety of words and phrases.</p>

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<p><b>Phonological Awareness</b></p> <p>Child shows knowledge of phonological awareness (the ability to hear and understand the different sounds of language)</p> <p>Child progresses in listening and telling differences in phonemes (smallest parts of sounds in a spoken word)</p> <p>Child recognizes the connection between spoken and written words</p>	<p><i><b>D. Language, Literacy, and Communication</b></i> <b>24. Phonological awareness:</b> Children identify distinct sounds in spoken language.</p> <p><i><b>D. Language, Literacy, and Communication</b></i> <b>24. Phonological awareness:</b> Children identify distinct sounds in spoken language.</p> <p><i><b>D. Language, Literacy, and Communication</b></i> <b>27. Concepts about print:</b> Children demonstrate knowledge about environmental print.</p>
<p><b>Book Knowledge and Appreciation</b></p> <p>Child demonstrates interest in and appreciation of reading-related activities</p> <p>Child increases knowledge about books and how they typically are read</p> <p>Child learns to sequence and predict a story</p>	<p><i><b>D. Language, Literacy, and Communication</b></i> <b>26. Reading:</b> Children read for pleasure and information.</p> <p><i><b>D. Language, Literacy, and Communication</b></i> <b>28. Book knowledge:</b> Children demonstrate knowledge about books.</p> <p><i><b>D. Language, Literacy, and Communication</b></i> <b>21. Comprehension:</b> Children understand language.</p>
<p><b>Print Awareness and Concepts</b></p> <p>Child shows an awareness of print as a form of meaningful communication</p> <p>Child understands that each spoken word can be written down and read</p>	<p><i><b>D. Language, Literacy, and Communication</b></i> <b>25. Alphabetic knowledge:</b> Children identify letter names and their sounds.</p> <p><b>26. Reading:</b> Children read for pleasure and information.</p> <p><b>27. Concepts about print:</b> Children demonstrate knowledge about environmental print.</p> <p><b>29. Writing:</b> Children write for many different purposes.</p> <p><i><b>D. Language, Literacy, and Communication</b></i> <b>27. Concepts about print:</b> Children demonstrate knowledge about environmental print.</p>
<p><b>Early Writing and Alphabet Knowledge</b></p> <p>Child shows an interest in early writing</p>	<p><i><b>D. Language, Literacy, and Communication</b></i> <b>29. Writing:</b> Children write for many different purposes.</p>

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<p>Child progresses in the identification of letters</p> <p>Child recognizes and/or writes own name on artwork or possessions</p>	<p><b>D. Language, Literacy, and Communication</b>  <b>25. Alphabetic knowledge:</b> Children identify letter names and their sounds.</p> <p><b>D. Language, Literacy, and Communication</b>  <b>29. Writing:</b> Children write for many different purposes.</p>
<p><b>Mathematics</b></p> <p><b>Number and Operations</b></p> <p>Child develops awareness of numerals</p> <p>Child uses language to demonstrate understanding of space and time (next to, on top of, before, after, etc.)</p> <p>Child develops an understanding of the counting process</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>E. Mathematics</b>  <b>35. Spatial awareness:</b> Children recognize spatial relationships among people and objects.  <b>36. Measuring:</b> Children measure to describe, compare, and order things.</p> <p><b>E. Mathematics</b>  <b>32. Counting:</b> Children count things.</p>
<p><b>Geometry and Spatial Sense</b></p> <p>Child develops knowledge of geometric principles</p> <p>Child develops spatial sense</p> <p>Child groups objects together that are the same in some way and gives reasons for groupings</p>	<p><b>E. Mathematics</b>  <b>34. Shapes:</b> Children identify, name, and describe shapes.  <b>38. Patterns:</b> Children identify, describe, copy, complete, and create patterns.</p> <p><b>E. Mathematics</b>  <b>35. Spatial awareness:</b> Children recognize spatial relationships among people and objects.</p> <p><b>G. Science and Technology</b>  <b>46. Classifying:</b> Children classify materials, actions, people, and events.</p>
<p><b>Patterns and Measurement</b></p> <p>Child develops knowledge of patterns</p>	<p><b>E. Mathematics</b>  <b>38. Patterns:</b> Children identify, describe, copy, complete, and create patterns.</p>

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<p>Child demonstrates use of measurement</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>Science</b></p> <p><b>Scientific Skills and Methods</b>          Child develops scientific skills and methods</p> <p>Child uses sentences that include two or more ideas with descriptive details</p> <p>Child uses senses, materials, events in nature, and the environment to investigate and expand knowledge</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.</p> <p><b>G. Science and Technology</b>  <b>50. Communicating ideas:</b> Children communicate their ideas about the characteristics of things and how they work.</p> <p><b>G. Science and Technology</b>  <b>45. Observing:</b> Children observe the materials and processes in their environment.  <b>51. Natural and physical world:</b> Children gather knowledge about the natural and physical world.</p>
<p><b>Scientific Knowledge</b>          Child develops knowledge of the scientific process</p> <p>Child demonstrates understanding of simple cause and effect relationships</p> <p>Child shows interest in measurement of time, length, distance, and weight</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>48. Predicting:</b> Children predict what they expect will happen.</p> <p><b>G. Science and Technology</b>  <b>49. Drawing conclusions:</b> Children draw conclusions based on their experiences and observations.  <b>51. Natural and physical world:</b> Children gather knowledge about the natural and physical world.</p> <p><b>E. Mathematics</b>  <b>36. Measuring:</b> Children measure to describe, compare, and order things.</p>

## Nebraska Early Learning Guidelines

## Key Developmental Indicators

<p>Child develops increased ability to observe and discuss things that are common and things that are different</p>	<p><b>G. Science and Technology</b>  <b>45. Observing:</b> Children observe the materials and processes in their environment.  <b>50. Communicating ideas:</b> Children communicate their ideas about the characteristics of things and how they work.</p>
<p><b>Creative Arts</b></p> <p><b>Music</b></p> <p>Child is able to sing, play, move and create music, expressing individual imagination</p> <p>Child responds to music through movement</p> <p>Child is able to distinguish between different types of music (loud/soft, fast/slow, happy/sad, etc.)</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>F. Creative Arts</b>  <b>42. Movement:</b> Children express and represent what they observe, think, imagine, and feel through movement.</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>Art</b></p> <p>Child progresses in exploration and experimentation with new materials</p> <p>Child gains experience in making shapes and linear patterns</p> <p>Child broadens artistic exploration</p> <p>Child uses materials to build and create a structure to represent another item (blocks become a castle, clay becomes a snake, etc.)</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.</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.</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.</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.</p>

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<p><b>Movement</b></p> <p>Child expresses strong emphasis, steady beats and changing dynamics in various musical tempos and styles through movement</p> <p>Child demonstrates a sense of balance and body coordination</p> <p>Child represents experiences through movement</p>	<p><b>C. Physical Development and Health</b> <b>18. Body awareness:</b> Children know about their bodies and how to navigate them in space.</p> <p><b>F. Creative Arts</b> <b>41. Music:</b> Children express and represent what they observe, think, imagine, and feel through music. <b>42. Movement:</b> Children express and represent what they observe, think, imagine, and feel through movement.</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>F. Creative Arts</b> <b>42. Movement:</b> Children express and represent what they observe, think, imagine, and feel through movement.</p>
<p><b>Dramatic Play</b></p> <p>Child participates in a variety of dramatic play activities</p> <p>Child imagines and clearly describes characters, their relationships and their environment in dramatic play situations</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>F. Creative Arts</b> <b>43. Pretend play:</b> Children express and represent what they observe, think, imagine, and feel through pretend play.</p>