**Crosswalkof the *Guiding Principles* with *Maine’s Early Learning & Development Standards***

The *Guiding Principles* are part of *The Maine Learning Results: Parameters for Essential Instruction-*K-12*.*

*Maine’s Early Learning & Development Standards (MELDS)* indicate what children need to know & be able to do by the end of preschool.

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| **Guiding Principles: Each Maine student must leave school as:** | **Maine’s Early Learning & Development Standards** |
| **Standard A: A clear & effective communicator who:** | **Domains/**Indicators |
| Demonstrates organized and purposeful communication in English and at least one other language | **Social and Emotional Development:**  Expresses self in safe and appropriate ways through words and actions (p.18)  Labels own emotions and, increasingly, the emotions of others (p.19)  **Early Language & Literacy-Speaking & Listening:**  Increases ability to engage in collaborative conversations about preschool topic & texts with peers and adults in small & larger groups. (p.37)  Speaks audibly most of the time and expresses thoughts, feelings and ideas. (p.38) |
| Uses evidence and logic appropriately in communication | **Early Language & Literacy-Speaking & Listening:**  Follows agreed-upon rules for discussions (p. 37) |
| Adjusts communication based on the audience | **Social Development-Building Relationships with Adults & Children:**  Uses socially appropriate behavior with peers & adults such as helping, sharing & taking turns (p.22)  Shows increasing abilities to use compromise and discussion in play and resolution of conflicts with peers. (p.23)  Identifies and expresses self as part of several groups (e.g. family, preschool class, faith community, etc.) (p.24) |
| Uses a variety of modes of expression (spoken, written and visual and performing including the use of technology to create and share the expressions) | **Early Language & Literacy-Speaking & Listening:**  Begins to add drawing or other visual displays to descriptions to provide additional detail (p.38)  **Creative Arts-Visual Arts, Movement & Dance, Dramatic Play/Performance:**  Shows interest in different art media and materials in a variety of ways for creative expression and representation (p.32)  Uses creative movement, planned or improvised, that expresses an idea or feeling (p.33)  Recreates dramatic play experiences, stories or poems for an audience (p.35) |
| **Standard B: A self-directed and lifelong learner who:** | **Domains/**Indicators |
| * Recognizes the need for information and locates and evaluates resources; | **Approaches to Learning:**  Wonders and asks questions about change in his/her world (p.27)  Uses “wh” questions to get information on a variety of topics (why, who, what, where and when) )p. 27) |
| * Applies knowledge to set goals and make informed decisions | **Social Studies**  Participates in developing classroom rules and decisions (p.80) |
| * Applies knowledge in new contexts | **Approaches to Learning**  Applies prior experiences, senses, and knowledge to new learning situations (p.29) |
| * Demonstrates initiative and independence | **Approaches to Learning**  Sets goes, develops plans, and completes tasks with increasing independence (p.28) |
| * Demonstrates flexibility including the ability to learn, unlearn and relearn | **Approaches to Learning**  Independently alters approach to tasks when initial approach does not work (p.29) |
| * Demonstrates reliability and concern for quality |  |
| * Uses interpersonal skills to learn and work with individuals from diverse backgrounds | **Social and Emotional Development**  Respects the rights and property of others (p.18) |
| **Standard C: A creative and practical problem solver who:** | **Domains/**Indicators |
| * Observes and evaluates situations to define problems | **Approaches to Learning**  Predicts when something might be a problem or challenge (p.29) |
| * Frames questions, makes predictions and designs data/information collection and analysis strategies | **Approaches to Learning**  Makes predictions about what will happen next (p.29) |
| * Identifies patterns, trends and relationships that apply to solutions | **Approaches to Learning**  Looks for more than one solution to a question, task or problem (p.29) |
| * Generates a variety of solutions, builds a case for a best response and critically evaluates the effectiveness of the response | **Approaches to Learning**  Considers and implements different approaches to carrying out a task. (p.29)  Discusses or documents important aspects of an experience and identifies what was learned. (p.29)  Solves increasingly complex problems and an increased number of problems. (p.30) |
| * Sees opportunities, finds resources and seeks results | **Approaches to Learning**  Initiates participation in a widening range of topics, ideas, and tasks (p.27)  Invents projects and works on them with little assistance (p.27)  Invents games and new activities (p.27) |
| * Uses information and technology to solve problems |  |
| * Perseveres in challenging situations | **Approaches to Learning**  Persists in and completes an increasing variety of tasks, activities, projects and experiences despite frustrations. (p.28)  Maintains concentration despite distractions (p.28) |
| **Standard D. A responsible and involved citizen who:** | **Domains/**Indicators |
| * Participates positively in the community and designs creative solutions to meet human needs and wants | **Social and Emotional Development**  Participates cooperatively in large and small group activities (p.23)  Participates in classroom and group routines (p.23)  Develops consideration for the needs or interests of peers (p. 23) |
| * Accepts responsibility for personal decisions and actions | **Social and Emotional Development**  Accepts consequences of own actions (p.19)  Asks what and why questions to understand effects of behavior (p.19)  Demonstrates understanding of the consequences of own actions on others (p.19) |
| * Demonstrates ethical behavior and the moral courage to sustain it | **Social and Emotional Development**  Accepts consequences of own actions (p.19)  Regulates own emotions and behaviors (p. 19)  Refrains from disruptive, aggressive, angry or defiant behaviors (p. 19)  Defends own rights and the rights of others  Understands the reasons for rules and routines within the group and accepts them (p. 20)  Shows progress in expressing feelings, needs, and opinions in difficult situations and conflicts without harming self, others or property (p. 20) |
| * Understands and respects diversity * Displays global awareness and economic and civic literacy | **Social and Emotional Development**  Respects the rights and property of others (p.18)  Name and accepts differences and similarities in preferences (p. 25)  Notices that other children might communicate differently or use different words for the same object (p. 25)  Begins to examine a situation from others’ perspectives. (p. 25)  **Social Studies**  Displays awareness of similarities and differences among individuals and families (p. 83) |
| * Demonstrates awareness of personal and community health and wellness | **Social and Emotional Development**  Seeks peaceful resolution to conflict (p. 18)  Shows concern for personal fairness within a peer group  Gives social support to others (p. 24) |
| **Standard E: An integrative and informed thinker who:** | **Domains/**Indicators |
| * Gains and applies knowledge across disciplines and learning contexts and to real-life situations with and without technology | **Social and Emotional Development:**  Asks questions and check with an adult before deviating from rules and routines (p.22)  **Social Studies**  Assists, with support and guidance, in developing and participating in an activity design to care for the environment and/or community (p. 80) |
| * Evaluates and synthesizes information from multiple sources | **Social and Emotional Development**  Develops consideration for the needs or interests of peers (p. 23) |
| * Applies ideas across disciplines | **Social and Emotional Development**  Demonstrates ability to be flexible or adjust to routine or unexpected changes including physical setting, daily schedule, staffing and group size/attendance (p. 20)  Uses different turn-taking strategies (p. 23) |
| * Applies systems thinking to understand the interaction and influence of related parts on each other and on outcomes | **Social and Emotional Development**  Adjusts to transitions from one activity setting to the next during the day with appropriate emotions and behaviors. (p.20)  **Social Studies**  Demonstrates a basic understanding of how things, people, and places change over times (p.830 |

[Understanding Maine's Guiding Principles](http://www.maine.gov/doe/proficiency/standards/MaineGuidingPrinciples102015_FINAL.pdf). (PDF, 747KB) A researched-based framework created to convey the knowledge, skills, and dispositions embedded in the Maine Learning Results' Guiding Principles. The frameworks describe what it may look like when students exhibit the intentions of the Guiding Principle across the content areas by using discipline neutral language. The Guiding Principles frameworks are not a replacement for the Maine Learning Results Guiding Principles but rather a resource for understanding their spirit and intent.

Maine’s Early Learning and Development Standards [www.doe/publicpreschool](http://www.doe/publicpreschool)