

**Michigan
Early Childhood Standards of Quality
for
English Language Arts & Mathematics,
Prekindergarten (Ages 3-4)**

Correlated to

**BRIGANCE®
Inventory of Early Development III (IED III)**



Language and Early Literacy Development	BRIGANCE® Inventory of Early Development III (IED III)
Michigan Early Childhood Standards of Quality – Language and Early Literacy Development	
1. Early Learning Expectation: Emergent Reading. 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	
Emerging Indicators:	
A. In comprehension strategies:	
1. Retell a few important events and ideas they have heard from written materials (e.g., in stories and in books about things and events).	D-17 Uses Meaningful Language in Context E-1 Response to and Experience with Books
2. Enlarge their vocabularies both with words from conversation and instructional materials and activities.	D-3 General Speech and Language Development D-10 Understands Directional/Positional Concepts D-11 Understands Qualitative Concepts D-16 Uses Plural Nouns, -ing, and Prepositions D-17 Uses Meaningful Language in Context E-1 Response to and Experience with Books
3. Use different strategies for understanding written materials (e.g., making predictions using what they already know, using the structure of texts, linking themselves and their experiences to the written materials, asking relevant questions).	E-1 Response to and Experience with Books
4. Demonstrate reading-like behaviors with familiar written materials [i.e., moving from labeling pictures to creating connected stories using book language (e.g., “Once upon a time ...”); using patterns and vocabulary that occur in printed material to making use of printed text (e.g., trying out what one is learning about words and sounds)].	E-1 Response to and Experience with Books
5. Talk about preferences for favorite authors, kinds of books, and topics and question the content and author’s choices (critical literacy).	E-1 Response to and Experience with Books

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B. In print and alphabetic knowledge:	
1. Show progress in identifying and associating letters with their names and sounds.	E-7 Recites Alphabet E-8a Matches Uppercase Letters E-8b Identifies Uppercase Letters E-9a Matches Lowercase Letters E-9b Identifies Lowercase Letters E-17 Identifies Beginning Sounds E-18 Matches Beginning Sounds and Letters with Pictures
2. Recognize a few personally meaningful words including their own name, “mom,” “dad,” signs, and other print in their environment.	E-1 Response to and Experience with Books E-2 Identifies Common Signs E-21 Reads Basic Vocabulary Words E-22 Reads Number Words E-23 Reads Color Words E-24 Reads Words from Common Signs E-25a Reads Passages at Preprimer Level
3. Participate in play activities with sounds (e.g., rhyming games, finger plays).	D-3C General Speech and Language Development E-15 Identifies Rhymes H-2 Play and Relationships with Peers
C. In concepts about reading:	
1. Understand that ideas can be written and then read by others.	E-1 Response to and Experience with Books
2. Understand print and book handling concepts including directionality, title, etc.	E-1 Response to and Experience with Books
3. Understand that people read for many purposes (e.g., enjoyment, information, to understand directions).	E-1 Response to and Experience with Books
4. Understand that printed materials have various forms and functions (e.g., signs, labels, notes, letters, types).	E-2 Identifies Common Signs
5. Develop an understanding of the roles of authors and illustrators.	

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2. Early Learning Expectation: Writing Skills. Children begin to develop writing skills to communicate and express themselves effectively for a variety of purposes.	
Emerging Indicators:	
1. Begin to understand that their ideas can be written and then read by themselves or others.	
2. Use a variety of forms of early writing (e.g., scribbling, drawing, use of letter strings, copied environmental print) and move toward the beginning of phonetic and/or conventional spelling.	C-1 General Eye/Finger/Hand Manipulative Skills C-3 Early Handwriting Skills
3. Begin to develop an understanding of purposes for writing (e.g., lists, directions, stories, invitations, labels).	E-1 Response to and Experience with Books
4. Represent their own or imaginary experiences through writing (with/without illustrations).	C-3 Early Handwriting Skills
5. Begin to write familiar words such as their own name.	C-3 Early Handwriting Skills E-14 Prints Personal Information
6. Attempt to read or pretend to read what they have written to friends, family members, and others.	
7. Show beginnings of a sense of the need to look over and modify their writings and drawings (e.g., adding to picture or writing).	
8. Develop greater control over the physical skills needed to write letters and numbers.	C-3 Early Handwriting Skills
3. Early Learning Expectation: Spoken Language: Expressive. Children develop abilities to express themselves clearly and communicate ideas to others.	
Emerging Indicators:	
1. Use spoken language for a variety of purposes (e.g., to express feelings, to ask questions, to talk about their experiences, to ask for what they need, to respond to others).	D-3 General Speech and Language Development D-5 Knows Personal Information H-1 Relationships with Adults H-2 Play and Relationships with Peers H-3 Motivation and Self-Confidence H-4 Prosocial Skills and Behaviors

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2. Show increasing comfort and confidence when speaking.	D-3C General Speech and Language Development
3. Experiment and play with sounds (e.g., rhyming, alliteration, playing with sounds, and other aspects of phonological awareness).	D-3C General Speech and Language Development D-18S Singing E-15 Identifies Rhymes E-20 Deletes Word Parts and Phonemes in Words H-2 Play and Relationships with Peers
4. Continue to develop vocabulary by using words learned from stories and other sources in conversations.	D-3 General Speech and Language Development D-10 Understands Directional/Positional Concepts D-11 Understands Qualitative Concepts E-1 Response to and Experience with Books H-4 Prosocial Skills and Behaviors
5. Speak in increasingly more complex combinations of words and in sentences.	D-3 General Speech and Language Development D-4 Length of Sentences D-16 Uses Plural Nouns, -ing, and Prepositions D-17 Uses Meaningful Language in Context
6. Understand the roles of the participants in conversation (e.g., taking turns in conversation and relating their own comments to what is being talked about; asking relevant questions).	D-3 General Speech and Language Development H-4 Prosocial Skills and Behaviors
7. Take part in different kinds of roles as a speaker (e.g., part of a group discussion, role playing, fantasy play, storytelling and retelling).	D-3 General Speech and Language Development E-1 Response to and Experience with Books H-2C Play and Relationships with Peers
8. Use nonverbal expressions and gestures to match and reinforce spoken expression.	

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9. Show progress in speaking both their home language and English (if non-English-speaking children).	D-3 General Speech and Language Development D-4 Length of Sentences D-16 Uses Plural Nouns, <i>-ing</i> , and Prepositions D-17 Uses Meaningful Language in Context
10. If appropriate, show progress in learning alternative communication strategies such as sign language.	
4. Early Learning Expectation: Spoken Language: Receptive. Children grow in their capacity to use effective listening skills and understand what is said to them.	
Emerging Indicators:	
1. Gain information from listening (e.g., to conversations, stories, songs, poems).	E-1 Response to and Experience with Books
2. Show progress in listening to and following spoken directions.	D-6 Follows Verbal Directions
3. Show progress in listening attentively, avoiding interrupting others, learning to be respectful.	D-3 General Speech and Language Development H-4 Prosocial Skills and Behaviors
4. Respond with understanding to speech directed at them.	D-3 General Speech and Language Development D-6 Follows Verbal Directions D-10 Understands Directional/Positional Concepts D-11 Understands Qualitative Concepts H-4 Prosocial Skills and Behaviors
5. Understand the concept and role of an audience (e.g., being part of an audience, being quiet, being considerate, looking at the speaker).	
6. Understand and respond appropriately to non-verbal expressions and gestures.	D-1 Prespeech Receptive Language
7. Show progress in listening to and understanding both their home language and English (if non-English-speaking children).	D-3 General Speech and Language Development D-6 Follows Verbal Directions

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5. Early Learning Expectation: Viewing Images and Other Media Materials. Children begin to develop strategies that assist them in viewing a variety of images and multimedia materials effectively and critically.	
Emerging Indicators:	
1. View images and other media materials for a variety of purposes (e.g., to gain information, for pleasure, to add to their understanding of written materials, for visual cues or creative purposes).	D-7 Identifies Pictures D-17 Uses Meaningful Language in Context E-1 Response to and Experience with Books
2. Use different strategies for understanding various media (e.g., making predictions using what they already know, using the structure of the image or media, linking themselves and their experiences to the content, asking relevant questions).	D-17 Uses Meaningful Language in Context E-1 Response to and Experience with Books
3. Begin to compare information across sources and discriminate between fantasy and reality.	E-1 Response to and Experience with Books
6. Early Learning Expectation: Positive Attitudes about Literacy. Children develop positive attitudes about themselves as literate beings — as readers, writers, speakers, viewers, and listeners.	
Emerging Indicators:	
1. Choose to read, write, listen, speak, and view for enjoyment and information, and to expand their curiosity.	D-3 General Speech and Language Development E-1 Response to and Experience with Books H-2 Play and Relationships with Peers H-4 Prosocial Skills and Behaviors
2. Demonstrate emotion from literacy experiences (e.g. laughter, concern, curiosity).	E-1 Response to and Experience with Books
3. Make connections with situations or events, people or stories.	D-3 General Speech and Language Development E-1 Response to and Experience with Books H-4 Prosocial Skills and Behaviors
4. Approach tasks and activities with increased flexibility, imagination, inventiveness, and confidence.	H-2 Play and Relationships with Peers H-3 Motivation and Self-Confidence H-4 Prosocial Skills and Behaviors

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5. Show growth in eagerness to learn about and discuss a growing range of topics, ideas, and tasks	H-1 Relationships with Adults H-2 Play and Relationships with Peers H-3 Motivation and Self-Confidence H-4 Prosocial Skills and Behaviors
7. Early Learning Expectation: Diversity of Communication. Children begin to understand that communication is diverse and that people communicate in a variety of ways.	
Emerging Indicators:	
1. Understand that some people communicate in different languages and other forms of English.	
2. Become aware of the value of the language used in their homes.	
3. Become aware of alternate and various forms of communication (e.g., Braille, sign language, lip reading, digital communication tablets).	
4. Begin to understand the value and enjoyment of being able to communicate in more than one language or form of communication.	

Early Learning in Mathematics	BRIGANCE® Inventory of Early Development III (IED III)
Michigan Early Childhood Standards of Quality – Mathematics	
1. Early Learning Expectation: Math Practices. Children begin to develop processes and strategies for solving mathematical problems.	
Emerging Indicators:	
1. Try to solve problems in their daily lives using mathematics (e.g., how many napkins are needed).	F-14 Solves Word Problems
2. Generate new problems from every day mathematical situations and use current knowledge and experience to solve them (e.g., distribute crackers).	F-14 Solves Word Problems
3. Begin to develop and use various approaches to problem solving based upon their trial and error experiences.	
4. Begin to talk about the processes and procedures they used to solve concrete and simple mathematical situations.	
5. Begin to generate problems that involve predicting, collecting, and analyzing information and using simple estimation.	F-3 Compares Different Amounts F-5 Sorts Objects (by Size, Color, Shape)
2. Early Learning Expectation: Mathematical Literacy. Children begin to use the language of mathematics by applying emerging skills in representing, discussing, reading, writing, and listening (e.g., by translating a problem or activity into a new form; a picture, diagram, model, symbol, or words).	
Emerging Indicators:	
1. Participate regularly in informal conversations about mathematical concepts and number relationships.	F-1 Understands Number Concepts F-6 Recognizes Quantities F-7 Matches Quantities with Numerals
2. Begin to record their work with numbers in a variety of simple concrete and pictorial formats, moving toward some use of number and other mathematical symbols.	F-1 Understands Number Concepts F-6 Recognizes Quantities F-7 Matches Quantities with Numerals F-11 Writes Numerals in Sequence F-12 Writes Following and Preceding Numeral F-13 Writes Numerals Dictated
3. Begin to use symbols to represent real objects and quantities.	F-1 Understands Number Concepts F-6 Recognizes Quantities F-7 Matches Quantities with Numerals

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4. Make progress from matching and recognizing number symbols to reading and writing numerals.	F-9 Reads Numerals F-10 Knows Missing Numerals in Sequences F-11 Writes Numerals in Sequence F-12 Writes Following and Preceding Numeral F-13 Writes Numerals Dictated
5. Talk about their own mathematical explorations and discoveries using simple mathematical language and quantity-related words.	D-10 Understands Directional/Positional Concepts D-11 Understands Qualitative Concepts F-3 Compares Different Amounts F-5 Sorts Objects (by Size, Color, Shape)
6. Begin to recognize that information comes in many forms and can be organized and displayed in different ways.	F-1 Understands Number Concepts F-6 Recognizes Quantities F-7 Matches Quantities with Numerals
7. Begin to describe comparative relationships (e.g., more/less/same number of objects or quantities).	D-11 Understands Qualitative Concepts F-3 Compares Different Amounts
3. Early Learning Expectation: Classification and Patterns. Children begin to develop skills of recognizing, comparing and classifying objects, relationships, events and patterns in their environment and in everyday life.	
Emerging Indicators:	
1. Recognize, describe, copy, extend, and create simple patterns with real objects and through pictures.	C-2C Builds Tower with Blocks F-10 Knows Missing Numerals in Sequences F-11 Writes Numerals in Sequence F-12 Writes Following and Preceding Numeral
2. Identify patterns in their environment.	B-13S Rhythm C-2C Builds Tower with Blocks
3. Investigate patterns and describe relationships.	C-2C Builds Tower with Blocks F-10 Knows Missing Numerals in Sequences F-11 Writes Numerals in Sequence F-12 Writes Following and Preceding Numeral
4. Recognize patterns in various formats (e.g., things that can be seen, heard, felt).	B-13S Rhythm C-2C Builds Tower with Blocks D-12 Classifies Objects into Categories

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4. Early Learning Expectation: Counting and Cardinality. Children extend their understanding of numbers and their relationship to one another and things in the environment.	
Emerging Indicators:	
1. Develop an increasing interest and awareness of numbers and counting as a means for determining quantity and solving problems.	F-1 Understands Number Concepts F-2 Counts by Rote F-3 Compares Different Amounts F-6 Recognizes Quantities F-7 Matches Quantities with Numerals
2. Match, build, compare, and label amounts of objects and events (e.g., birthdays in the week) in their daily lives.	F-1 Understands Number Concepts F-3 Compares Different Amounts F-5 Sorts Objects (by Size, Color, Shape) F-6 Recognizes Quantities F-7 Matches Quantities with Numerals
3. Make progress in moving beyond rote counting to an understanding of conceptual counting (e.g., one-to-one correspondence).	F-1 Understands Number Concepts F-3 Compares Different Amounts F-6 Recognizes Quantities F-7 Matches Quantities with Numerals
4. Recognize and match number symbols for small amounts with the appropriate amounts (e.g., subitizing).	F-1 Understands Number Concepts F-6 Recognizes Quantities F-7 Matches Quantities with Numerals
5. Show progress in linking number concepts, vocabulary, quantities and written numerals in meaningful ways.	F-1 Understands Number Concepts F-3 Compares Different Amounts F-6 Recognizes Quantities F-7 Matches Quantities with Numerals
6. Show growth in understanding that number words and numerals represent quantities.	F-1 Understands Number Concepts F-6 Recognizes Quantities F-7 Matches Quantities with Numerals
7. Use cardinal (e.g., one, two) and ordinal (e.g., first, second) numbers in daily home and classroom life.	F-2 Counts by Rote F-8 Understands Ordinal Position
8. Understand how numbers can be used to label various aspects of their lives (e.g., house number, phone number, ages of classmates).	D-5 Knows Personal Information E-14 Prints Personal Information
9. Develop an increasing ability to count in sequence up to ten and beyond, typically referred to as “counting on.”	F-2 Counts by Rote

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5. Early Learning Expectation: Simple Operations and Beginning Algebraic Thinking. Children begin to develop skills of sorting and organizing information, seeing patterns, and using information to make predictions and solve new problems.	
Emerging Indicators:	
1. Begin to develop the ability to solve problems involving joining, separating, combining, and comparing amounts when using small quantities of concrete materials.	F-3 Compares Different Amounts F-14 Solves Word Problems F-15 Determines Total of Two Sets
2. Can generate problems that involve predicting, collecting, and analyzing information.	F-3 Compares Different Amounts F-5 Sorts Objects (by Size, Color, Shape)
3. Use simple estimation to make better guesses.	
4. Identify likenesses and differences.	D-3 General Speech and Language Development D-12 Classifies Objects into Categories F-5 Sorts Objects (by Size, Color, Shape)
5. Can place objects or events in order, according to a given criterion (e.g., color, shape, size, time).	D-3 General Speech and Language Development D-17 Uses Meaningful Language in Context F-5 Sorts Objects (by Size, Color, Shape) F-8 Understands Ordinal Position F-19 Understands Time and Reads a Clock
6. Recognize that the same group can be sorted and classified in more than one way and describe why they would group or sequence in a particular way.	C-1C General Eye/Finger/Hand Manipulative Skills F-5 Sorts Objects (by Size, Color, Shape)
7. Begin to understand that simple concrete and representational graphs are ways of collecting, organizing, recording, and describing information.	

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6. Early Learning Expectation: Measuring. Children explore and discover simple ways to measure.	
Emerging Indicators:	
1. Show awareness that things in their environment can be measured.	
2. Begin to understand concepts of weight.	
3. Show an awareness of the concept of time, beginning with the recognition of time as a sequence of events and how time plays a role in their daily life (e.g., breakfast, snack, lunch, dinner).	D-17 Uses Meaningful Language in Context F-19 Understands Time and Reads a Clock
4. Show an awareness of temperature as it affects their daily lives.	F-20 Understands Weather Concepts
5. Use beginning skills of estimation in solving everyday measurement problems (e.g., about how many cookies are needed for a small group of children).	
6. Begin to use non-standard measures (e.g., length of hand) for length and area of objects.	
7. Begin to understand that tools (e.g., rulers, scales, counters) can be used to measure properties of objects and amounts.	
7. Early Learning Expectation: Geometry. Children build their visual thinking skills through explorations with shape and the spaces in their classrooms and neighborhoods	
Emerging Indicators:	
1. Can make models, draw, name, and/or classify common shapes and verbally describe them in simple terms.	C-1C General Eye/Finger/Hand Manipulative Skills C-4 Copies Forms D-3C General Speech and Language Development F-4 Identifies Shapes F-5 Sorts Objects (by Size, Color, Shape)
2. Investigate and begin to predict the results of combining, subdividing, and changing shapes.	C-2C Builds Tower with Blocks
3. Begin to recognize and appreciate geometric shapes in their environment.	

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4. Begin to build an understanding of directionality, order, and positions of objects through the use of words (e.g., up, down, over, under, top, bottom, inside, outside, in front of, behind).	D-6 Follows Verbal Directions D-10 Understands Directional/Positional Concepts
5. Identify patterns in their environment.	
6. Recognize, describe, copy, extend and create simple patterns with real objects and through pictures.	C-2C Builds Tower with Blocks
7. Investigate patterns and describe relationships.	C-2C Builds Tower with Blocks
8. Recognize patterns in various formats (e.g., things that can be seen, heard, felt).	B-13S Rhythm C-2C Builds Tower with Blocks