Alignment of the Michigan Early Learning Expectations for Three- and Four-Year-Old Children With HighScope's Preschool Key Developmental Indicators

The following chart shows how items from the **Michigan Early Learning Expectations for Three- and Four-Year-Old Children** (March 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.

Michigan Early Learning Expectations	Key Developmental Indicators
Approaches to Learning	
1. Early Learning Expectation: Children show increasing initiative and curiosity about their work and play in all areas of the curriculum.	*A. Approaches To Learning* **1. Initiative:** Children demonstrate initiative as they explore their world.

2. Early Learning Expectation:
 	
Children show increasing engagement and persistence in their work and play in all areas of the curriculum.
	A. Approaches To Learning
	   2. Planning: Children make plans and follow through on their intentions.
	   3. Engagement: Children focus on activities that interest them.
	   4. Problem solving: Children solve problems encountered in play.

3. Early Learning Expectation:
 	
Children show increasing invention and imagination in their work and play in all areas of the curriculum.
	A. Approaches To Learning
	   4. Problem solving: Children solve problems encountered in play.
	   5. Use of resources: Children gather information and formulate ideas about their world.

Social and Emotional Development	

1. Early Learning Expectation:
 	
Children develop and exhibit a healthy sense of self.
	B. Social and Emotional Development
	   7. Self-identity: Children have a positive self-identity.
	   9. Emotions: Children recognize, label, and regulate their feelings.

2. Early Learning Expectation:
 	
Children show increasing ability to regulate how they express their emotions.
	B. Social and Emotional Development
	   9. Emotions: Children recognize, label, and regulate their feelings.
	   15. Conflict resolution: Children resolve social conflicts.

3. Early Learning Expectation:
 	
Children develop healthy relationships with other children and adults.
	B. Social and Emotional Development
	   12. Building relationships: Children build relationships with other children and adults.
	   13. Cooperative play: Children engage in cooperative play.

Michigan Early Learning Expectations	Key Developmental Indicators
Intellectual Development	
1. Early Learning Expectation: Children explore with increasing understanding the physical characteristics and relationships of objects and happenings in their environment.	**G. Science and Technology** **46. Classifying:** Children classify materials, actions, people, and events.
2. Early Learning Expectation: Children represent what they understand about the world through actions, objects, and words.	**D. Language, Literacy, and Communication** **27. Concepts about print:** Children demonstrate knowledge about environmental print.
3. Early Learning Expectation: Children gain, organize, and use information in increasingly complex way.	**G. Science and Technology** **45. Observing:** Children observe the materials and processes in their environment. **46. Classifying:** Children classify materials, actions, people, and events. **47. Experimenting:** Children experiment to test their ideas. **49. Drawing conclusions:** Children draw conclusions based on their experiences and observations. **50. Communicating ideas:** Children communicate their ideas about the characteristics of things and how they work.
4. Early Learning Expectation: Children move from solving problems through trial and error to beginning to use varied strategies, resources, and techniques to test out possibilities and find solutions.	**A. Approaches to Learning** **4. Problem solving:** Children solve problems encountered in play.
Language and Early Literacy Development	
1. Early Learning Expectation: Children begin to understand written language read to them from a variety of meaningful materials, use reading-like behaviors, and make progress towards becoming conventional readers.	**D. Language, Literacy, and Communication** **21. Comprehension:** Children understand language. **24. Phonological awareness:** Children identify distinct sounds in spoken language. **25. Alphabetic knowledge:** Children identify letter names and their sounds. **26. Reading:** Children read for pleasure and information. **27. Concepts about print:** Children demonstrate knowledge about environmental print. **28. Book knowledge:** Children demonstrate knowledge about books.

Michigan Early Learning Expectations	**Key Developmental Indicators**
2. Early Learning Expectation: Children begin to develop writing skills to communicate and express themselves effectively for a variety of purposes.	**D. Language, Literacy, and Communication** **29. Writing:** Children write for many different purposes.
3. Early Learning Expectation: Children develop abilities to express themselves clearly and communicate ideas to others.	**D. Language, Literacy, and Communication** **21. Comprehension:** Children understand language. **22. Speaking:** Children express themselves using language. **24. Phonological awareness:** Children identify distinct sounds in spoken language. **30. ELL/Dual Language Acquisition:** (If applicable) Children use English and their home language(s) (including sign language).
4. Early Learning Expectation: Children grow in their capacity to use effective listening skills and understand what is said to them.	**D. Language, Literacy, and Communication** **21. Comprehension:** Children understand language. **30. ELL/Dual Language Acquisition:** (If applicable) Children use English and their home language(s) (including sign language).
5. Early Learning Expectation: Children begin to develop strategies that assist them in viewing a variety of multimedia materials effectively and critically.	**G. Science and Technology** **52. Tools and technology:** Children explore and use tools and technology.
6. Early Learning Expectation: Children develop positive attitudes about themselves as liberate beings — as readers, writers, speakers, viewers, and listeners.	**B. Social and Emotional** **8. Sense of competence:** Children feel they are competent. **D. Language, Literacy, and Communication** **21. Comprehension:** Children understand language. **22. Speaking:** Children express themselves using language. **26. Reading:** Children read for pleasure and information. **29. Writing:** Children write for many different purposes.

Michigan Early Learning Expectations	Key Developmental Indicators
7. Early Learning Expectation: Children begin to understand that communication is diverse and that people communicate in a variety of ways.	**D. Language, Literacy, and Communication** **30. ELL/Dual Language Acquisition:** (If applicable) Children use English and their home language(s) (including sign language). **H. Social Studies** **53. Diversity:** Children understand that people have diverse characteristics, interests, and abilities.

Creative Development	
1. Early Learning Expectation: Children show how they feel, what they think, and what they are learning through experiences in the visual arts.	**F. Creative Arts** **40. Art:** Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.
2. Early Learning Expectation: Children show how they feel, what they think, and what they are learning through listening, participating in, and creating instrumental and vocal music experiences.	**F. Creative Arts** **41. Music:** Children express and represent what they observe, think, imagine, and feel through music.
3. Early Learning Expectation: Children show how they feel, what they think, and what they are learning through movement experiences.	**F. Creative Arts** **42. Movement:** Children express and represent what they observe, think, imagine, and feel through movement.
4. Early Learning Expectation: Children show how they feel, what they think, and what they are learning through dramatic play.	**F. Creative Arts** **43. Pretend play:** Children express and represent what they observe, think, imagine, and feel through pretend play.
5. Early Learning Expectation: Children develop rich and rewarding aesthetic lives.	**F. Creative Arts** **44. Appreciating the arts:** Children appreciate the creative arts.

Michigan Early Learning Expectations	Key Developmental Indicators
Physical Development and Health	
Physical Development **1. Early Learning Expectation:** Children increase their ability to understand and control their bodies and learn that regular physical activity can enhance their overall physical, social, and mental health.	**C. Physical Development** **18. Body awareness:** Children know about their bodies and how to navigate them in space. **20. Healthy behavior:** Children engage in healthy practices.
2. Early Learning Expectation: Children experience growth in gross motor development and use large muscles to improve a variety of gross motor skills in both structured and unstructured settings.	**C. Physical Development** **16. Gross-motor skills:** Children demonstrate strength, flexibility, balance, and timing in using their large muscles.
3. Early Learning Expectation: Children experience growth in fine motor development and use small muscles to improve a variety of fine motor skills both in structured and unstructured settings.	**C. Physical Development** **17. Fine-motor skills:** Children demonstrate dexterity and hand-eye coordination in using their small muscles.
4. Early Learning Expectation: Children participate in activities that encourage self-motivation, emphasize cooperation, and minimize competition.	**B. Social and Emotional Development** **13. Cooperative play:** Children engage in cooperative play.
Health, Safety, and Nutrition **5. Early Learning Expectation:** Children begin to have knowledge about and make age-appropriate healthy choices in daily life.	**C. Physical Development** **19. Personal care:** Children carry out personal care routines on their own. **20. Healthy behavior:** Children engage in healthy practices.
6. Early Learning Expectation: Children recognize that they have a role in preventing accidents or potential emergencies.	**C. Physical Development** **20. Healthy behavior:** Children engage in healthy practices.
7. Early Learning Expectation: Children become aware of and begin to develop nutritional habits that contribute to good health.	**C. Physical Development** **20. Healthy behavior:** Children engage in healthy practices.

Michigan Early Learning Expectations	**Key Developmental Indicators**

Early Learning in Mathematics	

1. Early Learning Expectation:
Children begin to develop processes and strategies for solving mathematical problems.
	A. Approaches to Learning
	   4. Problem solving: Children solve problems encountered in play.
	
	E. Mathematics
	   39. Data analysis: Children use information about quantity to draw conclusions, make decisions, and solve problems.

2. Early Learning Expectation: Children begin to develop skills of comparing and classifying objects, relationships and events in their environment.	**G. Science and Technology** **46. Classifying:** Children classify materials, actions, people, and events.
3. Early Learning Expectation: Children begin to develop the ability to seek out and to recognize patterns in everyday life.	**E. Mathematics** **38. Patterns:** Children identify, describe, copy, complete, and create patterns.

4. Early Learning Expectation:
Children begin to develop skills of sorting and organizing information and using information to make predictions and solve new problems.
	E. Mathematics
	   39. Data analysis: Children use information about quantity to draw conclusions, make decisions, and solve problems.
	G. Science and Technology
	   48. Predicting: Children predict what they expect will happen.
	   49. Drawing conclusions: Children draw conclusions based on their experiences and observations.
	   50. Communicating ideas: Children communicate their ideas about the characteristics of things and how they work.

5. Early Learning Expectation:
Children explore and discover simple ways to measure.
	E. Mathematics
	   36. Measuring: Children measure to describe, compare, and order things.
	   37. Unit: Children understand and use the concept of unit.

6. Early Learning Expectation: Children can translate a problem or activity into a new form (e.g., a picture, diagram, model, symbol, or words) by applying emerging skills in representing, discussing, reading, writing, and listening.	**E. Mathematics** **31. Number words and symbols:** Children recognize and use number words and symbols.

	39. Data analysis: Children use information about quantity to draw conclusions, make decisions, and solve problems.

7. Early Learning Expectation: Children begin to develop an understanding of numbers and explore simple mathematical processes (operations) using concrete materials.	**E. Mathematics** **31. Number words and symbols:** Children recognize and use number words and symbols. **32. Counting:** Children count things. **33. Part-whole relationships:** Children combine and separate quantities of objects.

8. Early Learning Expectation: Children build their visual thinking skills through explorations with shape and the spaces in their classrooms and neighborhoods.	**E. Mathematics** **34. Shapes:** Children identify, name, and describe shapes. **35. Spatial awareness:** Children recognize spatial relationships among people and objects.

Early Learning in Science	
1. Early Learning Expectation: Children develop positive attitudes and gain knowledge about science through observation and active play.	**G. Science and Technology** **45. Observing:** Children observe the materials and processes in their environment. **46. Classifying:** Children classify materials, actions, people, and events. **47. Experimenting:** Children experiment to test their ideas. **48. Predicting:** Children predict what they expect will happen. **49. Drawing conclusions:** Children draw conclusions based on their experiences and observations. **50. Communicating ideas:** Children communicate their ideas about the characteristics of things and how they work.

2. Early Learning Expectation: Children show a beginning awareness of scientific knowledge related to living and nonliving things.	**G. Science and Technology** **51. Natural and physical world:** Children gather knowledge about the natural and physical world.

3. Early Learning Expectation: Children show a beginning awareness of scientific knowledge related to the earth.	**G. Science and Technology** *51. Natural and physical world:* Children gather knowledge about the natural and physical world

	H. Social Studies **56. Geography:** Children recognize and interpret features and locations in their environment. **58. Ecology:** Children understand the importance of taking care of their environment.

Early Learning in the Social Studies	
1. Early Learning Expectation: Children begin to understand and interpret their relationship and place within their own environment.	*H. Social Studies* **56. Geography:** Children recognize and interpret features and locations in their environment.

2. Early Learning Expectation: Children begin to recognize that many different influences shape people's thinking and behavior.	*H. Social Studies* **53. Diversity:** Children understand that people have diverse characteristics, interests, and abilities. **54. Community roles:** Children recognize that people have different roles and functions in the community.

3. Early Learning Expectation: Children show growth in their understanding of the concept of time and begin to realize that they are a part of a history, which includes people, places, events, and stories about the present and the past.	*H. Social Studies* **57. History:** Children understand past, present, and future.

4. Early Learning Expectation: Children begin to learn about the reasons for rules and laws, the importance of a democratic process, and the responsibilities of being a member of a classroom, a family, and a community.	*H. Social Studies* **55. Decision making:** Children participate in making classroom decisions.

5. Early Learning Expectation: Children increase their understanding about how basic economic concepts relate to their lives.	*H. Social Studies* **54. Community roles:** Children recognize that people have different roles and functions in the community.

Michigan Early Learning Expectations	Key Developmental Indicators
6. Early Learning Expectation: Children increase their understanding of the relationship between people and their environment and begin to recognize the importance of taking care of the resources in their environment.	*H. Social Studies* **58. Ecology:** Children understand the importance of taking care of their environment.

Early Skills in Using Technology	
1. Early Learning Expectation: Children explore and use various types of technology tools.	*G. Science and Technology* **52. Tools and technology:** Children explore and use tools and technology.

2. Early Learning Expectation: Children can name various components of computer systems and use various input devices.	*G. Science and Technology* **52. Tools and technology:** Children explore and use tools and technology.

3. Early Learning Expectation: Children work cooperatively with others while using technology tools.	*B. Social and Emotional* **13. Cooperative play:** Children engage in cooperative play.

4. Early Learning Expectation: Children demonstrate responsible handling of technology equipment.	*G. Science and Technology* **52. Tools and technology:** Children explore and use tools and technology.