

Alignment of the 2013 Arizona Early Learning Standards For Young Children From Three to Five Years Old With HighScope's Key Developmental Indicators

The following chart shows how items from the 2013 **Arizona Early Learning Standards** correspond to items from HighScope's **Key Developmental Indicators (KDIs)** for infants and toddlers (2011).

The educational content of HighScope programs for infants and toddlers is built around **42 Key Developmental Indicators (KDIs)**. The KDIs are developmental milestones that guide teachers and caregivers as they plan learning experiences and interact with infants and toddlers 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; communication, language, and literacy; cognitive development; and creative arts.



Arizona Early Learning Standards 3rd Edition

Key Developmental Indicators (KDIs)

<i>SOCIAL EMOTIONAL: For Young Children From Three to Five Years Old</i>	
Strand 1: Self	
Concept 1: Self-Awareness: The child demonstrates an awareness of his or her self.	
a. Demonstrates self-confidence.	8. Sense of competence: Children feel they are competent.
b. Makes personal preferences known to others.	7. Self-identity: Children have a positive self-identity. 22. Speaking: Children express themselves using language.
c. Demonstrates knowledge of self-identity.	7. Self-identity: Children have a positive self-identity.
d. Shows an awareness of similarities and differences between self and others.	7. Self-identity: Children have a positive self-identity. 53. Diversity: Children understand that people have diverse characteristics, interests, and abilities.
Concept 2: Recognizes and Expresses Feelings: The child recognizes and expresses feelings of self and others.	
a. Associates emotions with words, facial expressions and body language.	9. Emotions: Children recognize, label, and regulate their feelings.
b. Identifies, describes and expresses their own feelings.	9. Emotions: Children recognize, label, and regulate their feelings.
c. Identifies and describes feelings of others.	9. Emotions: Children recognize, label, and regulate their feelings. 10. Empathy: Children demonstrate empathy toward others.
d. Expresses empathy for others.	10. Empathy: Children demonstrate empathy toward others.
Concept 3: Self-Regulation: The child manages the expression of feelings, thoughts, impulses and behaviors.	
a. Understands and follows expectations in the learning environment.	11. Community: Children participate in the community of the classroom.
b. Manages transitions, daily routines and unexpected events.	11. Community: Children participate in the community of the classroom.

Arizona Early Learning Standards 3rd Edition

Key Developmental Indicators (KDIs)

<i>SOCIAL EMOTIONAL: For Young Children From Three to Five Years Old, CONT</i>	
Strand 1: Self, CONT	
Concept 3, CONT	
c. Modifies behavior for various situations and settings.	11. Community: Children participate in the community of the classroom.
d. Chooses appropriate words and actions.	15. Conflict resolution: Children resolve social conflicts. 22. Speaking: Children express themselves using language.
Strand 2: Relationships	
Concept 1: Attachment: The child demonstrates the ability to engage in and maintain healthy relationships.	
a. Expresses affection for familiar adults.	12. Building relationships: Children build relationships with other children and adults.
b. Seeks security and support from familiar adults.	12. Building relationships: Children build relationships with other children and adults.
c. Demonstrates the ability to engage with new adults or children with the support of familiar adults.	12. Building relationships: Children build relationships with other children and adults.
d. Separates from familiar adult with minimal distress.	9. Emotions: Children recognize, label, and regulate their feelings.
Concept 2: Social Interactions: The child displays socially competent behavior.	
a. Responds when adults or other children initiate interactions.	12. Building relationships: Children build relationships with other children and adults.
b. Initiates and sustains positive interactions with adults and other children.	12. Building relationships: Children build relationships with other children and adults.
c. Demonstrates positive ways to resolve conflict.	15. Conflict resolution: Children resolve social conflicts.

Arizona Early Learning Standards 3rd Edition

Key Developmental Indicators (KDIs)

<i>SOCIAL EMOTIONAL: For Young Children From Three to Five Years Old, CONT</i>	
Concept 3: Respect:	
a. Respects the rights and property of others.	14. Moral development: Children develop an internal sense of right and wrong.
b. Defends own rights and the rights of others.	14. Moral development: Children develop an internal sense of right and wrong.
c. Shows respect for learning materials in the learning environment.	14. Moral development: Children develop an internal sense of right and wrong.

Arizona Early Learning Standards 3rd Edition

Key Developmental Indicators (KDIs)

APPROACHES TO LEARNING: For Young Children From Three to Five Years Old	
Strand 1: Initiative and Curiosity	
Concept 1: Initiative: The child demonstrates self-direction while participating in a range of activities and routines.	
a. Seeks interaction with others.	<ol style="list-style-type: none"> 1. Initiative: Children demonstrate initiative as they explore their world. 12. Building relationships: Children build relationships with other children and adults. 13. Cooperative play: Children engage in cooperative play.
b. Develops independence during activities, routines and play.	<ol style="list-style-type: none"> 1. Initiative: Children demonstrate initiative as they explore their world.
c. Exhibits cognitive flexibility, imagination, and inventiveness when attempting tasks and activities.	<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.
Concept 2: Curiosity: The child demonstrates eagerness to learn about and discuss a range of topics, ideas, and activities.	
a. Shows interest in learning new things and trying new experiences.	<ol style="list-style-type: none"> 1. Initiative: Children demonstrate initiative as they explore their world.
b. Expresses interest in people.	<ol style="list-style-type: none"> 12. Building relationships: Children build relationships with other children and adults.
c. Asks questions to get information.	<ol style="list-style-type: none"> 5. Use of resources: Children gather information and formulate ideas about their world.
Strand 2: Attentiveness and Persistence	
Concept 1: Attentiveness: The child demonstrates the ability to focus on an activity with deliberate concentration despite distractions.	
a. Displays ability to hold attention when engaged in an activity.	<ol style="list-style-type: none"> 3. Engagement: Children focus on activities that interest them.

Arizona Early Learning Standards 3rd Edition

Key Developmental Indicators (KDIs)

APPROACHES TO LEARNING: For Young Children From Three to Five Years Old, CONT	
Strand 2: Attentiveness and Persistence, CONT	
Concept 1: CONT	
b. Sustains attention for extended periods of time when engaged in an age-appropriate activity despite distractions or interruptions.	3. Engagement: Children focus on activities that interest them.
c. Increases ability to focus attention, and can return to activities after distractions and interruptions.	3. Engagement: Children focus on activities that interest them.
Concept 2: Persistence: The child demonstrates the ability to maintain and sustain a challenging task.	
a. Pursues challenges.	4. Problem solving: Children solve problems encountered in play.
b. Copes with frustration or disappointment with support.	9. Emotions: Children recognize, label, and regulate their feelings.
c. Establishes goals, generates plans and follows through to completion.	2. Planning: Children make plans and follow through on their intentions.
Strand 3: Confidence	
Concept 1: Confidence: The child demonstrates self-assurance in a variety of circumstances.	
a. Expresses opinions or ideas.	7. Self-identity: Children have a positive self-identity. 22. Speaking: Children express themselves using language.
b. Views self as competent and skilled.	8. Sense of competence: Children feel they are competent.
c. Is willing to take risks and consider a variety of alternatives.	1. Initiative: Children demonstrate initiative as they explore their world.

Arizona Early Learning Standards 3rd Edition

Key Developmental Indicators (KDIs)

APPROACHES TO LEARNING: For Young Children From Three to Five Years Old CONT	
Strand 4: Creativity	
Concept 1: Creativity: The child demonstrates the ability to express their own unique way of seeing the world.	
a. Uses imagination to generate new ideas.	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. 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.
b. Appreciates humor.	<i>Does not align</i>
c. Engages in inventive social play.	13. Cooperative play: Children engage in cooperative play. 43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.
Strand 5: Reasoning and Problem-Solving	
Concept 1: Reasoning: The child demonstrates the ability to analyze information and situations in order to form judgments.	
a. Gathers information and reaches a conclusion.	39. Data analysis: Children use information about quantity to draw conclusions, make decisions, and solve problems. 45. Observing: Children observe the materials and processes in their environment. 49. Drawing conclusions: Children draw conclusions based on their experiences and observations.

Arizona Early Learning Standards 3rd Edition

Key Developmental Indicators (KDIs)

APPROACHES TO LEARNING: For Young Children From Three to Five Years Old CONT	
Strand 5: Reasoning and Problem-Solving, CONT	
Concept 1: CONT	
b. Recognizes relationships between cause and effect.	49. Drawing conclusions: Children draw conclusions based on their experiences and observations.
c. Uses prior knowledge to build new knowledge and skills.	6. Reflection: Children reflect on their experiences.
Concept 2: Problem-solving: The child demonstrates the ability to seek solutions to problems.	
a. Recognizes problems.	4. Problem solving: Children solve problems encountered in play.
b. Seeks adult assistance when support is required.	4. Problem solving: Children solve problems encountered in play.
c. Tries to solve problems.	4. Problem solving: Children solve problems encountered in play.
d. Works to solve a problem independently.	4. Problem solving: Children solve problems encountered in play.

Arizona Early Learning Standards 3rd Edition

Key Developmental Indicators (KDIs)

<i>LANGUAGE AND LITERACY: For Young Children From Three to Five Years Old</i>	
Strand 1: Language	
Concept 1: Receptive Language Understanding: The child demonstrates understanding of directions, stories, and conversations.	
a. Demonstrates understanding of a variety of finger-plays, rhymes, chants, poems, conversations, and stories.	21. Comprehension: Children understand language.
b. Actively engages in finger-plays, rhymes, chants, poems, conversations, and stories.	22. Speaking: Children express themselves using language. 26. Reading: Children read for pleasure and information. 41. Music: Children express and represent what they observe, think, imagine, and feel through music.
c. Demonstrates understanding and follows directions that involve: one step, two steps, and a series of unrelated sequences of action.	21. Comprehension: Children understand language.
Concept 2: Expressive Language and Communication Skills: The child uses verbal and nonverbal communication for a variety of purposes to share observations, ideas, and experiences, problem-solve, reason, predict and seek new information.	
a. Communicates needs, wants, ideas, and feelings through three to five word sentences.	22. Speaking: Children express themselves using language.
b. Speaks clearly and understandably to express ideas, feelings and needs.	22. Speaking: Children express themselves using language.
c. Makes relevant responses to questions and comments from others.	21. Comprehension: Children understand language. 22. Speaking: Children express themselves using language.
d. Initiates, sustains, and expands conversations with peers and adults.	21. Comprehension: Children understand language. 22. Speaking: Children express themselves using language.
e. With modeling and support, uses acceptable language and social rules including appropriate tone, volume and inflection to express ideas, feelings, and needs.	11. Community: Children participate in the community of the classroom.

Arizona Early Learning Standards 3rd Edition

Key Developmental Indicators (KDIs)

LANGUAGE AND LITERACY: For Young Children From Three to Five Years Old, CONT	
Strand 1: Language, CONT	
f. Uses appropriate eye contact, turn taking, and intonation while having conversations with adults and peers.	21. Comprehension: Children understand language.
g. Recognizes when the listener does not understand and uses techniques to clarify the message.	21. Comprehension: Children understand language.
h. With modeling and support, uses increasingly complex phrases and sentences.	22. Speaking: Children express themselves using language.
Concept 3: Vocabulary: The child understands and uses increasingly complex vocabulary.	
a. With modeling and support, uses age-appropriate vocabulary across many topic areas and demonstrates a wide variety of words and their meanings with each area; e.g., world knowledge, names of body parts, feelings, colors, shapes, jobs, plants, animals and their habitats, and foods; words that describe: adjectives, verbs, and adverbs.	23. Vocabulary: Children understand and use a variety of words and phrases.
b. With modeling and support, determines the meanings of unknown words and concepts using the context of conversations, pictures that accompany text or concrete object.	23. Vocabulary: Children understand and use a variety of words and phrases.
c. With modeling and support, uses category labels and names objects within a category; e.g., fruit, vegetable, animal, transportation, etc.	23. Vocabulary: Children understand and use a variety of words and phrases. 46. Classifying: Children classify materials, actions, people, and events.
d. With modeling and support, demonstrates understanding of and uses words that indicate position and direction; e.g., in, on, out, under, off, beside, behind.	35. Spatial awareness: Children recognize spatial relationships among people and objects.
Strand 2: Emergent Literacy	
Concept 1: Concepts of Print: The child knows that print carries messages.	
a. Identifies signs, symbols and labels in the environment.	26. Reading: Children read for pleasure and information.
b. Demonstrates and understands that print conveys meaning and that each spoken word can be written and read.	27. Concepts about print: Children demonstrate knowledge about environmental print.
c. Recognizes that letters are grouped to form words.	27. Concepts about print: Children demonstrate knowledge about environmental print.

Arizona Early Learning Standards 3rd Edition

Key Developmental Indicators (KDIs)

LANGUAGE AND LITERACY: For Young Children From Three to Five Years Old, CONT	
Strand 2: Emergent Literacy, CONT	
Concept 1: CONT	
d. Recognizes own written name and the written names of friends and family.	26. Reading: Children read for pleasure and information.
e. Seeks information in printed materials.	26. Reading: Children read for pleasure and information.
Concept 2: Book Handling Skills: The child demonstrates how to handle books appropriately and with care.	
a. Holds a book right side up with the front cover facing the reader and understands left to right and top to bottom directionality.	28. Book knowledge: Children demonstrate knowledge about books.
b. Identifies where in the book to begin reading.	28. Book knowledge: Children demonstrate knowledge about books.
c. Understands a book has a title, author and/or illustrator.	28. Book knowledge: Children demonstrate knowledge about books.
Concept 3: Phonological Awareness: The child develops awareness that language can be broken in words, syllables, and smaller units of sounds (phonemes).	
a. Differentiates between sounds that are the same and different (e.g., environmental sounds, animal sounds, phonemes).	24. Phonological awareness: Children identify distinct sounds in spoken language.
b. With modeling and support, identifies rhyming words.	24. Phonological awareness: Children identify distinct sounds in spoken language.
c. With modeling and support, produces rhyming words.	24. Phonological awareness: Children identify distinct sounds in spoken language.
d. With modeling and support, recognizes spoken words that begin with the same sound.	24. Phonological awareness: Children identify distinct sounds in spoken language.
e. Hears and shows awareness of separate words within spoken phrases or sentences.	24. Phonological awareness: Children identify distinct sounds in spoken language.
f. With modeling and support, identifies and discriminates syllables in words.	24. Phonological awareness: Children identify distinct sounds in spoken language.

Arizona Early Learning Standards 3rd Edition

Key Developmental Indicators (KDIs)

LANGUAGE AND LITERACY: For Young Children From Three to Five Years Old, CONT	
Strand 2: Emergent Literacy, CONT	
Concept 3: CONT	
g. With modeling and support, combines onset and rime to form a familiar one-syllable word with and without pictorial support.	24. Phonological awareness: Children identify distinct sounds in spoken language.
h. With modeling and support, repeats words and identifies the common final sound.	24. Phonological awareness: Children identify distinct sounds in spoken language.
Concept 4: Alphabet Knowledge: The child demonstrates knowledge of the alphabet.	
a. Discriminates letters from other shapes and symbols.	25. Alphabetic knowledge: Children identify letter names and their sounds.
b. Matches and recognizes similarities and differences in letters, with modeling and support.	25. Alphabetic knowledge: Children identify letter names and their sounds.
c. Recognizes as many as 10 letters, especially those in own name, family and friends.	25. Alphabetic knowledge: Children identify letter names and their sounds.
d. Uses letter-sound knowledge identifying the sounds of a few letters and producing the correct sounds for as many as 10 letters, with modeling and support.	25. Alphabetic knowledge: Children identify letter names and their sounds.
Concept 5: Comprehension: The child shows an interest in books and comprehends books read aloud with increasing text complexity.	
a. Takes an active role in reading activities.	26. Reading: Children read for pleasure and information. 28. Book knowledge: Children demonstrate knowledge about books.
b. With prompting and support, identifies characters and major events in a story.	21. Comprehension: Children understand language.
c. With prompting and support, asks and answers a variety of questions about books or stories told or read aloud.	21. Comprehension: Children understand language.
d. With prompting and support, draws connections between story events and personal experiences.	21. Comprehension: Children understand language.
e. With prompting and support, identifies events and details in the story and makes predictions.	21. Comprehension: Children understand language.

Arizona Early Learning Standards 3rd Edition

Key Developmental Indicators (KDIs)

LANGUAGE AND LITERACY: For Young Children From Three to Five Years Old, CONT	
Strand 2: Emergent Literacy, CONT	
Concept 5: CONT	
f. With prompting and support, gives an opinion for liking or disliking a book or story.	22. Speaking: Children express themselves using language.
g. With modeling and support, begins to demonstrate an understanding of the differences between fiction and non-fiction.	28. Book knowledge: Children demonstrate knowledge about books.
h. With modeling and support, identifies the topic of informational text that has been read aloud.	21. Comprehension: Children understand language.
i. With modeling and support, retells or reenacts a story in sequence with pictures or props.	21. Comprehension: Children understand language. 26. Reading: Children read for pleasure and information. 43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.
j. With modeling and support, demonstrates reading fluency by use of phrasing, intonation and expression in shared reading of familiar books, poems, chants, songs, nursery rhymes or other repetitious or predictable texts.	26. Reading: Children read for pleasure and information.
Strand 3: Emergent Writing	
Concept 1: Early Writing, Writing Processes, and Writing Applications: The child uses writing materials to communicate ideas.	
Early Writing: a. Uses a variety of writing tools, materials, and surfaces to create drawings or symbols.	29. Writing: Children write for many different purposes. 40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.

Arizona Early Learning Standards 3rd Edition

Key Developmental Indicators (KDIs)

LANGUAGE AND LITERACY: For Young Children From Three to Five Years Old, CONT	
Strand 3: Emergent Writing, CONT	
Concept 1: CONT	
Writing Processes: b. With modeling and support, uses a combination of drawing, dictating and emergent writing to communicate an idea or opinion about an experience, story, or book, and to express knowledge or share information about a topic of interest.	22. Speaking: Children express themselves using language. 29. Writing: Children write for many different purposes. 40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.
Writing Applications: c. Dictates to and shares thoughts, ideas, and stories with adults.	22. Speaking: Children express themselves using language.
d. Writes own name using letter-like forms or conventional print.	29. Writing: Children write for many different purposes.
e. Intentionally uses scribbles/writing and inventive writing to convey meaning, ideas or to tell a story; e.g., signing artwork, captioning, labeling, creating lists, making notes.	29. Writing: Children write for many different purposes.
f. With prompting and support, forms letters starting with large motor (sky writing, paint brush and water, sidewalk chalk) progressing to fine motor (paper and pencil).	29. Writing: Children write for many different purposes.
g. Organizes writing from left to right, indicating an awareness that letters cluster as words and words cluster into phrases or sentences by use of spacing or marks.	27. Concepts about print: Children demonstrate knowledge about environmental print.

Arizona Early Learning Standards 3rd Edition

Key Developmental Indicators (KDIs)

MATHEMATICS: For Young Children From Three to Five Years Old	
Strand 1: Counting and Cardinality	
Concept 1: Counts Out Loud: The child counts out loud and uses number words in daily conversations.	
a. Shows interest in and awareness of counting.	32. Counting: Children count things.
b. Counts out loud to 10.	32. Counting: Children count things.
Concept 2: Knows Number Names and Symbols: The child identifies numerals and uses number words in daily activities.	
a. Uses numerals and number symbols in the context of daily routines, activities, and play.	31. Number words and symbols: Children recognize and use number words and symbols.
b. Uses and creates symbols to represent numbers.	31. Number words and symbols: Children recognize and use number words and symbols.
c. Identifies numerals one to 10.	31. Number words and symbols: Children recognize and use number words and symbols.
Concept 3: Counts to Tell Number of Objects: The child uses number words and counting to identify quantity.	
a. Counts groups of objects using one-to-one correspondence (one object for each number word).	32. Counting: Children count things.
b. Counts a collection of up to 10 items using the last counting word to tell, "How many?"	32. Counting: Children count things.
c. Matches numerals to quantities they represent using physical models and representations.	31. Number words and symbols: Children recognize and use number words and symbols. 32. Counting: Children count things.
d. Identifies quantity of three-five objects without counting (subitize).	32. Counting: Children count things.
Concept 4: Compares Numbers and Quantities: The child applies a range of strategies such as counting or matching to compare sets of objects.	
a. Compares two sets of objects using terms such as more, fewer, or the same.	32. Counting: Children count things.

Arizona Early Learning Standards 3rd Edition

Key Developmental Indicators (KDIs)

MATHEMATICS: For Young Children From Three to Five Years Old, CONT	
Strand 2: Operations and Algebraic Thinking	
Concept 1: Explores Addition and Subtraction: The child combines and separates groups of objects and names how many.	
a. Demonstrates an understanding that adding increases the number of objects in a group.	32. Counting: Children count things.
b. Describes changes in two or more sets of objects when they are combined.	33. Part-whole relationships: Children combine and separate quantities of objects.
c. Demonstrates an understanding that taking away decreases the number of objects in a group.	32. Counting: Children count things.
d. Describes changes in a set of objects when they are separated into parts.	33. Part-whole relationships: Children combine and separate quantities of objects.
Concept 2: Patterning: The child recognizes, copies, extends, describes and creates patterns.	
a. Recognizes patterns in the real world.	38. Patterns: Children identify, describe, copy, complete, and create patterns.
b. Copies simple patterns.	38. Patterns: Children identify, describe, copy, complete, and create patterns.
c. Extends simple patterns.	38. Patterns: Children identify, describe, copy, complete, and create patterns.
d. Creates simple patterns.	38. Patterns: Children identify, describe, copy, complete, and create patterns.
e. Describes similarities and differences in patterns.	38. Patterns: Children identify, describe, copy, complete, and create patterns.

Arizona Early Learning Standards 3rd Edition

Key Developmental Indicators (KDIs)

MATHEMATICS: For Young Children From Three to Five Years Old, CONT	
Strand 3: Measurement and Data	
Concept 1: Sorts and Classifies: The child sorts and groups objects by a variety of characteristics/attributes.	
a. Sorts and classifies objects by one or more attributes (e.g., size, color, shape, texture, use).	39. Data analysis: Children use information about quantity to draw conclusions, make decisions, and solve problems. 46. Classifying: Children classify materials, actions, people, and events.
b. Explains how items were sorted into groups.	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.
Concept 2: Data Analysis: The child collects, organizes, displays, and describes relevant data.	
a. Asks questions to gather information.	39. Data analysis: Children use information about quantity to draw conclusions, make decisions, and solve problems.
b. Displays data to answer simple questions about themselves or the environment.	39. Data analysis: Children use information about quantity to draw conclusions, make decisions, and solve problems.
c. Uses descriptive language to compare data in picture graphs or other concrete representations.	39. Data analysis: Children use information about quantity to draw conclusions, make decisions, and solve problems.
d. Uses charts and graphs to analyze information or answer questions.	39. Data analysis: Children use information about quantity to draw conclusions, make decisions, and solve problems.

Arizona Early Learning Standards 3rd Edition

Key Developmental Indicators (KDIs)

MATHEMATICS: For Young Children From Three to Five Years Old, CONT	
Strand 3: Measurement and Data, CONT	
Concept 3: Measures: The child uses measurement to describe and compare objects in the environment.	
a. Compares objects and uses terms such as longer-shorter, hotter-colder, and faster-slower.	36. Measuring: Children measure to describe, compare, and order things.
b. Uses non-standard units of measurement (e.g., hands, bodies, containers) to estimate measurable attributes.	37. Unit: Children understand and use the concept of unit.
c. Uses various standard measuring tools for simple measuring tasks.	37. Unit: Children understand and use the concept of unit. 52. Tools and technology: Children explore and use tools and technology.
d. Orders objects by measurable attributes.	36. Measuring: Children measure to describe, compare, and order things.
e. Uses appropriate vocabulary to describe time and sequence related to daily routines.	57. History: Children understand past, present, and future.
Strand 4: Geometry	
Concept 1: Spatial Reasoning: The child uses and demonstrates an understanding of positional terms.	
a. Uses and responds to positional terms (e.g., between, inside, under, above, behind).	35. Spatial awareness: Children recognize spatial relationships among people and objects.
b. Describes the position or location of objects in relation to self or to other objects.	35. Spatial awareness: Children recognize spatial relationships among people and objects.
Concept 2: Shapes: The child recognizes names and describes common shapes and their properties.	
a. Recognizes basic two-dimensional shapes.	34. Shapes: Children identify, name, and describe shapes.
b. Uses the names of geometric shapes when describing objects found in the environment.	34. Shapes: Children identify, name, and describe shapes.

Arizona Early Learning Standards 3rd Edition

Key Developmental Indicators (KDIs)

<i>MATHEMATICS: For Young Children From Three to Five Years Old, CONT</i>	
Strand 4: Geometry, CONT	
Concept 2: CONT	
c. Creates two- and three-dimensional shapes during play.	34. Shapes: Children identify, name, and describe shapes. 35. Spatial awareness: Children recognize spatial relationships among people and objects.
d. Compares and describes attributes of two- and three- dimensional objects in the environment using own vocabulary.	34. Shapes: Children identify, name, and describe shapes.

Arizona Early Learning Standards 3rd Edition

Key Developmental Indicators (KDIs)

SCIENCE: For Young Children from Three to Five Years Old	
Strand 1: Inquiry and Application	
Concept 1: Exploration, Observations, and Hypotheses: The child asks questions and makes predictions while exploring and observing in the environment.	
a. Exhibits curiosity about objects, living things, and other natural events in the environment by using one or more senses.	45. Observing: Children observe the materials and processes in their environment. 51. Natural and physical world: Children gather knowledge about the natural and physical world.
b. Identifies attributes of objects, living things, and natural events in the environment.	51. Natural and physical world: Children gather knowledge about the natural and physical world.
c. Describes changes in objects, living things, and the natural events in the environment.	50. Communicating ideas: Children communicate their ideas about the characteristics of things and how they work. 51. Natural and physical world: Children gather knowledge about the natural and physical world.
d. Begins to describe the similarities, differences and relationships between objects, living things and natural events.	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. 51. Natural and physical world: Children gather knowledge about the natural and physical world.
e. Asks and responds to questions about relationships of objects, living things, and events in the natural environment.	50. Communicating ideas: Children communicate their ideas about the characteristics of things and how they work. 51. Natural and physical world: Children gather knowledge about the natural and physical world.
Concept 2: Investigation: The child tests predictions through exploration and experimentation.	
a. Uses a variety of tools and materials to investigate.	52. Tools and technology: Children explore and use tools and technology.

Arizona Early Learning Standards 3rd Edition

Key Developmental Indicators (KDIs)

SCIENCE: For Young Children from Three to Five Years Old, CONT	
Strand 1: Inquiry and Application, CONT	
Concept 2: CONT	
b. Makes predictions and checks them through hands-on investigation with adult support.	48. Predicting: Children predict what they expect will happen.
c. Adjusts the experiment if results are different than expected and continues testing.	47. Experimenting: Children experiment to test their ideas.
d. Persists with an investigation.	3. Engagement: Children focus on activities that interest them.
Concept 3: Analysis and Conclusion: The child forms conclusions about observations and experimentations.	
a. Uses a variety of materials to record and organize data.	39. Data analysis: Children use information about quantity to draw conclusions, make decisions, and solve problems.
b. Identifies cause and effect relationships.	49. Drawing conclusions: Children draw conclusions based on their experiences and observations.
c. Constructs explanation about investigations.	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.
Concept 4: Communication: The child discusses and reflects upon the scientific investigation and its findings.	
a. Displays and interprets data.	39. Data analysis: Children use information about quantity to draw conclusions, make decisions, and solve problems. 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.

Arizona Early Learning Standards 3rd Edition

Key Developmental Indicators (KDIs)

SCIENCE: For Young Children from Three to Five Years Old, CONT	
Strand 1: Inquiry and Application, CONT	
Concept 4: CONT	
b. Presents their scientific ideas in a variety of ways.	50. Communicating ideas: Children communicate their ideas about the characteristics of things and how they work.
c. Conducts further investigation based on prior experience and information gained.	2. Planning: Children make plans and follow through on their intentions. 3. Engagement: Children focus on activities that interest them. 6. Reflection: Children reflect on their experiences.

Arizona Early Learning Standards 3rd Edition

Key Developmental Indicators (KDIs)

<i>SOCIAL STUDIES: For Young Children Three To Five Years Old</i>	
Strand 1: Family	
Concept 1: Understands Family: The child demonstrates an understanding of families and the roles and responsibilities of being a family member.	
a. Views self as a member of the family unit.	7. Self-identity: Children have a positive self-identity.
b. Identifies family members; e.g., mother, father, sister, brother, grandparents, cousins, etc.	7. Self-identity: Children have a positive self-identity.
c. Describes/discusses own family's cultural or family traditions.	7. Self-identity: Children have a positive self-identity.
d. Identifies similarities and differences in their family composition and the families of others.	7. Self-identity: Children have a positive self-identity. 53. Diversity: Children understand that people have diverse characteristics, interests, and abilities.
e. Develops an awareness of their personal & family history.	7. Self-identity: Children have a positive self-identity.
f. Shows knowledge of family members' roles and responsibilities in the home.	54. Community roles: Children recognize that people have different roles and functions in the community.
Strand 2: Community	
Concept 1: Understands Community: The child recognizes that he/she lives in a place with many people and that there are people and events in other places.	
a. Recognizes that places where people live are made up of individuals from different cultures and who speak different languages.	53. Diversity: Children understand that people have diverse characteristics, interests, and abilities.
b. Identifies, discusses and asks questions about similarities and differences in other people in their community.	53. Diversity: Children understand that people have diverse characteristics, interests, and abilities.
c. Describes some characteristics (e.g., clothing, food, jobs) of the people in their community.	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.
Concept 2: Rights, Responsibilities and Roles within Community: The child demonstrates a sense of belonging to the community and contributes to its care.	
a. Demonstrates responsible behaviors.	11. Community: Children participate in the community of the classroom.

Arizona Early Learning Standards 3rd Edition

Key Developmental Indicators (KDIs)

<i>SOCIAL STUDIES: For Young Children Three To Five Years Old, CONT</i>	
Strand 2: Community, CONT	
Concept 2: CONT	
b. Shows an understanding of how to care for the environment.	58. Ecology: Children understand the importance of taking care of their environment.
c. Recognizes that people rely on others for goods and services; e.g., farm goods, mail delivery, safety or health care.	54. Community roles: Children recognize that people have different roles and functions in the community.
d. Seeks opportunities for leadership.	55. Decision making: Children participate in making classroom decisions.
e. Describes the purpose of rules.	11. Community: Children participate in the community of the classroom. 55. Decision making: Children participate in making classroom decisions.
f. Recognizes that people have wants and must make choices because resources and materials are limited.	55. Decision making: Children participate in making classroom decisions.
g. Describes their role at home, at school, and in the community.	54. Community roles: Children recognize that people have different roles and functions in the community.
Concept 3: Geography: The child demonstrates an awareness of locations within and around their community.	
a. Uses words to describe directionality and/or location within the community.	56. Geography: Children recognize and interpret features and locations in their environment.
b. Describes some physical features of the environment in which the child lives; e.g., bodies of water, mountains, weather.	56. Geography: Children recognize and interpret features and locations in their environment.

Arizona Early Learning Standards 3rd Edition

Key Developmental Indicators (KDIs)

<i>SOCIAL STUDIES: For Young Children Three To Five Years Old, CONT</i>	
Strand 3: Historical Thinking	
Concept 1: Understands Time – Past, Present and Future: The child demonstrates an awareness of time and sequence of events in their daily lives.	
a. Demonstrates an understanding of time in the context of daily experiences.	57. History: Children understand past, present, and future.
b. Understands that events happened in the past and how these events relate to one's self, family and community.	57. History: Children understand past, present, and future.

Arizona Early Learning Standards 3rd Edition

Key Developmental Indicators (KDIs)

<i>PHYSICAL DEVELOPMENT, HEALTH AND SAFETY: For Young Children From Three To Five Years Old</i>	
Strand 1: Physical and Motor Development	
Concept 1: Gross Motor Development: The child moves with balance, control and coordination.	
a. Moves with balance.	16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles. 18. Body awareness: Children know about their bodies and how to navigate them in space.
b. Moves with control (e.g., walks, runs, skips, jumps, gallops, hops).	16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles. 18. Body awareness: Children know about their bodies and how to navigate them in space.
c. Moves with coordination.	16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.
d. Demonstrates spatial awareness in physical activity.	18. Body awareness: Children know about their bodies and how to navigate them in space.
Concept 2: Fine Motor Development: The child uses fingers, hands and wrists to manipulate tools and materials.	
a. Uses fingers, hands, and wrists to manipulate a variety of tools and materials, (e.g., crayons, markers, chalk, sponges, paint brushes, scissors, pencils, silverware).	17. Fine-motor skills: Children demonstrate dexterity and hand-eye coordination in using their small muscles.
b. Uses eye-hand coordination to perform simple tasks.	17. Fine-motor skills: Children demonstrate dexterity and hand-eye coordination in using their small muscles.
c. Manipulates smaller objects, tools and instruments that require wrist and squeezing motions.	17. Fine-motor skills: Children demonstrate dexterity and hand-eye coordination in using their small muscles.

Arizona Early Learning Standards 3rd Edition

Key Developmental Indicators (KDIs)

<i>PHYSICAL DEVELOPMENT, HEALTH AND SAFETY: For Young Children From Three To Five Years Old, CONT</i>	
Strand 1: Physical and Motor Development	
Concept 2: CONT	
d. Uses fine motor skills in daily living.	17. Fine-motor skills: Children demonstrate dexterity and hand-eye coordination in using their small muscles.
Strand 2: Health	
Concept 1: Personal Health and Hygiene Practices: Child demonstrates knowledge of personal health practices, routines and understands the functions of body parts. healthy choices.	
a. Demonstrates hygiene practices.	19. Personal care: Children carry out personal care routines on their own. 20. Healthy behavior: Children engage in healthy practices.
b. Demonstrates healthy practices: 1. Nutrition 2. Physical activity and rest	20. Healthy behavior: Children engage in healthy practices.
c. Awareness of the functions of body parts.	18. Body awareness: Children know about their bodies and how to navigate them in space.
Strand 3: Safety	
Concept 1: Safety and Injury Prevention: Child demonstrates knowledge of personal safety practices and routines.	
a. Identifies and follows basic safety rules with guidance and support; e.g., sun safety, animal and plant safety, outdoor and indoor safety.	20. Healthy behavior: Children engage in healthy practices.
b. Demonstrates transportation and street safety practices.	20. Healthy behavior: Children engage in healthy practices.

Arizona Early Learning Standards 3rd Edition

Key Developmental Indicators (KDIs)

<i>PHYSICAL DEVELOPMENT, HEALTH AND SAFETY: For Young Children From Three To Five Years Old, CONT</i>	
Strand 3: Safety CONT	
Concept 1: CONT	
c. Enforces personal boundaries (safety, self-advocacy and boundary awareness).	20. Healthy behavior: Children engage in healthy practices.
d. Knows personal information.	<i>Does not align</i>
e. Demonstrates emergency safety practices.	20. Healthy behavior: Children engage in healthy practices.
f. Identifies how adults help to keep us safe.	20. Healthy behavior: Children engage in healthy practices.

Arizona Early Learning Standards 3rd Edition

Key Developmental Indicators (KDIs)

<i>FINE ARTS :For Young Children from Three to Five Years Old</i>	
Strand 1: Visual Arts	
Concept 1: Creates and Understands Visual Arts: The child uses a wide variety of materials, media, tools, techniques and processes to explore, create and understand art.	
a. Uses a variety of materials/media, tools and techniques to create original works of art (e.g., paper, rocks, sand, clay; tools such as cotton swabs, small/large brushes, drinking straws, and techniques such as drawing, painting, sculpting).	40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.
b. Creates art work with details which represent creative and personal choices, ideas, experiences and feelings.	40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.
c. Creates art in two and three dimensions.	40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.
d. Seeks an understanding of artwork by self or others by commenting on or questioning the artwork.	40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art. 44. Appreciating the arts: Children appreciate the creative arts.
Strand 2: Music and Creative Movement	
Concept 1: Creates and Understands Music, Movement and Dance: The child uses a wide variety of instruments, movements, techniques and music to explore and create.	
a. Experiments with a variety of instruments, vocalizations, sounds or creative movements.	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.

Arizona Early Learning Standards 3rd Edition

Key Developmental Indicators (KDIs)

<i>FINE ARTS :For Young Children from Three to Five Years Old, CONT</i>	
Strand 2: Music and Creative Movement, CONT	
Concept 1: CONT	
b. Sings and moves to familiar rhymes, songs, and chants.	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.
c. Uses familiar songs, rhymes or chants to create their own musical/movement improvisations.	41. Music: Children express and represent what they observe, think, imagine, and feel through music.
d. Responds to different types of music, (e.g., rock, classical, jazz, spirituals, reggae, Native American chants, gospel, bluegrass, lullabies, marches and country music).	41. Music: Children express and represent what they observe, think, imagine, and feel through music.
e. Uses creative movement and dance to interpret the mood of various types of music and stories.	42. Movement: Children express and represent what they observe, think, imagine, and feel through movement.
Strand 3: Drama	
Concept 1: Creates Dramatic Activities: The child uses the portrayal of events, characters, or stories through acting and using props and language to explore and create.	
a. Assumes roles from daily activities using a variety of props.	43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.
b. Takes on more than one dramatic play role at a time.	43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.
c. Pretends an object exists without using a prop.	43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.

Arizona Early Learning Standards 3rd Edition

Key Developmental Indicators (KDIs)

<i>FINE ARTS :For Young Children from Three to Five Years Old, CONT</i>	
Strand 3: Drama, CONT	
Concept 1: CONT	
d. Dramatizes familiar stories.	43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.
e. Adds details and new elements to dramatic play situations.	43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.